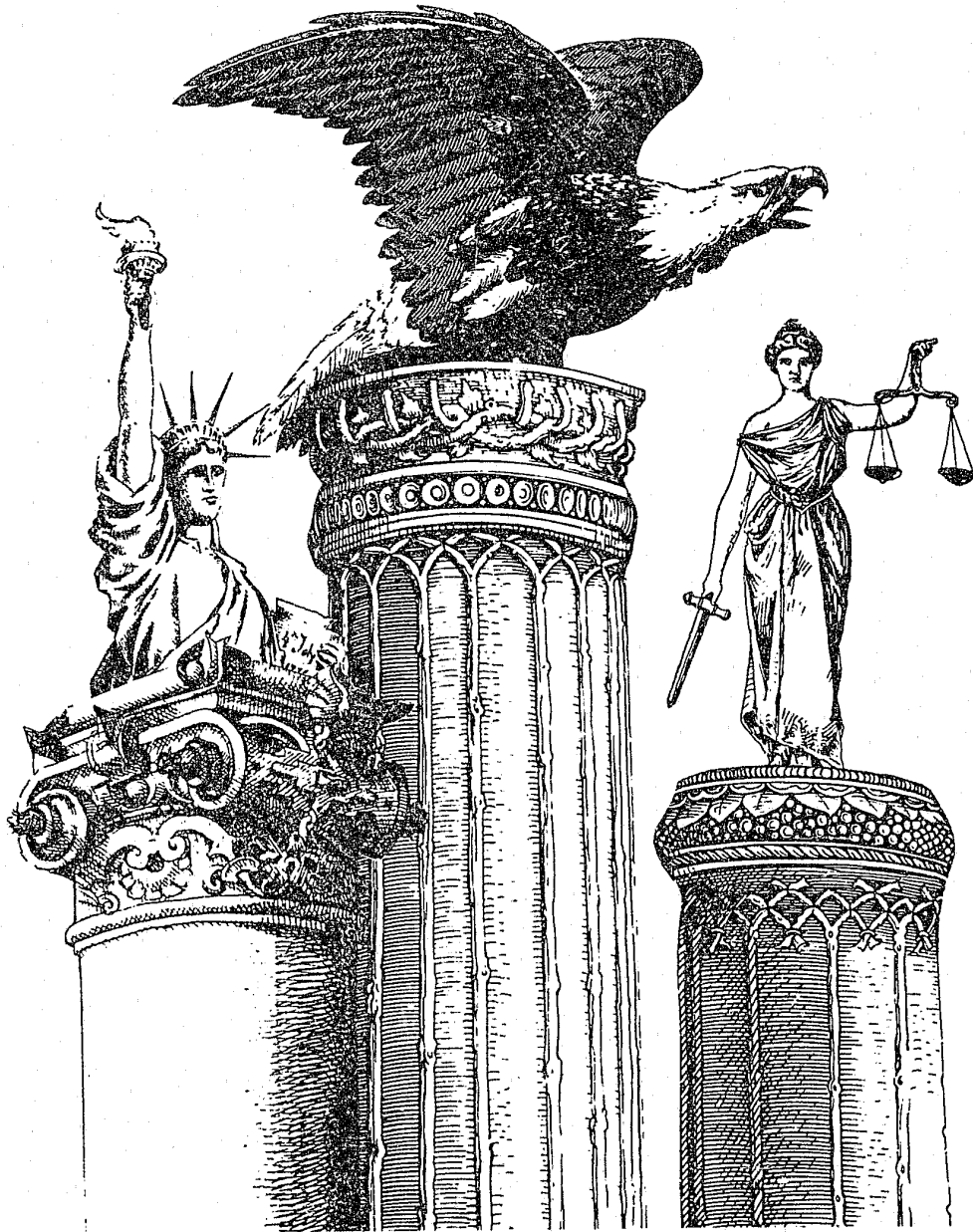


CORRECTIONAL OFFICER TRAINING
IN VIRGINIA: A FINAL REPORT



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CORRECTIONAL TRAINING AND EVALUATION CENTER
Virginia Commonwealth University



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A FINAL REPORT

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by

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Report Number 2

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TABLE OF CONTENTS

	page
List of Tables	iii
Acknowledgements	v
Background of Project	1
Methods of Evaluation	5
Results	16
Additional Analyses	46
Discussion	63
Summary and Recommendations	70
References	
Appendices	
A. Evaluation Questionnaires	
B. Itemized Open-Ended Comments of Trainees	
C. Training Center Schedule	
D. Comparative Attitudinal Data	

LIST OF TABLES

	page
Table 1 - Institution Assignment	17
Table 2 - Number of Weeks Employed Prior to Training	18
Table 3 - Role, Prior Employment and Prior Training	19
Table 4 - Frequencies and Percentages of Trainees Citing Factors as Important in their Decision to Enter Correctional Work . .	20
Table 5 - Age, Age When Decided on Corrections, Number of Children, Years Lived in Present Community and Military for Trainees	22
Table 6 - Frequencies and Percentages of Other Relevant Demographic Variables	23
Table 7 - Pre and Post Comparison of Attitudes	25
Table 8 - Measures of Attitudes Toward Job	27
Table 9 - Pre and Post Achievement Scores and Training Center Test Scores	29
Table 10 - Helping Relationship Inventory Scores	31
Table 11 - Frequencies and Percentages of Trainees Responding to Questions Positively about Education and Training	33
Table 12 - Frequencies and Percentages of Trainees Citing Obstacles to Education	35
Table 13 - Attitudes Toward Training - Learned Rating	37
Table 14 - Attitudes Toward Training - Useful Rating	39
Table 15 - Attitudes Toward Training - Timed Rating	40
Table 16 - Rank Order of Preference of Methods of Presentation . . .	42
Table 17 - Affirmative Responses to Questions about Training Program	44
Table 18 - Frequencies of Trainees' Comments about Training	45

	page
Table 19 - Mean Initial Values and Changes During Training of Attitudes Toward Punishment Broken Down by Selected Demographic Variables	49
Table 20 - Mean Initial Values and Changes During Training of Attitudes Toward Prisons Broken Down by Selected Demographic Variables	51
Table 21 - Mean Initial Values and Changes During Training of Attitudes Toward Self Broken Down by Selected Demographic Variables	53
Table 22 - Mean Initial Values and Changes During Training of Attitudes Toward Others Broken Down By Selected Demographic Variables	54
Table 23 - Mean Initial Values and Changes During Training of Achievement Scores Broken Down By Selected Demographic Variables	55
Table 24 - Frequencies and Percentages of Initial Responses and Changes During Training of Job Satisfaction Broken Down By Selected Demographic Variables	57
Table 25 - Frequencies and Percentages of Initial Responses and Changes During Training to "Do You Have Enough Education to Do Job?" Question Broken Down By Selected Demographic Variables	58

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The following report, which analyzes data extracted from the evaluations of correctional officers trained in Virginia through early 1976, represents the final result of several years labors, assisted by little in terms of financial or physical resources. This is particularly the case relative to Dr. Scott, who has invested some four years of his life into this work without any financial remuneration whatsoever.

Data collection was initiated in early 1974 by Dr. Scott and Mr. Robert Phelps (currently Director, Bureau of Staff Organization and Development, Virginia Department of Corrections), and was completed by Miss Roseann Evans, Mr. Mark Smedley, and Mrs. Betts Keck (at that time undergraduate students at Virginia Commonwealth University). Roseann Evans continued on as research assistant for the project after publication of the first report in June, 1976. Truly, this report could not have been completed without Roseann's efforts and diligence in organizing the available data.

A note of thanks is also owed to Mrs. Nancy McCreedy who, while only employed on the project for a short period of time, painstakingly typed the tables and final draft for this report.

Finally, the acknowledgements would be incomplete if they overlooked thanking our wives, Marilyn Scott and Yvonne Cienek. They endured much to see this report completed; their solace, patience,

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BACKGROUND OF PROJECT

Preliminary planning for the project that led to this evaluation began in 1972 when agreement was reached between Virginia Commonwealth University and the (then) Virginia Division of Corrections for the University to hire a correctional training expert in the Department of Administration of Justice and Public Safety to evaluate the Division's training program and to provide liaison between the Division and University training resources. Funding was secured from the Virginia Division of Justice and Crime Prevention¹ and after an extensive search, Robert Phelps, then training supervisor for the Vienna (Illinois) Correctional Center, was recruited as Director of the "Training of Adult and Juvenile Correction, Probation and Parole Personnel" Project.

Phase I (June 1, 1973 to June 20, 1973) involved initial on-site evaluation of the Division's training program by the project director and preliminary planning for revisions and expansion of the comprehensive 200 hour human relations-oriented training program for all correctional officers employed in state-operated correctional facilities. Phase II continued these activities as well as work on related training programs. In addition, during Phase II, plans were implemented to undertake an empirical assessment of the effectiveness of the Division of Corrections' (Adult Division) orientation training program. This document is the second report on all phases of the training evaluation.

Division of Corrections Training The Virginia Division of Corrections has conducted Correctional Officer Training since August, 1965, at Unit 13 in

¹ Phase I and II funded under Grant Number 71-A1736, "Increase in Effectiveness of Correction and Rehabilitation (Including Probation and Parole)."

Chesterfield County, and since January 1973 at the former Training Center on the grounds of the State Farm for Women at Goochland.² Training for correctional officers at the time the Goochland Training Center was opened in 1973 involved a total of 200 hours, including 160 hours at the Center and 40 hours at the various institutions. Although efforts were made to train all new correctional officers, high turnover and local institutional pressures resulted in only partial achievement of that goal.

In October, 1973, the recently created Virginia Criminal Justice Standards Commission designed and mandated an 84-hour training program for all correctional officers. The training curriculum, already in excess of the required 84 hours, was adjusted to include the newly required curriculum. In July, 1974, the Standards Commission upgraded its minimum training requirements, resulting in a total program of 252 hours. These new standards mandated 164 hours at the Training Center, with 48 hours classroom and 40 hours of on-the-job training at the various institutions.

Although the initial requirement of 252 hours training was to have been completed prior to certification (and hence the officer's eligibility for his first pay raise), this was later adjusted because of the high correctional officer turnover rate (over 20% in 1975). Additionally, there remained large numbers of untrained older personnel; thus, a final deadline for training of all staff was set for December 31, 1976.

A total of 633 correctional officers had completed the mandated training program as of June 1, 1975. An additional 625 officers were trained by the December 1976 deadline (including 334 new correctional officers and 291 experienced correctional officers).

² At this writing, the training program has been moved to the Corrections Training Academy established in Waynesboro.

Training Center Evaluation As previously indicated, the project to evaluate the Training Center (164 hours) portion of the Adult Division's Training Program, evolved from activities in Phase II of the University's Correctional Training and Evaluation Project and was initially conceived to permit a more empirical analysis of training effectiveness and more systematic feedback for improvement of training efforts. A longitudinal design involving pre- and post-testing of trainees was implemented (see Chapter 2, "Method of Research")³ in April, 1974.

On July 1, 1974, a statutory reorganization created the Virginia Department of Corrections, and in August the first Project Director was appointed Director of the Bureau of Staff Organization and Development (responsible for Departmental training efforts). Phase III of the Training Evaluation Project,⁴ designed to continue the development of training programs for specialized correctional personnel and the evaluation of the Adult Division training program, was hindered by the difficulty in recruiting a project director (finally filled in February 1975 by the appointment of Richard Oliver).

³ Initial plans also involved followup assessment of trainees' job performance six months after training, but limited resources have, in the past, prevented implementation of this phase. Such followup research is currently under way.

⁴ Funded under Grant 75-A2986E.

The absence of a project director during that time period impeded the evaluation efforts, compounded by a lack of staff to process the completed questionnaires or assist in data analysis.⁵ In January, 1975, funds were secured for three part-time work-study students.⁶ These, together with one student volunteer,⁷ began intensive efforts to process and analyze the massive backlog of collected data, while at the same time continuing data collection from correctional officer trainees. Though there was a decrease in the amount of student staffing available, these efforts continued through the summer and fall of 1975. In late December of 1975, by agreement of all parties concerned, testing of correctional officer trainees was halted to allow project resources to be devoted to data analysis. The preliminary report (published in June of 1976) analyzed the data available from correctional officers trained up to January of 1975.

In July of 1976, the then project director terminated his employment to accept a position out of state, and it was not until late August before the position was filled by the current project director.⁸

Through the 1976-77 school year, Professors Scott and Cienek, with the assistance of researcher Roseann Evans, continued the processing and analysis of data from correctional officers trained through early 1976. This report is an analysis of the data of all phases of the project evaluation.

⁵ Although nominally responsible for the evaluation project, the principle author of the preliminary report (Scott) was on a full-time University teaching assignment and had very little time to devote to the research.

⁶ Work-study funds are provided under Section 498 of the Federal Higher Education Act, administered by Health, Education, and Welfare (HEW) and required only 30% matching agency (Department of Corrections) funds. Work-study students included Roseann Evans, George Hubbs, and Betts Keck.

⁷ Joanna Gray.

⁸ Raymond P. Cienek.

METHODS OF EVALUATION

The purpose of training is to improve organizational efficiency by increasing personnel efficiency and effectiveness. Ideally, training programs are best evaluated through evaluation of performance subsequent to training. Project evaluation resources, however, prohibited such a comprehensive undertaking. Thus, evaluation procedures to date have been limited to the immediate effects of the mandatory 164-hour Training Center program.

The training program of the Virginia Department of Corrections has identified a number of specific objectives for in-service training related to institutional objectives, objectives for the individual officer, and/or tangible results expected from training. Some of these objectives and anticipated results related to procedures or to the philosophy behind correctional policies. Achievement of such objectives could best be assessed by determining the degree the subjects learned operational procedures and policies during the training period. Additional objectives related to the improvement of attitudes about the offender, co-workers, and corrections as a profession. Achievement of such objectives could be evaluated by assessment of changes in relevant attitudes during training. These two evaluation areas were specifically considered in the development of the evaluation instrument.

Evaluation Design

In theory, the most optimal evaluation design for a training program would utilize an experimental measure comparing the post-training knowledge, attitudes, and performance of correctional officer subjects who differ only

in that some were not trained. Such a design was not possible in the case of this report because of the legislative mandate to train all correctional officers. The only feasible design, given the limited resources available, was one in which the correctional officers were compared with themselves before and after participation in the training program. It should be cautioned, however, that although such a design may permit conclusions that changes have occurred during training, it is not valid to conclude with certainty that the changes occurred as a direct result of the training.

The Instruments

The subjects were assessed by a questionnaire administered at the beginning and conclusion of each four-week training session. The questionnaires addressed five specific topics: relevant demographic data, changes in attitudes related to correctional work, increases in factual knowledge related to correctional work, changes in attitudes about helping relationships, and attitudes about correctional education and training. Each of these five topics is discussed in more detail below (Refer to Appendix A for complete pre and post instruments).

Demographic Data Demographic characteristics are useful primarily to permit further analysis of other results. Specifically, such data permits answers to questions about the characteristics of trainees who demonstrated differing results, attitudes, etc. Because little is known about the most relevant demographic characteristics of staff related to training or job performance, a wide diversity of demographic data was collected in the pretest questionnaire.

In this report, demographic data will be presented for descriptive purposes only. The following variables were included:

- Institution to Which Subject was Assigned
- Length of Employment Prior to Training
- Role (Title) of Subject
- Prior Training (Corrections Related) Received by Subject
- Prior Work Experience of Subject
- Age When Decided on Corrections Work
- Importance of (Various) Reasons for Decision to Work in Corrections
- Age
- Sex
- Race
- Marital Status
- Number of Children
- Size of Childhood Community
- Size of Community of Present Residence
- Length of Time a Resident of Present Community
- Education
- Civic or Fraternal Memberships
- Volunteer Activities
- Military Service (Length and Branch)
- Use of Alcoholic Beverages
- Use of Tobacco
- Frequency of Church Attendance

Correctional Work-Related Attitudes

Relevant attitudes of correctional workers include (but are not limited to) those related to inmates, correctional institutions, themselves and others, and their jobs. Specific scales designed to address each of these areas are detailed below.

Attitudes Toward Punishment Subjects' attitudes about the punishment of criminals were measured on both the pre- and post-tests by a 34-statement "Thurstone"⁹ scale originally developed in 1931. The statements are concerned with the purpose and appropriate use of punishment, as well as with the question of whether or not to punish criminals at all. Items are weighted

⁹A type of scale in which items are selected and weighted on the basis of where they lie along a continuum representing favorable to unfavorable attitudes about a subject. The subject usually indicates those items in the scale with which he agrees. Scoring is done by identifying the weight of the median item to which the subject indicates agreement.

from 0.5 to 10.6. High scores indicate favorable attitudes about punishment of criminals (Shaw and Wright, 1967, pp. 162-164).

Although rather old, this scale has been used recently in research designed to assess the effect of inmate public speaking panels on student audiences' attitudes about punishment and prisons (Brodsky, 1970), as well as to assess the degree of change in correctional staff attitudes about punishment as a result of training in a university setting (Final Report: Correctional Staff Training Institute, 1969) and at a major correctional institution (Paddock and McMillan, 1972). (For comparative purposes, data from these studies can be found in Appendix D).

Attitudes Toward Institutions Subjects' attitudes about prisons were assessed on both the pre- and post-tests by a 45-statement Thurstone scale revised from a generalized scale developed in 1934 designed to be applicable to any social institution. As applied to prisons, the scale is concerned with the value and effectiveness of prisons as a correctional resource. Items are weighted from 1.6 to 11.2. High scores indicate favorable attitudes toward the prison as an institution (Shaw and Wright, 1967, pp. 553-555).

This scale was also used to assess attitudes toward prisons in research on the effects of inmate public speaking panels on students' attitudes about punishment and prisons (Brodsky, 1970). Completed data from this study can be found in Appendix D). Although infrequently used, it addresses a pertinent issue in Virginia corrections.

Attitudes Toward Self and Others Correctional work involves direct interaction with individuals (staff and inmates) regardless of one's attitudes about punishment or prisons. Thus, assessment of correctional officer subjects' acceptance of themselves and their acceptance of others was considered

appropriate. Extreme discrepancies in these attitudes (such as positive views toward self with negative views toward others, or a low view of self with a positive view of others) could be significant in a staff member's ability to function in his role. The scale utilized on both pre and post questionnaires was a 64-item Likert¹⁰ scale developed in 1952. The "Self-Others" scale is actually two scales, with 36 "self-acceptance" items intermixed with 28 "acceptance of others" items. Each item has a five-response continuum ranging from "not at all true of myself" to "true of myself" (scored from 1 to 5). Half of the items are worded positively and the other half negatively to avoid any response set bias. Scores on the "self" scale can range from 36 to 180, while "other" scores range from 28 to 140. High scores in each scale indicate greater acceptance (Shaw and Wright, 1967, pp. 432-436).

Attitudes Toward the Job Job satisfaction was assessed by a single item on both the pre- and post-test: "Taking into consideration all things about your job (work), how satisfied or dissatisfied are you or do you think you will be?" A five-choice Likert response continuum ranging from "very satisfied" to "very dissatisfied" was utilized with high scores indicating greater satisfaction with the job.

Prestige of correctional work was assessed by eliciting ratings of prestige on a 1 to 10 continuum, for ten separate professions (probation and parole officer, correctional officer, physician, prison corrections officer, farm worker, priest, policeman, coal miner, garbage collector, and barber). Instructions were to rate the profession with the lowest prestige as "1," with

10

A type of scale in which each item has a "response continuum" ranging from agreement, or acceptance, to disagreement, or rejection; including a neutral, or "half and half" alternative. Subjects select one response alternative for each item; scoring is by assigning a value for the responses in order and computing the average for each subject for all items in the scale.

the most prestigious profession rated "10." Since virtually all subjects were employed as correctional officers or matrons, the prestige ratings for the correctional officer position were of primary interest in identifying the subjects' attitudes about job prestige.

Correctional Work-Related Knowledge

Since a major objective of the training program presumably is the acquisition of a specific knowledge base, some measure of assessing learned knowledge is appropriate. The measurement of learned knowledge is an extremely difficult task and must be carefully coordinated with the goals and methods of the specific training program in mind. As these goals and methods are altered, the testing must also be altered.

Such coordination is made more difficult when the evaluation is being done by parties external to the training program. Since the research staff did not participate in the actual training, there was no awareness of changes unless they were formalized and communicated to evaluation staff (usually some time after the changes were made). These factors are important in reviewing these results. A single type of assessment was used: pre- and post-tests of knowledge learned (and presumably trained for).

Knowledge Tests Thirty questions were selected or developed from the set of tests used by training staff at the beginning of the research project (April, 1974). Ten of these questions were multiple choice, ten were matching, and ten were of a true-false nature. These 30 questions were given in both pre- and post-test sessions.

Two problems are associated with these questions. First, although presumably relevant at the beginning of the evaluation because they were selected from actual tests used, some of these questions may have become less

relevant over time as topics or content changed. Second, subjects may have been exposed to similar questions several times during the four-week training period. It is difficult to ascertain, therefore, whether improved scores reflect evidence of generalized learning (sampled by the test questions) or merely learning of answers to specific, repeated questions.

Helping Relationship

Since a major objective of correctional agencies today has been promulgated to be the "rehabilitation" (although the validity of this concept is currently under serious debate) of clients, examination of the subjects' views toward "helping" others was deemed appropriate. One topic covered in the training was the "helping relationship," which is reportedly approached from a communication perspective. An appropriate instrument to assess subjects' views of functioning within a "helping relationship" is the Helping Relationship Inventory.

The Helping Relationship Inventory consists of a series of one-to-one counseling type situations in which the subject is asked to imagine that he is in the "helper" role and must respond to the situation presented by the "client." Each situation is followed by five alternative responses which the subject is asked to rank from "most apt to favor" (1) to "least represents your preference" (5). Each of the five responses is keyed to one of five possible response patterns, as indicated below:

- . Understanding: A response demonstrating that the helper hears and understands the client, evidenced by his reflecting back to the client both the content and feeling of the client's comments.
- . Probing: A response that leads or encourages the client to disclose more about the problem area.

- . Interpretative: A response that seeks to explain to the client the nature or reason for his problem, often on a psychological level.
- . Supportive: A response that indicates positive acceptance or support of the client without indicating real understanding, seeking additional data, providing interpretation, or becoming evaluative.
- . Evaluative: A response that primarily communicates the helper's values or judgements about the client or the situation.

The basic assumption underlying the Helping Relationship Inventory is that it is most preferable to be "understanding" and least preferable to be "evaluative." The order with which any specific observer chooses to rank these five alternatives is, of course, a matter of personal preference. It is hoped that improved (or lower) scores for those alternatives seen as desirable and poorer (or higher) scores for less desirable alternatives are exhibited.

The original Helping Relationship Inventory was used in university-based training of correctional trainee subjects and correctional officer subjects (Final Report: Developmental Laboratory for Correctional Training, 1968), and consisted of 25 situations. (Comparative data from this study can be found in Appendix D). This form was too long for use in this evaluation; consequently, it was elected to utilize only 12 of the specific situations.

Because of the somewhat exact nature of the situations, it was felt best not to repeat the same situation between pre- and post-test sessions scheduled only four weeks apart. Rather, the Inventory was arbitrarily split into two equal length sections, with situations 1-12 forming the "pre-test HRI," and situations 13-24 making up the "post-test HRI." Attempts to demonstrate comparability between these two forms (by correlating pre-test scale scores with post-test scale scores) for college level undergraduate

and graduate students were unsatisfactory.¹¹ Therefore, pre and post comparisons with this instrument would be less than appropriate. It can, nevertheless, provide some useful information about the relative approach to helping relationships for the subjects.

Since twelve situations were used in the pre- and post-tests, and each response can be ranked from one to five, scores for each scale can vary from 12 to 60. Lower scores indicate that that method is viewed with more favor by the subjects.

Attitudes About Education and Training

Two aspects of subjects' attitudes about education and training were addressed: their attitudes about education and training in general, and their specific attitudes about the Training Center program.

General Attitudes About Education and Training. Questions in this section were designed to assess perceptions of need for education, areas of education or training interest, and perceived obstacles to education. Since one fruitful result of effective training could be to increase perceptions of need or interest, or decrease the importance of obstacles, these questions were included in both the pre- and post-test instruments.

The perceived need for education generally was assessed by a single question eliciting a yes or no response. Subjects were also asked to indicate the extent of their interest in on-the-job training, workshops, and college courses. The importance of expense, age, family concerns, lack of suitable courses, anticipated difficulty, organizational problems, or lack of value as obstacles to education were assessed by specific questions.

¹¹ Pearson's correlations were $r=.818$ (understanding); $r=.706$ (probing); $r=.735$ (interpretive); $r=.356$ (supportive); and $r=.655$ (evaluative) for 30 subjects.

Attitudes About Training. Each subject was asked to evaluate each training topic in terms of the amount he felt he had learned from coverage of the topic, how useful he felt the content would be for him on the job, and the appropriateness of the amount of time spent on the topic. Ratings were also obtained for the overall organization of the training program, the availability of staff, the training facilities, and the overall pace of the training. Additionally, subjects were asked to rank order the methods used in training (lecture, discussion, role play, small groups, simulation, handouts, and audio-visual) in terms of which were best received. Finally, subjects were given open-ended opportunities to discuss the training, being asked to identify topics they felt should be added to the training, the single most important thing they think they will remember about the training period, and other comments.

Administration

Questionnaires were typically administered to the subjects in one or two groups on the first day of training and again on the final day. Initially, questionnaires were administered by the Project Director. After January, 1975, Evaluation Project staff administered the questionnaires. With few exceptions, administration was relatively easy, with the support provided by the Training Center staff, except for occasional reading problems encountered among the subjects. In such cases, Project Staff orally read the questionnaires to the subjects.

Data Processing

Data was coded by project staff and transferred to standard IBM data cards. Analysis was done by creating a Statistical Package for the Social

Sciences (SPSS) System file, using University data processing capabilities. Each training group was analyzed separately and then combined in order to amass total results.¹²

¹² Primary responsibility for data analysis and processing was held by Roseann Evans, project research assistant.

RESULTS

Demographic Data

Table 1 (page 17) breaks down the number of subjects in each category by institution. As can be seen, the greatest number of subjects came from the field units (38%), the Penitentiary (24%), and the State Farm (17%).

Table 2 (page 18) breaks down the average length of time employed for subjects in each category by weeks. As can be seen, Group I averaged 7 months. Group II averaged over 3-½ years. The increasing number of older and more experienced subjects in the later groups accounts for this variability. The overall average was over 2-½ years.

Table 3 (page 19) identifies the trainees by role and prior employment; it additionally details prior training experiences for each group. Almost all subjects (92%) were correctional officers. Additionally, a significant minority (25%) had worked in service-related jobs (i.e. hospitals, restaurants, etc.), law enforcement (11%), or custodial jobs such as jails or prisons (5%). Few individuals (2.5%) had held prior counseling-related positions. Most subjects (79%) had completed the institutional phase of their training. A large minority (24%), concentrated in the longer employed Group II, had participated in other divisional training. Relatively few had received training external to the Department of Corrections or had attended college.

Table 4 (page 20) presents group frequencies and percentages for subjects citing specific reasons influential in their decision to enter correctional work. Results in this area were not too discriminating; almost all factors were rated as important or very important by a majority of subjects. The most

TABLE 1
INSTITUTION ASSIGNMENT

INSTITUTIONS	SUBTOTAL 1 N=382		SUBTOTAL 2 N=614		TOTAL 3 N=1012	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Pre-Release		0		0	(5)	0
Bland Correctional Farm	(44)	11	(61)	10	(105)	11
State Penitentiary	(91)	24	(148)	24	(239)	24
Southampton Farm	(17)	2	(27)	4	(44)	4
State Farm - Men	(86)	22	(84)	14	(170)	17
State Farm - Women	(16)	4	(24)	4	(40)	4
Field Units	(121)	50	(230)	39	(385)	38
Pulaski	(2)		(7)		(9)	
Caroline	(6)		(9)		(15)	
Nansemond	(3)		(7)		(10)	
Mecklenburg	(6)		(8)		(14)	
Floyd	(0)		(5)		(5)	
Woodbridge	(4)		(3)		(7)	
White Post	(5)		(8)		(13)	
Harrisonburg	(0)		(5)		(5)	
Rustburg	(2)		(8)		(10)	
Augusta	(3)		(8)		(11)	
Culpepper	(2)		(8)		(10)	
Fluvanna	(0)		(8)		(8)	
Pocahontas	(3)		(8)		(11)	
Pamunky	(0)		(0)		(0)	
Chatham	(0)		(9)		(9)	
New Kent	(4)		(7)		(11)	
Haynesville	(4)		(8)		(12)	
Wise	(0)		(6)		(6)	
Capron	(7)		(10)		(17)	
Stafford	(6)		(6)		(11)	
Tidewater	(1)		(7)		(8)	
Halifax	(4)		(8)		(12)	
Smithlake	(0)		(6)		(6)	
Botetourt	(5)		(8)		(13)	
Haymarket	(3)		(7)		(10)	
Dinwiddie	(5)		(8)		(13)	
Patrick Henry	(3)		(7)		(10)	
Buchanan	(1)		(8)		(9)	
Northern Virginia	(6)		(11)		(17)	
Tazewell	(1)		(9)		(10)	
St. Bride's	(24)		(20)		(44)	
Training Center	(0)		(0)		(2)	
James River	(11)		(1)		(28)	

1 Test Groups 1 - 9

2 Test Groups 10 - 18

3 Totals may not agree due to methods of handling missing data

TABLE 2
NUMBER OF WEEKS EMPLOYED PRIOR TO TRAINING

NUMBER OF WEEKS EMPLOYED	SUBTOTAL ¹	SUBTOTAL ²	TOTAL ³
Mean ⁴	28.93	173.99	126.58
Standard Deviation ⁵	106.08	224.94	249.44
Number	385	605	982

¹ Test Groups 1 - 9

² Test Groups 10 - 18

³ Totals may not agree due to methods of handling missing data.

⁴ Mean refers to the average for all persons in the group.

⁵ Standard deviation indicates variability of scores or responses. Larger standard deviations suggest less agreement or similarity in scores or responses.

TABLE 3
ROLE, PRIOR EMPLOYMENT AND PRIOR TRAINING

	SUBTOTAL ¹ N=378		SUBTOTAL ² N=614		TOTAL ³ N=1012	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<u>Role (Title)</u>						
1. Correctional Officer	(366)	96.8	(536)	87.30	(905)	92.2
2. Matron	(4)	1.1	(1)	.16	(5)	.5
3. Corporal	(3)	.8	(27)	4.40	(30)	3.1
4. Sergeant	(0)	.0	(11)	1.79	(14)	1.4
5. Industry Worker	(3)	.8	(24)	3.91	(26)	2.6
6. Counselor	(2)	.8	(0)	0	(2)	.2
<u>Prior Employment (In Months)</u>						
1. Custodial	(30)	7.9	(18)	2.93	(48)	4.74
2. Law Enforcement	(53)	14.0	(55)	8.96	(108)	10.67
3. Counseling	(12)	3.2	(13)	2.12	(25)	2.47
4. Service (Non-Milit.)	(124)	32.8	(124)	20.20	(248)	24.50
<u>Prior Training</u>						
1. Received Required 48 Hour Training	(281)	74.3	(514)	83.71	(795)	78.55
2. Received Partial 48-Hour Training	(26)	6.9	(54)	8.79	(80)	7.90
3. Received Other Division Run Training	(49)	13.0	(194)	31.60	(243)	24.01
4. Received Other Training Outside the Division	(33)	8.7	(86)	14.01	(119)	11.75
5. Obtained Related College Courses	(29)	7.7	(29)	4.72	(58)	5.73

¹ Test Groups 1 - 9.

² Test Groups 10 - 18.

³ Totals may not agree due to methods of handling missing data.

TABLE 4

FREQUENCIES AND PERCENTAGES OF TRAINEES CITING FACTORS AS IMPORTANT¹
IN THEIR DECISION TO ENTER CORRECTIONAL WORK

FACTORS INFLUENCING JOB CHOICE	SUBTOTAL ² N=382		SUBTOTAL ³ N=614		TOTAL ⁴ N=1012	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Importance of Influence of Others	(162)	42	(248)	39.7	(384)	43.0
Importance of Prior Education	(240)	63	(349)	55.9	(565)	61.0
Importance of Prior Occupation	(143)	37	(220)	35.2	(349)	38.0
Importance of Job Security	(321)	84	(516)	82.6	(805)	79.6
Importance of Salary	(288)	75	(423)	67.7	(682)	73.0
Importance of Other Benefits	(299)	78	(450)	72.0	(719)	77.2
Importance of Work Load	(181)	47	(276)	44.1	(439)	47.7
Importance of Advance- ment Opportunities	(325)	85	(416)	66.6	(709)	76.6
Importance of Co-Workers	(304)	80	(463)	74.0	(737)	79.0
Importance of Job Prestige	(168)	44	(280)	44.8	(421)	46.2
Importance of Desire to Help	(350)	92	(490)	78.4	(805)	85.2

¹ Respondents rated importance on a continuum including very important, important, somewhat important, and not important. For present purposes "very important" and "important" were combined.

² Test Groups 1 - 9

³ Test Groups 10 - 18.

⁴ Totals may not agree due to methods of handling missing data.

important reasons given (those cited by over 75% of all subjects) included a desire to help others, salary, job security, advancement opportunities, other benefits and co-workers.

Table 5 (page 22) lists group means by several subject demographic variables. Little difference was found in the average ages at which subjects decided upon correctional careers (ages 28-29), but present mean ages differed between groups by a considerable number of years (Group I Age 30; Group II - Age 36). Again, this phenomena reflects the larger number of older subjects in the second group and, as mentioned previously, this group had the most prior employment experience. The overall mean for all subjects was 34 years. Subjects averaged less than two children each and over 15 years living in their present community (suggesting great stability of residence). The average length of military service was slightly over three years; however, this was the result of lengthy service (about 20 years) by a minority of subjects.

Table 6 (page 23) also presents group frequencies and percentages for several additional relevant variables. A large majority (93%) of subjects were male; most (71%) were caucasian; most (67%) were married; most (80%) came from small towns (of under 25,000 population); and most (73%) continue to reside in such towns. One-third of all subjects had not finished high school, although most (72%) of these possessed some high school education. Few (27%) participated in volunteer activities. Half of the subjects had had no military service; a phenomena somewhat surprising in view of the sizeable average lengths of military service (see Table 5). Most subjects

TABLE 5

AGE, AGE WHEN DECIDED ON CORRECTIONS, NUMBER OF CHILDREN, YEARS LIVED
IN PRESENT COMMUNITY AND MILITARY SERVICE FOR TRAINEES

VARIABLES	SUBTOTAL ¹ N=387	SUBTOTAL ² N=614	TOTAL ³ N=1012
Age (In Years)			
Mean	30.44	36.26	34.34
Standard Deviation	10.18	11.54	11.77
Number	379	599	978
Age When Decided On Corrections			
Mean	28.12	29.40	29.06
Standard Deviation	10.09	9.10	9.63
Number	358	588	946
Number of Children			
Mean	1.55	1.60	1.59
Standard Deviation	4.85	1.62	3.25
Number	381	610	1,002
Years Lived in This Town			
Mean	15.10	17.83	16.67
Standard Deviation	13.34	14.72	14.40
Number	383	600	994
Years in Military			
Mean	3.15	3.21	3.10
Standard Deviation	6.11	5.50	5.70
Number	384	601	996

¹ Test Groups 1 - 9.

² Test Groups 10 - 18.

³ Totals may not agree due to methods of handling missing data.

TABLE 6

FREQUENCIES AND PERCENTAGES OF OTHER RELEVANT
DEMOGRAPHIC VARIABLES

VARIABLE	SUBTOTAL ¹ N=382		SUBTOTAL ² N=614		TOTAL ³ N=1012	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Sex						
1. Male	(354)	93	(533)	92	(900)	93
2. Female	(25)	7	(43)	7	(69)	7
Race						
1. Black	(131)	35	(134)	23	(268)	28
2. White	(244)	64	(433)	75	(687)	71
3. Other	(3)	1	(8)	1	(12)	1
Marital Status						
1. Single	(101)	27	(92)	16	(194)	20
2. Married	(232)	60	(404)	71	(647)	67
3. Separated	(8)	2	(26)	5	(34)	3
4. Divorced	(32)	9	(38)	7	(72)	7
5. Widowed	(3)	1	(9)	2	(12)	1
Size of Childhood Town						
1. Under 2,000	(124)	33	(216)	38	(343)	36
2. 2,000 to 10,000	(117)	31	(187)	33	(311)	32
3. 10,000 to 25,000	(46)	12	(73)	13	(119)	12
4. 25,000 to 50,000	(32)	9	(39)	7	(72)	7
5. Over 50,000	(57)	15	(54)	10	(114)	12
Size of Pres. Community						
1. Under 2,000	(105)	28	(182)	32	(292)	31
2. 2,000 to 10,000	(110)	29	(165)	29	(280)	29
3. 10,000 to 25,000	(51)	14	(70)	12	(123)	13
4. 25,000 to 50,000	(33)	9	(66)	12	(100)	10
5. Over 50,000	(74)	20	(82)	13	(157)	16
Education						
1. Some Gram. School	(8)	2	(27)	5	(35)	4
2. Compl. Gram. Sch.	(9)	2	(44)	8	(53)	5
3. Some High School	(78)	21	(136)	24	(217)	23
4. Compl. Hi-School	(172)	46	(220)	39	(399)	42
5. Some College	(85)	23	(115)	20	(202)	21
6. Associate Degree	(7)	2	(9)	2	(16)	2
7. B. A. Degree	(18)	5	(14)	3	(34)	4
Civic or Fraternal Org.						
1. Military	(19)	5	(19)	3	(39)	4
2. Public Service	(21)	5	(46)	8	(68)	7
3. Social	(31)	8	(31)	5	(64)	6
4. Church	(14)	4	(21)	4	(35)	3
5. None	(297)	77	(490)	81	(783)	79
Volunteer Activity						
1. Emergency Volunt.	(54)	14	(51)	8	(106)	11
2. Youth Recreation	(38)	10	(32)	5	(71)	7
3. Religious	(28)	7	(62)	16	(91)	9
4. None	(262)	69	(464)	76	(723)	73
Branch of Military Svce						
1. Army	(98)	26	(179)	29	(281)	28
2. Navy	(37)	10	(54)	9	(91)	9
3. Marines	(25)	7	(45)	7	(72)	7
4. Air Force	(22)	6	(32)	5	(54)	5
5. Coast Guard	(1)	-	(1)	-	(2)	-
6. None	(200)	52	(298)	49	(492)	50
Drink Alcoholic Bever.						
1. Yes	(248)	67	(317)	57	(572)	61
2. No	(121)	33	(241)	43	(369)	39
Smoke Tobacco						
1. Yes	(272)	73	(386)	69	(669)	71
2. No	(100)	27	(174)	31	(277)	29
Frequency of Religious Service						
1. Never	(57)	15	(42)	9	(105)	11
2. Few Times	(168)	45	(253)	47	(437)	46
3. Once a Month	(78)	21	(115)	21	(196)	21
4. Regular	(69)	19	(128)	23	(202)	21

¹ Test Groups 1 - 9.

² Test Groups 10 - 18.

³ Totals may not agree due to methods of handling missing data.

(61%) drink alcoholic beverages, and most (71%) smoke tobacco. Few subjects (11%) report no church attendance, but few subjects (21%) describe themselves as regular church attendees.

Correctional Work-Related Attitudes

Table 7 (page 25) contains pre- and post-test comparisons of attitudes toward punishment, institutions (prisons), and self/others for each group. A significant reduction from pre- to post-test means scores for Attitudes toward Punishment were found in both Groups I and II, indicating less punitive attitudes at the end of training. When these are combined, however, the total mean scores yield a non-significant result. Comparisons of these results with those obtained from correctional trainee subjects, correctional officers from several states, and students (see Appendix D), suggest that Virginia correctional officers may have somewhat more punitive attitudes (it should be noted that differences were not dramatic).

Average scores on the Attitudes toward Institutions scale were uniformly high, compared to similar results obtained from Illinois students (refer to Appendix D). There was no significant change in subjects' scores between pre- and post-testing, universally suggesting that training had little impact on attitudes about the prison. These uniformly high scores may reflect natural biases of individuals electing to work in prisons.

There was a significant change found in scores measured by the Attitude toward Self scale in Group II and combined groups mean scores (this may, in part, be due to the increased number of subjects). There were no significant changes in Attitude toward Others scores across the board. One convenient

TABLE 7

PRE AND POST COMPARISON OF ATTITUDES

VARIABLE	SUBTOTAL ¹ n=387		SUBTOTAL ² n=614		TOTAL ³ n=1012	
	Pre	Post	Pre	Post	Pre	Post
<u>Attitude Toward Punishment</u>						
Mean	4.75	4.51	5.54	4.89	4.79	4.71
Standard Deviation	1.15	1.17	1.23	1.29	1.20	1.24
Significance	t=2.71 p<.05		t=9.21 p<.01		n.s.	
<u>Attitude Toward Institutions</u>						
Mean	8.60	8.53	8.53	8.42	8.56	8.49
Standard Deviation	1.50	1.83	1.57	1.72	1.54	1.72
Significance	n.s.		n.s.		n.s.	
<u>Attitude Toward Self</u>						
Mean	144.85	146.72	144.30	146.91	144.52	146.84
Standard Deviation	18.96	19.48	17.89	18.43	18.30	18.80
Significance	n.s.		t=2.46 p<.05		t=2.67 p<.01	
<u>Attitude Toward Others</u>						
Mean	103.99	105.05	103.19	103.88	103.50	104.29
Standard Deviation	9.68	9.94	10.73	10.92	10.34	10.60
Significance	n.s.		n.s.		n.s.	

¹ Test Groups 1 - 9

² Test Groups 10 - 18

³ Totals may not agree to methods of handling missing data

way to interpret these scores might be to divide scale scores by the number of items in the scale, thus producing "per-item" average scores. Using this procedure for total "self" scores, a per-item average "self" score of 4.0 for each category is derived. This score suggests that subjects, taken as a whole, typically felt that positive items were "mostly true of myself" (scored 4) and most negative items were only "slightly true of myself" (scored 2 and converted to 4 in computation). Per-item average "other" scores were slightly lower, averaging 3.7 for each category. Overall, these scores appear to fall within a favorable range, although comparative data with similar populations is not available.

Table 8 (page 27) provides an assessment of the prestige ratings for the position of correctional officer, and of pre- and post-test measures of job satisfaction by category. Prestige ratings could range from one (least prestigious) to ten (most prestigious). The high overall group average (total mean = 8.21) suggests that subjects rated the job of correctional officer surprisingly prestigious. This is particularly interesting, since almost all subjects were employed as correctional officers or matrons.

Job satisfaction was measured by a single question, with available responses ranging from one (very dissatisfied) to five (very satisfied). As can be seen, the post-test score of Group I (3.88) dropped slightly from the pre-test score (4.01). Post-test scores rose in Group II (3.81 to 4.07) and in the overall total mean (3.88 to 4.00). The drop in Group I pre-post scores should be noted (among the generally younger and less-experienced subjects). While the measurement of job satisfaction by only a single item

TABLE 8
MEASURES OF ATTITUDES TOWARD JOB

VARIABLE	SUBTOTAL ¹	SUBTOTAL ²	TOTAL ³
<u>Prestige of Correctional Officer</u>			
Mean	8.12	8.27	8.21
Standard Deviation	2.31	2.44	2.39
Number	370	573	943
<u>Job Satisfaction (Pre)</u>			
Mean	4.01	3.81	3.88
Standard Deviation	.78	1.03	.94
Number	375	576	965
<u>Job Satisfaction⁴ (Post)</u>			
Mean	3.88	4.07	4.00
Standard Deviation	.87	.93	.91
Number	314	550	877

¹ Test Groups 1 - 9

² Test Groups 10 - 18

³ Totals may not agree due to methods of handling missing data.

⁴ Since job satisfaction was measured by a single item, tests of statistical significance between pre and post measures was deemed inappropriate.

makes tests of significance inappropriate, it may be speculated that the reduced post-test scores of Group I may, as a result of training, represent more realistic perceptions of the problems of the correctional officer's job by the younger and less experienced subjects.

Correctional Work-Related Knowledge

Table 9 (page 29) presents scores on the Achievement tests for pre- and post-tests. The Achievement test utilized consists of ten multiple choice, ten matching, and ten true-false questions, selected or devised from tests used in training. As is evident, initial group mean scores were low, particularly for multiple choice and matching sections, but both groups improved significantly on the post-test. Consequently, the overall total achievement scores increased significantly.

These dramatic improvements appear to suggest that subjects increased their knowledge about correctional-related subjects significantly during training. It should be considered, however, that since subjects were given the same questions several times during the course of the training, it is impossible to determine whether these results reflect generalized learning or simply that specific responses to appropriate questions were learned by the subjects.

The scores from Training Center tests were not recorded from test groups nine through eighteen, so this variable was dropped from the final table. It can be noted from the preliminary report, that Training Center test scores were somewhat higher (averaging 85%) than on the Achievement post-test (averaging 73%). This observation holds true for Group I only, since comparable data for Group II is not available.

TABLE 9
PRE AND POST ACHIEVEMENT SCORES

VARIABLES	SUBTOTAL ¹		SUBTOTAL ²		TOTAL ³	
	N=387	N=331	N=614	N=595	N=1012	N=1012
	Pre	Post	Pre	Post	Pre	Post
<u>Multiple Choice</u>						
Mean	4.90	6.76	5.13	6.09	5.04	5.96
Standard Deviation	1.92	1.48	2.00	2.19	1.97	2.44
Significance	t=14.64	p<.01	t=8.00	p<.01	t=9.2	p<.01
<u>Matching</u>						
Mean	4.54	7.90	4.35	5.49	4.45	5.93
Standard Deviation	2.19	2.11	3.36	3.78	2.97	3.71
Significance	t=20.04	p<.01	t=5.58	p<.01	t=9.93	p<.01
<u>True - False</u>						
Mean	6.34	7.51	6.20	6.60	6.25	6.49
Standard Deviation	1.82	1.52	1.84	2.38	1.84	2.67
Significance	t=9.39	p<.01	t=3.59	p<.01	t=240	p<.05
<u>Total</u>						
Mean	15.99	21.89	15.99	19.22	15.99	18.39
Standard Deviation	3.87	4.26	4.78	5.33	4.46	7.55
Significance	t=19.29	p<.01	t=11.13	p<.01	t=8.69	p<.01

¹ Test groups 1 - 9

² Test groups 10 - 18

³ Totals may not agree due to methods of handling missing data.

Helping Relationships

Interpreting the results of the pre- posttesting with the Helping Relationship Inventory (HRI) is complicated by the fact that the evaluators had concern about the reading levels evidenced by some subjects. This concern became most noticeable when subjects were trying to complete the HRI sections, leading the evaluators to question the validity of HRI results. Thus, after test group 15, the HRI instrument was dropped altogether. Therefore, Group II in this table consists of test groups 10 through 15, representing 65% in the pre-test and 60% in the post-test of the total Group II test population. It should be further noted that, as discussed in the chapter on methodology, differences in the pre- and post- versions of the HRI make comparisons suspect.

A cursory glance at Table 10 (page 31) would suggest that there was only a slight change in any of the HRI variables; although consistent changes across both groups, coupled with large numbers of subjects, resulted in all of the total changes being significant.

Since the subjects were asked to rank order the five responses to each given situation, perhaps the most instructive way to view these results would be to rank order the pre- and post- totals for the five possible response patterns for all subjects. These rankings are listed below (with "1" representing the most likely response and "5" the least likely):

<u>Pre-Test</u>		<u>Post-Test</u>	
Evaluative	1	Evaluative	1
Probing	2	Probing	2
Supportive	3	Supportive	3
Interpretive	4	Understanding	4
Understanding	5	Interpretive	5

TABLE 10
HELPING RELATIONSHIP INVENTORY SCORES

VARIABLES	SUBTOTAL ¹		SUBTOTAL ²		TOTAL ³	
	N=382	N=342	N=368	N=372	N=1012	N=1012
	Pre	Post	Pre	Post	Pre	Post
HRI UNDERSTANDING						
Mean	42.52	35.94	42.97	35.88	42.74	35.75
Standard Deviation	7.96	9.96	7.64	9.42	7.81	7.74
Significance	t=8.97 p<.01		t=10.35 p<.01		t=15.74 p<.01	
HRI PROBING						
Mean	33.14	34.74	33.48	34.38	33.30	35.22
Standard Deviation	6.03	6.72	5.90	7.34	5.97	5.92
Significance	t=3.09 p<.01		t=3.76 p<.01		t=5.68 p<.01	
HRI INTERPRETATION						
Mean	36.63	36.12	37.14	35.66	36.58	36.48
Standard Deviation	5.07	5.27	4.30	6.97	4.72	6.12
Significance	n.s.		t=3.20 p<.01		t=1.25 p<.05	
HRI SUPPORTIVE						
Mean	34.83	36.56	34.93	35.43	34.52	35.83
Standard Deviation	6.42	6.53	7.90	7.48	6.39	6.47
Significance	t=3.31 p<.01		n.s.		t=3.58 p<.01	
HRI EVALUATIVE						
Mean	32.15	35.38	31.83	34.28	31.10	34.46
Standard Deviation	5.99	6.72	5.77	7.44	5.86	6.50
Significance	t=6.27 p<.01		t=4.60 p<.01		t=9.71 p<.01	

¹ Test groups 1 - 9

² Test groups 10 - 15

³ Totals may not agree due to methods of handling missing data.

Most observers would agree that the evaluative response is the least desirable one, with understanding most preferable. Although there was a change in the rankings between pre- and post-tests with understanding responses more likely, evaluative responses were, overall, much more likely to occur. These data do indicate, nevertheless, that some positive change may have occurred during the training, and that the HRI may be a somewhat useful evaluative tool for indepth counseling training programs used with subjects possessing adequate reading skills, although its use in this evaluation appears questionable.

Attitudes Toward Education and Training

In both pre- and post- questionnaires, subjects were asked to respond either "yes " or "no" to the following question: "Based on your experience, do you think you now have enough education for the kind of work you do?" As revealed in Table 11 (page 33), most answered affirmatively (66%) on the pre-test, and slightly less so (64%) on the post-test.

When questioned about their interest in further training and education at the outset of training, the response of Group I was very high (81% to 93% indicating interest). Group II was slightly less enthusiastic (49% to 86%). Overall interest ranged from 57% to 88%. Interest remained high in Group I (82% to 95%) and, in fact, most categories displayed some increase in interest during the training period. Group II waivered little in post-test interest (59% to 85%), and in most cases, interest dropped even further. Overall interest was scored from 60% to 85%. Again, this difference in educational and training interest levels could be attributed to the differences in age and experience between the groups.

TABLE 11

FREQUENCIES AND PERCENTAGES OF TRAINEES RESPONDING TO QUESTIONS
POSITIVELY ABOUT EDUCATION AND TRAINING

VARIABLES	SUBTOTAL ¹		SUBTOTAL ²		TOTAL ³	
	N=382	N=337	N=614	N=595	N=1012	N=1012
	Pre	Post	Pre	Post	Pre	Post
<u>Enough Education</u>						
Frequency	235	238	387	403	633	652
Percent	62	71	67	73	66	64
<u>Interest in On-Job⁴ Training</u>						
Frequency	357	320	483	466	836	752
Percent	93	95	86	85	88	85
<u>Interest in Department Workshops</u>						
Frequency	353	317	434	417	738	684
Percent	92	94	78	77	79	78
<u>Interest in Outside Workshops</u>						
Frequency	324	275	305	315	526	514
Percent	85	82	49	59	57	60
<u>Interest in College Courses at Inst.</u>						
Frequency	336	290	407	328	689	-
Percent	88	86	74	62	74	-
<u>Interest in College Courses on Campus</u>						
Frequency	310	282	341	333	590	462
Percent	81	84	62	62	65	66

¹ Test groups 1 - 9

² Test groups 10 - 18

³ Totals may not agree due to methods of handling missing data.

⁴ Respondents rated interest in a continuum including very interested, interested, somewhat interested, not interested. For present purposes "very interested" and "interested" were combined.

As shown in Table 12 (page 35), when presented with a list of eight possible obstacles to furthering their education, responses between Group I and Group II are quite disparate. Group I chose expense as the greatest obstacle to further education. Only slightly more than half the subjects considered age an obstacle. Lack of effect on promotional opportunities, obtaining leave, and family considerations were also cited as possible obstacles. In most of the post-test percentages, however, there is a slight decline, perhaps suggesting that as subjects became more aware of familial and departmental interest in their obtaining further training and education some obstacles appeared less significant to them.

Group II exhibited greater concern than Group I over obstacles in all eight areas. Unlike Group I, family considerations presented the greatest obstacle with no effect on promotion, no improvement in performance, no suitable course, and difficulty in obtaining leave also rating high. Also, unlike Group I, in post-test percentages of Group II perception of obstacles increased rather than diminished. Although Group II does not cite age as an obstacle to further education, their lower interest in education and training, feelings of adequate education, and higher job satisfaction suggests a relationship between age, experience, and the above-mentioned factors. Due to the combination of high and low scores of the obstacles presented, overall percentages were 35% to 58% in pre-test scores and 35% to 59% in post-test scores, with most attitudes changing little (1% to 2%) during training.

A format revision of TEQ1-3 (See Appendix A) was utilized for test groups XII through XVIII. This change elicited far greater responses from

TABLE 12

FREQUENCIES AND PERCENTAGES OF TRAINEES CITING OBSTACLES TO EDUCATION

VARIABLES	SUBTOTAL ¹		SUBTOTAL ²		TOTAL ³	
	N=382	N=337	N=614	N=595	N=1012	N=1012
	Pre	Post	Pre	Post	Pre	Post
<u>Expense</u>						
Frequency	326	298	392	381	646	568
Percent	86	88	69	69	69	69
<u>Age</u>						
Frequency	198	165	232	217	253	342
Percent	52	49	60	58	38	39
<u>Family</u>						
Frequency	277	256	312	322	514	482
Percent	73	76	84	89	56	55
<u>No Suitable Course</u>						
Frequency	247	235	213	256	383	407
Percent	65	70	75	74	51	49
<u>Anticipated Difficulty</u>						
Frequency	225	190	193	201	306	301
Percent	59	56	54	56	35	35
<u>Obtaining Leave</u>						
Frequency	277	249	280	287	463	453
Percent	73	74	76	80	51	52
<u>Would Not Improve Performance</u>						
Frequency	239	203	287	293	456	452
Percent	63	60	79	85	51	55
<u>No Effect on Promotion</u>						
Frequency	284	242	317	311	528	492
Percent	74	72	88	89	58	59

¹ Test groups 1 - 9.

² Test groups 10 - 18.

³ Totals may not agree due to methods of handling missing data.

subjects than had previously occurred. The evaluators felt, therefore, that to present a meaningful comparison, groups should be listed according to the instrument each received and combined subtotals derived thereof. These data are summarized in Tables 13, 14, and 15.

Subjects were asked to choose from a list of 31 topics addressed by the training program, those in which they felt they had learned the most and those in which they felt they had learned the least. The evaluators arbitrarily focused only on the topics with the highest positive and negative index scores.¹³ Results for Table 13 (page 37) are listed below:

Groups VI to XI

<u>Most Learned</u>	<u>Least Learned</u>
1. Searches	1. Philosophy of Corrections
2. Security, Custody, Control	2. Court Decisions
3. Inmate Behavior	3. Probation and Parole
4. Inmate Supervision	4. Corrections and Related Law
5. Riot Training	5. Development of Corrections

Groups XII to XVIII

<u>Most Learned</u>	<u>Least Learned</u>
1. Security, Custody, Control	1. Probation and Parole
2. Searches	2. Physical Fitness
3. Inmate Supervision	3. Drug Program
4. Control of Inmate	4. Criminal Justice System
5. Transportation of Prisoners	5. Institution Climate

In summarizing these results, a comparison of topics considered most learned by the subjects compared with topics least learned suggests that the subjects' perception of topic applicability to the job is a crucial factor.

¹³ See Tables for methods of computing index scores.

ATTITUDES TOWARD TRAINING - LEARNED RATING ¹

VARIABLES	VI N=45	VII N=34	VIII N=36	IX N=49	X N=55	XI N=52	XII N=53	XIII N=56	XIV N=78	XV N=68	XVI N=72	XVII N=82	XVIII N=79	GPS 6-11	SPS 11-13
1. Objective of In-Service Training	- 2	- 1	0	0	+ 1	+ 3	+44	+42	+50	+44	+47	+70	+60	+ 1	+357
2. Philosophy of Corrections	-10	0	- 5	-15	- 4	0	+31	+40	+46	+36	+33	+60	+69	-34	+315
3. Organization of Dept. of Correct.	- 2	- 4	- 1	-10	+ 1	+ 2	+22	+39	+51	+46	+33	+58	+60	-14	+329
4. Development of Corrections	- 6	- 3	- 6	- 1	- 2	0	+32	+40	+54	+45	+40	+66	+55	-18	+332
5. Effects of Incarceration	0	+ 4	- 1	0	+ 1	+ 6	+34	+29	+40	+32	+42	+58	+61	+10	+256
6. "Correct. Officer as source of change	- 3	+ 1	- 2	+ 1	0	+ 3	+39	+42	+45	+37	+48	+70	+48	0	+329
7. Self Defense	- 1	- 1	+ 1	- 3	- 1	- 1	+33	+29	+34	+48	+30	+56	+62	- 5	+252
8. Inmate Officer Relationship	+ 8	+ 9	+ 8	+13	+10	+12	+45	+45	+55	+51	+46	+72	+52	+60	+365
9. Physical Fitness	- 7	+ 6	+ 2	-12	- 1	- 2	+19	+35	+44	+39	+34	+44	+58	-14	+273
10. Criminal Justice System	- 7	- 1	- 8	- 4	0	+ 6	+34	+34	+42	+41	+29	+43	+62	-14	+265
11. Corrections and Related Law	-10	- 5	+ 1	- 7	+ 1	- 5	+33	+40	+28	+38	+41	+60	+68	-25	+303
12. Legal Respons. & Authority of Correct. Officer	- 1	+ 1	0	+ 1	0	+ 3	+40	+45	+41	+48	+49	+72	+59	+ 4	+354
13. Court Decisions (Disciplinary Proc.	-15	- 3	- 8	- 6	- 3	+ 1	+29	+35	+45	+39	+42	+60	+59	-32	+305
14. Communication	+ 5	+ 8	+ 2	+ 9	+15	+13	+45	+41	+36	+39	+48	+71	+59	+52	+335
15. Inmate Behavior	+17	+15	+ 9	+17	+13	+13	+38	+43	+49	+51	+47	+70	+61	+34	+355
16. Institution Climate (Prison Community)	- 3	+ 3	- 2	+ 3	+ 1	- 2	+34	+33	+40	+31	+32	+52	+58	0	+290
17. Recognition of Unusual Prisoners	+ 2	- 1	0	+ 9	+ 8	+ 5	+ 33	+45	+42	+50	+52	+70	+65	+23	+357
18. Probation & Parole	- 4	0	-10	-11	- 3	0	+16	+31	+37	+36	+27	+44	+54	-28	+245
19. Respon. & Relations of C. O. to Public	- 1	0	- 3	- 4	0	- 1	+21	+40	+45	+48	+42	+62	+61	- 9	+319
20. Transportation of Prisoners	+ 5	+ 9	+ 7	+ 8	+14	+ 4	+39	+45	+55	+53	+60	+72	+66	+47	+390
21. Courtroom Demeanor & Appearance	- 5	- 3	- 3	+ 2	- 1	- 1	+37	+37	+50	+39	+52	+77	+61	-11	+353
22. Firearms Training	- 2	- 1	+ 8	+ 5	+11	+10	+38	+33	+48	+59	+51	+59	+60	+31	+348
23. Inmate Supervision	+17	+ 7	+12	+11	+11	+12	+43	+52	+51	+54	+56	+76	+68	+72	+400
24. Adjustmt Committee Action/Rept. Writ.	+ 1	+ 4	+ 7	+ 9	+17	+ 7	+49	+45	+53	+47	+52	+70	+67	+45	+383
25. Security, Custody, Control	+17	+13	+12	+24	+18	+16	+46	+47	+65	+60	+64	+72	+68	+98	+422
26. Searches	+24	+17	+16	+19	+29	+17	+48	+50	+62	+54	+60	+66	+69	+122	+409
27. C.O.'s Role in Incident Investg.	- 2	+ 4	- 1	- 1	+ 1	+ 1	+34	+40	+42	+36	+33	+64	+65	+ 2	+314
28. Control of Inmates	+15	+ 5	+ 6	+13	+10	+ 7	+44	+44	+59	+57	+54	+70	+65	+56	+393
29. Riot Training	+12	+13	+ 8	+ 6	+12	+15	+42	+42	+49	+44	+48	+61	+69	+66	+355
30. Human Relations	+19	+15	+15	+14	+13	- 2	+37	+41	+48	+38	+41	+61	+54	+39	+320
31. Drug Program	+13	+12	- 5	- 3	- 2	+ 5	+24	+35	+42	+33	+31	+53	+54	+25	+282
INDEX	2.38	4.00	2.19	2.41	4.45	4.74	35.58	39.96	47.03	44.29	44.00	63.51	61.51	20.39	325.92

1

In each case, "most learned" response= +1; "least learned" response= -1.
Items omitted or rated as neither were recorded as 0.

Responding again to the same list of topics, each subject indicated which he considered most useful and least useful. These data are presented in Table 14 (page 39). Those topics with the highest and lowest index scores are as follows:

Groups VI to XI

Most Useful

1. Security, Custody, Control
2. Searches
3. Inmate Behavior
4. Inmate/Officer Relationship
5. Inmate Supervision

Least Useful

1. Development of Corrections
2. Probation and Parole
3. Philosophy of Corrections
4. Organization of Department
5. Public Responsibilities of C.O.

Groups XII to XVIII

Most Useful

1. Security, Custody, Control
2. Control of Inmates
3. Legal Responsibilities of C.O.
4. Adjustment Committee Actions
5. Inmate/Officer Relationship

Least Useful

1. Probation and Parole
2. Organization of the Department
3. Development of Corrections
4. Philosophy of Corrections
5. Effects of Incarceration

The most striking observation is the similarity between the summaries of Tables 13 and 14. Subjects appeared to feel that they learned the most about those topics they felt were most useful. In addition to high ratings for topics directly applicable to the job, there is also a positive attitude toward relationship-oriented topics. Most topics least learned dealt with academic or abstract concepts.

Subjects also rated topics according to those they felt should have been given more time, those that should have been given less time, and those that should have been deleted.¹⁴ Table 15 (page 40) presents complete data, while the strongest responses are listed below:

¹⁴ Index construction from these data combined "less time" and "delete" responses.

ATTITUDES TOWARDS TRAINING - USEFUL RATING ¹

VARIABLES	VI N=45	VII N=34	VIII N=36	IX N=47	X N=55	XI N=52	XII N=53	XIII N=56	XIV N=78	XV N=68	XVI N=72	XVII N=82	XVIII N=79	OPS 6-11	12-16
1. Objective of In-service Training	-7	-2	-5	-6	+3	-7	+41	+49	+66	+55	+60	+72	+73	-24	+416
2. Philosophy of Corrections	-13	-5	-13	-27	-8	-1	+29	+34	+36	+46	+42	+50	+71	-67	+356
3. Organization of Dept. of Corrections	-11	-8	-6	-6	-2	-5	+23	+26	+41	+45	+44	+49	+66	-38	+293
4. Development of Corrections	-17	-11	-15	-20	-9	-6	+28	+26	+42	+41	+45	+52	+64	-78	+239
5. Effects of Incarceration	-2	+3	+2	+1	-1	+5	+35	+39	+42	+43	+41	+60	+58	+8	+313
6. "Correctional Officer as source of change"	-4	+1	+2	+3	+3	+6	+35	+43	+57	+45	+44	+63	+73	+11	+365
7. Self Defense	+16	+10	+7	+9	+19	+10	+46	+45	+56	+61	+59	+65	+72	+71	+405
8. Inmate Officer Relationship	+18	+18	+13	+18	+22	+16	+45	+49	+55	+65	+69	+75	+67	+105	+425
9. Physical Fitness	-6	+4	-4	-16	+5	-2	+42	+38	+51	+49	+47	+60	+66	-19	+353
10. Criminal Justice System	-3	-4	-10	-5	-8	0	+33	+35	+38	+57	+44	+47	+67	-30	+321
11. Corrections and Related Law	0	0	-1	-1	+9	-4	+41	+39	+57	+49	+58	+63	+70	+3	+377
12. Legal Respon. & Authority of Correctional Officer	-6	+6	0	+7	+6	+7	+48	+52	+61	+63	+66	+76	+73	+20	+433
13. Court Decisions (Disciplinary Proc)	-13	-7	-7	-2	0	-1	+41	+37	+50	+41	+53	+61	+64	-30	+347
14. Communication	+8	+5	+5	+12	+12	+23	+50	+46	+49	+56	+68	+75	+72	+65	+416
15. Inmate Behavior	+18	+18	+18	+15	+17	+20	+48	+44	+50	+54	+57	+71	+73	+106	+397
16. Institution Climate (Prison Community)	-5	+1	-5	-4	-1	0	+38	+42	+51	+45	+44	+64	+67	-14	+351
17. Recognition of Unusual Prisoners	+6	0	+4	+6	+2	+11	+49	+47	+45	+56	+65	+77	+69	+29	+408
18. Probation & Parole	-9	-10	-9	-25	-16	-9	+16	+20	+36	+44	+35	+47	+49	-78	+247
19. Respon. & Relations of C. O. to Public	-5	-6	-7	-6	-7	-4	+30	+41	+49	+55	+53	+69	+66	-35	+353
20. Transportation of Prisoners	+3	+7	+5	+14	+13	+4	+50	+38	+52	+52	+56	+74	+72	+46	+424
21. Courtroom Demeanor & Appearance	-8	-9	-3	-6	+2	-4	+41	+48	+55	+49	+64	+72	+64	-20	+393
22. Firearms Training	+9	0	+9	+19	+24	+8	+42	+46	+59	+56	+66	+73	+74	+69	+426
23. Inmate Supervision	+17	+12	+13	+14	+12	+14	+49	+52	+62	+65	+68	+78	+75	+82	+450
24. Adjustment Committ. Action/Report Writ.	-1	+3	+6	+7	+17	+2	+45	+49	+65	+56	+64	+78	+73	+37	+430
25. Security, Custody, Control	+18	+14	+19	+34	+27	+20	+49	+53	+67	+62	+69	+81	+76	+132	+457
26. Searches	+20	+18	+17	+17	+36	+20	+49	+52	+69	+64	+1	+78	+76	+128	+389
27. C. O.'s Role in Incident Investigation	-2	-1	-2	-3	0	-2	+43	+44	+57	+46	+51	+74	+74	-10	+359
28. Control of Inmates	+15	+10	+10	+13	+10	+9	+49	+51	+70	+65	+54	+80	+74	+67	+453
29. Riot Training	+6	+7	+8	+5	+6	+12	+45	+45	+56	+53	+62	+74	+71	+44	+406
30. Human Relations	+21	+17	+12	+1	+11	+6	+44	+38	+54	+48	+44	+64	+63	+46	+355
31. Drug Program	+14	+11	+7	-5	+10	+5	+37	+44	+52	+44	+49	+74	+71	+42	+371
INDEX	2.29	3.29	2.19	2.06	6.19	4.67	40.67	42.32	53.64	53.25	53.93	67.80	69.12	21.54	390.68

¹In each case "Most Useful" response = +1; "Least Useful" response = -1. Items omitted or rated as neither were recorded as 0.

ATTITUDES TOWARDS TRAINING - TIMED RATING

VARIABLES	VI N=45	VII N=34	VIII N=36	IX N=49	X N=55	XI N=52	XII N=53	XIII N=56	XIV N=78	XV N=68	XVI N=72	XVII N=82	XVIII N=79	GPS 6-11	GPS 12-18
1. Objective of In-Service Training	- 2	- 1	- 3	0	- 1	0	+13	+17	+ 8	+19	+27	+17	+23	- 7	+124
2. Philosophy of Corrections	- 5	- 6	- 3	- 9	- 2	- 1	+10	+ 8	+ 2	+13	+19	+ 4	+11	-26	+ 57
3. Organization of Dept. of Correct.	- 6	- 4	- 2	- 3	0	0	+11	+11	+ 6	+ 6	+13	+ 9	+10	-15	+66
4. Development of Corrections	- 6	- 4	- 3	- 4	- 7	- 2	+ 8	+11	+10	+14	+15	+13	+16	-26	+ 57
5. Effects of Incarceration	+ 1	- 3	- 1	0	0	- 1	+16	+13	+17	+15	+16	+25	+24	- 4	+126
6. "Correct. Officer as source of change	- 1	0	- 2	- 1	0	+ 2	+18	+14	+23	+23	+18	+30	+33	- 2	+159
7. Self Defense	+17	+ 6	+ 6	+17	+24	+15	+41	+42	+59	+47	+51	+60	+56	+85	+353
8. Inmate Officer Relationship	- 1	+ 3	+ 1	+ 5	+ 2	+ 1	+20	+19	+17	+22	+23	+30	+35	+11	+165
9. Physical Fitness	- 2	- 3	- 5	+12	+ 7	+ 5	+26	+17	+29	+26	+29	+34	+35	+16	+196
10. Criminal Justice System	0	- 6	+ 2	- 2	+ 4	0	+17	+18	+19	+21	+27	+35	+27	- 2	+164
11. Corrections and Related Law	+ 2	0	0	- 3	+ 2	+ 3	+21	+19	+22	+29	+38	+36	+41	+ 4	+206
12. Legal Respons. & Authority of Correct. Officer	+ 2	0	+ 1	+ 5	0	0	+26	+24	+35	+34	+41	+27	+42	+ 8	+229
13. Court Decisions (Disciplinary Proc.)	+ 1	- 5	0	- 2	+ 1	+ 1	+19	+14	+18	+25	+30	+28	+33	- 4	+167
14. Communication	+ 6	0	0	- 4	0	+ 4	+18	+13	+21	+23	+26	+28	+26	+ 6	+155
15. Inmate Behavior	+ 3	+ 3	+ 1	+ 1	+ 2	+ 2	+21	+15	+13	+19	+21	+27	+30	+12	+146
16. Institution Climate (Prison Community)	0	+ 2	0	+ 3	0	0	+18	+11	+ 9	+20	+16	+22	+26	+ 5	+122
17. Recognition of Unusual Prisoners	+ 4	+ 1	- 1	+ 3	+ 1	+ 1	+23	+16	+18	+19	+28	+23	+26	+ 9	+153
18. Probation & Parole	- 3	- 4	- 1	- 4	- 4	0	+11	+ 6	+21	+14	+19	+12	+16	-16	+ 99
19. Respon. & Relations of C. O. to Public	- 1	- 2	- 3	0	- 5	+ 1	+12	+11	+16	+23	+24	+22	+30	-10	+138
20. Transportation of Prisoners	+ 5	0	- 2	+ 2	0	+ 2	+13	+21	+25	+28	+32	+32	+22	+ 7	+173
21. Courtroom Demeanor & Appearance	0	- 5	0	+ 1	0	0	+13	+16	+18	+16	+27	+24	+21	- 4	+135
22. Firearms Training	+16	+ 3	+11	+32	+17	+12	+29	+32	+51	+42	+54	+57	+52	+91	+317
23. Inmate Supervision	+ 3	+ 3	+ 2	+ 3	0	0	+26	+24	+28	+31	+33	+37	+33	+11	+212
24. Adjustmt Committee Action/Rept.Writ.	+ 1	0	+ 1	0	- 3	+ 1	+15	+22	+17	+19	+26	+30	+24	0	+153
25. Security, Custody, Control	- 1	+ 2	- 2	+ 6	+ 8	+ 2	+23	+24	+40	+32	+31	+33	+32	+15	+215
26. Searches	+15	+ 6	+ 5	+12	+ 3	+ 5	+26	+23	+37	+32	+28	+37	+34	+46	+217
27. C.O.'s Role in Incident Investig.	0	- 2	- 2	+ 2	0	0	+22	+21	+26	+28	+27	+30	+32	- 2	+186
28. Control of Inmates	+ 2	+ 2	0	+ 2	+ 2	+ 3	+21	+22	+32	+33	+34	+35	+28	+11	+205
29. Riot Training	+11	+10	+ 1	+15	+ 7	+ 6	+33	+33	+47	+35	+43	+62	+50	+50	+303
30. Human Relations	+ 9	+ 7	- 2	-17	-22	- 3	+ 8	+13	+ 6	+12	- 5	+13	+15	-29	+ 62
31. Drug Program	+ 9	+ 9	+ 2	+ 1	+ 3	+ 1	+22	+25	+24	+27	+31	+35	+31	+25	+195
INDEX	2.22	.87	.16	2.68	1.26	1.93	19.35	18.54	23.03	24.10	27.16	29.26	29.55	8.58	171.0

¹In each case "More Times" response = +1; "Less Time" response = -1; "Delete" = -2; and omitted responses = 0.

Groups VI to XI

<u>More Time</u>	<u>Less Time/Delete</u>
1. Firearms Training	1. Human Relations
2. Self Defense	2. Philosophy of Corrections
3. Riot Training	3. Development of Corrections
4. Searches	4. Probation and Parole
5. Drug Program	5. Public Responsibilities of C.O.

Groups XII to XVIII

<u>More Time</u>	<u>Less Time/Delete</u>
1. Self Defense	1. Human Relations
2. Firearms Training	2. Organization of Department
3. Riot Training	3. Philosophy of Corrections
4. Legal Responsibilities of C.O.	4. Development of Corrections
5. Searches	5. Probation and Parole

Again, the subjects are consistent in their perceptions of topics that need more time. All deal with emergency responses to a crisis situation, perhaps reflecting growing concern over prison unrest and potential for violence. The topic of searches received the highest ratings through all categories. Topics dealing with basic concepts of philosophy and development consistently drew negative responses. The topic of probation and parole was perceived as particularly unimportant. Human relations training, although exhibiting a high profile in its usefulness received a low rating in the learned category and its deletion was suggested in considering time allocations.

Table 16 (page 42) summarizes rankings by subjects of the seven training methods utilized in presenting information. The discussion method was most preferred, followed by both audio-visual techniques and lectures. Handouts were least preferred (perhaps due to deficiencies in subject-reading levels).

TABLE 16
PREFERENCE OF METHOD OF PRESENTATION IN RANK ORDER

VARIABLES	SUBTOTAL ¹ N=326	SUBTOTAL ² N=602	TOTAL ³ N=1012
Lecture	3	2	3
Discussion	1	1	1
Role Playing	4	4	4
Small Groups	5	5	5
Simulation	6	6	6
Handouts	7	7	7
Audio-Visual	2	3	2

¹ Test groups 1 - 9.

² Test groups 10 - 18.

³ Totals may not agree due to methods of handling missing data

Subjects rated the organization of the training program and the availability of training staff both very favorably (positive in each instance), as shown in Table 17 (page 44). Satisfaction with the training facility itself was high (73%).¹⁵ Over a third (38%) thought the training was paced too rapidly; few (6%) thought the pace was too slow.

The data on Table 18 (page 45) was not processed after group IX, due to limited resources. The table summarizes frequencies of types of written comments made by trainees to three open-ended questions about the training. Table 18 is a reproduction of what was published in the preliminary report. Actual responses are detailed in Appendix B; however, Table 18 reflects the overall positive tones of the subjects' comments, especially the training itself and the instructors.

The most frequent change suggested (by 23 subjects) was that training needed to be lengthened, thus confirming prior ratings (see Table 17), and evaluators' perceptions from subjects' verbal comments. An interesting concern expressed (by 5 subjects) was that the use of methods or materials learned in training might be detrimental in their units, perhaps even leading to their being fired.

It should be remembered that Table 18 and Appendix B are reproductions from the preliminary report, representing the comments of the first nine test groups. Though this is half the number of groups, Group I constitutes only a little more than one-third (38%) of the total test population and, in fact, total subjects responding to this question number less than 15% in all. The comments are suggestive, but cannot be construed to represent the feelings of the subject population.

¹⁵ It should be noted that the training facility under evaluation was the previous Goochland site.

TABLE 17
AFFIRMATIVE RESPONSES TO QUESTIONS ABOUT TRAINING

VARIABLES	SUBTOTAL ¹ N=326	SUBTOTAL ² N=595	TOTAL ³ N=1012
<u>Overall Organization⁴ Satisfactory</u>			
Frequency	304	546	848
Percent	93.3	96.0	95.0
<u>Adequate Availability⁵ of Staff</u>			
Frequency	293	512	841
Percent	89.9	92.5	95.3
<u>Training Facility⁴ Satisfactory</u>			
Frequency	233	418	648
Percent	71.5	67.0	72.7
<u>Lived at Center</u>			
Frequency	159	320	478
Percent	48.8	56.1	53.2
<u>Training Pace Rate</u>			
1. <u>Too Fast</u>			
Frequency	131	201	332
Percent	40.2	37.5	37.7
2. <u>Just Right</u>			
Frequency	155	344	496
Percent	47.5	58.0	56.3
3. <u>Too Slow</u>			
Frequency	28	25	53
Percent	8.6	3.9	6.0

¹ Test groups 1 - 9

² Test groups 10 - 18

³ Totals may not agree due to methods of handling missing data.

⁴ "Very Good" or "good" responses were defined as satisfactory; "fair" or "poor" responses were defined as unsatisfactory.

⁵ "Always" or "usually" responses were defined as adequate; "seldom" or "never" responses were defined as inadequate.

FREQUENCIES OF TRAINEES COMMENTS ABOUT TRAINING, BY GROUP

TYPE OF COMMENT AND TOPIC	GROUP I N=40	GROUP II N=41	GROUP III N=36	GROUP IV N=28	GROUP V N=42	GROUP VI N=49	GROUP VII N=34	GROUP VIII N=39	GROUP IX N=51	TOTALS N=382
A. Positive Comments About:										
1. Instructors	4	2	3	3	11	7	7	1	5	43
2. Training	6	6	4	4	17	12	8	6	9	72
3. Research							1			1
B. Positive/Change Comments About:										
1. Instructors										0
2. Training										
a) Length	3	3		2	3	6	4		2	23
b) Courses	1	3	2		1	1				8
c) Facilities	2	2				2			1	7
d) Other	1	1			1				1	4
3. Research										0
4. Other	4	1		1	1					7
C. Neutral Comments About:										
1. Instructors										0
2. Training					1					1
3. Research										0
D. Neutral/Change Comments About:										
1. Instructors				1						1
2. Training										0
a) Length	1	1				1	1		1	5
b) Courses			2	1	3					6
c) Facilities	1					1				2
d) Other										0
3. Research	1									1
4. Other				1						1
E. Negative Comments About:										
1. Instructors										0
2. Training			1		1		1	1	1	5
3. Research		1			1	1				3
F. Negative/Change Comments About:										
1. Instructors	1				1		1	1		4
2. Training										
a) Length	1									1
b) Courses	1				1					2
c) Facilities										0
d) Other										0
3. Research										0
4. Other										0
TOTAL RESPONDENTS	22	12	11	10	32	25	18	7	19	156
PERCENT	55%	29%	29%	36%	52%	51%	53%	18%	37%	41%
TOTAL COMMENTS*	27	20	12	13	42	31	23	9	20	197

*Some respondents made more than one comment.

ADDITIONAL ANALYSES

The results contained in this report provide descriptive information about the subjects evaluated, but beyond comparisons across the 18 groups few significant differences among subjects were found. It is reasonable to expect, however, that correctional officers entering training might differ considerably as to relevant attitudes about the job and/or job-related knowledge. Additionally, some subjects may have changed more than others in terms of job-related attitudes or knowledge levels while undergoing training. Additional analysis of the data was, therefore, conducted to examine the relationships between relevant demographic variables and initial (i.e. pre-test) measures of attitudes and knowledge, as well as between these demographic variables and changes (i.e. post-test - pre-test) during training in attitudes and knowledge.

Attitudinal measures included attitudes toward punishment of criminals, attitudes toward prisons, attitudes toward self and others, job satisfaction, and the subjects' perceptions of whether they needed additional education to do their job. Knowledge was assessed by the (total) achievement measure. These measures were selected because they represented the most relevant variables for which both pre- and post-test scores were available.

¹⁶ Some possibly relevant variables were omitted from these analyses because their distributions did not vary enough to provide distinguishable groups of subjects. For example, since most subjects rated the training (in terms of organization, staff availability, adequacy of the facility, and pace of the training) quite favorably, such variables would not provide meaningful comparisons among subjects. Other such variables included rated prestige of correctional officers, interest in additional education and perceived obstacles to further education.

As was previously discussed (see page 30), the Helping Relationship Inventory variables were not included because of questions of validity in this testing.

Demographic variables utilized in these analyses included educational level, age, race, length of time employed before training, marital status, size of childhood community, military experience, and the subject's institutional assignment. These variables were selected because they could reasonably have been associated with differences in attitude or knowledge of subject (i.e. older subjects might be more positive than younger subjects, etc.), or could reasonably be associated with differing degrees of change during training.¹⁷

Results of these analyses are presented in Tables 19 through 25. Each of these tables is actually a composite of 16 separate tables representing a measure of attitude or knowledge in terms of initial values and of changes during training compared across each of the eight demographic variables. Interpretation of these results, therefore, requires that each of the 16 sections be examined separately.

Results in Tables 19 through 23, for attitudes toward punishment, prisons, self/others, and achievement (i.e. job-related knowledge) are presented in terms of mean values, because these measures permitted such comparisons. Tables 24 and 25, concerning job satisfaction and perceptions about educational needs, are in terms of frequencies and percentages because these measures were more clearly in categories (i.e. yes, more education

17

The method of arriving at the change measure should be noted here. For convenience, the means of the change measure were converted to a base of 100 by adding 100.0 to actual discrimination scores. Scores less than 100, therefore, represent negative changes and scores over 100 represent positive changes. Scores equal to 100 represent no change. Although significant changes in long-term attitudes over a period of 4 weeks would be suspect, the nature of computation of the change measure made differences relatively small and may have eliminated otherwise significant results (i.e. a regression effect).

is needed; or no, more education is not needed), and did not lend themselves to computation by group means.¹⁸

Table 19 (page 49) compares initial means and changes during training for attitudes relative to punishment across the same eight demographic variables. As can be seen, attitudes toward punishment initial scores were significantly related to the subjects' educational levels, with less-

¹⁸ As noted, interpretation of these composite tables requires some care. The following examples may be helpful to readers unfamiliar with such tabular presentations.

The relationship between educational level and attitudes toward punishment can be found in Table 19. As can be seen, mean initial ATP scores dropped from 5.00 to 4.53 as educational levels increased from "less than high school" to "college". Furthermore, as indicated by the triple asterisk, this pattern of results was statistically significant (that is, likely to occur by chance less than one time in one thousand). ATP changes during training also varied with educational level, but not so dramatically. Overall, ATP scores decreased (i.e. subjects became less punitive) slightly during training (99.91). The highest educational level showed the least decrease, that is, less well-educated staff changed more than better-educated staff. Although these results were not statistically significant (see footnote 17), this pattern seems to clearly suggest some group "leveling": initially more positive staff tended to become less positive to a greater extent during training.

Similar processes are used in the interpretation of Tables 24 and 25, even though results are presented in terms of frequencies and percentages. Readers familiar with contingency tables will note that these tables are designed in opposite fashion to typical tables: frequencies and percentages are totaled "across", and comparison between groups must be made "vertically".

Thus, the relationship between job satisfaction and education, which can be examined in Table 24, suggests that initially satisfaction and educational level were inversely related. Where 79% of the "less than high school" group were "more satisfied", only 66% of the "college" group described themselves in this manner. (Although frequencies are presented, in general, meaningful comparisons are best made by examining percentages). Furthermore, these differences were statistically significant.

During the course of training, changes in job satisfaction were mixed, with the high school group changing less. When change did occur, it was more often found to be in a negative direction.

MEAN INITIAL VALUES AND CHANGES DURING TRAINING OF ATTITUDES TOWARD
PUNISHMENT BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

	INITIAL VALUES				CHANGES DURING TRAINING ³			
	Mean	Std. Dev.	No.	(Sig.)	Mean	Std. Dev.	No.	(Sig.)
Totals ²	4.76	1.19	984	-	99.91	1.26	894	-
Education				***				
Less than High School	5.00	1.20	300		99.95	1.34	265	
High School Graduate	4.76	1.20	396		99.85	1.24	362	
College (Any)	4.53	1.16	248		99.98	1.23	229	
Age								*
Youngest (18-25)	4.78	1.20	318		99.76	1.25	284	
Younger (26-39)	4.79	1.22	322		99.99	1.37	289	
Young (40-60)	4.28	1.19	344		100.00	1.15	321	
Race								
White	4.80	1.22	678		99.91	1.33	242	
Minority	4.74	1.16	277		99.93	1.25	625	
Time Employed Before Training				↕				
Less than 3 Months	4.77	1.15	485		99.91	1.24	435	
3 - 6 Months	4.57	1.22	143		99.95	1.26	135	
7 - 12 Months	4.94	1.11	74		99.70	1.15	65	
1 - 2 Years	4.87	1.37	31		99.79	1.30	26	
Over 2 Years	4.91	1.28	251		100.00	1.32	233	
Marital Status								
Married	4.80	1.21	637		99.91	1.18	277	
Not Married	4.73	1.19	310		99.92	1.31	583	
Size of Childhood Town				***				
Under 2,000	4.93	1.28	336		99.90	1.35	313	
2,000 to 10,000	4.78	1.20	308		99.93	1.21	281	
Over 10,000	4.60	1.10	303		99.95	1.22	265	
Military Experience								
No	4.77	1.17	474		99.94	1.27	428	
Yes	4.79	1.22	491		99.90	1.25	466	
Institution				***				
Penitentiary	4.42	1.13	235		100.06	1.21	205	
Powhatan	4.73	1.04	167		99.93	1.32	149	
Other Major Institutions	4.86	1.17	212		99.96	1.19	203	
Field Units	5.02	1.28	342		99.81	1.32	317	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately.

² Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: ↕ $p \leq .1$. Statistical significance was computed by analysis of variance.

³ Means computed to a base of 100 (by adding 100.0 to actual discrimination scores).

educated staff being more positive; to subjects' childhood community, with staff from smaller communities being more positive; and to the subjects' institutional assignment, with the Virginia State Penitentiary and Powhattan Correctional Center tending to be less positive than field units and other major institutions. Furthermore, there was a trend (i.e., a non-significant tendency)¹⁹ for length of employment prior to training to be related to attitudes towards punishment; with longer employed staff being more positive.

The method of score computation minimized the likelihood of statistical significance (see footnote 17); thus, only the age variable showed statistical significance; with the youngest subjects changing most often. Here also there was a tendency toward "leveling" evident: where initial differences did exist, initially more punitive staff tended to change more (i.e. became less punitive to a greater extent). This pattern is consistent across all eight demographic variables.

This pattern of results was repeated in reviewing attitudes toward prisons (Table 20, page 51). These attitudes were significantly higher (i.e. more favorable) for less educated staff, longer employed staff, and staff from Powhattan and other major institutions. Married staff tended to be more positive than unmarried staff.

Once again, the "leveling" pattern of changes was observed, with the exception of age and marital status, in all areas with previously more favorable staff becoming less favorable and less favorable staff becoming more favorable.

19

Since the level of significance was predetermined to be $p = .05$, trends were defined as results likely to occur less than one time in ten, but not statistically significant.

MEAN INITIAL VALUES AND CHANGES DURING TRAINING OF ATTITUDES TOWARD
PRISONS BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

	INITIAL VALUES				CHANGES DURING TRAINING ³			
	Mean	Std. Dev.	No.	(Sig.)	Mean	Std. Dev.	No.	(Sig.)
Totals ²	8.53	1.54	984	-	99.92	1.75	887	-
Education				***				
Less than High School	8.69	1.38	302		99.82	1.89	263	
High School Graduate	8.66	1.42	394		100.00	1.66	357	
College (Any)	8.25	1.82	248		99.86	1.69	229	
Age								
Youngest (18-25)	8.46	1.63	318		99.84	1.77	282	
Younger (26-39)	8.51	1.59	322		99.99	1.81	285	
Young (40-60)	8.69	1.40	344		99.94	1.66	320	
Race								
White	8.55	1.52	678		99.97	1.73	242	
Minority	8.60	1.54	277		99.88	1.76	618	
Time Employed Before Training				**				
Less than 3 Months	8.72	1.49	485		99.85	1.68	433	
3 - 6 Months	8.30	1.66	144		99.88	1.95	135	
7 - 12 Months	8.52	1.51	73		99.98	1.76	64	
1 - 2 Years	8.04	1.90	31		100.14	1.98	26	
Over 2 Years	8.47	1.49	251		100.05	1.71	229	
Marital Status				↕				
Married	8.62	1.60	309		99.94	1.56	273	
Not Married	8.44	1.50	638		99.90	1.83	580	
Size of Childhood Town								
Under 2,000	8.63	1.44	336		99.96	1.76	308	
2,000 to 10,000	8.52	1.61	308		99.98	1.77	280	
Over 10,000	8.52	1.56	303		99.79	1.70	264	
Military Experience								
No	8.51	1.62	476		100.00	1.74	427	
Yes	8.60	1.47	489		99.86	1.74	460	
Institution				***				
Penitentiary	8.35	1.60	234		99.86	1.83	202	
Powhatan	8.96	1.30	167		99.77	1.53	148	
Other Major Institutions	8.77	1.37	214		99.95	1.64	203	
Field Units	8.39	1.67	345		99.99	1.86	314	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately.

² Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: ↕ $p \leq .1$. Statistical significance was computed by analysis of variance.

³ Means computed to a base of 100 (by adding 100.0 to actual discrimination scores).

With respect to age and marital status, younger staff and unmarried staff became even less favorable towards prisons while undergoing training.

Initial attitudes toward self (Table 21, page 53), were significantly related to education; with more favorable self attitudes reported by better-educated staff. There was also a trend for subjects from larger childhood communities to exhibit more favorable self attitudes. High variations among subjects on this scale (demonstrated by high standard deviations) may have prevented other observed differences, such as marital status, from reaching significance. Size of childhood community additionally was of statistical significance, with staff from smaller communities becoming increasingly positive in self attitudes. Once again, a non-significant leveling effect was observed as a result of training, with previously less positive (toward self) staff becoming more positive with respect to all demographic variables.

Initial attitudes toward others (Table 22, page 54), was not significantly related to any of the eight demographic variables. There was a trend with respect to race and institutional assignment, with white staff and staff from field units and other major institutions being more favorable in attitudes toward others. Once again, the leveling effect was observed; initially, less favorable staff (with respect to age and institutional assignment) tended to become more favorable.

Table 23 (page 55) represents relationships between the demographic variables and achievement (i.e. job-related knowledge). As can be seen, Initial achievement scores were significantly related to educational level, age, race, and military experience. Not surprisingly, better-educated staff scored better on the pre-test Achievement test; as did younger staff, white staff, and staff with military experience. Again, a non-significant tendency towards leveling during training was noted, particularly for age and race.

MEAN INITIAL VALUES AND CHANGES DURING TRAINING OF ATTITUDES TOWARD
SELF BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

	INITIAL VALUES				CHANGES DURING TRAINING ³			
	Mean	Std. Dev.	No.	(Sig.)	Mean	Std. Dev.	No.	(Sig.)
Totals ²	144.53	18.08	956	-	102.67	13.34	842	-
Education				***				
Less than High School	140.33	19.49	278		103.59	13.39	231	
High School Graduate	145.35	17.43	394		101.74	13.48	351	
College (Any)	148.80	17.02	247		102.42	12.33	225	
Age								
Youngest (18-25)	143.34	18.79	312		102.50	13.55	274	
Younger (26-39)	145.85	18.46	319		101.93	12.82	281	
Young (40-60)	144.35	17.62	325		103.23	13.53	287	
Race								↕
White	144.46	18.44	659		101.15	13.80	231	
Minority	144.93	18.20	271		103.04	12.90	586	
Time Employed Before Training								
Less than 3 Months	144.56	18.95	481		102.18	13.20	423	
3 - 6 Months	146.47	18.56	139		100.63	14.27	131	
7 - 12 Months	143.80	18.47	69		105.10	13.03	57	
1 - 2 Years	141.71	14.31	31		105.04	16.40	22	
Over 2 Years	143.87	17.22	236		103.59	12.47	209	
Marital Status								
Married	144.81	18.48	625		102.35	12.88	257	
Not Married	144.24	18.22	298		102.58	13.35	554	
Size of Childhood Town				↕				*
Under 2,000	142.86	18.01	330		102.79	13.58	297	
2,000 to 10,000	144.47	18.37	295		103.79	13.16	263	
Over 10,000	147.12	18.25	298		101.00	12.59	252	
Military Experience								
No	144.36	18.38	457		102.72	13.31	399	
Yes	144.96	18.32	481		102.41	13.30	443	
Institution								
Penitentiary	145.83	17.39	232		101.37	12.78	199	
Powhatan	143.54	18.15	166		103.69	12.26	145	
Other Major Institutions	144.49	19.19	210		102.35	14.28	196	
Field Units	144.29	18.21	326		102.86	13.47	286	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately.

² Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: $\uparrow p \leq .1$. Statistical significance was computed by analysis of variance.

³ Means computed to a base of 100 (by adding 100.0 to actual discrimination scores).

MEAN INITIAL VALUES AND CHANGES DURING TRAINING OF ATTITUDES TOWARD
OTHERS BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

	INITIAL VALUES				CHANGES DURING TRAINING ³			
	Mean	Std. Dev.	No.	(Sig.)	Mean	Std. Dev.	No.	(Sig.)
Totals ²	103.40	10.22	954	-	100.97	9.41	840	-
Education								
Less than High School	102.61	10.92	278		100.71	10.05	232	
High School Graduate	103.59	10.13	393		100.96	8.79	349	
College (Any)	104.25	9.84	247		101.43	9.46	225	
Age								
Youngest (18-25)	102.58	10.56	311		101.24	9.47	273	
Younger (26-39)	103.90	10.19	319		100.97	9.46	281	
Young (40-60)	103.99	10.22	324		100.94	9.12	286	
Race				↕				
White	104.01	9.84	659		101.22	10.08	230	
Minority	102.31	11.36	270		100.84	9.05	586	
Time Employed Before Training								
Less than 3 Months	103.83	10.35	479		101.31	9.40	421	
3 - 6 Months	103.14	12.16	139		101.06	9.16	130	
7 - 12 Months	104.49	9.78	69		101.14	9.12	57	
1 - 2 Years	102.22	7.05	31		98.50	11.43	22	
Over 2 Years	102.94	9.65	236		100.75	9.41	210	
Marital Status								
Married	103.73	10.04	624		101.34	9.19	256	
Not Married	102.92	10.81	298		100.79	9.45	554	
Size of Childhood Town								
Under 2,000	103.57	10.50	329		101.13	9.70	298	
2,000 to 10,000	103.16	10.26	296		100.70	9.54	263	
Over 10,000	103.91	10.24	297		101.06	8.60	250	
Military Experience								
No	103.80	10.23	456		101.59	9.10	398	
Yes	103.21	10.36	480		100.56	9.53	442	
Institution				↕				
Penitentiary	103.00	10.34	232		100.95	9.07	198	
Powhatan	102.26	9.39	165		102.21	9.15	143	
Other Major Institutions	103.48	11.01	210		101.66	9.00	196	
Field Units	104.67	10.08	325		100.18	9.62	287	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately.

² Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: $\uparrow p \leq .1$. Statistical significance was computed by analysis of variance.

³ Means computed to a base of 100 (by adding 100.0 to actual discrimination scores).

MEAN INITIAL VALUES AND CHANGES DURING TRAINING OF ACHIEVEMENT SCORES
BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

	INITIAL VALUES				CHANGES DURING TRAINING ³			
	Mean	Std. Dev.	No.	(Sig.)	Mean	Std. Dev.	No.	(Sig.)
Totals ²	14.74	4.32	993	-	102.49	7.15	980	-
Education				***				*
Less than High School	14.58	5.47	304		101.81	7.48	289	
High School Graduate	16.36	3.63	398		102.42	6.87	390	
College (Any)	17.59	3.36	252		103.47	6.82	248	
Age				**				
Youngest (18-25)	16.29	3.82	323		102.56	7.37	315	
Younger (26-39)	16.33	3.74	327		102.27	7.38	319	
Young (40-60)	15.39	5.48	343		102.76	6.29	330	
Race				***				
White	16.38	3.99	685		102.32	7.88	272	
Minority	15.31	5.26	280		102.64	6.69	664	
Time Employed Before Training								*
Less than 3 Months	15.89	4.00	494		103.43	7.58	500	
3 - 6 Months	16.45	3.43	143		103.05	5.91	138	
7 - 12 Months	16.04	3.92	74		101.89	8.47	71	
1 - 2 Years	16.35	3.96	31		100.90	8.40	31	
Over 2 Years	15.88	5.83	251		101.81	6.62	240	
Marital Status								
Married	16.05	4.65	645		102.22	7.50	305	
Not Married	16.25	3.85	312		102.70	6.82	624	
Size of Childhood Town								
Under 2,000	15.84	4.15	342		102.77	6.54	327	
2,000 to 10,000	16.18	5.10	310		102.79	6.90	299	
Over 10,000	16.38	3.84	305		102.02	7.74	302	
Military Experience				*				
No	15.74	4.24	478		102.75	7.64	483	
Yes	16.35	4.61	496		102.83	6.89	497	
Institution								
Penitentiary	15.74	5.23	238		101.88	7.99	230	
Powhatan	16.28	3.73	170		102.47	7.21	163	
Other Major Institutions	16.52	3.96	217		103.46	5.87	214	
Field Units	15.81	4.43	344		102.56	6.71	333	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately.

² Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: $\uparrow p \leq .1$: Statistical significance was computed by analysis of variance.

³ Means computed to a base of 100 (by adding 100.0 to actual discrimination scores).

Tables 24 and 25 contain frequencies and percentages of initial responses and changes during training for job satisfaction (Table 24) and perceptions of educational needs (Table 25) relative to the eight demographic variables. For assistance in interpreting these tables, refer to footnote 18.

As is evident from Table 24 (page 57), initial job satisfaction was, with the exception of race, significantly related to all demographic variables (there was a trend relationship with military experience). Specifically, job satisfaction was higher for less-educated staff, older staff, both new employees and long-term employees, married staff, staff from small childhood communities, and staff with military experience. In addition, Penitentiary staff seemed particularly dissatisfied relative to their jobs when compared with staff from other institutions.

Changes during training are less clear. Some "leveling" was apparent with respect to education, age, marital status and size of childhood community (previously less-satisfied groups tended to become slightly more satisfied). Statistical significance is observed for race, with minorities becoming increasingly dissatisfied while participating in the training program. Trends are also noted for newer staff to also become more dissatisfied and staff without military experience to become more satisfied.

Initial perceived educational needs (Table 25, page 58) were significantly related to education, age, race, and time employed before training. Better educated staff, younger staff, minorities, newer staff, and staff with no military experience were more likely to perceive need for more education (since better-educated staff also scored highest on the pre-test achievement test, these results probably reflect a value for education, rather than an actual greater need for education).

TABLE 24

FREQUENCIES AND PERCENTAGES OF INITIAL RESPONSES AND CHANGES DURING TRAINING OF JOB SATISFACTION
BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

DEMOGRAPHIC VARIABLES	INITIAL RESPONSES						(SIG.)	CHANGES DURING TRAINING								(SIG.)
	LESS SATISFIED		MORE SATISFIED		TOTALS ²			BECOME LESS SATISFIED		NO CHANGE IN SATISFACTION		BECOME MORE SATISFIED		TOTALS ²		
	Freq.	Percent	Freq.	Percent	Freq.	Percent		Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	
TOTALS ²	(261)	27.3	(704)	72.7	(965)	100.0	-	(159)	18.5	(455)	53.7	(232)	27.3	(846)	100.0	-
<u>EDUCATION</u>																
Less Than High School	(62)	20.7	(237)	79.3	(299)	100.0	**	(42)	16.5	(142)	55.9	(70)	27.6	(254)	100.0	
High School Graduate	(106)	26.9	(208)	73.1	(394)	100.0		(77)	22.1	(177)	50.9	(94)	27.0	(348)	100.0	
College (Any)	(84)	33.7	(165)	66.3	(249)	100.0		(36)	16.0	(125)	55.6	(64)	28.4	(225)	100.0	
<u>AGE</u>																
Youngest (18 - 25)	(105)	32.8	(215)	67.2	(320)	100.0	***	(50)	18.2	(140)	51.1	(84)	30.7	(274)	100.0	
Younger (26 - 39)	(100)	31.2	(221)	69.8	(321)	100.0		(52)	18.4	(146)	51.3	(84)	29.3	(282)	100.0	
Young (40 - 60)	(56)	17.3	(268)	82.7	(324)	100.0		(57)	19.7	(169)	58.3	(64)	22.1	(290)	100.1	
<u>RACE</u>																
White	(178)	26.3	(499)	73.7	(677)	100.0		(100)	16.4	(333)	54.8	(175)	28.8	(608)	100.0	*
Minority	(81)	29.5	(194)	70.5	(275)	100.0		(56)	24.7	(116)	51.1	(55)	24.2	(227)	100.0	
<u>TIME EMPLOYED BEFORE TRAINING</u>																
Less Than Three Months	(132)	27.4	(350)	72.6	(482)	100.0	***	(84)	20.1	(232)	55.5	(102)	24.4	(418)	100.0	↕
3 to 6 Months	(57)	40.1	(85)	59.9	(142)	100.0		(27)	21.4	(51)	40.5	(48)	38.1	(126)	100.0	
7 to 12 Months	(23)	32.4	(48)	67.6	(71)	100.0		(10)	16.7	(34)	56.7	(16)	26.7	(60)	100.1	
1 to 2 Years	(6)	19.4	(25)	80.6	(31)	100.0		(3)	12.0	(14)	56.0	(8)	32.0	(25)	100.0	
Over 2 Years	(43)	18.0	(196)	82.0	(239)	100.0		(35)	16.1	(124)	57.1	(58)	26.7	(217)	99.9	
<u>MARITAL STATUS</u>																
Married	(156)	24.5	(481)	75.5	(637)	100.0	*	(112)	19.9	(302)	53.5	(150)	26.6	(564)	100.0	
Not Married	(98)	31.7	(211)	68.3	(309)	100.0		(43)	16.2	(145)	54.5	(78)	29.3	(266)	100.0	
<u>SIZE OF CHILDHOOD TOWN</u>																
Under 2,000	(84)	24.8	(255)	75.2	(339)	100.0	*	(49)	15.9	(172)	55.7	(88)	28.5	(309)	100.1	
2,000 to 10,000	(89)	29.2	(216)	70.8	(305)	100.0		(52)	20.0	(143)	55.0	(65)	25.0	(260)	100.0	
Over 10,000	(85)	28.2	(216)	71.8	(301)	100.0		(52)	20.1	(131)	50.6	(76)	29.3	(259)	100.0	
<u>MILITARY EXPERIENCE</u>							↕									↕
No	(128)	27.6	(335)	72.4	(463)	100.0		(62)	15.4	(223)	55.5	(117)	29.1	(402)	100.0	
Yes	(129)	26.0	(363)	74.0	(492)	100.0		(97)	21.8	(232)	52.3	(115)	25.9	(444)	100.0	
<u>INSTITUTIONS</u>							**									
Penitentiary	(82)	35.7	(148)	64.3	(230)	100.0		(42)	22.1	(93)	48.9	(55)	28.9	(190)	99.9	
Powhattan	(42)	25.0	(126)	75.0	(168)	100.0		(29)	19.7	(88)	59.9	(30)	20.4	(147)	100.0	
Other Major Institutions	(46)	21.8	(165)	78.2	(211)	100.0		(36)	18.5	(106)	54.4	(53)	27.2	(195)	100.1	
Field Units	(87)	25.7	(251)	74.3	(338)	100.0		(49)	16.4	(158)	52.8	(92)	30.8	(299)	100.0	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately. Contrary to typical contingency tables, percentages are totaled across, and therefore comparisons should be made vertically (see text).

² Totals may vary due to methods of handling missing responses.

* = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$; Trend: $\updownarrow p \leq .1$. Statistical significance computed by chi-square.

TABLE 25

FREQUENCIES AND PERCENTAGES OF INITIAL RESPONSES AND CHANGES DURING TRAINING "DO YOU HAVE ENOUGH EDUCATION TO DO JOB?"
QUESTION BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

DEMOGRAPHIC VARIABLES	INITIAL RESPONSES							CHANGES DURING TRAINING							
	HAVE ENOUGH EDUCATION NOW		NEED MORE EDUCATION		TOTALS ²		(SIG.)	CHANGED TO NEED MORE EDUC		DID NOT CHANGE		CHANGED TO HAVE ENOUGH NOW		TOTALS ³	
	Freq.	Percent	Freq.	Percent	Freq.	Percent		Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
TOTALS ²	(633)	66.2	(328)	33.8	(961)	100.0	-	(87)	10.2	(605)	71.9	(155)	17.9	(847)	100.0
EDUCATION							*								*
Less than High School	(208)	69.8	(90)	30.2	(298)	100.0		(18)	7.2	(189)	75.3	(44)	17.5	(251)	100.0
High School Graduate	(263)	67.1	(129)	32.9	(392)	100.0		(44)	12.5	(255)	72.4	(53)	15.1	(352)	100.0
College (Any)	(147)	59.3	(101)	40.7	(248)	100.0		(23)	10.3	(149)	66.5	(52)	23.2	(224)	100.0
AGE							*								*
Youngest (18 - 25)	(200)	62.9	(118)	37.1	(318)	100.0		(34)	12.3	(183)	66.1	(60)	21.7	(277)	100.1
Younger (26 - 39)	(203)	63.6	(116)	36.4	(319)	100.0		(33)	11.8	(196)	70.3	(50)	17.9	(279)	100.0
Young (40 - 60)	(230)	71.0	(94)	29.0	(324)	100.0		(20)	6.9	(226)	77.7	(45)	15.5	(291)	100.1
RACE							*								
White	(458)	68.0	(216)	32.0	(674)	100.0	*	(64)	10.6	(433)	71.5	(109)	18.0	(606)	100.1
Minority	(166)	60.6	(108)	39.4	(274)	100.0	**	(21)	9.1	(165)	71.7	(44)	19.1	(230)	99.9
TIME EMPLOYED BEFORE TRAINING							**								
Less Than 3 Months	(288)	60.4	(189)	39.6	(477)	100.0		(45)	10.2	(285)	67.9	(92)	21.9	(420)	100.0
3 to 6 Months	(99)	69.7	(43)	30.3	(142)	100.0		(19)	14.8	(89)	69.5	(20)	15.6	(128)	99.9
7 to 12 Months	(55)	77.5	(16)	22.5	(71)	100.0		(6)	10.2	(43)	72.9	(10)	16.9	(59)	100.0
1 to 2 Years	(20)	64.5	(11)	35.5	(31)	100.0		(2)	8.0	(20)	80.0	(3)	12.0	(25)	100.0
Over 2 Years	(171)	71.3	(69)	28.8	(240)	100.0		(17)	7.9	(168)	78.1	(30)	14.0	(215)	100.0
MARITAL STATUS							↑								
Married	(419)	66.0	(216)	34.0	(635)	100.0		(53)	9.4	(406)	72.2	(103)	18.3	(562)	99.9
Not Married	(201)	65.7	(105)	34.3	(306)	100.0		(31)	11.5	(190)	70.6	(48)	17.8	(269)	99.9
SIZE OF CHILDHOOD TOWN															
Under 2,000	(228)	67.9	(108)	32.1	(336)	100.0		(31)	10.1	(225)	73.3	(51)	16.6	(337)	100.0
2,000 To 10,000	(205)	67.0	(101)	33.0	(306)	100.0		(25)	9.4	(193)	72.3	(49)	18.4	(267)	100.1
Over 10,000	(186)	62.2	(113)	37.8	(299)	100.0		(29)	11.4	(174)	68.2	(52)	20.4	(255)	100.0
MILITARY EXPERIENCE							↑								
No	(294)	63.9	(166)	36.1	(460)	100.0		(44)	10.9	(276)	68.3	(84)	20.8	(404)	100.0
Yes	(335)	68.4	(156)	31.6	(491)	100.0		(43)	9.7	(329)	74.3	(71)	16.0	(443)	100.0
INSTITUTIONS															
Penitentiary	(147)	64.2	(82)	35.8	(229)	100.0		(16)	8.3	(148)	76.7	(29)	15.0	(193)	100.0
Powhattan	(110)	65.9	(57)	34.1	(167)	100.0		(19)	13.1	(96)	66.2	(30)	20.7	(145)	100.0
Other Major Institutions	(141)	66.8	(70)	33.2	(211)	100.0		(21)	10.7	(143)	73.0	(32)	16.3	(196)	100.0
Field Units	(220)	65.5	(116)	34.5	(336)	100.0		(29)	9.7	(206)	69.1	(63)	21.1	(298)	99.9

¹ This table is a composite of 16 separate tables; each section should be considered separately. Contrary to typical contingency tables, percentages are totaled across, and therefore comparisons should be made vertically (see text).

2. Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: $\uparrow p \leq .1$. Statistical significance computed by chi-square

Changes during training with regard to education and age were statistically significant; better-educated staff and younger staff perceived the need for education more frequently. Very little "leveling" phenomena is apparent with these results. Those groups who initially perceived a need for education more often were also the groups more likely to assume that position as a result of training. Perceived educational need is seemingly related to basic values much more than to relative comparisons with one's peers.

In summarizing the results in terms of demographic variables, education was the one factor most clearly related to significant results. Better-educated staff were less punitive, less favorable toward prisons, more knowledgeable about corrections, less satisfied with their jobs, and more often perceived the need for education.

Institutional assignment frequently was a significant factor: Penitentiary and field unit staffs often, with the exception of attitudes toward punishment, exhibited the same attitudes. Penitentiary and field unit staffs were less favorable toward prisons, tended to have a more favorable attitude toward others, were less satisfied with their jobs, and slightly (but not significantly) more aware of the need for additional education. Penitentiary staff scored lowest for attitudes toward punishment, field unit staffs were the most punitive.

Length of employment prior to training significantly affected a number of results, although no clear pattern was apparent. Subjects with less than three months experience, 6 to 12 months experience, and over two years experience were more favorable toward prisons, while staff employed 3 to 6 months and 1 to 2 years were less favorable. Long-term

employees were less favorable toward themselves and others (but not significantly). Staff employed three months to two years were more knowledgeable (but not significantly) than the least and most experienced. Subjects employed 3 to 12 months were less satisfied with their jobs (and, in fact, this group is the most likely to leave the job). Staff of less than three months perceived most the need for additional education.

Age was a significant factor in achievement, with younger staff more knowledgeable; in job satisfaction, with older staff more satisfied; and in perceived need for education, with younger staff more aware of their need for education.

Race tended to affect attitudes toward others, with white staff feeling more favorable. Statistical significance was observed for achievement, with white staff more knowledgeable; and for perceived need for education, with minority staff more aware of this need.

The size of the subjects' childhood community was significant in attitude towards punishment, with staff from smaller communities more punitive; in attitude toward self, with subjects from larger communities more favorable; and in job satisfaction, with those from smaller towns more satisfied with their job.

Years of military experience significantly affected the results of achievement, with those with military experience more knowledgeable; of job satisfaction, with veterans more satisfied with their jobs; and in the perceived need for education, with non-veterans more aware of their need for education.

Marital status was occasionally a factor with married staff more favorable toward prisons, and more satisfied with their jobs.

In summarizing the results of changes which occurred during training in terms of demographic variables, there is little to suggest a systematic effect by any factor. Education, age, race, and length of time employed seemed to relate to some changes. Better educated subjects were most likely to increase their knowledge of corrections and more likely to perceive their need for additional education. Younger subjects were most likely to become less punitive and become more aware of their need for further education. Minorities' attitudes toward self tended to improve and they more often became less satisfied with their job. Staff employed less than six months significantly increased their knowledge of corrections. Job satisfaction results were mixed. The group employed 3 to 6 months changed most often in both directions, some becoming more satisfied, some less. Staff employed over six months changed less frequently (when they did change, it was generally in a favorable direction).

Size of childhood community and years of military experience surface as significant factors in isolated cases. Staff from smaller communities changed more often to more favorable attitudes toward self, and those with no military experience were more likely to become satisfied with their job (although initially less satisfied).

The most consistent effect in terms of change occurring while undergoing training seemed to be a tendency toward leveling; there was less of a difference among groups on the post-test than the pre-test. Such a result could possibly be explained by the regression principle that extreme scores tend to become less extreme with repeated testing (particularly to the extent that the extremes were functions of chance, rather than actual

differences between groups). However, such leveling is reasonably one objective of group training and through discussion and group experiences one could expect greater differences among group members to be reduced. Of course, these results may also suffer from limitations previously cited; the most obvious of these being the methodology for computing change scores (refer to page 47).

Interpreters of these results should also bear in mind two other facts. First, to some degree, many of the differences may have been significant because of the large number of subjects evaluated; since the tests of statistical significance used are somewhat affected by the size of the sample. On the other hand, group differences noted with such very large groups are more likely valid than those occurring with smaller groups of subjects.

Secondly, it is reasonable to assume that the demographic variables studied do not operate independently. Thus, there may have been an interacting effect between age, educational level, length of time on the job and other demographic variables. Given the changing nature of recruitment emphasis of Corrections, it is reasonable to assume that new employees might tend to be younger and better educated. Such interactive factors may also explain differences found in institutional assignment, since outlying institutional staffs may be very demographically different from those staff employed in Richmond.²⁰

²⁰ These questions could be addressed by additional analyses designed to control for interactive effects; but present staff and time resources did not permit such analyses.

DISCUSSION

In any discussion of the results of this evaluation survey, it is critical that the reader review all data with a note of caution. The results contained within the report were derived from an analysis of a massive volume of data relative to 1012 subjects; however, it is imperative to bear in mind that the significant results obtained cannot be considered totally conclusive.

The large sample size (1012 cases) does provide some measure of validity to the reported results relative to the attitudes and knowledge measured, but this validity can be applied only to the subject population evaluated. It would be inappropriate to infer that similar attitudes, knowledge, or demographic data would be applicable to other subjects hired and trained at a later date. Lacking a suitable control group with which to compare our results, it is difficult to assess how representative our findings might be of the correctional officer population as a whole and/or future training groups. A large number of potential variables might possibly interact in a diversity of manners to significantly affect the results obtained, irrespective of the training program. Additionally, future changes in the training curriculum or the demographic composition of the subject groups might produce attitudes or reactions at variance with this report.

Finally, the limited evaluation and staff resources available have in part prevented us from refining our procedures or analyses so that additional pertinent questions might be addressed. Consequently, while the results obtained are of value, they raise more questions for future study than they are able to address.

Implications for training. Despite the threats to validity noted, it is still possible to conclude that the Virginia Department of Corrections Training Program (as conducted through January, 1976) has been effective. For whatever reason, subjects did appear to learn the desired knowledge measured by the training center tests, positive changes in attitudes did occur, and a high degree of interest in additional training was noted.

This is particularly the case relative to attitudinal changes. Although changes in attitudes towards prisons were minimal, changes in attitudes towards punishment and self/others were consistently found. These changes were significantly in a positive direction.

There is also evidence that the desired learning occurred (at least as measured by the testing instruments). Subjects scored much higher on the posttest achievement test than on the same test in the pretest. Admittedly, however, this criterion does not address the question of the relevancy of that knowledge to actual job performance.

One effect consistently noted was the "leveling" of differences (i.e. the tendency for demographically different groups to become more similar) during the training program. Although this may have been partly a statistical phenomenon,²¹ it would appear to reflect desirable results of interaction within the training groups in the direction of group value development. A relevant question, beyond the scope of this research, is the extent to which these altered attitudes or increased knowledge are maintained subsequent to participation in training. To the degree that they are products of group processes within the subject population, these changes may be highly vulnerable when, subsequent to training,

²¹ refer to the previous discussion of a "regression effect", p. 61.

they are found to be at variance with pressures from other significant groups (i.e., co-workers, family, peers, etc.).

Primary trainee interest, as measured by posttest ratings of learning and usefulness, was directed towards concrete topics of a clearly task-oriented nature. Subjects indicated that they had "learned the most" from such "most useful" topics as "riot training," "contraband control," "security," "searches," and "weapons training," etc. The subjects indicated considerably less interest in topics of a more abstract nature such as "communications training," "probation and parole," "the development of corrections," etc. It should be noted that these topics were perceived by the subjects as less functional or task-oriented. Results in this area compare closely with those noted in the recently completed National Manpower Survey (National Planning Association, 1977, volume III, pp. 285-287). In that study incumbent correctional officers also identified task and job performance skills (i.e., weapons training, control of inmates, searches, emergency procedures) as those areas of primary utility for training emphasis. Consequently, it would appear that attention should be focused upon modifying abstract topics to increase their task relevancy or incorporation of them into discussions of more concrete topics.

A major function of this report was to identify evaluation questions yet to be addressed. Answers are not yet clear to the need for inclusion of specific training content areas, appropriation of training time resources, methods of training in specific areas, differential training by subject background, etc. While of extreme value to the designers of correctional training programs, the development of such an information base is hindered by the lack of job performance standards for correctional

officers, the need to adhere to a legislatively mandated curriculum, and the resources of the evaluation itself.

Implications for further evaluation. Since a function of this report has evolved to be the posing of additional questions for further evaluation, a major conclusion must be that the evaluation of correctional officer training be continued, with adequate resources devoted to it so that some of these yet unanswered questions may be addressed. While attention needs to be focused upon the further refinement of testing instruments, it would no longer seem necessary to test all correctional officer trainees. Rather, attention should be directed toward the periodic evaluation of a randomly selected sample of statistically generalizable size. Simplification of attitudinal scales and refinement of instruments designed to measure correctional knowledge are strongly suggested. Such instruments must be of sufficient flexibility so that they might be adapted to ongoing curriculum modifications.

It must be continually stressed that training is not a goal in and of itself. Any valid evaluation of training must ultimately focus upon the impact of that training relative to subsequent job performance. To accomplish this, it is necessary that concrete, measurable job performance objectives be established for the position of correctional officer (or matron).²² Such evaluation procedures as are established to measure performance objectives must be tested, refined, and utilized on a continuing basis.

These suggestions may serve as the nucleus for future evaluation efforts. While resources devoted to program evaluation do not directly

contribute to meeting programatic objectives, it must be evident that any systematic improvement of a training program is dependent upon adequately supported evaluation.

Implications for recruitment. An analysis of recruitment procedures was not a major thrust of this study; however, the results obtained do lend themselves to certain inferences relative to recruitment. An analysis of the reported data in terms of the various demographic factors raises interesting questions in this regard. It must be cautioned, however, that such comments are of a speculative nature and are not appropriate for specific recommendations.

The results obtained indicated clearly that younger and better educated staff were less punitive oriented, more knowledgeable about corrections, and more receptive to training than their older and less educated counterparts. Additionally, younger and better educated staff were more likely to be receptive to change as a result of participating in the training program. Conversely, younger and better educated staff were also more likely to express lower levels of job satisfaction (this does not necessarily indicate dissatisfaction, however, there remains the implication that job satisfaction may be directly related to turnover rates). Thus, while such younger and better educated staff might be potentially superior (as measured by their response to the training program), they might also produce a higher agency turnover rate with its resultant increased costs and morale problems.

Implications for Length and Timing of Training Two variables which this report was specifically requested to address were the appropriateness of the number of training program hours and the optimum period of time for subjects to be employed before entering training. Some conclusions are possible relative to each of these factors.

Most trainees indicate that they found the current length of training (i.e. 160 hours at the Training Center), satisfactory and appropriate. A significant minority (24%), however, did indicate that the length should be increased. While there might be some benefit (particularly with those subjects who relate in a highly positive manner towards the training program) to increasing the number of hours of training, such a move would be of tremendous expense when all real and hidden costs are analyzed. The recently completed National Manpower Study (National Manpower Study for Criminal Justice, 1977) found that in large correctional agencies, such as the institutional component of the Virginia Department of Corrections, the average length of time devoted to basic correctional officer training was 117 hours. Only some 10% of the correctional agencies studied maintained basic correctional officer training programs equal to or in excess of the number of training hours currently required in Virginia. Thus, there exists little evidence to indicate a need for increasing the basic training program for new correctional officers.

Specific efforts were made towards attempting to determine the optimal length of employment before requiring a new correctional officer to participate in the Training Center program. Significant differences

were found between the first nine groups tested (length of time on the job prior to training, $M = 29$ weeks), and the second nine groups of correctional officers (length of time on the job prior to training $M = 174$ weeks).

There was some evidence found that correctional officers who had been employed longer periods of time prior to participating in the training program were less frequently receptive to attitudinal changes and possessed a generally more punitive orientation relative to corrections. Correctional officers with less experience on the job prior to training scored higher on the achievement tests (significant at the .001 level of confidence) and in their ability to demonstrate positive change while undergoing training (significant at the .05 level of confidence). It should be noted that there was some six years difference between the age means for the first nine groups of subjects and the second nine groups. Consequently, it would appear to be more beneficial to require new correctional officers to participate in the training program prior to the completion of six months of employment. However, this suggestion must be tempered by the realization that we were unable to eliminate the effects of education and age variables (newer employees tended to be younger and better educated) when analyzing this factor.

SUMMARY AND RECOMMENDATIONS

This report presents the results of an evaluation that was designed to test the effectiveness of the Adult Division Training Center, Virginia Department of Corrections. Between 1974 and 1976, all correctional officers participating in the legislatively mandated training program were tested and given questionnaires both at the beginning and completion of their participation. Specific variables addressed in the data collection were relevant demographic data; attitudes relative to education and training; correctional knowledge; and attitudes relative to prisons, punishment, and self/others.

Contained within the report is data from eighteen groups of correctional officer trainees (1012 cases). Descriptive results were presented for the first nine groups (consisting of relatively new employees), for the second nine groups (consisting of more experienced employees), and for the total subject population. Additionally, the results were analyzed by a number of relevant demographic variables. Subjects were found to differ in both attitudes and knowledge levels relative to most of the demographic categories; however, the training program clearly had a tendency to produce a "leveling" effect with a resultant reduction of initial differences across demographic groups. In particular, age and educational level were found to be crucial variables. Younger and better educated staff were more knowledgeable about corrections, exhibited more positive responses to training and education, were less punitive, were less positive towards prisons, and indicated a lesser degree of job satisfaction. In conclusion, the training program (as conducted through early 1976) was extremely well received. Most participants rated

highly the facilities, instructors, and the program itself. Although relevant questions remain, procedural refinements and additional data collection will be necessary before these questions can be approached.

Recommendations. The foregoing results and discussion do permit the evaluators to make several specific recommendations pertaining to training. The basic training program for correctional officers should continue along the model now in effect, with particular attention directed to the following:

1. Job performance objectives, towards which training should be directed, should be developed for the position of correctional officer.
2. The training program itself should be structured towards the teaching of specific task-related skills.
3. When abstract or more theoretically oriented concepts are taught, every effort should be made to emphasize their relevancy to the work of the correctional officer.
4. Additional emphasis should be given to continual reinforcement of the high regard which most correctional officers hold for their work.
5. Every effort should be made to obtain and utilize subject feedback for the purpose of improving the training curriculum and methods of instruction.

The evaluation of the basic correctional officer training program should be continued, with the allocation of sufficient resources to to appropriately perform this task, subject to the following suggestions for modification:

1. There appears to be little need for continued testing of all participants trained. Evaluation efforts should be directed at a random sample of training program participants large enough to permit statistical generalization.
2. The testing instruments developed should be refined as much as possible so as to increase their reliability and validity.
3. Evaluation should be centered on the measurement of job performance objectives as established by the Department of Corrections.

4. New employee levels of job satisfaction should be reviewed relative to employee retention rates.
5. Evaluation follow-up procedures for subjects should be developed and utilized to determine the long-range effectiveness and impact of the training program.

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APPENDIX A
EVALUATION QUESTIONNAIRES

Index

<u>Symbol</u>	<u>Pages</u>	<u>Title</u>	
ATP	1, 2	Attitudes Toward Punishment	Pretest, Posttest
ATI	1, 2	Attitudes Toward Institutions	Pretest, Posttest
SOQ	1-4	Attitudes Toward Self and Others	Pretest, Posttest
ACH	1-4	Achievement (Revised)	Pretest, Posttest
HR	1-12	(Pre) Helping Relationship Inventory	Pretest
JIQ	1-4	Job Information Questionnaire	Pretest
PQ	1, 2	Personal Information Questionnaire	Pretest
HR B	1-6	(Post) Helping Relationship Inventory	Posttest
TEQ	1-6	Training/Education Questionnaire	Posttest

This section concerns attitudes toward punishment of criminals. Below you will find a number of statements expressing different attitudes toward punishment of criminals.

Put a plus sign (+) if you agree with the statement
Make no mark if you disagree with the statement

Try to indicate either agreement or disagreement for each statement. If you simply cannot decide about a statement you may mark it with a question mark.

This is not an examination. There are no right or wrong answers to these statements. This is simply a study of people's attitudes toward the punishment of criminals. Please indicate your own convictions by a plus mark (+) when you agree.

- ___ 1. A person should be imprisoned only for serious offenses.
- ___ 2. It is wrong for society to make any of its members suffer.
- ___ 3. Hard prison life will keep men from committing crime.
- ___ 4. Some criminals do not benefit from punishment.
- ___ 5. Most prisons are school of crime.
- ___ 6. We should not consider the comfort of a prisoner.
- ___ 7. A criminal will go straight only when he finds that prison life is hard.
- ___ 8. No punishment can reduce crime.
- ___ 9. Prison influence is degenerating.
- ___ 10. Only habitual criminals should be punished.
- ___ 11. We should employ corporal punishment in dealing with all criminals.
- ___ 12. I have no opinion about the treatment of crime.
- ___ 13. Punishment of criminals is a disgrace to civilized society.
- ___ 14. Solitary confinement will make the criminal penitent.
- ___ 15. It is advantageous to society to spare certain criminals.
- ___ 16. Only humane treatment can cure criminals.
- ___ 17. Harsh imprisonment merely embitters a criminal.
- ___ 18. No leniency should be shown to convicts.

- ___ 19. Many petty offenders become dangerous criminals after a prison term.
- ___ 20. Failure to punish the criminal encourages crime.
- ___ 21. Only by extreme brutal punishment can we cure the criminal.
- ___ 22. The more severely a man is punished, the greater criminal he becomes.
- ___ 23. A criminal should be punished first and then reformed.
- ___ 24. One way to deter men from crime is to make them suffer.
- ___ 25. Punishment is wasteful of human life.
- ___ 26. A bread and water diet in prison will cure the criminal.
- ___ 27. Brutal treatment of a criminal makes him more dangerous.
- ___ 28. A jail sentence will cure many criminals of further offenses.
- ___ 29. Prison inmates should be put in irons.
- ___ 30. We should consider the individual in treating crime.
- ___ 31. Even the most vicious criminal should not be harmed.
- ___ 32. It is fair for society to punish those who offend against it.
- ___ 33. Humane treatment inspires the criminal to be good.
- ___ 34. Some punishment is necessary in dealing with the criminal.

Following is a list of statements about institutions. Place a plus sign (+) before each statement with which you agree about the prisons.

- _____ 1. Is perfect in every way.
- _____ 2. Is the most admirable of institutions.
- _____ 3. Is necessary to the very existence of civilization.
- _____ 4. Is the most beloved of institutions.
- _____ 5. Represents the best thought in modern life.
- _____ 6. Grew up in answer to a felt need and is serving that need perfectly.
- _____ 7. Expects a strong influence for good government and right living.
- _____ 8. Has more pleasant things connected with it than any other institution.
- _____ 9. Is a strong influence for right living.
- _____ 10. Give real help in meeting moral problems.
- _____ 11. Give real help in meeting social problems.
- _____ 12. Is valuable in creating ideals.
- _____ 13. Is necessary to the very existence of society.
- _____ 14. Encourages social improvement.
- _____ 15. Serves society as a whole well.
- _____ 16. Aids the individual in wise use of leisure time.
- _____ 17. Is necessary to society as organized.
- _____ 18. Adjusts itself to changing conditions.
- _____ 19. Is improving with the years.
- _____ 20. Does more good than harm.
- _____ 21. Will not harm anybody.
- _____ 22. Inspires no definite likes or dislikes.
- _____ 23. Is necessary only until a better way can be found.

- ___ 24. Is too liberal in its policies.
- ___ 25. Is too conservative for a changing civilization.
- ___ 26. Does not consider individual differences.
- ___ 27. Is losing ground as education advances.
- ___ 28. Gives too little service.
- ___ 29. Represents outgrown beliefs.
- ___ 30. Gives no opportunity for self-expression.
- ___ 31. Promotes false beliefs and much wishful thinking.
- ___ 32. Is too selfish to benefit society.
- ___ 33. Does more harm than good.
- ___ 34. Is cordially hated by the majority for its smugness and snobbishness.
- ___ 35. Satisfies only the most stupid with its services.
- ___ 36. Is hopelessly out of date.
- ___ 37. No one any longer has faith in this institution.
- ___ 38. Is entirely unnecessary.
- ___ 39. Is detrimental to society and the individual.
- ___ 40. The world would be better off without this institution.
- ___ 41. Is in a hopeless condition.
- ___ 42. Will destroy civilization if it is not radically changed.
- ___ 43. Never was any good.
- ___ 44. Benefits no one.
- ___ 45. Has positively no value.

CONTINUED

1 OF 2

This is a study of some of your attitudes about yourself. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

Put the number which represents how you feel about yourself in the space next to each statement. The numbers and the feeling they correspond to are shown below.

1	2	3	4	5
Not at all	Slightly true	About halfway	Mostly true	True of
true of myself	of myself	true of myself	of myself	myself

Remember the best answer is the one which applies to you.

- _____ 1. I'd like it if I could find someone who would tell me how to solve my personal problems.
- _____ 2. I don't question my worth as a person, even if I think others do.
- _____ 3. I can be comfortable with all varieties of people--from the highest to the lowest.
- _____ 4. I can become so absorbed in the work I'm doing that it does not bother me not to have any intimate friends.
- _____ 5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.
- _____ 6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.
- _____ 7. If there is any criticism or anyone says anything about me, I just can't take it.
- _____ 8. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.
- _____ 9. I realize that I'm not living very effectively, but I just don't believe that I've got it in me to use my energies in better ways.
- _____ 10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.
- _____ 11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.
- _____ 12. Something inside me just won't let me be satisfied with any job I've done--if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

- _____ 13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.
- _____ 14. I'm afraid for people that I like to find out what I'm really like for fear they'd be disappointed in me.
- _____ 15. I'm frequently bothered by feelings of inferiority.
- _____ 16. Because of other people, I haven't been able to achieve as much as I should have.
- _____ 17. I am quite shy and self-conscious in social situations.
- _____ 18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.
- _____ 19. I usually ignore the feelings of others when I'm accomplishing some important end.
- _____ 20. I seem to have the real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.
- _____ 21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.
- _____ 22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.
- _____ 23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.
- _____ 24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.
- _____ 25. I try to get people to do what I want them to do, in one way or another.
- _____ 26. I often tell people what they should do when they're having trouble making a decision.
- _____ 27. I enjoy myself most when I'm alone, away from other people.
- _____ 28. I think I'm neurotic or something.
- _____ 29. I feel neither above nor below the people I meet.
- _____ 30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.

- 31. Very often I don't try to be friendly with people because I think they won't like me.
- 32. There are very few times when I compliment people for their talents or jobs they have done.
- 33. I enjoy doing little favors for people even if I don't know them well.
- 34. I feel that I'm a person of worth, on an equal plane with others.
- 35. I can't avoid feeling guilty about the way I feel toward certain people in my life.
- 36. I prefer to be alone rather than have close friendship with any of the people around me.
- 37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.
- 38. I sort of only half-believe in myself.
- 39. I seldom worry about other people. I'm really pretty self-centered.
- 40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.
- 41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.
- 42. I feel confident that I can do something about the problems that may arise in the future.
- 43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.
- 44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him that he should do.
- 45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.
- 46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

- _____ 47. I can't help feeling superior to most of the people I know.
- _____ 48. I do not worry or condemn myself if other people pass judgement against me.
- _____ 49. I don't hesitate to urge people to live by the same high set of values which I have for myself.
- _____ 50. I can be friendly with people who do things which I consider wrong.
- _____ 51. I don't feel very normal, but I want to feel normal.
- _____ 52. When I'm in a group I usually don't say much for fear of saying the wrong thing.
- _____ 53. I have a tendency to sidestep my problems.
- _____ 54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.
- _____ 55. I'm easily irritated by people who argue with me.
- _____ 56. When I'm dealing with younger persons, I expect them to do what I tell them.
- _____ 57. I don't see much point to doing things for others unless they can do you some good later on.
- _____ 58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.
- _____ 59. I feel that I'm on the same level as other people and that helps to establish good relations with them.
- _____ 60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.
- _____ 61. I feel that people are apt to react differently to me than they would normally react to other people.
- _____ 62. I live too much by other people's standards.
- _____ 63. When I have to address a group, I get self-conscious and have difficulty saying things well.
- _____ 64. If I didn't always have such hard luck, I'd accomplish much more than I have.

Circle the letter which corresponds to the best answer in the following multiple choice questions.

1. Firearms may be used in prison work:
 - A. To prevent a serious felonious assault
 - B. To halt a fleeing inmate
 - C. To look official
 - D. For self-protection
 - E. All of the above
 - F. A, B, and D above
2. Getting inmates up, moving them from place to place, seeing that they are fed, and insuring that rules are observed is:
 - A. Routine
 - B. Custody
 - C. Security
 - D. Control
3. Most of the examples of custody problems created by officers seem to result from:
 - A. Poor training
 - B. Carelessness
 - C. Interference by treatment staff
 - D. Poor quality officers
4. A felon becomes eligible for parole after serving:
 - A. One-fourth or 12 years of his/her sentence, whichever is less
 - B. After serving 15 years
 - C. Never
 - D. After serving 20 years
5. Which of the following is a weak structure area of the body?
 - A. Throat
 - B. Groin
 - C. Buttocks
 - D. A, B, and C
 - E. A and B
6. Which of the following are some of the important techniques of helping?
 - A. Exploring
 - B. Attending
 - C. Feedback
 - D. Continuation
 - E. All of the above
 - F. A, B, and C

7. Security refers to:
- A. Physical structure
 - B. Supervision of inmates
 - C. Keeping inmates within the limits of the institution
 - D. Frequent and unscheduled shakedowns of their cells
8. Types of inmates behavior more likely to be seen by a correctional officer by the treatment staff include:
- A. The inmate's adjustment of confinement
 - B. The inmate's relationship to other inmates
 - C. Staff-Inmate Relationships
 - D. Physical Limitations
 - E. All of the above
 - F. A, B, and C above
9. Some problems that might hinder good communications are:
- A. Assuming to hear something not said
 - B. "Fillin in" with misleading or incorrect information
 - C. A personal dislike for your communication partner or his ideas
 - D. All of the above
 - E. A and B only
10. Which of the following general principles apply to all wounds?
- A. Prevent contamination
 - B. Control hemorrhage
 - C. Provide protection
 - D. Apply a splint
 - E. Only A, B and C

Write the correct letter (answer) on the line in front of each number in the left-hand column.

M A T C H I N G

- | | |
|---|---|
| _____ 1. Tool Control | A Misdemeanor |
| _____ 2. Stroking | B "Now I've got you,
you S. O. B." |
| _____ 3. Motor Coordination Disturbance | C Communication Model |
| _____ 4. A game people play | D Safety Chain |
| _____ 5. Supervision | E Type of wounds |
| _____ 6. Restraint Equipment | F "I think you will make
a fine officer" |
| _____ 7. A parent command | G Critical Search Area |
| _____ 8. Incision, laceration, puncture | H Felony |
| _____ 9. Crotch | I Shadow Board |
| _____ 10. Johari's Window | J "You must do as I say" |
| | K Getting people to do what
is required |
| | L One thing to look for in
abnormal behavior |
| | M Gun port in guard's tower |

Circle either T (true) or F (false) for each of the following questions

- T F 1. One of the basic functions of the Inmate Social Code is to provide ties and contacts.
- T F 2. The maximum effective range of the 38 caliber revolver is 50 yards.
- T F 3. Burglary is the crime that occurs most frequently in the United States.
- T F 4. Assume that the Adjustment Committee Action Report has been written for a minor violation of the institutional rule. Correctional action may be taken by the officer in charge of the shift.
- T F 5. Pressure to a supplying vessel is the recommended way to stop severe bleeding.
- T F 6. Written permission must first be obtained in order for tear gas to be used.
- T F 7. The best indicator of the type of security required by an inmate is the type of offense for which he was committed.
- T F 8. Reclassification is for the purpose of correcting classification errors.
- T F 9. According to the law on escapes, a misdemeanant who escapes will be charged with a felony.
- T F 10. The objective of First Aid for wounds is to prevent contamination and control bleeding.

ATTITUDES TOWARD TRAINING - LEARNED RATING ¹

VARIABLES	VI N=45	VII N=34	VIII N=36	IX N=49	X N=55	XI N=52	XII N=53	XIII N=56	XIV N=78	XV N=68	XVI N=72	XVII N=82	XVIII N=79	GPS 6-11	GPS 12-18
1. Objective of In-Service Training	- 2	- 1	0	0	+ 1	+ 3	+44	+42	+60	+44	+47	+70	+60	+ 1	+357
2. Philosophy of Corrections	-10	0	- 5	-15	- 4	0	+31	+40	+46	+36	+33	+60	+69	-34	+315
3. Organization of Dept. of Correct.	- 2	- 4	- 1	-10	+ 1	+ 2	+22	+39	+51	+46	+33	+58	+60	-14	+309
4. Development of Corrections	- 6	- 3	- 6	- 1	- 2	0	+32	+40	+54	+45	+40	+66	+55	-18	+332
5. Effects of Incarceration	0	+ 4	- 1	0	+ 1	+ 6	+34	+29	+40	+32	+42	+58	+61	+10	+236
6. "Correct. Officer as source of change"	- 3	+ 1	- 2	+ 1	0	+ 3	+39	+42	+45	+37	+48	+70	+48	0	+329
7. Self Defense	- 1	- 1	+ 1	- 3	- 1	- 1	+33	+29	+34	+48	+30	+56	+62	- 6	+292
8. Inmate Officer Relationship	+ 8	+ 9	+ 8	+13	+10	+12	+45	+45	+55	+51	+46	+72	+52	+60	+366
9. Physical Fitness	- 7	+ 6	+ 2	-12	- 1	- 2	+19	+35	+44	+39	+34	+44	+58	-14	+273
10. Criminal Justice System	- 7	- 1	- 8	- 4	0	+ 6	+34	+34	+42	+41	+29	+43	+62	-14	+265
11. Corrections and Related Law	-10	- 5	+ 1	- 7	+ 1	- 5	+33	+40	+28	+38	+41	+60	+68	-25	+308
12. Legal Respons. & Authority of Correct. Officer	- 1	+ 1	0	+ 1	0	+ 3	+40	+45	+41	+48	+49	+72	+59	+ 4	+354
13. Court Decisions (Disciplinary Proc.)	-15	- 3	- 8	- 6	- 3	+ 1	+29	+35	+45	+39	+42	+60	+59	-32	+309
14. Communication	+ 5	+ 8	+ 2	+ 9	+15	+13	+45	+41	+36	+39	+48	+71	+59	+52	+339
15. Inmate Behavior	+17	+15	+ 9	+17	+13	+13	+38	+43	+49	+51	+47	+70	+61	+84	+359
16. Institution Climate (Prison Community)	- 3	+ 3	- 2	+ 3	+ 1	- 2	+34	+33	+40	+31	+32	+62	+58	0	+290
17. Recognition of Unusual Prisoners	+ 2	- 1	0	+ 9	+ 8	+ 5	+ 33	+45	+42	+50	+52	+70	+65	+23	+357
18. Probation & Parole	- 4	0	-10	-11	- 3	0	+16	+31	+37	+36	+27	+44	+54	-28	+245
19. Respon. & Relations of C. O. to Public	- 1	0	- 3	- 4	0	- 1	+21	+40	+45	+48	+42	+62	+61	- 9	+319
20. Transportation of Prisoners	+ 5	+ 9	+ 7	+ 8	+14	+ 4	+39	+45	+55	+53	+60	+72	+66	+47	+390
21. Courtroom Demeanor & Appearance	- 5	- 3	- 3	+ 2	- 1	- 1	+37	+37	+50	+39	+52	+77	+61	-11	+353
22. Firearms Training	- 2	- 1	+ 8	+ 5	+11	+10	+38	+33	+48	+59	+51	+59	+60	+31	+348
23. Inmate Supervision	+17	+ 7	+12	+11	+11	+12	+43	+52	+51	+54	+56	+76	+68	+72	+400
24. Adjustmt Committee Action/Rept.Writ.	+ 1	+ 4	+ 7	+ 9	+17	+ 7	+49	+45	+53	+47	+52	+70	+67	+45	+383
25. Security, Custody, Control	+17	+13	+12	+24	+18	+16	+46	+47	+65	+60	+64	+72	+68	+98	+422
26. Searches	+24	+17	+16	+19	+29	+17	+48	+50	+62	+54	+60	+66	+69	+122	+409
27. C.O.'s Role in Incident Investig.	- 2	+ 4	- 1	- 1	+ 1	+ 1	+34	+40	+42	+36	+33	+64	+65	+ 2	+314
28. Control of Inmates	+15	+ 5	+ 6	+13	+10	+ 7	+44	+44	+59	+57	+54	+70	+65	+56	+393
29. Riot Training	+12	+13	+ 8	+ 6	+12	+15	+42	+42	+49	+44	+48	+61	+69	+66	+355
30. Human Relations	+19	+16	+15	+4	-13	- 2	+37	+41	+48	+38	+41	+61	+54	+39	+320
31. Drug Program	+13	+12	+ 5	- 3	- 2	+ 5	+24	+35	+42	+33	+31	+53	+64	+25	+282
INDEX	2.38	4.00	2.19	2.41	4.45	4.74	35.58	39.96	47.03	44.29	44.00	63.51	61.51	20.38	335.93

1

In each case, "most learned" response= +1; "least learned" response= -1.
Items omitted or rated as neither were recorded as 0.

ATTITUDES TOWARDS TRAINING - USEFUL RATING ¹

VARIABLES	VI N=45	VII N=34	VIII N=36	IX N=49	X N=55	XI N=52	XII N=53	XIII N=56	XIV N=78	XV N=68	XVI N=72	XVII N=82	XVIII N=79	GPS 6-11	GPS 12-18
1. Objective of In-service Training	-7	-2	-5	-6	+3	-7	+41	+49	+66	+55	+60	+72	+73	-24	+416
2. Philosophy of Corrections	-13	-5	-13	-27	-8	-1	+29	+34	+36	+46	+42	+50	+71	-67	+358
3. Organization of Dept. of Corrections	-11	-8	-6	-6	-2	-5	+23	+26	+41	+45	+44	+48	+66	-38	+283
4. Development of Corrections	-17	-11	-15	-20	-9	-6	+28	+26	+42	+41	+45	+52	+64	-78	+238
5. Effects of Incarceration	-2	+3	+2	+1	-1	+5	+35	+39	+42	+43	+41	+60	+58	+8	+313
6. "Correctional Officer as source of change"	-4	+1	+2	+3	+3	+6	+35	+43	+57	+45	+44	+63	+73	+11	+365
7. Self Defense	+16	+10	+7	+9	+19	+10	+46	+45	+56	+61	+59	+65	+72	+71	+405
8. Inmate Officer Relationship	+18	+18	+13	+18	+22	+16	+45	+49	+55	+65	+69	+75	+67	+105	+425
9. Physical Fitness	-6	+4	-4	-16	+5	-2	+42	+38	+51	+49	+47	+60	+66	-19	+353
10. Criminal Justice System	-3	-4	-10	-5	-8	0	+33	+35	+38	+57	+44	+47	+67	-30	+321
11. Corrections and Related Law	0	0	-1	-1	+9	-4	+41	+39	+57	+49	+58	+63	+70	+3	+377
12. Legal Respon. & Authority of Correctional Officer	-6	+6	0	+7	+6	+7	+48	+52	+61	+63	+66	+76	+73	+20	+439
13. Court Decisions (Disciplinary Proc)	-13	-7	-7	-2	0	-1	+41	+37	+50	+41	+53	+61	+64	-30	+347
14. Communication	+8	+5	+5	+12	+12	+23	+50	+46	+49	+56	+68	+75	+72	+65	+415
15. Inmate Behavior	+18	+18	+18	+15	+17	+20	+48	+44	+50	+54	+57	+71	+73	+106	+397
16. Institution Climate (Prison Community)	-5	+1	-5	-4	-1	0	+38	+42	+51	+45	+44	+64	+67	-14	+351
17. Recognition of Unusual Prisoners	+6	0	+4	+6	+2	+11	+49	+47	+45	+56	+65	+77	+69	+29	+408
18. Probation & Parole	-9	-10	-9	-25	-16	-9	+16	+20	+36	+44	+35	+47	+49	-78	+247
19. Respon. & Relations of C. O. to Public	-5	-6	-7	-6	-7	-4	+30	+41	+49	+55	+53	+69	+66	-35	+363
20. Transportation of Prisoners	+3	+7	+5	+14	+13	+4	+50	+38	+62	+62	+66	+74	+72	+46	+424
21. Courtroom Demeanor & Appearance	-8	-9	-3	-6	+2	-4	+41	+48	+55	+49	+64	+72	+64	-20	+393
22. Firearms Training	+9	0	+9	+19	+24	+8	+42	+46	+59	+56	+66	+73	+74	+69	+425
23. Inmate Supervision	+17	+12	+13	+14	+12	+14	+49	+52	+62	+56	+68	+78	+75	+82	+450
24. Adjustment Committ. Action/Report Writ.	-1	+3	+6	+7	+17	+2	+45	+49	+65	+56	+64	+78	+73	+37	+430
25. Security, Custody, Control	+18	+14	+19	+34	+27	+20	+49	+53	+67	+62	+69	+81	+76	+132	+457
26. Searches	+20	+18	+17	+17	+36	+20	+49	+52	+69	+64	+71	+78	+76	+128	+489
27. C.O.'s Role in Incident Investigation	-2	-1	-2	-3	0	-2	+43	+44	+57	+46	+61	+74	+74	-10	+359
28. Control of Inmates	+15	+10	+10	+13	+10	+9	+49	+51	+70	+65	+64	+80	+74	+67	+453
29. Riot Training	+6	+7	+8	+5	+6	+12	+45	+45	+56	+53	+62	+74	+71	+44	+406
30. Human Relations	+21	+17	+12	+11	+11	+6	+44	+38	+54	+48	+44	+64	+63	+46	+355
31. Drug Program	+14	+11	+7	-5	+10	+5	+37	+44	+52	+44	+49	+74	+71	+42	+371
INDEX	2.29	3.29	2.19	2.06	6.19	4.67	40.67	42.32	53.54	53.25	53.93	67.80	69.12	21.54	380.68

¹In each case "Most Useful" response = +1; "Least Useful" response = -1. Items omitted or rated as neither were recorded as 0.

ATTITUDES TOWARDS TRAINING - TIMED RATING¹

VARIABLES	VI N=45	VII N=34	VIII N=36	IX N=49	X N=55	XI N=52	XII N=53	XIII N=56	XIV N=78	XV N=68	XVI N=72	XVII N=82	XVIII N=79	GPS 6-11	GPS 12-18
1. Objective of In-Service Training	- 2	- 1	- 3	0	- 1	0	+13	+17	+ 8	+19	+27	+17	+23	- 7	+124
2. Philosophy of Corrections	- 5	- 6	- 3	- 9	- 2	- 1	+10	+ 8	+ 2	+13	+19	+ 4	+11	-26	+ 57
3. Organization of Dept. of Correct.	- 6	- 4	- 2	- 3	0	0	+11	+11	+ 6	+ 6	+13	+ 9	+10	-15	+66
4. Development of Corrections	- 6	- 4	- 3	- 4	- 7	- 2	+ 8	+11	+10	+14	+15	+13	+16	-26	+ 87
5. Effects of Incarceration	+ 1	- 3	- 1	0	0	- 1	+16	+13	+17	+15	+16	+25	+24	- 4	+126
6. "Correct. Officer as source of change"	- 1	0	- 2	- 1	0	+ 2	+18	+14	+23	+23	+18	+30	+33	- 2	+159
7. Self Defense	+17	+ 6	+ 6	+17	+24	+15	+41	+42	+59	+47	+51	+60	+58	+85	+353
8. Inmate Officer Relationship	- 1	+ 3	+ 1	+ 5	+ 2	+ 1	+20	+19	+17	+22	+23	+30	+35	+11	+165
9. Physical Fitness	- 2	- 3	- 5	+12	+ 7	+ 5	+26	+17	+29	+26	+29	+34	+35	+16	+195
10. Criminal Justice System	0	- 6	+ 2	- 2	+ 4	0	+17	+18	+19	+21	+27	+35	+27	- 2	+161
11. Corrections and Related Law	+ 2	0	0	- 3	+ 2	+ 3	+21	+19	+22	+29	+38	+36	+41	+ 4	+205
12. Legal Respons. & Authority of Correct. Officer	+ 2	0	+ 1	+ 5	0	0	+26	+24	+35	+34	+41	+27	+42	+ 8	+229
13. Court Decisions (Disciplinary Proc.)	+ 1	- 5	0	- 2	+ 1	+ 1	+19	+14	+18	+25	+30	+28	+33	- 4	+167
14. Communication	+ 6	0	0	- 4	0	+ 4	+18	+13	+21	+23	+26	+28	+26	+ 6	+155
15. Inmate Behavior	+ 3	+ 3	+ 1	+ 1	+ 2	+ 2	+21	+15	+13	+19	+21	+27	+30	+12	+146
16. Institution Climate (Prison Community)	0	+ 2	0	+ 3	0	0	+18	+11	+ 9	+20	+16	+22	+26	+ 5	+122
17. Recognition of Unusual Prisoners	+ 4	+ 1	- 1	+ 3	+ 1	+ 1	+23	+16	+18	+19	+28	+23	+26	+ 9	+153
18. Probation & Parole	- 3	- 4	- 1	- 4	- 4	0	+11	+ 6	+21	+14	+19	+12	+16	-16	+ 99
19. Respon. & Relations of C. O. to Public	- 1	- 2	- 3	0	- 5	+ 1	+12	+11	+16	+23	+24	+22	+30	-10	+138
20. Transportation of Prisoners	+ 5	0	- 2	+ 2	0	+ 2	+13	+21	+25	+28	+32	+32	+22	+ 7	+173
21. Courtroom Demeanor & Appearance	0	- 5	0	+ 1	0	0	+13	+16	+18	+16	+27	+24	+21	- 4	+135
22. Firearms Training	+16	+ 3	+11	+32	+17	+12	+29	+32	+51	+42	+54	+57	+52	+91	+317
23. Inmate Supervision	+ 3	+ 3	+ 2	+ 3	0	0	+26	+24	+28	+31	+33	+37	+33	+11	+212
24. Adjustmt Committee Action/Rept.Writ.	+ 1	0	+ 1	0	- 3	+ 1	+15	+22	+17	+19	+26	+30	+24	0	+153
25. Security, Custody, Control	- 1	+ 2	- 2	+ 6	+ 8	+ 2	+23	+24	+40	+32	+31	+33	+32	+15	+215
26. Searches	+15	+ 6	+ 5	+12	+ 3	+ 5	+26	+23	+37	+32	+28	+37	+34	+46	+217
27. C.O.'s Role in Incident Investig.	0	- 2	- 2	+ 2	0	0	+22	+21	+26	+28	+27	+30	+32	- 2	+186
28. Control of Inmates	+ 2	+ 2	0	+ 2	+ 2	+ 3	+21	+22	+32	+33	+34	+35	+28	+11	+205
29. Riot Training	+11	+10	+ 1	+15	+ 7	+ 6	+33	+33	+47	+35	+43	+62	+50	+50	+303
30. Human Relations	+ 9	+ 7	- 2	-17	-22	- 3	+ 8	+13	+ 6	+12	- 5	+13	+15	-28	+ 62
31. Drug Program	+ 9	+ 9	+ 2	+ 1	+ 3	+ 1	+22	+25	+24	+27	+31	+35	+31	+25	+195
INDEX	2.22	.87	.16	2.68	1.26	1.93	19.35	18.54	23.03	24.10	27.16	29.26	29.55	8.58	171.0

¹In each case "More Times" response = +1; "Less Time" response = -1; "Delete" = -2; and omitted responses = 0.

TABLE 18

FREQUENCIES OF TRAINEES COMMENTS ABOUT TRAINING, BY GROUP

TYPE OF COMMENT AND TOPIC	GROUP I N=40	GROUP II N=41	GROUP III N=36	GROUP IV N=28	GROUP V N=62	GROUP VI N=49	GROUP VII N=34	GROUP VIII N=39	GROUP IX N=51	TOTAL N=38
A. Positive Comments About:										
1. Instructors	4	2	3	3	11	7	7	1	5	43
2. Training	6	6	4	4	17	12	8	6	9	72
3. Research							1			1
B. Positive/Change Comments About:										
1. Instructors										0
2. Training										
a) Length	3	3		2	3	6	4		2	23
b) Courses	1	3			1	1				8
c) Facilities	2	2				2			1	7
d) Other	1	1			1				1	4
3. Research										0
4. Other	4	1		1	1					7
C. Neutral Comments About:										
1. Instructors										0
2. Training					1					1
3. Research										0
D. Neutral/Change Comments About:										
1. Instructors				1						1
2. Training										0
a) Length	1	1				1	1		1	5
b) Courses			2	1	3					6
c) Facilities	1					1				2
d) Other										0
3. Research	1									1
4. Other				1						1
E. Negative Comments About:										
1. Instructors										0
2. Training			1		1		1	1	1	5
3. Research		1			1	1				3
F. Negative/Change Comments About:										
1. Instructors	1				1		1	1		4
2. Training										
a) Length	1									1
b) Courses	1				1					2
c) Facilities										0
d) Other										0
3. Research										0
4. Other										0
TOTAL RESPONDENTS	22	12	11	10	32	25	18	7	19	156
PERCENT	55%	29%	29%	36%	52%	51%	53%	18%	37%	41%
TOTAL COMMENTS*	27	20	12	13	42	31	23	9	20	197

*Some respondents made more than one comment.

Demographic variables utilized in these analyses included educational level, age, race, length of time employed before training, marital status, size of childhood community, military experience, and the subject's institutional assignment. These variables were selected because they could reasonably have been associated with differences in attitude or knowledge of subject (i.e. older subjects might be more positive than younger subjects, etc.), or could reasonably be associated with differing degrees of change during training.¹⁷

Results of these analyses are presented in Tables 19 through 25. Each of these tables is actually a composite of 16 separate tables representing a measure of attitude or knowledge in terms of initial values and of changes during training compared across each of the eight demographic variables. Interpretation of these results, therefore, requires that each of the 16 sections be examined separately.

Results in Tables 19 through 23, for attitudes toward punishment, prisons, self/others, and achievement (i.e. job-related knowledge) are presented in terms of mean values, because these measures permitted such comparisons. Tables 24 and 25, concerning job satisfaction and perceptions about educational needs, are in terms of frequencies and percentages because these measures were more clearly in categories (i.e. yes, more education

17

The method of arriving at the change measure should be noted here. For convenience, the means of the change measure were converted to a base of 100 by adding 100.0 to actual discrimination scores. Scores less than 100, therefore, represent negative changes and scores over 100 represent positive changes. Scores equal to 100 represent no change. Although significant changes in long-term attitudes over a period of 4 weeks would be suspect, the nature of computation of the change measure made differences relatively small and may have eliminated otherwise significant results (i.e. a regression effect).

MEAN INITIAL VALUES AND CHANGES DURING TRAINING OF ATTITUDES TOWARD
PUNISHMENT BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

	INITIAL VALUES				CHANGES DURING TRAINING ³			
	Mean	Std. Dev.	No.	(Sig.)	Mean	Std. Dev.	No.	(Sig.)
Totals ²	4.76	1.19	984	-	99.91	1.26	894	-
Education				***				
Less than High School	5.00	1.20	300		99.95	1.34	265	
High School Graduate	4.76	1.20	396		99.85	1.24	362	
College (Any)	4.53	1.16	248		99.98	1.23	229	
Age								*
Youngest (18-25)	4.78	1.20	318		99.76	1.25	284	
Younger (26-39)	4.79	1.22	322		99.99	1.37	289	
Young (40-60)	4.28	1.19	344		100.00	1.15	321	
Race								
White	4.80	1.22	678		99.91	1.33	242	
Minority	4.74	1.16	277		99.93	1.25	625	
Time Employed Before Training				↕				
Less than 3 Months	4.77	1.15	485		99.91	1.24	435	
3 - 6 Months	4.57	1.22	143		99.95	1.26	135	
7 - 12 Months	4.94	1.11	74		99.70	1.15	65	
1 - 2 Years	4.87	1.37	31		99.79	1.30	26	
Over 2 Years	4.91	1.28	251		100.00	1.32	233	
Marital Status								
Married	4.80	1.21	637		99.91	1.18	277	
Not Married	4.73	1.19	310		99.92	1.31	583	
Size of Childhood Town				***				
Under 2,000	4.93	1.28	336		99.90	1.35	313	
2,000 to 10,000	4.78	1.20	308		99.93	1.21	281	
Over 10,000	4.60	1.10	303		99.95	1.22	265	
Military Experience								
No	4.77	1.17	474		99.94	1.27	428	
Yes	4.79	1.22	491		99.90	1.25	466	
Institution				***				
Penitentiary	4.42	1.13	235		100.06	1.21	205	
Powhatan	4.73	1.04	167		99.93	1.32	149	
Other Major Institutions	4.86	1.17	212		99.96	1.19	203	
Field Units	5.02	1.28	342		99.81	1.32	317	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately.

² Totals may vary due to methods of handling missing responses.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$; Trend: $\uparrow p \leq .1$. Statistical significance was computed by analysis of variance.

³ Means computed to a base of 100 (by adding 100.0 to actual discrimination scores).

TABLE 24

FREQUENCIES AND PERCENTAGES OF INITIAL RESPONSES AND CHANGES DURING TRAINING OF JOB SATISFACTION
BROKEN DOWN BY SELECTED DEMOGRAPHIC VARIABLES¹

DEMOGRAPHIC VARIABLES	INITIAL RESPONSES						(SIG.)	CHANGES DURING TRAINING								(SIG.)
	LESS SATISFIED		MORE SATISFIED		TOTALS ²			BECOME LESS SATISFIED		NO CHANGE IN SATISFACTION		BECOME MORE SATISFIED		TOTALS ²		
	Freq.	Percent	Freq.	Percent	Freq.	Percent		Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	
TOTALS ²	(261)	27.3	(704)	72.7	(965)	100.0	-	(159)	18.5	(455)	53.7	(232)	27.8	(846)	100.0	-
EDUCATION																
Less Than High School	(62)	20.7	(237)	79.3	(299)	100.0	**	(42)	16.5	(142)	55.9	(70)	27.6	(254)	100.0	
High School Graduate	(106)	26.9	(288)	73.1	(394)	100.0		(77)	22.1	(177)	50.9	(94)	27.0	(348)	100.0	
College (Any)	(84)	33.7	(165)	66.3	(249)	100.0		(36)	16.0	(125)	55.6	(64)	28.4	(225)	100.0	
AGE																
Youngest (18 - 25)	(105)	32.8	(215)	67.2	(320)	100.0	***	(50)	18.2	(140)	51.1	(84)	30.7	(274)	100.0	
Younger (26 - 39)	(100)	31.2	(221)	69.8	(321)	100.0		(52)	18.4	(146)	51.8	(84)	29.3	(282)	100.0	
Young (40 - 60)	(56)	17.3	(268)	82.7	(324)	100.0		(57)	19.7	(169)	58.3	(64)	22.1	(290)	100.1	
RACE																
White	(178)	26.3	(499)	73.7	(677)	100.0		(100)	16.4	(333)	54.8	(175)	28.8	(608)	100.0	*
Minority	(81)	29.5	(194)	70.5	(275)	100.0		(56)	24.7	(116)	51.1	(55)	24.2	(227)	100.0	
TIME EMPLOYED BEFORE TRAINING																
Less Than Three Months	(132)	27.4	(350)	72.6	(482)	100.0	***	(84)	20.1	(232)	55.5	(102)	24.4	(418)	100.0	↑
3 to 6 Months	(57)	40.1	(85)	59.9	(142)	100.0		(27)	21.4	(51)	40.5	(48)	38.1	(126)	100.0	
7 to 12 Months	(23)	32.4	(48)	67.6	(71)	100.0		(10)	16.7	(34)	56.7	(16)	26.7	(60)	100.1	
1 to 2 Years	(6)	19.4	(25)	80.6	(31)	100.0		(3)	12.0	(14)	56.0	(8)	32.0	(25)	100.0	
Over 2 Years	(43)	18.0	(196)	82.0	(239)	100.0		(35)	16.1	(124)	57.1	(58)	26.7	(217)	99.9	
MARITAL STATUS							*									
Married	(156)	24.5	(481)	75.5	(637)	100.0		(112)	19.9	(302)	53.5	(150)	26.6	(564)	100.0	
Not Married	(98)	31.7	(211)	68.3	(309)	100.0		(43)	16.2	(145)	54.5	(78)	29.3	(266)	100.0	
SIZE OF CHILDHOOD TOWN							*									
Under 2,000	(84)	24.8	(255)	75.2	(339)	100.0		(49)	15.9	(172)	55.7	(88)	28.5	(309)	100.1	
2,000 to 10,000	(89)	29.2	(216)	70.8	(305)	100.0		(52)	20.0	(143)	55.0	(65)	25.0	(260)	100.0	
Over 10,000	(85)	28.2	(216)	71.8	(301)	100.0	↑	(52)	20.1	(131)	50.6	(76)	29.3	(259)	100.0	↑
MILITARY EXPERIENCE																
No	(128)	27.6	(335)	72.4	(463)	100.0	↑	(62)	15.4	(223)	55.5	(117)	29.1	(402)	100.0	↑
Yes	(129)	26.0	(363)	74.0	(492)	100.0		(97)	21.8	(232)	52.3	(115)	25.9	(444)	100.0	
INSTITUTIONS							**									
Penitentiary	(82)	35.7	(148)	64.3	(230)	100.0		(42)	22.1	(93)	48.9	(55)	28.9	(190)	99.9	
Powhattan	(42)	25.0	(126)	75.0	(168)	100.0		(29)	19.7	(88)	59.9	(30)	20.4	(147)	100.0	
Other Major Institutions	(46)	21.8	(165)	78.2	(211)	100.0		(36)	18.5	(106)	54.4	(53)	27.2	(195)	100.1	
Field Units	(87)	25.7	(251)	74.3	(338)	100.0		(49)	16.4	(158)	52.8	(92)	30.8	(299)	100.0	

¹ This table is a composite of 16 separate tables; each section of the table should be considered separately. Contrary to typical contingency tables, percentages are totaled across, and therefore comparisons should be made vertically (see text).

² Totals may vary due to methods of handling missing responses.

* = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$; Trend: $\uparrow p \leq .1$. Statistical significance computed by chi-square.

Changes during training with regard to education and age were statistically significant; better-educated staff and younger staff perceived the need for education more frequently. Very little "leveling" phenomena is apparent with these results. Those groups who initially perceived a need for education more often were also the groups more likely to assume that position as a result of training. Perceived educational need is seemingly related to basic values much more than to relative comparisons with one's peers.

In summarizing the results in terms of demographic variables, education was the one factor most clearly related to significant results. Better-educated staff were less punitive, less favorable toward prisons, more knowledgeable about corrections, less satisfied with their jobs, and more often perceived the need for education.

Institutional assignment frequently was a significant factor: Penitentiary and field unit staffs often, with the exception of attitudes toward punishment, exhibited the same attitudes. Penitentiary and field unit staffs were less favorable toward prisons, tended to have a more favorable attitude toward others, were less satisfied with their jobs, and slightly (but not significantly) more aware of the need for additional education. Penitentiary staff scored lowest for attitudes toward punishment, field unit staffs were the most punitive.

Length of employment prior to training significantly affected a number of results, although no clear pattern was apparent. Subjects with less than three months experience, 6 to 12 months experience, and over two years experience were more favorable toward prisons, while staff employed 3 to 6 months and 1 to 2 years were less favorable. Long-term

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This section concerns attitudes toward punishment of criminals. Below you will find a number of statements expressing different attitudes toward punishment of criminals.

Put a plus sign (+) if you agree with the statement
Make no mark if you disagree with the statement

Try to indicate either agreement or disagreement for each statement. If you simply cannot decide about a statement you may mark it with a question mark.

This is not an examination. There are no right or wrong answers to these statements. This is simply a study of people's attitudes toward the punishment of criminals. Please indicate your own convictions by a plus mark (+) when you agree.

- ___ 1. A person should be imprisoned only for serious offenses.
- ___ 2. It is wrong for society to make any of its members suffer.
- ___ 3. Hard prison life will keep men from committing crime.
- ___ 4. Some criminals do not benefit from punishment.
- ___ 5. Most prisons are school of crime.
- ___ 6. We should not consider the comfort of a prisoner.
- ___ 7. A criminal will go straight only when he finds that prison life is hard.
- ___ 8. No punishment can reduce crime.
- ___ 9. Prison influence is degenerating.
- ___ 10. Only habitual criminals should be punished.
- ___ 11. We should employ corporal punishment in dealing with all criminals.
- ___ 12. I have no opinion about the treatment of crime.
- ___ 13. Punishment of criminals is a disgrace to civilized society.
- ___ 14. Solitary confinement will make the criminal penitent.
- ___ 15. It is advantageous to society to spare certain criminals.
- ___ 16. Only humane treatment can cure criminals.
- ___ 17. Harsh imprisonment merely embitters a criminal.
- ___ 18. No leniency should be shown to convicts.

HELPING RELATIONSHIP INVENTORY

INSTRUCTIONS--PLEASE READ CAREFULLY

This is not a test in the sense that your answers can be right or wrong. It is a survey of your feelings concerning the relationship between two persons when one is attempting to help the other. Imagine yourself as a person to whom another person has come for personal assistance. Each of the items represents possible interchange between you and your "client," who seeks your help. The "client" begins the conversation by talking about an aspect of the situation he faces. No further information is available on the case. You will not know at what point in the conversation the interchange takes place. In short, you are presented with an isolated statement. This is followed by five possible responses that you may make. Arrange these responses in the order of your preference, using the following code:

- | | |
|----------|---|
| <u>1</u> | beside the response you would be most apt to favor |
| <u>2</u> | beside the response next most desirable to you |
| <u>3</u> | beside the next |
| <u>4</u> | beside the next, and |
| <u>5</u> | beside the response that least represents your preference |

Example:

1. Woman--Age 26

"I'm planning the menu now. What kinds of foods do you like?"

- | | |
|----------|-----------------------------------|
| <u>3</u> | a. Pizza and other Italian foods. |
| <u>1</u> | b. Steaks and hamburgers. |
| <u>5</u> | c. Salads and vegetables. |
| <u>2</u> | d. Desserts. |
| <u>4</u> | e. Spanish cooking. |

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

3. Man, age 30.

"I have the queerest feeling. Whenever anything good happens to me, I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle, and I stood around for weeks before I got up enough courage to ask her for a date and she said yes, and I couldn't believe it! I couldn't believe it so much that I didn't keep the date!

- _____ a. You've got to grow up, fellow, and get a little more realistic about women. They're human too, you know, and want dates just as much as you do.
- _____ b. It just doesn't seem real when something good happens.
- _____ c. You have probably denied to yourself so strongly that anything good could happen to you that when it does it seems unreal.
- _____ d. I am wondering whether or not these feelings of unreality are associated with any particular area of your life. Would you like to tell me more about what you mean when you said, "Whenever anything good happens to me?"
- _____ e. Well, I'm not too sure that you should be so worried about it. It doesn't mean anything in itself really. I think we'll be able to get to the bottom of it all right.

4. Man, age 59.

"I couldn't let my son help me now that I'm down and out. I've got that shred of pride left. Because you see I remember when he was a kid I didn't turn my hand to help him. I traipsed around the country. His mother died when the kid was born-- And I let the relatives push him around and stuck him in foster homes, and now-- It certainly was like a knife stuck in me when we met the other day and he said, 'We can make a go of it together, Dad, I've got a little money saved up.' No. No, I won't let him do it. I will clear out of here. It'll be hard, but-- I haven't done one thing for him-- Or anyone else; for that matter."

- _____ a. Have you investigated the possibility of an old age pension? Possibly something could be worked out there that wouldn't make it necessary for you to impose on your son or accept help from him.
- _____ b. What was your married life like? Had you and your wife planned for a child?
- _____ c. Your behavior in the past makes you unworthy of the help your son wants to give you now; is that what you mean?
- _____ d. Have you thought about what it will mean for your son if you don't let him do this thing which he wants to do for you?
- _____ e. I see what you mean. You feel that you don't deserve the help he wants to give because in the past you did nothing to earn it. And your statement that you never have done anything for anyone else makes it look as if it might be a real problem to you to accept responsibility for helping others, and to accept help from others.

5. Man, age 35.

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks, if I can see my goal out there in front. And I don't mind climbing over a few people who get in my way, because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to be somebody."

- _____ a. You see yourself as a deeply ambitious person; is that it?
- _____ b. This driving ambition may stem from a need to attack other people.
- _____ c. What do you suppose is behind this strong determination of yours to get ahead?
- _____ d. It is possible with your drive that you could be successful in a number of fields.
- _____ e. Strong ambition can be a real asset to any man. You say you don't mind climbing over those who get in your way? Couldn't that turn out to do you more harm than good?

6. Man, age 21.

"Shall I marry her? Or shall I think of my future? If a fellow is going to think of his future--if he's got ambition and drive to get ahead--he's got to be hard--and forget all about sentiment. But I do love Marie. I really do. And she's been my inspiration. If we broke off, I don't know what I'd do. I don't know whether I should be able to do a thing, I don't know. On the other hand, I can't afford advanced study and marriage too. And Marie says if we can't get married now she isn't willing to wait--I don't know what to do. I love her, but if she loved me, would she say, 'Now or never.'? That's the thing I can't answer."

- a. That is, you can't decide whether to marry and risk your future or whether to plan for your future and risk losing out on the marriage. They seem so dependent on each other.
- b. It is not really so much a problem of indecision between marriage and vocational plans as it is the deeper problem of whether you should be dependent upon your own self approval or dependent upon her approval of what you do.
- c. I am wondering if you can't have both the career and marriage. Have you two discussed ways and means of increasing your income by extra work or by her working? Most universities or schools would cooperate with you. And besides, there just isn't time for expensive entertainment among married students working their own way. There would not be the demand for social activities that you might expect to find out in a community.
- d. I think you have got to take into account how Marie will feel if you go ahead and decide to follow your studies and not get married now. What will it do to her? The decision you make ought to take into account what is best for both of you.
- e. I think you may have hit on something significant there: how much she loves you. Could you tell me a little more about that? How she acts toward you and your ideas?

14. Approximately how old were you when you got the idea of entering correctional work? _____ years
15. How important do you consider each of the following in your decision to enter your present field of work? (Circle the degree of importance in each case. VI means Very Important; I means Important; SI Somewhat Important; NI Not Important.)

VI	I	SI	NI	Influence of relative or friend
VI	I	SI	NI	Previous education
VI	I	SI	NI	Occupation before entering correctional work
VI	I	SI	NI	Job Security
VI	I	SI	NI	Salary
VI	I	SI	NI	Benefits other than salary
VI	I	SI	NI	Work load
VI	I	SI	NI	Promotional or advancement opportunities
VI	I	SI	NI	Good co-workers
VI	I	SI	NI	Prestige in relation to other jobs
VI	I	SI	NI	Desire to help people in need
VI	I	SI	NI	Other (Specify) _____

16. Rate the prestige (desirability) of each of the following occupations by circling the number that represents your personal estimation of the prestige of each occupation. The number 1 should be given the occupation having the lowest prestige, and the number 10 should be given to the occupation having the highest prestige. You may give the same rating to more than one of the occupations, if they appear to be exactly equal.)

Probation or Parole Officer	1 2 3 4 5 6 7 8 9 10
Correctional counselor	1 2 3 4 5 6 7 8 9 10
Physician	1 2 3 4 5 6 7 8 9 10
Prison Correction officer	1 2 3 4 5 6 7 8 9 10
farm worker	1 2 3 4 5 6 7 8 9 10
Priest	1 2 3 4 5 6 7 8 9 10
Policeman	1 2 3 4 5 6 7 8 9 10
Coal miner	1 2 3 4 5 6 7 8 9 10
Garbage Collector	1 2 3 4 5 6 7 8 9 10

HELPING RELATIONSHIP INVENTORY

INSTRUCTIONS--PLEASE READ CAREFULLY

This is not a test in the sense that your answers can be right or wrong. It is a survey of your feelings concerning the relationship between two persons when one is attempting to help the other. Imagine yourself as a person to whom another person has come for personal assistance. Each of the items represents possible interchange between you and your "client," who seeks your help. The "client" begins the conversation by talking about an aspect of the situation he faces. No further information is available on the case. You will not know at what point in the conversation the interchange takes place. In short, you are presented with an isolated statement. This is followed by five possible responses that you may make. Arrange these responses in the order of your preference, using the following code:

- | | |
|----------|---|
| <u>1</u> | beside the response you would be most apt to favor |
| <u>2</u> | beside the response next most desirable to you |
| <u>3</u> | beside the next |
| <u>4</u> | beside the next, and |
| <u>5</u> | beside the response that least represents your preference |

Example:

1. Woman--Age 26

"I'm planning the menu now. What kinds of foods do you like?"

- | | |
|----------|-----------------------------------|
| <u>3</u> | a. Pizza and other Italian foods. |
| <u>1</u> | b. Steaks and hamburgers. |
| <u>5</u> | c. Salads and vegetables. |
| <u>2</u> | d. Desserts. |
| <u>4</u> | e. Spanish cooking. |

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

APPENDIX C

COMPARATIVE ATTITUDINAL DATA

I. Attitudes Toward Punishment

A. Minimum Security Prison Correctional Officers, Six Week Institutional Training Sessions. (Source: Paddock and McMillan, 1972)

<u>N</u>	<u>PRETEST</u>		<u>POSTTEST</u>		<u>Sig.</u>
	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>	
61	4.34	.75	3.70	.66	p .005

B. Training Officers and Correctional Officers in University Based Training Sessions. (Source: The Center for the Study of Crime, Delinquency and Corrections, 1969)*

<u>SESSION DATE</u>	<u>OFFICER</u>	<u>PRETEST</u>		<u>POSTTEST</u>	
		<u>N</u>	<u>Mean</u>	<u>Mean</u>	<u>Sig.</u>
Fall 1967	Training	21	4.33	4.14	n.s.
	Correctional	33	4.82	Not Tested Twice	
Winter 1968	Training	.16	4.43	4.02	p < .025
	Correctional	.25	5.01	3.92	p < .05
Spring 1968	Training	20	3.80	3.95	n.s.
	Correctional	29	4.60	4.55	n.s.

C. College Students, Delinquents and Pre-Delinquents Exposed to Inmate Panels and Prison Tours. (Source: Brodsky, 1970)

<u>GROUP</u>	<u>SEX</u>	<u>PRETEST</u>			<u>POSTTEST</u>		<u>Sig.</u>
		<u>N</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>	
Southern Illinois Univ. Students	Males	18	4.08	1.15	3.72	1.26	n.s.
	Females	14	3.44	.84	3.22	.65	n.s.
Principia College Students	Males	9	4.47	1.08	3.53	.85	p < .05
	Females	18	4.87	1.01	3.97	.86	p < .01
Forestry Camp Delinquents		11	4.74	1.42	4.08	.76	n.s.
High School Pre-Delinquents		15	5.20	1.06	4.91	1.06	n.s.

*Standard deviations for distributions not provided.

6. Enjoyed training and the people. (P)
7. All instructors like what they are doing. (P)
8. Training will make things easier at the institution and help me understand. The trainers are excellent. (P)
9. More subjects and hours should be mandatory. Instructors are very adept and understanding. (PC)
10. More time is needed on most subjects. (NC)
11. Instructors did not handle the few men (of the group) who just seemed to take over the whole class properly. Problems in the institution should be handled by the institution and the instructors advocated going higher up which is a violation of this rule. (NgC)
12. Program is very good and handled very efficiently by all the instructors. (P)
13. Overall okay; the instructors are good. (P)
14. Training was fairly good but the training should be longer. (PC)
15. Training is very good, but more time should be spent on each detail. (PC)
16. Research is helpful in overall evaluation, but I don't see where it's necessary. (P)
17. It will help me be a better CO. (P)
18. Very rewarding, but more time is needed. (PC)

Group VIII

Total Tests - 41

No Response on Comments - 34

Total Response - 7

1. Worthwhile program. (P)
2. Training was good, every officer should take it. (P)
3. Training was too intense, too repetitive, but have great value in showing diversity in the field of corrections. (PC)
4. Staff should be professional. Course was boring and frustrating, but necessary. Very well organized. (P)
5. Very good. (P)
6. Outstanding staff; excellent. (P)

16. Very good, but too far from home. Needs better facilities. (PC)
17. Too speedy. (Ng)
18. Instructors need to be more flexible. (Ng)
- / 19. Feel I can do my job better; excellent staff. (P)
20. Training good, but time should be extended; excellent staff. (PC) (P)
21. Training was helpful, instructors good. (P) (P)
22. Training was helpful, instructor good. (P)
23. Training was excellent and helpful. (P)
24. Training is excellent but more time needed. (PC)
25. Instructors were good, but pace was too fast. (PC)
26. Good training, presented well. (P)
27. Through this training there should be a great change in the type of CO in the system. (P)
28. Learned a great deal from the class, staff did excellent job. (P)
29. Overall training good, instructors did an excellent job. (P)
30. Classes need to be smaller. (NC)
31. Training will be of great help. I've benefited and enjoyed. (P)
32. Very helpful, well organized, brought forth in good manner. (P)

Group VI

Total Tests - 52

No Response on Comments - 17

Total Response - 24

1. All very good. (P)
2. Training very well prepared, instructors understanding. (P)
3. We need alot more. (NC)
4. Excellent. (P)
5. Training is important, glad to see things added. (P)
6. Very good, more time needed. (PC)

9. E for effort, can be improved. (P)
10. See alot more importance in my job as result of training and instructors Jim Collins and Stan Smith. (P)
11. Good training tool, but I believe more time is needed, especially in self defense. (PC)
12. Much, much more time is needed to build good C.O., 200 hours just makes basic C.O. (NC)

Group III

Total Tests - 35

No Response on Comments - 24

Total Responses - 11

- 1.. All the instructors are very good teachers, well qualified. (P)
2. Too much on human relations and not enough on daily duties of working office. (Ng)
3. Very good. (P)
4. Really enjoyed this training. (P)
5. Black and white communications film should be discontinued. (NC)
6. Very good training and staff, but I didn't understand the speaker. (P)
7. Pretty good, but more material should be added. (PC)
8. Dislike, didn't understand statements. Bull on some parts. (Ng)
9. I enjoyed it all. (P)
10. Keep it up! (P)
11. The teaching staff could really get the point across. (P)

Group IV

Total Tests - 26

No Response on Comments - 16

Total Response - 16

1. The training was very good, the instructors, concerned and sincere. (P)
2. The instructors were excellent. (P)
3. (1) Stricter methods of control by instructors, decreasing near constant interruptions of concentration. (NC)
(2) Training schedule should be adhered to strictly to avoid duplicating. (NC)

APPENDIX B

ITEMIZED OPEN-ENDED COMMENTS OF TRAINEES*

Group I

Total Tests - 35

No Response on Comments - 13

Total Response - 22

1. Very efficient (P)**
2. Learned alot and thoroughly enjoyed it. (P)
3. Good school, good personnel. (P)
4. Overall training was good, but should be better equipped at the center. (better quarters and living conditions) (PC)
5. Felt it was necessary and beneficial, however impractical and useless in that the institutions will not allow to use it. (PC)
6. An excellent job, by all instructors, very interesting training program. (P)
7. Training and staff were excellent and learned alot from the teaching, but don't agree on going to bed at 11:00. (PC)
8. Very good, but more time was needed to learn more. (PC)
9. The training was excellent. (P)
10. Biggest gripe was in the usage of word for word type learning. The material was outdated and the instructors only followed the book. Do not feel material was effectively covered in such a short period of time. (NgC)
11. An excellent job, but inefficient training aids and poor living and working conditions. (PC)
12. It was wonderful to learn PAC, but I'll never be able to use the training. It does not relate to the job at all, or to the clientele. (PC)
13. More time is needed for overall course in all field. (NC)

*By Joanna Gray.

**letter codes indicate the categories to which the comments were assigned by the researcher. P=Positive, PC=Positive/Change, N=Neutral, NC=Neutral Change, Ng=Negative, NgC=negative change.

10. Taking into consideration all the things about your job (work), how satisfied or dissatisfied are you (or do you think you will be)?

☐ Very satisfied
☐ Satisfied
☐ Not at all sure at this time
☐ Dissatisfied
☐ Very dissatisfied

11. Based on your experience, do you think you now have enough education for the kind of work you do?

☐ Yes
☐ No

12. How interested do you think you might be in each of the following types of further training or educational opportunities (circle the degree of interest in each case. VI means Very Interested; I means Interested; SI means Somewhat Interested; NI means Not Interested).

VI	I	SI	NI	On-the-job training at my institution
VI	I	SI	NI	Workshops or courses conducted by the Department
VI	I	SI	NI	Workshops or courses put on by persons outside the Department
VI	I	SI	NI	College courses if available at my institution
VI	I	SI	NI	College courses available on a community college or a university campus
VI	I	SI	NI	Other (specify) _____

13. If you wanted more education that might advance you in your field of work, how important would each of the following things be as an obstacle in obtaining such education? (Circle the degree of importance in each case. VI means Very Important; I means Important; SI means Somewhat Important; NI means Not Important.)

VI	I	SI	NI	Expense involved
VI	I	SI	NI	My age
VI	I	SI	NI	My family
VI	I	SI	NI	No suitable course of study
VI	I	SI	NI	Anticipated difficulty of the training
VI	I	SI	NI	Problem of obtaining leave-of-absence
VI	I	SI	NI	Would not really improve my job performance
VI	I	SI	NI	Would not make a difference in terms of promotional opportunity
VI	I	SI	NI	Other (specify) _____

3. In the list of topics below, rate each item in terms of how much time you feel should have been spent on each.

- Put "1" if you feel more time should have been spent.
 Put "2" if you feel less time should have been spent.
 Put "3" if you feel the topic should have been deleted.
 Put "0" if you feel enough time was spent.

☐ Objective of In-Service Training

☐ The Philosophy of Corrections

☐ Organization of the Department of Corrections

☐ Development of Corrections

☐ Effects of Incarceration

☐ "Correctional Officer as a Source of Change"

☐ Self Defense

☐ Inmate/Officer Relationship

☐ Physical Fitness

☐ Criminal Justice System

☐ Corrections and Related Laws (Title 53)

☐ Legal Responsibility and Authority of Corrections Officer

☐ Court Decisions (Disciplinary Procedures)

☐ Communication

☐ Inmate Behavior

☐ Institution Climate (Prison Community)

☐ Recognition of Unusual Prisoners

☐ Probation and Parole

☐ Public Responsibility and Relationship of Correction Officer to the Public

☐ Transportation and Movement of Prisoners

☐ Courtroom Demeanor and Appearance

☐ Firearms Training

☐ Inmate Supervision

☐ Adjustment Committee Action Report Writing

☐ Security, Custody, and Control

☐ Searches

☐ Correctional Officers Role in Incident Investigations

☐ Control of Inmates

☐ Riot Training

☐ Human Relations

☐ Drug Program

1. In the list of topics below, rate each item in terms of how useful you feel it will be to you on the job.

Put "1" if you feel the topic will be most useful.

Put "2" if you feel the topics will be least useful.

Put "0" if you feel the topic will be neither useful nor useless.

- | | |
|--|---|
| <input type="checkbox"/> Objective of In-Service Training | <input type="checkbox"/> Recognition of Unusual Prisoners |
| <input type="checkbox"/> The Philosophy of Corrections | <input type="checkbox"/> Probation and Parole |
| <input type="checkbox"/> Organization of the Department of Corrections | <input type="checkbox"/> Public Responsibility and Relationship of Correction Officer to the Public |
| <input type="checkbox"/> Development of Corrections | <input type="checkbox"/> Transportation and Movement of Prisoners |
| <input type="checkbox"/> Effects of Incarceration | <input type="checkbox"/> Courtroom Demeanor and Appearance |
| <input type="checkbox"/> "Correctional Officer as a Source of Change" | <input type="checkbox"/> Firearms Training |
| <input type="checkbox"/> Self Defense | <input type="checkbox"/> Inmate Supervision |
| <input type="checkbox"/> Inmate/Officer Relationship | <input type="checkbox"/> Adjustment Committee Actions |
| <input type="checkbox"/> Physical Fitness | <input type="checkbox"/> Report Writing |
| <input type="checkbox"/> Criminal Justice System | <input type="checkbox"/> Security, Custody, and Control |
| <input type="checkbox"/> Corrections and Related Laws (Title 53) | <input type="checkbox"/> Searches |
| <input type="checkbox"/> Legal Responsibility and Authority of Corrections Officer | <input type="checkbox"/> Correctional Officers Role in Incident Investigations |
| <input type="checkbox"/> Court Decisions (Disciplinary Procedures) | <input type="checkbox"/> Control of Inmates |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Riot Training |
| <input type="checkbox"/> Inmate Behavior | <input type="checkbox"/> Human Relations |
| <input type="checkbox"/> Institution Climate (Prison Community) | <input type="checkbox"/> Drug Program |

1. From the list of topics provided, write down those areas that you feel will be most useful to you on the job, and those which you feel will be least useful.

Most Useful

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Least Useful

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

2. From the list of topics provided, write down those areas that you feel you learned the most and which you feel you learned the least.

Most Learned

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Least Learned

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

23. Man, age 29.

"I keep remembering how I walked out on Mary and the two kids. Five years ago-- The law never caught up with me. I thought I was pretty smart.. But now-- God, was I a heel! I don't see how I could do it. And I'm so ashamed I can't look people in the eye. Now I can't find her--not a trace. Her relatives won't tell me where she is. I tell you, I'll never have any self respect. Never! And I-- I don't know what to do--or how I can even try to rectify my big mistake. I don't know--!"

a. There are a number of things you might do to try to find her. You could list her as a missing person and get police help. You could get a private detective agency to handle it for you. You might even be able to get a court order that would force the relatives to give her address.

b. When did you decide that you wanted her back? Tell me about the circumstances.

c. The hopelessness there seems pretty clearly connected with the feeling of guilt.

d. Are you at all sure that you should try to go back to her? If you left her once maybe you'd do it again. Possibly you just didn't get along at all well and you were forced to leave her.

e. As you see it then, your behavior is just plain unforgivable.

24. Man, age 39.

"There is no other way to handle this than to destroy them completely. Remember this man was supposed to be my best friend, and he took my wife away from me. And after the divorce he married her. And then he pushed me out of the business. But I've got the evidence to ruin him. I could clean him out, and put him behind bars for the rest of his life. (Laughs bitterly.) Wouldn't that be something? My ex-wife married to something kept behind bars and not a dime left to live on?"

a. Your desire to destroy them seems to me to be largely a desire for revenge. It may have grown out of the rejection and denial you experienced from both of them.

b. Wanting to get even is understandable but don't you think that is going pretty far? I certainly wouldn't do anything I'd regret later.

c. You want them to suffer at your hand just as they made you suffer at theirs.

d. After all that I can see where it would be really satisfying to see them suffer.

e. Has anyone else ever crossed you like that: in business, among your friends, when you were a kid in school?

19. Woman, age 30.

"It's not that I don't want to do something about it, I just-- Well-- I know what I ought to do, but for some reason or other I just--can't do a thing."

- a. Maybe if we talked over what you've thought of doing we could figure out what is best to do. It's possible that the answer is something new.
- b. Let's try to get at what's behind this blocking. Tell me more about it.
- c. Behind this blocked feeling you're experiencing is a conflict in your desires: you want to and you don't want to.
- d. You're blocked by something and you don't know what it is, is that what you're saying?
- e. Are you sure you know what you ought to do? It seems to me that if you really had a clear idea of what you ought to do you'd be able to go ahead.

20. Man, age 60.

"I've got it all figured out. There's nothing for me to live for any more. My wife's dead. My kids don't need me. I'm too old to get a job. Just the fifth wheel on a wagon. And I'm tired of it all. I'm going to end it all. put a bullet through my brain. And rest in peace."

- a. You feel there's nothing left in life for you.
- b. When things add up for a person like they've added up for you it really does make it tough to face. And sometimes there doesn't seem to be a way out. Yet-- I think that we may be able to find a way out.
- c. How long have you felt this way, may I ask?
- d. Escaping is one way, all right. But have you thought of what it would mean to your children to have you commit suicide?
- e. It seems to me that you are looking for a way to escape an otherwise intolerable situation.

15. Man, age 27.

"I got out of the Navy last month and I thought, 'Now what?' I looked for a job, and right there I ran into a snag. I couldn't make up my mind what to do. I thought I ought to go back to school and finish up and I thought I'd be happier if I signed up for more Navy, and then I looked for a job and nothing stood out as a clear choice. Everything looked good and everything looked bad, and I felt-- Well, what the hell? Am I going nuts? Am I always going to be so messed up inside of me that I won't be able to move in any direction?"

- a. You're wondering just what's at the bottom of it all.
- b. Let's go ahead and discuss some of the things--why don't you want them and why do you want them--maybe we can find a clue that will point out the answer.
- c. I think your criticism of yourself is a little harsh. Thousands of G. I.'s have felt the way you do.
- d. No, I don't think you need to remain messed up or really that you're messed up now. You're confused, yes, but if you set your mind to it, you'll overcome your confusion and move ahead in a more natural manner.
- e. You're confused, and alarmed with your confusion. This is to be expected when you suddenly find yourself facing the necessity for making decisions after a long period of having even minor decisions made for you.

16. Man, age 35.

"I know I could make a success of that business. All a person needs is a little overall vision, some common sense, and the courage to try it. I've got that. So-- If I could just get ahold of the cash-- I'd sure take the plunge."

- a. If you'd think it wise I could give you the name of an investment counselor who'd be glad to go over the proposition with you and possibly give you some good leads on how to seek financial support.
- b. That's fine! One must feel sure of himself if he expects to make a go of something. To go into something hesitantly can really make it get all mixed up. You're on the right track and I wish you success.
- c. If you could get the cash to start, you feel sure you could make a go of it.
- d. You feel sure you could be successful because you now see what is involved in making the thing go. When you see things clearly assurance follows.
- e. Have you figured out what the risks are as yet?

HELPING RELATIONSHIP INVENTORY

INSTRUCTIONS--PLEASE READ CAREFULLY

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| <u>1</u> | beside the response you would be most apt to favor |
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| <u>4</u> | beside the next, and |
| <u>5</u> | beside the response that least represents your preference |

Example:

1. Woman--Age 26

"I'm planning the menu now. What kinds of foods do you like?"

- | | |
|----------|-----------------------------------|
| <u>3</u> | a. Pizza and other Italian foods. |
| <u>1</u> | b. Steaks and hamburgers. |
| <u>5</u> | c. Salads and vegetables. |
| <u>2</u> | d. Desserts. |
| <u>4</u> | e. Spanish cooking. |

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

1. What is your age? ____ years
2. What is your sex? ____ male ____ female
3. What is your race? ____ black ____ white ____ other
4. What is your present marital status?
____ single
____ married
____ separated
____ divorced
____ widowed
5. How many children do you have? _____
6. What was the approximate size of the community (or metropolitan area) in which you spent most of your childhood years (that is, through high school)?
____ under 2,000
____ 2,000 - 10,000
____ 10,000 - 25,000
____ 25,000 - 50,000
____ over 50,000
7. What is the population of the community (or metropolitan area) in which you now live?
____ under 2,000 people
____ 2,000 - 10,000 people
____ 10,000 - 25,000 people
____ 25,000 - 50,000 people
____ over 50,000 people
8. How long have you lived in this community? ____ years
9. How far have you gone in school?
____ some grammar school
____ completed grammar school
____ some high school
____ completed high school
____ some college
____ Associate degree
____ Bachelor's degree

14. Approximately how old were you when you got the idea of entering correctional work? _____ years

15. How important do you consider each of the following in your decision to enter your present field of work? (Circle the degree of importance in each case. VI means Very Important; I means Important; SI Somewhat Important; NI Not Important.)

VI	I	SI	NI	Influence of relative or friend
VI	I	SI	NI	Previous education
VI	I	SI	NI	Occupation before entering correctional work
VI	I	SI	NI	Job Security
VI	I	SI	NI	Salary
VI	I	SI	NI	Benefits other than salary
VI	I	SI	NI	Work load
VI	I	SI	NI	Promotional or advancement opportunities
VI	I	SI	NI	Good co-workers
VI	I	SI	NI	Prestige in relation to other jobs
VI	I	SI	NI	Desire to help people in need
VI	I	SI	NI	Other (Specify) _____

16. Rate the prestige (desirability) of each of the following occupations by circling the number that represents your personal estimation of the prestige of each occupation. The number 1 should be given the occupation having the lowest prestige, and the number 10 should be given to the occupation having the highest prestige. You may give the same rating to more than one of the occupations, if they appear to be exactly equal.)

Probation or Parole Officer	1 2 3 4 5 6 7 8 9 10
Correctional counselor	1 2 3 4 5 6 7 8 9 10
Physician	1 2 3 4 5 6 7 8 9 10
Prison Correction officer	1 2 3 4 5 6 7 8 9 10
farm worker	1 2 3 4 5 6 7 8 9 10
Priest	1 2 3 4 5 6 7 8 9 10
Policeman	1 2 3 4 5 6 7 8 9 10
Coal miner	1 2 3 4 5 6 7 8 9 10
Garbage Collector	1 2 3 4 5 6 7 8 9 10

Answer the following eight questions on the basis of your experiences at your institution prior to coming to training, or your anticipated experiences after returning to your institution (check one response on each question):

6. How would you rate the Department of Corrections as an agency to work for, compared with other agencies or companies you know about?

☐ One of the best
☐ Above average
☐ Average
☐ Below Average
☐ One of the worst

7. How would you rate your institution as a place to work compared to other branches of the Department of Corrections you know about?

☐ One of the best
☐ Above average
☐ Average
☐ Below average
☐ One of the worst

8. To what extent do you think about your job as a career in the Virginia Department of Corrections, rather than as a career in criminal justice?

☐ I think of my job solely as a career in the Virginia Department of Corrections.
☐ Primarily as a career in the Virginia Department of Corrections.
☐ Somewhat more as a career in the Virginia Department of Corrections.
☐ Primarily as a career in criminal justice.
☐ I think of my job solely as a career in criminal justice.

11. Man, veteran, age 30.

"What's the use of anything? No one plays fair and square with a guy. The fellows who stayed at home got all the plums. They all took advantage of us while we sweat it out at the front. I hate their guts--every one of them. They are all double-crossers. And my wife--"

- ___ a. You started to say something about your wife?
- ___ b. You feel they took advantage of you and it really makes you boil.
- ___ c. You get angry when you see people trying to take advantage of you.
- ___ d. I understand how you feel about that, but it's going to block you from getting ahead if you don't try to get away from it.
- ___ e. You've got lots of company with your anger. It's justifiable in so many cases.

12. Man, age 33.

"I, tell you I am in one hell of a fix! I'm in love with the swellest girl on the face of the earth, and she loves me. I'm sure of that. But I'm not worthy of her. I can't ask her to marry. I've got a criminal record. She doesn't know about that. But I know it'll come out some day. No. I couldn't marry and have children. I've got a record that proves to the world that I'm a first class s. o. b."

- ___ a. Well, it would certainly be unfair to her to marry and to discover about your past later. Don't you almost have to tell her about it now?
- ___ b. You feel afraid to face her with your record because she might turn you down and you just couldn't stand that.
- ___ c. Could you tell me a little as to why you're so sure that she wouldn't be able to accept you if she knew about your past?
- ___ d. Possibly if you were to have her come in to see me I could talk with her and lead her to see that your past is your past and does not necessarily mean that you couldn't have a happy future together.
- ___ e. You see yourself as unworthy of her beyond all shadow of a doubt.

HELPING RELATIONSHIP INVENTORY

INSTRUCTIONS--PLEASE READ CAREFULLY

This is not a test in the sense that your answers can be right or wrong. It is a survey of your feelings concerning the relationship between two persons when one is attempting to help the other. Imagine yourself as a person to whom another person has come for personal assistance. Each of the items represents possible interchange between you and your "client," who seeks your help. The "client" begins the conversation by talking about an aspect of the situation he faces. No further information is available on the case. You will not know at what point in the conversation the interchange takes place. In short, you are presented with an isolated statement. This is followed by five possible responses that you may make. Arrange these responses in the order of your preference, using the following code:

- | | |
|----------|---|
| <u>1</u> | beside the response you would be most apt to favor |
| <u>2</u> | beside the response next most desirable to you |
| <u>3</u> | beside the next |
| <u>4</u> | beside the next, and |
| <u>5</u> | beside the response that least represents your preference |

Example:

1. Woman--Age 26

"I'm planning the menu now. What kinds of foods do you like?"

- | | |
|----------|-----------------------------------|
| <u>3</u> | a. Pizza and other Italian foods. |
| <u>1</u> | b. Steaks and hamburgers. |
| <u>5</u> | c. Salads and vegetables. |
| <u>2</u> | d. Desserts. |
| <u>4</u> | e. Spanish cooking. |

The person who responded to this item showed the highest preference for steaks and hamburgers and the least preference for salads and vegetables.

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type you would favor. You may think of responses which would be more preferable from your point of view. It is necessary, however, that you make your selection from the alternatives presented and that you arrange all five in the order of their desirability.

2. Girl, Age 19.

"I tell you I hate my father. I hate him! I hate him! I hate him! And there's no reason for it. He is a minister--a good and righteous man. He has never laid a hand on me, but I have this terrific feeling against him. And it makes me feel so terrible because-- There's no reason for it. It's a sin to hate your father, especially if you don't have any reason for it. I-- It worries me."

- _____ a. Of course you fee' guilty about hating him so, especially since you can't put your finger on what he has done to make you hate him. And then, too, even though you see only your hatred of him you'll find that underneath it all you have some love for him and this plays a part in your feelings of guilt.
- _____ b. I guess everyone at some time or another goes through a period when they hate one or both of their parents. It's really not at all uncommon. Most people find that they can work out some way of getting along until things settle down.
- _____ c. This is certainly something which you will want to get cleared up. Happy relationships with parents are too constructive a thing to a person, not only now at your age, but in the future as well, you won't want to jeopardize what it can mean to you.
- _____ d. It worries you that you should hate your father without reason and yet feel sinful for hating him.
- _____ e. I think we ought to get to the root of that worry. Tell me about your father--all about him. You say he's never laid a hand on you, but maybe he has not let you do a number of things you wanted to do. Can you think of anything along that line?

3. Man, age 30.

"I have the queerest feeling. Whenever anything good happens to me, I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle, and I stood around for weeks before I got up enough courage to ask her for a date and she said yes, and I couldn't believe it! I couldn't believe it so much that I didn't keep the date!

- _____ a. You've got to grow up, fellow, and get a little more realistic about women. They're human too, you know, and want dates just as much as you do.
- _____ b. It just doesn't seem real when something good happens.
- _____ c. You have probably denied to yourself so strongly that anything good could happen to you that when it does it seems unreal.
- _____ d. I am wondering whether or not these feelings of unreality are associated with any particular area of your life. Would you like to tell me more about what you mean when you said, "Whenever anything good happens to me?"
- _____ e. Well, I'm not too sure that you should be so worried about it. It doesn't mean anything in itself really. I think we'll be able to get to the bottom of it all right.

4. Man, age 59.

"I couldn't let my son help me now that I'm down and out. I've got that shred of pride left. Because you see I remember when he was a kid I didn't turn my hand to help him. I traipsed around the country. His mother died when the kid was born-- And I let the relatives push him around and stuck him in foster homes, and now-- It certainly was like a knife stuck in me when we met the other day and he said, 'We can make a go of it together, Dad, I've got a little money saved up.' No. No, I won't let him do it. I will clear out of here. It'll be hard, but-- I haven't done one thing for him-- Or anyone else, for that matter."

- _____ a. Have you investigated the possibility of an old age pension? Possibly something could be worked out there that wouldn't make it necessary for you to impose on your son or accept help from him.
- _____ b. What was your married life like? Had you and your wife planned for a child?
- _____ c. Your behavior in the past makes you unworthy of the help your son wants to give you now; is that what you mean?
- _____ d. Have you thought about what it will mean for your son if you don't let him do this thing which he wants to do for you?
- _____ e. I see what you mean. You feel that you don't deserve the help he wants to give because in the past you did nothing to earn it. And your statement that you never have done anything for anyone else makes it look as if it might be a real problem to you to accept responsibility for helping others, and to accept help from others.

5. Man, age 35.

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks, if I can see my goal out there in front. And I don't mind climbing over a few people who get in my way, because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to be somebody."

- ___ a. You see yourself as a deeply ambitious person; is that it?
- ___ b. This driving ambition may stem from a need to attack other people.
- ___ c. What do you suppose is behind this strong determination of yours to get ahead?
- ___ d. It is possible with your drive that you could be successful in a number of fields.
- ___ e. Strong ambition can be a real asset to any man. You say you don't mind climbing over those who get in your way? Couldn't that turn out to do you more harm than good?

6. Man, age 21.

"Shall I marry her? Or shall I think of my future? If a fellow is going to think of his future--if he's got ambition and drive to get ahead--he's got to be hard--and forget all about sentiment. But I do love Marie. I really do. And she's been my inspiration. If we broke off, I don't know what I'd do. I don't know whether I should be able to do a thing, I don't know. On the other hand, I can't afford advanced study and marriage too. And Marie says if we can't get married now she isn't willing to wait--I don't know what to do. I love her, but if she loved me, would she say, 'Now or never.'? That's the thing I can't answer."

- _____ a. That is, you can't decide whether to marry and risk your future or whether to plan for your future and risk losing out on the marriage. They seem so dependent on each other.
- _____ b. It is not really so much a problem of indecision between marriage and vocational plans as it is the deeper problem of whether you should be dependent upon your own self approval or dependent upon her approval of what you do.
- _____ c. I am wondering if you can't have both the career and marriage. Have you two discussed ways and means of increasing your income by extra work or by her working? Most universities or schools would cooperate with you. And besides, there just isn't time for expensive entertainment among married students working their own way. There would not be the demand for social activities that you might expect to find out in a community.
- _____ d. I think you have got to take into account how Marie will feel if you go ahead and decide to follow your studies and not get married now. What will it do to her? The decision you make ought to take into account what is best for both of you.
- _____ e. I think you may have hit on something significant there: how much she loves you. Could you tell me a little more about that? How she acts toward you and your ideas?

7. Girl, age 29

"I'm afraid to be alone. I really am. I'm afraid I'll kill myself and I don't want to, but I get so depressed. I get caught in a terrific clutch of fear. It's unreal, but it's there. And I get so worked up I could scream. I want to get outside and I'm afraid to go out in case I run in front of a car--and I'm afraid to stay in. I'm afraid of myself. I'm afraid to go to the doctor and get an examination. I'm afraid he'll tell me it's cancer. My mother had it. My grandmother, my aunt. I've lived with it all my life, and it's hell. And when this first came up-- See, I break out in a sweat just talking about it. Is there any help?"

- _____ a. Aside from your fear, have you experienced any symptoms which lead you to think you really have cancer?
- _____ b. This terrific fear just never lets you alone.
- _____ c. If you have any reason at all to think you might have cancer, you really should try to control your fear enough to have a medical examination.
- _____ d. Would you like to try this? Whenever you experience one of these fears call me on the telephone, either here at the office or at home, and talk it over with me? Talking it over oftentimes helps a person to get a grip on himself.
- _____ e. My guess is that if we trace these fears a bit we'll find that they are not as real as you feel them to be. I think you are punishing yourself for something about which you feel pretty guilty.

8. Woman, age 30

"I've lived in this town for ten years now, and in the same apartment for seven years, but I don't know anybody. At the office I just can't seem to make friends. I just freeze up. I try to be nice to the other workers, but I feel all stiff and uncomfortable inside. And then I tell myself that I don't care. People aren't dependable. Everyone is out for himself. I don't want any friends. And sometimes I think I really mean that."

- _____ a. Well, I'll tell you what you can do. You can join a small social group at the "Y". Quite a few people go there who have difficulty in making friends. Most want to start out by taking ceramics, leather tooling or some other handicraft. This gave them something to do as a basis and permits them to make friends slowly and at their own pace. How does that sound to you?
- _____ b. Possibly if you could tell me a little about how you go about trying to make friends we could get a clearer idea of what is involved.
- _____ c. It's gone on so long it almost has you convinced--is that what you mean?
- _____ d. Maybe your not wanting friends is just to protect you from something else.
- _____ e. There are a number of things that you might do to learn how to make friends, and the sooner you start the better.

9. Man, age 42

"But can't you tell me what to do? Can't you make a few suggestions? I'm willing to do anything but I just don't know which way to turn. I'll work hard to help myself, if you'll just tell me whether you think it will help me or not. And whether you think I can get over this personality problem. If you'll just tell me what to do, I'll be so grateful to you."

- _____ a. Maybe one of the important parts of your situation is that you don't have real confidence in yourself. Do you see?
- _____ b. Really, it's not so important what you do so long as what you do is a product of your own self-dependence. You've got to learn to do the things which are good and right because you feel they are, not me.
- _____ c. I gather you just don't feel capable of working this out yourself?
- _____ d. Before, it would be possible to answer any of your questions satisfactorily I'd have to have quite a bit of information about you, about your family, your childhood, your work, your relationship with your wife and so forth.
- _____ e. Well, you've really asked for a lot there, all right. I think I can best answer you in this way: We'll work together talking over these things that bother you. You'll think of some things and I'll think of some things that maybe you've missed. And maybe between the two of us, we'll get to the bottom of all this and figure out a path for you to follow that will solve most if not all the problem. I wouldn't worry too much about it. I think we can be fairly sure of making headway.

10. Man, age 35.

"I expect that if I took this job, with the understanding that I'd be given the opportunity to prove my value to the firm-- And had a chance for promotions-- Yes, I believe that's the soundest way to go about it. It's not as spectacular as I would like to have it. No, I don't really want a spectacular job anymore--just a good solid job with a future. Yes, I'll take this job and discuss my plans with the boss quite frankly and honestly. Then my wife and I can get some feeling of permanence and we can buy a home and really think about the future here in this city. The kids need an anchor, too. They haven't had that--but from now on we are all going to have our feet down on solid earth."

- _____ a. That's fine. The long way around can be the short way home. I think you've really got your feet on the ground now for sure. The kind of thinking you're doing is certainly the most constructive.
- _____ b. That sounds good to me. I hope you can sell the boss on it.
- _____ c. I'm wondering if you've investigated the promotional policy of the company to see if the path you want to follow is the one most likely to lead to promotion?
- _____ d. Of course! As you get older you react more to the pressure for security.
- _____ e. It may not be spectacular but I gather the soundness of it is what really appeals to you.

11. Man, veteran, age 30.

"What's the use of anything? No one plays fair and square with a guy. The fellows who stayed at home got all the plums. They all took advantage of us while we sweat it out at the front. I hate their guts--every one of them. They are all double-crossers. And my wife--"

- ___ a. You started to say something about your wife?
- ___ b. You feel they took advantage of you and it really makes you boil.
- ___ c. You get angry when you see people trying to take advantage of you.
- ___ d. I understand how you feel about that, but it's going to block you from getting ahead if you don't try to get away from it.
- ___ e. You've got lots of company with your anger. It's justifiable in so many cases.

12. Man, age 33.

"I, tell you I am in one hell of a fix! I'm in love with the swellest girl on the face of the earth, and she loves me. I'm sure of that. But I'm not worthy of her. I can't ask her to marry. I've got a criminal record. She doesn't know about that. But I know it'll come out some day. No. I couldn't marry and have children. I've got a record that proves to the world that I'm a first class s. o. b."

- ___ a. Well, it would certainly be unfair to her to marry and to discover about your past later. Don't you almost have to tell her about it now?
- ___ b. You feel afraid to face her with your record because she might turn you down and you just couldn't stand that.
- ___ c. Could you tell me a little as to why you're so sure that she wouldn't be able to accept you if she knew about your past?
- ___ d. Possibly if you were to have her come in to see me I could talk with her and lead her to see that your past is your past and does not necessarily mean that you couldn't have a happy future together.
- ___ e. You see yourself as unworthy of her beyond all shadow of a doubt.

1. To what institution have you been assigned?

2. How long have you worked at your institution prior to reporting for training?
_____ weeks

3. What is your Department of Corrections title (Correctional Officer, Counselor, etc.) _____

4. Indicate if you have had any of the following Correctional Training or Educational opportunities (check all appropriate selections)

_____ Completed the required 48-hour institutional training program

_____ Partially completed required 48-hour institutional training program

_____ Participated in any other Department-ran training programs (indicate approximate number of hours of training: _____ hours)

_____ Participated in related training programs outside the Department - either before or after beginning this job (indicate approximate number of hours of training: _____ hours)

_____ Completed college or university level courses related to Corrections (indicate number of corrections-related credits completed: _____ credits)

_____ Completed 40-hour on-the-job training

5. Indicate below jobs you have held before this one, in terms of type of company or agency, what your job was, and how long, in months, or years, you held that job (Include military experience)

Examples:

<u>Type company/agency</u>	<u>my job was</u>	<u>months or years employed</u>
farm	farm worker	3 years
military - airforce	airman	3 years
police department	officer	8 months
tobacco manufacturer	pressman	15 months

List each of your previous jobs below:

<u>Type of company/agency</u>	<u>my job was</u>	<u>months or years employed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Answer the following eight questions on the basis of your experiences at your institution prior to coming to training, or your anticipated experiences after returning to your institution (check one response on each question):

6. How would you rate the Department of Corrections as an agency to work for, compared with other agencies or companies you know about?

☐ One of the best
☐ Above average
☐ Average
☐ Below Average
☐ One of the worst

7. How would you rate your institution as a place to work compared to other branches of the Department of Corrections you know about?

☐ One of the best
☐ Above average
☐ Average
☐ Below average
☐ One of the worst

8. To what extent do you think about your job as a career in the Virginia Department of Corrections, rather than as a career in criminal justice?

☐ I think of my job solely as a career in the Virginia Department of Corrections.
☐ Primarily as a career in the Virginia Department of Corrections.
☐ Somewhat more as a career in the Virginia Department of Corrections.
☐ Primarily as a career in criminal justice.
☐ I think of my job solely as a career in criminal justice.

9. If you have your way, will you be working for the Virginia Department of Corrections five years from now?

- ☐ Certainly
- ☐ Probably
- ☐ Not at all sure either way
- ☐ Probably not
- ☐ Certainly not

10. How often do you do things in your work that you wouldn't do if it were up to you?

- ☐ Never
- ☐ Once in a while
- ☐ Fairly often
- ☐ Very often

11. Around here it is not important how much you know, it's who you know that really counts.

- ☐ Agree
- ☐ Disagree

12. How much say or influence do people like you have on the way your institution is run?

- ☐ A lot
- ☐ Some
- ☐ Very little
- ☐ None

13. How often do you tell your supervisor your own ideas about things you might do in your work?

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Never | <input type="checkbox"/> Fairly often |
| <input type="checkbox"/> Once in a while | <input type="checkbox"/> Very often |

14. Approximately how old were you when you got the idea of entering correctional work? _____ years

15. How important do you consider each of the following in your decision to enter your present field of work? (Circle the degree of importance in each case. VI means Very Important; I means Important; SI Somewhat Important; NI Not Important.)

VI	I	SI	NI	Influence of relative or friend
VI	I	SI	NI	Previous education
VI	I	SI	NI	Occupation before entering correctional work
VI	I	SI	NI	Job Security
VI	I	SI	NI	Salary
VI	I	SI	NI	Benefits other than salary
VI	I	SI	NI	Work load
VI	I	SI	NI	Promotional or advancement opportunities
VI	I	SI	NI	Good co-workers
VI	I	SI	NI	Prestige in relation to other jobs
VI	I	SI	NI	Desire to help people in need
VI	I	SI	NI	Other (Specify) _____

16. Rate the prestige (desirability) of each of the following occupations by circling the number that represents your personal estimation of the prestige of each occupation. The number 1 should be given the occupation having the lowest prestige, and the number 10 should be given to the occupation having the highest prestige. You may give the same rating to more than one of the occupations, if they appear to be exactly equal.)

Probation or Parole Officer	1 2 3 4 5 6 7 8 9 10
Correctional counselor	1 2 3 4 5 6 7 8 9 10
Physician	1 2 3 4 5 6 7 8 9 10
Prison Correction officer	1 2 3 4 5 6 7 8 9 10
farm worker	1 2 3 4 5 6 7 8 9 10
Priest	1 2 3 4 5 6 7 8 9 10
Policeman	1 2 3 4 5 6 7 8 9 10
Coal miner	1 2 3 4 5 6 7 8 9 10
Garbage Collector	1 2 3 4 5 6 7 8 9 10

17. Taking into consideration all the things about your job (work), how satisfied or dissatisfied are you (or do you think you will be)?

☐ Very satisfied
☐ Satisfied
☐ Not at all sure at this time
☐ Dissatisfied
☐ Very dissatisfied

18. Based on your experience, do you think you now have enough education for the kind of work you do?

☐ yes
☐ no

19. How interested do you think you might be in each of the following types of further training or educational opportunities (Circle the degree of interest in each case. VI means Very Important; I means Interested; SI means Somewhat Interested; NI means Not Interested).

VI	I	SI	NI	On-the-job training at my institution
VI	I	SI	NI	Workshops or courses conducted by the Department
VI	I	SI	NI	Workshops or courses put on by persons outside the Department
VI	I	SI	NI	College courses if available at my institution
VI	I	SI	NI	College courses on a community college or a university campus
VI	I	SI	NI	Other (specify) _____

20. If you wanted more education that might advance you in your field of work, how important would each of the following things be as an obstacle in obtaining such education? (Circle the degree of importance in each case. VI means Very Important; I means Important; SI Somewhat Important; NI means Not Important).

VI	I	SI	NI	Expense involved
VI	I	SI	NI	My age
VI	I	SI	NI	My family
VI	I	SI	NI	No salary increase of study
VI	I	SI	NI	Anticipated difficulty of the training
VI	I	SI	NI	Problem of obtaining leave-of-absence
VI	I	SI	NI	Would not really improve my job performance
VI	I	SI	NI	Would not make a difference in terms of promotional opportunity
VI	I	SI	NI	Other (specify) _____

13. Man, age 27.

"I've come to the conclusion that if I'm not happy in the work I'm doing, then I'll get another job. And that's what it adds up to. I've hung on because I spent four years in college getting ready to do it. Now I think I'd be a lot happier if I chucked the whole thing and entered this other field-- even if it does mean starting at the bottom and working my way up--"

- a. You feel that you'd be a lot happier if you could just escape your work and start out in a field where you are more adequate; is that it?
- b. Whether this is the field in which you'll end up no one can say, but it seems to me quite sound that you are counting more on yourself.
- c. Have you thought of the possibility of working out a combination line? It seems a shame to just toss out all you've lined up so far.
- d. You've decided that you'd do better to change.
- e. How much study have you given this new field?

14. Girl, age 23 (physical handicap).

"I can't do any of the things my sister does. I can't dance or go riding or date the boys. I'm a-- I look at Charlene, and I wish I was her. You can't know the feeling I get deep inside me. I want to be able to have pretty clothes like hers and to go out and have a good time. It makes me sick inside me. But she can't help it. She was born that way. And I can't help it because I was born this way-- And I get this feeling. I love my sister. Really I do-- But I just cried and cried--until I was sick. I want the things other girls have. I can't help it. I'm only human. I know it's a sin to feel as I do. But she has everything and I have nothing."

- a. I'm wondering, since you aren't going to be able to engage in physical activities as your sister does, I'm wondering if there aren't some other sources of activities which might be satisfying.
- b. I can appreciate why you'd envy her so, but since you can't compete with her it's not much use in using up your energies with envy. You've got to buckle down and build a world that satisfies you.
- c. In other words, you feel envious of your sister because you can't compete with her and you feel guilty about your envy because you love your sister too.
- d. I'd like to get a better idea of just how you react to her directly and how she reacts to you in some of these situations.
- e. You say in one breath that you envy your sister. You say next that you love her. Now couldn't your feelings of guilt be due to these conflicting feelings?

17. Girl, age 18.

"Oh, I couldn't work through my problem without help. You ask me questions and tell me-- Because I wouldn't be able to-- Honestly-- I haven't got any idea how to go about it. I don't want to-- It's like down at the office, I can't go ahead on my own. I just can't. I want to be told. Then it's not my fault if things go wrong-- And they could go wrong-- Because I don't know how things should be done, I feel so helpless."

a. You say it's not your fault if things go wrong even after you've been told what to do. Can you tell me what you mean there?

b. You feel that you just aren't capable of doing things unaided.

c. We'll need to work on building up your self-confidence.

d. Well, I could suggest some of the things you might talk about here in our interview and some of the things you might think about between interview. I might also suggest some things for you to do about your office work that ought to make it a little easier for you.

e. You feel dependent upon someone else for nearly everything you do, don't you? And it probably makes you panicky when people throw you on your own, too. But when people tell you what to do you don't have to assume the real responsibility and hence it's not your fault if things go wrong. They just didn't tell you enough.

18. Man, age 46.

"Well, this new man came into the company. He's a big shot. Has all the answers. Thinks he's going places. But, by God, he doesn't know George P. Quipenque! I'll get ahead of him if I have a stroke trying!"

a. You feel that you must be out in front. That it is really important to you to be the better man.

b. It's a fine thing to try to get ahead but do you think that by starting out with such an attitude toward him you're going at it right?

c. And that will probably take a lot of careful planning and thinking. You'll want to go carefully.

d. You feel like this man is trying to get ahead of you.

e. Why is it so important to you to want to get ahead of this man?

21. Woman, age 43.

"I've decided that this is not going to help me. All it does is make me realize what I have to do, and I'm sick of taking responsibility. I don't think I'll come back any more."

- a. Of course it has to be your decision. I can't force you to come. But you certainly aren't going to settle anything by backing away from it.
- b. This has been too painful to you and now you want to escape the situation which produces the pain.
- c. It just doesn't seem to fill the bill for you.
- d. I'd like to know what your thinking has been in coming to this decision.
- e. Sometimes taking responsibility can be a pretty demanding thing. Possibly if you decided to continue coming we could reach a point where you enjoyed responsibility.

22. Man, age 41.

"I've been married four times and each time I've thought, 'Boy, this is the real thing!' But none of them has ever been like this girl. She's the most beautiful girl you ever saw, and dance! And she dresses like a million dollars. She's out of this world!"

- a. You're really enthusiastic about her.
- b. How does she compare with your other wives? How did you feel about them before you married?
- c. If she's anything like you seem to feel she is, she must be quite a catch. Maybe this time you'll stick.
- d. You may be making the same mistake again.
- e. You're looking for some sort of ideal woman, and the only way you can identify her is through her physical appearance.

LIST OF TOPICS

1. Objective of In-Service Training
2. The Philosophy of Corrections
3. Organization of the Department of Corrections
4. Development of Corrections
5. Effects of Incarceration
6. "Correctional Officer as a Source of Change"
7. Self Defense
8. Inmate/Officer Relationship
9. Physical Fitness
10. Criminal Justice System
11. Corrections and Related Law (Title 53)
12. Legal Responsibility and Authority of Correctional Officer
13. Court Decisions (Disciplinary Procedures)
14. Communication
15. Inmate Behavior
16. Institution Climate (Prison Community)
17. Recognition of Unusual Prisoners
18. Probation and Parole
18. Public Responsibility and Relationship of Corrections Officer to the Public
20. Transportation and Movement of Prisoners
21. Courtroom Demeanor and Appearance
22. Firearms Training
23. Inmate Supervision
24. Adjustment Committee Actions/ Report Writing
25. Security, Custody, Control
26. Searches
27. Correctional Officers Role in Incident Investigation
28. Control of Inmates
29. Riot Training
30. Human Relations
31. Drug Program

3. From the list of topics provided, write those which you feel you should have spend more time on, those you feel you should have spent less time on, and those you feel should be deleted.

More Time Spent

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Less Time Spent

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Deleted

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

2. In the list of topics below, rate each item in terms of how much you feel you learned.

Put "1" if you feel you learned much.

Put "2" if you feel you learned little.

Put "0" if you do not have an opinion about the topic.

- | | |
|--|---|
| <input type="checkbox"/> Objective of In-Service Training | <input type="checkbox"/> Recognition of Unusual Prisoners |
| <input type="checkbox"/> The Philosophy of Corrections | <input type="checkbox"/> Probation and Parole |
| <input type="checkbox"/> Organization of the Department of Corrections | <input type="checkbox"/> Public Responsibility and Relationship of Correction Officer to the Public |
| <input type="checkbox"/> Development of Corrections | <input type="checkbox"/> Transportation and Movement of Prisoners |
| <input type="checkbox"/> Effects of Incarceration | <input type="checkbox"/> Courtroom Demeanor and Appearance |
| <input type="checkbox"/> "Correctional Officer as a Source of Change" | <input type="checkbox"/> Firearms Training |
| <input type="checkbox"/> Self Defense | <input type="checkbox"/> Inmate Supervision |
| <input type="checkbox"/> Inmate/Officer Relationship | <input type="checkbox"/> Adjustment Committee Action Report Writing |
| <input type="checkbox"/> Physical Fitness | <input type="checkbox"/> Security, Custody, and Control |
| <input type="checkbox"/> Criminal Justice System | <input type="checkbox"/> Searches |
| <input type="checkbox"/> Corrections and Related Laws (Title 53) | <input type="checkbox"/> Correctional Officers Role in Incident Investigations |
| <input type="checkbox"/> Legal Responsibility and Authority of Corrections Officer | <input type="checkbox"/> Control of Inmates |
| <input type="checkbox"/> Court Decisions (Disciplinary Procedures) | <input type="checkbox"/> Riot Training |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Human Relations |
| <input type="checkbox"/> Inmate Behavior | <input type="checkbox"/> Drug Program |
| <input type="checkbox"/> Institution Climate (Prison Community) | |

4. How would you rate the overall organization and operation of the 160 hour correctional officer course? Circle VG (Very Good), G (Good), F (Fair), or P (Poor).

VG G F P

5. How would you rate the availability of the training staff outside class time to meet your personal needs? AA (Always Available), UA (Usually Available), SA (Seldom Available), or NA (Never Available).

AA UA SA NA

How would you rate the training facility? That is, classrooms, washrooms, living quarters, etc. VG (Very Good), G (Good), F (Fair), or P (Poor).

VG G F P

7. Do you live at the Training Center during training?

_____ Yes

_____ No

How would you rate the overall pace of the training? TF (Too Fast), JR (Just Right), or TS (Too Slow).

TF JR TS

Rank order the following methods of presentation from one to seven. One equals the best liked method and seven the least liked.

_____ lecture

_____ discussion

_____ role play

_____ small groups

_____ simulation (practice)

_____ handouts

_____ audio visual aides - films, film strips, etc.

14. List any topics you would like to see added to the training program.

15. What is the one most important thing you will remember about the past four week training period.

16. Use the space below to write any comments relative to the training program or this research project.

14. Jim Collins is the best. (P)
15. Training is generally good, but needs more organization. (PC)
16. I only regret that the things I learned here will only be applicable to me and the other students on a personal basis. (PC)
17. Training was excellent. (P)
18. Questionnaire should be given after the test. (N)
19. Training was excellent but would benefit from a tightening and reorganization of the schedule. (PC)
20. Training was excellent but more time was needed. (PC)
21. Classrooms and living areas could be improved. There is no recreation or amusement facilities within a reasonable distance. (NC)
22. Training was real good, but more time was needed. (PC)

Group II

Total Tests - 39

No Response on Comments - 27

Total Responses - 12

1. I've learned a great deal and would like to continue to advanced courses. The instructors are excellent. (P)
2. A good basic training course, I only wish it could last longer. (PC)
3. Is worth the time. (P)
4. Training is very helpful for future work. (P)
5. Very good. (P)
6. The research is trying to fit me in a pattern, I feel it says I'm either right or wrong. Don't like analysis part.
7. Training school is most outstanding component of Department of Corrections, but I will never get to use what I've learned. Human relations should be on more understandable level. (PC)
8.
 - (1) Extend course to eight weeks. (NC)
 - (2) Introduce physical training at unit level and provide facilities. (NC)
 - (3) More self defense. (NC)
 - (4) Get more funds for training, pay, uniforms. (NC)
 - (5) Develop applicable training films. (NC)
 - (6) Have beer party at end of session. (NC)

4. Training was serious and thorough. (P)
5. Very beneficial. (P)
6. These guys did a good job, but more time was needed. (PC)
7. I will be fired if I use the training I have received. (N)
8. I hope we all continue to improve. (Jim Collins - great instructor) (N)
9. Very good study aid, but more time for material. (PC)
10. Outstanding overall, but more effort should be exerted to instill pride in CO about his job. (PC)

Group V

Total Tests - 61

No Response on Comments - 29

Total Response - 32

1. Learned a great deal, would like advanced courses, instructors are exceptional. (P)
2. Has its problems like any other place, but no major ones. (N)
3. Helped me understand my job better. (P)
4. Too much noise among students. Some subjects were boring. Instructors were good and willing to help. (P)
5. Training center is good school, but it has alot of effect on older men. They need to be talked to so they won't quit. (PC)
6. Very good. (P)
7. I feel I've gained a great deal. (P)
8. All the instructors are great. (P)
9. After four weeks at a fast pace, this research may not be accurate. (Ng)
10. Everything was alright. (P)
11. All the old state farm guards should take a human relations course. (NC)
12. Training was helpful. (P)
13. Training good; instructors understanding. (P)
14. Course should be made more demanding on each student. (NC)
15. Training good, but a few things unnecessary (human relations, inmate behavior). (PC)

7. Very helpful, but not enough time. Instructors good. (PC)
8. Good, but don't have enough time to train good. (PC)
9. Necessary, but speakers boring. (PC)
10. Enjoyed everything, but more time needed. (PC) Good instructors. (P)
11. Research too long and drawn out. (Ng)
12. Great experience for me. (P)
13. Good training, but should be longer. (PC)
14. Training Center should be moved somewhere else where better facilities can be provided. (NC)
15. Overall good. (P)
16. Fantastic, but location could be moved.. (PC)
17. Very good, but more training in other fields. (PC)
18. Very good. (P)
19. Enjoyed training and classmates and instructors. (P)
20. Herb, Jim and Greg made it a success. (P)
21. Found this training to be quite wholesome to each company, regardless of experience, age or seniority with state. (P)
22. Good and useful; instructors good. (P)
23. "A must" for all COs. (P)
24. All COs should take, staff made it a success. (P)

Group VII

Total Tests - 34
No Response on Comments - 16
Total Response - 18

1. I'd better keep my opinions to myself. (Ng)
2. I enjoyed the school and instructors. (P)
3. Thanks to training staff, I've learned alot. (P)
4. Learned alot of things I didn't know. (P)
5. It was an experience. (P)

7. Training and instructors were excellent. (P)

Group IX

Total Tests - 50

No Response on Comments - 31

Total Response - 19

1. Glad to have been a part of training. (P)
2. The staff showed extraordinary patience and understanding. (P)
3. Training was good, but grade should be determined by final exam. (PC)
4. Training was beneficial. (P)
5. Okay. (P)
6. Has enabled me to see my mistakes and correct them. (P)
7. Research of training is important. (P)
8. Any person who has contact with inmates should be required to take it.
(P)
9. Smoking in class is a deterrent to learning for non-smokers and cheating on tests was obvious. (NC)
10. Classes too large and films boring. (Ng)
11. Feel I can now do a good job at the institution. (P)
12. Training was good but time should be extended. (PC)
13. Time should be extended. (NC)
14. Good, but too fast. More recreation needed. Instructors good. (PC)
15. Staff did a good job. (P)
16. Real good program. (P)
17. Instructors very good. (P)
18. All necessary and productive. (P)
19. Training staff did good job for time allotted. (P)

II. Attitudes Toward Institutions

A. College Students, Delinquents and Pre-Delinquents Exposed to Inmate Panels and Prison Tours. (Source: Brodsky, 1970)

<u>GROUP</u>	<u>SEX</u>	<u>PRETEST</u>			<u>POSTTEST</u>		
		<u>N</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Sig.</u>
Southern Illinois Univ. Students	Males	14	4.96	1.86	4.46	1.50	n.s.
	Females	13	4.72	1.50	4.52	1.64	n.s.
Principia College Students	Males	9	6.77	1.99	5.12	1.50	p < .05
	Females	18	7.68	1.82	4.92	1.21	p < .001
Forestry Camp Delinquents		8	8.70	1.93	9.41	1.49	n.s.
High School Pre-Delinquents		15	7.80	2.13	7.27	1.77	n.s.

III. Helping Relationship Inventory

A. Training Officers and Correctional Officers in University-Based Training Sessions. (Source: The Center for the Study of Crime, Delinquency, and Corrections, 1968)

<u>SCALE</u>	<u>TRAINING OFFICERS, N=17</u>				<u>CORRECTIONAL OFFICERS, N=43</u>		<u>MIDDLE MANAGEMENT, N=13</u>	
	<u>PRETEST</u>		<u>POSTTEST</u>					
	<u>Actual Mean</u>	<u>Converted Score**</u>	<u>Actual Mean</u>	<u>Converted Score**</u>	<u>Actual Mean</u>	<u>Converted Score**</u>	<u>Actual Mean</u>	<u>Converted Score**</u>
Understanding	72.29	34.70	61.57	29.55	90.77	43.57	77.54	37.22
Probing	60.35	28.97	59.20	28.42	70.09	33.64	66.00	31.68
Interpretative	78.65	37.75	80.79	38.78	75.67	36.32	81.92	39.32
Supportive	84.82	40.71	89.01	42.72	74.02	35.53	75.54	36.26
Evaluative	76.47	36.71	85.72	41.15	65.14	31.27	74.00	35.52

**Converted to range comparable to HRI in this study (by multiplying 25 item scores by 12/25).

END