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A STUDY OF THE MOTIVATION OF SCHOOL TEACHERS IN PENAL
INSTITUTIONS

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A STUDY OF THE MOTIVATION OF SCHOOL TEACHERS
IN PENAL INSTITUTIONS

By

George M. Calvert

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ABSTRACT

A STUDY OF THE MOTIVATION OF SCHOOL TEACHERS IN PENAL INSTITUTIONS

By

George M. Calvert

Background

Teachers in Michigan penal institutions work in a rather unusual situation: their students may be volatile in nature, their role in the institution is subordinate to the security aspect of the institution and their curriculum has been rigidly standardized to accommodate the demands of the penal system. Despite these circumstances, the Michigan Department of Corrections has been able to maintain adequate staffing to meet the educational needs of the system. The purpose of this study is to investigate the reasons, both personal and professional, that teachers maintain their positions with the Michigan Department of Corrections and also the factors which may influence them to exert effort beyond the minimum requisite to maintain this position.

Methodology

All ninety-five teachers employed in the academic schools of Michigan prisons were queried concerning the effect of possible motivational factors upon their employment. Ninety-three percent of the teachers, outside of Marquette Branch Prison, responded to the questionnaire. Responses were analyzed using means, standard deviations, cross

tabs and chi squared tables.

Findings

Teachers do not feel they hold their positions simply because they have no other option but rather because they choose to teach in prisons. They feel they are an elite group and they place great value on the practical benefits of their position. They choose to associate themselves with public education rather than with the criminal justice system.

Their primary goal on the job is teaching their subject area with goals of teaching for student change, improving the education system, controlling their classrooms, exhibiting their skills and obtaining recognition for their efforts. Little difference between teachers was associated with variations in security of the institutions, age group of students or demographics of the teachers. Teachers who were permitted to develop their own courses differed from those who teach standardized courses in that the former place greater emphasis on teaching for student change. All groups of teachers feel they can obtain success in their jobs and would accept the position again given the opportunity to start over.

To my wife, Joy, and my daughters Jennifer and Amanda, who helped me keep life in perspective while I was pursuing this educational endeavor. While they may not have expedited the process they did make it a lot more enjoyable.

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CHAPTER I

INTRODUCTION

Officially, individuals are confined to penal institutions in Michigan for violating one or several of the laws of the State. In reality, there are two reasons for confining an individual in a correctional facility; either he has committed an offense and society wishes to punish him, or he has committed an offense and society is afraid of him. In either case, he has been found guilty of committing an act which society will not tolerate. Some individuals who are confined in Michigan penal institutions have simply made a mistake and are content to pay the consequences while they await their return to society, where they hope to spend the rest of their lives as normal, productive citizens. Others are bitter toward society and their position in society; this bitterness may become a motivational force permeating their actions.

Discussions concerning penal institutions and corrections systems tend to focus on the rehabilitative efforts of those systems; however, the primary function of corrections is not the rehabilitation of offenders, but rather the punishment of criminals. Prisons were not established to "rehabilitate" individuals but to punish "wrongdoers" or protect society from them for a time. Rehabilitation or treatment, by the nature of the corrections system, is relegated to a secondary function of a penal institution. Treatment is not only tolerated but encouraged, as long as it is kept in perspective with the primary custody efforts of that institution.

Since teaching in the academic school of a penal institution is a treatment function of that institution, teachers who work in those academic schools serve a secondary function within the Department of Corrections. By policy, teaching is only a secondary function of individuals who are employed as teachers within the Department of Corrections; the primary function of each employee is custody. Teachers, along with other treatment personnel, are firmly entrenched on the bottom of their correction institution's hierarchy.

In order to provide educational services to inmates in Michigan penal institutions, the Department of Corrections has hired certified teachers to work in the academic schools of the various penal institutions throughout Michigan. Despite the type of students the Department of Corrections maintains, the bitter nature of some of these individuals and the secondary status of the teaching position within the corrections hierarchy, the Michigan Department of Corrections has been successful in attracting and maintaining teachers to fulfill the staffing needs of the various institutional academic schools.

Purpose

The purpose of this study is to investigate the reasons, both personal and professional, that teachers maintain their positions with the Michigan Department of Corrections, and also the factors which may influence them to exert effort beyond the minimum requisite to maintain this position.

Conceptual framework

This research is based upon the premise that there is a duality in employment-related motivation; the first set of factors affecting

motivation in the work force is "participation" factors, which determine the amount of freedom an individual is willing to relinquish to an organization. "Production" factors affect the amount of effort an individual is willing to expend beyond the minimum requisite to fulfill his contractual obligations (March and Simon).¹

In order for an organization to maintain a stable workforce, the participation motivators must be sufficient to balance the freedom the employee relinquishes in order to maintain his employment. This balance is described by March and Simon:

The inducements-contributions balance has two major components: the perceived desirability of leaving the organization and the utility of alternatives foregone in order to stay in the organization.²

While a low turnover rate among teachers in the academic schools of Michigan penal institutions would seem to indicate a positive balance between participation factors and freedom relinquished by the teachers; this low turnover rate may also indicate that the teachers perceive their alternatives as being limited to remaining in their current position or leaving the teaching profession altogether. Thus, default becomes a motivation to participate in the organization.

Porter and Lawler (1968)³ established the following criterion for a reward to become a motivator to produce: An individual must perceive his efforts as leading to accomplishment which will lead to

¹James March and Herbert Simon, Organizations, (New York: John Wiley and Sons Inc.), p. 83.

²Ibid.

³Layman Porter and Edward Lawler III, Managerial Attitudes and Performance, (New York: Richard D. Irwin Inc., 1968), p. 165.

the obtainment of the reward. The reward must relate to both accomplishment and satisfaction before it can be a continuing motivator to produce. In its basic form the Porter and Lawler Model looks like the following:

 Effort + Ability = Accomplishment ---- Reward ----- Satisfaction

For the purpose of this study, reward and success will be used interchangeably to mean whatever the individual teacher perceives as worth working for or trying to achieve on his job. This definition is in agreement with Frederick Herzberg, who associates worker satisfaction and "a feeling that you have achieved."

From the Porter-Lawler Model we can extrapolate the following conclusions:⁴

Because of the experiences of an individual throughout his career, a potential reward may serve as a production factor at one stage of his professional development and lose its motivational potential at another stage, if the reward is no longer perceived by the individual as relating to effort or satisfaction.

A reward may be a production factor to one group of employees and not to another group if the effort requisite for accomplishment varies among the groups or if perception of that effort varies. The strength of any reward as a motivator is dependent upon the perception of the individual.

In order to investigate the possible production factors affecting teacher motivation in Michigan penal institutions, it is necessary

⁴Ibid., 165.

to not only determine what the teachers perceive as being satisfying but also their perception of the relationship between effort and reward; and reward and satisfaction. The investigation must consider the experience of the teacher and the type of institution in which he is employed.

Review of the literature

Literature will be reviewed from two areas for this research: the first area will be literature relating to general motivational theory, particularly as it pertains to the two factors of motivation. The second area deals with motivational factors as they relate specifically to the teaching profession.

Much current research concerning employee motivation revolves around Herzberg's "Motivation Hygiene Theory" (1966).⁵ The basis of this theory is that hygiene factors contribute to dissatisfaction by their absence, but do not relate to satisfaction when they are present in the place of employment. Conversely, motivation factors will contribute to satisfaction when present, but do not affect dissatisfaction when absent from the place of employment. The opposite of satisfaction is not dissatisfaction but rather, non-satisfaction; likewise, the opposite of dissatisfaction is not satisfaction, but rather, not dissatisfaction.

Much of the criticism of Herzberg's theory centers around his methodology. Critics contend that the theory is methodbound; replication is possible only when the story technique used by Herzberg is

⁵F. Herzberg, Work and the Nature of Man, (New York: World Publishing Company, 1966), pp. 71-91.

followed. When any other survey method is employed for the study, the results obtained are at variance with Herzberg's and tend to somewhat negate his findings (Soliman, 1980).⁶

Chang associated Herzberg's hygiene factors to lower level needs described in "Maslow's Hierarchy of Needs" and motivation factors with Maslow's higher level needs (1977).⁷ These higher level needs of Maslow have also been associated with intrinsic rewards (Slocum, 1977).⁸

While disagreement with Herzberg's theory is evident throughout motivational literature, one fact remains clear: motivation to participate and motivation to produce are two distinct entities, dependent upon the individual; how he perceives his surroundings and himself; his needs development and his locus of control.

With this multiplexity of factors affecting the motivation of an individual, one factor seems innate in mankind; that being affiliation (Chang).⁹ Affiliation is positively associated with prestige of the group, the extent to which group goals are shared by the members, the frequency of interaction within the group and satisfaction of individual needs by the group. A negative relationship has been found between affiliation and competition within the group (March and Simon).¹⁰

⁶H. M. Soliman, "Motivation-Hygiene Theory of Job Attitude," Journal of Applied Psychology, 54, pp. 452-61.

⁷Kae H. Chang, Motivational Theories and Practices, (Columbus, Ohio: Grid Inc., 1977), p. 80.

⁸J. W. Slocum, "Motivation in Managerial Levels," Journal of Applied Psychology, 1971, 55, pp. 312-16.

⁹Chang, p. 80.

¹⁰March and Simon, p. 163.

Motivation as it relates specifically to members of the teaching profession was the subject of a study conducted by Masling and Stern (1966).¹¹ The study involved interviewing a select group of teachers in the Syracuse, New York public schools to identify "unconscious" motivational factors influencing teachers within the school system. The factors were reduced to a questionnaire which was administered to the general teaching population within all Syracuse public schools. The ten factors which were identified and defined are listed below.

1. "Practical": Teachers are motivated by instrumental values such as salary, hours, vacation time, etc.
2. "Status-striving": Teachers are motivated by the prestige associated with the position.
3. "Nurturant": Teachers are motivated by a desire for student affection.
4. "Nondirective": Teachers are motivated by a desire to teach students to be independent.
5. "Critical": Teachers are motivated by a desire to reform and improve their profession.
6. "Pre-adult fixation": Teachers are motivated by a desire to associate with young people.
7. "Orderly": Teachers are motivated by a desire to codify and regulate behavior.
8. "Dependent": Teachers are motivated by a desire to place their reliance on other individuals such as a school administrator.
9. "Exhibitionist": Teachers are motivated by a desire for attention. A desire to exhibit their skills.
10. "Dominant": Teachers are motivated by a desire to demonstrate their superiority and authority.

¹¹ Joseph Masling and George Stern, The Pedagogical Significance of Unconscious Factors in Career Motivation for Teachers, Comparative Research Project, 1966.

Dan Lortie¹² reported on a study conducted in the early 1970's which used a similar approach in methodology for studying teacher motivation to that used by Masling and Stern. "The Five Town Study" used an interview technique utilizing open ended questions to obtain information concerning motivational factors affecting public school teachers. The questionnaire developed from this study was used in the "Dade County Florida Study."¹³ From these studies Lortie developed the following set of factors which he divided into three parts: "Extrinsic rewards" are related to participation factors, "psychic rewards" are related to production factors and finally he referred to "ancillary rewards" which he felt related to neither production nor participation factors.

Extrinsic Rewards:

- a. Salary
- b. Respect from others
- c. Chance to influence

Psychic Rewards:

- a. Chance to study, read and plan for class
- b. Discipline and classroom management
- c. Knowing I have reached students and they have learned
- d. Chance to associate with other teachers

Ancillary Rewards:

- a. Security of income
- b. Time (esp. summer) for travel etc.
- c. Freedom from competition and rivalry
- d. Appropriateness for people like me

Lortie also found that teachers varied in motivational effects of rewards because of differences in sex and experience.

¹²Dan C. Lortie, Schoolteacher: A Sociological Study, (University of Chicago Press, 1975).

¹³Ibid., p. 123.

In summary, as March and Simon suggest, there are two types of factors which affect one's willingness to productively participate in an organization; they dichotomized them into production factors and participation factors. The former keep an individual merely affiliated with the organization and the latter compel that individual to produce beyond the minimum requisite to maintain his affiliation. This dichotomy is clarified by Porter and Lawler, who suggest the definition of production factors does not lie with the organization per se, but rather with the individual, who develops his own behavior according to his perception of effort and reward and the relationship between the two. In other words, while we recognize the extent of the factors which affect motivation, in order to understand behavior in an organization we have to understand the assessment of the factors as they affect individual behavior.

The interest is in understanding the behavior of teachers who work in a very unusual educational environment, prisons, where, as we see it, the traditional teaching rewards are not available and where education is subservient to custody. The purpose is to investigate the reasons, both personal and professional, that teachers maintain their positions with the Michigan Department of Corrections and also the factors which may influence them to exert effort beyond the minimum requisite to maintain this position.

Exploratory questions

In order to complete this investigation, it will be necessary to answer the following questions:

- I. What are the participation factors affecting teachers in the academic schools of Michigan penal institutions?
 - a. Do teachers in Michigan penal institutions maintain their employment because they feel they have no other option?
 - b. How do the teachers in Michigan penal institutions view the practical benefits of their position?
 - c. Do teachers in academic schools of Michigan penal institutions enjoy their affiliation with the criminal justice system?
 1. Do they associate their position with the "Macho" image?
 2. Do they consider themselves an elite group?
 3. Do they associate more prestige to criminal justice positions than to positions in public education?
- II. What are the production factors affecting academic school teachers in Michigan penal institutions?
 - a. Do they associate success with cognitive learning by their students?
 - b. Do they associate success with student change?
 - c. Do they desire to demonstrate their pedagogical skills?
 - d. Do they desire to exert control over others?
 - e. Do they seek advancement to a higher position within the correction's hierarchy?
 - f. Do they seek recognition from others within the prison?
 - g. Do they seek to improve the educational system within their institution and/or within the Department of Corrections?
- III. Do teachers in academic schools of Michigan penal institutions perceive their production factors as viable in their current situation.
- IV. How do the following relate to both participation and production factors for teachers in Michigan penal institutions:

- a. Sex of the teacher
 - b. Experience of the teacher
 - c. Subject area taught
 - d. Age of the student
 - e. Sex of the student
 - f. Security level of the institution
 - g. Satisfaction of the teacher with his position
- V. Would the teachers in the academic schools of Michigan penal institutions accept the position again if given another chance to start over?

Description of the system

The Michigan Department of Corrections maintains thirteen prisons, three reception centers and eleven minimum security camps. In aggregate they employ over five-thousand staff and house over twelve thousand convicted felons. The inmate population of Michigan prisons, while heavily represented by urban minorities, does reflect the demographics of the state, in that there are inmates from all areas, all races, most socio-economic backgrounds and both sexes, however, not in proportion to the society as a whole. While the average age of an inmate is twenty-five years, ages range from teenager to septigenerian. They are serving time for crimes ranging from writing bad checks or breaking and entering to rape and murder with sentences ranging from a few months to multiple lives; the average sentence is under five years. Some residents enter prison not knowing how to read or write while others are college graduates who have held responsible positions in their respective communities.

The Department of Corrections attempts to segregate individuals incarcerated in prison by their sex, age, amount of security required for the individual and, when possible, by the programming or treatment needed. The various institutions are designed and staffed for a

particular type of clientele; one prison is used strictly for female inmates without regard for security level and age; all other prisons and camps are for male offenders only. The male institutions are divided into three groups according to the security needed by the individual: the first group are minimum security prisons which maintain inmates with low assaultive risks who are not considered a threat to attempt to escape from prison (all camps are classified minimum security). The second group, medium security prisons, maintain individuals with a higher assaultive risk who are considered more likely to attempt an escape than do minimum security institutions. The last group of institutions are maximum security institutions; with the exception of a few technical differences close custody and maximum security institutions are the same, in this paper they will be considered together in the category of maximum security. These institutions house the most assaultive and/or the most likely to escape of all residents in Michigan prisons. When an individual in a minimum or medium security institution commits a major misconduct he may be placed into a higher security prison as a consequence. Some institutions house residents under the age of twenty-five, others house those over twenty-five years and still others maintain only those between twenty-one and thirty years of age. This segregation of residents is designed to facilitate both control and treatment efforts. While the idea of segregation is programmatically solid, the habitual over-crowding of the system prevents full implementation. Inmates must be placed where there is room for them, regardless of other considerations, this pattern of placement, where there is room, may upset the patterns of the

various institutions.

Education within the system

While the security of residents is the primary function of all correctional institutions, rehabilitation or treatment efforts are encouraged and even fostered as long as they do not interfere with the primary custodial functions. Part of the treatment program in all institutions and in many of the camps is an education program which emphasizes basic reading, G. E. D. preparation and vocational training.

The secondary nature of education within the Michigan Department of Corrections affects both the structure and function of the educational program within Michigan penal institutions. Custody restrictions determine who will attend classes, when classes will be held and when a student will be pulled out of classes either to attend other functions, to be disciplined, to go to court, or to be transferred to another institution. All of these actions can transpire with no prior warning to either the student or the teacher. The education program and the teachers operation within that program are forced to adapt to the mandates of custody. They must make accommodations for the student who is gone for a day, a week, or even several months. The transitory student or the intermittent student is not the exception, as in public school, but the rule; few students are able to complete their education with no interruptions. Because of these constant interruptions in programming, the Michigan Department of Corrections has been compelled to develop a standardized, open-ended curriculum for all schools throughout the correctional network. The system adopted by the academic schools is a competency-based system

utilizing standardized modules and reference materials for each course taught in any of the schools.

The ultimate goal of the high school program is a G. E. D. certificate and a vocational trade. The G. E. D. was implemented in lieu of the high school diploma because the average sentence being served in prison is approximately three years, too short a time period for completion of a high school program.

The teachers

The Michigan Department of Corrections employs approximately ninety-five full-time academic school teachers in the various institutions and camps throughout the State. (A demographic breakdown of the teaching staff will be supplied in chapter 3 under Selection of a Study Group). While the academic achievement of teachers in the total system was unavailable, the teachers employed at the State Prison of Southern Michigan, the largest institution in Michigan, will be used as an example, (it is felt that the teachers at the State Prison do not vary measurably from the norm within the system). Over two-thirds of the teachers have at least a master of arts degree, with several having a masters degree plus thirty additional hours. As in other school systems of Michigan, additional remuneration is allotted to teachers who achieve a masters degree and still more for a masters plus thirty hours. All teachers employed in the academic schools are certified to teach in the State.

Teachers, like all other employees working on the grounds of a Michigan penal institution are required to follow certain administrative procedures, many of which are peculiar to penal institutions.

When they accept their position teachers are oriented to the policy that in the event they become hostages while in their work stations, they will not be ransomed by the civilian authorities nor will the Michigan Department of Corrections acquiesce to any demands of the residents in exchange for the employee's safety. Teachers are required to account for their time on the job by "punching" a time clock when they enter the institution and when they leave the institution. They are not permitted to place any personal phone calls from institutional phones inside the institution; often calls from outside the institution to a teacher inside are refused by the operator if she deems the call to be personal in nature. All calls made from institutional phones by employees are subject to monitoring by the operator. Any person entering a medium or maximum security institution is subject to be searched, both their person and anything they may be carrying. Reading materials such as newspapers, magazines and books which are not directly related to their subject matter are not permitted to be carried through the gate into the prison. A comparison of the position of teachers in public schools may serve to explain the variance of the status of prison school teachers and their counterparts in a public school system (See Appendix A:1). As can be seen, the Corrections School teacher is on the periphery of the organizational chart not in the center as are public school teachers.

In general, custody personnel in the various institutions view teachers as naive individuals to be tolerated rather than as professional co-workers to be aided. The following incidents illustrate this point:

A teacher allowed his inmate aide to borrow a three hole punch to take to his cell and prepare some papers needed for the aide's college notebook. An officer obviously felt that the aide was stealing the punch and wrote a disciplinary report on him. When the teacher went to the lieutenant to explain the situation, the teacher was informed that "it is people like you who are naive enough to believe an inmate can be trusted with state property in their cells, who cause inmates to get into trouble." The teacher was led to believe that he could blame himself for the difficulty the inmate was having. The disciplinary report was later dismissed because, in reality, no regulation had been broken; however, the lieutenant had let the teacher know that he was considered naive.

The school administrators in one of the prison schools had purchased a number of reference books to be used as a resource library for the teachers in the academic and vocational schools of that particular institution. There was some question, at the time, on the part of the prison administration concerning the necessity of such a resource library. Responding to questions of one of the investigators in the matter, one teacher stated, "We are professionals and must keep up with the latest innovations in our profession. Most public schools provide reference materials for their teachers." The investigator responded, "You are not professionals, if you were professionals you would not be working here."

A researcher was visiting one of the Michigan prisons to distribute a questionnaire to the teachers of that institution. Before going to the school the researcher reported to the superintendent of

the institution to inform him of his intentions and to receive a formal sanction upon his visit. After meeting with the superintendent the researcher was told to continue with his project; whereupon the superintendent called the principal of the school and told him that someone from central office was on his way to the school so he should insure that his teachers were not cooking their breakfast in the teachers' lounge. While this attitude toward teachers is not often displayed in such an audacious manner it is indicative of what teachers view as an underlying feeling among the hierarchies of many correctional facilities.

These anecdotes may not prove that the administration or custodial personnel do not accept teachers as fellow professionals, but they seem to convey to teachers a feeling that they are not fully accepted into the mainstream of the correctional community. The realization of their secondary position is conveyed to teachers through their students. Unlike their counterparts in public schools, who are recognized by the students throughout the schools, teachers in institutional schools are not even known by their own students. It is not uncommon for a teacher to ask a student who his mathematics instructor is and have him reply the teacher in room fifteen or some other number, rather than by the name of the teacher. This anonymity is not confined to any one school within the Department of Corrections. A teacher in one school may ask a student who his teacher was in his previous school within the system and the student will inevitably not remember or did not know. This is in contrast to the custodial officials who are well known to the residents.

The students

While a few of the students attending institutional schools may have been students at the time of their incarceration, thus their education was interrupted only because they were sent to prison, most were school dropouts before their incarceration. Some lack only a few credit hours for completion of their high school diploma while others have never advanced past the first grade level. Some were involved in special education programs of their local schools while others were involved in advanced academic training in high school. The former may spend their entire sentence trying to learn to read while the latter may spend only a minimum amount of time in the prison schools before acquiring a G. E. D. and progressing into a junior college program.

One thing all students have in common is that they have all relinquished some degree of freedom of movement to be confined for a time in an institution. This loss of freedom manifests itself in myriad ways. Many are seeing their families disintegrate and are thwarted in their efforts to preserve their homes, others are trying to gain their freedom from prison through the courts and must depend upon the efforts of others who, in reality, are not concerned personally about the welfare of the inmate. They dream of freedom and of returning to a community which may be seeking ways to keep them from returning. Amid all this chaos in an individual's life a teacher is expected to motivate the student to learn such esoteric necessities as: sentence structure, phonics, or square roots, using a standardized module system of instruction.

Because of the volatile nature of some of the students, a teacher must be cautious and tactful in his dealing with each

individual. He must be able to discern whether the student is staring out the window in an effort to solve a deep-seated personal problem or because he has finished an assignment and does not have the self-confidence to ask the teacher for assistance. A teacher must write reports on students; reports which may affect the possibility of the student receiving a parole. In writing these reports he must be mindful of his professional responsibility to be honest and straightforward, while keeping in mind that the student may be an extremely volatile individual who will see the report and will remain in the school if parole is denied.

Teachers in institutional schools work an eight hour day and a twelve month year. They are not expected to take work home with them in the evening nor are they expected to spend their evening preparing lessons for the following day. They receive the same sick leave and benefits as do other civil service employees and their vacation time is based upon longevity. Remuneration for teachers in prison school is comparable with their public school counterparts in Michigan, particularly when the difference in the school year is taken into consideration.

Methodology

The possible production and participation factors which were incorporated into the exploratory questions were gleaned from three sources: First, a review of the literature on motivation, in particular the studies of Masling and Stern, and those reported by Lortie concerning teacher motivation. The second source was informal interviews with teachers working in the academic schools of all three

divisions of the State Prison of Southern Michigan (minimum, medium, and close custody). The third source was informal conversations and observations of the teachers who work at the State Prison of Southern Michigan. These observations, conducted by the researcher, covered a span of three years and included all three divisions of the prison, with activities observed ranging from social gatherings, lunch hours, staff meetings, "bull sessions," and classroom teaching.

After the possible production and participation factors were identified, a questionnaire was developed to determine how each of these possible factors is perceived by the teachers involved. The original instrument developed to measure possible production and participation factors was a rather comprehensive questionnaire consisting of one-hundred and twenty statements to be rated according to the degree of agreement/disagreement, by the teacher, using a Likert type scale. This questionnaire contained numerous repetitions as a check on reliability. It became obvious, after checking with some members of the academic school staff, that this instrument needed to be modified and shortened. With the aid of these staff members redundancy in the questions was eliminated and a new instrument developed. This questionnaire was shown to a consultant from the Office of Research Consultation in the M. S. U. College of Education, where more suggestions led to further modifications in format. Additional improvements were forthcoming from discussions with my committee chairman, committee members, fellow prison school employees, the Director of Education for the Michigan Department of Corrections and a research analyst from the Department of Corrections Program Bureau.

The final questionnaire consists of four parts, the first being a personal information section which will be used to obtain information needed to answer question number four. The second, third and fourth parts consist of twenty statements regarding teaching in prison schools, each of these statements is followed by from one to seven sub-statements which are to be rated by the teachers using a Likert type scale to indicate degree of agreement/disagreement with the sub-statement. The first nine of these statements deal with participation factors, the next ten with production factors and the last question deals with whether the teacher would accept his current position if he were given the opportunity to begin again. This question is used to determine degree of satisfaction or dissatisfaction the teacher has in his position.

Because of the density of teachers clustered in the prisons in Jackson, Michigan and Ionia, Michigan areas, the researcher will personally administer the instrument to all academic school teachers in these areas. Teachers scattered throughout the remainder of the State will receive their questionnaire from the administrator of their particular school. These questionnaires will be accompanied by a cover letter explaining the research and guaranteeing the confidentiality of individual responses to the questionnaire. A self-addressed stamped envelope will also accompany the questionnaire so that each instrument can be sent directly to the researcher, avoiding possible compromise of the results by intermediary individuals. Follow-up will be via letter to the institution and personal phone calls to teachers in institutions where response is particularly slow. If additional

follow-up is deemed necessary, a personal visit by the researcher will be performed. This method should guarantee a return of at least 80% of all teachers.

Selection of the study group

The study group is composed of all teachers who are certified to teach in Michigan and are currently teaching in a classroom of an academic school of any of the penal institutions operated by the Michigan Department of Corrections. Certified teachers who serve as teacher's aides, vocational teachers, school counselors, or administrators are not included in this study.

While all teachers are classified employees of Michigan Civil Service and receive the same amount of compensation in accordance with their experience and education, the conditions under which they perform their duties vary greatly among facilities. Institutions vary in their physical appearance, the type of student they house (the age of the student, sex of the student, volatile nature of the student, etc.). This variance may affect the probability of success in reaching a student, thus the motivational effect of various production factors. The relationship among the diverse teaching settings and the motivational effect of production and participation factors will be considered in this study.

Significance

While numerous factors enter into the effectiveness of an academic program, including the program itself, the facilities, the students, the community, etc.; one of the most significant contributors

to an effective program is the quality and motivation of the individual teacher. It is imperative to those involved in educational programming in penal institutions to determine the factors which attract qualified teachers to less than desirable surroundings and what makes them exert effort once they are recruited. A highly talented teacher may lose his effectiveness if he is not motivated to perform beyond minimum standards.

Summary

The interest is in investigating the motivation of teachers working in a very unusual educational environment, Michigan penal institutions, where they serve a secondary function, being subordinate to the custody needs of the institutions. To accomplish this study it is necessary to isolate the factors which may cause the teacher to relinquish a degree of freedom to the Department of Corrections and to exert the effort requisite to maintain this association with the department (participation factors). These participation factors are distinct from a second group of motivators (production factors) which effect the effort an individual teacher is willing to exert beyond the minimum requisite to maintain his position. In order for a possible production factor to actually be a production motivator the factor must require effort on the part of the individual to achieve; it must be considered achievable, and it must be desirable. Once this group of potential production motivators is isolated the task will be to determine if they meet the criterion of a production motivator. Both participation and production factors for teachers will be explored using a survey to include all teachers in academic classrooms within

the Michigan Department of Corrections.

CHAPTER II

REVIEW OF THE LITERATURE

Literature was reviewed in three areas: the first deals with literature as it applies to motivation, particularly as it relates to the two factor theory of motivation. The second area deals with literature as it applies to the teaching profession in particular. The third concerns prison education and possible rewards of prison teachers.

The two factor theory of motivation suggested by March and Simon asserts that the factors which compel an individual to seek and maintain affiliation with an organization are distinct from the influences which cause an individual to exert effort beyond the minimum requisite to maintain that affiliation.¹ The affiliation motivators were labeled participation factors and were described in terms of a balance between inducements and contributions:

Increases in the balance of inducement utilities over contribution utilities decrease the propensity of an individual participant to leave the organization, whereas decreases in the balance have the opposite effect.²

Motivation to exert effort or as March and Simon label it "motivation to produce" is less concrete than participation factors and involves such ideas as employee perception of the situation:

¹March and Simon, p. 93.

²Ibid., p. 93.

. . . we may conclude that high satisfaction, per se, is not a particularly good predictor of high production, nor does it facilitate production in a causal sense. Motivation to produce stems from a present or anticipated state of discontent and perception of a direct connection between individual production and a new state of satisfaction.³

Katz amplified this two factor idea by describing the distinction between the factors and the varying effect each may have on the individual and on the organization.⁴ The first factors were labeled "system rewards" which correspond to participation factors; these rewards accrue to individuals simply because they are members of the organization and include such factors as fringe benefits, cost of living wage increases, job security and pleasant working conditions. Rewards administered for individual effort and performance are the second set of factors; these correspond to production factors and include such items as piece rate incentives, promotion for outstanding work and special recognition for differential contribution to organizational functioning. Katz described the limiting guidelines for each of these two factors in the following manner:

Though the effects of system rewards are to maintain the level of productivity not much above the minimum required to stay in the system there still may be large differences between systems with respect to the quantity and quality of production as a function of system rewards. An organization with substantially better wage rates and fringe benefits than its competitors may be able to set higher levels of performance as a minimal requirement for its workers than the other firms and still hold its

³Ibid., p. 51.

⁴Daniel Katz, "Motivational Basis of Organizational Behavior," Organizational Behavior Readings and Cases, Ed. Theodore T. Herbert, (New York: MacMillan Publishing Co.), p. 131. (Reprinted from Behavior Science, Vol. 9, 1964).

employees, in other words, system rewards can be related to the differential productivity of organizations as a whole, though they are not effective in maximizing the potential contributions of the majority of individuals within the organization. . . . The mediating variable in accounting for organizational differences based upon system rewards is the relative attractiveness of the system for the individual compared to other available systems in relation to the effort requirements of the system. If the individual has the choice of a job with another company in the same community which requires a little more effort but offers much greater system rewards in the way of wages and other benefits, he will in all probability take it. If, however, the higher requirements of a competing system are accompanied by very modest increases in system rewards, he will probably stay where he is.⁵

Three criteria were described as requisite for individual rewards to be effective motivators. While these will be mentioned at this time they will be discussed at greater length later in this dissertation.

If rewards such as pay incentives are to work as they are intended they must meet three primary conditions. 1: They must be clearly perceived as large enough in amount to justify the additional effort required to obtain. 2: They must be followed directly on its accomplishment. 3: They must be perceived as equitable by the majority of system members--many of whom will not receive them.⁶

While individual rewards are effective in encouraging effort from the individual, they do not, in some cases, promote loyalty from these individuals toward the organization but rather toward the type of work they are doing.

The motivational pathway to high productivity and to high quality production can be reached through the development of intrinsic job satisfaction. The

⁵Ibid., p. 131.

⁶Ibid., p. 136.

man who finds the type of work he delights in doing is the man who will not worry about the fact that the role requires a given amount of production of a certain quality. His gratifications accrue from accomplishment, from the expression of abilities, from the exercise of his own decisions. . . . On the other hand, such a person is not necessarily tied to a given organization. . . . It may matter little to him where he does work provided he is given the opportunity to do the kind of job he is interested in doing.⁷

Herzberg approached the two factor theory from the precept that man has two sets of needs; the animal need to avoid pain and the human need to grow psychologically. This premise was tested using interviews with two-hundred engineers and accountants in the Pittsburgh, Pennsylvania area. The subjects were asked to describe incidents in their jobs which made them feel good, incidents which neutralized these good feelings, incidents which made them feel negative toward their employment and incidents which neutralized these feelings. From these studies five factors were determined to be strong satisfiers: achievement, recognition, the work itself, responsibility and advancement. In this case, recognition refers to recognition for accomplishments not merely recognition as a public relations tool. The factors which were determined to be dissatisfiers were company policy, administration, supervision, salary, interpersonal relations and working conditions. Satisfiers were labeled "motivators" and dissatisfiers were labeled "hygiene factors."

Herzberg not only explained what the motivators and hygiene factors were but he also explained why a hygiene factor cannot become a motivator:

⁷Ibid., p. 136.

It is clear why the hygiene factors fail to provide for positive satisfactions: they do not possess the characteristics necessary for giving an individual a sense of growth. To feel that one has grown depends on achievement in tasks that have meaning to the task, they are powerless to give such meaning to the individual. Growth is dependent on some achievements, but achievement requires a task. The motivators are task factors and thus are necessary for growth; they provide the psychological stimulation by which the individual can be activated toward his self-realization needs.⁸

Herzberg makes it clear that motivators and hygiene factors are not opposite ends of the same continuum but rather are parallel continua. The opposite of satisfaction is not dissatisfaction but rather not satisfaction, likewise the opposite of dissatisfaction is not satisfaction but rather not dissatisfaction. Lack of motivators does not lead to dissatisfaction nor does an abundance of hygiene factors lead to satisfaction.

Herzberg's "Motivation-Hygiene Dichotomy Theory" has been widely discussed in current administrative theory literature. Salah and Gygier found "intrinsic rewards" relate closely to motivators in that they tend to be associated with individuals who attack problems in an attempt to achieve while "extrinsic rewards" relate closely to hygiene factors in that they tend to be associated with individuals who seek to avoid punishment.⁹ Maslow's "higher level" needs have also been associated with "motivators" in managers in the higher levels of their

⁸ Herzberg, p. 78.

⁹ S. D. Saleh and T. G. Gygier, "Psychodynamics of Intrinsic and Extrinsic Job Orientation," Journal of Applied Psychology, vol. 53, December 1969, pp. 446-49.

particular organizations. It must be noted that these "higher level" needs were not associated with "motivators" in middle management personnel of these same organizations.¹⁰ In an analysis of several studies which compared "intrinsic" and extrinsic rewards with motivators and hygiene factors, Dyer and Parker discovered confusion regarding the definition of the terms "intrinsic" and "extrinsic." Since the meaning of the terms varied from "internal" and "external" to Maslow's "higher level" and "lower level" needs it was felt that some of the studies on "intrinsic" and extrinsic rewards must be reconsidered.¹¹

While much research has been associated with Herzberg's theory, acceptance of the theory is by no means universal. Criticism of the Herzberg "Motivation-Hygiene Dichotomy Theory" emanates from a myriad of sources: Vroom asserts that in Herzberg's own review of previous studies, Herzberg draws conclusions which are inconsistent with his two factor theory. He further concludes that even if the findings of Herzberg could be replicated perfectly in further studies, there would remain the major problem relating to "defensive process within the individual"; that is people tend to attribute their satisfaction to accomplishment they have achieved while they would attribute dissatisfaction to factors outside their personal control.¹²

¹⁰John W. Slocum Jr., "Motivation in Managerial Levels: Relationship of Need Satisfaction to Job Performance," Journal of Applied Psychology, Vol. 55, August 1971, pp. 312-16.

¹¹Lee Dyer and Donald Parker, "Classifying Outcomes of Work Motivation Research: an Examination of Intrinsic-Extrinsic Dichotomy," Journal of Applied Psychology. Vol. 60, August 1975, pp. 455-58.

¹²V. H. Vroom, Work and Motivation, (New York: John Wiley and Sons, 1964), p. 129.

Dunnette, Campbell and Habel reviewed ten studies to determine the accuracy of the two factor theory and found the results of their studies to be at variance with Herzberg.¹³ A review of literature by Soliman found that surveys using the Herzberg story method tended to support the two factor theory; however, when another method was utilized the results were not supportive of the same theory; for this reason Soliman concluded that the theory was "methodbound."¹⁴

Kallenberg described an oversight in the Herzberg theory which tends to negate the validity ascribed to it by its proponents:

. . . in particular it does not consider individual differences in the satisfactions experienced by people with the same job characteristics. Such differences arise not only because people evaluate similar 'objective' job characteristics differently, but also from differences in what people seek to obtain from their work.¹⁵

The conditions which Katz described as requisite for an individual (production) reward to be effective were amplified by Porter and Lawler. Using the "Value Expectancy Theory" espoused by Vroom¹⁶ as a guide, Porter and Lawler developed a model showing the relationship among the perceived desirability of a reward, the probability of obtaining that reward through individual or group effort and the

¹³M. D. Dunnette, J. P. Campbell, and M. D. Habel, "Factors Contributing to Job Satisfaction and Job Dissatisfaction in Six Occupational Groups," Organizational Behavior and Human Performance, Vol. 2, 1967, pp. 143-74.

¹⁴H. M. Soliman, "Motivator - Hygiene Theory of Job Attitudes" Journal of Applied Psychology, Vol. 54, 1970, pp. 452-61.

¹⁵Arne E. Kallenberg, "Work Values and Job Rewards: A Theory of Job Satisfaction," American Sociological Review, Vol. 42, Feb. 1977, p. 125.

¹⁶Vroom, p. 18.

satisfaction gleaned from the reward once it is obtained. This model was tested utilizing a questionnaire administered to managers from both private industry and government. The survey supported the accuracy of the model.¹⁷

In order for a reward to lead to effort, two conditions must be perceived by the individual: "(1) The probability that reward depends upon performance, and (2) the probability that performance depends upon effort."¹⁸ In the Porter-Lawler model, the perception of the situation is actually more important to motivation than is the reality of the situation:

. . . His behavior, in terms of what he will try to do, will be determined by his own expectation, in other words, whether or not this is in accord with 'the real facts' of the situation.¹⁹

In order for a reward to be a motivator to exert extra effort, there must be a direct perceived tie between all the variables in the equation, otherwise the result of the reward will not prove satisfying to the individual:

. . . Since both the amount of rewards perceived as received and the perceived equitable level of rewards are involved in determining satisfaction, and since either or both of these amounts may, in fact, not be determined by performance in a given situation, we frequently would not expect a strong position correlation between performance and satisfaction.²⁰

¹⁷Porter and Lawler, p. 121.

¹⁸Ibid., p. 19.

¹⁹Ibid., p. 34.

²⁰Ibid., p. 18.

The findings of the Porter and Lawler research were supported by Kopelman using a causal-correlative analysis approach to model validation.²¹ The model was also supported by findings of Karackiewicz who studied high school students and found that rewards for participation decrease "intrinsic motivation" while rewards for achievement increase "intrinsic motivation."²²

In an attempt to determine the "unconscious" motivational factors influencing teachers, Masling and Stern conducted an extensive study of teachers in the Syracuse, New York public schools. From these studies they developed ten "unconscious" motivational factors which they grouped into five personality types and motivational factors. These five factors were labeled: "(1) Task oriented pragmatism, (2) affection seeking, (3) dependency needs, (4) vicarious youth leader, and (5) union representative." Each of these groups was distinct in their motivation on the job. No attempt was made to dichotomize these factors into production and participation motivation factors.²³

In a comprehensive examination of teacher motivation, Lortie examined the staged careers afforded professionals and business personnel. "Staging" lends stability and future orientation to individuals involved in a particular profession:

²¹Richard E. Kopelman, "A Causal Correlational Test of the Porter and Lawler Framework," Human Relations, Vol. 32, November 7, 1979, pp. 545-56.

²²Judith M. Karackiewicz, "The Effects of Reward Contingency and Performance Feedback on Intrinsic Motivation," Journal of Personality and Social Psychology, August 1979, pp. 1352-63.

²³Masling and Stern, p. 58.

. . . career lines of this nature orient people to the future; personal ambition is successively whetted and satisfied as an individual moves from one stage to the next . . . staged careers produce cycles of effort, attainment and renewed ambition. In tying the individual to the occupation they give him a stake in its future; it generates effort, ambition and identification with the occupation.²⁴

While staging applies to other professions and businesses, it does not apply to the teaching profession:

In contrast to the larger packages of money, prestige and power usually found in other careers, the typical career line of a classroom teacher is a gentle incline rather than a steep ascent. The status of a young tenured teacher is not appreciably different from that of the highly experienced old timer.²⁵

Lortie thus concludes that the lack of staging causes teachers to be present oriented rather than future oriented in their aspirations. He further recognizes that tangible rewards such as salary, vacation time and a short work day are not sufficient to provide motivation to produce in their job. They must, therefore, find production motivation in work related rewards:

Unlike extrinsic and ancillary rewards, the psychic rewards of teachers fluctuate. The teacher's enjoyment of his work can vary. Effort will not make much difference in the flow of extrinsic and ancillary rewards, at least not in the short run. Effort, on the other hand, might increase task related satisfactions. Nor are teachers so constrained that they feel their decisions make little difference in their work. . . . The structure of teaching rewards, in short, favors emphasis on psychic rewards.²⁶

²⁴Lortie, p. 85.

²⁵Ibid., p. 86.

²⁶Ibid., p. 103.

This necessity for teachers finding production motivation in psychic rewards was reiterated by James Bess with a warning to educators if these internal rewards are not recognized:

In the concept of motivation to teach, the life course can be seen frequently to take over and mold the self in ways that result not in growth and mastery but in simplistic, nonmaturational adaption. The faculty member who is not aware of his changing life needs will not look to his teaching for sources of renewal and personal expansions.²⁷

Bess goes on to explain the conditions under which rewards will serve as motivators:

If teaching is to be externally rewarded it must be internally rewarding. Systems values will follow from aggregate personal values. Faculty must learn how teaching can meet their innermost needs. . . .²⁸

William F. Casey III pursued this point of motivation to the extent that internal or psychic rewards are insufficient to motivate teachers in today's public schools:

The teacher reward system (or rather non-reward system) must bear responsibility for this lack of teacher motivation. Public education is paying the price as the quality of learning fails to improve, taxpayers pass proposition 13's and good teachers leave public schools while the mediocre and catatonic remain to tap the public till. (A few good teachers do remain, may God have mercy on them, because the system won't). . . . Teachers soon discover that being an excellent teacher is tremendously demanding while being mediocre is extremely easy.²⁹

Miller proposed incentives to aid in teacher motivation; incentives which could be fostered by the school and community. Among

²⁷James L. Bess, "Motivation to Teach" The Journal of Higher Education, May/June, 1977, p. 255.

²⁸Ibid., p. 255.

²⁹William F. Casey III, "Would Bear Bryant Teach in Public Schools: The Need for Teacher Incentives," Phi Delta Kappan, Vol. 60, March 1979, p. 501.

these incentives was the acknowledgment of teachers who distinguish themselves in their schools:

Recognition from school administrators, fellow teachers, parents and students must be capitalized upon and used to facilitate encouragement and support of efforts by teachers to seek better results in the classroom.³⁰

The premise that psychic rewards are not sufficient for teacher motivation is not accepted by other educators in the public school system. Benjamine D. Wright, for example, exhorts: "Most of us believe we have chosen our profession in order to make life better for children."³¹

Various teachers describe the importance of psychic rewards when they describe their own teaching experiences. One of these is Herb Kohl who writes:

. . . I was forcing my students to pretend to learn or to be defiant and throw the irrelevance of it all back in my face. Worst of all, I was bored too. I had to try other freer ways of living with young people and of being of use to them.³²

Another teacher who describes his experience tells about a time when he was considering leaving teaching to accept a more lucrative position outside of education. John Wooden opted to remain in teaching after reading a poem by Glennice L. Harmon. His words concerning his decision to remain in education demonstrate the primacy of psychic

³⁰Harry G. Miller and Kevin J. Swick, "Community Incentives for Teacher Excellence," Education, Spring 1976, p. 235.

³¹Benjamine D. Wright, "Our Reason for Teaching," NASSP Bulletin, December 1978, p. 225.

³²Herb Kohl, "Why Teach," Teacher, November 1976, p. 73.

rewards to teachers; particularly do they typify the rewards teachers receive when they see their students leave the classroom and become successful members of society:

Yes, the words of Glennice Harmon affected the decision that I was about to make. Perhaps her works are responsible for the pride I take when I hear from, or read about, or meet the many lawyers, doctors, teachers, salesmen, bankers, ministers and so many others who were once under my tutelage.

Their joys are my joys and their sorrows and disappointments are mine. But I like to feel that I have played a part in maximizing their joys and minimizing their disappointments.³³

Prison education

These psychic rewards referred to in testimonials of public school teachers as the reason they exert effort in their positions and remain in their profession, are not as easily recognized in prison education. The successful student in a prison is not the "doctor, lawyer, etc." the teacher reads about in the newspapers and remembers how they were once "under my tutelage"; but rather the student who leaves the prison and is never heard from again by the Department of Corrections; teachers all too frequently read about their past students and find that they are returning to the prison having failed in their endeavors on the street. The literature suggests that the efforts of teachers in prison do not necessarily lead to a positive change in student behavior.

Marshall et al. reviewed and evaluated college level education programs in nine states, including five states involved in "Newgate,"

³³John R. Wooden, "They Ask Me Why I Teach," Phi Delta Kappan, March 1981, p. 544.

a government sponsored program which allowed for financial assistance to inmates attending college not only while they were incarcerated but also after they were released. The following aptly summarizes the findings of this study:

When compared to a matched group of nonparticipant inmates, Newgate participants were more likely to be employed or in school, to have better job stability, less likely to have continued drug or drinking problems and more likely to continue their education. Although these findings suggest that Newgate is a successful program, this success was not reflected in lower recidivism rates.³⁴

This pessimistic view of the success of prison education programs and their effect on recidivism is enhanced by a report by Martinson, who with a group of colleagues reviewed all available studies of prison rehabilitation programs written in the English language. This review included both academic and vocational training programs. Concerning the effectiveness of these programs on young male offenders, supposedly the group most amenable to treatment, Martinson wrote:

. . . many of these studies of young males are extremely hard to interpret because of flaws in research design. But it can safely be said that they provide us with no clear evidence that education or skill development programs have been successful.³⁵

³⁴Marshall, Kaplan, Gans et al., "Summary of an Evaluation of 'Newgate' and Other Prisoner Education Programs," An Overview of Findings and Recommendations of Major Research Studies and National Commissions Concerning Education of Offenders, March 1981.

³⁵Robert Martinson, "What Works? Questions and Answers About Prison Reform," Rehabilitation, Recidivism and Research, (The National Council on Crime and Delinquency), March 1976, (reprinted from the Public Interest, Spring 1974), p. 12.

The assessment by Martinson of adult male offenders is equally glum:

. . . One can be reasonably sure that, so far, educational and vocational programs have not worked. We don't know why they have failed. We don't know whether the programs themselves are flawed, or whether they are incapable of overcoming the effects of prison life in general. The difficulty may be that they lack applicability to the world the inmate will face outside the prison. . . . What we do know is that, to date, education and skill development have not reduced recidivism by rehabilitating criminals.³⁶

The dismal reports from research do not adversely affect all educators seeking to change student behavior; testimonials from certain educators working within the penal system indicate that some, particularly college level instructors, know that their students have not been rehabilitated by educational programming, yet they feel it is the least they can do to try to foster a change in their students. Cuddy, a college instructor teaching courses in Attica Prison, New York, described the frustration he feels when he works with a student in class and after classes, only to see that student paroled and return to prison, after finding himself unable to survive in a free society. He states that he will continue his efforts so that:

Attica may someday be remembered for something besides the absurdities and hatreds which keep our prisons at the volcano's edge.³⁷

Another college instructor, Selbermann, who teaches philosophy at the Maryland State Prison at Jessup, describes her thoughts upon

³⁶Ibid., p. 13.

³⁷Edward Cuddy, "College for Convicts," Progressive, February 1977, p. 55.

the completion of her first semester of teaching in prison. She indicates that perhaps some teachers are motivated to teach in prison simply because of a love for mankind:

I love these men. In many ways I have been infected by their pain, and hope, and despair, and courage, and sorrow--the groping, desperate humanness of them. There is a real simplicity about them many times, a grin, a spirit, an expression of concern for me, that graciousness itself. They are indeed my brothers.³⁸

The literature contains no significant research on prison education regarding the motivation of teachers in penal institutions. The presence of psychic rewards is assumed from a few testimonials like those mentioned above from college teachers, not from prison teachers who are employed full time within a penal institution. It is hoped that this research will add to current knowledge of psychic rewards for teachers in penal institutions.

The nature of participation rewards for prison educators is only slightly better represented in the literature. While the literature contains no studies regarding participation motivation, directly regarding teachers in penal institutions, some indications in the literature point to an elitist attitude on the part of prison educators which may lead to a pride in association with the group, a possible participation motivator. These indications are drawn from the perception that prison teachers feel their job is more difficult than that performed by public school teachers. In 1972 the Western Interstate Commission on Higher Education reported on a study of 500 teachers

³⁸Eileen Selbermann, "Prison Philosophy," America, April 14, 1977, p. 307.

from forty juvenile institutions in the Western United States; nearly half of the teachers surveyed reported that they felt their formal education requisite for public school teaching was not adequate for their current position.³⁹ This was again emphasized by the Syracuse University Research Corporation which recommended the upgrading of training standards for teaching staff in penal institutions as a means of improving treatment efforts.⁴⁰ In 1973 the National Advisory Committee on Criminal Justice Standards and Goals in Washington, D. C. was more specific about the training and experience teachers in penal institutions need:

Along with meeting state certification requirements, teachers should have additional course work in social education, reading instruction and abnormal psychology. . . . Teachers in juvenile institutions should also be certified to teach exceptional children and have experience teaching inner-city children.⁴¹

It is obvious that little has been accomplished in the research of teacher motivation for teachers in penal institutions. With the exception of a few testimonials and innuendos of a possible feeling

³⁹Western Interstate Commission for Higher Education, Boulder, Colorado, 1973, "Summary of Education for Youthful Offenders in Corrections Institutions," An Overview of Findings and Recommendations of Major Research Studies and National Commissions Concerning Education of Offenders, 1976, p. 13.

⁴⁰Syracuse University Research Corporation, "Summary of School Behind Bars: A description Overview of Correctional Education in the American Prison System," Recommendations of Major Research Studies and National Commissions Concerning Education of Offenders, 1976, p. 12.

⁴¹National Advisory Commission on Criminal Justice Standards and Goals, Washington, D. C., 1973. "Summary of Corrections" An Overview of Findings and Recommendations of Major Research Studies and National Commissions Concerning Education of Offenders, 1976, p. 3.

of being a part of an elite group doing a difficult task, nothing concrete can be found on this subject in current literature. It is hoped that this study, while limited to the Michigan Department of Corrections, can add to the knowledge of teacher motivation of Corrections teachers.

Summary

The review of literature was considered in two parts: the first deals with motivation theory in general, particularly as it pertains to the "Two Factor Theory." The second part deals with teacher motivation.

The idea of a dichotomy between motivational factors which cause an individual to remain with an organization (participation factors) and factors which cause an individual to exert effort within the organization (production factors) was suggested by March and Simon. Participation factors are spoken of in terms of "inducements versus contributions" while production factors are referred to in terms of "anticipation, perception and satisfaction."⁴²

Katz referred to the two factors as "systems rewards" and "rewards administered for individual effort." System rewards affect productivity only to the extent that an organization which offers substantially higher system rewards can require higher productivity; productivity is not maximized. The three criteria requisite for a motivator to be a production factor are: first, they must be great enough to justify extra effort. Second, reward must directly follow

⁴²March and Simon, p. 93.

accomplishment. And third, they must be considered equitable by the members of the organization.⁴³

Herzberg dichotomized motivators into satisfiers and dissatisfiers. Satisfiers were specifically designated: achievement, recognition, the work itself, responsibility and advancement. Dissatisfiers were: company policy, administration, supervision, salary, interpersonal relations and working conditions. Satisfiers were labeled "motivators" and dissatisfiers "hygiene factors."

Herzberg's research created considerable controversy, the pros and cons of which have been the subject of numerous journal articles. A fatal flaw in the theory was revealed by Kallenberg, who pointed out the lack of an allowance for individual differences in satisfaction among people with the same job characteristics.⁴⁴

Porter and Lawler developed a model demonstrating the relationship among perceived desirability of a reward and the probability of obtaining that reward through individual effort and the satisfaction gleaned from the reward once it is obtained.⁴⁵ This model asserts that perception is more important to motivation than is the reality of the situation.

Regarding teacher motivation, Masling and Stern conducted a study in which they isolated five personality types and motivational factors associated with teacher motivation:

⁴³Katz, p. 131.

⁴⁴Kallenberg, p. 125.

⁴⁵Porter and Lawler, p. 121.

(1) Task oriented pragmatism, (2) affection seeking, (3) dependency needs, (4) vicarious youth leader, and (5) union representative.⁴⁶

Lortie described "staging" of careers as it effects motivation with the conclusion that a teacher's career is not "staged" thus not positively affected by this phenomenon.⁴⁷ Teachers are motivated to produce by psychic rewards.

Educators who argue that psychic rewards are not adequate motivators for teachers who believe that schools are mediocre. They contend that under our current reward structure, the rewards for excellence are no different from the rewards for mediocrity. On the other hand, testimonials from teachers in educational literature attest to the adequacy of psychic rewards in education.

The literature is silent concerning motivation of teachers in penal institutions. The research is quite clear, however, that education programs have not been successful in stopping recidivism in inmate students. As with public education, teachers within prison schools attest to the existence of psychic rewards, in journal testimonials; however, unlike public school education, these psychic rewards have not been demonstrated through survey research. It is hoped that this research will begin to shed light upon the neglected area of prison education dealing with teacher motivation.

⁴⁶Masling and Stern, p. 58.

⁴⁷Lortie, p. 85.

CHAPTER III

METHODOLOGY

The purpose of this study is to investigate the reasons, both personal and professional, that teachers maintain their positions with the Michigan Department of Corrections and also the factors which may influence them to exert effort beyond the minimum requisite to maintain this position.

Isolation of possible motivational factors

The first step in this research was to isolate the possible motivational factors which may have an effect on teachers either staying in their current position or exerting effort while occupying their current position. This isolation of factors was accomplished in two ways: first a review of the current literature concerning motivation was conducted. This review concentrated on motivation theory in general and then more specifically on teacher motivation. The main works on teacher motivation referred to in this research were those of Masling and Stearn and Lortie, which enumerated the factors motivating teachers in public schools. Motivation of teachers in penal institutions is not referred to in current literature.

The information gained from the review of literature was then analyzed using observations of teachers in prison schools. These observations occurred over a period of seven years. First, during the three years while the researcher was an analyst for the central office of the Michigan Department of Corrections, at which time there was

opportunity to observe teachers in all of Michigan's penal institutions. These observations were those of an outsider looking into the schools, not those of a participant in the schools. Then for four years observations were made of teachers at the State Prison of Southern Michigan by the researcher who was at that time a teacher at the prison academic school. Thus the analysis encompasses both a general overall view of teachers systemwide, and then a more intimate less general observation of the day to day efforts of teachers in one specific institution. Also teachers were informally interviewed regarding the motivational effects of the various factors upon them personally. From the review of literature and interviews with teachers in conjunction with observations through seven years, a list of twelve possible motivational factors was isolated for inclusion in this study.

The possible motivational factors were then dichotomized using the criterion of effort. The factors which were allocated to all teachers, regardless of effort or productivity, were assigned to the group labeled "participation factors" since effort was not a contributing factor to their allocation. There were five factors in this group; these will be discussed later with the design of the questionnaire. The second group, "production factors" were those factors which may be effected by the effort and performance of the teacher. They are not allocated simply upon the criterion of membership in the organization. There were seven factors in this group; again they will be discussed under the design of the questionnaire.

Design of the instrument

The decision was made in this study to develop an instrument which resembled that used in the Dade County Florida study (see

Appendix B:1). That is, the instrument consisted of a general statement concerning a particular motivational factor or portion of a factor with more specific substatements listed under the general statement. In this instrument the subfactors were to be responded to using a Likert type format with the following criterion:

5. Strongly agree
4. Agree
3. Neutral
2. Disagree
1. Strongly disagree

Since this study was designed not only to determine the factors affecting motivation of teachers in Michigan penal institutions but also the relationship between certain demographic characteristics of teachers and those factors, the first page of the instrument was dedicated wholly to the collection of these demographic factors, which include: (1) the institution at which the teacher is employed, (2) the security level of the institution (choices include Minimum, Medium, and Maximum), (3) the subject area taught (choices include: Mathematics, English, Reading, Science--this was later eliminated from the evaluation since the subject is no longer part of the curriculum and only three teachers were considered--, life role competencies, and other). A teacher who taught in more than one area could choose more than one subject area, (4) sex of the teacher, (5) years of experience of the teacher.

The first seven general statements on the questionnaire were designed to measure participation factors:

1. Default: In this item an individual was asked to respond to statement 1c on the questionnaire (see Appendix B:1) regarding maintaining his position only because he has no other option.
2. Practical rewards: In this item individuals were asked to respond to statements 2a, 3a, 4a on the questionnaire. These statements concern the importance of pay and allowances, civil service status, work hours, and age of students. A high mean score on this portion indicates a positive influence by these items.
3. "Macho": This category was designed to measure the extent to which teachers feel their position is a man's job, not to be filled by a woman. For male teachers a low score in this factor would indicate a participation motivator. Item 5d was used to measure this factor.
4. Elite: This item was designed to measure the extent to which teachers in penal institutions consider the training and experience requisite to perform their duties to be more extensive than that required for public school teachers. A high score on this item would indicate a positive participation factor. The item used to measure this on the questionnaire was 6a.
5. Prestige: These items were designed to measure the amount of prestige a prison teacher places on the criminal justice system in relation to the public education system. He is asked to equate the prestige of comparable positions in the two systems comparing the following areas (corrections field services, police, prison administration, and prison school administration) with comparable public school positions. A high mean score on these items would indicate a positive affiliation with the criminal justice system. Items 7a, b, c, d were used in this factor.

Items eight through sixteen on the questionnaire were used to measure production factors. These factors are:

1. Cognitive: A desire to reach the student by teaching him the subject: four items were used in this factor which were designed to measure the relationship the teacher associated between success and cognitive learning within the student. Items used in this factor were: 8b, 11a, 12c and 16a. A high mean score on this factor would indicate a propensity to be a production motivator.
2. Affective: A desire to change the student into a productive citizen. The four items used in this factor were designed to measure the relationship the teacher

feels exists between success and a change in his student's behavior. The items used for this factor are: 8c, 11c, 12e and 16a. A high mean score in this factor would indicate a propensity to be a positive production motivator.

3. Exhibitionist: The desire to demonstrate his pedagogical skills. The five items in this factor were designed to measure the desire of teachers to demonstrate their knowledge of subject matter and their ability to present that material to their students through verbal communication. The items used in this factor are: 6d, 9a, 10a, 12b and 16e. A high mean score would indicate a propensity to be a production motivator.
4. Authority: The desire to manage and control other individuals. The four items used in this factor were designed to measure the importance an individual places on classroom management and on authority per se. Items used in this factor are: 8a, 9d, 11b and 16f. A high mean score indicates a propensity to be a production motivator.
5. Advancement: The desire to advance to a higher position within the Michigan Department of Corrections. The four items used in this factor were designed to measure the desire of an individual to obtain a promotion. The items used are: 12d, 13a and 16d. A high mean score on these items would indicate a propensity to be a production motivator.
6. Recognition: The desire to be recognized both as a good teacher by fellow teachers and as a professional within the institution. The four items used in this factor were designed to measure the desire of a teacher for peer group recognition as well as the desire to be treated as a "professional" within the place of employment. The four items used in this factor are: 12a, 14a, 15a and 16c. A high mean score in these factors would indicate a propensity to be a production motivator.
7. Reform: The desire of the teacher to effect reform upon the educational system within the institution and/or within the Department of Corrections. The three items in this factor were designed to measure the desire and need to reform the educational system felt by the teacher. The items used in this factor are: 8e, 9b and 16d. A high mean score on these factors would indicate a propensity to be a production motivator.

Success

Since possible motivational factors do not motivate an individual unless that individual feels they are obtainable, the next portion of the questionnaire was designed to measure the degree of success teachers feel they can obtain in their current system.

Satisfaction

The satisfaction of the teacher with his current position is determined in question 19a which asks the teacher if he were given the opportunity to begin again would he accept a teaching position with the Michigan Department of Corrections.

Pilot study

The instrument was pilot tested using a group of non-teaching teachers employed at the State Prison of Southern Michigan; this group consisted of school counselors and media personnel certified to teach but working in positions which require duties outside the academic classroom. The pilot confirmed both the reliability and the validity of the instrument. The reliability was demonstrated by the answers received on redundant or similar questions; similar questions received similar scores. Interviews with the individuals who were administered the test demonstrated the validity of the questionnaire. These teachers agreed that the instrument did measure the items it was designed to measure.

Analysis

Data were analyzed using the means and standard deviations of the twelve factors to determine both the propensity of a given factor to

be either a production motivator or a participation motivator. The standard deviation for each factor determined the homogeneity of the group as it involved that particular factor. The means could not necessarily determine the strength of a particular motivator but could be used to measure the existence of the factor as a possible motivator. Means were also used to compare the factors as they were dichotomized by sex, age of student, experience of the teacher, subject area, sex of the student, security level of the institution, satisfaction of the teacher and success felt by the teacher.

Crosstabs were used with the twelve factors and each of the following: sex of the teacher, experience of the teacher, subject area taught, age of the student, sex of the student, security level of the institution, satisfaction of the teacher and success the teachers feel they can obtain. From the crosstabs the chi squared scores were obtained to determine if a difference does exist between expected frequency and observed frequencies, a significance of .05 was set as a significant difference.

Selection of the study group

The group chosen for this research are all academic school teachers, teaching in a classroom in the academic schools of the Michigan Department of Corrections. This group does not include vocational teachers, because the goals and educational requirements for a vocational teacher may differ from those of an academic teacher. Nor does the sample include school counselors or certified teachers who serve as teachers' aides or in other capacities within the institutions.

Since there are less than one-hundred academic school classroom teachers serving in the Michigan Department of Corrections, it was decided that all should be surveyed; a complete census of the group, not a sample survey. Before this census could be accomplished, permission had to be obtained from the Program Bureau of the Michigan Department of Corrections. When this approval was requested the Assistant Director of the Program Bureau reviewed the proposal and questionnaire before he could make any decision concerning the research. After reviewing the information he not only granted permission to conduct the research but also sent letters to the various wardens and superintendents throughout the State asking for their cooperation in this matter. This letter made access to all institutions much more expedient.

All institutional principals were then called to determine the exact number of teachers they currently employed as academic school teachers in their schools and to obtain cooperation in the research. The count of ninety-five teachers submitted by the principals was used to determine the number of questionnaires sent or delivered to each school.

Since over 60% of the teachers employed by the Michigan Department of Corrections are located in the Jackson, Michigan and Ionia, Michigan areas, it was decided that the questionnaires would be delivered to these teachers personally, at which time the research would be explained. The questionnaire could then be picked up the same day, insuring the return of the questionnaire. The remaining instruments were sent to the principals of the various schools who had before assured that they would deliver the instrument to the teachers.

Included with the questionnaire were a self-addressed stamped envelope and a cover letter assuring the confidentiality of individual responses.

Cooperation from all principals in the system was excellent with the exception of the Marquette Branch Prison. In the Marquette prison the questionnaire arrived immediately prior to the May disturbances which resulted in a lockdown of all inmates for several weeks. The principal in this school opted not to distribute the questionnaires despite requests from this researcher and from the regional director of education in Jackson, Michigan. While the absence of results from this, the most secure of all Michigan Prisons, will reduce the precision of the study, the problems caused by the disturbance and resulting lockdown may have altered the feelings of teachers in this prison for a short time regardless, thus the findings from the Marquette Branch Prison may for the interim be lacking. However, the validity of the overall findings may be more precise without Marquette. The results of this study will not be applied to the teachers at the Marquette Branch Prison.

Of the remaining eighty-seven teachers within the system, eighty-one completed the questionnaire and returned it to the researcher, giving a 93% return from all teachers receiving the questionnaire outside of Marquette. The demographics of this 93% are included on the chart (Table 3:1). This high return on a complete census of the population allows the results to be treated as census material rather than as a sample.

Table 3:1--Demographics of Teachers in Michigan Penal Institutions

<u>Breakdown of the Teachers by Security</u>		
<u>Security Level</u>	<u>Number</u>	<u>Percent</u>
Maximum Security	25	30.9
Medium Security	21	25.9
Female Prison	5	6.2

<u>Breakdown of Teachers by Subject Area</u>	
<u>Subject</u>	<u>Number of Teachers</u>
Mathematics	29
English	24
Reading	35
L.R.C.	10
Other	10

<u>Breakdown of Teachers by Sex</u>		
<u>Sex</u>	<u>Number</u>	<u>Percent</u>
Male	62	76.5
Female	19	23.5

Table 3:1--(continued)

<u>Breakdown by Experience of the Teacher</u>		
<u>Years</u>	<u>Number</u>	<u>Category</u>
1	3	little
2	9	little
3	8	little
4	3	little
5	13	medium
6	12	medium
7	4	medium
8	3	medium
9	2	medium
10	3	medium
11	7	medium
12	2	much
13	1	much
14	2	much
15	4	much
16	1	much
17	1	much
18	1	much
19	1	much
20	1	much
	1	

Total 81

Teachers with no public school teaching experience--16 - 19.8%

CHAPTER IV

ANALYSIS OF RESULTS

The purpose of this study is to investigate the reasons, both personal and professional, that teachers maintain their positions with the Michigan Department of Corrections and also the factors which may influence them to exert effort beyond the minimum requisite to maintain this position. In order to accomplish this purpose it is necessary to answer the following questions:

- I. What are the participation factors affecting teachers in the academic schools of Michigan penal institutions?
 - A. Do teachers in Michigan penal institutions maintain their employment because they feel they have no other option?
 - B. How do teachers in Michigan penal institutions view the practical rewards of their position?
 - C. Do teachers in academic schools of Michigan penal institutions enjoy their association with the criminal justice system?
 1. Do they associate their job with the "Macho" image?
 2. Do they consider themselves an elite group?
 3. Do they associate more prestige to positions in criminal justice than to positions in public education?
- II. What are the production factors affecting academic school teachers in Michigan penal institutions?
 - A. Do they associate success with cognitive learning in their students?
 - B. Do they associate success with student change?

- C. Do they desire to demonstrate their pedagogical skills?
 - D. Do they desire to exert control over others?
 - E. Do they seek advancement to a higher position within the correction's hierarchy?
 - F. Do they seek recognition from others within the institution?
 - G. Do they seek to improve the educational system within their own institution and within the Michigan Department of Corrections?
- III. Do teachers in academic schools of Michigan penal institutions perceive these production factors as achievable in their current situation ?
- IV. How do the following relate to both production and participation factors for teachers in Michigan penal institutions?
- A. Sex of the teacher
 - B. Subject area taught by the teacher
 - C. Experience of the teacher
 - D. Security level of the institution
 - E. Age of the student
 - F. Sex of the student
- V. Would the teachers in the Academic Schools of Michigan penal institutions accept the position again if given another chance to start over?

When a sample of a given population is used to analyze that population on any given trait, the items used in the analysis must be spoken of in terms of probability; if, on the other hand, the entire population is surveyed concerning that particular characteristic, the analysis can be spoken of in terms of certainty.¹

1. C. A. Moser and G. Kalton, Survey Methods in Social Investigation. (New York: Basic Books Inc.), 1972, p. 64.

Since the entire population of teachers in prison schools of Michigan penal institutions was surveyed for this research and a return of 93% was obtained on the survey (with the exception of the teachers at Marquette Branch Prison, who did not participate in the survey) the assumption of near precision is made; scores are not considered to be estimates of the population. For this reason, except for minor discrepancies, differences in statistics will indicate actual differences in population. The use of a 95% confidence interval and of standard error of the mean will not be requisite for this study.

Because of variations among the diverse states in the United States in prison conditions, delivery systems for teachers in those prisons, practical benefits associated with teaching in prisons, and general working conditions inside prisons, no attempt will be made to generalize the results of this study to penal institutions outside the Michigan Department of Corrections. Recognition will also be allowed for possible variations between findings for teachers in this study and the teachers in Marquette Branch Prison. This is strictly a descriptive study of teachers in Michigan penal institutions, causal relationships will not be dealt with in the analysis of data chapter.

Participation factors

Table 4:1 lists the participation factors of teachers by order of the descending means. The order is not intended to indicate the strength of the factor in relation to the strength of other positive factors; because the mean of "Elite" is greater than the mean of "Practical" does not indicate that the motivational strength of the factor "Practical" is less than "Elite." For participation factors

Table 4:1--Participation factors by order of descending means

	Mean	Standard Deviation
Elite	3.925	1.077
Practical	3.510	.873
Macho	2.886	1.625
Default	2.662	1.359
Prestige	2.547	.707

these mean scores do not indicate the strength of the factor as a motivator, only the propensity of the factor to be a motivator. The strength of the motivator cannot be measured in this study.

Teachers do not feel they hold their positions merely because they cannot find a position elsewhere, nor do they attribute more prestige to a position with criminal justice than they do to a position with public education. In fact, to the contrary, they feel public education is a more prestigious field than is criminal justice. Not only is prestige the lowest numeric mean factor but it is also the factor with the lowest standard deviation of all participation factors (.707). This indicates a high level of agreement by teachers in this factor.

The factors "Elite" and "Practical" are both very positive participation motivators which indicate two things. First, that teachers feel they are an elite group of teachers and that the positions they hold require more training and experience than the positions of public school teachers. Secondly, the practical aspects of their positions, such as pay, hours of work, civil service status, vacation time and teaching adult students rather than youth are positive participation motivators, helping to keep the teacher in his position, not because he has no other option but because he chooses to keep his current position.

While a score of less than three on the factor "Macho" indicates a tendency for this factor to be a positive participation motivator, the score of 2.886 obtained on this research cannot indicate anything other than a neutral finding. It must be remembered that this factor relates to the feeling that prisons should be the place for men and

not for women, thus the combined score of all teachers indicated in this chart is not a fair evaluation of the motivational effect of the factor. A more valid finding will be obtained when male teachers and female teachers are considered separately.

Production factors

Table 4:2 illustrates the production motivators by descending numeric order of the means for all teachers in the Michigan Department of Corrections. As in participation factors, the position of the item on the list does not necessarily indicate the strength of the factor. In this table a positive score (above three) does not indicate that the factor is a positive motivational force, it is a production motivator only if the individual teacher perceives it as achievable. A positive score indicates only a propensity of the factor or to be a positive production motivator.

While all of the factors listed are greater than three, the factor "Advancement" at 3.016 is close to the neutral such that it cannot honestly be considered positive but rather must be classified as neutral.

Teachers in the Michigan Department of Corrections seek to teach both their subject matter and to change their students' behavior. They enjoy demonstrating their pedagogical skills and exerting authority over their students. They want to reform the educational systems within their institutions and/or within the Department of Corrections. They seek recognition from others within the institution for their professional status and for their efforts.

Table 4:2--Production factor by order of descending means

	Mean	Standard Deviation
Cognitive	4.074	.553
Affective	3.836	.696
Authority	3.833	.552
Reform	3.642	.610
Recognition	3.633	.706
Exhibition	3.543	.624
Advancement	3.016	.972

Participation factors considered by
the sex of the teacher

The sex of the teacher has a very definite effect on the participation factors of academic school teachers within the Michigan Department of Corrections as shown in Table 4:3. The order in which the factors are arranged does not differ from the overall with either sex; however, the difference between the sexes is evident in all factors. In every factor female teachers showed a higher mean score and a lower standard deviation than male teachers. This lower standard deviation indicates more homogeneity among female teachers than among male teachers in motivation to participate.

For male teachers and for teachers as a whole, the factor "Default" is definitely not a participation motivator; however, for female teachers the factor "Default" is neutral, not positive but also not unrelated. Female teachers appear more likely to feel trapped in their position than are their male counterparts.

As was mentioned previously, the mean score on the factor "Macho" was relevant to male teachers only, female scores served as a confounding variable. The score of 2.758 for the male teachers indicates that "Macho" is, in fact, a positive participation motivator for male teachers. The female score of 3.333 is indicative that female teachers do not feel that there are any institutions within the Michigan Correctional System reserved only for male teachers, women should be able to teach in all institutions.

The table of chi square scores (Appendix C:1) indicates that there is a difference in the distributions of the scores for male and female teachers for the factor "Elite." This raw score of 13.97522 with

Table 4:3--Participation factors of teachers considered by sex of the teacher

	n = 62		n = 19		N = 81	
	Male	Teachers	Female	Teachers	Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Elite	3.738	1.079	4.526	.841	3.925	1.077
Practical	3.430	.912	3.772	.685	3.510	.873
Macho	2.754	1.629	3.333	1.572	2.886	1.625
Default	2.557	1.360	3.000	1.333	2.662	1.359
Prestige	2.523	.724	2.566	.655	2.547	.707

four degrees of freedom gives a significant difference of .0074. No other factors differed at the .05 level of significance.

Production by sex of the teacher

Table 4:4 indicates that, as in participation factors so also in production factors, female teachers rate each of the possible motivational factors higher than male teachers rate them. Again, all factors have a propensity to be productive motivators with the exception of "Advancement" which is too close to the neutral number of three to be considered a serious motivational factor for either sex.

In the three factors "Cognitive," "Reform" and "Recognition" there were substantial differences between the scores of male teachers and female teachers, with female teachers scoring higher on the mean and lower on the standard deviation, indicating a more homogeneous grouping for female teachers than for male teachers. This indicates that female teachers express a stronger desire to teach their subject matter, reform the educational system and obtain recognition than do male teachers.

The chi squared table (Appendix C:2) indicates that in none of the production factors is there a difference in distribution of scores due to sex of the teacher at the .05 level of significance.

Participation by subject area of the teacher

As can be seen in Table 4:5, the total number of teachers for all subject areas is greater than the total number of teachers for the whole. This is because any teacher teaching more than one subject marked all subjects which they were currently teaching.

Table 4:4--Production factors of teachers considered by sex of the teacher

	Male	Teachers	Female	Teachers	Overall	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Cognitive	4.024	.584	4.237	.404	4.074	.553
Affective	3.827	.774	3.861	.347	3.836	.696
Authority	3.831	.572	3.842	.494	3.833	.552
Reform	3.581	.644	3.842	.436	3.642	.610
Recognition	3.573	.740	3.829	.553	3.633	.706
Exhibition	3.529	.624	3.589	.627	3.543	.624
Advancement	3.016	.920	3.018	1.152	3.016	.972

Table 4:5--Participation factors of teachers considered by subject area taught

	n = 29 Mathematics		n = 24 English		n = 35 Reading		n = 10 L.R.C.		n = 9 Other		N = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elite	3.966	1.017	4.375	.875	3.971	1.150	4.000	.940	3.333	1.414	3.925	1.077
Practical	3.632	.720	3.819	.785	3.467	.772	3.400	1.004	3.033	1.559	3.510	.873
Macho	2.759	1.683	2.783	1.678	2.886	1.659	2.200	1.757	2.333	1.803	2.886	1.625
Default	2.345	1.078	2.500	1.319	3.000	1.372	2.300	1.160	2.333	1.581	2.662	1.359
Prestige	2.494	.679	2.417	.754	2.643	.490	2.500	.825	2.575	1.061	2.547	.707

The subject areas L. R. C. and Other were the two categories not in all school curricula. L. R. C. stands for Life Role Competencies, and consists of courses designed to aid the student in coping with life problems which may arise either while he is incarcerated or when he is released from the institution. These courses include such subjects as Job Seeking Skills, Legal Research and Consumer Mathematics. The teachers who marked the column "Other" were teachers who teach such subjects as Social Science, Science, or Business Practices (in programs where it is considered an academic program).

Mathematics teachers

There is little variation between the overall score of teachers and the score of teachers of mathematics in any of the factors with the exception of "Default." Mathematics teachers rated the factor "Default" lower than the overall indicating that they do not feel they retain their employment because they cannot find any other position.

English teachers

English teachers varied from the overall in two factors: "Elite" and "Practical." In both of these the mean score was higher than the overall and the standard deviation was lower. English teachers thus tend to consider themselves an elite group and also value the practical aspects of the job highly as expressed in this research.

Reading teachers

Reading teachers varied from the overall in only one area, "Default," which was 3.000 for reading teachers. This neutral number does not make "Default" a positive motivational force but it indicates

that it is not an unrelated factor as with teachers overall. Thus reading teachers have more of a tendency to feel they must maintain their position because they cannot find another position, as do other teachers.

L. R. C. teachers

L. R. C. teachers varied from the overall in the factors "Macho" and "Default" both of which were lower than the overall. This low score in "Macho" is indicative that "Macho" is a positive motivator in that the L. R. C. teachers feel prison education to be the domain of the male teacher. A low score in "Default" indicates the L. R. C. teachers do not feel they are keeping their positions only because they cannot find another position.

Other teachers

With the exception of "Prestige" other teachers rated all factors lower than the overall and the standard deviation for other teachers was higher than the overall in all factors. Thus the group of teachers teaching "Other" subjects is less homogeneous in their opinions of participation motivational factors than the other teachers. The factor "Practical" at 3.0333 is close to the number three to the extent that "Practical" cannot be considered a positive participation motivator. To the contrary, it must be considered a neutral factor. The factor "Macho" is lower than the overall which indicates that teachers who teach the subject "Other" are more likely to consider a prison a man's domain, not a place for females. While they rate the factors "Elite" and "Practical" lower than the overall, they also rate

the factor "Default" lower, thus they are motivated to stay with the position by factors other than being trapped in the position.

As can be seen from the chi square tables (Appendices C:3, C:4, C:5, C:6 and C:7) the only participation factors which vary from the norm in distribution of scores at the .05 level are in the factors "Elite" and "Practical" for the teachers teaching "Other." In "Elite" there is a raw score of 9.26378 with a degree of freedom of 4 and a significance of .0526. In "Practical" the raw score is 20.81814 with eleven degrees of freedom and a significance of .0353.

Production factors considered by subject area of the teacher

Mathematics teachers

Mathematics teachers do not vary from the overall in any of the production motivators, as shown in Table 4:6.

English teachers

English teachers vary from the overall in only the factor "Reform," in which English teachers tended to be more adamant in their desire to reform the educational system than teachers overall.

Reading teachers

Reading teachers do not vary from the overall in any of the production factors.

L. R. C. teachers

L. R. C. teachers scored higher than the overall in three factors: "Affective," "Reform" and "Exhibition." While the score of the L. R. C. teachers was not at variance with the overall on the

Table 4:6--Production factors of teachers considered by subject area taught

	Mathematics		English		Reading		L.R.C.		Other		Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cognitive	4.190	.446	4.167	.482	4.093	.425	4.025	.416	3.750	1.093	4.074	.553
Affective	3.879	.596	3.896	.536	3.836	.624	4.275	.478	3.700	1.383	3.836	.696
Authority	3.974	.497	3.958	.670	3.864	.486	3.650	.669	3.725	.640	3.833	.552
Reform	3.621	.810	3.931	.501	3.695	.551	3.900	.589	3.833	.653	3.642	.610
Recognition	3.638	.703	3.604	.634	3.671	.666	3.650	.530	3.550	1.295	3.633	.706
Exhibition	3.607	.649	3.608	.681	3.594	.543	3.860	.481	3.400	.789	3.543	.624
Advancement	2.943	.988	3.097	.860	3.124	1.032	3.300	.974	2.833	1.210	3.016	.972

factor "Cognitive" it was higher than the overall on "Affective" such that the "Affective" score is higher than the "Cognitive" for this group. The L. R. C. teachers are teaching courses geared to helping students deal with life. The affective score demonstrates this emphasis. They also show a stronger desire to change the educational system and a greater desire to demonstrate their pedagogical skills than do the Department Teachers overall.

Other teachers

The only factor at variance between "Other" teachers and the overall was the factor "Cognitive" in which "Other" scored lower.

A check of the chi squared tables (Appendices C:8, C:9, C:10, C:11 and C:12 indicates that in three subjects: English, reading and other there is a significant difference between the distribution of the area teachers' scores and the overall scores of at least .05 level.

These scores for "Cognitive" are shown below:

English - raw score of 20.81755 with eight degree of freedom and a significance of .0076.

Reading - raw scores of 19.58104 with eight degrees of freedom and a significance of .0120.

Other - raw score of 17.63850 with eight degrees of freedom and a significance of .0241.

No other distribution varied at the .05 level.

Participation factors considered by experience of the teacher

Teachers with over eleven years experience

This group of teachers showed a lower mean score on all participation factors than did the teachers as a whole. Contrary to what was

expected, this group having the most years of experience as prison teachers tended to have a higher standard deviation in all factors, with the exception of "Practical," than did teachers as a whole. There was a difference in the factors "Elite," "Practical" and "Macho" indicating that teachers with over eleven years experience tend to think of themselves as less elitist and more "Macho" than do other teachers. They also place less importance on the practical benefits of their current position than do their compatriots. This difference could be attributed to a tendency of this group to rate all items low except that the trend does not continue into the production factors (as seen in Table 4:7).

Teachers with less than twelve and more than four years experience in prison education

Teachers in this group differ from teachers overall in none of the five participation factors.

Teachers with less than five years experience in prison education

Teachers in this group differ from the overall in three of the five participation factors: "Elite"--they consider prison teachers to be more of an elite group than other teachers. "Macho"--they do not consider penal institutions a male domain. "Default"--for this group of teachers "Default" is slightly higher than the neutral point of three, not enough to consider a positive factor but too high to consider completely unrelated. To a greater extent than other teachers, teachers with less than five years experience feel trapped in their position.

Table 4:7--Participation factors considered by experience of the teacher

	n = 13 Over 11 yrs.		n = 44 Between 5-11		n = 23 Under 5 yrs.		n = 16 No Public		Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elite	3.538	1.266	3.795	1.047	4.409	.908	3.500	1.317	3.925	1.077
Practical	3.128	.811	3.667	.768	3.449	1.052	3.438	.685	3.510	.873
Macho	2.462	1.761	2.886	1.660	3.143	1.526	2.188	1.471	2.886	1.625
Default	2.462	1.561	2.568	1.319	3.045	1.290	2.438	1.711	2.662	1.359
Prestige	2.462	.923	2.477	.585	2.435	.820	2.484	.755	2.547	.707

Teachers with no public school teaching experience

This group consists of all teachers in our sample who did not teach in public schools prior to becoming correctional teachers. The number of years experience in prison education does not reflect in this group. This group differs from the overall in two of the five participation factors: "Elite"--the question used to determine this factor suggested that teachers in prison schools should have experience in public schools before taking a position in prison schools. Since this group consists entirely of individuals who do not meet this prerequisite, it is not surprising that teachers in this group rate "Elite" lower than other teachers, yet the item is still positive, greater than three. "Macho"--this group of teachers feels strongly that a prison is a man's domain.

A check of the chi squared tables (Appendices C:13, C:14, C:15 and C:16) indicates that two factors among the four groups differ from the overall distribution of scores at the .05 level of significance. The factor "Elite" for teachers under five years of experience has a raw score of 9.61408 with four degrees of freedom for a significance of .0474 and the factor "Default" for teachers with no public school teaching experience differs from teachers overall with a raw score of 11.46930 with four degrees of freedom for a significance of .0218.

Production factors considered by
experience of the teacher (Table 4:8)

Teachers with over eleven years
experience in prison education

Teachers in this group differ from the overall in only one of the seven production factors: "Reform"--while the score of this factor is still very much positive, higher than three, it is lower than the other teachers'. This factor measures the teachers' desire to reform the prison educational system.

Teachers with from five to eleven years
of experience in prison education

This group of teachers differs from the overall in none of the seven production factors.

Teachers with less than five years
experience in prison education

Teachers in this group differ in none of the seven factors from teachers overall.

In the factor "Advancement" teachers under five years in prison education have the highest mean score, definitely a positive score 3.261, as opposed to the other two categories of teachers which have mean scores of less than three. It should be noticed that as the experience of a group increases the desire for advancement decreases. Teachers who have spent more than four years in prison education tend to be less motivated by "Advancement" than do teachers with under four years experience.

Table 4:8--Production factors considered by the experience of the teacher

	n = 13 Over 11 yrs.		n = 44 Between 5-11		n = 23 Under 5 yrs.		n = 16 No Public		Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cognitive	4.212	.419	4.028	.415	4.087	.814	4.016	.452	4.074	.553
Affective	3.981	.608	3.818	.579	3.783	.942	3.781	.554	3.836	.696
Authority	3.788	.652	3.795	.601	3.924	.395	3.688	.622	3.833	.552
Reform	3.308	.799	3.750	.548	3.609	.565	3.479	.688	3.642	.610
Recognition	3.634	.574	3.625	.556	3.641	1.014	3.547	.526	3.633	.706
Exhibition	3.523	.520	3.536	.591	3.574	.756	3.387	.534	3.543	.624
Advancement	2.821	.888	2.924	.956	3.261	1.035	2.667	.981	3.016	.972

Prison teachers with no public
school teaching experience

Teachers in this category differ from the overall in only one of the seven factors. With a mean score of only 2.667 on the factor "Advancement" they view advancement as even less of a motivational factor than teachers in the group over eleven years. As was stated before, this group is composed of teachers from all three experience groups, differing from the overall only in that they have not taught in public schools.

Appendices C:17, C:18, C:19 and C:20, chi square tables for production factors considered by experience of the teachers, show that none of these factors differs from the overall in distribution of scores at the .05 level of significance.

Participation factors considered by
security of the institution (Table 4:9)

Maximum security

Teachers in these institutions differ from overall in none of the five participation factors.

Medium security

Teachers in these institutions differ from the overall in none of the five participation factors.

Minimum security

Teachers in these institutions differ from teachers overall in the factor "Default." Since the mean score on this factor is lower than the overall, at 2.145, it is clear that teachers in minimum security institutions do not feel they keep their positions because they

Table 4:9--Participation factors considered by security of the institution

	n = 25 Maximum		n = 30 Medium		n = 21 Minimum		n = 5 Female		N = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elite	3.760	1.091	3.862	1.156	4.048	1.024	4.600	.548	3.925	1.077
Practical	3.507	.800	3.433	1.033	3.587	.788	3.667	.667	3.510	.873
Macho	2.760	1.615	3.143	1.458	2.857	1.878	2.200	1.643	2.886	1.625
Default	2.680	1.435	2.862	1.329	2.143	1.236	3.600	1.140	2.662	1.359
Prestige	2.460	.683	2.400	.778	2.631	.634	2.050	.622	2.547	.707

have no other option

Female institution

This is not officially a security classification for Michigan penal institutions, yet no security classification can fit this institution which houses only female offenders. Only one institution fits this classification and only five teachers are involved. (This also answers the question concerning sex of the student). Teachers in the female institution differ from the overall in three factors: "Elite," "Macho" and "Default." The scores on these factors indicate that teachers in female institutions feel that prison teachers are an elite group, and that prison institutions are a man's domain. Since the majority of teachers in the female institution are females this score on "Macho" cannot be considered a positive factor. "Default" is definitely a positive participation factor, indicating that this group of teachers consider themselves trapped in their positions.

As can be seen in the table of chi squares, Appendix C:21, the difference in distribution for none of the factors is significant at the .05 level.

Production factors considered by security of the institution (Table 4:10)

Maximum security

Teachers in these institutions differ in none of the seven production factors from the overall.

Medium security

Teachers in these institutions differ from the overall in none of the seven production factors.

Table 4:10--Production factors considered by security of the institution

	n = 25 Maximum		n = 30 Medium		n = 21 Minimum		n = 5 Female		N = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cognitive	4.110	.402	3.950	.735	4.214	.405	4.050	.444	4.074	.553
Affective	3.830	.710	3.725	.847	3.976	.453	3.950	.481	3.836	.696
Authority	3.890	.564	3.733	.425	3.964	.681	3.600	.548	3.833	.552
Reform	3.480	.501	3.567	.701	3.841	.574	4.067	.279	3.642	.610
Recognition	3.580	.636	3.608	.843	3.762	.630	3.500	.530	3.633	.706
Exhibition	3.608	.618	3.340	.626	3.733	.534	3.640	.792	3.543	.624
Advancement	3.093	.926	2.978	.951	2.905	1.106	3.333	.913	3.016	.972

Female institutions

Teachers in this institution differ from the overall in two production factors: "Reform"--teachers in female institutions express a greater desire to effect change in the education systems of the Department of Corrections and/or in their institutions. "Advancement"--teachers in this group expressed a greater desire to advance to a higher position within the Department of Corrections than did teachers overall, with a mean score of 3.333. Advancement has a propensity to be a positive production motivator for teachers in female institutions.

Participation factors considered by age of the student

The results received from this section must be suspect for two reasons. First, because of the overcrowded conditions existing in the Michigan Correctional System, segregation of residents by age is attempted but in reality not successful; residents of all ages may be found in most institutions. Second, age grouping of residents does not fall neatly into the two categories over twenty-five and under twenty-five years. Some institutions have students under twenty-three, others between twenty and thirty, and still others any age. Two institutions were not included in this analysis--the female institution and one institution which has no age limitation. All others were considered on the basis of predominance of students under or not under the age of twenty-five. Camps were included in the not under twenty-five age group.

These groups differ from each other in two factors (as can be seen in Table 4:11), "Macho" and Default." This indicates that

Table 4:11--Participation factors of teachers considered by age of their students

	n = 25 Under 25 years		n = 32 Not under 25 years		N = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elite	3.854	1.174	4.031	.897	3.925	1.077
Practical	3.520	.879	3.465	.893	3.510	.873
Macho	3.220	1.589	2.484	1.503	2.886	1.625
Default	2.561	1.484	2.906	1.228	2.662	1.359
Prestige	2.445	.684	2.371	.729	2.547	.707

Table 4:12--Production factors of teachers considered by age of their students

	n = 41 Under 25 years		n = 32 Not under 25 years		Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cognitive	4.146	.478	3.962	.644	4.074	.553
Affective	3.896	.527	3.697	.877	3.836	.696
Authority	3.896	.565	3.705	.543	3.833	.552
Reform	3.691	.612	3.505	.560	3.642	.610
Recognition	3.823	.531	3.386	.836	3.633	.706
Exhibition	3.537	.558	3.552	.726	3.543	.624
Advancement	2.927	1.031	3.051	.878	3.051	.972

teachers who teach students under age twenty-five tend to be less "Macho" in their view of prison education, than do teachers teaching predominantly older students. Teachers of predominantly older students are more likely to feel they hold their position because of "Default" than teachers of younger students. Yet, the mean score of 2.906 for the former is negative and not considered a positive motivational force for even teachers of students over twenty-five years.

The table of chi squares (Appendix C:25) demonstrates that in none of the five participation factors is there a difference in the distribution of scores significant at the .05 level.

In order to determine the characteristics which distinguish the teachers who feel they can obtain success from those who feel they cannot obtain success, it was necessary to divide the population into two groups. It was decided that those who obtained a mean score on the "Success" factor greater than three, would be labeled the "Can Obtain" group and those who received a mean score of three or less would be labeled the "Cannot Obtain" group. Three was the score used to dichotomize the group since it is the neutral number and any individual who does not know whether he can obtain success or not obtain success is likely not to be motivated by the factors involved. There were sixty-nine teachers in the group who fit into the "Can Obtain" group and twelve who fit into the "Cannot Obtain" group.

Table 4:13 shows the mean scores and standard deviations of scores for the production factors of both the "Can Obtain" and "Cannot Obtain" groups along with the scores of teachers overall. There is a difference between the groups in two factors: "Affective" and "Recognition" are the two factors rated most highly by the "Cannot Obtain"

Table 4:13--Production factors of teachers considered by whether the teachers feel they can obtain success in their current position

	n = 69 Can Obtain		n = 12 Cannot Obtain		n = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cognitive	4.098	.563	3.938	.490	4.074	.553
Affective	3.775	.701	4.188	.575	3.836	.696
Authority	3.841	.580	3.792	.367	3.833	.552
Reform	3.628	.587	3.722	.750	3.642	.610
Recognition	3.558	.718	4.063	.454	3.633	.706
Exhibition	3.551	.610	3.500	.711	3.543	.624
Advancement	3.000	.886	3.111	1.417	3.016	.972

group, while the factors "Cognitive" and Authority" were rated the two top factors by the "Can Obtain" group. Thus the "Cannot Obtain" group tends to have a greater desire to change their students and a greater desire to obtain recognition from their peers and from the institution as a whole than the "Can Obtain" group.

The chi square table (Appendix C;27) indicates there is a significant difference between the groups "Can Obtain" and "Cannot Obtain" in the frequency distributions of scores for the factor "Advancement" with a raw score of 34.79004 and twelve degrees of freedom there is a significance of .0005.

Satisfaction as it relates to
participation and production factors

To determine the satisfaction of teachers in the Department of Corrections, our population was asked if they were given the opportunity to begin again, would they accept a teaching position with the Department of Corrections. The question was worded such that those who would accept the position would answer with a four or a five; those who would not answered with a one or a two, three being undecided. It was felt that a teacher who was satisfied with his or her position would mark either four or five, thus a score of three on this section would indicate non-satisfaction. As can be seen from the table (Table 4:14) teachers in the Department of Corrections are satisfied with their current position and would accept the position again.

Table 4:14--Satisfaction - all teachers

Mean N=80	Standard Deviation
3.425	1.376

The teachers were then divided between those satisfied with their position; satisfied being those who scored above three on the question and not satisfied being those who received three or less on the question. Fifty teachers were classified satisfied and listed under the heading "would re-do" while thirty teachers were classified not satisfied and listed under the heading "would not re-do;" one teacher did not respond to this question. A frequency tabulation of the scores for each group on each of the motivational factors yielded a mean and standard deviation for each factor dichotomized into the two groups.

Participation factors

As can be seen in Table 4:15 teachers who are not satisfied with their current position rated prison teachers as less "Elite" and more "Macho" than did teachers who "would re-do." They also placed less emphasis on practical rewards and felt that the only reason they kept their position was because they could not find another position outside the Department of Corrections. With the exception of "Prestige," "would re-do" group had a lower standard deviation on all items in the participation factors. This indicates that the "would re-do" group is more homogeneous than the "would not re-do" group.

The chi squared table (Appendix C:28) indicates three of the participation factors vary between the groups in distribution of scores at at least the .05 level of significance, they are:

Practical - raw score 21.86701 with eleven degrees of freedom and a significance of .0254.

Macho - raw score 11.47317 with four degrees of freedom and a significance of .0217

Table 4:15--Participation factors for teachers considered by whether they would accept the position again.

	n = 50 Would redo		n = 30 Would not redo		N = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Elite	4.060	.931	3.700	1.291	3.925	1.077
Practical	3.827	.667	3.100	.754	3.510	.873
Macho	3.245	1.521	2.300	1.643	2.886	1.625
Default	2.220	1.075	3.400	1.476	2.662	1.359
Prestige	2.560	.660	2.367	.639	2.547	.707

Default - raw score 24.13848 with four degrees of freedom and a significance of .0001.

Production factors

Table 4:16 shows that the mean of group "would redo" and the mean of group "would not redo" differ from each other only in the factor "Advancement" which demonstrates that "would redo" has a greater desire to advance in the organization than does "would not redo." As in participation factors, so in production factors, the standard deviation of scores for "would redo" was lower than "would not redo" thus indicating "would redo" is more homogeneous grouping than "would not redo."

Appendix C:29 demonstrates that the frequency distribution of scores for the two groups vary on the factor "Advancement" with a raw score of 23.86314, with twelve degrees of freedom and a significance of .0212.

The relationship between success and satisfaction

As was stated earlier, the mean score for all teachers in the population for the variable success was 3.593 indicating they feel they are indeed able to obtain success in their current position. However, as shown in Table 4:17 the mean for the thirty teachers who are not satisfied with their positions, the mean score for success is only 2.800 with a standard deviation of 1.119, while those fifty who are satisfied with their position had a mean score of 4.100 with a standard deviation of .589. It is obvious that a difference exists between these two groups.

Table 4:16--Production factors of teachers considered by whether they would accept the position again

	n = 50 Would redo		n = 30 Would not redo		N = 81 Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Cognitive	4.185	.407	3.992	.457	4.074	.553
Affective	3.885	.485	3.883	.652	3.836	.696
Authority	3.905	.573	3.742	.493	3.833	.552
Reform	3.647	.604	3.667	.613	3.642	.610
Recognition	3.610	.558	3.792	.606	3.633	.706
Exhibition	3.640	.557	3.447	.621	3.543	.624
Advancement	3.140	.881	2.867	1.071	3.016	.972

Table 4:17--Relationship between success and satisfaction

<u>Success by Redo</u>			
Would redo n = 50		Would not redo n = 30	
Mean	Standard Deviation	Mean	Standard Deviation
4.100	.589	2.800	1.119

A Chi Squared score on these two factors indicates a raw score of 34.12306 with eight degrees of freedom and a significance of .0000, indicating that there is a difference between the distributions of scores for this factor, "Success" when considered on the basis of satisfaction with the position.

Summary

From the analysis of the data the following answers are offered:

- I. What are the participation factors affecting teachers in the academic schools of Michigan penal institutions?
 - a. Do teachers in Michigan penal institutions maintain their employment because they feel they have no other option?

No. The mean score for this factor is less than three for teachers as a group, thus they do not feel they are trapped in their position but rather feel they maintain their positions because they choose to maintain them.

- b. How do teachers in Michigan penal institutions view the practical rewards of their position?

Practical rewards are important to teachers in the population. They are one of the two participation factors which appear to definitely affect participation for prison teachers.

- c. Do teachers in academic schools of Michigan penal institutions enjoy their association with the criminal justice system?

1. Do they associate their job with the "macho" image?

No. For teachers as an aggregate this factor was nearly neutral in its apparent effect, however, when male teachers and female teachers were dichotomized, male teachers did rate this factor positively. The

participation motivation effect of this factor must be questioned. However, since teachers who are not satisfied with their position obtained a positive score while those who are satisfied with their position obtained a negative score in this factor.

2. Do they consider themselves an elite group?

Yes. The mean on this score was the most positive of all participation factors, combining with practical to be the two positive participation factors considered.

3. Do they associate more prestige to positions in criminal justice than to positions in public education?

No. To the contrary, they consider public education more prestigious than criminal justice. This factor was the least positive of all participation factors; none of the groups considered felt this to be a positive factor.

II. What are the production factors affecting academic school teachers in Michigan penal institutions?

a. Do they associate success with cognitive learning in their students?

Yes. This is the most positive of all the production motivators. All teachers in the survey considered this factor as a positive motivator.

b. Do they associate success with student change?

Yes. This is the second most positive production motivator, for the groups not rating cognitive learning as the most positive production factor. This was the factor which replaced "Cognitive."

c. Do they desire to demonstrate their pedagogical skills?

Yes. While this factor is not as positive as other production motivators, it is nevertheless, positive.

d. Do they desire to exert control over others?

Yes. This factor is just below "Affective" as a positive motivator, in some groups it even ranks ahead of "Affective." As will be noted later it is one of the factors which distinguish teachers who feel they can obtain success and those who do not feel they can obtain success in their current positions.

e. Do they seek advancement to a higher position within the corrections hierarchy?

No. This factor is close to neutral such that it cannot really be classified as a positive production motivator. It is, however, a distinguishing factor in various groups including success and satisfaction.

f. Do they seek recognition from others within the institution?

Yes. This factor is consistently positive among all groups of teachers in our population, however, it is one of the distinguishing factors between the population who feel they can obtain success and the teachers who feel they cannot obtain success.

g. Do they seek to improve the educational system within their own institution and within the Department of Corrections?

Yes. This factor is positive not only for the population as a whole but also for teachers in each of the various groups.

III. Do teachers in academic schools of Michigan penal institutions perceive these production factors as achievable in their current situation?

Yes. Teachers overall feel they can obtain success in achieving these production factors. Sixty-three of the eighty-one teachers in the survey felt they could achieve success. This is approximately 85% of the teachers; the other 12-15% felt they could not achieve success, or

were not sure they could achieve success. Teachers who felt they could not achieve success demonstrated a stronger desire to change student behavior and to obtain recognition than did teachers who felt they could achieve success. There is also a difference in the scores between the groups in desire for advancement within the Department of Corrections. Those who do not feel they can achieve success have a higher mean score on desire for advancement but are not as homogeneous in their attitude toward this factor as are those who feel they can obtain success.

IV. How do the following relate to both production and participation factors for teachers in Michigan penal institutions?

a. Sex of the teacher.

Female teachers tended to rate all factors more positively than male teachers. In particular female teachers feel prison teachers are more of an elite group. They value practical aspects of their job more, and are more likely to feel trapped in their position than their male counterparts. Female teachers also express a stronger desire to reform the educational system and to obtain recognition within the system than male teachers.

b. Subject taught by the teacher.

Mathematics teachers. Teachers of this subject were representative of teachers overall with the exception of the factor "Default" which was less positive than the overall, indicating that mathematics teachers do not feel they must remain in their positions because they could not find another position.

English teachers. Teachers of this subject consider prison teachers more elite than do other teachers; they also value practical rewards more and express a greater desire to reform prison education.

Reading teachers. Teachers of this subject rated "Default" more positively than did other teachers; this indicates a stronger tendency of reading teachers to feel they hold their position only because they have no other option.

L. R. C. teachers. Teachers of this subject feel more strongly than other teachers that prisons are not a place for women to teach. They also feel that they do not hold their position only because they cannot find another position. They are the only subject area which rated "Affective" more positively than "Cognitive," indicating they place a greater emphasis on teaching for student change than for learning a particular subject. They also seek to reform prison education and to exhibit their teaching skills more than do other teachers in the Department of Corrections.

"Other" teachers. This group is the least homogeneous of all subject areas. They feel more positively than do teachers in other subject areas that prison education is a man's domain. They place less emphasis on practical rewards and feel less trapped in their position than do other teachers. They also place less emphasis on cognitive learning than teachers of other subjects.

c. Experience of the teacher.

Teachers with over eleven years experience in prison education

This group of teachers considers prison teachers less "Elite" and more "Macho" than do other teachers. They also place less value on

practical benefits of their position than do their less experienced counterparts. Despite the low positive responses submitted by these experienced teachers, they strongly affirm that they do not maintain their position because they cannot find another position. While on the job they express a stronger desire to teach their subject than other teachers.

Teachers with between five and eleven years
experience in prison education

This appears to be the establishment group of teachers. They differ from teachers overall in none of the production and participation factors considered in this survey.

Teachers with less than five years experience
in prison education

This group of teachers consider prison teachers more "Elite" and less "Macho" than the more experienced teachers and are also more prone to feel trapped in their position than other groups of teachers and are more motivated by advancement possibilities. It should be noted that the more experienced the group of teachers the less positive the expression of desire for advancement within the system.

Teachers with no public school teaching
experience

This category consisted of teachers from all areas of prison experience; distinguished only by their lack of public school teaching experience. They differ from others only in that they consider prison teachers less "Elite" and more "Macho" than other teachers and they also expressed less desire for advancement than other categories of teachers.

d. Security level of the institution.

Maximum, medium and minimum security

Little difference was expressed among the teachers in these three security levels in both participation and production factors of this study.

Female institutions

This category is not officially a security classification, yet they do not fit into any other security classification. Thus they are considered here. (This also answers the question concerning sex of the student). Teachers of female students consider prison teachers more "Elite" and more "Macho" than do other teachers. They also feel that they hold their position only because they cannot find another position outside the Department of Corrections. Advancement is considered by these teachers to be a positive motivation factor; this distinguishes them from other groups in male penal institutions. This category consisted of only five teachers; results must be tempered by this consideration.

e. Age of the student.

Because of current overcrowded conditions within the Michigan penal system, students cannot always be segregated according to age of the individual, thus there is a mixture of ages throughout the various penal institutions; for this reason results received in this category are suspect. Teachers of students under the age of twenty-five consider teachers in prisons less "Macho," than teachers of students not under twenty-five. Teachers of the younger students feel less trapped

in their positions and more desirous of recognition from their peers within their profession and within their institution than do teachers of older students.

V. Would the teachers in the academic schools of Michigan penal institutions accept the position again if given another opportunity to start over?

Yes. Fifty of eighty teachers responding to this question indicated that they definitely would accept the position if they had the decision to make again. The remaining thirty are either not sure or would definitely not accept the position if they had the choice to make again. Teachers who would not accept their position again differ from those who would in that the former consider prison teachers less "Elite" and more "Macho" than teachers who would accept the position again. The "would not accept" group placed less emphasis on practical rewards and felt the only reason they kept their current position was because they could not find another position. The "would not accept" group placed more emphasis on advancement within the Department of Corrections than did the "would accept" group.

The most notable difference between the "would accept" group and the "would not accept" group is in the factor success. The "would not accept" group is less likely to feel that they can achieve success in their work in their current institutional setting.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Purpose

The purpose of this study is to investigate the reasons, both personal and professional, that teachers maintain their positions with the Michigan Department of Corrections and also the factors which may influence them to exert effort beyond the minimum requisite to maintain this position.

Background

Penal institutions were established as a place to retain individuals whom society wished to ostracize for a specified number of years. Because the primary function of penal institutions is to keep these individuals separated from society, other functions associated with corrections such as rehabilitation, are secondary or even peripheric endeavors. Education is one of these rehabilitation endeavors.

Because of the secondary nature of education within the corrections system, prison academic schools have been required to adapt their programs to the needs of custody. Students may be removed from classrooms for days, weeks or even months at a time; they may be transferred from one institution to another with prior notice to neither the student nor the teacher. For these reasons the academic schools throughout the Michigan Correctional System have adopted a standardized curriculum including a standardized delivery system, materials

and reference materials. The ultimate goal of the academic program is the obtainment of a G. E. D. certificate.

Despite the difficult nature of the students they maintain, the standardization of programs and the secondary nature of the position, the Michigan Department of Corrections has been able to maintain certified teachers to fill all staffing needs of every academic school throughout the Michigan penal system.

Methodology

According to March and Simon there are two types of motivational factors affecting individuals in various organizations--participation factors which affect membership in the organization and production factors which affect effort exerted in accomplishing the goals of the organization. The key distinguishing factor between the two types of motivators is effort; participation factors require no extra effort to obtain while production factors are directly related to effort and accomplishment.

Through the review of literature, particularly the work of Dan Lortie, and through four years of observation by a corrections educator, the following questions were developed which attempt to isolate the possible motivational factors affecting teachers within Michigan penal institutions, both participation and production factors.

- I. What are the participation factors affecting teachers in the academic schools of Michigan penal institutions?
 - a. Do teachers in Michigan penal institutions maintain their employment because they feel they have no other option?

- b. How do teachers in Michigan penal institutions view the practical rewards of their position? (Salary, benefits, security of civil service, adult teaching model and length of work day).
 - c. Do teachers in academic schools of Michigan penal institutions enjoy their association with the criminal justice system?
 - 1. Do they associate their job with the "Macho" image?
 - 2. Do they consider themselves an Elite group.
 - 3. Do they associate more prestige to positions in criminal justice than to positions in public education?
- II. What are the production factors affecting academic school teachers in Michigan penal institutions?
 - a. Do they associate success with cognitive learning in their students?
 - b. Do they associate success with student change?
 - c. Do they desire to demonstrate their pedagogical skills?
 - d. Do they desire to exert control over others?
 - e. Do they seek advancement to a higher position within the corrections hierarchy?
 - f. Do they seek recognition from others within the institution?
 - g. Do they seek to improve the educational system within their own institution and within the Department of Corrections?
- III. Do teachers in academic schools of Michigan penal institutions perceive these production factors as achievable in their current situation?
- IV. How do the following relate to both production and participation factors for teachers in Michigan penal institutions?
 - a. Sex of the teacher
 - b. Subject area taught by the teacher

- c. Experience of the teacher
 - d. Security level of the institution
 - e. Age of the student
 - f. Sex of the student
- V. Would the teachers in the academic schools of Michigan penal institutions accept the position again if given a chance to start over?

The questionnaire

In order to obtain this information a two part questionnaire was developed. The first part of the questionnaire was designed to gather demographic information concerning the teacher. This information served to answer question number four. The second portion of the questionnaire was designed to determine the attitude of the teacher concerning the production motivators, the participation motivators, success and satisfaction. In the second portion teachers were asked to respond to statements concerning prison teaching. The response was to be in the following format:

- 1. Strongly disagree
- 2. Disagree
- 3. Undecided
- 4. Agree
- 5. Strongly Agree

The population

The questionnaire was either personally administered or mailed to every academic school classroom teacher in the Michigan Department of Corrections. With the exception of teachers in Marquette Branch

Prison, who did not respond to the questionnaire, the return rate was 93%. Thus the population considered in this study was not a sample but a census of all teachers in the Michigan Corrections System. No attempt was made to generalize the results to either teachers in Marquette Branch Prison or to corrections educators outside the Michigan system.

The following steps were used in analyzing the data:

1. Frequencies for each item were visually analyzed to insure the results of redundant questions were not contradictory. This was to insure reliability of the questionnaire. These frequency analyses included percentage scores of each answer, the mean score for each statement, the mode, the standard deviation and the medium score for each question. The results were deemed to be reliable.
2. The various items concerning each question were computed into a single score with frequency distributions for those new factors. These frequencies included mean, mode and standard deviations.
3. Cross tabulations were performed on each factor using the demographics in question four, in addition to success of the teacher and satisfaction of the teacher. From these cross-tabulations a chi squared table was computed for all the demographic characteristics.

Findings

1. Participation factors for all teachers in the population include the belief that prison teachers are an elite group of educators requiring special training and more experience than public school teachers.
2. Prison teachers place great value on the practical rewards associated with the position.
3. Teachers do not value their association with the criminal justice system.
4. Advancement within the corrections hierarchy is not a production motivator for teachers overall.

5. Teachers teaching the subject area classified "Life Role Competency" deviate from other teachers in that they consider teaching for a change in student behavior more positive than teaching for cognitive learning in their students.
6. The more experience the group of teachers had the lower the rating was on the motivational potential of the factor "Advancement" within the hierarchy.
7. The majority of teachers within the Department of Corrections feel they can obtain success in their current institutional setting.
8. Teachers who feel they can obtain success rated the teaching of cognitive material and the desire to exert authority over others as the two most positive production factors, while teachers who did not feel they could obtain success in their current position rated teaching for a change in student behavior and recognition the two most positive production factors.
9. The majority of teachers would accept the position again, if they were given the opportunity to begin again.
10. Teachers who would not accept the position again differed from those who would in that they feel prison teachers are less elite and more macho than other teachers.
11. Teachers who do not feel they can obtain success in their position would not accept the position again if they were given the opportunity.
12. Teachers in the Michigan Department of Corrections consider themselves part of the educational establishment, an elite part of the education establishment, not a part of corrections per se.
13. The longer a prison teacher remains employed in the system the less motivational the prospect of promotion appears.
14. Teachers who adopt the objectives of the educational system of the Department of Corrections, preparing students for the G. E. D. and controlling their classrooms, can achieve success in their current position. On the other hand, teachers who attempt to effect a positive change in their students and who wish to be recognized as professionals for their efforts do not feel they can succeed in their current work situation.

15. Teachers who teach the subject area Life Role Competencies, design their own courses and establish their own objectives to prepare students for the future. This group of teachers feel they can effect a positive change in student behavior.

Discussion

Because the Michigan Department of Corrections has little difficulty attracting and maintaining certified teachers to fill the staffing needs of all penal institutions within the State and because the turnover rate among teachers within the Michigan Department of Corrections is low, it was believed that there were sufficient participation motivators to keep teachers content with their positions. The study verified this idea; over two-thirds of the teachers responding to the questionnaire said they would accept the position again if given the opportunity to start their careers over. These teachers do not feel they have been trapped in their positions and have no other option; but rather, they feel they maintain their positions because they choose to.

Two factors emerge as participation motivators in this study. The first factor is the feeling that, as prison teachers, they are an elite group of teachers doing a job which requires more experience and more training than teaching in public schools. The second factor is an affinity for the practical rewards of their position. They not only place great value on the remuneration they receive, but they also value their association with civil service, including all the benefits associated with civil service. They enjoy teaching adults as opposed to youth and they appreciate not having to take their work home with them when they leave the institution at the end of the day. Teachers in prison institutions are willing to work an eight hour day as opposed

to the shorter day of a public school teacher in exchange for not having to spend their evenings preparing for class and grading papers.

At the outset of this study it was felt that teachers in penal institutions would consider themselves an elite group of teachers distinct from public school teachers by the difficulty of their position. It was felt that this elite attitude is associated with an affiliation of the teacher with the criminal justice system as opposed to affiliation with public education. This affiliation with the criminal justice system proved to be nonexistent. Two factors were designed to determine the affiliation of a prison school teacher with the criminal justice system. The first of these factors was the "Macho" image generally associated with criminal justice and particularly with penal institutions. "Macho" refers to the belief that employment in a penal institution should be limited to male employees, prisons are a man's world, not a place for females. The study demonstrated that the "Macho" image is not a positive factor for teachers who are satisfied with their position, while it is positive for teachers who are not satisfied with their position. It is evident that the image of danger and daring associated with penal institutions is not a positive participation motivator for prison teachers. The second factor relating to teacher affiliation with criminal justice was the relative prestige of the criminal justice system to the public education system. It is felt that individuals will associate a higher level of prestige to positions in a system which they feel to be more prestigious than other systems. A teacher who affiliates closely with the criminal justice system will consider positions within criminal justice more

prestigious than equivalent positions in public education. The study demonstrated just the opposite; teachers associate more prestige to public education than to criminal justice. Teachers consider themselves part of the education system, an elite part of the system to be sure, but a part of it nevertheless.

It is likely that teachers reject their position within the criminal justice system because they have been rejected by the system. They are accepted as equals by neither the prison administration nor the custodial personnel who occupy the prestigious positions within the Department of Corrections. Teachers are simply secondary personnel serving a secondary function. Individual teachers are aware of their status within the institutions and have compensated for this status by intellectually separating themselves from the system.

Production motivators

The Porter and Lawler model distinguishes three factors which must be present before a given reward can be a production motivator: it must be considered valuable to the individual; it must require effort for the individual to achieve and the individual must view it as achievable. March and Simon stipulated this effort must exceed the minimum effort requisite for maintenance of the position. This study considered all three criteria stipulated in the Porter and Lawler model; however, more consideration must be given to the minimum effort requisite for maintenance of the position. This consideration will be referred to in this chapter. Further study regarding effort and minimum requirements in this area should be covered in further research of teacher motivation in penal institutions.

Of the production factors considered in this research, all were viewed as potentially positive production motivators with the exception of advancement within the Michigan Department of Corrections. Advancement was considered a potentially positive production motivator only by the group of teachers with less than four years experience in prison education. The longer a teacher remains employed with the Department of Corrections the less positive the possibility of advancement becomes to him. Teaching in penal systems, like teaching in public schools is "unstaged"; a teacher remains in his current position as a classroom teacher with the same rights and privileges he had when he first became a teacher, or he advances to a principal's position. There are no intermediate steps between a regular classroom teacher and principal. Little distinguishes the beginning teacher from the experienced teacher; prisons do not even offer the more desirable teaching assignments to teachers on the basis of seniority. The longer a teacher remains with the Department of Corrections the more resolved he may become to his fate of being stagnated in his current position; he simply learns to accept the idea that he will not be promoted, thus advancement gradually loses its desirability. The desirability of a principal position may also be decreased in the eyes of the experienced teacher by the relative position of the school principal in the corrections hierarchy. Principals are allotted little control over the schools they are charged with administering. Students are assigned to school by a classification committee which does not include the school administrator; discipline in the school is meted out by a committee which does not include the school administrator; curriculum is

developed in central office and then given to the school administrator with little input from the school administrator. Personnel problems are handled by a personnel office of the institution. Some experienced teachers view the position of principal in a penal school as a figure-head with little real authority. Teachers reason that they are in charge of their own classroom and thus in charge of more than the school principal. Teachers say they have more impact and authority in their current position than they would if they were promoted to principal.

Teachers who feel they can obtain success in their current position differ from teachers who do not feel they can obtain success, the factors which they ranked in the first two positions for desirability of possible production motivators. Teachers who feel they can obtain success regard teaching of subject area (cognitive learning) and control of their classroom (authority) the two most dominant production factors, while teachers who do not feel they can achieve success in their current position, consider teaching for student change (affective learning) and recognition of their efforts (recognition) as the two most dominant factors. This distinction in priorities between the two groups of teachers is reflected in priorities of the Michigan Department of Corrections.

Because the primary consideration of the Michigan Department of Corrections is custody, students may be removed from school for disciplinary reasons, transfer to another facility, release to court, visits from civilians, meetings with their counselors, or any other reason deemed acceptable to the institution. Students may have their

education interrupted for a few hours, days, months or even years, they may return to the classroom which they left or they may be transferred hundreds of miles to another institution operated by the department. To adapt to the inconvenience caused by the intermittent student the Department has adopted a "standardized module" system of instruction, standardized to the extent that a student may leave any correctional facility for any length of time, enter another facility and begin his studies exactly where he left off at his previous school, with the same module, the same textbook, the same teaching style employed by the teacher. Using this system a student can progress toward completion of a G. E. D. within the least amount of time possible. Completion of a G. E. D. is the ultimate goal of the educational system of the Department. Any variation from the standardized norm established by the Department may impede the continuity of the student and may frustrate the student who is being transferred among schools. Tolerance of deviation from the standardized system cannot be accepted under the current program of instruction. Since each individual module has a minimum standard, each lesson has a minimum standard, each course has a minimum standard and each student must meet a minimum standard of progress within the course, teachers are allotted little opportunity to deviate from the minimum requirements of their positions. It is obvious that this system has been successful in accomplishing the goals of the Department, providing the quickest, most efficient method of preparing students for the G. E. D. Teachers utilizing this system can see their students progress in their particular subject area, however, the question of effort beyond the required minimum must be

considered. The system tends to discourage effort beyond the minimum required rather than fostering extra effort. Teachers are encouraged to place the emphasis of their teaching on learning subject matter because this is the requirement established for maintenance of their position. Teachers who consider cognitive learning their top goal in teaching can be successful in accomplishing this goal but may not be motivated to exert effort beyond the minimum required in obtaining this goal.

The second goal of teachers who feel successful in their current position is the maintenance of control over their students. This goal is easily understood when the role of a teacher within the Department of Corrections is understood. While teachers are hired to teach their particular subjects and in fact are allotted minimum standards for teaching, the primary goal of every teacher is the same as the primary goal of every employee of the Department of Corrections, control of the institution. By policy, every employee working in a penal institution has the primary function of custody. Teachers in their classroom or anywhere they happen to be in the institution have the same disciplinary powers allotted a custody official. They are charged with maintaining control over their individual classrooms and over the hallways outside their classrooms. They may be held responsible for any incident occurring within their area of responsibility. Thus, control, the second primary goal of teachers who feel they can obtain success in their current position, is a minimum requirement for all teachers. Unlike cognitive learning, authority lends itself to effort beyond the minimum required. Teachers who enjoy exerting control may exceed the minimum standards and enjoy a great deal of success in this

endeavor.

The traditional measure of success for any correctional program has been the effect of the program on recidivism. Thus far, merely learning subject matter and obtaining a diploma or certificate has not been associated with a reduction in recidivism for inmates of correctional facilities. Yet teachers within the Michigan Department of Corrections are not encouraged to develop their courses in such a way as to promote change in student behavior. Not only are teachers not encouraged to tailor courses for student change, but the highly structured system of instruction utilized by the Department prohibits modifications to current courses. Teachers who seek to change their students as their top goal do not feel they can obtain success within their current position.

The second goal of teachers who feel they cannot currently obtain success in their jobs is recognition from others. They seek to accomplish their jobs in such a way as to glean recognition for their accomplishments. Recognition for their efforts from others within the Department of Corrections is nearly impossible for a teacher to obtain because there is simply no opportunity to distinguish himself from any other teacher. Nor is it possible for these individuals to obtain the recognition they desire from the institution, due to their professional status. Professional recognition is not extended because teachers have not been accepted by the Department of Corrections as professionals. Recognition by the community outside the institution is possible because of the nature of the work and the difficulty of the task a teacher performs. However, community recognition is not a

production factor because it is not related to effort. If an individual teacher obtains community recognition it is because of his affiliation with a group and not because of the effort he has expended.

Because of the standardized method of instruction throughout the Department of Corrections, little variation in production motivators was noted in the various teachers; which may have been due to the type of student, type of institution, sex or experience of the teacher. The standards of the Department have established the production motivators for all teachers within the Department. It is expected that the above mentioned variations among teachers and/or institutions would be reflected in differences of possible production motivators if teachers in the various institutions were permitted to tailor their courses to accomplish their goals. The current system simply discourages deviation from the dual goals of cognitive learning and control. The exception to this priority designation is noted in the group of teachers teaching the course "Life Role Competencies." This group of teachers is encouraged to develop their own courses with the goal in mind of preparing students for release from the institution. L. R. C. teachers are not part of the main course structure within the system, that is completion of L. R. C. courses does not lead to completion of a G. E. D. nor is a student attending an L. R. C. course in one institution expected to continue that course upon arrival in another institution. L. R. C. teachers are permitted to develop their own materials, use their own delivery system and teach the course in any way they see fit, within reasonable guidelines. They are responsible for the course they develop; they must obtain their

own materials, recruit their own students, and set their own standards for successful completion of the course. This group of teachers sets as their objectives: changing student behavior, teaching subject matter and obtaining recognition for their efforts. They feel they can obtain success in accomplishing these goals within the confines of their current work situation. Since they are responsible for the success or failure of their own courses, L. R. C. teachers can obtain recognition for their efforts from other teachers who may be familiar with the work of the L. R. C. teacher.

Recommendations for further study

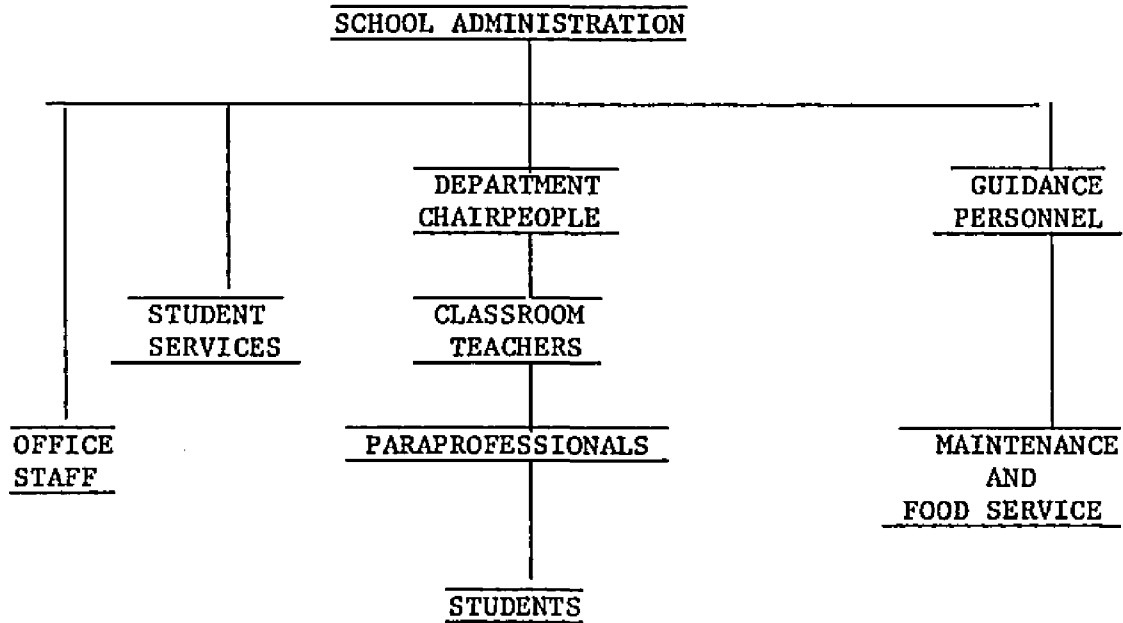
It is evident that the Michigan Department of Corrections is doing an adequate job of providing students with the instruction necessary to obtain the G. E. D. certificate. It is also evident that teachers have the authority and sanctions necessary to maintain control of their classrooms. However, it is not known if the current emphasis and standardization are thwarting productivity of teachers. Does the current curriculum discourage productivity or extra effort in teachers? It is apparent that the participation motivators are adequate to insure minimum effort from teachers, but the adequacy of production motivators must be questioned.

The scope of this study was limited to academic classroom teachers within the Michigan penal system. Further studies involving vocational teachers within the Department of Corrections and also teachers from penal institutions outside the Michigan system may lead to further insight into production motivators for teachers.

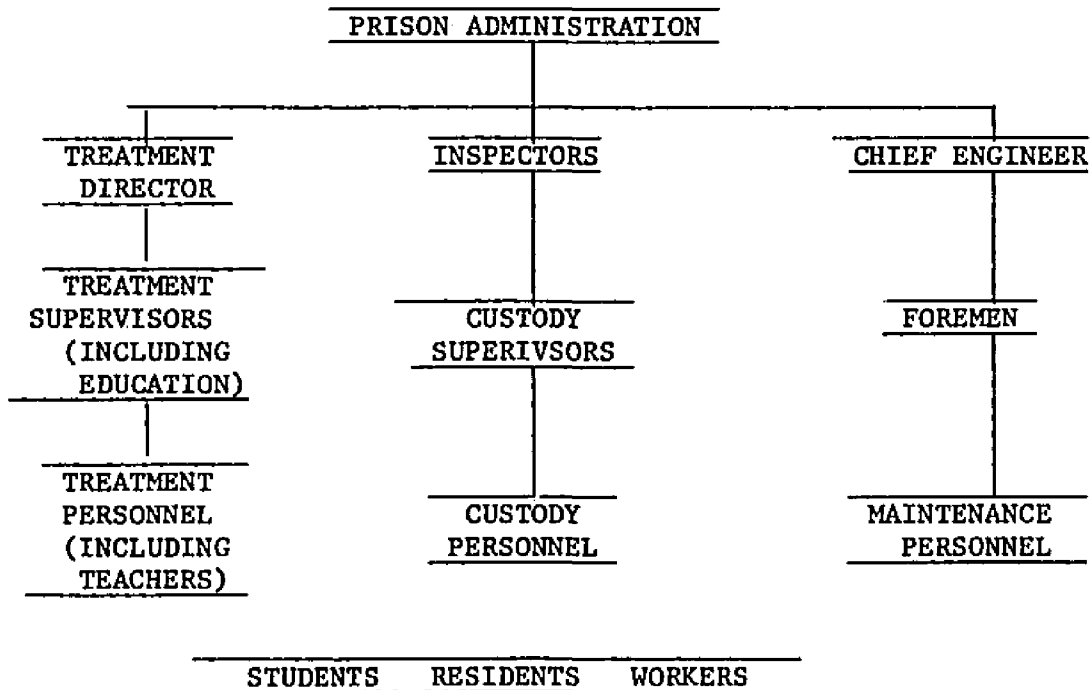
APPENDICES

APPENDIX A

PUBLIC SCHOOL: EDUCATION IS PRIMARY



PRISON SYSTEM: EDUCATION IS SECONDARY



APPENDIX B

QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AS COMPLETELY AS POSSIBLE:

In what institution do you teach? _____

What is the security level of your institution? _____ Maximum,
_____ Close custody, _____ Medium, _____ Minimum.

How many years have you taught in corrections? _____ In public
school? _____

What subject area do you teach (choose one only)? _____ Mathematics,
_____ English, _____ Reading, _____ Science, _____ Life role competencies,
_____ Other.

What is your sex? _____ Male, _____ Female.

Please continue on next page.

Each of the following numbered statements is followed by a series of lettered statements; indicate the degree of agreement/disagreement you feel toward the lettered statement. Please read the complete statement and then respond to the lettered statement in its entirety. PLACE A NUMBER IN EACH BLANK PROVIDED. Use the following scale as a guide:

5	4	3	2	1
strongly agree	agree	no opinion	disagree	strongly disagree

1. Some teachers feel the benefits and rewards offered by teaching in a prison school offset the drawbacks associated with the position; others feel, to the contrary, that frustrations are not offset by the benefits and rewards. How do you feel?
 - ___a. I am satisfied with my current position.
 - ___b. I am actively seeking employment outside the Department of Corrections.
 - ___c. I maintain my current position only because there are no other positions available to me, in my field.
2. Some of the practical benefits associated with teaching for the Corrections Department, such as: a measure of security in the position, a livable income and civil service status, make it attractive to many teachers. How do you feel?
 - ___a. Practical benefits are important to my family and me.
 - ___b. While these practical benefits are nice, they do not affect my staying in my current position.
 - ___c. If practical benefits were important to me, I would have entered another profession.
3. Teachers in a K - 12 system have the benefits of working with young people and being involved in their local communities; however, they must contend with irate parents and disruptive students. Neither the benefits nor the difficult matters mentioned are relevant to prison schools. With this in mind please respond to the following statements.
 - ___a. I prefer teaching adults in a prison school to teaching youth in a K - 12 setting.
 - ___b. Teaching is teaching, the age and circumstance of the student are not important.

4. Public school teachers work a short day (approximately six hours) but are expected to take part of their work home with them at the end of their day (grading papers and preparing lessons). Prison teachers, on the other hand, work an eight hour day but leave their work at their institution when they go home after a day's work. How do you feel about these two models:
- ___a. I prefer working an eight hour day and leaving my work on the job to working a shorter day and taking part of my work home with me.
5. Because of the volatile nature of the students attending prison schools, there is an element of danger involved in the job of prison school teacher; therefore, some teachers feel that women should be permitted to teach only in institutions designed to house female prisoners. Others feel this attitude is overprotective; women should be encouraged to teach in all penal institutions. How do you feel?
- ___a. Women should teach only in female institutions.
- ___b. Women should teach in prisons with a security level no higher than minimum.
- ___c. Women should teach in prisons with a security level no higher than medium.
- ___d. Women should teach in all Michigan prisons.
6. Because of the element of danger involved in prison teaching, some teachers feel that it takes a special type individual to teach in prison: others feel that any teacher certified to teach in public school can teach in prison. How do you feel?
- ___a. I feel only experienced teachers should be permitted to teach in prison schools and then only after they have received special training on how to handle the job.
- ___b. I feel only experienced teachers should teach in prison schools, but that no special training is necessary.
- ___c. I feel that any teacher certified to teach in Michigan schools can teach in prison schools with no training nor experience beyond college.
7. People tend to associate more prestige to one position than to another. In the following statements consider only the position not particular personalities.
- ___a. Parole officer is more prestigious than public school teacher.

- ☐ b. Chief of police is more prestigious than superintendent of schools.
 - ☐ c. Prison warden is more prestigious than superintendent of schools.
 - ☐ d. Prison school principal is more prestigious than public school principal.
8. Teachers in prison schools have various goals which they are striving to achieve. The obtainment of these goals can often lead to a feeling of success. What is your reaction to the following statements?
- ☐ a. Since actual learning is the responsibility of the student, not the teacher, I feel successful when I have provided an environment in which learning can take place.
 - ☐ b. Since a teacher is responsible for teaching his subject, I feel successful when a student learns what I am trying to teach within my subject area.
 - ☐ c. Since the ultimate success of a prison teacher is to have a student leave his classroom and become a productive member of society, I feel successful only when my teaching leads to a positive change in student behavior.
 - ☐ d. I feel successful when I have prepared and presented an excellent class.
 - ☐ e. I feel successful when I help to bring about needed change in prison education.
9. Different aspects of the teaching profession appeal to different teachers; which of the following activities appeals to you as a teacher.
- ☐ a. I enjoy reading in my subject area and preparing for and presenting instruction.
 - ☐ b. I enjoy serving on committees which effect prison education.
 - ☐ c. I enjoy working with students on an individual basis.
 - ☐ d. I enjoy managing my classroom.
10. The method of instruction preferred by teachers varies among the teachers in prison schools. What method do you prefer?
- ☐ a. I prefer using the lecture and/or the group discussion method.
 - ☐ b. I prefer individualized instruction.

11. What a student should learn in school is the subject of controversy among teachers involved in prison education. What should a student learn in your classroom?
- ☐ a. He should learn the subject matter which I am paid to teach,
 - ☐ b. He should learn basic respect for authority.
 - ☐ c. He should learn self-awareness.
12. Good teachers in prison schools have diverse means by which they judge the effectiveness of their teaching; while some of the following methods may not be available to you in your institution, which would you use if it were available?
- ☐ a. I would use the reaction of other teachers familiar with my teaching as a gauge.
 - ☐ b. I would use the reaction of my students as a gauge.
 - ☐ c. I would use a pre-test/post-test as a gauge.
 - ☐ d. I would use the assessment of a competent administrator as a gauge.
 - ☐ e. I would use a followup of students who have left the institution as a gauge.
13. Some teachers feel they would lose impact upon students if they were to leave the classroom and accept an administrative position within the Department of Corrections; others feel this would broaden their influence over the system thus increasing their impact. With this in mind please respond to the following:
- ☐ a. If an administrative position with the Department of Corrections were offered to me, I would accept it.
14. While some teachers feel that teachers who are "excellent" are recognized as such by their peers; others feel this recognition is impossible. How do you feel?
- ☐ a. I feel "excellence" among teachers is recognized by the teaching staff.
15. Some teachers feel certain aspects of their position in the prison are less than desirable to people with professional status. Professional employees should not be required to punch a time clock, nor should they be subject to telephone monitoring by a telephone operator. Others feel that such inconveniences are part of the job associated with working in a penal institution and that neither position nor professional status is relevant in this environment. How do you feel?

- ___a. I feel that teachers, as professionals, are entitled to certain privileges generally associated with the profession, even in a prison environment.
16. Given your answers to the previous questions, please consider the areas wherein lie your strongest feelings. While all the following may be applicable, consider each in comparison with the others.
- ___a. I feel successful when I have reached students.
- ___b. I would like to obtain a promotion to an administrative position.
- ___c. I would like to be treated as a professional in this institution.
- ___d. I would like to effect important changes in the prison educational system.
- ___e. I enjoy preparing and presenting instruction.
- ___f. I feel students need to learn respect for authority.
17. Given your answers to the previous nine questions, within your current institutional setting can you achieve success or obtain a feeling of success?
- ___a. I can operate within the current educational setting in my institution and obtain a feeling of success in my job.
18. With the answer to the previous question in mind, please respond to the following:
- ___a. I can obtain a feeling of success in my current position.
- ___b. I cannot now obtain a feeling of success in my current position; however, I could obtain this feeling if the curriculum in the system were changed.
- ___c. The factors which hinder my obtaining a feeling of success are beyond the control of the prison educational establishment.
19. In evaluating your career since you have obtained your current position, you have probably given a measure of consideration to what you have gained from your position as well as the frustrations you have felt. With this in mind, please respond to the following:
- ___a. Given the opportunity to begin again, I would accept a position as a teacher within the Michigan Department of Corrections.

APPENDIX C

CHI SQUARE TABLES

Appendix C:1--Table of χ^2 considered by sex of the teacher; production factor

	Raw Score	Degrees of Freedom	Significance
Cognitive	11.99873	8	.1513
Affective	10.34338	11	.4998
Authority	8.26576	10	.6029
Reform	13.46547	4	.1988
Recognition	9.65756	11	.5614
Exhibition	6.36281	15	.9730
Advancement	7.43112	12	.8279

Appendix C:2-- χ^2 table of participation factors considered by sex of the teacher

	Raw Score	Degrees of Freedom	Significance
Elite	13.97522	4	.0074
Practical	10.00958	11	.5295
Macho	4.18924	4	.3810
Default	3.74309	4	.4419
Prestige	13.02866	12	.3670

Appendix C:3-- χ^2 table of participation factors for Mathematics teachers

	Raw Score	Degrees of Freedom	Significance
Elite	3.85287	4	.4263
Practical	15.83309	11	.1474
Macho	.57567	4	.9657
Default	7.08503	4	.1315
Prestige	14.06280	12	.2967

Appendix C:4-- χ^2 table of participation factors for English teachers

	Raw Score	Degrees of Freedom	Significance
Elite	7.83986	4	.0976
Practical	16.70446	11	.1169
Macho	1.24054	4	.8714
Default	2.27457	4	.6854
Prestige	13.34867	12	.3442

Appendix C:5-- χ^2 table of participation factors for Reading teachers

	Raw Score	Degrees of Freedom	Significance
Elite	2.62039	4	.6232
Practical	18.34457	11	.0739
Macho	4.82514	4	.3057
Default	4.49975	4	.3426
Prestige	15.09681	12	.2362

Appendix C:6-- χ^2 table of participation factors for L.R.C. teachers

	Raw Score	Degrees of Freedom	Significance
Elite	1.17338	4	.8825
Practical	12.18322	11	.3500
Macho	4.17380	4	.3830
Default	1.89199	4	.7556
Prestige	34.35190	12	.3440

Appendix C:7-- χ^2 table of participation factors for other teachers

	Raw Score	Degrees of Freedom	Significance
Elite	9.36378	4	.0526
Practical	20.81814	11	.0353
Macho	2.81189	4	.5898
Default	3.93189	4	.4153
Prestige	18.26010	12	.1083

Appendix C:8-- χ^2 table of production factors for Mathematics teachers

	Raw Score	Degrees of Freedom	Significance
Cognitive	8.12736	8	.4211
Affective	18.01475	11	.0812
Authority	6.12941	10	.8043
Reform	11.77372	10	.3005
Recognition	13.46466	11	.2640
Exhibition	14.00260	15	.5253
Advancement	12.30854	12	.4212

Appendix C:9-- χ^2 table of production factors for English teachers

	Raw Score	Degrees of Freedom	Significance
Cognitive	20.81755	8	.0076
Affective	12.51134	11	.3265
Authority	13.88889	10	.1781
Reform	11.97562	10	.2867
Recognition	9.45441	11	.5800
Exhibition	15.21164	15	.4363
Advancement	8.72501	12	.7262

Appendix C:10-- χ^2 table of production factors for Reading teachers

	Raw Score	Degrees of Freedom	Significance
Cognitive	19.58104	8	.0120
Affective	13.66591	11	.2520
Authority	10.02731	10	.4381
Reform	9.54921	10	.4809
Recognition	8.88303	11	.6327
Exhibition	15.10668	15	.4438
Advancement	8.37260	12	.7554

Appendix C:11-- χ^2 table of production factors for L.R.C. teachers

	Raw Score	Degrees of Freedom	Significance
Cognitive	3.32207	8	.9126
Affective	12.38095	11	.3357
Authority	14.54512	10	.1495
Reform	6.77551	10	.7465
Recognition	7.97196	11	.7158
Exhibition	7.71338	15	.9348
Advancement	10.00272	12	.6157

Appendix C:12-- χ^2 table of production factors for other teachers

	Raw Score	Degrees of Freedom	Significance
Cognitive	17.63850	8	.0241
Affective	13.52381	11	.2605
Authority	7.19819	10	.7066
Reform	12.91429	10	.2285
Recognition	12.82705	11	.3048
Exhibition	12.08889	15	.6723
Advancement	9.25566	12	.6810

Appendix C:13-- χ^2 table of participation factors for teachers with
over eleven years experience

	Raw Score	Degrees of Freedom	Significance
Elite	7.11278	4	.1300
Practical	11.76385	11	.3817
Macho	6.20454	4	.1844
Default	2.41223	4	.6604
Prestige	16.80606	12	.1570

Appendix C:14-- χ^2 table of participation factors for teachers with
between five and eleven years experience

	Raw Score	Degrees of Freedom	Significance
Elite	6.99021	4	.1364
Practical	13.63979	11	.2536
Macho	.55472	4	.9680
Default	6.99021	4	.8522
Prestige	8.40386	12	.7528

Appendix C:15-- χ^2 table of participation factors for teachers with
under five years experience

	Raw Score	Degrees of Freedom	Significance
Elite	9.61480	4	.0474
Practical	17.10906	11	.1047
Macho	5.19817	4	.2676
Default	4.77589	4	.3111
Prestige	14.27909	12	.2832

Appendix C:16-- χ^2 table of participation factors for teachers with no
public school experience

	Raw Score	Degrees of Freedom	Significance
Elite	7.514	4	.1111
Practical	17.26256	11	.1003
Macho	7.07938	4	.1318
Default	11.46930	4	.0218
Prestige	8.73584	12	.7253

Appendix C:17-- χ^2 table of production factors for teachers with over eleven years experience

	Raw Score	Degrees of Freedom	Significance
Cognitive	9.35761	8	.3130
Affective	13.89454	11	.2389
Authority	12.17854	10	.2733
Reform	15.58567	10	.1121
Recognition	11.63426	11	.3918
Exhibition	8.91288	15	.8820
Advancement	12.51006	12	.4056

Appendix C:18-- χ^2 table of production factors for teachers with between five and eleven years experience

	Raw Score	Degrees of Freedom	Significance
Cognitive	6.72305	8	.5668
Affective	8.13368	11	.7013
Authority	16.65564	10	.0823
Reform	10.98511	10	.3587
Recognition	14.41731	11	.2108
Exhibition	14.91598	15	.4575
Advancement	11.02546	12	.5267

Appendix C:19-- χ^2 table of production factors for teachers with under five years experience

	Raw Score	Degrees of Freedom	Significance
Cognitive	14.62015	8	.0670
Affective	10.40376	11	.4954
Authority	14.00546	10	.1727
Reform	9.11710	10	.5210
Recognition	13.49451	11	.2622
Exhibition	13.45157	15	.5675
Advancement	11.97307	12	.4478

Appendix C:20-- χ^2 table of production factors for teachers with no public school experience

	Raw Score	Degrees of Freedom	Significance
Cognitive	10.83813	8	.2110
Affective	10.49262	11	.4867
Authority	6.35310	10	.7848
Reform	8.63482	10	.5671
Recognition	8.07724	11	.7064
Exhibition	11.28937	15	.7318
Advancement	13.08024	12	.3632

Appendix C:21-- χ^2 table of participation factor considered by security of the institution.

	Raw Score	Degrees of Freedom	Significance
Elite	8.68987	12	.7292
Practical	26.71261	33	.7721
Macho	14.74532	12	.2557
Default	2.90505	12	.6243
Prestige	38.36871	36	.3626

Appendix C:22-- χ^2 table of production factors considered by security of the institution

	Raw Score	Degrees of Freedom	Significance
Cognitive	22.25705	24	.5639
Affective	26.63606	33	.7754
Authority	35.24781	30	.2337
Reform	34.03802	30	.2793
Recognition	22.30125	33	.9207
Exhibition	63.51900	45	.0357
Advancement	26.54714	36	.8748

Appendix C:23-- χ^2 table of participation factors for teachers of female students

	Raw Score	Degrees of Freedom	Significance
Elite	2.30603	4	.6797
Practical	11.16947	11	.4292
Macho	4.71783	4	.3175
Default	3.05778	4	.5482
Prestige	18.89797	12	.0910

Appendix C:24-- χ^2 table of production factors for teachers of female students

	Raw Score	Degrees of Freedom	Significance
Cognitive	7.38059	8	.4962
Affective	5.34731	11	.9132
Authority	12.10128	10	.2783
Reform	8.75556	10	.5554
Recognition	8.82751	11	.6378
Exhibition	18.84316	15	.2209
Advancement	7.19622	12	.8444

Appendix C:25-- χ^2 table of participation factors considered by age of the student

	Raw Score	Degrees of Freedom	Significance
Elite	2.70961	4	.6075
Practical	5.87744	11	.8814
Macho	5.89610	4	.2070
Default	6.51723	4	.1637
Prestige	9.45894	12	.6633

Appendix C:26-- χ^2 table of production factors considered by age of the student

	Raw Score	Degrees of Freedom	Significance
Cognitive	4.26608	8	.8324
Affective	9.35743	11	.5889
Authority	7.14938	10	.7113
Reform	4.29632	10	.9330
Recognition	15.23529	11	.1720
Exhibition	12.17681	15	.6656
Advancement	8.42270	12	.7513

Appendix C:27-- χ^2 table of production considered by feeling successful

	Raw Score	Degrees of Freedom	Significance
Cognitive	7.48370	8	.4855
Affective	15.32669	11	.1680
Authority	11.47332	10	.3218
Reform	13.66218	10	.1890
Recognition	11.49368	11	.4029
Exhibition	21.39457	15	.1247
Advancement	34.79004	12	.0005

Appendix C:28-- χ^2 table of participation factors considered by teacher satisfaction

	Raw Score	Degrees of Freedom	Significance
Elite	7.82474	4	.0982
Practical	21.86701	11	.0254
Macho	11.47317	4	.0217
Default	24.13848	4	.0001
Prestige	13.41465	12	.3396

Appendix C:29-- χ^2 table of production factors considered by teacher satisfaction

	Raw Score	Degrees of Freedom	Significance
Cognitive	11.17179	8	.1922
Affective	15.09951	11	.1780
Authority	17.20377	10	.0700
Reform	10.43970	10	.4028
Recognition	7.82941	11	.7285
Exhibition	17.24106	15	.3047
Advancement	23.86314	12	.0212

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