



A COMPARATIVE ANALYSIS
OF JUVENILE AND STAFF ATTITUDES
IN A STATE TRAINING SCHOOL FOR DELINQUENTS

By
Suzanne M. Miel

AN ABSTRACT

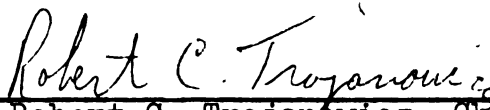
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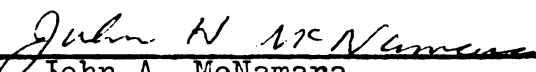
MASTER OF SCIENCE

School of Criminal Justice

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Literature in the area of juvenile delinquency indicates a need for more adequate information concerning the attitudes and orientations of young people who become involved with the criminal justice system. Few specific studies have focused upon the attitudes of juveniles in institutions.

The object of the present study is to compare juvenile attitudes and the staff perception of those attitudes within a state training school for delinquents. Also, comparisons of the attitudes of various groupings within the juvenile sample will be made, such as black juvenile attitudes and white juvenile attitudes, those who have been in the institution for shorter periods and those who have been in the institution for longer periods, and those who are the youngest and those who are the oldest in the juvenile population of the institution.

It is hypothesized that:

- a. the attitudes of a group of institutionalized juveniles will not be similar to staff perceptions of those attitudes;

- b. the staff attitudes will be more variable than the juvenile attitudes;
- c. increasing age is positively related to the more negative juvenile attitudes;
- d. increasing length of stay is positively related to the more negative juvenile attitudes; and
- e. that there will be no significant difference between the attitudes of black and white institutionalized juveniles.

A questionnaire was designed and administered to a random sample of the juvenile population of an institution and to a random sample of the staff of that institution. The attitude categories measured were attitudes toward the juvenile-staff relationship; attitudes reflecting the expectations of the institution and of success upon release; and attitudes toward the institution, including desire to cooperate, program, purpose and self improvement as a result of institutional stay.

One of the hypotheses, which stated that there is no significant difference between the attitudes of black and white institutionalized juveniles, was supported by the findings. The remaining hypotheses were not supported except in one or two aspects of the various attitude dimensions under study.

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DEDICATION

This work is dedicated to my parents

MR. AND MRS. CLIFTON MIEL

who have always valued learning and have instilled
in their children the value of continual education.

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CHAPTER I THE NATURE OF THE PROBLEM

Introduction to the Problem

The problem of juvenile delinquency has generated growing concern. Statistical evidence has indicated that the incidence of delinquency is consistently increasing and that the seriousness of the forms of delinquency is proportionately increasing. The extent of criminal activity is striking: while the juvenile population increased by less than eight percent since 1940 (7.7 percent), the volume of delinquency handled by the courts doubled during this same period; fifty-four percent of automobile thefts are committed by youths under twenty-one years of age.¹

The only national statistics on juvenile crime are those of the FBI's Uniform Crime Reports and the court statistics of the Children's Bureau of the U.S. Department of Health, Education and Welfare:

The FBI reports that of all those arrested in 1965, excluding traffic offenders, thirty percent were under twenty-one years of age, and twenty percent were under eighteen years of age. The age group of 11- to 17-year-olds, which represents 13.2 percent

¹Herbert A. Bloch. "Juvenile Delinquency: Myth or Threat," Journal of Criminal Law, Criminology, and Police Science, Vol. 49, No. 4, November-December, 1958, pp. 303-309.

of the population, committed half of the burglary, larceny, and motor vehicle theft offenses. Between 1960 and 1965, arrests of persons under eighteen years of age, rose fifty-two percent for willful homicide, rape, robbery, aggravated assault, larceny, burglary and motor vehicle theft.²

Statistics of delinquency must be cautiously interpreted. A great variety of behavior is encompassed under the term "delinquency." One must carefully consider the gathering and recording of data and the general conditions which affect the nature of the statistics. But once the determination of the nature and extent of delinquency in a specific area has been determined, it is essential that criteria be provided for the development of programs. Perhaps the greatest difficulty arises at the point where research becomes translated into effective action. In order to make that translation valid, research must produce as much information as possible regarding all aspects of the issue.

Research reported in the Current Sociological Research series includes thirty to forty studies on criminology and sociology of law done each year: most of these deal with the description of practices in criminal procedure, statistical description of crime rates and areas of high delinquency, or analysis of background factors. Of one hundred studies, only ten have anything to do with the evaluation of some way of handling a certain aspect of the problem

²President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Challenge of Crime in a Free Society, U.S. Government Printing Office, Washington, D.C., 1967, pp. 55-56.

with eight of those ten dealing directly with the evaluation of treatment in correctional institutions.³

Few systematic efforts have been made to trace the delinquent's responses to processing or to various treatment programs. Unanticipated consequences of programs may be damaging rather than rehabilitative. Many agencies design plans without any knowledge of their target population which may explain why results are the opposite of intended goals.

Statement of the Problem

A review of the processes of the juvenile justice system reveals that very little is known about the perceptions of those who are most affected by those processes. Several studies have been made of the formal and informal structure of institutions but few have focused upon the attitudes of individuals who pass through the criminal justice system. In order to design effective treatment programs, the objects of the program must be understood. Therefore, the attitudes and impressions of juveniles who are institutionalized should be the main element to be considered in the structuring of treatment programs. Stanton Wheeler writes: "The intended targets of the programs are juvenile delinquents themselves, and it seems reasonable to assume that the

³Eva Rosenfeld. "Social Research and Social Action in Prevention of Juvenile Delinquency," in Prevention of Delinquency, edited by John R. Stratton and Robert M. Terry, London: The Macmillan Company, 1968, p. 35.

anticipations, beliefs, and opinions of the delinquents will have some effect upon the success or failure of the programs ...yet, to date, we know very little about these matters."⁴

An area of need thusly becomes visible. The criminal justice system has been gravely deficient in this area as revealed by the extensive lack of information concerning the response from those who are institutionalized.

Therefore, it is the purpose of this study to investigate the attitudes of juveniles in an institution and their relationship to the attitudes of the staff.

Importance of the Problem

In addition to the need for information regarding a youth's reactions to institutional life there is a need for an essential understanding of the relationship which exists between institutionalized youth and the staff which works most closely with them. Extreme divergencies between the attitudes and orientation of the juveniles and those of the staff are potentially inhibitive of beneficial interaction.

Crucial questions such as how does a youth perceive his commitment to an institution, what are his feelings regarding the causes of his problems with the law, do they believe that their stay will help or harm them, and what features of the institution have positively or negatively affected their lives, have remained unanswered by most institutions.

⁴Stanton Wheeler. Controlling Delinquents. New York, London, Sydney: John Wiley and Sons, Inc., 1966.

Just as importantly, to what extent does the staff correctly perceive these attitudes? How much comprehension of a juvenile "inmate's" orientation exists among the staff? These are vital questions which must be answered if a meaningful relationship aimed toward social rehabilitation shall develop between the juveniles and the staff. They have not been sufficiently answered in the past and herein lies the problem which must be confronted.

Statement of the Hypotheses and their Rationale

The study is aimed toward the determination of what the attitudes of a sample of institutionalized youth are and to what extent the staff members perceive those responses.

Several hypotheses have been formulated in order to include important variables and types of responses.

- a. It is hypothesized that the attitudes of a group of institutionalized juveniles will not be similar to staff members' perception of those attitudes.

The rationale for the foregoing hypotheses is based upon the review of relevant literature dealing with juvenile delinquency. There is a grave deficiency of information regarding the attitudes of institutionalized youth and therefore, it is hypothesized that the staff will not have an accurate perception of juvenile responses.

- b. It is hypothesized that the staff attitudes will be more variable than the juvenile attitudes.

Several theorists have generalized the "prisonization" effect of adult institutionalization which has been treated as universally valid, to juvenile institutions. (Ohlin and

Lawrence, 1959; Polsky, 1962; Wheeler and Garabedian, 1963). The existence of an inmate norm characterized by a high degree of solidarity is alleged to be a consequence of this phenomenon. Therefore, this phenomenon will be investigated by determining the variability of juvenile responses and staff responses.

- c. It is hypothesized that increasing age is positively related to the unfavorable juvenile attitudes.
- d. It is hypothesized that increasing length of stay is positively related to the unfavorable juvenile attitudes.
- e. It is hypothesized that there will be no significant difference between the attitudes of black and white institutionalized juveniles.

Obtaining information regarding how the factors of age, length of stay and race affect the favorability or unfavorability of the juvenile's response would prove valuable in the structuring of effective programs. The factors which accompany an unfavorable orientation to the institution and staff may direct the most concentrated efforts to establish vital rehabilitative relationships.

Therefore, the factors of age, length of stay and race will serve as independent variables.

The three categories of attitudes which are to be studied as dependent variables are attitudes toward the institution, attitudes toward the staff and expectations for success after release from the institution.

CHAPTER II LITERATURE SURVEY

A review of the literature in the field of juvenile delinquency did not produce any material which specifically dealt with the problem being studied. However, many attitude studies have been conducted which include various elements which are similar to some of the elements being analyzed in the present study. A presentation of the techniques of attitude measurement will follow, accompanied by a review of those attitude studies which were found to have some relationship to the problem under investigation.

The Study of Attitudes

Attitude research is a central tool in the field of social psychology. Attitudes are themselves variables which may account for consistency in behavior. It is known that attitudes operate to influence significantly responses to other persons and situations. If the attitudes of a person or group of persons toward a given object or situation are known, they may be used with other variables to predict or explain their reaction toward that given object or situation.

Great variation exists in the definition of the term attitude. Much of the variance may be attributed to the

epistemological issue of specificity versus generality in the determination of behavior.¹ Eysenck and Rokeach make attitudes a generalized disposition of the person (Eysenck, 1947; Rokeach, 1960). Others consider attitudes to have specific referents (Hovland, Janis, Kelley, 1953; Krech, Crutchfield and Ballachey, 1962). The latter viewpoint appears to be the most common.

Another source of variation in the definition of attitude is based in the tendency to generalize the term to include all predispositions to respond.² Most theorists consider the construct to include only predispositions to respond to the social environment.

The third source of variation lies in the theoretical conception of the composition of an attitude.³ Krech, Secord and Backman viewed attitudes as consisting of three components: affective, cognitive, and behavioral (Krech, 1962; Secord and Backman, 1964). Other theorists restrict the conception of attitude to an evaluative reaction related to cognitions and behavior. (Osgood, Suci, Fannenbaum, 1957; Anderson and Fishbein, 1965).

¹Marvin E. Shaw and Jack M. Wright. Scales for the Measurement of Attitudes, New York: McGraw-Hill Book Company, 1967, p. 2.

²Ibid., p. 2.

³Ibid., p. 2.

Dimensions of Attitudes

Several theorists have stated that attitudes possess various general characteristics. One such dimension is that attitudes are based upon evaluative concepts regarding characteristics of the referent object and give rise to motivated behavior (Anderson and Fishbein, 1965; Doob, 1947; Osgood et al., 1957).⁴ Frustration, deprivation, gratification, lack of goal clarity and anxiety are conditions which accompany the processes of succeeding or failing in the attempt to reach a goal. Attitudes are conceived of as being producers of motives when they are affective in nature. When cognitive in nature, attitudes are variable in the degree to which a person is aware of predisposition based upon his attitudes. The behavioral aspect of attitudes is observed in diverse acts such as blushing, demeanor of the body, or verbalization.

Other theorists consider attitudes to be characterized as varying in quality and intensity on a continuum from positive through neutral to negative. (Krech, 1962; McGrath, 1964; Newcomb, Turner and Converse, 1965).⁵ An attitude is positive or negative with respect to an object in its relation to the seeking of a goal. Problems of interpretation arise at the neutral point on the continuum. It may

⁴Ibid., p. 6.

⁵Ibid., p. 7.

indicate the lack of response or a point of balance in a response conflict reflecting an ambivalent attitude. This dimension of attitude will be one basis of explanation for the characterization of attitudes under study. The attitudes will be assigned positive and negative values and a midpoint value. The problem of interpreting the neutral response at the midpoint value is also found in this investigation, and the realization that it may mean more than one thing is indicated has been recognized.

Another group of theorists view attitudes as if they had specific social referents, or specific classes of social referents (Sherif and Sherif, 1956; Newcomb, 1965).⁶ The referents may be abstract or concrete and reflect the social contexts in which they were learned. Attitudes vary in their degree of definitiveness and in the number and kinds of referents.

A fourth group of theorists have stated that attitudes possess varying degrees of relatedness to one another (Krech, 1962; McGrath, 1964).⁷ Attitudes are related if they possess similar referents and if they do, they may form subsystems within the attitudinal system. Central attitudes are those attitudes which are highly interrelated, are most important to an individual and are most resistant to change. This

⁶Ibid., p. 8.

⁷Ibid., p. 9.

characterization of attitudes was also used in the present study since the writer believed that the attitudes being investigated would be most central to the institutionalized juvenile in his present situation. The theory that the central attitudes are the most resistant to change has implications for treatment since the development of a negative subsystem of central attitudes could serve as a barrier to effective rehabilitative relationships.

Measurement Techniques

Most frequently used methods of measuring attitude ask subjects to indicate agreement or disagreement with statements about an object (Thurstone, 1929, 1931; Likert, 1932; Guttman, 1944). The typical scale measures the acceptance of evaluative statements about the attitude object.⁸ The instrument which was used in the present study was developed on the basis of this method.

Attitude Studies

In 1959, Robert Vinter and Morris Janowitz presented the original objectives and theoretical orientation of a research design.⁹ The object was to examine and explain variations within and among residential institutions.

⁸Ibid., p. 14.

⁹Robert Vinter and Morris Janowitz. "Effective Institutions for Juvenile Delinquents: A Research Statement," Social Service Review, 33 (June, 1959).

Variations in outlook of their administrators and the resulting attitudes of the inmates were recorded and quantified. Comparisons were made among six different institutions. The research design was comprehensive in that all strata of the staff were included. The design was also experimental due to the use of an intensive training seminar, where organizational change was promoted. One year elapsed between the first and second investigations. The basic hypothesis was supported: institutions that stressed conformity remained fixed while substantial changes were underway in the treatment institutions.¹⁰

Research was comparative, inclusive and longitudinal. The institutions were both public and private and large and small organizations. Two of the hypotheses are related to the present study:

The substantive characteristics of goals will have consequences for many aspects of organizational behavior, including staff perceptions of institutional purpose and beliefs about the inmates, day-to-day operating patterns, and staff modes of authority in handling the inmates; these in turn will have further impact upon inmate behavior and perspectives with regard to institution, staff and self.¹¹

The analysis led the researchers to define a set of organizational models, ranged along the custody-treatment

¹⁰David Street, Robert D. Vinter and Charles Perrow. Organization for Treatment, New York: The Free Press, 1966, p. viii.

¹¹Ibid., p. 22.

continuum into which the institutions were classified according to their goals:

- 1) Obedience/conformity
- 2) Re-education/development
- 3) Treatment
- 4) Mixed goals

The institution used in the present study was one of the institutions among the group studied. It was classified on the continuum as having mixed goals.

The questionnaires designed for this study were based upon those designed for the study being reviewed. The questionnaires were lengthy and not precisely designed for the purposes of this study; therefore, they were rewritten on the basis of the nature and purpose of the present investigation. Portions of the questionnaire which dealt with staff and juvenile attitudes were adapted to produce data which would reveal those attitudes and allow for a comparative study.

Three approaches to the study of the effect of correctional institutions on inmates have been noted by Eynon and Simpson (1965)¹² and Burgess. The Gluecks used the prediction-of-outcome method, based on preinstitutional factors. Clemmer view impact more as socialization into an inmate

¹²Thomas G. Eynon and Jon E. Simpson. "The Boy's Perception of Himself in a State Training School for Delinquents," Social Service Review, Vol. 39, No. 1 (March 1965).

subculture. Reckless utilized the self-reporting approach to view institutional impact through responses to questionnaires. Eynon and Simpson made comparisons based on findings from a study of inmate perceptions at a boys' industrial school and inmate perceptions at two open camps which was guided by the Reckless self-reporting approach.

It was expected that boys in the camp situation would show a more favorable impact on the boys than the impact on the boys in the school. Categories which were investigated at both admission and release were:

- a) Helplessness
- b) Rules of the Game
- c) Impersonality
- d) Outlook
- e) Self-feelings
- f) Self-labelling
- g) General Improvement
- h) Self-Improvement
- i) Value Orientation
- j) Agreeableness

The following conclusions were reached:

1. The camp boys perceived their integration into the camp structure more favorably than the school boys perceived their integration into the large training school; this perception tended to be more favorable at release than at intake.
2. Confinement at either the school or the camp appeared to have a favorable impact on outlook, general improvement, and value orientations.

3. The school experience also appeared to have had a favorable impact on self-feelings and agreeableness, but the camp boys did not improve along these lines.

4. At release the school boys perceived a greater amount of negative pressure from their fellow inmates than did the camp boys.

5. The school boys believed that the cottage supervisor and the work supervisor had the greatest impact on them, while the camp boys considered the counselor, the cottage supervisor, and the cook, in this order, the most significant staff members for them.

6. Camp boys perceived a much more favorable staff influence upon them than did the school boys.

7. Camp boys were overwhelmingly accepting of the camps, while a majority of the school boys rejected the institution as a place to which they would want a friend to come if he got into trouble.¹³

This reported study is similar to the present study in that both utilize the Reckless self-reporting approach to reveal the perceptions and attitudes of the boys. More specifically, two of the categories are very similar to those in the present study. The "outlook" and "self-improvement" categories of the Eynon and Simpson study are comparable to the "expectations" and "self-improvement" inventories of this study. The objects of comparison do differ, yet it is valuable to observe the design and results of the study.

Several studies have encompassed organizational goals, inmate and staff organization and accompanying variations in attitudes and behavior. David Street analyzed the variations in organizational goals in Organization for Treatment, which

¹³Ibid., pp. 36-37.

was previously discussed. Street also discussed the common viewpoint of previous accounts of correctional institutions which portrayed them as handicapped by the inmate system.¹⁴ For example, the study by Sykes and Messinger concluded from a study of thirty-five correctional organizations that one pervasive value system exists among the inmate group which unites them (Sykes and Messinger, 1960).¹⁵ The existence of such inmate solidarity has been viewed as the reason why "prisonization" rather than rehabilitation results. Street considers deficiencies in this explanation as a general description. He states that most of the research supporting this viewpoint is based upon studies which have lacked adequate methods to assess similarities and differences between organizations or even to make satisfactory estimates of any variability in inmate orientations within the single population studied. The latter criticism offers support for the belief that the present study may produce needed data concerning inmate perspectives.

The generalization of a "solidarity opposition" from the adult to the juvenile institution concerns Street, as did its inclusion in generally accepted descriptions of

¹⁴David Street. "The Inmate Group in Custodial and Treatment Settings," American Sociological Review, Vol. 30, No. 1 (February 1965).

¹⁵Gresham M. Sykes and Sheldon L. Messinger. "The Inmate Social System," in Richard A. Howard, et al., Theoretical Studies in Social Organization of the Prison, New York: Social Science Research Council, 1960, pp. 5-8.

juvenile institutions, such as Lloyd E. Ohlin and William Lawrence's work¹⁶ and Howard Polsky's study of a cottage in a treatment institution.¹⁷ Street notes the lack of use of comparative methods by researchers in the field who have failed to reveal under what conditions in an organization do its members become alienated from the goals of the organization, in addition to the more basic lack of information which might reveal the existence of an attitude of alienation. In contrast, Street approached inmate group patterns as problematic, using a comparative view of data from several juvenile institutions. Inmate responses were studied which conveyed the dominant tone of inmate perspectives. The findings generally supported the hypothesis regarding differences between custodial and treatment settings and inmate norms and perspectives which challenged the generalibility of the "prisonization" or "solidarity opposition" concept to juvenile institutions:

- a. The degree of inmate solidarity against the administration in juvenile institutions was nowhere as high as that reported generally for adult prisons.
- b. Solidarity--the inmates' belief that they should and do stick together--was not necessarily linked to attitudes opposed to the institution and staff.

¹⁶Lloyd E. Ohlin and William C. Lawrence. "Social Interaction Among Clients as a Treatment Problem," Social Work, 4 (April, 1959).

¹⁷Howard W. Polsky. Cottage Six--The Social System of Delinquent Boys in Residential Treatment. New York: Russell Sage Foundation, 1962.

- c. Solidarity was higher in the treatment institutions, where, as has been suggested, inmate attitude was relatively more favorable than it was in the custodial institutions.
- d. In the custodial organizations the staff's repression of inmate social relations effectively reduced the level of inmate solidarity but at the same time tended to assure that whatever inmate group activity did take place would be oriented against the institution and the staff. By contrast, in the treatment institutions, where the inmates were allowed to organize and express hostility overtly . . . their groupings were less often oriented against the staff and the institution and had fewer undesirable effects upon inmate attitudes.¹⁸

The study illustrates the need for more research of a comparative approach initially to the inmate attitude, perspective, or group norms.

Another study regarding organizational goals and inmate organization which involved consideration of inmate attitudes was conducted by Bernard Berk.¹⁹ Berk investigated organizational goals and informal organization in three minimum-security prisons in an attempt to replicate a study done by Grusky, which analyzed the consequences of treatment goals for the informal organization of prison inmates, and to analyze relations between formal and informal structure and the conditions which lead to oppositional informal organization development. The relevant findings included:

¹⁸Mayer N. Zald and David Street. "Custody and Treatment in Juvenile Institutions," Crime and Delinquency, Vol. 10 (July 1964).

¹⁹Bernard B. Berk. "Organizational Goals and Inmate Organizations," American Journal of Sociology, 71 (March 1966).

(1) inmate attitudes were shaped significantly by the prison experience--the longer the time spent in prison, the more pronounced was its effect and (2) differences in attitudes between prisons resulted from different patterns of informal organization, rather than inmates reacting individually to their similar prison experience, since attitudes were found to be related to involvement in informal organization, and informal leaders in these institutions systematically differed in their attitudes.

Differences in the attitudes of the treatment and custodial prisons was the first area studied. Attitudes toward the prison, staff and treatment program were examined. Berk states that Grusky, Vinter and Janowitz, and others have argued that a positive and cooperative type of staff-inmate relationship is a prerequisite for and a consequence of treatment goals, due primarily to accepting attitudes on the part of the staff and the overall replacement of formal controls by more informal ones. Berk's findings on the whole supported Grusky's hypothesis that more positive attitudes among inmates are found in treatment institutions by comparing attitudinal responses of inmates in three institutions.

Literature Presenting the Need for Attitude Research

Writers have noted the existence of a void in the material regarding knowledge of juvenile perspectives and

its effect upon the development of effective treatment programs. Lloyd Ohlin notes that very little information regarding the impact of various organizations designed to guide and control youth exists. A great deal of research has been aimed toward determining the effectiveness of particular treatment strategies. (Lloyd W. McCorkle, Albert Elias, and F. Lovel Bixby, 1958;²⁰ Lamar Empey and Jerome Rabow, 1961²¹). Stanton Wheeler and Martha Baum have observed that research has been devoted largely to investigation of internal dynamics of institutional life and are not well suited to inform us in detail about inmate perspectives.²²

Wheeler reports two types of studies designed to aid in filling this knowledge void. The first examined the initial reaction to institutional life, and the second examined a juvenile's perceptions of the effect on them of their stay in an institution.²³

The subjects in the first study had been in the institution from approximately five days to two weeks when they were interviewed. Responses were classified into four

²⁰Lloyd W. McCorkle, Albert Elias, and F. Lovel Bixby. The Highfields Story, New York: Henry Holt, 1958.

²¹Lamar T. Empey and Jerome Rabow. "The Provo Experiment," American Sociological Review, 26 (5), October 1961.

²²Stanton Wheeler. Controlling Delinquents, New York: John Wiley and Sons, Inc., 1966, p. 154.

²³Ibid., p. 154.

categories:

- a. Reference to persons outside the institution,
- b. to persons inside the institution,
- c. to certain features of the institution,
- d. and to a generalized expression of feeling.

Responses were largely negative. During the first period of confinement, the boys typically were concerned with the outside world--concerned with the things that they would miss. Their anticipations were not favorable and their reactions were less favorable after the arrival period. However, no single reaction to the institution was revealed.

The second study respondents, who had been in a reception center for a brief period of time, were asked what effect their stay would have on their futures. The distribution between the responses of "help" and "harm" was roughly equal. When asked what "help" meant to them, most viewed it as being a deterrent. Of those who felt they would be harmed by their stay in the future, eighty percent mentioned the effect it would have upon employers or their draft boards. Harmful consequences were based on the image which society would have of the institution and those who have been part of it and not seen as a result of institutional experience itself.

In the process of interpreting juvenile attitudes, it is important to keep in mind the sources of those attitudes.

The present study does not extend itself to that type of consideration. Wheeler writes that it would seem clear from the studies he has reported that the offender's view is not merely a projection of hostile impulses . . . he has been prepared by family, peers and society at large.²⁴

This concludes the review of literature which was found to be pertinent to the present study. Research has been general in the area of juvenile attitudes with only a few focused investigations at specific points in the institutional career, such as at admission or release. Comparative research has been limited to the study of institutions with varying goals, juvenile attitudes in differing programs within one institution, and the organizational structure of inmate groups. However, a trend appears to be emerging as recent theorists are stressing the need for more in-depth attitudinal studies of incarcerated juveniles, which might provide evidence that would serve as an impetus to more effective institutional structuring and treatment programming.

²⁴Ibid., p. 183.

CHAPTER III METHODOLOGY

The Michigan Department of Social Services is a resource available to the juvenile courts. Juveniles are committed as wards of the State on a delinquency petition which must take place on or after their twelfth birthdate and before the seventeenth birthdate and may continue until the age of nineteen. The Department has outlined the objectives it has designed with regard to juveniles under its jurisdiction:

1. to help these youth gain insight into reasons for their unacceptable behavior and to better understand themselves, their families, etc.
2. to assist them in their ability to establish and maintain satisfactory relationships with other persons.
3. to change their attitudes toward authority and their responsibilities to society.
4. to offer opportunities for successful experiences which will result in development of positive goals, a feeling of self-worthiness and motivation toward achievement.
5. to provide activities whereby skills necessary for the completion of school and obtaining of employment can be developed.
6. to help the boy or girl develop emotional controls over impulses which have previously led to weak decision-making.

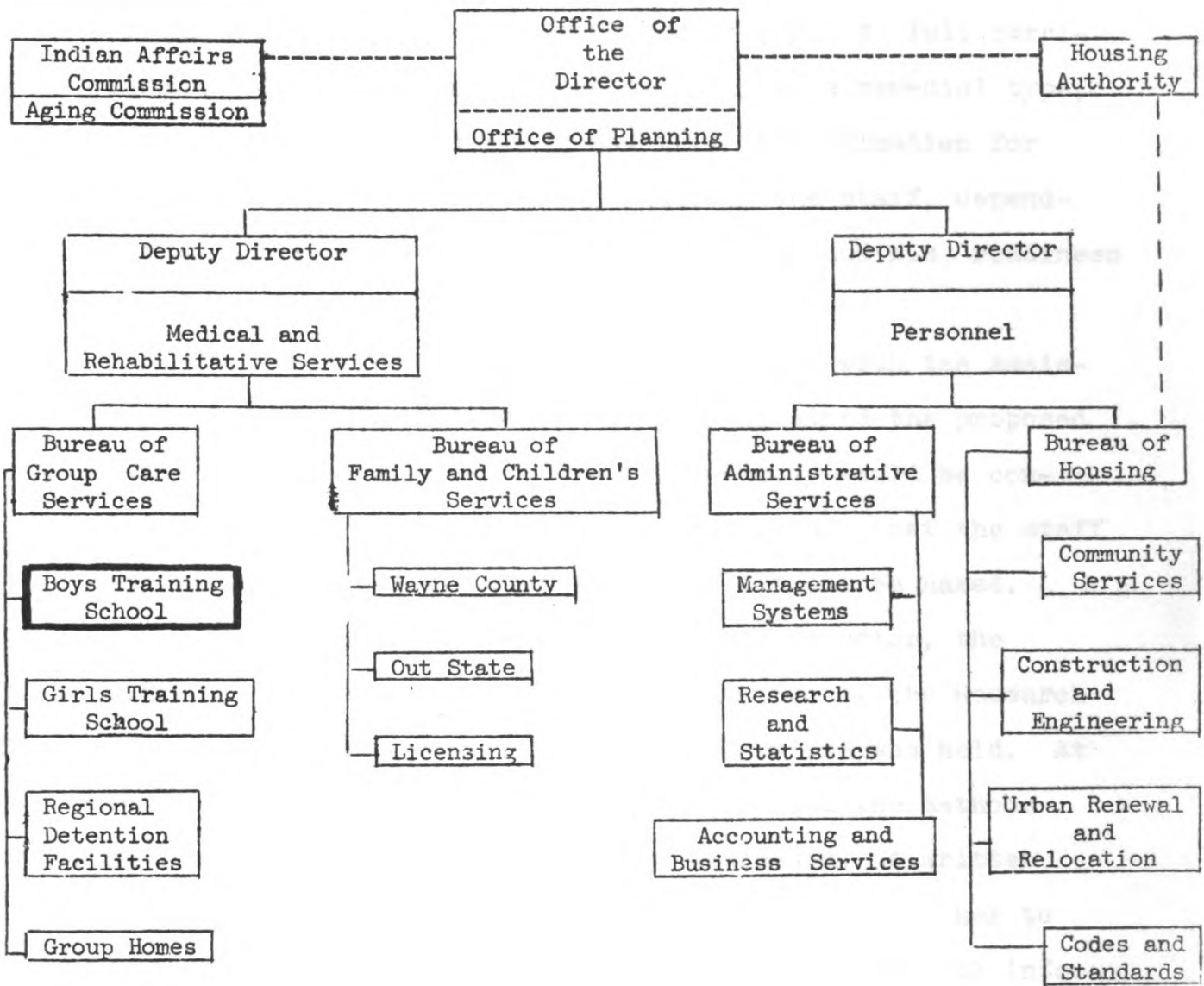
7. to provide custody and protection for the rebellious, aggressive, irresponsible youngster until he or she is ready to make an investment in a responsible future plan.

The juvenile facilities of the Department of Social Services are the Lansing Boys' Training School; the U.S. Maxey School, located at Whitmore Lake, Michigan, consisting of a reception center serving the Boys' Training School and the camp operations, which are Camp Laviatoire at Grayling, Michigan, and Camp Nokomis at Houghton Lake, Michigan. A Special Treatment Unit for those boys unable to function in an "open" type institution also is located at Whitmore Lake. The Michigan Girls' Training School is located near Adrian, Michigan.

Setting

The Lansing Boys' Training School was selected as the juvenile institution to be studied. It is a large public institution under the jurisdiction of the Department of Social Services of Michigan (refer to the organization chart, page 24a). The institution houses approximately two hundred fifty boys in nine cottages. The entire staff of the institution numbers approximately two hundred. Boys live in groups of from twenty-five to thirty-five boys. Most groups are based on age, size similarities and maturity with one special grouping for chronic truants and those boys who require close supervision. The institution's population is largely composed of urban, multiple-offense

ORGANIZATION CHART
STATE OF MICHIGAN
DEPARTMENT OF SOCIAL SERVICES



delinquents. The institution provides psychological, psychiatric, medical and casework services. A full curriculum of academic school, predominantly of a remedial type, and vocational training is conducted. Determination for release from the institution is made by the staff, depending upon the boy's response to the program and his readiness toward return to his community.

The researcher initially made contact with the assistant director of the institution and explained the proposed research with the assurance that the study would be conducted with minimum disruption of routine and that the staff and juveniles involved in the study would not be named. Later a joint meeting with the assistant director, the clinical psychologist, and a representative of the Research Division of the Department of Social Services was held. At this meeting the procedure for the study and the methods of preserving confidentiality were discussed. A written agreement was signed by the researcher which bound her to exercise care in the preservation of all confidential information. Full cooperation and assistance was received from the institution and the Department of Social Services. Clerical assistance was often offered in instances where the researcher would have had to spend much valuable time in obtaining necessary data. The clinical psychologist of the institution worked most closely with the researcher and gave her much valuable advice, information and time.

Design

The research was of a descriptive and comparative nature. The attitudes of a random sample of the juvenile population of the institution were determined regarding the dimensions of the juveniles' relationships with the staff, their expectations upon release, and the nature of their orientation to the institution itself. The perceptions of (a random sample of the) staff regarding the nature of the juveniles' attitudes have also been determined, in addition to the variability of the responses of the staff, and the juveniles. The variables of age, length of stay and race were considered in their relationship to the unfavorability or favorability of the juvenile attitudes. There was no attempt to reveal any cause and effect phenomena; consideration of these variables was done to reveal whether any relationship existed between degrees of these variables and favorable or unfavorable attitudes.

Measurement

The instrument used in the study was constructed on the basis of the instrument used in the Street, Vinter and Perrow study.¹ The instrument used in that study was lengthy and required complex techniques of analysis. Questions which produced data revealing the attitude dimensions under present investigation were taken from the

¹Street, Vinter and Perrow, op. cit.

original study, which compared the goals and programs of several institutions. The instrument is an attitude survey in the form of a questionnaire. It is comprised of twenty questions written on the third-grade reading level, which is the average reading ability of the juvenile population of the institution.

The three categories of attitudes studied were:

- Category I: attitudes toward the juvenile-staff relationship
- Category II: attitudes reflecting the expectations of the institution and upon release
- Category III: attitudes toward the institution, including desire to cooperate, program, purpose and self improvement.

The questions measuring the attitude dimension in Category I were questions #4 and #16:

#4. Do you think you know pretty well how the adults here feel about you (i.e. about how long you will have to stay)?

- (1) I know how I stand with adults
- (2) I think I know how I stand with adults
- (3) It's hard to say
- (4) I don't know how I stand with adults

#16 The adults here really don't care what happens to us; they are just doing a job and earning money.

- (1) Agree
- (2) Not sure
- (3) Disagree

With values of 1-2-3-4, on question #4, the lower the value of the response, the more positive the attitude and on question #16, the lower the value of the response, the more negative the attitude.

The questions measuring the attitude dimension in Category II were questions #7 and #10:

#7. What do you think your chances are to make good after you are released?

- (1) Excellent or great chance to make good
- (2) Fair chance to make good
- (3) My chances are about 50-50
- (4) I may not make good
- (5) Little chance to make good

#10. What do you think about this place now?

- (1) A lot better than I expected
- (2) Better than I expected
- (3) Not sure
- (4) About the same
- (5) A lot worse than I expected

With values of 1-2-3-4-5, on questions #7 and #10, the lower the value of the response, the more positive the expectation.

The questions measuring the attitude dimensions in Category III were questions #11, #13, #14, #17 and #5.

#11. Boys dislike being here so much that they don't want to cooperate with the adults here any more than they have to.

- (1) Agree
- (2) Not sure
- (3) Disagree

#13. There are not enough things to do during free time.

- (1) Agree
- (2) Not sure
- (3) Disagree

#14. This is a place that helps boys in trouble.

- (1) Agree
- (2) Not sure
- (3) Disagree

#17. This is a place to punish boys for something they did wrong.

- (1) Agree
- (2) Not sure
- (3) Disagree

#5. My stay has helped me.

- (1) Agree
- (2) Not sure
- (3) Disagree

With values of 1-2-3, on questions #11, #13, #14 and #17, the lower the value of the response, the more negative the attitude (the responses on question #14 were reversed in analysis so that the lower the value of response the more negative the attitude), and on question #5, the lower the value of the response, the more positive the attitude.

In order to test the validity and reliability of the instrument, a pretest was conducted before the final questionnaire was prepared. Three boys were chosen from the admission list so that they ranged in age, length of stay and were of different races. The questionnaire was administered by the researcher in the same manner as it was to be administered to the sample of boys. The purpose was explained and confidentiality was stressed. The purpose of the pretest was to discover any misinterpretation of questions, any ambiguities in wording, and whether opinions had been formulated regarding the issue presented in each question. Therefore, after the questionnaire was completed, each boy was interviewed. Since variant definitions reduce the reliability of questions, the researcher inquired about the meaning of key words in each question. The majority of the questions were meaningful to the boys interviewed. However, there were a few questions which

the boys felt they could not answer very easily and that many boys would be confused by. Therefore, those questions were either re-written or rejected. The questionnaire was then produced in its final form which consisted of twenty questions. The staff questionnaire was constructed on the basis of the juvenile questionnaire in that the questions required information regarding the staff's perceptions of attitudes held by the boys on similar dimensions.

Sampling

A random sample of the staff and the juvenile population with each sample numbering a minimum of fifty was determined. The juvenile admission lists were numbered, beginning with those boys who had entered the institution four months ago,² and ending with those boys who had entered the institution fifteen months ago. Approximately two hundred boys were chosen from this group using a random number table.³

From the admission lists, information regarding reading ability was obtained. Boys with reading ability below the third-grade level were excluded.⁴ The institution has a very high truancy rate. Those boys who had truanted and

²Four months (December 1970) was used as the latest admission date to insure that attitudes had been formulated.

³Frederick Mosteller, Robert E.K. Rourke, and George B. Thomas, Jr. Probability and Statistics, p. 366.

⁴Reading ability is determined by the Stanford-Binet Achievement Test, administered by the psychologist on the staff of the institution.

had not returned were not available and therefore excluded from the sample in addition to those boys who had been released. A substantial number of boys (two hundred) was chosen on the basis of the random number due to the expected loss of boys through the high truancy rate, release, and the exclusion of those boys with reading ability below the third-grade level. The resulting and final sample numbered sixty boys. Thus, the sample was comprised of a randomly chosen group of the available (those present and not AWOL) total population of the institution excluding only those boys with reading ability below the third-grade level.

The institution made a list of all staff members available to the researcher and those staff members who had little or no contact with the boys were excluded.⁵ The list was then numbered and using a random number table, a sample of sixty was determined.

Data Collection

The procedure for the administration of the questionnaire to the boys was worked out with administrators so as to reduce the possibility of truancy. On March 20 and 27, 1971, the testing was done. A conference room was made available to the researcher in the Administration Building

⁵Administrators and clerical personnel were excluded.

of the institution. Two detail boys⁶ were assigned to the researcher with the job of bringing boys from the cottages to the testing room and returning them to their cottages upon completion of the questionnaire. Boys were tested in groups of ten and were given the following instructions:⁷

This is a study of your attitudes toward the Lansing Boys' Training School. Your cooperation is very important. We want to know how you feel. The questions you are being asked are not a test--there are no right or wrong answers. Do not put your name on the questionnaire. No one will know how each of you answered. If you have questions or the questions confuse you, just raise your hand and I will try to answer it. We appreciate your cooperation in the study. Please check one answer for each question.

The boys were also told that they did not have to do the questionnaire, but that their cooperation would be appreciated. Only one boy refused to complete the questionnaire and he was returned to his cottage. The final sample tested numbered fifty-seven rather than sixty because of two truancies or "AWOLs" early on the first testing date.

The staff questionnaires were delivered personally to the staff by detail boys or placed in their mailboxes with the following instructions:

Your cooperation is needed to obtain some important information. A study of the attitudes of a group of the boys in the training school is being conducted. Your assistance is needed in the determination of their attitudes. Your opinion is essential in producing an accurate view of the boys'

⁶Detail boys are boys who are about to be released and are employed by the institution and serve as office boys.

⁷The researcher read each question aloud as each boy read the questions to himself.

attitudes. Your answers will be anonymous so please answer frankly and please do not discuss the questionnaire with anyone who has not finished filling out theirs.

Please return the questionnaire as soon as possible. When you have finished the questionnaire, please sign your name on this page, tear this page off and place both this page and the questionnaire in the inner office mail under Mr. Shears' name.

Thank you for your cooperation.

The questionnaires were returned by forty-six of the staff members in the sample.

CHAPTER IV ANALYSIS OF RESULTS

The analysis will begin with a description of the juvenile and staff attitudes on all dimensions studied. Following the descriptive analysis of the data of both samples will be a comparative analysis of the juvenile and staff attitudes establishing any significance of differences between them and any significance of variability between them as determined by a test for significance (z) and a test for variance (F). Next will follow a comparative analysis of groups within the juvenile sample: black and white, 12-, 13-, and 14-year-olds and 15- and 16-year-olds, and those who have been in the institution from four to seven months and from eight to fifteen months.

Description and Comparison of Juvenile and Staff Attitudes

In Category I, attitudes toward the relationship between the juveniles and staff were measured by question #4 and #16. On question #4 the lower the value of the response in a range of values from 1-2-3-4, the more positive the response regarding how well the juvenile feels that he knows how he stands with the adults on the staff of the institution. The mean value for the total juvenile sample was 2.4,

TABLE 1 - Categories of Juvenile Sample by Percentages

Length of Stay			Race		
Range	Frequency	%	Groups	Frequency	%
4 months	12	21	Black	26	48
5 "	4	07	White	28	52
6 "	5	09	TOTAL	54	100%
7 "	8	14			
8 "	3	05	Age		
9 "	3	05	Range	Frequency	%
10 "	3	05			
11 "	4	07	12 years	2	04
12 "	4	07	13 "	13	23
13 "	6	11	14 "	10	18
14 "	1	02	15 "	14	25
15 "	4	07	16 "	18	31
TOTAL	57	100%	TOTAL	57	100%

indicating that the average response was "I think I know how I stand with the adults." The mean value for the staff sample was 2.28, indicating that the staff quite correctly perceived that this would be the average response of the juveniles. The mean was a lower value indicating a positive attitude towards the juveniles' relationship with the staff in that the juveniles felt they knew where they stood with the staff or knowing what the staff felt about them. On question #16, the lower the value of the response, the more negative the response regarding the juveniles' outlook toward the staff's interest in the juveniles. A lower value would thusly indicate that the juveniles felt the staff did not

TABLE 2 - Staff and juvenile comparison of means, Z score, significance of difference, F score and significance

Category I								
Attitudes toward the relationship between juveniles and staff								
Item	Group	N	$\bar{x}$	s^2	Z score	Sig. of Diff.	F score	Sig.
#4	Staff	46	2.28	.64				
	Juvenile	57	2.40	1.08	.66	.25	1.69	N.S.
#16	Staff	46	2.00	.84				
	Juvenile	57	2.10	.80	.56	.29	1.05	N.S.

Category II								
Expectations of the institution at admission and for success upon release								
Item	Group	N	$\bar{x}$	s^2	Z score	Sig. of Diff.	F score	Sig.
#7	Staff	46	2.78	2.37				
	Juvenile	57	1.95	.74	3.27	.001*	3.22	.001
#10	Staff	46	2.41	.93				
	Juvenile	57	2.68	2.03	1.15	.125	2.19	.05

Category III								
Attitudes toward the institution								
Item	Group	N	$\bar{x}$	s^2	Z score	Sig. of Diff.	F score	Sig.
#11,13,14,17	Staff	46	6.59	4.56				
	Juvenile	57	6.72	4.20	.31	.37	1.09	N.S.
#5	Staff	46	2.17	.79				
	Juvenile	57	1.58	.64	3.51	.001*	1.23	N.S.

care what happened to them, but were just doing a job. The mean value for the juvenile sample was 2.1, which reveals that most juveniles were not sure whether or not the staff did have a genuine interest in them. The mean value for the staff sample on this question was 2, again revealing a correct perception by the staff that most boys would not be sure of genuine staff concern for them.

In Category II, expectations of the institution just prior to admission and for success upon release were measured by questions #7 and #10. On both questions #7 and #10, the lower the value in a range of values from 1-2-3-4-5, the more positive the response. The mean value for the juvenile sample was 1.95 for question #7 and 2.68 for question #10 which indicates a slightly more positive attitude in that most boys believe their chances of success to be about fair, and that the institution was "better than they expected." The mean value for the staff sample was 2.78 for question #7 and 2.41 for question #10 revealing that the staff believed the juveniles would feel their chances of success to be between fair and 50-50, which is not as positive as the juveniles' attitude, and that the juveniles would feel that the institution was better than they expected which is an accurate perception of that attitude.

In Category III, attitudes toward the institution were measured by questions #11, #13, #14, #17 and #5. On questions #11, #13, #14 and #17, the lower the value of the

response in the range of values from 1-2-3, the more negative the response regarding the program of activities and purpose of the institution. On question #5, the lower the value of the response, the more positive the attitude towards improvement. The mean value for the total juvenile sample was 6.72 on the four questions, and 1.58 on question #5 (the range for #11, #13, #14, and #17 being 1-12) indicates that the juvenile attitude towards the institution's program of activities was more a neutral response indicating ambivalence or a lack of response; and whether the institution was a place to punish or help boys was slightly more positive. The mean value for question #5 indicates that the juvenile attitude regarding their improvement or whether their stay had helped them is a more positive attitude. The mean value for the staff on #11, #13, #14, and #17 was 6.59 which reveals that the staff closely perceived the juvenile attitude measured by those questions. The mean value for the staff on #5 was 2.17, indicating that most of the staff felt that the juveniles would not be sure whether or not they had been helped by their stay. The staff did not perceive the juvenile attitude to be as positive as the juveniles' response indicated.

Therefore, there was no significant difference between the juveniles' attitudes and the staff's perceptions of these attitudes except on question #7 where the staff perceived the juveniles' expectations of success upon release

to be less positive than they were in actuality and on question #5 where the staff perceived the juveniles' attitudes towards their improvement as a result of their stay also to be less positive than they were in actuality.

In order to determine the variability of the staff and juvenile attitudes a test for variance was run (F Test). The only dimension which revealed variability between the two samples was in Category II, question #7 and #10, measuring expectations. On question #7, the staff response was significantly more variable than the juvenile response; however, on question #10, the juvenile response was more variable than the staff response.

Description and Comparison of Two Groups of Juveniles by Length of Stay

The juvenile sample was divided into two groups by length of stay: Group 1 consisted of juveniles who had been in the institution from four to seven months and Group 2 consisted of juveniles who had been in the institution from eight to fifteen months. Group 1 numbered twenty-nine subjects and Group 2 numbered twenty-eight subjects.

In Category I, question #4, Group 1 had a mean value of 2.45 and Group 2 had a mean value of 2.21 which indicates that both groups had a positive attitude toward this aspect of the juvenile and staff relationship. On question #16, Group 1 had a mean value of 2.07 whereas Group 2 had a mean value of 1.96 indicating that Group 2 had only a slightly

TABLE 3 - Two-group juvenile comparison by length of stay of means, z score and significance of difference

Category I						
Attitudes toward the relationship between juveniles and staff						
Item	Group	N	$\bar{x}$	s^2	score ^z	Sig. of Diff.
#4	1*	29	2.45	.97		
	2	28	2.21	1.06	.88	.19
#16	1	29	2.07	2.14		
	2	28	1.96	.44	1.17	.12

Category II						
Expectations of the institution at admission and for success upon release						

Item	Group	N	$\bar{x}$	s^2	score ^z	Sig. of Diff.
#7	1	29	1.90	.95		
	2	28	2.29	1.10	1.38	.08
#10	1	29	2.62	1.32		
	2	28	2.82	2.37	.56	.29

Category III						
Attitudes toward the institution						

Item	Group	N	$\bar{x}$	s^2	score ^z	Sig. of Diff.
#11,13,14,17	1	29	6.48	3.76		
	2	28	7.29	2.26	1.62	.05*
#5	1	29	1.55	.61		
	2	28	1.61	.69	.26	.40

*Group 1 consisted of juveniles institutionalized from four to seven months.

Group 2 consisted of juveniles institutionalized from eight to fifteen months.

more negative attitude towards staff concern than Group 1 but both groups generally were unsure of whether or not the staff cared what happened to them.

In Category II, Group 1 had a mean value of 1.90 on question #7 and a mean value of 2.62 on question #10 and Group 2 had a mean value of 2.29 on question #7 and a mean value of 2.82 on question #10. This reveals that expectations for success were slightly more positive for juveniles with less time in the institution and that both groups were unsure of their expectations of the institution.

In Category III, the mean value for Group 1 on questions #11, #13, #14 and #17 was 6.48 and on question #5 was 1.55 while the mean value for Group 2 was 7.29 on question #11, #13, #14 and #17, and 1.60 on question #5. This indicates that the attitudes of juveniles with less time were slightly more negative than the attitudes of juveniles with more time towards programs and purpose of the institution and that the attitudes of both groups towards their improvement were positive.

The only significant difference between the attitudes of Group 1 and Group 2 was in Category III, where the juveniles with more time in the institution had a significantly more negative attitude towards the institutional program of activities and purpose. The expectations of success upon release were very close to being significantly more negative in the juvenile group with more time in the institution.

Description and Comparison of
Two Groups of Juveniles by Age

The juvenile sample was divided into two groups by age: Group 1 consisted of boys from 12 to 14 years of age and Group 2 consisted of boys from 15 to 16 years of age. Group 1 numbered 25 subjects and Group 2 numbered 32 subjects.

In Category I, the mean value of Group 1 was 2.36 for question #4 and Group 2 had a mean value of 2.44 for the same question. Both groups "think they know how they stand with the adults," which is a positive attitude but close to the negative value. On question #16, Group 1 had a mean value of 1.92 and Group 2 had a mean value of 2.25 which indicates that the younger boys' attitude of staff interest in the juveniles was slightly more negative than the attitude of Group 2.

In Category II, the mean value of question #7 was 2.08 for Group 1 and 1.84 for Group 2. The mean value on question #10 was 2.96 for Group 1 and 2.47 for Group 2. The expectations for success upon release were slightly more positive for the older juveniles and the expectation of the institution were also slightly more positive for the older juveniles.

In Category III, the mean value on questions #11, #13, #14 and #17 was 6.80 for Group 1 and 6.78 for Group 2. Both groups are more neutral in their attitudes towards the institutional program of activities, the desire to cooperate, and institutional purpose. The mean value on question #5 was 1.52 for Group 1 and 1.44 for Group 2 which indicates that

TABLE 4 - Two-group juvenile comparison by age of means,
z score and significance of difference

Category I						
Attitudes toward the relationship between juveniles and staff						
Item	Group	N	$\bar{x}$	s^2	z score	Sig. of Diff.
#4	Aged 12-14 years	25	2.36	1.32		
	Aged 15-16 years	32	2.44	1.16	.26	.40
#16	Aged 12-14 years	25	1.92	.73		
	Aged 15-16 years	32	2.25	.48	1.52	.06
Category II						
Expectations of the institution at admission and for success upon release						
Item	Group	N	$\bar{x}$	s^2	z score	Sig. of Diff.
#7	Aged 12-14 years	25	2.08	.95		
	Aged 15-16 years	32	1.84	.72	.37	.36
#10	Aged 12-14 years	25	2.96	1.54		
	Aged 15-16 years	32	2.47	2.45	1.32	.09

TABLE 4 (continued)

Category III						
Attitudes toward the institution						
Item	Group	N	$\bar{x}$	s^2	z score	Sig. of Diff.
#11,13,14, 17	Aged 12-14 years	25	6.80	.71		
	Aged 15-16 years	32	6.78	.77	1.44	.07
#5	Aged 12-14 years	25	1.52	.80		
	Aged 15-16 years	32	1.44	.61	.37	.36

both groups have more positive attitudes of improvement as a result of their stay.

There are no significant differences between the attitudes of Group 1 and Group 2 in any of the attitude categories. There is no significant difference between Group 1 and Group 2 in the attitude towards the staff, expectations of the institution and institutional program and purpose. However, significant differences are closely approached with the younger juveniles approaching a significantly more negative attitude than the older juveniles towards the staff; with the younger juveniles approaching a significantly more negative expectation of the institution; and with the younger juveniles approaching a significantly more negative attitude towards institutional program of activities, desire to cooperate and institutional purpose.

Description and Comparison of Two Groups of Juveniles by Race

The juvenile sample was divided into two groups by race. Group 1 consisted of twenty-six black juveniles and Group 2 consisted of twenty-eight white subjects.

In Category I, the mean value for question #4 was 2.33 for Group 1 and 2.54 for Group 2 which indicates that both groups are between "I think I know how I stand with the adults" and "It's hard to say." Both groups have a more negative attitude toward this aspect of the juvenile and staff relationship. The mean value for question #16 was

TABLE 5 - Two-group juvenile comparison by race of means,
z score and significance of difference

Category I						
Attitudes toward the relationship between juveniles and staff						
Item	Group	N	$\bar{x}$	s^2	z score	Sig. of Diff.
#4	Black	26	2.38	1.13	.24	.41
	White	28	2.54	1.00		
#16	Black	26	2.07	.99	.15	.44
	White	28	2.03	.95		

Category II						
Expectations of the institution at admission and for success upon release						
Item	Group	N	$\bar{x}$	s^2	z score	Sig. of Diff.
#7	Black	26	2.03	1.03	.53	.30
	White	28	1.89	.75		
#10	Black	26	2.8	2.04	.56	.29
	White	28	2.57	2.44		

Category III						
Attitudes toward the institution						
Item	Group	N	$\bar{x}$	s^2	z score	Sig. of Diff.
#11,13,14, 17	Black	26	1.65	45.64	.07	.47
	White	28	1.79	47.60		
#5	Black	26	1.58	.39	.79	.21
	White	28	1.42	.70		

2.07 for Group 1 and 2.03 for Group 2 indicating that both groups are unsure or ambivalent as to whether the staff is concerned about what happens to them.

In Category II, the mean value for question #7 was 2.03 for Group 1 and 1.89 for Group 2. Both group expectations of success upon release are about fair. The mean value for question #10 was 2.8 for Group 1 and 2.57 for Group 2. The expectations of the institution are slightly more negative for Group 1.

In Category III, the mean value for questions #11, #13, #14 and #17 was 1.65 for Group 1 and 1.79 for Group 2 (the range of values used was 1-2-3). Both group attitudes are closest to being unsure about institutional program, purpose, and desire to cooperate but the black juvenile attitude is slightly more positive than Group 1. The mean value for question #5 was 1.58 for Group 1 and 1.42 for Group 2. The black juvenile attitude slightly more negative in regard to improvement as a result of their stay. However, no significant differences exist between the attitudes of Group 1 and Group 2.

CHAPTER V
SUMMARY AND RECOMMENDATIONS
FOR FURTHER RESEARCH

Literature in the field of juvenile delinquency reveals and stresses the need for more knowledge of the impact of the criminal justice system upon those who are processed by that system in an effort to reduce the negativism of the processing experience and improve the rehabilitation of the institutionalized. The author has strived to produce some knowledge of the attitudes of a sample of juveniles in a state training school for delinquents, the relationship which exists among different groups within the juvenile population, and the staff perception of the attitudes and orientation of the juveniles.

It was hypothesized that:

- a. the attitudes of a group of institutionalized juveniles would not be similar to the staff members' perception of those attitudes;
- b. the staff attitudes would be more variable than the juvenile attitudes;
- c. that increasing age would be positively related to more unfavorable juvenile attitudes;
- d. that increasing length of stay would be positively related to more negative juvenile attitudes;
- e. and that there will be no significant differences between the attitudes of black and white institutionalized juveniles.

The categories of attitudes which were investigated were:

- Category I: attitudes toward the juvenile and staff relationship
- Category II: attitudes reflecting the expectations of the institution and upon release
- Category III: attitudes toward the institution, including the desire to cooperate, institutional program, institutional purpose and improvement as a result of the stay in the institution

The results of the study indicate:

1. There are no significant differences between the juvenile attitudes and the staff perception of those attitudes except in Category II where the staff perceived the juveniles' expectations of success upon release to be less positive than indicated by the actual juvenile response and in Category III where the staff perceived the juveniles' attitudes toward their improvement as a result of their stay in the institution to be less positive than indicated by the actual juvenile response.

2. There is no significant difference in the variability of the staff attitudes as opposed to the juvenile attitudes. (Staff responses to juvenile expectations of success upon release were more variable than the juvenile response; however, juvenile responses to expectations of the institution were more variable than the staff response.)

3. There are no significant differences between attitudes of a younger group of institutionalized juveniles

(ages 12, 13, 14) and an older group of institutionalized juveniles (ages 15, 16).

4. There are no significant differences between the attitudes of juveniles who have been in the institution from four to seven months and those who have been in the institution eight to fifteen months except in Category III where the older group of juveniles had a significantly more negative attitude towards the institutional program, desire to cooperate, and institutional purpose.

5. There are no significant differences between the attitudes of black and white institutionalized juveniles.

The foregoing results lend support to one of the hypotheses: that no significant differences would exist between the attitudes of black and white institutionalized juveniles. It appears that generally no significant differences exist between the staff perceptions of juvenile attitudes and the actual juvenile attitudes. It was indicated, however, that in two aspects of the categories studied (expectations of success upon release and attitude toward improvement as a result of institutional stay) the staff perceptions were significantly more negative than the actual juvenile attitude. This may indicate a lack of discussion of these issues between the juveniles and the staff. However, it is crucial that the staff is aware of whether or not the juvenile feels he is being helped.

The results indicate that attitudes of groups within the juvenile sample compared by age, length of stay and race are similar with only a few items showing significant differences. One could conclude that within a juvenile institution a strong socialization process is in operation. Younger juveniles are quickly assimilated by the older groups who have definite status because of age and size. Juveniles who have been in the institution for shorter periods of time hold attitudes very similar to those of juveniles who have been in the institution for much longer periods. Black and white juveniles hold attitudes more similar than any of the other groups compared. The socioeconomic factor may be crucial to an interpretation of this finding. The majority of the population of the institution is composed of urban, multiple-offense delinquents from the Detroit area with similar socioeconomic backgrounds. This factor may contribute to a more singular and cohesive socialization process in the adjustment to institutionalization. The staff itself may be contributing to the immediate socialization process which may be operating. Staff expectations of a juvenile's attitude toward institutionalization can be perceived by the juvenile and his behavior adapts so as to meet those expectations. The finding that the staff correctly perceives the attitudes of the juveniles does not insure the development of rehabilitative relationships. It may indicate the staff's realization and tacit acceptance of the socialization process which begins at admission. In two instances, the staff perception of

juvenile attitudes was more negative than the actual juvenile response which may indicate that the staff is unintentionally allowing for the development of a more negative institutional orientation.

In conclusion, this study appears to have lent support to only one of its hypotheses; however, much was learned about the testing of attitudes and even more was learned about relationships which might exist among important variables affecting juvenile and staff interaction within a juvenile institution. It is hoped that this study may be of some value to the institution in which it was conducted in structuring more effective treatment programs and in identifying the needs of both juveniles and staff. Programs may be designed not only to increase staff awareness of the juvenile attitudes but more importantly to increase the ability of the staff to utilize this knowledge in such a manner that does not self-fulfill the negative attitudes they believe to exist. In order to accomplish that, they must be able to function within the socialization process which is operating without becoming a part of the negative socialization which may occur.

Recommendations for Future Research

The following are suggestions which may be of value to other researchers who are interested in similar studies in the area of juvenile delinquency:

1. Further investigation of the relationship of age, length of stay, and race could be made on a larger scale. The sample used in the present study was rather limited in size.

2. The staff of an institution could be grouped into those having differing levels of experience, education and possibly those of different ages in comparing varying attitudes within the staff.

3. The instrument used to determine juvenile attitudes and the staff perception of juvenile attitudes should be tested for reliability within the same population under study.

4. Type of offense might be investigated in its relationship to the favorability or unfavorability of juvenile attitudes.

5. A comparative study of the institutional goals, as perceived by the administration of a juvenile institution, as perceived by the staff, and as perceived by the juveniles might be conducted.

6. The present study could be expanded to determine the factors which could be affecting the various relationships which were investigated in the present study.

7. The investigation of background data of a juvenile sample in a study similar to this one may produce the existence of relationships affecting attitudes toward the institution and staff.

8. Future research might investigate further attitudinal categories which could be crucial to effective treatment programming.

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APPENDICES

APPENDIX A
BOYS' QUESTIONNAIRE

This is a study of your attitudes toward the Lansing Boys Training School. Your cooperation is very important. We want to know how you feel. The questions you are being asked are not a test--there are no right or wrong answers. Do not put your name on the questionnaire. No one will know how each of you answered. If you have questions or the questions confuse you; just raise your hand and one of us will try to answer it. We appreciate your cooperation in the study. Please check one answer for each question.

1. When you were first told you were going to be sent here, what did you think this place would be like?

☐ (1) Good place
☐ (2) Not sure
☐ (3) Bad place

2. Some adults here are too strict.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

3. Boys should be able to suggest changes in work programs, rules and activities.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

4. Do you think you know pretty well how the adults here feel about how long you will have to stay?

☐ (1) I know how I stand with adults
☐ (2) I think I know how I stand with adults
☐ (3) It's hard to say
☐ (4) I don't know how I stand with adults

5. My stay has helped me.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

6. Adults here are not strict enough with certain boys.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

7. What do you think your chances are to make good after you are released?

- ☐ (1) Excellent or great chance to make good
- ☐ (2) Fair chance to make good
- ☐ (3) My chances are about 50-50
- ☐ (4) I may not make good
- ☐ (5) Little chance to make good

8. Do you think some of the adults here can help you find out why you got into trouble and help you stay out of trouble in the future?

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

9. Adults here are pretty fair.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

10. What do you think about this place now?

- ☐ (1) A lot better than I expected
- ☐ (2) Better than I expected
- ☐ (3) Not sure
- ☐ (4) About the same as I expected
- ☐ (5) A lot worse than I expected

11. Boys dislike being here so much that they don't want to cooperate with the adults here any more than they have to.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

12. Some boys get away with too much.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

13. There are not enough things to do during free time.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

14. This is a place that helps boys in trouble.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

15. Check the statement that is closest to what you think about yourself.

- ☐ (1) Someone who got a raw deal
- ☐ (2) Someone with personal problems
- ☐ (3) Someone who knows what the score is and how to play it cool
- ☐ (4) Someone who doesn't let anyone push him around
- ☐ (5) Someone who is trying to straighten out

16. They adults here really don't care what happens to us; they are just doing a job and earning money.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

17. This is a place to punish boys for something they did wrong.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

18. Boys get enough help here in preparing for jobs they want in the future.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

19. Most boys don't care about learning why they did the things that got them into trouble or how to change.

- ☐ (1) Agree
- ☐ (2) Not sure
- ☐ (3) Disagree

20. What do you think you will do after you are released?

- ☐ (1) Be careful and behave myself
- ☐ (2) I won't get caught again
- ☐ (3) I think I can make good
- ☐ (4) I will live it up and hope I don't get sent back here

APPENDIX B
STAFF QUESTIONNAIRE

Your cooperation is needed to obtain some important information. A study of the attitudes of a group of the boys in the training school is being conducted. Your assistance is needed in the determination of their attitudes. Your opinion is essential in producing an accurate view of the boys' attitudes. Your answers will be anonymous so please answer frankly and please do not discuss the questionnaire with anyone who has not finished filling out theirs.

Please return the questionnaire as soon as possible. When you have finished the questionnaire, please sign your name on this page, tear this page off and place both this page and the questionnaire in the designated box in the office.

Thank you for your cooperation.

Name: _____

1. When boys were first told that they were going to be sent here, what do you think the boys thought it would be like?

___(1) Good place
___(2) Not sure
___(3) Bad place

2. The boys believe adults here are too strict.

___(1) Agree
___(2) Not sure
___(3) Disagree

3. The boys feel that they should be able to suggest changes in work programs, rules and activities.

___(1) Agree
___(2) Not sure
___(3) Disagree

4. Boys dislike being here so much that they don't want to cooperate with the adults here any more than they have to.

___(1) Agree
___(2) Not sure
___(3) Disagree

5. The boys believe that their stays have helped them.

___(1) Agree
___(2) Not sure
___(3) Disagree

6. The boys believe that adults here are not strict enough with certain boys.

___(1) Agree
___(2) Not sure
___(3) Disagree

7. What do you think the boys feel their chances are after they are released?

___(1) Excellent or great chance to make good
___(2) Fair chance to make good
___(3) My chances are about 50-50
___(4) I may not make good
___(5) Little chance to make good

8. Do you think that the boys feel that some of the adults here can help them find out why they got into trouble and can help them stay out of trouble in the future?
- ☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree
9. The boys feel that the adults here are pretty fair.
- ☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree
10. What do the boys think about this place now?
- ☐ (1) A lot better than they expected
☐ (2) Better than they expected
☐ (3) Not sure
☐ (4) About the same as they expected
☐ (5) A lot worse than they expected
11. Boys dislike being here so much that they don't want to cooperate with the adults here any more than they have to.
- ☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree
12. The boys feel that some boys get away with too much.
- ☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree
13. The boys feel that there are not enough things to do during free time.
- ☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree
14. The boys feel that this is a place that helps boys in trouble.
- ☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

15. Check the statement that is closest to what you think most boys feel about themselves.

☐ (1) Someone who got a raw deal
☐ (2) Someone with personal problems
☐ (3) Someone who knows what the scene is and how to play it cool
☐ (4) Someone who doesn't let anyone push him around
☐ (5) Someone who is trying to straighten out

16. The boys feel that the adults here really don't care what happens to us, and that they are just doing a job.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

17. The boys feel that this is a place to punish boys for something they did wrong.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

18. The boys feel they get enough help here in preparing for jobs they want in the future.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

19. Most boys don't care about learning why they did the things that got them into trouble.

☐ (1) Agree
☐ (2) Not sure
☐ (3) Disagree

20. What do you think the boys feel they will do after they are released?

☐ (1) Be careful and behave themselves
☐ (2) Not get caught again
☐ (3) Think they can make good
☐ (4) Live it up and hope they won't get caught again

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