

PRISONER REHABILITATION:
EDUCATION And SELF-ESTEEM

by

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ABSTRACT

Research literature and journal articles were read and reviewed to determine perceptions of prisoners and a possible correlation between education and self-esteem.

Questionnaires were administered as a means of gathering information to support or deny these perceptions as they pertain to prisoners. Prisoners are generally regarded as outcasts, and in the past, education and self-esteem have not been an essential priority in our prison system.

One hundred open-ended questionnaires were administered to prisoners to determine if there was a correlation between education and self-esteem improvement. Significant results showed a definite correlation between education and a gain in prisoner's self-esteem. The data portrayed our culture slowly providing opportunities for prisoners to improve their self-esteem.

TABLE OF CONTENTS

	Page
Title Page.....	i
Acknowledgement Page.....	ii
Abstract.....	iii
Chapter I - The Problem.....	1
Introduction.....	1
Background of the Problem.....	2
Statement of the Problem.....	4
Purpose of the Study.....	5
Significance of the Study.....	6
Research Questions.....	7
Definitions of Terms.....	8
Limitations of the Study.....	9
Organization of the Study.....	9
Chapter II - The Literature Review.....	10
Chapter III - Methodology.....	16
Questionnaire.....	18
Population and Sample.....	20
Instrumentation.....	20
Chapter IV - Data Presentation and Analysis.....	21
Questionnaire Results.....	21
Chapter V - Summary-Conclusion-Recommendations.....	26
Summary.....	26
Conclusion.....	27
Recommendations.....	32
Reference List.....	34

CHAPTER I

THE PROBLEM

Introduction

"When society places a person behind walls and bars it has an obligation...to change that person before he or she goes back into the stream of society." (Burger 1983, 17).

People have argued that prisons have become human storehouses, which are dehumanizing and confining, as prisoners just waste away. Then when they do return to society, often they are more violent and less socially adjusted than before they entered prison.

Warren E. Burger, the ex-chief justice of the United States Supreme Court, argues that prisoners can be changed to end this pattern and become productive and rehabilitated citizens. Burger believes meaningful work is needed for prisoners in which they can take pride and feel they have a stake in society. "This would eliminate the anti-social behavior that landed them in prison in the first place." (Burger 1983, 17).

Background

Dennis Challeen tells the following story: Crime began in prehistoric times. A Neanderthal man named Grrd left his cave to forage food for his family. Grrd was a very conscientious man who was responsible for his own family.

In the meantime, Crrf lived a few caves away and was shifty, lazy, irresponsible and took from others without working for his own rewards.

One day Grrf pulled his wild game toward his families' cave. Crrf hadn't been hunting and was hungry. Crrf took advantage of the situation and took Grrf's meat. Grrf got disgusted, picked up his club, and walked into Crrf's cave. Crrf was devouring the stolen meat. Revenge and anger welled up in Grrf and so he clobbered Crrf in the head. Grrf picked up the remainder of the meat and sauntered back to his cave. "A wrong was made right and thus, was the dawn of the criminal justice system" (Challeen 1986, 1).

Today there is still crime. Even though the world has revolved on its axis and many leaders with solutions to human problems of crime have emerged, crime still exists. In the past, people have momentarily listened to men like:

Moses	Jesus
Buddha	Mohammed
Confucius	Gandhi
Kennedy	Bush

During colonial times, the descendants of Grrf became more creative with their enemies. For example, instead of clubbing them over the head, they flogged them on the back, branded them with hot irons and mutilated their bodies. "This way they took a useless, irresponsible person and turned him into a handicapped, useless and irresponsible individual" (Challeen 1986, 3).

In 1790, the Quaker's built the first United States prison on Walnut Street in Philadelphia. Each person was put in a single cell to repent and read. Thus, the word penitentiary was created and the prison system was born. The Quakers discovered that just locking these individual prisoners up to read, didn't cure the problem. In fact, they discovered the phenomenon that exists today....."when you lock up the pesky, useless in cell blocks, they are very easy to control. Instead of being smart-mouthy, nasty personalities, they turn into docile and passive conforming individuals." Now cell-block prisons are world-wide. These were created not because it rehabilitated the irresponsible Grrf's, but controlled them.

"The complex question that was not asked until embarrassingly late in the history of rehabilitative ideal was this: What needs to be done?" (Bartollas 1990, X). This author stresses the importance of the formidable task which creates a culture of self-improvement.

Statement of the Problem

"By providing work and the chance to acquire job skills while in prison, we increase the chances that inmates will become productive citizens upon release" (Cannon 1982, 1).

Burger points out that human beings who are taught to produce useful goods for the marketplace and to be productive are more likely to develop the self-esteem essential to a normal integrated personality. Through educational programs training can provide skills and work habits. These traits can replace the sense of hopelessness that is the common lot of prison inmates (1983, 20).

Therefore, evidence like this supports the contention that being involved in an educational program improves self-esteem. This is true whether the person is incarcerated or free, physically able or physically challenged. It is also true regardless of gender, ethnicity, age, or race. The specific problem addressed in this study concerns the impact of education on the self-esteem of individuals currently incarcerated.

Purpose of the Study

The primary purpose of this study was to identify prisoners with low self-esteem and to identify their educational background. Thus, such prisoners were identified and a correlation between low self-esteem and educational background was determined. If prisoners with low self-esteem were given the opportunity for rehabilitation with job skills and education, their self-esteem and productivity could be measured. A comparison could be made between the self-esteem of prisoners who have had educational study and the self-esteem of prisoners who have not.

It may be difficult for some prisoners to identify their personal qualities relating to self-esteem. In the past, society has portrayed the notion that prisoners are supposed to lose their identities when they are incarcerated. But today, are prisoners able to raise their self-esteem while serving their sentences? Can prisoners gain self-esteem by working on educational and work study programs? The purpose of this study was to answer these questions.

Significance of the Study

As mentioned, the purpose of this study was to identify prisoners with low self-esteem and to identify their educational background. A secondary area of concern was to identify a correlation between self-esteem and the educational programs offered in the prisons. Prisoners have reported their sense of worthlessness and low self-esteem. Yet, society expects parolees to be able to function in society when their terms are completed. Will the opportunity for the prisoners to educate themselves help improve their self-esteem?

Since prisoners often recognize the need to improve their self-esteem, they are at a loss as to exactly how to do that. They must be given the opportunity to enroll and complete educational and work study programs in an effort to raise their self-esteem before they return to society.

In essence, there are two aspects to investigating prisoners' self-esteem. First, we must determine if the prisoners have low self-esteem. Second, we need to involve them in an educational and work study program to build their self-esteem if necessary.

Research Questions

1. What happens to prisoners' self-esteem when their educational skills improve?
2. Which variables influence the outcome of self-esteem for prisoners?
3. What are the most efficient methods utilized to determine an increase in prisoners' self-esteem?

Definitions

HUMANE TREATMENT: Treating persons with compassionate care.

EDUCATION: Knowledge or skill obtained or developed by a learning process.

PENITENTIARY: Prison for those convicted of major crimes.

PRISONER: Person held in custody.

PRODUCTIVITY: Yeilding favorable or useful results.

REHABILITATION: Restore to useful life through education and therapy.

SELF-ESTEEM: Pride in oneself.

SELF-IMPROVEMENT: Improvement of one's condition through one's own efforts.

Limitations of the Study

Prison officials limited the accessibility for distributing questionnaires to the prisoners. Thus, completing a survey with questionnaires was difficult. Current state correctional statistics may be limited for public use. Questionnaire responses from prison personnel were late or incomplete due to the staff's voluminous job responsibilities.

Organization of the Study

The remainder of this study has been arranged into Chapters Two through Five in the following manner:

- Chapter II - examines pertinent literature regarding education in prisons and the prisoners' self-esteem;
- Chapter III - describes the methodology involved in conducting this study;
- Chapter IV - reports and analyzes the data gathered from the completed questionnaire;
- Chapter V - presents a brief summary of this study, conclusions based on the data obtained, and recommendations for further study.

CHAPTER II

LITERATURE REVIEW

Information for this thesis was compiled from the following sources: Arizona State University-West Library, Phoenix Public Library, State Department of Corrections, and Florence Prison. Letters were compiled and were sent requesting information from national sources.

In the pamphlet, "What Are Prisons Like" author David Bender states prisoners are faced with: loneliness, lack of privacy, self-worth and respect, depression, claustrophobia, and fears of bodily harm. (1985, 30-35).

Writers, Cory and Gettinger state in Time To Build that inmates must have something to occupy their time. "To merely build human warehouses is to build trouble" (1984, 50). Space and staff need to be provided for educational and vocational programs. This is especially true for the work programs. Several states have shown that it is acceptable to provide inmates with satisfying work that teaches them skills and pays them with real wages. The states of Kansas and Minnesota have private industries

that have set up shops in and next to prisons. They actually hire inmates at minimum wage or more to do real work. Free Venture Prison Industries was started in 1975 and it has been helping other states upgrade their prison industries.

Nathaniel Branden, in his book The Psychology of Self-Esteem, states "There is no value-judgement more important to man, no factor more decisive in his psychological development and motivation, than the estimate he passes on himself" (1969, 109).

Individuals lacking self-esteem are likely to be influenced by their environment says Frey in her book on Enhancing Self Esteem (Frey 1989, 131).

It is evident that one cannot change the environment prisoners had before entering prisons. Yet, in setting up educational and work programs through rehabilitative measures, it seems important to include the objectives of self-esteem in the curriculum.

Co-authors, Frey and Carlock, state "If the environment is perceived as favorable, self-esteem rises. If the environment is perceived as unfavorable, self-esteem is lowered" (1989, 48). Thus, creating a positive environment for the prisoners will enhance their self-esteem. How individuals value themselves, fertilizes and nourishes their talents, resources, and abilities. "The

more positive and pervasive the self-esteem, the richer the soil within which one can grow" (Frey and Carlock 1989, 65). Inmates can obtain pride and self-esteem, from learning and accomplishing through their educational goals. St. Johnsbury Correctional Center in Vermont proved this. (Peck 1983, B2).

Lucy Moulton, correction's teacher says, "Most people lack self-esteem. Being in jail increases that feeling of failure. The programs are designed to help them take a look at themselves and feel better about themselves. Only by doing that can they go out and lead productive lives" (1983, B3).

Presently, self-improvement programs are extremely popular in the prisons. Typically, the programs are operated by the prisoners themselves and focus in one or more of the following areas: ethnic and cultural studies, skill development, personal insight, attitude improvement, and consciousness raising.

Most of these prison groups meet in the evenings or on weekends. At this time, many of the popular self-improvement programs include:

Lifers
Dale Carnegie
Assertiveness Training
Moral Development
Positive Mental Attitude
Anger Management
(Bartollas 1990, 150)

In Gary Graham's article on "High-Tech Monitoring--Are We Losing the Human Element," he stresses the importance of treating prisoners humanely. Graham suggests that probation needs to be done through human interaction: face-to-face, person-to-person involvement with prisoners. He stresses the importance of preserving the individual probationer's dignity, humanity, and personal self-respect. He does not believe that modern electronic devices for probation are effective without human interaction. His theory evolves around the importance of maintaining self-esteem.

Our clients may be our enemy, and we may truly be at war, but in Pogo's War we must remember that the enemy is us; we must heal, rather than destroy, ourselves (Graham 1988, 92).

In Bartollas's text on Correctional Treatment-Theory and Practice (1990), he refers to the task of academic education in correctional institutions as difficult. "Most offenders come with great educational deficiencies and many are either functionally or totally illiterate" (1990, 29).

Within the adult facilities, school achievement scores for the prisoners on the average do not exceed the ninth grade level in any state. However, in some states the average scores range from the fifth or sixth grade level. Academic education programs in the adult institutions include: basic education programs, secondary education and general education diploma studies, postsecondary education programs, and social education programs. States such as Minnesota and Texas use advanced educational technology computer-assisted instruction. In three Illinois prisons, twenty three computer terminals provide prisoners access to four hundred skill and subject matter areas (Conrad 1981, 141).

Author Bartollas says, "Most inmates agree that the most meaningful programs are those that prepare them to pass the General Education Development Test or offer college-level studies" (1990, 142).

Bartollas points out, that it is difficult to appraise the effectiveness of academic education because of the lack of consistency in the evaluations of academic programs and the variety of quality in different state's academic programs. The conflicting findings concerning the effectiveness of academic education show that a comprehensive evaluation of education should have high

a high priority status in our nation.

Dennis A. Romig reviewed the evaluation of education in training schools and concluded that the following ingredients were present in those studies reporting positive results:

1. Understanding teachers combined with 3 R's and practical skills
2. Understanding teachers combined with discussion group and academic skills
3. Differential reinforcement
4. Rewarding positive classroom behavior and learning
5. Positive emotional support combined with individualized program
6. Contingent social and material rewards
7. Special GED programs (Romig 1978, 143).

CHAPTER III

METHODOLOGY

The purpose of this study was to identify prisoners with low self-esteem and to identify their educational background. Prisoners were identified and a correlation between low self-esteem and educational background was determined.

Questionnaire ~~and~~ Development

The questionnaire was developed from the Self-Esteem Scale (SES) for measuring the attitude towards self-esteem through the prisoner's education, decision-making, and self-evaluation. SES was designed specifically to provide a general assessment of self-esteem with items that are short and easy to read. A scale was found in the ETS Test Collection on microfiche at the Fletcher Library (ASU West). On the questionnaire with 22 items that the researcher developed, there were three response choices. A three-point scale was developed to test the strength of self-esteem, with number three being the highest and the number one being the lowest:

- 3 - Almost Always
- 2 - Sometimes
- 1 - Almost Never

The questionnaire presented on page 18. contains 22 items. Thus. the maximum number of points was 66 while the minimum number was 22. The mean for prisoners tested was 38.4 with a standard deviation of 5.7. Sixty-seven percent of the prisoners scored between 31.7 and 39.1 (i.e., 38.4 ± 5.7).

Research Design

A quasi-esperimental ~~study~~^{design} of research_x was used. Open-ended questionnaires were given to one hundred prisoners. The questionnaires were distributed to two groups: inmates who had been enrolled in a prison educational program. and inmates who had not been enrolled in educational programs.

The advantage of the quasi-experiment is that it the data includes the predictive nature of the results. The choice of voluntary participation was stressed for the entire study. Participants were informed of the research and how the data they were being asked to respond to would be used. Prisoners were concerned about their confidentiality. They were told there would be no unpleasant or damaging effects during or subsequent to the research.

As the questionnaires were completed and returned. they were separated and marked with an E if the prisoners had been participants in educational programs. Percentages of the total sample of each group were interpreted in both the raw numbers and percentages of the two groups.

Self-Esteem Questionnaire

Direction: (The questions below ask how you would describe yourself. Read each question carefully and then check the right column for your response. Please mark only one column per question.)

Almost Always	Sometimes	Almost Never
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1. Has education helped improve your self-esteem?
2. Can more education help your self-esteem?
3. Do you often blame others for your handicaps or problems?
4. Is it difficult for you to make decisions?
5. Do you think you are a dull person?
6. Do you feel you need more self-esteem?
7. Would education help you gain more self-esteem?
8. Is it difficult to talk about your feelings?

Almost Always	Sometimes	Almost Never
------------------	-----------	-----------------

9. Are you free from: shame,
guilt, remorse, and blame?
10. Are you open to new ideas
and proposals?
11. Are you fearful of exposing
the real you?
12. Do you often shy away from
new experiences?
13. Are you afraid of making
mistakes or failures?
14. Are you able to admit when
you are wrong?
15. Do you loose your cool easily?
16. Are you a compulsive drinker
smoker, and eater?
17. How can your self-esteem
improve while in prison?
18. How old are you?
19. Are you a male or female?
20. What is the highest grade
level you've completed?
21. How long is your prison term?
22. Why were you sentenced?

Population and Sample

The population of prisoners was contacted through four prisons: Florence, Adobe Mountain, and Perryville which are located in Arizona plus Walla Walla Prison located in Washington. There were 100 questionnaires administered to the prisoners by counselors and educational staff. However, because of circumstances involving lockdowns, personnel shift change, non-participation of some prisoners, and a time element; only 81 of the questionnaires were returned.

Instrumentation

As previously stated, the questionnaire was developed from a Self-Esteem Scale measuring the attitudes toward self-esteem. Questionnaires were distributed to two groups of prisoners; one group made up of prisoners participating in education programs, and the second group made up of prisoners not participating in educational programs. The questionnaires given to the prisoners in the education programs were marked with an E. to indicate prisoners involvement in the educational programs. In contrast, prisoners not participating in educational programs had no E on their questionnaires.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This quasi experimental study, conducted with questionnaires, confirms Burger's findings that self-esteem can be affected by the opportunity of providing prisoners with education (Burger 1983, 20).

The demographic data was interpreted by the percentages of total samples of prisoners involved in educational programs, those prisoners not involved in educational programs and the number of prisoners and respondents not participating. Percentages of the total sample of each group were compiled from the three point scale used on the questionnaire.

Questionnaire Results

Originally, the questionnaires were divided evenly between prisoners participating in educational programs (50) and those prisoners not participating in educational programs (50). In the results of the 100 questionnaires dispersed, 81 were completed and returned through the distributor while 19 were not returned. Of the 19 questionnaires not returned, the distributor said: 5 prisoners were in "lock-down" and couldn't gain permission

to complete the questionnaire, while the other 15 prisoners were concerned with confidentiality of the results.

In the questionnaire, the prisoners were asked to indicate their age. Four age groups were categorized from their responses. The age groups are:

Under 18 years of age

19 - 30 years of age

31 - 50 years of age

51 - and older

Table one indicates: the age distribution of respondents. Of those 81 respondents, 20 were in the under 18 age group (25%); 40 were in the 19-30 age group (49%); 17 were in the 31-50 age group (21%); and 51-and older age group (5%). Table 1 below indicates the number of respondents in their age group and the percent of respondents.

AGE	NUMBER	% OF RESPONDENTS
Under 18	20	25%
19-30	40	49%
31-50	17	21%
51-& older	4	5%
NOT RETURNED	19	23%
TOTALS	100	100%

Table 1: Age group of prisoners surveyed

Table two denotes the educational section of the questionnaire. Each of the four age categories were divided into two distinct groups: prisoners enrolled in educational programs were denoted by an (E) and prisoners not enrolled in educational programs were denoted by a (NE). Using the three point scale on the questionnaire. there were 43 points in the 18 and under category (E 74%) and (NE 26%); 19-30 age group there were 121 points (E 60%) and (NE 40%); 31-50 age group there were 72 points (E 71%) and (NE 29%); and 51-and older age group there were 35 points (E 77%) and (NE 23%). No respondent marked more than one response in the questionnaire.

EDUCATION CHART

AGES	UNDER 18	19-30	31-50	51-& older
TOTAL POINTS	43	121	72	35
E	74%	60%	71%	77%
NE	26%	40%	29%	23%

Table 2: Educational segment of surveyed

Table three on the following page indicates: the self-evaluation section of the questionnaire. Each of the four age categories were divided into distinct groups: prisoners enrolled in educational programs were denoted by an (E) and prisoners not enrolled in educational programs

were denoted by a (NE). Using the three point scale on the questionnaire. there were 20 points in the 18 and under (E 55%) and (NE 45%); 19-30 age group there were 39 points (E 79%) and (NE 21%); 31-50 age group there were 60 points (E 80%) and (NE 20%); and 51-and older there were 80 points (E 89%) and (NE 11%). No respondents marked more than one response in the questionnaire.

SELF-EVALUATION CHART

AGES	Under 18	19-30	31-30	51-& older
TOTAL POINTS	20	39	60	80
E	55%	79%	80%	89%
NE	45%	21%	20%	11%

Table 3: Self-Evaluation segment surveyed

Table four. on the following page. denotes the decision-making section of the questionnaire. Each of the four age categories were divided into two distinct groups: prisoners enrolled in educational programs were denoted by an (E) and prisoners not enrolled in educational programs were denoted by a (NE). Using the three point scale on the questionnaire. there were 22 points in the 18 and under category (E 82%) and (NE 18%); 19-30 there were 40 points in the (E 80%) and (NE 20%); 31-50 there were 98 points in the (E 71%) and (NE 29%); 51-and older there were 60 points in the (E 95%) and (NE 5%). No respondent marked more than one response in the questionnaire.

DECISION-MAKING

AGE	Under 18	19-30	31-50	51-& older
TOTAL POINTS	22	40	98	60
E	82%	88%	71%	95%
NE	18%	20%	29%	5%

Table 4: Decision-Making segments surveyed

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Crime is on the increase in our country. When society places persons behind bars, some feel, it has an obligation to change the person before he or she enters society once again. The ultimate goal of our criminal justice system is to have criminals become productive citizens when they reenter society. Achieving this goal has become a challenge.

Cannon has suggested that providing work and the chance to acquire job skills while in prison can help prisoners become more productive citizens outside the walls. When job skills can be acquired, former traits of hopelessness can be replaced with more positive characteristics. The contention that being involved in an educational program can build self-esteem is the foundation for this study.

Educational incentives are being offered to prisoners in our state through a variety of educational programs. If a prisoner were taught more educational skills, what type

of personal attributes could be improved?

The personal attribute of self-esteem was the primary focus of the questionnaire developed for this study.

This questionnaire was distributed to two groups of prisoners (one group enrolled in educational programs and one group not enrolled in prison educational programs). A total of 100 questionnaires was distributed to these prisoners to explore the possible correlation between self-esteem improvement and educational programs.

Data was analyzed for positive, neutral, and negative influence of education with prisoners' personal attitudes of themselves. Respondents were asked to denote one of three categories in each area of the questionnaire.

Conclusion

Several conclusions may be drawn from the findings of the study. It was noted that prisoners who responded on the questionnaires denoted feelings of increased self-worth after having been enrolled in the educational programs. Data showed the relationship between prisoners who were in prison educational programs and their improved self-esteem when they filled out the questionnaire. These findings were opposed from prisoners in non-educational programs who reported low self-esteem in their personal responses to the questionnaire.

In the results of the questionnaires returned, the results showed that eighty percent of the prisoners given educational opportunities had augmented their self-esteem. Nine percent of the prisoners in the educational programs reported no apparent self-esteem gain. All of the prisoners who were not in the educational program reported NO self-esteem improvement. However, it was noted, from the prisoners' personal comments, in the educational program; did not feel their self-esteem had improved. Thus, the educated prisoners' denoted they had not committed the crime for which they had been sentenced.

Being able to build confidence and gain self-esteem was not displayed with (66.66%) of the prisoners who recorded that they sometimes felt shame, guilt, remorse, and blame. Yet, (25%) of the prisoners almost always felt free from any guilt feelings. In turn, they denoted that this had not blighted their feelings of self-esteem in personal comments denoted on the confidential comment section of the questionnaire. However, (8.33%) of the prisoners never were free from guilt feelings. These prisoners felt these inner guilt drives kept them from improving their self-esteem as they denoted on the confidential comment section of the questionnaire.

Referring to Table 1, it can be noted the prisoners whose ages range from 19-30 were the most responsive in

returning their questionnaires. In contrast, the 51 and older age group were the least responsive in the number of questionnaires they returned.

In reference to the Education Chart in Table 2. all four age groups of the prisoners enrolling in education courses displayed a higher response to the education portion of the questionnaire than the prisoners who were not enrolled in education courses. Questionnaires returned from the prisoners participating in the education programs denoted three age groups showing similar interest in education responses in the (70%) range: under 18 (74%), 31-50 (71%), and 51 and older (77%). In comparing the prisoners in the education program with the prisoners in the noneducation program, there is a significant three to one ratio denoting the responses returned in the age groups of under 18, 31-50, and 51 and older. Therefore, more interest was displayed in self-esteem improvement with the prisoners in the education programs opposed to the prisoners not enrolled in the education programs.

The Self-Evaluation Chart in Table 3 demonstrates the fact that there is an (80%) response range in returned questionnaires from prisoners in education programs in the age groups of: 19-30, 31-50, and 51 and older. The noneducation prisoners in these same three age categories had a lower average response range of (14%). Prisoners in

the education programs were more responsive to participating in programs to improve their self-esteem. Furthermore, the prisoners who participated in education programs also displayed not only an interest in improving self-esteem, but denoted on the questionnaire a marked improvement on their self-esteem.

Table 4 displays the Decision-Making segment of the survey and shows (95%) of the educated 51 and older age group are significantly more responsive in the decision-making portion of the questionnaire. The two age groups: under 18 and 19 through 30 both have recorded percentiles in the (80+%) range. The age group of 31-50 showed a (71%) response in questions denoting decision-making. The four age groups show ratios between the educated prisoners and the noneducated prisoners of 8 to 1 in the under 18, 4 to 1 in the 19-30, 7 to 3 in the 31-50, and 19 to 1 in the 51 and older age group. The overall percentages and ratio comparisons show prisoners with education opportunities are significantly more open to the importance of decision-making in their awareness of self-esteem and its importance in their lives.

Overall, in this researcher's opinion, the effort put forth to complete this study has been a positive experience for myself. The prisoners' responses not only assured me of accurate data but reinforced the theory that

self-esteem could be improved through educational programs for prisoners. For myself, this study has reinforced the need for educational opportunities for prisoners to improve their self-esteem before they enter society once again.

Society has placed people behind walls and bars and has still an obligation to the person before he or she goes back into the stream of society. Plainly, if we can divert more people from lives of crime toward self-improvement to gain self-esteem, we can benefit both those who are diverted and the potential victims.

When an ex-convict returns to society unskilled, unmotivated and unaccustomed to earning a living, more than likely he will commit more crimes as Mehler said (1984, 19). Yet, the danger is to expect too little from correctional treatment. Prisoners who profit from treatment are housed in community based and institutional settings. The positive effect may be either long or short ranged. Now some programs really are effective, and some treatments do have positive feedback for the prisoners, such as educational based programs that improve self-esteem.

However, the best programs and prisons in the world will not totally cure our dismal problem of increased crime. The human race has struggled with "how to" stamp out crime, since the beginning of organized societies. Yet,

improvements will cost less in the long run than the failure to make them.

Recommendations

To expand the role of and to enhance the services of correctional treatment in the future, these recommendations are in order for improving prisoner's self-esteem.

1. Involvement in treatment be entirely voluntary. Participation in these programs should not be related to the length of sentence.
2. Inmates should have the opportunity to become involved in paid work during incarceration.
3. Inmates should have the opportunity for self-esteem involvement during confinement.
4. Safe environments must be provided for institutionalized prisoners.
5. A variety of programs offered for prisoners including: self-esteem improvement, education, and work programs to be evaluated for research.
6. Attention must be taken to ensure common elements of the effective

programs thriving in the prisons.

7. Self-esteem services through education established to improve the positive impact of prisoners' rehabilitation.
8. Career and economic incentives made available for prisoners who have the motivation and skills to seek employment in the prisons.
9. Research on correctional treatment must be given a high priority to further development and treatment of the prisoners.

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BIOGRAPHICAL SKETCH

Julie Lock was born in Phoenix, Arizona, on September 7, 1968. She received her grade school diploma in 1983 and was active as a cheerleader for Pop Warner, student council, played violin in orchestra, choral presentations, soft ball and swimming. In June, 1987 Julie graduated from Glendale High School and had been a member of National Honor Society, Best Academics Cheerleader, Most Spirited Swimmer, Student Council Officer, and won the Presidential Scholarship at GHS.

Traveling has been a part of Julie's education. In high school she was a "Close Up" Representative, has traveled in twelve states, and spent two months living with a German family during the summer of 1985. Community service has been a part of Julie's life which includes: working with spinal cord patients in private and hospital programs plus being active in youth and church groups.

In 1989, Julie transferred her credits from Glendale Community College to Ottawa University. On May 31, 1990 Julie received her Bachelor of Arts Degree from Ottawa University. This May 29, 1991 Julie will receive her Master of Arts Degree in Human Resources from Ottawa University in Phoenix, Arizona.