A Descriptive Study of In-Service Training Programming for Correctional Officers in County Jails in the State of Michigan

Deborah S. Karns
Western Michigan University

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A DESCRIPTIVE STUDY OF IN-SERVICE TRAINING PROGRAMMING FOR CORRECTIONAL OFFICERS IN COUNTY JAILS IN THE STATE OF MICHIGAN

by

Deborah S. Karns

A Dissertation
Submitted to the
Faculty of The Graduate College
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requirements for the
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Western Michigan University
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Social trends towards accountability have motivated correctional facilities to improve the professionalism of their staff. This study investigated in-service training of correctional officers as an avenue to improve professionalism in the correctional facility. The study was concerned with only the county jails of the state of Michigan.

Three investigatory areas were developed to research training in Michigan county jails. These areas included a review of the existing literature, a review of Michigan county jail training programs, and a survey of Michigan sheriffs concerning their existing training programs (descriptive theory) and what they perceived should be incorporated into training (normative theory).

The first two areas of investigation included reviewing existing literature, reviewing existing training programs, and interviews with corrections professionals. Normative and descriptive theory was compiled during these procedures.

The third area of investigation included a survey of county sheriffs in Michigan. The names of these individuals were obtained from the Michigan Department of Corrections. The sheriffs were chosen for the population of the study as these individuals are...
responsible for training programming in the jail facility. The ques­tionnaire utilized in the survey, developed by the writer, had two objectives: to obtain normative and descriptive theory from the respondents and to obtain demographic information concerning the respondents.

The data gathering procedures included the mailing of questionnaires with cover letters to the 83 county sheriffs. After the initial return of questionnaires, a second mailing of questionnaires and cover letters was completed. Follow-up phone calls were made to non-respondents after the second mailing. A 61% return resulted.

The demographic data obtained from the survey included three independent variables: experience level of the respondent, education level of the respondent, and population size of the county in which the respondent was employed as sheriff. The chi-square test for independence of two groups was used to test the data. The three independent variables were tested against normative and descriptive theory perceived by sheriffs as obtained by the questionnaire. The writer anticipated that there would be no relationship found between the independent variables and the normative and descriptive theory.

A summary of the results reveals that generally no support was found for a relationship between the independent variables and the normative and descriptive theory perceived by the sheriffs. This varied somewhat in the area of curriculum where the education level of the sheriff may have been related to the normative and descriptive theory. Trends in the data revealed that the normative theory held by the sheriffs differed little from one variable (and variable
subgroup) to the next. In descriptive theory trends there was greater response variation. For the education variable there was greater agreement with the theory for college educated respondents than high school educated respondents. For the remaining two variables there was generally no difference among subgroups.

The summary results of the literature and program review revealed a lack of training programs for correctional facilities on both the state (Michigan) and national level. In Michigan communication and knowledge of training was generally poor, both from county to county and statewide.

The results of this study indicated a lack of training sophistication at the sheriff level in Michigan county jails. For training to exist and contribute to the professionalism of the correctional facility, these crucial individuals must assume an appropriate attitude and knowledge concerning training for correctional officers. This study implies that not only was there generally a lack of knowledge and expertise pertaining to training, but also a lack of actual programming in Michigan county jails.
ACKNOWLEDGMENTS

Although a variety of sources were utilized while preparing this dissertation, I would like to specifically express my appreciation to my dissertation committee. Doctors Smidchens, Munsterman, and Barrett have assisted me through this project contributing substantial personal time and interest. I would also like to take this opportunity to express my awareness of the support my family has extended through the past several years.

Deborah S. Karns
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CHAPTER I

INTRODUCTION

The criminal justice system is comprised of the entire structure in the criminal law process. This includes apprehension (police), determination of guilt or innocence [criminal courts, sentencing (judicial)], and punishment (corrections). This field is coming of age. The importance and necessity of the criminal justice field are finally being recognized by many societal forces. These forces are not only acknowledging the field of criminal justice but also are making demands upon it. Accountability and responsibility are terms becoming familiar to professionals in the field. And according to these professionals, pressures are being applied, results are being demanded, and the criminal justice professionals are being held accountable for present conditions in the field.

This social trend is becoming even more evident in the area of correctional facilities (prisons, jails, and youthful and juvenile institutions). For centuries prisons and jails have been disregarded by society in general. Historically, there has been no monitoring or evaluation of programs or procedures within these facilities. Recently this lack of concern has been dissipating.

Replacing this lack of concern is an increasing awareness on the part of societal elements. Lack of accountability within the correctional facility has been brought glaringly to the public eye. The inadequate and often incompetent facility is being scrutinized.
Demands are being made upon the facilities to correct program inadequacies existing within the facilities.

This study represents an attempt to meet demands. Society is demanding the correctional facility provide competent services to the community. Competence cannot be obtained without professional training and development of expertise by the personnel in the correctional facility. This study attempts to investigate the area of training in one type of correctional facility: the jail. The study will focus only on the 83 county jails in the state of Michigan.

To follow in this chapter will be the discussions of the purpose and objectives of the study and the procedures of the study. Also presented will be a description of the organization of the dissertation.

Background and Rationale

The concept of jail has changed markedly since its beginning in the Anglo-Saxon society of the 10th century. At that time the jail system developed as a means to assure the availability of accused to stand trial when the king's traveling judges held court. This same system of pretrial detention was established in colonial America.

The conceptualization of jails as long term institutions of punishment developed historically from an emphasis on corporal punishment existing in the jails. With the advent of the workhouse concept, the role of the jail as an institution of punishment became crystallized. Sexual, physical, and mental abuse were rampant. Unclean, unsanitary conditions were accepted within this system.
In response to these inhuman conditions, prison societies emerged during the 18th century. These societies were formed to improve prevailing jail conditions. This reform movement facilitated the development of the Pennsylvania and Auburn Penitentiary Systems. These systems, with religious overtones, advocated repentance through activities such as solitary confinement rather than corporal punishment. With this reformation, more humane philosophies towards jails dominated. This movement led to programming such as the Elmira Reformatory, the juvenile reformatory, and the industrial school concept.

In contemporary society a jail is a place for temporary or provisional confinement, or for the punishment of lesser offenses or misdemeanors. A jail is distinguishable both in law and common understanding from a temporary place of detention such as a police station. Today a jail serves three purposes. It not only serves the purpose of detaining persons committed there but also serves as the place where people under arrest or awaiting trial are kept until disposition of the case (Black, 1951).

A third purpose for jail facilities has developed. This purpose is rehabilitation. Rehabilitation is new to the jail facility. It has been only recently that a jail has been expected to do more than provide physical detention. In the past, efforts at rehabilitation have been primarily community oriented. The focus of rehabilitation has been outside the jail, not within.

Unfortunately, rehabilitation programming has not met expectations. Present programs for inmates are primarily the individual
initiative of the jail administrator or sheriff. This lack of pro-
gramming and services can create a potentially dangerous situation
for correctional officers and inmates alike. Inmates, discontent
with the jail programming, may behave oppositionally towards jail
personnel. Verbal and physical assaults can become commonplace. A
stressful, fearful, and potentially explosive atmosphere can be
created for both inmates and jail personnel.

A vivid illustration of this potential danger for all persons
within prison or jail walls is the Attica prison revolt in 1971.
After 4 days of negotiations the final result was 43 dead inmates and
hostages. According to Wicker (1975), the proposals of the revolting
inmates included requests for educational programs, rehabilitation
programs, and training for the correctional officers (p. 317).

Attica prison is not an isolated incident. Yee (1973), in de-
scribing Soledad Prison of 1970, quoted a Soledad staff psychiatrist
as saying inmates often waited for the day to kill some guards even
though this meant probable death to them also (pp. 177-178).

This situation is not resolving itself. In 1975, inmates in New
York City's House of Detention for Men on Riker's Island revolted.
According to Time ("Bitter Outbreak on Riker's Island," 1975), a re-
view of that situation not only acknowledged inmates demands as le-
gitimate, but also discovered an increase in assaults on officers be-
tween 1974 and 1975 (p. 10). The 1980 revolt and seige of New Mexico
State Penitentiary will cost 20 million dollars to replace the de-
stroyed prison. The destroyed lives can never be replaced. In both
of these incidents the inmates had the same objections and demands of
inmates 10 years previous.

Within a similar atmosphere of fear, hostility, and potential violence exists the jail correctional officer. Within the jail setting, correctional personnel are expected to perform work activities without training. From interviews with professionals in the field and available literature, there appears to be a grass roots movement to establish training for the correctional officer within jails. Still a correctional officer today is essentially on his/her own to make crucial decisions concerning security and inmate behavior problems. This is a potentially hazardous situation.

The emotional strain of the jail environment cannot be underestimated. The need for skills in interpersonal relationships when dealing with the inmate population is paramount. Training is needed to support the correctional officer in his professional role. To do this will maximize the rehabilitative potential of the correctional facility and improve security and custody services.

Recognition must be given to the overall improvement in programming services within today's correctional facilities. However, the importance of proper training of staff is a vital issue. Correctional facility personnel must acquire expertise. Correctional officers must not view themselves as occupying a position of low status. Professional self-image must be improved. Professionalism must be obtained by the correctional officer to insure jail facilities are meeting social demands.
Purpose and Objectives

The purpose of this study is to investigate the state of in-service training for correctional officers in county jails in the state of Michigan. In-service training will be defined, according to the American Correctional Association (1975), as formal instruction given to each employee at the time of initial employment and continuing throughout each year until the employee leaves the service (p. 1). A correctional officer will also be defined again by the American Correctional Association (1975). According to the American Correctional Association, a correctional officer is a custodial staff employed in a correctional facility. The following are enumerated by the American Correctional Association (1975) as job responsibilities of a correctional officer:

1. To provide for protection of society by safe keeping of offenders committed to institutional care.

2. To provide for the protection, care, and welfare of inmates.

3. To provide a suitable program for rehabilitation of offenders.

4. To establish and maintain an efficient correctional agency. (p. 1)

To investigate the state of in-service training in county jails in Michigan, the writer organized the study into three investigatory areas. The three areas are: review of the existing literature, review of county jail training programs in Michigan, and a survey of Michigan sheriffs concerning training and theory. These three areas are all based upon utilization of normative and descriptive training
theory. Normative theory is defined as statements obtained from professionals, in the field of corrections, as to what should exist in training. Descriptive theory is defined as statements by professionals, in the field of corrections, as to what they observe to be in existence in training.

The first area of investigation was the existing literature concerning in-service training in jail facilities. An extensive review of past and present programming, trends, and evaluations of programs was completed. From this material descriptive training theory was developed. The material, for organizational purposes, was divided into specific topics which appeared consistently throughout the literature. These topics, or components, established the descriptive theory of the existing literature. The components were comprised of elements, or items, taken from the literature which are basic aspects of the component. The components and items appeared on a questionnaire used to survey the sheriffs of the Michigan county jails.

The second area of investigation was concerned with a review of the training programs for correctional officers in Michigan county jails. This investigation began with the Office of Jail Facilities of the Michigan Department of Corrections. This office has the responsibility for lending assistance or providing training materials to the county jails in Michigan. From this office a list of training programs in Michigan county jails was obtained. The Office of Jail Facilities' list presented in-service training programs as defined at the beginning of this chapter. (It should be noted that the Office of Jail Facilities of the Department of Corrections is the definitive
source for information concerning in-service training in Michigan county jails.) A review of each individual program was completed. Curriculum, format, and conceptual design were the focus points of the review.

The third area of investigation involved a survey of Michigan county sheriffs. The questionnaire distributed obtained responses concerning actual programming (descriptive theory) and their professional opinion of what programming should be (normative theory). The survey established descriptive and normative theory previously lacking specific to Michigan county jails. It also obtained demographic characteristics used to gain insight into the present condition of in-service training programs in Michigan county jails.

In conducting this study, it is the writer's intent to add to the empirical literature in the area of in-service training for correctional officers in jail facilities. Literature and programming are fragmented at best, and nonexistent at worst. This is a new field. Only within the past 10 years has training become a priority in jails. But it is not a high priority. This lack of priority has repercussions. One of these repercussions concerns professionalism. As stated earlier in the study, to establish the professionalism necessary to meet the societal demands being placed upon correctional facilities, training of correctional officers is mandatory. Even though this is true, little action is being taken towards developing training programs. To prove this statement, that only "lip service" is being paid to training, a survey of training in Michigan jails was conducted. Within this survey demographic information was obtained.
Relationships between these demographic variables and training programs will not be anticipated because training consistently is a low priority whether a county population is large, whether the individual responsible for training has higher education, or if that individual has extended experience in the field. Because of the low priority of training, professionals in the field have not developed expertise in training.

Organization of the Dissertation

This study is organized into seven chapters. The first of these is the introduction which explains the rationale for the study. Chapter II digresses for a moment to establish background information for the reader to better understand the study. Within this chapter representative programming for prisons is presented along with a brief history of prison program development. This chapter prepares the reader for Chapter III.

In Chapter III the training programs for correctional officers presently in existence in Michigan are presented. The focuses of this examination are curriculum, format, and presentation. This discussion flows into a review of programs nationally and statewide which is the basis of the review of the literature presented in Chapter IV. Included in this review is material from the fields of education and corrections.

The emphasis of the presentation of the study changes in Chapter V. Here the survey of the Michigan sheriffs is discussed. Survey procedures and development of the questionnaire used in the survey
are explained. Chapter VI picks up where Chapter V ends. It relates the results of the survey. The study is completed with a presentation of the conclusions and recommendations for future research developed by the writer.

The following chapter presents a discussion of training development in prisons. This is given to provide background for the reader and to provide a basis to discuss training in the jail facility.
CHAPTER II

IN-SERVICE TRAINING PROGRAMMING FOR
PRISON CORRECTIONAL OFFICERS

The writer has spent numerous hours in discussion with professionals at the Criminal Justice Institute in Detroit, Michigan. These individuals are responsible for training program development for the Detroit Police Department and the Criminal Justice Institute. They also work nationwide in conjunction with other police departments and training academies. These individuals recognize that in-service training for correctional officers in jails is in an embryonic stage. As such, there is scant literature on the subject. For this reason, the writer decided it would be advantageous to review trends in training for correctional officers in prisons and will do so in this chapter. According to Cohen (1979), this field is also relatively new (p. 177). But it is more established than its counterpart in jails.

Historical Perspective of Contemporary Training in Prisons

Before this discussion proceeds, the writer would like to distinguish the term prison from the term jail. According to Black's Law Dictionary (Black, 1951), a prison is a public building or other place of confinement for safe custody of persons, whether as a punishment imposed by the law or otherwise in the course of the administration of justice. Black (1951) continues to state that the words
prison and penitentiary are used synonymously to designate institutions for the imprisonment of persons convicted of the more serious crimes, as distinguished from reformatories and county or city jails. Often, the terms prison and jail are used interchangeably. For the purpose of this study they will remain distinct, with a jail being defined as a place for temporary or provisional confinement for the punishment of lesser offenses (misdemeanors), and confinement for individuals under arrest or awaiting trial.

In 1930, the American Prison Congress espoused to the following principle ("Declaration of Principles of the 1870 American Prison Congress", 1930):

Special training, as well as high qualities of head and heart, is required to make a good prison or reformatory officer. Then only will the administration of public punishment become scientific, uniform and successful, when raised to the dignity of a profession, and men are especially trained for it, as they are for other pursuits. The development of schools for the training of prison executives and guards, along the lines already started in this and other countries, should be promoted throughout the United States. (p. 250)

According to Cohen (1979) for 30 years these were merely words on paper. There was no training for prison guards. There were no schools for prison executives. The United States was not on par with other countries, such as England, which has historically supported and delivered training to prison personnel (p. 178). It was not until the 1960's that training for correctional personnel began to evolve.

In the early 1960's, a prison reform movement developed. With this movement came an awareness that training for correctional personnel is mandatory to the prison reform movement. According to Cohen
In 1967 the President's Commission of Law Enforcement and Administration of Justice reported that "more than half of all the respondent agencies had no organized training programs at all" (p. 178). The commission recommended federal monies be available for regional training centers.

The monies were made available through the Department of Labor and the Law Enforcement Assistance Administration (LEAA). As recommended, regional training centers, or academies, were established. By 1973, there were more than 20 correctional academies operating. Unfortunately, the National Advisory Commission on Criminal Justice Standards and Goals (1973) found many of these programs to be of generally "poor quality" (p. 494, cited in Cohen, 1979). Today two of the more successful of these academies are the New York State Correctional Services Training Academy and the Illinois Correctional Academy. Both are representative of correctional academies and training trends in the penal system today. A discussion of each follows.

The New York State Correctional Services Training Academy

The state of New York established centralized training of correctional officers in 1937. Programs sporadically existed until 1971. In 1971, with the events at Attica and Auburn prisons, the availability of federal funds, and the correctional academy movement, the New York State Correctional Services Training Academy came into existence.

Initially, rehabilitation services were the focus of programming at the academy. But as time passed, custody and security became the
focal point. This focus was settled upon and became prominent. Today almost the entire 13 weeks of training is custody and security. The teaching staff is primarily the uniformed guard force.

The academy is divided into two units: preservice for new employees and in-service for established employees. The preservice curriculum includes a degree of academic material. The in-service training is almost exclusively custody and security.

Between the years of 1971 and 1974, six million dollars of federal monies were absorbed by the academy. And yet, according to Cohen (1979), major difficulties existed which are eroding the effectiveness and quality of programming at the academy. Among these problems were: lack of funds (federal funds terminated in 1974), conflicting objectives of training, lack of commitment for training, lack of motivation for training by personnel, and difficulties with appropriateness of curricula (pp. 183-186).

In 1979, the academy began establishing training lieutenants in each prison with the responsibility for training in his respective prison. This may be a trend in localizing training rather than the regional concept first established.

Illinois Correctional Academy

Unlike the state of New York, Illinois had no history of centralized correctional officers training. It was not until 1968 that in-service training programming was investigated. It took until 1973 for a training grant to be submitted for LEAA funds. According to Cohen (1979), the authors of the grant enumerated the following
problems existing in the prison system in regards to training:

Reduced to general terms, the problems include a lack of priority in training efforts, a lack of communications, a lack of training goal information, a lack of a sense of professionalism in most trainers and trainees, a lack of on-going training proceeding toward specific objectives, a lack of communication of national or local experience which would assist Departmental employees in the discharge of their responsibilities, and a lack of a training program for Departmental employees who are promoted to positions requiring new job skills. (p. 187)

This is a strong statement and clearly shows the condition of the profession.

The academy's approach to these training problems was an academic one. Increasing professionalism was stressed and concentration on the social sciences was the primal focus. Although custody and security have become more prominent through the years, academics are still given support.

Like the New York Academy, the Illinois Correctional Academy is divided into preservice for new employees and in-service for established employees. These two units are markedly different in approach.

The preservice unit is military in nature. Physical fitness is emphasized. Security and custody is the thrust of the curriculum. The teaching staff is entirely uniformed guards.

Opposed to this is the in-service training program. This week of training has custody and security emphasized, but academics are a priority. The teaching staff has strong educational qualifications. Consultants are frequently utilized. The military attitude present in the preservice training is not present here.
According to Cohen (1979) the Illinois Correctional Academy suffers from problems similar to those of the New York State Correctional Services Training Academy.

Summary

Literature pertaining specifically to jail training is scant. To provide the reader with background and information concerning training in the field of corrections, training programs for prisons have been presented in this chapter. This presentation reviewed the two more successful approaches presently in operation.

It was the writer's purpose in this chapter to clarify for the reader the present state of training in today's prisons nationwide. In the following chapter a presentation of the training programs in Michigan county jails will be given. An overview of each program will be presented to clarify to the reader the present state of training in Michigan county jails.
CHAPTER III

TRAINING PROGRAMS FOR CORRECTIONAL OFFICERS
IN THE STATE OF MICHIGAN

To provide background for the reader and clarify present training attempts, this chapter first presents the existing training programs operating in jail facilities in the state of Michigan. An overview of each program is presented. Curriculum, format, and presentation are discussed. The information concerning these programs was obtained through personal interviews with individuals in each county. These individuals were directly responsible for the operation of the training program.

Michigan Training Programs

According to the Office of Jail Facilities of the Michigan Department of Corrections there are presently three training programs for correctional officers in jail facilities operating in the state of Michigan. These programs are all new. Two have been in existence 1 year. The third program has been in operation for 3 years. Two of these programs are in-service training programs as defined earlier in the study. The third is for newly hired employees only. One of these programs is conducted entirely by the jail facility. The other two programs are supplemented by community services.

The program which has been in existence the longest is in a metropolitan county. The program is administered by the facility's
staff. The training consists of 140 hours of instruction. The participants attend partial day sessions until the 140 hours of instruction are completed. Instruction is by the facility's staff, including supportive services such as the facility's psychiatrist. This program is ongoing and in-house in nature.

Curriculum is primarily procedural. There are three basic curricula areas: legal, custody and security, and inmate behavior. The emphasis is on custody and security as operating procedures are the thrust of the curriculum.

It appears this program has established itself. Response is favorable. The facility is supportive of training and has established a department responsible for training. Initially, the program received its direction from the Criminal Justice Institute in Detroit, Michigan. It is now self-supporting and self-perpetuating.

The second in-service training program began in 1979. The jail staff has received assistance in its development from college related professionals. The program is 80 hours of instruction. It is held for 2 consecutive weeks of 40 hours of instruction. Instruction is mixed between college related staff and jail staff. A trainers' training program is utilized to establish jail staff as instructors for future training sessions.

The in-service training curriculum is similar to the previous program. Custody and security are stressed. Theory is also present, but secondary to procedure. Legal aspects of detention and the philosophies of corrections and the criminal justice system are presented in a cursory fashion.
This program was conducted for the first time in the fall-winter of 1979. It is too soon to determine its support or its longevity.

The third program in operation is for training of new employees only. It was developed in cooperation with a college in the area. It is a 32-to-40 hour program. New employees complete the training in a 40-hour week of instruction.

Instruction has been primarily conducted by college staff. It has been difficult for the jail facility to utilize the college staff productively. It was found that most of the presentations were inadequate as they did not meet the needs of the facility. It is felt that further development is needed in this area.

The curriculum is primarily procedural in nature. Facility procedures and report writing are stressed. At present, there are two classes on inmate behavior. The material used in these classes is taken from the curriculum of Abnormal Behavior in the Correctional Setting developed by the Office of Jail Facilities of the Michigan Department of Correction. Relevant sections have been extracted for presentation.

This program has been in existence for less than 1 year. It is being modified continually. Again, its longevity has to be questioned.

All three programs utilize the same audiovisual aids. These aids are primarily films on custody and security and inmate behavior.
Training Trends

According to the Office of Jail Facilities (Walter, Note 1), attempts at training have occurred, or are presently occurring, in other counties. Several counties have tried training programs in past years. Unfortunately, rarely were these programs conducted more than once. There are multiple reasons for this brief life span. Often the lack of resources and lack of commitment are two such reasons.

The Department of Corrections of the State of Michigan has announced that in the near future training will be mandatory for correctional officers in correctional facilities throughout Michigan. The announcement was released through the Office of Jail Facilities, a resource the writer utilized often during this study (Walter, Note 2).

Conclusion

It is apparent that training is an important issue in Michigan corrections today. With 81 counties operating jails in Michigan, and only three operating ongoing formalized programs, there is going to be a scramble when the Department of Corrections establishes mandatory training.

In the following chapter the writer will review the existing literature pertaining to training in jail facilities. As this is a relatively new field, literature was fragmented.
CHAPTER IV

DESCRIPTIVE CONSTRUCTS FOR COMPONENTS OF IN-SERVICE TRAINING PROGRAMMING FOR CORRECTIONAL OFFICERS IN A COUNTY JAIL FACILITY

The first objective of the chapter is the presentation of the training components of a training program which were developed from a review of the literature. As the writer proceeded with the review, the material consistently fit into topics, or components. Therefore, the writer chose to present the material in a component form in the hope of organizing seemingly unrelated material into related components of a training program. It must be remembered that the literature is fragmented and has not been reviewed and brought together in an organized fashion in the past.

Each training component, developed from the literature, is presented with a descriptive theory construct. These constructs are the rationale for the components developed through the literature review. They are statements which explain succinctly what the literature stated is incorporated in training.

Following the descriptive theory construct is the operationalization of the descriptive construct. This is a more specific and detailed view of training programming, again developed from the literature review. This presentation is the actual programming. It has been included to be helpful in explanation by illustration.

The writer's sources of information included material from existing and preexisting programs, theory material, and interviews with
individuals conducting or responsible for in-service training in the field of corrections. The writer chose to use all sources available in developing the training components.

The second objective of this chapter is to present the development of the hypotheses and the rationale. For the first time the existing literature has been organized and presented. It serves no purpose if it is not utilized. The development of the hypotheses originated with the utilization of the training components. The writer presented the newly organized material to professionals in the field of corrections for their reactions. The hypotheses which developed are a result of the writer's opinions as to relationships between the training components and demographic variables of the respondents.

Before the training components are presented, who will be participating in the training should be explained. All custodial staff (correctional officers) participate in the training. But not all staff participate in each component. Correctional officers will participate in all components of the training except instructor training, standard operating procedures presentation, and program scheduling. Only individuals chosen for teaching the training will participate in instructor training and standard operating procedures presentation. Program scheduling is an administrative task handled by appropriate personnel.
Components of In-Service Training

The writer has organized the literature into the following five components: curriculum, standard operating procedures, learning exercises, instructor training, and program scheduling. The following discussion will present a description of each component along with a descriptive theory construct and an operationalization of the descriptive theory construct. Both these aspects of the presentation are to clarify to the reader what the literature predominately supported.

Curriculum Component

Existing curricula fall on a continuum with security and custody at one end of the continuum and theory and philosophy at the other. Nationally, curricula favor a theory and philosophy approach. In Michigan, curricula favor a security and custody approach. Examples of these approaches will be presented. These curricula will also be presented in chronological order to show the developmental history of curricula programming in the field of corrections.

In-Service Training for Georgia Parole, Probation and Correctional Personnel (Brewer, Bishop, & Blair, 1969). This training program was prefaced by much investigation and evaluation. Literature reviews were completed, resources were identified, administrators were contacted for pertinent information and planning before a systematic educational plan was established. The project operationalized into a component organization. The components include such areas as
content and instructional methods development, direct training, and self-improvement programs. Unfortunately, only one component actually incorporates the field of corrections into its curricula. The remaining six components do not address correctional personnel.

This type of curriculum is well developed, but its focus is on parole and probation and ignores corrections. This was typical of in-service training curricula in criminal justice in 1974. Unfortunately, this emphasis has not changed.

Project Star, in which five states participated (including Michigan), still stresses community services rather than institutional services. Of its 13 curriculum areas, only one actually addresses corrections. This curriculum training was considered in-service training for correctional officers, although it did not actually address the field of corrections.

**Illinois Corrections Training Academy—County Jail Officer Training Program** (Gibbs, 1977). By 1976, curricula began to appear which focused on the correctional officer. The Illinois Corrections Academy was one of the first in-service training programs specifically for correctional officers. The objectives of the training dealt only with the role of correctional officer. The curriculum is equally composed of academic material and security and custody procedures. Although the curriculum is relevant and pertinent, it is overly ambitious. The program is 37\(\frac{1}{2}\) hours of instruction. Within this time span, 13 major topic areas are to be covered. These topics are broad (communication, jail climate, stress and the jail officer)
and 37 1/2 hours of instruction is insufficient to adequately cover the material.

Wisconsin Jail Officer Training (Somers, 1976). The Wisconsin Jail Officer Training program is also overly ambitious, but with a different result. Instead of choosing relevant areas and only scratching the surface, the Wisconsin training program goes into detail with each area. The result is a training program consuming hundreds of hours.

The Wisconsin curriculum addresses academic and security procedures equally. The curriculum is relevant, but the curriculum objectives are far too broad. The program is divided into modules. Each module is 3-5 days of instruction. It would take nearly a month to complete the instruction. Many facilities do not have the resources to support such an extensive program.

Office of Jail Services, Michigan Department of Corrections: A Teaching/Training Program for the Correctional Officer (1978). This program is divided into eight modules totaling 20 hours of instruction. The curriculum is basically academic dealing with abnormal behavior in the correctional facility. Behavioral emergencies, mental illness, and medical emergencies are the general areas of curricula.

Since this curriculum deals only with abnormal behavior in a facility, it must be supplemented with curriculum dealing with normal or daily behavior in a correctional facility.

The Office of Jail Services acknowledges the incompleteness of the curriculum. They do not present their curriculum as a complete
program; it is merely a portion of a training program. The curriculum addresses the crisis, the abnormal in the correctional setting. A total curriculum must also address the daily, nonproblematic behavior in the correctional facility.

The majority of the curriculum is standard operating procedures for the Wayne County Jail. Of the 140 hours of instruction only 16 are not standard operating procedures presently being utilized in the jail. This makes the program too specific to Wayne County Jail to be used as a model for curriculum. But it is the missing component in the majority of other curricula. With this perspective, the writer was able to develop a complete curriculum.

Curriculum development has been a progression from one extreme to another. In early curriculum development theory was nearly the total focus. In the following 10 years the focus changed to the almost total dominance of security and custody. There does appear to be a trend of moderation developing. Curricula are becoming more a combination of security and custody and theory and philosophy. This appears to be true especially in the state of Michigan.

This combination of theory and practical application better serves the needs of the institution and the participants. The participants must see how the curriculum is relevant to their job performance. The institution must see the potential for job performance improvement and the subsequent increased efficiency. If these needs are met by the curriculum, learning is supported and enhanced. And
learning is the goal of curriculum development as well as in-service training.

**Descriptive theory construct.** This presentation of the construct is a summary statement developed from the review of the related literature. It is presented to clarify the literature and present a statement which perhaps paraphrases the literature.

Curriculum for an inservice training program for a correctional officer should address itself to: (a) security and custody issues and procedures and (b) theory and philosophy relevant to custodial care.

**Operationalization of the descriptive theory construct.** The operationalization is presented to increase understanding of the descriptive theory construct. It is the actual implementation of the descriptive theory construct. In other words, it is actual programming to further explain by example. The following presentation is the operationalization of the descriptive theory construct. It is an actual curriculum outline developed from the literature. This presentation was developed from the Detroit Police Department Detention Officer's Training and the Michigan Department of Corrections Training Program for Correctional Officers.

I. Objectives of in-service training
   A. Goals of training
   B. Meaning of in-service training
   C. Tangible results of training
II. Philosophy of the criminal justice system
   A. History of corrections
   B. Federal, state, and local corrections systems
   C. Juvenile justice systems
   D. Law enforcement
   E. Judiciary, courts, prosecution, and defense
   F. Probation and parole
   G. Rehabilitation services and programs

III. Purpose, goals, and function of the correctional facility
   A. Departmental administration
   B. Departmental services
   C. Facility services
      1. Food
      2. Medical
      3. Sanitation
      4. Other service

IV. Security procedures, provisions, and functions
   A. Physical security
      1. Inspection and control
      2. Equipment
      3. Closed circuit TV
      4. Mechanics of search
      5. Key control and locks
      6. Interior and exterior searches
      7. Deliveries
      8. Garage and shop security
9. Contraband control

10. Emergency plans

B. Operational security
   1. Staffing
   2. Standard operating procedures
   3. Restraining inmates
   4. Escape
   5. Disorder
   6. Visitors

C. Medical procedures
   1. Medical care of inmates
   2. Medical records
   3. Medication control

V. Emergency procedures
   A. First aid and life saving techniques
      1. Emergency first aid/basic first aid
      2. Cardio-pulmonary resuscitation
      3. Inmate illness procedures
      4. Alcohol overdose
      5. Narcotic overdose
      6. Suicide attempt
   B. Restraining techniques and procedures
   C. Firearms and chemical familiarization
   D. First stage firefighting
   E. Emergency procedures
      1. Emergency equipment use
2. Emergency prevention
3. Inmate supervision during emergency
4. Lighting/stand-by power
5. Personnel responsibilities during emergency
6. Riot procedure
7. Bomb scare procedures
8. Hostage situations

VI. Receiving and processing of arrested and detained persons
   A. Intake procedures
   B. Classification procedures
   C. Release and bonding procedures

VII. Role and responsibility of the correctional officer
   A. Role of correctional officer
   B. Principles of supervision
   C. The correctional officer's behavior
      1. Officer behavior related to the inmate
      2. Self-concept of a correctional officer
      3. Officer attitudes
      4. Officer work habits
   D. Communications
      1. Verbal communication
      2. Written communication
   E. Understanding and responding to stress

VIII. Inmate supervision, control, and discipline
   A. Inmate control and supervision
   B. Special and violent inmates
C. Transportation of inmates
D. Inmate discipline procedures

IX. Understanding and responding to inmate behavior
A. Inter-personal communication skills
B. Mental adjustment to confinement
C. Psychological types
D. Suicide and depression

X. Inmate services
A. Purpose of services offered
B. Legal responsibilities
C. Security and rehabilitation
D. Programs (educational, vocational, etc.)

XI. Legal aspects of corrections
A. Constitutional law
B. Civil and legal rights of staff and inmates
C. Michigan administrative code—rules for jails, lockups, and security camps
D. Criminal law and procedure
E. Rules of evidence
F. Jail crimes
G. Legal aspects of detention and custody

Standard Operating Procedures Component

It is generally recognized by professionals in the field of in-service training (Yelon, Note 3) that such training has two major weaknesses. The first is the lack of transference of learning from the
training situation to the actual work setting. The second weakness is lack of maintenance of the new learning on the part of the participants. Both these weaknesses are addressed by incorporation of standard operating procedures (written documents which operationalize stated policy) into the training curriculum.

By incorporating standard operating procedures into the training curriculum, learning principles are reinforced. Several of these principles are (Gorman, 1969):

1. Learning is deepened when the learning situation provides opportunity for applying learning is as realistic a situation as is feasible. (p. 13)

2. Learners are motivated when they can see the usefulness of the learning in their own personal terms. (p. 14)

3. Learning requires activity on part of the learner. He should not be passive. (p. 13)

By directly reinforcing these learning principles, and indirectly reinforcing others, learning is enhanced.

Enhancing the learning of the participants affects job performance. This effect should be an increase in efficiency and effectiveness of job performance. This should have a healthy effect upon the confidence of the employee. Developing the confidence of the employee increases the possibility of employee growth and development. And, these effects are all goals of in-service training.

There is also another reason for the incorporation of standard operating procedures into the training curriculum. Simply, it is most efficient. By teaching standard operating procedures, the participants learn not only the steps in completing a task but also who
does it, what the individual does, and when the task is to be done. Standard operating procedures communicate a work plan and indicate the work interdependence of individuals involved with the task.

Many curricula do not recognize the value of standard operating procedures. Community colleges' curricula are absent of standard operating procedures because of a lack of accessibility to the standard operating procedures as much as a lack of recognition for their need. An example of this type of curriculum is Miami-Dade Community College (Rasmussen, 1978). This college has developed the Southeast Florida Institute of Criminal Justice. Its program runs 11 weeks. Four weeks of the curriculum is comprised of theory and background material. The remaining 7 of those weeks consists of procedures which are not operating procedures for a specific facility. An individual participating in this program would spend the majority of his/her time learning tasks and procedures. Then upon entering the correctional facility he/she would have to relearn the procedures for that particular facility for each task previously learned. One can readily see this method of learning is inefficient. And yet, not only do the community colleges utilize this approach, but many training programs in corrections do also.

Relying upon established learning principles, standard operating procedures should be incorporated into a training program. Although many training programs do not include standard operating procedures, they are necessary to effective training according to learning theory.
Descriptive theory construct. A summary statement, developed from the review of the literature, supports the presentation of standard operating procedures during in-service training. In the following section this concept will be expanded.

Operationalization of the descriptive theory construct. To more fully understand the descriptive theory construct, an explanation of possible implementation is given. If standard operating procedures are not preexisting, the actual development and construction of the standard operating procedures will be the responsibility of the participants in the instructors' training. The curriculum outline for construction of the standard operating procedures follows. The format has been modified from the Michigan Department of Corrections, Office of Jail Facilities (Michigan Department of Corrections, 1975).

I. Definition of a procedure
   A. Purpose of procedures
   B. Value of procedures

II. How to construct a procedural statement

III. Procedural statement avoidance

IV. Procedural statement inclusions

V. Readability of the procedural statement

Learning Exercise Component

Task proficiency is defined as the execution of the newly instructed job related procedure by the participant. Operationally, this could include role playing, actual job performance, or simulation.
The purpose of task proficiency is to enhance learning and to address weaknesses in in-service training. Task proficiency exercises are an effective approach to increase transference of learning from the training situation to the work setting. They are also effective in maintenance of new learning, as they reinforce and give personal meaning to the new knowledge.

Task proficiency reinforces learning principles. Thusly, learning is enhanced. Among the learning principles reinforced by task proficiency exercises are the following (Gorman, 1969):

1. Learning requires activity on the part of the learner. He should not be passive. (p. 13)

2. Learning is enhanced when learners accept the responsibility for their own learning. (p. 13)

3. Learning is deepened when the learning situation provides opportunity for applying learning in as realistic a situation as is feasible. (p. 13)

4. Learners are motivated when they understand and accept the purpose of the learning situation. (p. 13)

5. Learners are motivated when they can see the usefulness of the learning in their own personal terms. (p. 14)

Task proficiency exercises are functional to learning and dissipate some of the weaknesses of in-service training.

Descriptive theory construct. A statement which would paraphrase the existing literature would support task proficiency exercises (learning exercises) as a necessary aspect of the curriculum of an in-service training program for correctional officers. The following section further expands this statement.
Operationalization of the descriptive theory construct. As explanation by example, the following presents a list of minimum learning exercises which are to be incorporated into the training program as the specific topic is presented: (a) cell shakedown, (b) personal search, (c) restraint equipment procedures, (d) medication procedures, (e) writing property descriptions, (f) fingerprinting and photography, (g) release procedure, (h) lock-up experience (role playing), and (i) medical emergency procedures. This list was obtained from the Detroit Police Department's (1978) Detention Officer's Training program.

Instructor Training Component

In 1974, the authors of Project Star, an in-service training model for correctional workers (Jones, Geddes, & Modisette, 1974), stated that through field testing it had been determined that instructors with a combination of successful operational and classroom instructional experience are best able to facilitate learning. The authors went on to say that instruction requirements can best be met through careful screening of instructor candidates and completion of a training program in instruction. Unfortunately, the authors did not undertake the development of such a curriculum.

Although the need for such training has been acknowledged for several years by such agencies as the Department of Corrections, programming has been slow in developing. Subsequently there are few instructor training programs operating today.

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Within the last 2 years, two instructor training programs have been instituted in Michigan. One is being used by the Oakland County Sheriff's Department. The other is being used by the Detroit Police Department. Essentially, they are the same program.

**Detroit Police Department—Trainer's Training Program** (Detroit Police Department, 1978). This program is designed to prepare the participants to teach effectively utilizing the various techniques and principles presented in the curriculum. The participants are required to prepare teaching presentations which are graded by a qualified evaluator.

The curriculum is organized into 11 topics. These topics are both theory and practical application. The first portion of the curriculum is learning and teaching theory discussions. In the latter part of the training, the participants actually practice teach their subject material developed earlier in the training.

This program, used by the Detroit Police Department and the Oakland County Sheriff's Department, is the basis for the instructor training component. This is an excellent curriculum enhanced by practical experience. But the writer chose to make one refinement. The refinement is in format. Each participant would be planning, completing, and presenting his/her actual curriculum for the in-service training. By the completion of instructor training, the curriculum for the in-service training is completed. At the same time, the curriculum has been reviewed, improved if necessary, and rehearsed by the presenter. This is both effective and efficient.
It is acknowledged by professionals in corrections involved in training that the most effective instructor is a professional instructor who has corrections experience. This is an ideal which rarely exists (Yelon, Note 3). Even if this ideal were in existence, many jail facilities do not have the resources to employ such persons. So, an alternate must be developed. The alternate is instructor training.

Instructor training is available with limited resources. It is an initial expense which should occur again only if staff instructors become unavailable. Instructor training also allows the curriculum to be specific and highly relevant to each facility. Standard operating procedures can easily be incorporated into curricula through instructor training. Instructor training is both desirable and practical as it can meet the needs of the jail facility and the in-service training program.

Descriptive theory construct. To clarify the literature a summary statement can be presented. This statement would support instructor training as an effective method to prepare instructors within a jail facility for in-service training teaching. In the next section this concept will be more thoroughly explained.

Operationalization of the descriptive theory construct. The following is an example of a possible curriculum for instructor training. Within the literature a complete outline presentation of such a curriculum was unavailable. Therefore, the following curriculum is original to the writer; its basis for development was the research of
literature completed by the writer.

I. Instructor training format
   A. Objectives of instructor's training
   B. Goals of instructor's training

II. Learning principles and application
   A. Learning theories
   B. Communication theories

III. Subject matter preparation
   A. Developing learning objectives
   B. Subject matter selection
   C. Initial preparation of learning objectives and subject matter for use in practice teaching sessions

IV. Training aids—selection and use

V. Methods and techniques of instruction
   A. Theories of instruction
   B. Method of teaching

VI. Lesson planning
   A. Lesson plan development
   B. Preparation of lesson plan

VII. Testing method
   A. Types of testing and application
   B. Preparation of test

VIII. Practice teaching sessions I
   A. Presentation
   B. Evaluation

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Program Scheduling Component

The format of an in-service training program for correctional officers should be individualized to meet the specific needs of each jail facility. This flexibility allows for a more effective training program.

Developing each program format uniquely allows personal involvement and ownership of programming. This personal ownership of the program adds to the success potential of the program.

Flexibility in format forces planning, decision making, and setting of priorities, which all lead to improvement in programming. To structure the format of the training program would be oppositional to the rationale of the component. The underlying purpose of the training component is to acknowledge the individual conditions of each jail facility and program accordingly. To preestablish a particular program format would be decision making without consideration of these needs and conditions within the jail facility. This activity would undermine the training program.

Descriptive theory construct. Program scheduling for an in-service training program for correctional officers should be developed to meet situation, needs, and resources of each jail. This statement is a summary construct from the existing literature. The scheduling
of a training program will vary from jail to jail to accommodate availability of resources and manpower. It is not realistic to operationalize the descriptive theory construct as it will vary markedly from situation to situation.

Summary

Table 1 presents the preceding discussion schematically. Summary statements for each component are given. These statements address the program presentation (operationalization), descriptive theory construct (component philosophy), and the rationale from which the preceding were developed.

Presentation of the Hypotheses

The following discussion presents the research hypotheses. Prefacing this presentation is the rationale behind the hypotheses and the expectations the writer held concerning the research hypotheses. After presentation of the hypotheses, the discussion concludes with a brief summary.

Rationale

As can be seen from the previous discussion, there appears to be general agreement in the literature concerning normative and descriptive training theory. If this were not true, it would have been most difficult to develop the training components as there would be many and conflicting approaches. Instead, there was general use of established learning theory and training theory to develop the training
Rationale

I. Curriculum

Curriculum must be relevant, pertinent, and applicable for the participants. Curriculum should emphasize the importance of security and custody issues and also present the need for rehabilitation services. It should present background information concerning the fields of criminal justice and corrections to develop a job perspective for the participants. All custodial staff participates in all sections of curriculum presentation.

II. Standard Operating Procedure Presentation

Standard operating procedures make curriculum relevant and meaningful which will increase learning on the part of participants. Participants are selected staff only.

Table 1

Summary of Training Components

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Descriptive Theory Construct</th>
<th>Operationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Curriculum</td>
<td>Curriculum for an in-service training program for correctional officers should address itself to:</td>
<td>Topic areas should be concerned with security and custody background of the criminal justice field, inmate behavior, and legal issues in corrections.</td>
</tr>
<tr>
<td>II. Standard Operating Procedure Presentation</td>
<td>Presentation of standard operating procedures is a necessary aspect of in-service training for correctional officers.</td>
<td>Standard operating procedures are developed and constructed in instructor training utilizing a format for construction of procedural statements. Procedures are then presented in appropriate topic areas in the in-service curriculum.</td>
</tr>
</tbody>
</table>
Table 1—Continued

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Descriptive Theory Construct</th>
<th>Operationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Learning Exercises</td>
<td>Task proficiency exercises enhance learning and are a necessary aspect of the curriculum of an in-service training program for correctional officers.</td>
<td>These exercises are to be executed upon completion of a related topic within training curriculum. Exercises include role playing, simulation, and actual job performance.</td>
</tr>
<tr>
<td>Task proficiency exercises bring activity to the learning situation, and increase applicability of material. All custodial staff participate.</td>
<td>Instructor training is an efficient and effective method to prepare instructors within a jail facility for an in-service training program for correctional officers.</td>
<td>Learning theories and instruction methods are presented. Lesson planning is developed. Curriculum for the actual in-service training program is developed in instructor training.</td>
</tr>
<tr>
<td>IV. Instructor Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor training prepares instructors in teaching who are professionals in the field of corrections, thus increasing the effectiveness of the in-service training. Preparation of the in-service training curriculum occurs during instructors training, thus making the curriculum relevant to each jail facility. Selected teaching staff participate.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Rationale</th>
<th>Descriptive Theory Construct</th>
<th>Operationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V. Program Scheduling</strong></td>
<td>Program scheduling should be developed to meet the situation and resources of each jail facility.</td>
<td>The design for each program is to be developed by each facility to accommodate the specifics of each facility.</td>
</tr>
</tbody>
</table>

Program scheduling is individualized to meet the needs and resources of each jail facility. Scheduling of the program should recognize basic learning and teaching principles and be developed accordingly. This is an administrative task.
programs presently or previously existing. It must be recognized that there are variations in implementation, due perhaps to the need to accommodate specific situations.

In Michigan county jails however, the situation is different. Training programs vary markedly from one jail to another. And in the majority of situations, no program, or partial programs, exist. The writer contends that this situation exists because of a lack of sophistication in training and lack of priority for training. The individuals making training decisions are making these decisions based upon personal preference, not established knowledge and theory. Thus the inconsistency and lack of programming. To investigate this situation the writer surveyed the professionals responsible for training.

**Hypothetical Expectations**

It was the writer's opinion that demographic information pertaining to the training professionals would not be related to training programming. This would be true because these professionals are not making training decisions based upon normative and descriptive theory. As stated earlier, their decisions are based upon personal or jail priorities. Their decisions evolve from a lack of commitment and/or the lack of resources, not from acquired training theory. Therefore, variables such as experience of the professional, education of the professional, or size of the county population would not be related to descriptive or normative theory from which these professionals are operating.
Although no relationship is anticipated, the investigation is necessary. This is so because it must be determined if indeed there is no relationship, and if there is none, to correct the situation as it is counterproductive to training. This investigation is also necessary to survey and determine the normative and descriptive theory of the professionals responsible for training. Lastly, it is necessary to determine the extent of training existing. In Michigan jails little is known about the state of training from county to county.

Statement of the Research Hypotheses

The hypotheses of this study deal with three independent variables. These variables are the following:

1. Education level of the respondent (high school or college graduation).

2. Experience of the respondent (number of years employed as sheriff).

3. Size of the county (most recent population figures taken from the Michigan Manual compiled and published by the Department of Management and Budget, 1979-80).

Using these variables, six hypotheses were developed to be tested. They are:

1A. No relationship exists between the educational level of the respondent, measured in years of education (high school or college graduation), and the training components reported by the sheriffs as existing in the person's jail (descriptive theory).
1B. No relationship exists between the educational level of the respondent, measured in years of education (high school or college graduation), and the training components reported by the sheriffs as necessary to a jail training program (normative theory).

2A. No relationship exists between the experience of the respondent, as measured by the number of years employed as sheriff, and the training components reported by the sheriffs as existing in that person's jail (descriptive theory).

2B. No relationship exists between the experience of the respondent, as measured by the number of years employed as sheriff, and the training components reported by the sheriffs as necessary to a jail training program (normative theory).

3A. No relationship exists between the size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979–80, and the training components reported by the sheriffs as existing in that person's jail (descriptive theory).

3B. No relationship exists between the size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979–80, and the training components reported by the sheriffs as necessary for a jail training program (normative theory).

Since there are a total of 19 dimensions within the training components, each hypothesis will be tested with respect to each of the 19 variables.
Summary

In this chapter the writer has attempted to present the related literature in an organized and concise manner. From the review of the literature conclusions were drawn. These conclusions were the basis for the hypotheses presented. In the following chapter the writer will discuss the methods and procedures used to test these hypotheses.
CHAPTER V

DISCUSSION OF THE SURVEY PROCEDURES AND QUESTIONNAIRE
FOR TRAINING PRACTITIONERS IN COUNTY JAILS
IN THE STATE OF MICHIGAN

The purpose of this chapter is to present the procedures used to test the hypotheses presented in Chapter IV. This will include the survey techniques used to distribute and collect the questionnaire. Following this presentation is a discussion of the statistical analysis chosen to test the study's hypotheses.

Description of the Questionnaire

The following discussion presents the procedures used to develop the questionnaire utilized in the survey of the Michigan sheriffs. It also presents a discussion of the pilot study used to test the reliability of the questionnaire.

Objectives of the Questionnaire

The objectives of the questionnaire were three. The first was to obtain normative theory from the respondents. Zaleznik (1966) explained normative theory in the following manner:

The key word in the normative proposition is should, the imperative that certain desirable consequences will follow and other undesirable ones be avoided if an individual conforms in his behavior to the principle. The way the normative principle of span of control, along with similar principles, becomes established is through the experience and wisdom of practitioners who hand these ideas down until they become articulated and given a name. The normative principle is quite different from
the explanatory proposition in that it does not become established through formal observation and test. (p. 210)

Normative theory was presented within the questionnaire. This theory was obtained from existing literature in the fields of corrections and education. Response to the theory was generated by the questionnaire. By requesting a response for support or lack of support for the normative theory in the questionnaire, normative theory specific to Michigan sheriffs was established.

The second objective of the questionnaire was to obtain descriptive theory from the respondents. Boles (Note 4) explains descriptive theory thusly:

Descriptive theory results from individuals thinking about the phenomena they observe, then attempting to classify the available "fact" statements about a particular phenomenon in efforts to further explain that phenomenon. The tentative explanations are then subjected to observation and test. (p. 21)

Descriptive theory specific to Michigan county jails was obtained through the questionnaire. The questionnaire asked the respondents if they had each item of every component in their present training program. In this way general comments concerning programs were avoided. Instead specific information was obtained.

The third objective of the questionnaire was to obtain demographic information concerning the respondents. This information was used to add greater understanding to the data obtained.

Development of the Questionnaire

The questionnaire developed by the writer (available in Appendix A) was divided in two parts. The first part deals with the components
of training. There were six topic areas, each dealing with one program component. In the questionnaire each component was broken down into items. These items are the elemental factors of each component. Before the items were presented, a brief definition of each component was given. The respondent was asked the same two questions concerning each of the items in the six topic areas. The first question asked if the component is a part of the jail's program (descriptive). The second question asked whether the component should be a part of a training program (normative).

In each topic area dummy items were inserted. The dummy items were feasible, or had been feasible in the past. If the respondents indicated that the dummy items were of low importance, this would provide additional verification of the normative theory.

Rank ordering occurs in the questionnaire to distinguish the importance of each item in the components. A respondent could answer yes to all items in an attempt to be thorough and complete. Rank ordering determined if the dummy items fell low in importance, as was expected.

An additional section for comments was included for each component. In this section the respondent was free to add additional items or further comment on existing items. This was an attempt to further reduce bias.

Question A had two functions. In addition to obtaining descriptive information, Question A was a double check. This question checked the accuracy of the information previously gathered pertaining to existing training programs in Michigan in addition to
establishing descriptive theory.

In the second part of the questionnaire demographic information was gathered. Three categories were chosen to investigate. The three demographic categories included:

1. Educational level of the respondent.
2. Experience of the respondent (as employed in the capacity of sheriff).
3. Size of the county (population).

Information regarding the existence and type of training program was also obtained in the second part of the questionnaire. This information was used to double check previously obtained information concerning training programs in Michigan.

Validity of the Questionnaire

In developing the questionnaire the writer sought to insure the validity of the instrument. To this end, several steps were taken. First, the questionnaire was developed with material taken directly from the training components as presented in Table 1 of Chapter IV of this study. Each component was broken down into items which together made up the component. These items were placed individually in the questionnaire to be tested directly. Second, the writer identified all questionnaires to verify responses. Prior information obtained from the Office of Jail Facilities was checked against responses on the questionnaire. Third, to reduce bias, dummy items were included in the questionnaire. These items were not dimensions of the components, but were feasible alternatives.
Reliability of the Questionnaire

Terms used within the questionnaire were terms with common meanings. There were no terms used which were specific to a certain field. There were a few instances when a term was used that was still common, but perhaps less frequently used than others. When this occurred, the term was defined within the questionnaire. The questionnaire was distributed to county sheriffs only.

Pilot Study

A pilot study was conducted to test the readability of the questionnaire. The questionnaire was distributed to 12 individuals working in a correctional facility. Experience and educational background varied from respondent to respondent. After interviewing each respondent concerning the task of completing the instrument, necessary changes were made. The changes included correcting errors in numbering and typing.

Survey Procedures

The following discussion describes the procedures the writer used to obtain the study's data.

Distribution of the Questionnaire

The population to which the questionnaires were distributed was the sheriffs of all the county jails in the state of Michigan. Each county in Michigan is responsible for arrangements for correctional
facilities. There are 83 counties in the state of Michigan. The names of the sheriffs were obtained from the Office of Jail Facilities of the Michigan Department of Corrections. The office has had some contact with the majority of these individuals regarding training.

Collection of the Data

Eighty-three questionnaires with cover letters (available in Appendix B) were mailed to the respective sheriffs of each county jail (it was discovered that two counties no longer operated jails but utilized adjacent county jails). Thirty-one questionnaires were returned from this first mailing. A second mailing of questionnaires and cover letters (available in Appendix C) occurred 2 weeks after the first mailing. Sixteen additional questionnaires were received from this mailing. Ten days after the second mailing the writer made phone calls to county sheriffs who had not as yet responded. Twelve questionnaires were received after these phone calls. At the completion of the follow-up procedures a final total count of 59 responses were obtained. This is a 61% return. Questionnaires were coded for identification purposes. The coding system was destroyed as soon as follow-up procedures were completed.

Data Analyses

This presentation discusses the procedures used to test the research hypotheses through the use of the data obtained by the survey of the Michigan sheriffs. An explanation of the categorization of
the sheriffs is also presented.

The three independent variables used in the research hypotheses were the education of the respondent, experience of the respondent, and the population of the county in which the respondent was employed as sheriff. These variables were collapsed into subgroups.

The variable of education was collapsed into two groups: high school graduation and college graduation. The variable of experience was divided into above and below the median years of experience as a sheriff. The county population variable was collapsed into three groups: 0 to 29,999 residents, 30,000 to 99,999 residents, and 100,000 and upwards.

Each respondent was required to respond with a yes or no to each of the components. The components were broken down into items. It was actually to these items the respondent reacted. For each item of the component the respondent was asked to respond yes or no to two questions: Is this a part of your training program, and should this be a part of your training program. The first question established descriptive theory, the second established normative theory. An affirmative response established theory, a negative did not. It was the writer's purpose to establish percentage of agreement with existing normative and descriptive theory. The affirmative response percentage was obtained from the total number of affirmative responses divided by the total number of responses (both negative and affirmative).

In order to test the relationship between each of the independent variables (which were treated as dichotomies) and each of the
component items (which were treated as dichotomies), the chi-square test for independence of two groups was used.

The writer chose an alpha of .25. This value was chosen to decrease the probability of accepting the null hypothesis incorrectly.

Dummy items were placed in the questionnaire to reduce bias. These items were feasible to preserve the integrity of the questionnaire. To use items which were impractical or unintelligent would make the questionnaire absurd to the respondent.

The respondents were requested to rank order each item in the questionnaire according to the importance placed upon the item by the respondent. This rank ordering was a check on the dummy item procedure. A respondent may chose an item to be safe— to make sure something was not left out that should be included. If a dummy item was chosen, but ranked low, the purpose of the questionnaire was preserved demonstrated by the dummy item procedure.

Summary

In this chapter the methodology of the study was presented. It dealt with the development of the survey by the writer. It also presented the survey procedures and the data collection steps including follow up. The chapter concluded with an explanation of the statistical analysis for testing the hypotheses, and the dummy item and rank ordering systems. In the following chapter, the results of the hypotheses testing will be presented.
CHAPTER VI

RESULTS

In this chapter the findings of the study are reported. Three areas of investigation were pursued in this study. The first was a review of the existing literature to determine normative and descriptive theory. The second was a review of Michigan county jail training programs to develop descriptive theory. The third area of investigation was a survey of Michigan sheriffs. This was to obtain further descriptive and normative theory as reported by individuals responsible for training programs. Demographic information was obtained to establish possible relationships between normative and descriptive theory and the demographic variables (population size, experience of the sheriff, and education of the sheriff). These three areas of investigation are presented in respective sections within this chapter. The first section of this chapter will discuss both the individuals who did not respond to the questionnaire and reported training programs. The second section will report the results of the testing of the hypotheses. The third and fourth sections of the chapter will deal with the issues of dummy item and rank ordering, respectively.

Nonrespondents

There were several reasons given by respondents for noncooperation during the follow-up telephone calls. One was lack of relevance
of the questionnaire, as several counties had no training and had no plans to establish training. Other respondents felt that they had filled out enough questionnaires and if they were not required to fill out this one, they were not going to. Others indicated general reasons which dealt with such things as vacations, lack of time, and oversights in their parts.

Upon reviewing the questionnaires returned, the writer found that the larger counties generally returned the questionnaires. The smaller counties tended to have a lesser return rate. Although, it must be said this is a generality. Some of the smallest counties responded, even counties that no longer operated jails.

The writer theorizes that the questionnaire was returned if training and academic pursuit were a priority with the individual respondent. If it were not a substantial priority, the questionnaire tended to be forgotten.

Reported Training Programs

Previous to distributing the questionnaire, the writer anticipated that five counties would indicate they had training programs operating. This figure was obtained from the Michigan Department of Corrections. After reviewing the data it was discovered that 16 counties indicated they had programs in operation. According to the respondents these programs met the definitional requirements established by the writer. This discrepancy between the reported and anticipated programs is discussed in the next chapter where the writer speculates as to the reasons for the discrepancy.
Review of the Hypotheses

The data are presented in the originally developed component format. The five components are: instructor training, program scheduling, learning exercises, curriculum, and standard operating procedures. Each of the five components is utilized in testing the research hypotheses. For ease of understanding, the hypotheses are numbered in an organizational format.

The organizational format is as follows: Each hypothesis is given an identification number. The first digit represents the demographic variable. Number 1 identifies the educational level of the sheriff as the demographic variable. Number 2 identifies the experience of the sheriff as the demographic variable. Number 3 identifies the population size of the county as the demographic variable. The second digit of the identification number is a letter. The letter A establishes the hypothesis pertaining to descriptive theory. The letter B establishes the hypothesis pertaining to normative theory. The third digit, and fourth where appropriate, are numbers ranging from 1 to 19. This represents the item in the questionnaire to which the hypothesis pertains.

There are 114 hypotheses. To each of the 19 items there corresponds six hypotheses. Three of the six hypotheses deal with normative theory and the remaining three deal with descriptive theory. Presented below are the numerical identifications of the six research hypotheses:
1. 1A (1-19): education variable, descriptive theory, items 1-19.

2. 1B (1-19): education variable, normative theory, items 1-19.

3. 2A (1-19): experience variable, descriptive theory, items 1-19.


5. 3A (1-19): population variable, descriptive theory, items 1-19.


The 19 items of the components are as follows:

A. Instructor training component
   1. Instructors must meet minimum educational and experience requirements.
   2. Curriculum for correctional officers' training is developed in instructor training.
   3. Practice teaching for instructors is required.
   4. Teaching methods presented during instructor training.
   5. Learning theories presented in instructor training.

B. Program scheduling component
   6. Program scheduling should be individualized for each jail.
   7. Program scheduling should accommodate the needs and resources of each jail.

C. Learning exercises component
   8. Learning exercises are performed by training participants.
   9. Learning exercises include role playing (acting out a work situation).
   10. Learning exercises include actual job performance.
11. Learning exercises are completed during related curriculum sections.

D. Curriculum component

12. Job responsibility of the correctional officer are a part of curriculum.

13. Background information about the corrections and criminal justice fields are a part of the curriculum.

14. Rehabilitation is a part of curriculum.

15. Security is a part of curriculum.

16. Understanding human behavior is a part of curriculum.

17. Custody is a part of curriculum.

E. Standard operating procedures component

18. If not already existing, standard operating procedures are to be constructed by jail training staff.

19. Standard operating procedures are presented during related curricula sections.

Descriptive and Normative Theory Agreement

Along with the presentation of the results of the testing of the hypotheses, percentages of affirmative responses are given. These percentages indicate the degree of agreement pertaining to the descriptive and normative training theory among the respondent subgroups. Trends regarding these percentages are discussed in Chapter VII.

Statistical Analysis

For both the education and experience variables the chi-square test for differences between two independent groups, with the Yates
Continuity Correction were used to analyze the data. This was done to improve the approximation of the sampling distribution of the calculated statistic to the chi-square distribution with one degree of freedom (Glass & Stanley, 1970, p. 332).

The writer has chosen an alpha of .25. This figure was chosen to decrease the probability of accepting the null hypothesis incorrectly, since the latter is the operational statement of each research hypothesis.

The following is the presentation of the 114 hypotheses. They are organized thusly. The hypotheses are presented in the component format. The components are organized according to the three variables of education, experience, and county population size. Therefore, all the hypotheses concerned with the item pertaining to the instructor training component and the education variable are presented together. Then the hypotheses concerned with the items pertaining to the remaining components and the educational variable are presented. Following these hypotheses are the experience variable hypotheses, again organized into component form. The last presentation is comprised of the population variable hypotheses, again organized into the components.

Instructor Training Component and Educational Background

Within this section the hypotheses concerning the instructor training component and the educational level of the sheriff (high school or college) will be presented. The component has been broken
down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the educational level of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' educational background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' educational background and what they state should be in programming (normative theory).

Minimum Requirements—Item 1

This item concerns itself with maintaining minimum educational and experience requirements for instructors participating in training programs. To follow are the results from the hypotheses (one normative and one descriptive) dealing with the relationship between the item and the educational background of the sheriff.

Descriptive theory—Hypothesis 1A-1. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 2 contains the data pertaining to Hypothesis 1A-1. Reading from the table, it is discovered that of those who had a high school education, 67 indicated that instructors meet minimum educational and experience requirements. Of those who had a college
### Table 2

Relationship Between Educational Level of the Sheriffs and Their Perceptions of the Existence and Need of the Instructor Training Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Education level</th>
<th>Percent of affirmative responses$^a$</th>
<th>p$^b$</th>
<th>Percent of affirmative responses</th>
<th>p$^b$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructors must meet minimum educational and</td>
<td>High school</td>
<td>64 (25)$^c$</td>
<td>.99</td>
<td>92 (25)</td>
<td>.84</td>
</tr>
<tr>
<td>experience requirements.</td>
<td>College</td>
<td>68 (22)</td>
<td></td>
<td>95 (20)</td>
<td></td>
</tr>
<tr>
<td>2. Curriculum for correctional officers is developed.</td>
<td>High school</td>
<td>44 (25)</td>
<td>.29</td>
<td>100 (25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>63 (22)</td>
<td></td>
<td>100 (20)</td>
<td></td>
</tr>
<tr>
<td>3. Practice teaching for instructors is required.</td>
<td>High school</td>
<td>17 (24)</td>
<td>.61</td>
<td>76 (25)</td>
<td>.91</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>27 (22)</td>
<td></td>
<td>70 (20)</td>
<td></td>
</tr>
<tr>
<td>4. Teaching methods presented.</td>
<td>High school</td>
<td>36 (25)</td>
<td>.33</td>
<td>92 (25)</td>
<td>.46</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>55 (22)</td>
<td></td>
<td>80 (20)</td>
<td></td>
</tr>
<tr>
<td>5. Learning theories presented.</td>
<td>High school</td>
<td>40 (25)</td>
<td>.82</td>
<td>84 (25)</td>
<td>.34</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>43 (21)</td>
<td></td>
<td>67 (18)</td>
<td></td>
</tr>
</tbody>
</table>

$^a$ Is based upon the total respondents in the category.

$^b$ p is the probability derived as a result of the chi-square test.

$^c$ In the parentheses is the total number of respondents to the item in that particular educational level category.

$^d$ All respondents indicated an affirmative response to this item, therefore, it was not possible to test the hypothesis.
education, 68% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .99. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with minimum educational and experience requirements for instructors.

Normative theory—Hypothesis 1B-1. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 2 contains the data pertaining to Hypothesis 1B-1. Reading from the table, it is discovered that of those who had a high school education, 92% indicated that instructors must meet minimum educational and experience requirements. Of those who had a college education, 95% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .84. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with minimum educational and experience requirements for instructors.
Curriculum Development—Item 2

This item establishes the development of the training program curriculum during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the educational background of the sheriff.

Descriptive theory—Hypothesis 1A-2. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 2 contains the data pertaining to Hypothesis 1A-2. Reading from the table, it is discovered that of those who had a high school education, 44% indicated that curriculum for correctional officers was developed in instructor training. Of those who had a college education, 63% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .29. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with developing curriculum in instructor training.
Normative theory--Hypothesis 1B-2. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 2 contains the data pertaining to Hypothesis 1B-2. Reading from the table, it is discovered that of those who had a high school education, 100% indicated that curriculum for correctional officers should be developed in instructor training. Of those who had a college education, 100% indicated the same. Since there was 100% affirmative response to this item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that curriculum for correctional officers be developed in instructor training.

Practice Teaching--Item 3

This item concerns itself with establishing practice teaching as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the educational background of the sheriff.

Descriptive theory--Hypothesis 1A-3. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the
sheriffs as existing in the person's jail (descriptive theory).

Part of Table 2 contains the data pertaining to Hypothesis 1A-3. Reading from the table, it is discovered that of those who had a high school education, 17% indicated that practice teaching for instructors was required. Of those who had a college education, 27% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .61. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with practice teaching for instructors.

Normative theory—Hypothesis 1B-3. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 2 contains the data pertaining to Hypothesis 1B-3. Reading from the table, it is discovered that of those who had a high school education, 76% indicated that practice teaching for instructors should be required. Of those who had a college education, 70% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .91. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis
predicting no difference between college graduates and high school graduates was supported for the normative item which deals with practice teaching for instructors.

Teaching Methods--Item 4

This item establishes the presentation of teaching methods as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the educational background of the sheriff.

Descriptive theory--Hypothesis 1A-4. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 2 contains the data pertaining to Hypothesis 1A-4. Reading from the table, it is discovered that of those who had a high school education, 36% indicated that teaching methods were presented during instructor training. Of those who had a college education, 55% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .33. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item.
which deals with presenting teaching methods during instructor training.

Normative theory—Hypothesis IB-4. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 2 contains the data pertaining to Hypothesis IB-4. Reading from the table, it is discovered that of those who had a high school education, 92% indicated that teaching methods should be presented during instructor training. Of those who had a college education, 80% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .46. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with presenting teaching methods during instructor training.

Learning Theories—Item 5

This item concerns itself with establishing the presentation of learning theories as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the educational background of the sheriff and the item.
Descriptive theory—Hypothesis 1A-5. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 2 contains the data pertaining to Hypothesis 1A-5. Reading from the table, it is discovered that of those who had a high school education, 40% indicated that learning theories were presented during instructor training. Of those who had a college education, 43% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .82. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with learning theories.

Normative theory—Hypothesis 1B-5. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 2 contains the data pertaining to Hypothesis 1B-5. Reading from the table, it is discovered that of those who had a high school education, 84% indicated that learning theories should be presented during instructor training. Of those who had a college
education, 67% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .34. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with learning theories.

Summary

No difference was found in the perceptions of what the instructor training component should contain between those sheriffs who had graduated from high school and those who graduated from a college. There was also no difference found in the reported existing training programs between sheriffs who had graduated from high school and those who graduated from a college.

Program Scheduling Component and Educational Background

Within this section the hypotheses concerning the program scheduling component and the educational level of the sheriff (high school or college) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the educational background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship
between the sheriffs' educational background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' educational background and what they state should be in programming (normative theory).

**Individualization—Item 6**

This item states that program scheduling should be individualized for each jail setting. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the educational background of the sheriff and the item.

**Descriptive theory—Hypothesis 1A-6.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 3 contains the data pertaining to Hypothesis 1A-6. Reading from the table, it is discovered that of those who had a high school education, 46% indicated that their program was individualized for their jail. Of those who had a college education, 71% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .11. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item.
which deals with program individualization.

### Table 3

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Education level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of affirmative responses</td>
<td>P</td>
<td>Percent of affirmative responses</td>
</tr>
<tr>
<td>6. Individualized for each jail</td>
<td>High school</td>
<td>46 (24)</td>
<td>.11</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>71 (21)</td>
<td></td>
</tr>
<tr>
<td>7. Should accommodate the needs and resources of each jail</td>
<td>High school</td>
<td>52 (23)</td>
<td>.18</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>80 (21)</td>
<td></td>
</tr>
</tbody>
</table>

- Is based upon the total respondents in the category.
- $P$ is the probability derived as a result of the chi-square test.
- In the parentheses is the total number of respondents to the item in that particular educational level category.

**Normative theory—Hypothesis IB-6.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 3 contains the data pertaining to Hypothesis IB-6. Reading from the table, it is discovered that of those who had a high...
school education, 95% indicated that programs should be individualized for each jail. Of those who had a college education, 84% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .42. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with program individualization.

**Accommodation—Item 7**

This item states that program scheduling should accommodate the needs and resources of each jail. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

**Descriptive theory—Hypothesis 1A-7.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 3 contains the data pertaining to Hypothesis 1A-7. Reading from the table, it is discovered that of those who had a high school education, 52% indicated that their program accommodated the needs and resources of their jail. Of those who had a college education, 80% indicated the same. The probability of getting this same
or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .18. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with accommodating jail needs and resources.

**Normative theory—Hypothesis 1B-7.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 3 contains the data pertaining to Hypothesis 1B-7. Reading from the table, it is discovered that of those who had a high school education, 100% indicated that programs should accommodate jail needs and resources. Of those who had a college education, 95% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .52. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with accommodating jail needs and resources.
Summary

No difference was found in the perceptions of what the program scheduling component should contain between those sheriffs who had graduated from high school and those who graduated from a college. There appears to be a possibility that a difference does exist in the reported existing training programs between sheriffs who had graduated from high school and those who graduated from a college.

Learning Exercises Component and Educational Background

Within this section the hypotheses concerning the learning exercises component and the educational level of the sheriff (high school or college) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the educational background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' educational background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' educational background and what they state should be in programming (normative theory).

Performance—Item 8

This item establishes that learning exercises are performed by the training participants. To follow are the results from the two
hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

Descriptive theory—Hypothesis 1A-8. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 4 contains the data pertaining to Hypothesis 1A-8. Reading from the table, it is discovered that of those who had a high school education, 58% indicated that exercises were performed by training participants of their programs. Of those who had a college education, 67% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .18. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with training participants performing exercises.

Normative theory—Hypothesis 1B-8. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).
Table 4

Relationship Between Educational Level of the Sheriffs and Their Perceptions of the Existence and Need of the Learning Exercises Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Education level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of affirmative responses(^a)</td>
<td>p(^b)</td>
</tr>
<tr>
<td>8. Exercises are performed by the training participants.</td>
<td>High school</td>
<td>58 (26)(^c)</td>
<td>.18</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>67 (21)</td>
<td>.18</td>
</tr>
<tr>
<td>9. Exercises include role playing (acting out a situation).</td>
<td>High school</td>
<td>19 (26)</td>
<td>.43</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>32 (22)</td>
<td>.43</td>
</tr>
<tr>
<td>10. Exercises include actual job performance.</td>
<td>High school</td>
<td>77 (26)</td>
<td>.06</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>76 (21)</td>
<td>.06</td>
</tr>
<tr>
<td>11. Exercises are completed during curriculum related sections.</td>
<td>High school</td>
<td>23 (26)</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>55 (20)</td>
<td>.05</td>
</tr>
</tbody>
</table>

\(^a\)Is based upon the total respondents in the category.

\(^b\)\(p\) is the probability derived as a result of the chi-square test.

\(^c\)In the parentheses is the total number of respondents to the item in that particular educational level category.
Part of Table 4 contains the data pertaining to Hypothesis IB-8. Reading from the table, it is discovered that of those who had a high school education, 88% indicated that training participants should perform learning exercises. Of those who had a college education, 85% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .82. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with training participants performing exercises.

Role Playing--Item 9

This item concerns itself with establishing role playing learning exercises as mandatory for the training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

Descriptive theory--Hypothesis 1A-9. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 4 contains the data pertaining to Hypothesis 1A-9. Reading from the table, it is discovered that of those who had a high
school education, 19% indicated that exercises included role playing. Of those who had a college education, 32% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .43. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with role playing as a part of learning exercises.

Normative theory—Hypothesis IB-9. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 4 contains the data pertaining to Hypothesis IB-9. Reading from the table, it is discovered that of those who had a high school education, 72% indicated that learning exercises should include role playing. Of those who had a college education, 63% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .71. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with role playing as a part of learning exercises.
Job Performance—Item 10

This item establishes actual job performance as mandatory learning exercises for training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

Descriptive theory—Hypothesis 1A-10. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 4 contains the data pertaining to Hypothesis 1A-10. Reading from the table, it is discovered that of those who had a high school education, 77% indicated that exercises included actual job performance. Of those who had a college education, 76% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .06. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with actual job performance as a part of learning exercises.

Normative theory—Hypothesis 1B-10. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college
graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 4 contains the data pertaining to Hypothesis 1B-10. Reading from the table, it is discovered that of those who had a high school education, 96% indicated that actual job performance should be part of learning exercises. Of those who had a college education, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .00. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the normative item which deals with actual job performance as a part of learning exercises.

Related Section Completion--Item 11

This item deals with establishing that learning exercises are completed during related curricula sections. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

Descriptive theory--Hypothesis 1A-11. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).
Part of Table 4 contains the data pertaining to Hypothesis 1A-11. Reading from the table, it is discovered that of those who had a high school education, 23% indicated that exercises were completed during related sections. Of those who had a college education, 55% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .05. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with exercises being completed during related sections.

Normative theory—Hypothesis 1B-11. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 4 contains the data pertaining to Hypothesis 1B-11. Reading from the table, it is discovered that of those who had a high school education, 72% indicated that exercises should be completed during related sections. Of those who had a college education, 68% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .80. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis
predicting no difference between college graduates and high school graduates was supported for the normative item which deals with exercises being completed during related sections.

Summary

In only one out of the four descriptive items representing the learning exercises component it was not possible to say there was no difference. Therefore, it is concluded that no difference was established in the perceptions of what the learning exercises component should contain between those sheriffs who had graduated from high school and those who graduated from a college. Since in three out of the four normative items representing the learning exercises component it was possible to say that there was a difference, it is concluded that there was a possibility that a difference did exist in the reported training programs between sheriffs who had graduated from high school and those who had graduated from a college.

Curriculum Component and Educational Background

Within this section the hypotheses concerning the curriculum component and the educational level of the sheriff (high school or college) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the educational background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship
between the sheriffs' educational background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' educational background and what they state should be in programming (normative theory).

**Job Responsibilities—Item 12**

This item establishes the job responsibilities of the correctional officers as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

**Descriptive theory—Hypothesis 1A-12.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 5 contains the data pertaining to Hypothesis 1A-12. Reading from the table, it is discovered that of those who had a high school education, 84% indicated that job responsibilities of the correctional officer were a part of their curriculum. Of those who had a college education, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .04. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not
Table 5

Relationship Between Educational Level of the Sheriffs and Their Perceptions of the Existence and Need of the Curriculum Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Education level</th>
<th>Percent of affirmative responses&lt;sup&gt;a&lt;/sup&gt;</th>
<th>p&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Percent of affirmative responses</th>
<th>p&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Job responsibilites of the correctional officers.</td>
<td>High school</td>
<td>84 (25)</td>
<td>.04</td>
<td>100 (25)</td>
<td>.00</td>
</tr>
<tr>
<td>13. Background information about the corrections and criminal justice fields.</td>
<td>High school</td>
<td>56 (25)</td>
<td>.08</td>
<td>96 (25)</td>
<td>.08</td>
</tr>
<tr>
<td>14. Rehabilitation.</td>
<td>High school</td>
<td>57 (23)</td>
<td>.55</td>
<td>91 (23)</td>
<td>.25</td>
</tr>
<tr>
<td>15. Security</td>
<td>High school</td>
<td>88 (25)</td>
<td>.23</td>
<td>100 (24)</td>
<td>___d</td>
</tr>
<tr>
<td>16. Understanding human behavior.</td>
<td>High school</td>
<td>64 (25)</td>
<td>.17</td>
<td>100 (24)</td>
<td>___d</td>
</tr>
<tr>
<td>17. Custody</td>
<td>High school</td>
<td>88 (25)</td>
<td>.23</td>
<td>100 (24)</td>
<td>___d</td>
</tr>
<tr>
<td>College</td>
<td>100 (21)</td>
<td>100 (21)</td>
<td>100 (20)</td>
<td>100 (20)</td>
<td>100 (20)</td>
</tr>
</tbody>
</table>

<sup>a</sup>Is based upon the total respondents in the category.

<sup>b</sup>p is the probability derived as a result of the chi-square test.

<sup>c</sup>In the parentheses is the total number of respondents to the item in that particular educational level category.

<sup>d</sup>All respondents indicated an affirmative response to this item, therefore, it was not possible to test the hypothesis.
supported for the descriptive item which deals with job responsibilities as a part of curriculum.

Normative theory—Hypothesis IB-12. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 5 contains the data pertaining to Hypothesis IB-12. Reading from the table, it is discovered that of those who had a high school education, 100% indicated that job responsibilities of the correctional officer should be a part of curriculum. Of those who had a college education, 95% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .00. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the normative item which deals with job responsibilities as a part of curriculum.

Background Information—Item 13

This item concerns itself with establishing background information about corrections and criminal justice as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background.
Descriptive theory—Hypothesis 1A-13. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 5 contains the data pertaining to Hypothesis 1A-13. Reading from the table, it is discovered that of those who had a high school education, 56% indicated that corrections and criminal justice information were a part of curriculum. Of those who had a college education, 86% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .08. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with corrections and criminal justice information being a part of curriculum.

Normative theory—Hypothesis 1B-13. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 5 contains the data pertaining to Hypothesis 1B-13. Reading from the table, it is discovered that of those who had a high
school education, 96% indicated that corrections and criminal justice information should be a part of curriculum. Of those who had a college education, 90% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .08. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the normative item which deals with corrections and criminal justice information being a part of curriculum.

**Rehabilitation—Item 14**

This item deals with establishing rehabilitation information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

**Descriptive theory—Hypothesis 1A-14.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 5 contains the data pertaining to Hypothesis 1A-14. Reading from the table, it is discovered that of those who had a high school education, 57% indicated that rehabilitation was a part of curriculum. Of those who had a college education, 71% indicated the
the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .55. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with rehabilitation as a part of curriculum.

Normative theory—Hypothesis 1B-14. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 5 contains the data pertaining to Hypothesis 1B-14. Reading from the table, it is discovered that of those who had a high school education, 91% indicated that rehabilitation should be a part of curriculum. Of those who had a college education, 85% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .25. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with rehabilitation as a part of curriculum.
Security—Item 15

This item establishes security information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

**Descriptive theory—Hypothesis 1A-15.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person’s jail (descriptive theory).

Part of Table 5 contains the data pertaining to Hypothesis 1A-15. Reading from the table, it is discovered that of those who had a high school education, 88% indicated that security was a part of curriculum. Of those who had a college education, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .23. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with security as a part of curriculum.

**Normative theory—Hypothesis 1B-15.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or
college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 5 contains the data pertaining to Hypothesis 1B-15. Reading from the table, it is discovered that of those who had a high school education, 100% indicated that security should be a part of curriculum. Of those who had a college education, 100% indicated the same. Since there was 100% affirmative response to this item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that security should be a part of the curriculum for training.

Human Behavior—Item 16

This item deals with establishing information pertaining to understanding human behavior as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

Descriptive theory—Hypothesis 1A-16. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 5 contains the data pertaining to Hypothesis 1A-16. Reading from the table, it is discovered that of those who had a high school education, 64% indicated that understanding human behavior was
a part of curriculum. Of those who had a college education, 86% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .17. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with understanding human behavior as a part of curriculum.

Normative theory—Hypothesis 1B-16. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 5 contains the data pertaining to Hypothesis 1B-16. Reading from the table, it is discovered that of those who had a high school education, 100% indicated that understanding human behavior should be a part of curriculum. Of those who had a college education, 100% indicated the same. Since there was 100% affirmative response to this item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that understanding human behavior be a part of training.
Custody—Item 17

This item deals with establishing custody information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

Descriptive theory—Hypothesis 1A-17. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 5 contains the data pertaining to Hypothesis 1A-17. Reading from the table, it is discovered that of those who had a high school education, 88% indicated that custody was a part of curriculum. Of those who had a college education, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .23. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference between college graduates and high school graduates was not supported for the descriptive item which deals with custody as a part of curriculum.

Normative theory—Hypothesis 1B-17. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college
graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 5 contains the data pertaining to Hypothesis 1B-17. Reading from the table, it is discovered that of those who had a high school education, 100% indicated that custody should be a part of curriculum. Of those who had a college education, 100% indicated the same. Since there was 100% affirmative response to this item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that custody be a part of training curriculum.

Summary

In four out of the five descriptive items representing the curriculum component it was possible to say there was a difference. Therefore, it is concluded that there was a possibility that a difference did exist in the reported training programs between sheriffs who graduated from high school and those that graduated from a college. Since for all the testable normative items there was a difference, it is concluded that there was a possibility that a difference did exist in what the sheriffs perceived should be in the curriculum component between sheriffs who graduated from high school and sheriffs who graduated from a college. It should be noted that for three items (security, understanding human behavior, and custody) the normative hypotheses were not tested as there was 100% affirmative response to the items making it not possible to test.
Within this section the hypotheses concerning the standard operating procedures component and the educational level of the sheriff (high school or college) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the educational background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' educational background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' educational background and what they state should be in programming (normative theory).

**Construction—Item 18**

This item states that if standard operating procedures are not preexisting, they are to be constructed by jail training staff. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the educational background of the sheriff.

**Descriptive theory—Hypothesis 1A-18.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the
sheriffs as existing in the person's jail (descriptive theory).

Part of Table 6 contains the data pertaining to Hypothesis 1A-18. Reading from the table, it is discovered that of those who had a high school education, 74% indicated that standard operating procedures were to be constructed by training staff. Of those who had a college education, 89% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .37. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with standard operating procedures construction.

Normative theory—Hypothesis 1B-18. It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 6 contains the data pertaining to Hypothesis 1B-18. Reading from the table, it is discovered that of those who had a high school education, 95% indicated that standard operating procedures should be constructed by training staff. Of those who had a college education, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .64. Therefore,
using an alpha of 0.25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with standard operating procedures construction.

**Table 6**

Relationship Between Educational Level of the Sheriffs and Their Perceptions of the Existence and Need of the Standard Operating Procedures Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Education level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of affirmative responses&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Percent of affirmative responses</td>
</tr>
<tr>
<td>18. If not already existing, S.O.P.'s to be constructed by jail training staff.</td>
<td>High school</td>
<td>74 (23)&lt;sup&gt;c&lt;/sup&gt;</td>
<td>95 (22)</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>89 (18)</td>
<td>100 (17)</td>
</tr>
<tr>
<td>19. Presented during related curricula sections.</td>
<td>High school</td>
<td>52 (25)</td>
<td>92 (24)</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>75 (20)</td>
<td>100 (19)</td>
</tr>
</tbody>
</table>

<sup>a</sup>Is based upon the total respondents in the category.

<sup>b</sup>p is the probability derived as a result of the chi-square test.

<sup>c</sup>In the parentheses is the total number of respondents to the item in that particular educational level category.

**Presentation—Item 19**

This item states that standard operating procedures are presented during related curricula sections. To follow are the results of the two hypotheses (one normative and one descriptive) dealing
with the item and the educational background of the sheriff.

**Descriptive Theory—Hypothesis 1A-19.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 6 contains the data pertaining to Hypothesis 1A-19. Reading from the table, it is discovered that of those who had a high school education, 52% indicated that standard operating procedures were presented during related sections. Of those who had a college education, 75% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference in the populations is true, is equal to .27. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the descriptive item which deals with presentation of standard operating procedures.

**Normative theory—Hypothesis 1B-19.** It is hypothesized that no relationship exists between the educational level of the respondent, measured in years of education as determined by high school or college graduation, and the training component items reported by the sheriffs, as necessary for a jail training program (normative theory).

Part of Table 6 contains the data pertaining to Hypothesis 1B-19. Reading from the table, it is discovered that of those who had a high
school education, 92% indicated that standard operating procedures should be presented during related sections. Of those who had a college education, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .40. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between college graduates and high school graduates was supported for the normative item which deals with presentation of standard operating procedures.

**Summary**

No difference was found in the perceptions of what the standard operating procedures component should contain between those sheriffs who had graduated from high school and those who had graduated from a college. There was also no difference found in the reported existing training programs between sheriffs who had graduated from high school and those who had graduated from a college.

**Instructor Training Component and Experience Background**

Within this section the hypotheses concerning the instructor training component and the experience level of the sheriff (above or below median) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the experience background of the sheriff.
Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' experience level or background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' experience background and what they state should be in programming (normative theory).

Minimum Requirements—Item 1

This item concerns itself with maintaining minimum educational and experience requirements for instructors participating in training programs. To follow are the results from the hypotheses (one normative and one descriptive) dealing with the relationship between the item and the experience level of the sheriff.

Descriptive theory—Hypothesis 2A-1. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 7 contains the data pertaining to Hypothesis 2A-1. Reading from the table, it is discovered that of those who were below the experience median, 59% indicated instructors met minimum educational and experience requirements. Of those who were above the experience median, 78% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .30.
<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Experience level</th>
<th>Percent of affirmative responses</th>
<th>( p^a )</th>
<th>Percent of affirmative responses</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructors must meet minimum educational and experience requirements.</td>
<td>Above median</td>
<td>78 (18)(^c)</td>
<td>.30</td>
<td>94 (17)</td>
<td>.65</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>59 (29)</td>
<td></td>
<td>93 (28)</td>
<td></td>
</tr>
<tr>
<td>2. Curriculum for correctional officers is developed.</td>
<td>Above median</td>
<td>67 (18)</td>
<td>.25</td>
<td>100 (29)</td>
<td>___d</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>45 (17)</td>
<td></td>
<td>100 (28)</td>
<td></td>
</tr>
<tr>
<td>3. Practice teaching for instructors is required.</td>
<td>Above median</td>
<td>28 (18)</td>
<td>.67</td>
<td>13 (28)</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>76 (17)</td>
<td></td>
<td>71 (28)</td>
<td></td>
</tr>
<tr>
<td>4. Teaching methods presented.</td>
<td>Above median</td>
<td>56 (18)</td>
<td>.38</td>
<td>38 (24)</td>
<td>.83</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>88 (17)</td>
<td></td>
<td>86 (28)</td>
<td></td>
</tr>
<tr>
<td>5. Learning theories presented.</td>
<td>Above median</td>
<td>39 (18)</td>
<td>.79</td>
<td>43 (28)</td>
<td>.56</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>69 (16)</td>
<td></td>
<td>81 (27)</td>
<td></td>
</tr>
</tbody>
</table>

\(a\)Is based upon the total respondents in the category.

\(b\)\( p \) is the probability derived as a result of the chi-square test.

\(c\)In the parentheses is the total number of respondents to the item in that particular experience level category.

\(d\)All respondents indicated an affirmative response to this item, therefore, it was not possible to test the hypothesis.
Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with education and experience requirements.

**Normative theory—Hypothesis 2B-1.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 7 contains the data pertaining to Hypothesis 2B-1. Reading from the table, it is discovered that of those who were below the experience median, 93% indicated instructors should meet minimum education and experience requirements. Of those who were above the experience median, 94% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .65. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with education and experience requirements.
Curriculum Development—Item 2

This item establishes the development of the training program curriculum during instructor training. To follow are the results of the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-2. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 7 contains the data pertaining to Hypothesis 2A-2. Reading from the table, it is discovered that of those who were below the experience median, 45 percent indicated curriculum for correctional officers was developed in instructor training. Of those who were above the experience median, 67% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, was equal to .25. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents is supported for the descriptive item which deals with curriculum development for correctional officers.
Normative theory—Hypothesis 2B-2. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 7 contains the data pertaining to Hypothesis 2B-2. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated curriculum should be developed in instructor training. Of those who were above the experience median, 100% indicated the same. Since there was 100% affirmative response to the item, it is not possible to test the hypothesis. However, the results do suggest that there was complete agreement that curriculum should be developed in instructor training.

Practice Teaching—Item 3

This item concerns itself with establishing practice teaching as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-3. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).
Part of Table 7 contains the data pertaining to Hypothesis 2A-3. Reading from the table, it is discovered that of those who were below the experience median, 76% indicated practice teaching was required for instructors. Of those who were above the experience median, 28% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .67. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with practice teaching.

Normative theory—Hypothesis 2B-3. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 7 contains the data pertaining to Hypothesis 2B-3. Reading from the table, it is discovered that of those who were below the experience median, 71% indicated practice teaching should be required for instructors. Of those who were above the experience median, 18% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .98. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median
respondents and below the experience median respondents was supported for the normative item which deals with practice teaching.

**Teaching Methods--Item 4**

This item establishes the presentation of teaching methods as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the experience background of the sheriff.

**Descriptive theory--Hypothesis 2A-4.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 7 contains the data pertaining to Hypothesis 2A-4. Reading from the table, it is discovered that of those who were below the experience median, 88% indicated teaching methods were presented. Of those who were above the experience median, 56% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .38. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with teaching methods.
Normative theory—Hypothesis 2B-4. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 7 contains the data pertaining to Hypothesis 2B-4. Reading from the table, it is discovered that of those who were below the experience median, 86% indicated teaching methods should be presented. Of those who were above the experience median, 38% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .83. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with teaching methods.

Learning Theories—Item 5

This item concerns itself with establishing the presentation of learning theories as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-5. It is hypothesized that no relationship exists between the experience level of the respondent,
as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 7 contains the data pertaining to Hypothesis 2A-5. Reading from the table, it is discovered that of those who were below the experience median, 69% indicated learning theories were presented. Of those who were above the experience median, 39% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .79. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with learning theories.

Normative theory—Hypothesis 2B-5. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 7 contains the data pertaining to Hypothesis 2B-5. Reading from the table, it is discovered that of those who were below the experience median, 81% indicated learning theories should be presented. Of those who were above the experience median, 43% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference
is true, is equal to .56. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with learning theories.

Summary

No difference was found in the perceptions of what the instructor training component should contain between those sheriffs who had years of experience above the experience median and those below the experience median. There was also no difference found in the reported existing training programs between sheriffs above the experience median and those below the experience median.

Program Scheduling Component and Experience Background

Within this section the hypotheses concerning the program scheduling component and the experience level of the sheriff (above or below median) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the experience background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' experience level or background and what is their present program (descriptive theory). The second hypothesis deals
with the relationship between the sheriffs' experience background and what they state should be in programming (normative theory).

**Individualization—Item 6**

This item states that program scheduling should be individualized for each jail setting. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

**Descriptive theory—Hypothesis 2A-6.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 8 contains the data pertaining to Hypothesis 2A-6. Reading from the table, it is discovered that of those who were below the experience median, 55% indicated their program was individualized for the jail. Of those who were above the experience median, 67% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .63. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with program individualization.
<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Experience level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of affirmative responses $^a$</td>
<td>$p^b$</td>
<td>Percent of affirmative responses</td>
</tr>
<tr>
<td>6. Individualized for each jail.</td>
<td>Above median</td>
<td>67 (18) $^c$</td>
<td>.63</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>55 (29)</td>
<td></td>
</tr>
<tr>
<td>7. Should accommodate the needs and resources of each jail.</td>
<td>Above median</td>
<td>78 (18)</td>
<td>.39</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>61 (28)</td>
<td></td>
</tr>
</tbody>
</table>

$^a$ Is based upon the total respondents in the category

$^b$ $p$ is the probability derived as a result of the chi-square test.

$^c$ In the parentheses is the total number of respondents to the item in that particular experience level category.

**Normative theory—Hypothesis 2B-6.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 8 contains the data pertaining to Hypothesis 2B-6. Reading from the table, it is discovered that of those who were below the experience median, 89% indicated individualization should be used in program scheduling. Of those who were above the experience median, 94% indicated the same. The probability of getting this
same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .99. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with individualization of program scheduling.

**Accommodation--Item 7**

This item states that program scheduling should accommodate the needs and resources of each jail. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

**Descriptive theory--Hypothesis 2A-7.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 8 contains the data pertaining to Hypothesis 2A-7. Reading from the table, it is discovered that of those who were below the experience median, 61% indicated scheduling accommodated needs and resources of their jail. Of those who were above the experience median, 78% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .39. Therefore, using an
alpha of .25, the null hypothesis was supported. The research hypoth-
esis predicting no difference between above the experience median re-
spondents and below the experience median respondents was supported
for the descriptive item which deals with scheduling accommodating
jail needs and resources.

**Normative theory—Hypothesis 2B-7.** It is hypothesized that no
relationship exists between the experience level of the respondent,
as measured by the number of years employed as sheriff, and the
training component items reported by the sheriffs as necessary for a
jail training program (normative theory).

Part of Table 8 contains the data pertaining to Hypothesis 2B-7.
Reading from the table, it is discovered that of those who were below
the experience median, 96% indicated programming should accommodate
needs and resources of the jail. Of those who were above the experi-
ience median, 100% indicated the same. The probability of getting
this same or larger difference between the two percentages, if the
null hypothesis of no difference is true, is equal to .84. Therefore,
using an alpha of .25, the null hypothesis was supported. The re-
search hypothesis predicting no difference between above the experi-
ence median respondents and below the experience median respondents
was supported for the normative item which deals with accommodation
of jail needs and resources pertaining to scheduling.
Summary

No difference was found in the perceptions of what the program scheduling component should contain between those sheriffs who had experience above the experience median and those who had experience below the experience median. There was also no difference found in the reported existing training programs between sheriffs with experience above the experience median and those with experience below the experience median.

Learning Exercises Component and Experience Background

Within this section the hypotheses concerning the learning exercises component and the experience level of the sheriff (above and below median) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the experience background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' experience level or background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' experience background and what they state should be in programming (normative theory).
Performance—Item 8

This item establishes that learning exercises are performed by the training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-8. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 9 contains the data pertaining to Hypothesis 2A-8. Reading from the table, it is discovered that of those who were below the experience median, 59% indicated learning exercises were performed by training participants. Of those who were above the experience median, 60% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .84. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with performance of learning exercises.

Normative theory—Hypothesis 2B-8. It is hypothesized that no relationship exists between the experience level of the respondent,
Table 9
Relationship Between Experience Level of the Sheriffs and Their Perceptions of the Existence and Need of the Learning Exercises Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Experience level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of affirmative responses&lt;sup&gt;a&lt;/sup&gt;</td>
<td>p&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Percent of affirmative responses</td>
</tr>
<tr>
<td>8. Exercises are performed by the training participants.</td>
<td>Above median</td>
<td>60 (20)&lt;sup&gt;c&lt;/sup&gt;</td>
<td>95 (19)</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>59 (29)</td>
<td>82 (28)</td>
</tr>
<tr>
<td>9. Exercises include role playing (acting out a situation).</td>
<td>Above median</td>
<td>30 (20)</td>
<td>68 (18)</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>20 (30)</td>
<td>68 (28)</td>
</tr>
<tr>
<td>10. Exercises include job performance.</td>
<td>Above median</td>
<td>65 (20)</td>
<td>94 (18)</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>79 (29)</td>
<td>96 (28)</td>
</tr>
<tr>
<td>11. Exercises are completed during curriculum related sections.</td>
<td>Above median</td>
<td>30 (20)</td>
<td>68 (19)</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>39 (28)</td>
<td>70 (27)</td>
</tr>
</tbody>
</table>

<sup>a</sup>Is based upon the total respondents in the category.

<sup>b</sup>p is the probability derived as a result of the chi-square test.

<sup>c</sup>In the parentheses is the total number of respondents to the item in that particular experience level category.
as measured by the number of years employed as sheriff, and the
training component items reported by the sheriffs as necessary for a
jail training program (normative theory).

Part of Table 9 contains the data pertaining to Hypothesis 2B-8. Reading from the table, it is discovered that of those who were below the experience median, 82% indicated exercises should be performed by training participants. Of those who were above the experience median, 95% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .41. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with performance of learning exercises.

**Role Playing--Item 9**

This item concerns itself with establishing role playing learning exercises as mandatory for the training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

**Descriptive theory--Hypothesis 2A-9.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the
person's jail (descriptive theory).

Part of Table 9 contains the data pertaining to Hypothesis 2A-9. Reading from the table, it is discovered that of those who were below the experience median, 20% indicated learning exercises included role playing. Of those who were above the experience median, 30% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .64. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with role playing.

Normative theory—Hypothesis 2B-9. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 9 contains the data pertaining to Hypothesis 2B-9. Reading from the table, it is discovered that of those who were below the experience median, 68% indicated learning exercises should include role playing. Of those who were above the experience median, 68% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .81. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis
predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with role playing.

**Job Performance—Item 10**

This item establishes actual job performance as mandatory learning exercises for training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

**Descriptive theory—Hypothesis 2A-10.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 9 contains the data pertaining to Hypothesis 2A-10. Reading from the table, it is discovered that of those who were below the experience median, 79% indicated exercises included actual job performance. Of those who were above the experience median, 65% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .43. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with actual job performance as a learning
Normative theory—Hypothesis 2B-10. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 9 contains the data pertaining to Hypothesis 2B-10. Reading from the table, it is discovered that of those who were below the experience median, 96% indicated exercises should include actual job performance. Of those who were above the experience median, 94% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .68. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with actual job performance as a learning exercise.

Related Section Completion—Item 11

This item deals with establishing that learning exercises are completed during related curricula sections. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.
Descriptive theory—Hypothesis 2A-11. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 9 contains the data pertaining to Hypothesis 2A-11. Reading from the table, it is discovered that of those who were below the experience median, 39% indicated exercises were completed during related curricula sections. Of those who were above the experience median, 30% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .72. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with exercises being completed during related sections.

Normative theory—Hypothesis 2B-11. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 9 contains the data pertaining to Hypothesis 2B-11. Reading from the table, it is discovered that of those who were below the experience median, 70% indicated exercises should be completed
during related curricula sections. Of those who were above the experience median, 70% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .85. Therefore, using as alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with exercises being completed during related sections.

Summary

No difference was found in the perceptions of what the learning exercises component should contain between those sheriffs who had experience above the experience median and those who had experience below the experience median. There was also no difference found in the reported existing training programs between sheriffs with experience above the experience median and those with experience below the experience median.

Curriculum Component and Experience Background

Within this section the hypotheses concerning the curriculum component and the experience level of the sheriff (above or below median) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the experience background of the sheriff.
Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' experience level or background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' experience background and what they state should be in programming (normative theory).

**Job Responsibilities—Item 12**

This item establishes the job responsibilities of the correctional officers as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-12. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 10 contains the data pertaining to Hypothesis 2A-12. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated job responsibilities of correctional officers were a part of curriculum. Of those who were above the experience median, 84% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, was equal to .69. Therefore, using an alpha of .25, the null hypothesis was supported.
### Table 10

Relationship Between Experience Level of the Sheriffs and Their Perceptions of the Existence and Need of the Curriculum Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Experience level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of affirmative responses&lt;sup&gt;a&lt;/sup&gt;</td>
<td>p&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>12. Job responsibilities of the correctional officers.</td>
<td>Above median</td>
<td>84 (25)&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.69</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>100 (21)</td>
<td></td>
</tr>
<tr>
<td>13. Background information about the corrections and criminal justice fields.</td>
<td>Above median</td>
<td>56 (25)</td>
<td>.27</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>86 (21)</td>
<td></td>
</tr>
<tr>
<td>14. Rehabilitation.</td>
<td>Above median</td>
<td>57 (23)</td>
<td>.75</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>71 (21)</td>
<td></td>
</tr>
<tr>
<td>15. Security</td>
<td>Above median</td>
<td>88 (25)</td>
<td>.76</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>100 (21)</td>
<td></td>
</tr>
<tr>
<td>16. Understanding human behavior.</td>
<td>Above median</td>
<td>64 (25)</td>
<td>.74</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>86 (21)</td>
<td></td>
</tr>
<tr>
<td>17. Custody</td>
<td>Above median</td>
<td>90 (20)</td>
<td>.86</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>96 (28)</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Is based upon the total respondents in the category.

<sup>b</sup>p is the probability derived as a result of the chi-square test.

<sup>c</sup>In the parentheses is the total number of respondents to the item in that particular experience level category.

<sup>d</sup>All respondents indicated an affirmative response to this item, therefore, it was not possible to test the hypothesis.
The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with job responsibilities of the correctional officers.

**Normative theory—Hypothesis 2B-12.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 10 contains the data pertaining to Hypothesis 2B-12. Reading from the table, it is discovered that of those who were below the experience median, 95% indicated job responsibilities should be a part of curriculum. Of those who were above the experience median, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .65. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with job responsibilities of the correctional officers.

**Background Information—Item 13**

This item concerns itself with establishing background information about corrections and criminal justice as a part of curriculum.
To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

**Descriptive theory—Hypothesis 2A-13.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 10 contains the data pertaining to Hypothesis 2A-13. Reading from the table, it is discovered that of those who were below the experience median, 86% indicated corrections and criminal justice information was a part of curriculum. Of those who were above the experience median, 56% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .27. Therefore, using an alpha of .25, the null hypothesis was supported.

The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with corrections and criminal justice information as a part of curriculum.

**Normative theory—Hypothesis 2B-13.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).
Part of Table 10 contains the data pertaining to Hypothesis 2B-13. Reading from the table, it is discovered that of those who were below the experience median, 90% indicated corrections and criminal justice information should be a part of curriculum. Of those who were above the experience median, 96% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .35. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with corrections and criminal justice information as a part of curriculum.

Rehabilitation—Item 14

This item deals with establishing rehabilitation information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-14. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).
Part of Table 10 contains the data pertaining to Hypothesis 2A-14. Reading from the table, it is discovered that of those who were below the experience median, 71% indicated rehabilitation was a part of curriculum. Of those who were above the experience median, 57% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .75. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with rehabilitation as a part of curriculum.

Normative theory—Hypothesis 2B-14. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 10 contains the data pertaining to Hypothesis 2B-14. Reading from the table, it is discovered that of those who were below the experience median, 85% indicated rehabilitation should be a part of curriculum. Of those who were above the experience median, 91% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .93. Therefore, using an alpha of .25, the null hypothesis was supported. The research
hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with rehabilitation as a part of curriculum.

Security—Item 15

This item establishes security information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-15. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as "existing in the person's jail" (descriptive theory).

Part of Table 10 contains the data pertaining to Hypothesis 2A-15. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated security was a part of curriculum. Of those who were above the experience median, 88% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .76. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the
descriptive item which deals with security as a part of curriculum.

Normative theory—Hypothesis 2B-15. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 10 contains the data pertaining to Hypothesis 2B-15. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated security should be a part of curriculum. Of those who were above the experience median, 100% indicated the same. Since there was 100% affirmative response to this item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that security be a part of curriculum.

Human Behavior—Item 16

This item deals with establishing information pertaining to understanding human behavior as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-16. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the
person's jail (descriptive theory).

Part of Table 10 contains the data pertaining to Hypothesis 2A-16. Reading from the table, it is discovered that of those who were below the experience median, 86% indicated understanding human behavior is a part of curriculum. Of those who were above the experience median, 64% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .74. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with understanding human behavior as a part of curriculum.

Normative theory—Hypothesis 2B-16. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 10 contains the data pertaining to Hypothesis 2B-16. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated understanding human behavior should be a part of curriculum. Of those who were above the experience median, 100% indicated the same. Since there was 100% affirmative response to this item, it was not possible to test the hypothesis. However, the results do suggest that there was complete
agreement that understanding human behavior to be a part of curri-
culum.

Custody—Item 17

This item deals with establishing custody information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-17. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person’s jail (descriptive theory).

Part of Table 10 contains the data pertaining to Hypothesis 2A-17. Reading from the table, it is discovered that of those who were below the experience median, 96% indicated custody is a part of curriculum. Of those who were above the experience median, 90% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .86. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with custody as a part of curriculum.
Normative theory—Hypothesis 2B-17. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 10 contains the data pertaining to Hypothesis 2B-17. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated custody should be a part of curriculum. Of those who were above the experience median, 100% indicated the same. Since there was 100% affirmative response to the item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that custody be a part of curriculum.

Summary

No difference was found in the reported existing training programs between those sheriffs who had experience above the experience median and those who had experience below the experience median. No difference was found in the perceptions of what the curriculum component should contain between those sheriffs who had experience above the experience median and those who had experience below the experience median. It should be noted that for three items (security, understanding human behavior, and custody) the normative hypotheses were not meaningful as there was 100% affirmative response to the items.
Within this section the hypotheses concerning the standard operating procedures component and the experience level of the sheriff (above or below median) will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the experience background of the sheriff.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the sheriffs' experience level or background and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the sheriffs' experience background and what they state should be in programming (normative theory).

**Construction—Item 18**

This item states that if standard operating procedures are not preexisting, they are to be constructed by jail training staff. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

**Descriptive theory—Hypothesis 2A-18.** It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the
person's jail (descriptive theory).

Part of Table 11 contains the data pertaining to Hypothesis 2A-18. Reading from the table, it is discovered that of those who were below the experience median, 88% indicated standard operating procedures were constructed by jail training staff. Of those who were above the experience median, 71% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .33. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with construction of standard operating procedures.

Normative theory—Hypothesis 2B-18. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 11 contains the data pertaining to Hypothesis 2B-18. Reading from the table, it is discovered that of those who were below the experience median, 100% indicated standard operating procedures should be constructed by jail training staff. Of those who were above the experience median, 96% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .28.
Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with standard operating procedures construction.

Table 11

Relationship Between Experience Level of the Sheriffs and Their Perceptions of the Existence and Need of the Standard Operating Procedures Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Experience level</th>
<th>Descriptive Percent of affirmative responses&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Normative Percent of affirmative responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. If not already existing, S.O.P.'s to be constructed by jail training staff.</td>
<td>Above median</td>
<td>71 (17)&lt;sup&gt;c&lt;/sup&gt;</td>
<td>100 (16)</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>88 (26)</td>
<td>96 (25)</td>
</tr>
<tr>
<td>19. Presented during related curricula sections.</td>
<td>Above median</td>
<td>63 (19)</td>
<td>100 (18)</td>
</tr>
<tr>
<td></td>
<td>Below median</td>
<td>61 (28)</td>
<td>93 (27)</td>
</tr>
</tbody>
</table>

<sup>a</sup>Is based upon the total respondents in the category.<br><sup>b</sup><br><sup>p</sup> is the probability derived as a result of the chi-square test.<br><sup>c</sup>In the parentheses is the total number of respondents to the item in that particular educational level category.

Presentation—Item 19

This item states that standard operating procedures are presented during related curricula sections. To follow are the results...
of the two hypotheses (one normative and one descriptive) dealing with the item and the experience background of the sheriff.

Descriptive theory—Hypothesis 2A-19. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 11 contains the data pertaining to Hypothesis 2A-19. Reading from the table, it is discovered that of those who were below the experience median, 61% indicated standard operating procedures were presented during related curricula sections. Of those who were above the experience median, 63% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .89. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the descriptive item which deals with presentation of standard operating procedures.

Normative theory—Hypothesis 2B-19. It is hypothesized that no relationship exists between the experience level of the respondent, as measured by the number of years employed as sheriff, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).
Part of Table 11 contains the data pertaining to Hypothesis 2B-19. Reading from the table, it is discovered that of those who were below the experience median, 93% indicated standard operating procedures should be presented during related curricula sections. Of those who were above the experience median, 100% indicated the same. The probability of getting this same or larger difference between the two percentages, if the null hypothesis of no difference is true, is equal to .66. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference between above the experience median respondents and below the experience median respondents was supported for the normative item which deals with presentation of standard operating procedures.

**Summary**

No difference was found in the perceptions of what the standard operating procedures component should contain between those sheriffs who had experience above the experience median and those sheriffs who had experience below the experience median. There was also no difference found in the reported existing training programs between sheriffs with experience above the experience median and those sheriffs with experience below the experience median.

**Instructor Training Component and County Population Size**

Within this section the hypotheses concerning the instructor training component and the population size of the county in which the
sheriff is employed will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the population size of the county in which the sheriff is employed.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the county population size where the sheriff is employed and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the county population size where the sheriff is employed and what they state should be in programming (normative theory).

Minimum Requirements—Item 1

This item concerns itself with maintaining minimum educational and experience requirements for instructors participating in training programs. To follow are the results from the hypotheses (one normative and one descriptive) dealing with the relationship between the item and the population of the county in which the sheriff is employed.

Descriptive theory—Hypothesis 3A-1. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).
Part of Table 12 contains the data pertaining to Hypothesis 3A-1. Reading from the table, it is discovered that of those respondents who were from a county population of 0–29,999, 50% indicated that instructors met minimum educational and experience requirements. Of those with a population size of 30,000–99,999, 84% indicated the same. And of those with a population size of 100,000 and up, 71% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .11. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference among the three population subgroups was not supported for the descriptive item which deals with minimum requirements of the instructor.

**Normative theory—Hypothesis 3B-1.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979–80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 12 contains the data pertaining to Hypothesis 3B-1. Reading from the table, it is discovered that of those respondents who were from a county population size of 0–29,999, 85% indicated that instructors should meet minimum educational and experience requirements. Of those with a population size of 30,000–99,999, 100% indicated the same. And of those with a population size of 100,000
Table 12
Relationship Between the Population Size of the Counties in Which Sheriffs Are Employed and Their Perceptions of the Existence and Need of the Instructor Training Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Population level</th>
<th>Percent of affirmative responses</th>
<th>p&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Percent of affirmative responses</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructors must meet minimum educational and experience requirements.</td>
<td>000-029</td>
<td>50 (20)&lt;sup&gt;d&lt;/sup&gt;</td>
<td>.11</td>
<td>85 (20)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>84 (13)</td>
<td>100 (12)</td>
<td>.13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>71 (14)</td>
<td>100 (13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Curriculum for correctional officers is developed.</td>
<td>000-029</td>
<td>45 (20)</td>
<td>100 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>46 (13)</td>
<td>100 (12)</td>
<td>.26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>71 (14)</td>
<td>100 (13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Practice teaching for instructors is required.</td>
<td>000-029</td>
<td>20 (20)</td>
<td>65 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>17 (12)</td>
<td>92 (12)</td>
<td>.24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>29 (14)</td>
<td>69 (13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teaching methods presented.</td>
<td>000-029</td>
<td>35 (20)</td>
<td>85 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>46 (13)</td>
<td>83 (12)</td>
<td>.77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>57 (14)</td>
<td>92 (13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learning theories presented.</td>
<td>000-029</td>
<td>35 (20)</td>
<td>65 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>39 (13)</td>
<td>92 (12)</td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>54 (13)</td>
<td>82 (11)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Population is measured in thousands.

<sup>b</sup>Is based upon the total respondents in the category.

<sup>c</sup>p is the probability derived as a result of the chi-square test.

<sup>d</sup>In the parentheses is the total number of respondents to the item in that particular population level category.

<sup>e</sup>All respondents indicated an affirmative response to this item, therefore, it was not possible to test the hypothesis.

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and up, 100% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .13. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference among the three population subgroups was not supported for the normative item which deals with minimum requirements of the instructors.

Curriculum Development--Item 2

This item establishes the development of the training program curriculum during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-2. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 12 contains the data pertaining to Hypothesis 3A-2. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 45% indicated that curriculum was developed in instructor training. Of those with a population size of 30,000-99,999, 46% indicated the same. And of
those with a population size of 100,000 and up, 71% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .26. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with curriculum development.

**Normative theory—Hypothesis 3B-2.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 12 contains the data pertaining to Hypothesis 3B-2. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 100% indicated that curriculum should be developed in instructor training. Of those with a population size of 30,000-99,999, 100% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. Since there was 100% affirmative response to the item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that curriculum be developed in instructor training.
Practice Teaching--Item 3

This item concerns itself with establishing practice teaching as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-3. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 12 contains the data pertaining to Hypothesis 3A-3. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 20% indicated that practice teaching was a part of instructor training. Of those with a population size of 30,000-99,999, 17% indicated the same. And of those with a population size of 100,000 and up, 29% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .74. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with practice teaching in instructor training.
Normative theory—Hypothesis 3B-3. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 12 contains the data pertaining to Hypothesis 3B-3. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 65% indicated that practice teaching should be a part of instructor training. Of those with a population size of 30,000-99,999, 92% indicated the same. And of those with a population size of 100,000 and up, 69% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .24. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference among the three population subgroups was not supported for the normative item which deals with practice teaching in instructor training.

Teaching Methods—Item 4

This item establishes the presentation of teaching methods as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the relationship between the item and the population size of the county in which the sheriff is employed.
Descriptive theory—Hypothesis 3A-4. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 12 contains the data pertaining to Hypothesis 3A-4. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 35% indicated that teaching methods were a part of curriculum. Of those with a population size of 30,000-99,999, 46% indicated the same. And of those with a population size of 100,000 and up, 57% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .44. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with teaching methods as a part of curriculum.

Normative theory—Hypothesis 3B-4. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as necessary for a jail training program (normative theory).
Part of Table 12 contains the data pertaining to Hypothesis 3B-4. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 85% indicated that teaching methods should be a part of instructor training. Of those with a population size of 30,000-99,999, 83% indicated the same. And of those with a population size of 100,000 and up, 92% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .77. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with teaching methods.

**Learning Theories—Item 5**

This item concerns itself with establishing the presentation of learning theories as mandatory during instructor training. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

**Descriptive theory—Hypothesis 3A-5.** It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).
Part of Table 12 contains the data pertaining to Hypothesis 3A-5. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 35% indicated that learning theories were presented during instructor training. Of those with a population size of 30,000-99,999, 39% indicated the same. And of those with a population size of 100,000 and up, 54% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .55. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with learning theories.

Normative theory—Hypothesis 3B-5. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 12 contains the data pertaining to Hypothesis 3B-5. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 65% indicated that learning theories should be a part of instructor training. Of those with a population size of 30,000-99,999, 92% indicated the same. And of those with a population size of 100,000 and up, 82% indicated the same. The probability of getting this same or larger difference
among the three percentages, if the null hypothesis of no difference is true, is equal to .20. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference among the three population subgroups was not supported for the normative item which deals with learning theories.

Summary

In four out of the five descriptive items representing the instructor training component it was possible to say that there was no difference. Therefore, it is concluded that no difference was established in the reported training programs among small, medium, and large county population sizes. In three out of the five normative items representing the instructor training component it was not possible to say that no difference existed. Therefore, it is concluded that there was a possibility that a difference did exist in the perceptions of what the instructor training component should contain among the small, medium, and large county population sizes. It should be noted that for one normative item (development of curriculum) the hypothesis could not be tested as there was 100% affirmative response.

Program Scheduling Component and County Population Size

Within this section the hypotheses concerning the program scheduling component and the population size of the county in which the sheriff is employed will be presented. The component has been broken down into items. The items collectively are the component. The
hypotheses deal with the relationship between these items and the population size of the county in which the sheriff is employed.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the county population size where the sheriff is employed and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the county population size where the sheriff is employed and what they state should be in programming (normative theory).

**Individualization--Item 6**

This item states that program scheduling should be individualized for each jail setting. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

**Descriptive theory--Hypothesis 3A-6.** It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 13 contains the data pertaining to Hypothesis 3A-6. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 57% indicated that
Table 13

Relationship Between the Population Size of the Counties in Which Sheriffs Are Employed and Their Perceptions of the Existence and Need of the Program Scheduling Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Population level</th>
<th>Percent of affirmative responses</th>
<th>p^c</th>
<th>Percent of affirmative responses</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Individualized for each jail.</td>
<td>000-029</td>
<td>57 (21)^d</td>
<td></td>
<td>90 (19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>50 (12)</td>
<td>.51</td>
<td>92 (12)</td>
<td>.97</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>71 (14)</td>
<td></td>
<td>92 (12)</td>
<td></td>
</tr>
<tr>
<td>7. Should accommodate the needs and resources of each jail.</td>
<td>000-029</td>
<td>70 (20)</td>
<td></td>
<td>100 (19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>66 (12)</td>
<td>.94</td>
<td>100 (13)</td>
<td>.28</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>64 (14)</td>
<td></td>
<td>92 (13)</td>
<td></td>
</tr>
</tbody>
</table>

^aPopulation is measured in thousands.

^bIs based upon the total respondents in the category.

^cP is the probability derived as a result of the chi-square test.

^dIn the parentheses is the total number of respondents to the item in that particular population level category.

their program was individualized for their jail pertaining to scheduling. Of those with a population size of 30,000-99,999, 50% indicated the same. And of those with a population size of 100,000 and up, 71% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .51. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was.
supported for the descriptive item which deals with individualization of program scheduling.

**Normative theory—Hypothesis 3B-6.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 13 contains the data pertaining to Hypothesis 3B-6. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 90% indicated that program scheduling should be individualized to each jail. Of those with a population size of 30,000-99,999, 92% indicated the same. And of those with a population size of 100,000 and up, 92% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .97. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with individualization of program scheduling.

**Accommodation—Item 7**

This item states that program scheduling should accommodate the needs and resources of each jail. To follow are the results from the
two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

**Descriptive theory—Hypothesis 3A-7.** It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 13 contains the data pertaining to Hypothesis 3A-7. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 70% indicated that program scheduling accommodated the needs and resources of their jail. Of those with a population size of 30,000-99,999, 66% indicated the same. And of those with a population size of 100,000 and up, 64% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .94. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with accommodation of jail needs and resources.

**Normative theory—Hypothesis 3B-7.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures
taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 13 contains the data pertaining to Hypothesis 3B-7. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 100% indicated that program scheduling should accommodate needs and resources of the jail. Of those with a population size of 30,000-99,999, 100% indicated the same. And of those with a population size of 100,000 and up, 92% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .28. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with accommodation of jail needs and resources.

**Summary**

No difference was found in the perceptions of what the program scheduling component should contain among the small (0-29,999), medium (30,000-99,999), and large (100,000 and up) county population sizes. No difference was found in the reported existing training programs among the small, medium, and large county population sizes.
Within this section the hypotheses concerning the learning exercises component and the population size of the county in which the sheriff is employed will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the population size of the county in which the sheriff is employed.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the county population size where the sheriff is employed and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the county population size where the sheriff is employed and what they state should be in programming (normative theory).

**Performance—Item 8**

This item establishes that learning exercises are performed by the training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

**Descriptive theory—Hypothesis 3A-8.** It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population
figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 14 contains the data pertaining to Hypothesis 3A-8. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 48% indicated that learning exercises were performed by training participants. Of those with a population size of 30,000-99,999, 64% indicated the same. And of those with a population size of 100,000 and up, 71% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .34. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with performance of learning exercises.

**Normative theory—Hypothesis 3B-8.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 14 contains the data pertaining to Hypothesis 3B-8. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 75% indicated that exercises should be performed by training participants. Of
Table 14
Relationship Between the Population Size of the Counties in Which Sheriffs Are Employed and Their Perceptions of the Existence and Need of the Learning Exercises Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Population level(^a)</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of affirmative responses(^b)</td>
<td>(p^c)</td>
</tr>
<tr>
<td>8. Exercises are performed by the training participants.</td>
<td>000-029</td>
<td>48 (21)(^d)</td>
<td>75 (20)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>64 (14)</td>
<td>.34</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>71 (14)</td>
<td>100 (13)</td>
</tr>
<tr>
<td>9. Exercises include role playing (acting out a situation).</td>
<td>000-029</td>
<td>29 (21)</td>
<td>65 (20)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>13 (15)</td>
<td>.51</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>29 (14)</td>
<td>92 (12)</td>
</tr>
<tr>
<td>10. Exercises include actual job performance.</td>
<td>000-029</td>
<td>71 (21)</td>
<td>95 (20)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>79 (14)</td>
<td>.88</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>71 (14)</td>
<td>100 (12)</td>
</tr>
<tr>
<td>11. Exercises are completed during curriculum related sections.</td>
<td>000-029</td>
<td>30 (20)</td>
<td>53 (19)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>36 (14)</td>
<td>.74</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>43 (14)</td>
<td>92 (13)</td>
</tr>
</tbody>
</table>

\(^a\) Population is measured in thousands.

\(^b\) Is based upon the total respondents in the category.

\(^c\) \(p\) is the probability derived as a result of the chi-square test.

\(^d\) In the parentheses is the total number of respondents to the item in that particular population level category.
those with a population size of 30,000-99,999, 93% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .08. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference among the three population subgroups was not supported for the normative item which deals with performance of learning exercises.

Role Playing--Item 9

This item concerns itself with establishing role playing learning exercises as mandatory for the training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-9. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 14 contains the data pertaining to Hypothesis 3A-9. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 29% indicated that exercises included role playing. Of those with a population size of
30,000-99,999, 13% indicated the same. And of those with a population size of 100,000 and up, 29% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .51. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with role playing as a part of training.

Normative theory—Hypothesis 3B-9. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 14 contains the data pertaining to Hypothesis 3B-9. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 65% indicated that learning exercises should include role playing. Of those with a population size of 30,000-99,999, 50% indicated the same. And of those with a population size of 100,000 and up, 92% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .07. Therefore, using an alpha of .25, the null hypothesis was not supported. The research hypothesis predicting no difference among the three population subgroups was not supported for
the normative item which deals with role playing as a part of training.

Job Performance--Item 10

This item establishes actual job performance as mandatory learning exercises for training participants. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-10. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 14 contains the data pertaining to Hypothesis 3A-10. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 71% indicated that exercises included actual job performance. Of those with a population size of 30,000-99,999, 79% indicated the same. And of those with a population size of 100,000 and up, 71% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .88. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no
difference among the three population subgroups was supported for the descriptive item which deals with actual job performance as a learning exercise.

**Normative theory—Hypothesis 3B-10.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 14 contains the data pertaining to Hypothesis 3B-10. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 95% indicated that actual job performance should be a part of learning exercises. Of those with a population size of 30,000-99,999, 93% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .66. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with actual job performance as a learning exercise.

**Related Section Completion—Item 11**

This item deals with establishing that learning exercises are completed during related curricula sections. To follow are the
results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

**Descriptive theory—Hypothesis 3A-11.** It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 14 contains the data pertaining to Hypothesis 3A-11. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 30% indicated that exercises were completed during related sections. Of those with a population size of 30,000-99,999, 36% indicated the same. And of those with a population size of 100,000 and up, 43% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .74. Therefore, using an alpha of .25, the null hypothesis is supported. The research hypothesis predicting no difference among the three population subgroups is supported for the descriptive item which deals with completion of learning exercises.

**Normative theory—Hypothesis 3B-11.** It is hypothesized that no relationship exists between the population of the county in which the
respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 14 contains the data pertaining to Hypothesis 38-11. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 53% indicated that exercises should be completed during related sections. Of those with a population size of 30,000-99,999, 71% indicated the same. And of those with a population size of 100,000 and up, 92% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .06. Therefore, using an alpha of .25, the null hypothesis is not supported. The research hypothesis predicting no difference among the three population subgroups is not supported for the normative item which deals with completion of learning exercises.

Summary

There appears to be probability that a difference does exist in what the learning exercises component should contain among the small (0-29,999), medium (30,000-99,999) and large (100,000 and up) county population sizes. No difference was found in existing training programs among the small, medium, and large county population sizes.
Curriculum Component and County Population Size

Within this section the hypotheses concerning the curriculum component and the population size of the county in which the sheriff is employed will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the population size of the county in which the sheriff is employed.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the county population size where the sheriff is employed and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the county population size where the sheriff is employed and what they state should be in programming (normative theory).

Job Responsibilities--Item 12

This item establishes the job responsibilities of the correctional officers as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-12. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training
component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 15 contains the data pertaining to Hypothesis 3A-12. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 90% indicated that job responsibilities were a part of curriculum. Of those with a population size of 30,000-99,999, 86% indicated the same. And of those with a population size of 100,000 and up, 93% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .82. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with job responsibilities as a part of curriculum.

Normative theory—Hypothesis 3B-12. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 15 contains the data pertaining to Hypothesis 3B-12. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 100% indicated that job responsibilities should be a part of curriculum. Of
Table 15
Relationship Between the Population Size of the Counties in Which Sheriffs Are Employed and Their Perceptions of the Existence and Need of the Curriculum Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Population levela</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of affirmative responsesb</td>
<td>p c</td>
</tr>
<tr>
<td>12. Job responsibilities of the correctional officers.</td>
<td>000-029</td>
<td>90 (20)d</td>
<td>100 (12)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>86 (14)</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>93 (14)</td>
<td></td>
</tr>
<tr>
<td>13. Background information about the corrections and criminal justice fields.</td>
<td>000-029</td>
<td>75 (20)</td>
<td>95 (20)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>71 (14)</td>
<td>.53</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>57 (14)</td>
<td></td>
</tr>
<tr>
<td>14. Rehabilitation.</td>
<td>000-029</td>
<td>53 (19)</td>
<td>84 (19)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>69 (13)</td>
<td>.47</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>71 (14)</td>
<td></td>
</tr>
<tr>
<td>15. Security.</td>
<td>000-029</td>
<td>95 (20)</td>
<td>100 (19)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>93 (14)</td>
<td>.96</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>93 (14)</td>
<td></td>
</tr>
<tr>
<td>16. Understanding human behavior.</td>
<td>000-029</td>
<td>75 (20)</td>
<td>100 (19)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>86 (14)</td>
<td>.42</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>64 (14)</td>
<td></td>
</tr>
<tr>
<td>17. Custody.</td>
<td>000-029</td>
<td>95 (20)</td>
<td>100 (19)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>93 (14)</td>
<td>.96</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>93 (14)</td>
<td></td>
</tr>
</tbody>
</table>

aPopulation is measured in thousands.
bIs based upon the total respondents in the category.
cp is the probability derived as a result of the chi-square test.
dIn the parentheses is the total number of respondents to the item in that particular population level category.
eAll respondents indicated an affirmative response to this item, therefore, it was not possible to test the hypothesis.
those with a population size of 30,000–99,999, 93% indicated the same. And of those with a population size of 100,000 and up, 92% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .46. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with job responsibilities as a part of curriculum.

**Background Information—Item 13**

This item concerns itself with establishing background information about corrections and criminal justice as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

**Descriptive theory—Hypothesis 3A-13.** It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979–80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 15 contains the data pertaining to Hypothesis 3A-13. Reading from the table, it is discovered that of those respondents who were from a county population of 0–29,999, 75% indicated
that corrections and criminal justice information was a part of curriculum. Of those with a population size of 30,000–99,999, 71% indicated the same. And of those with a population size of 100,000 and up, 57% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .53. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with corrections and criminal justice information as a part of curriculum.

**Normative theory—Hypothesis 3B-13.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979–80*, and training-component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 15 contains the data pertaining to Hypothesis 3B-13. Reading from the table, it is discovered that of those respondents who were from a county population size of 0–29,999, 95% indicated that corrections and criminal justice information should be a part of curriculum. Of those with a population size of 30,000–99,999, 93% indicated the same. And of those with a population size of 100,000 and up, 85% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .57. Therefore,
using an alpha of .25, the null hypothesis was supported. The re-
search hypothesis predicting no difference among the three popula-
tion subgroups was supported for the normative item which deals with
corrections and criminal justice information as a part of curriculum.

Rehabilitation--Item 14

This item deals with establishing rehabilitation information as
a part of curriculum. To follow are the results from the two hypothe-
ses (one normative and one descriptive) dealing with the item and the
population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-14. It is hypothesized that
no relationship exists between the population size of the county in
which the respondent is employed as sheriff, determined by population
figures taken from the Michigan Manual, 1979–80, and the training
component items reported by the sheriffs as existing in the person's
jail (descriptive theory).

Part of Table 15 contains the data pertaining to Hypothesis
3A-14. Reading from the table, it is discovered that of those respon-
dents who were from a county population of 0-29,999, 53% indicated
that rehabilitation was a part of curriculum. Of those with a popu-
lation size of 30,000-99,999, 69% indicated the same. And of those
with a population size of 100,000 and up, 71% indicated the same.
The probability of getting this same or larger difference among the
three percentages, if the null hypothesis of no difference is true,
is equal to .47. Therefore, using an alpha of .25, the null
hypothesis was supported. The research hypothesis predicting no dif-
ference among the three population subgroups was supported for the
descriptive item which deals with rehabilitation as a part of curri-
culum.

Normative theory—Hypothesis 3B-14. It is hypothesized that no
relationship exists between the population of the county in which the
respondent is employed as sheriff, determined by population figures
taken from the Michigan Manual, 1979-80, and training component items
reported by the sheriffs as necessary for a jail training program
(normative theory).

Part of Table 15 contains the data pertaining to Hypothesis
3B-14. Reading from the table, it is discovered that of those respon-
dents who were from a county population size of 0-29,999, 84% indi-
cated that rehabilitation should be a part of curriculum. Of those
with a population size of 30,000-99,999, 85% indicated the same. And
of those with a population size of 100,000 and up, 92% indicated the
same. The probability of getting this same or larger difference
among the three percentages, if the null hypothesis of no difference
is true, is equal to .78. Therefore, using an alpha of .25, the null
hypothesis was supported. The research hypothesis predicting no dif-
ference among the three population subgroups was supported for the
normative item which deals with rehabilitation as a part of curri-
culum.
Security--Item 15

This item establishes security information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-15. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979–80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 15 contains the data pertaining to Hypothesis 3A-15. Reading from the table, it is discovered that of those respondents who were from a county population of 0–29,999, 95% indicated that security was a part of curriculum. Of those with a population size of 30,000–99,999, 93% indicated the same. And of those with a population size of 100,000 and up, 93% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .96. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with security as a part of curriculum.
Normative theory--Hypothesis 3B-15. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 15 contains the data pertaining to Hypothesis 3B-15. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 100% indicated that security should be a part of curriculum. Of those with a population size of 30,000-99,999, 100% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. Since there was 100% affirmative response to the item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that security be a part of curriculum.

Human Behavior--Item 16

This item deals with establishing information pertaining to understanding human behavior as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory--Hypothesis 3A-16. It is hypothesized that no relationship exists between the population size of the county
which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 15 contains the data pertaining to Hypothesis 3A-16. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 75% indicated that understanding human behavior was a part of curriculum. Of those with a population size of 30,000-99,999, 86% indicated the same. And of those with a population size of 100,000 and up, 64% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .42. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with understanding human behavior as a part of curriculum.

**Normative theory—Hypothesis 3B-16.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 15 contains the data pertaining to Hypothesis 3B-16. Reading from the table, it is discovered that of those
respondents who were from a county population size of 0-29,999, 100% indicated that understanding human behavior should be a part of curriculum. Of those with a population size of 30,000-99,999, 100% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. Since there was 100% affirmative response to the item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that understanding human behavior be a part of curriculum.

Custody—Item 17

This item deals with establishing custody information as a part of curriculum. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory—Hypothesis 3A-17. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 15 contains the data pertaining to Hypothesis 3A-17. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 95% indicated that custody was a part of curriculum. Of those with a population size of 30,000-99,999, 93% indicated the same. And of those with a
population size of 100,000 and up, 93% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .96. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with establishing custody information as a part of curriculum.

Normative theory—Hypothesis 3B-17. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 15 contains the data pertaining to Hypothesis 3B-17. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 100% indicated that custody should be a part of curriculum. Of those with a population size of 30,000-99,999, 100% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. Since there was 100% affirmative response to the item, it was not possible to test the hypothesis. However, the results do suggest that there was complete agreement that custody be a part of curriculum.
Summary

No difference was found in the reported existing training programs among the small (0-29,999), medium (30,000-99,999), and large (100,000 and up) county population sizes. No difference was found in the perceptions of what the curriculum component should contain among the small, medium, and large county population sizes. It should be noted that for three items (security, understanding human behavior, and custody) the normative hypotheses could not be tested as there was 100% affirmative response to the items.

Standard Operating Procedures Component and County Population Size

Within this section the hypotheses concerning the standard operating procedures component and the population size of the county in which the sheriff is employed will be presented. The component has been broken down into items. The items collectively are the component. The hypotheses deal with the relationship between these items and the population size of the county in which the sheriff is employed.

Both normative and descriptive theory hypotheses are presented for each item. The first hypothesis deals with the relationship between the county population size where the sheriff is employed and what is their present program (descriptive theory). The second hypothesis deals with the relationship between the county population size where the sheriff is employed and what they state should be in programming (normative theory).
Construction—Item 18

This item states that if standard operating procedures are not preexisting, they are to be constructed by jail training staff. To follow are the results from the two hypotheses (one normative and one descriptive) dealing with the item and the population size of the county in which the sheriff is employed.

Descriptive theory—Hypothesis 3A-18. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).

Part of Table 16 contains the data pertaining to Hypothesis 3A-18. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 74% indicated that standard operating procedures were constructed by training staff. Of those with a population size of 30,000-99,999, 86% indicated the same. And of those with a population size of 100,000 and up, 90% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .49. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with construction of standard operating procedures.
Table 16

Relationship Between the Population Size of the Counties in Which Sheriffs Are Employed and Their Perceptions of the Existence and Need of the Standard Operating Procedures Component

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Population level</th>
<th>Descriptive</th>
<th>Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent of affirmative responses</td>
<td>Percent of affirmative responses</td>
</tr>
<tr>
<td>18. If not already existing, S.O.P.'s are constructed by training staff.</td>
<td>000-029</td>
<td>74 (19)</td>
<td>100 (18)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>86 (14)</td>
<td>.49</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>90 (10)</td>
<td>100 (9)</td>
</tr>
<tr>
<td>19. Presented during related curricula sections.</td>
<td>000-029</td>
<td>60 (20)</td>
<td>95 (19)</td>
</tr>
<tr>
<td></td>
<td>030-099</td>
<td>64 (14)</td>
<td>.97</td>
</tr>
<tr>
<td></td>
<td>100-up</td>
<td>62 (13)</td>
<td>100 (12)</td>
</tr>
</tbody>
</table>

aPopulation is measured in thousands.

bIs based upon the total respondents in the category.

c$^c$ is the probability derived as a result of the chi-square test.

dIn the parentheses is the total number of respondents to the item in that particular population level category.

**Normative theory—Hypothesis 3B-18.** It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the *Michigan Manual, 1979-80*, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 16 contains the data pertaining to Hypothesis 3B-18. Reading from the table, it is discovered that of those

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respondents who were from a county population size of 0-29,999, 100% indicated that standard operating procedures should be constructed by training staff. Of those with a population size of 30,000-99,999, 93% indicated the same. And of those with a population size of 100,000 and up, 100% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .37. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with construction of standard operating procedures.

Presentation—Item 19

This item states that standard operating procedures are presented during related curricula sections. To follow are the results of the two hypotheses (one normative and one descriptive) dealing with the population size of the county in which the sheriff is employed.

Descriptive theory—Hypothesis 3A-19. It is hypothesized that no relationship exists between the population size of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and the training component items reported by the sheriffs as existing in the person's jail (descriptive theory).
Part of Table 16 contains the data pertaining to Hypothesis 3A-19. Reading from the table, it is discovered that of those respondents who were from a county population of 0-29,999, 60% indicated that standard operating procedures were presented during related sections. Of those with a population size of 30,000-99,999, 64% indicated the same. And of those with a population size of 100,000 and up, 62% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .97. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the descriptive item which deals with presentation of standard operating procedures.

Normative theory—Hypothesis 3B-19. It is hypothesized that no relationship exists between the population of the county in which the respondent is employed as sheriff, determined by population figures taken from the Michigan Manual, 1979-80, and training component items reported by the sheriffs as necessary for a jail training program (normative theory).

Part of Table 16 contains the data pertaining to Hypothesis 3B-19. Reading from the table, it is discovered that of those respondents who were from a county population size of 0-29,999, 95% indicated that standard operating procedures should be presented during related sections. Of those with a population size of 30,000-99,999, 93% indicated the same. And of those with a population size
of 100,000 and up, 100% indicated the same. The probability of getting this same or larger difference among the three percentages, if the null hypothesis of no difference is true, is equal to .66. Therefore, using an alpha of .25, the null hypothesis was supported. The research hypothesis predicting no difference among the three population subgroups was supported for the normative item which deals with presentation of standard operating procedures.

Summary

No difference was found in the perceptions of what the standard operating procedures component should contain among the small (0-29,999), medium (30,000-99,999), and large (100,000 and up) county population sizes. No difference was found in the reported existing training programs among the small, medium, and large-county population sizes.

Dummy Items

As stated previously, dummy items were placed in the questionnaire to reduce bias. These items were feasible and were purposely so to preserve the integrity of the questionnaire. The respondents were asked to react to the dummy items in the same fashion as the valid items. The data concerning the dummy items appear in Table 17.

Table 17 contains the data pertaining to the five dummy items of the questionnaire. Reading from the table, it is discovered that in only two instances the probability of getting the same or larger difference between the two percentages, if the null hypothesis of no
Table 17

Relationship Between the Independent Variables Pertaining to the Sheriffs and Their Perceptions of the Existence and Need of the Training Components—Dummy Items

<table>
<thead>
<tr>
<th>Item from survey</th>
<th>Population(^a)</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Descriptive (\bar{P})</td>
<td>Normative (P)</td>
<td>Descriptive (\bar{P})</td>
</tr>
<tr>
<td>Program scheduling should accommodate jail activities above all other considerations</td>
<td>.54</td>
<td>.24</td>
<td>.27</td>
</tr>
<tr>
<td>Participants are graded on their learning exercises performance</td>
<td>.39</td>
<td>.27</td>
<td>.98</td>
</tr>
<tr>
<td>Transactional analysis therapy is a part of curriculum</td>
<td>.45</td>
<td>.35</td>
<td>.03</td>
</tr>
<tr>
<td>Psychiatric behavior classification is a part of curriculum</td>
<td>.64</td>
<td>.65</td>
<td>.03</td>
</tr>
<tr>
<td>Each participant receives a copy of all standard operating procedures</td>
<td>.82</td>
<td>.64</td>
<td>.28</td>
</tr>
</tbody>
</table>

\(^a\)Is the collapsed category of subgroups of the sheriffs for each independent variable.

\(^b\)\(\bar{P}\) is the probability derived as a result of the chi-square test based upon the percentage of affirmative responses to the item.
difference is true, was less than .25 (the established alpha). Therefore, in all instances but the two previously mentioned instances, the null hypothesis was supported.

The two items where the probability was less than .25 were a part of the curriculum component. Both these items have been a part of training program curricula in the past.

Summary

After reviewing the responses made by the respondents to the dummy items, several statements can be made. First, in general there was no relationship found between the independent variables pertaining to the sheriffs and the perceptions held by the sheriffs concerning the existence and need for the training components. Secondly, the curriculum component deviated from this statement. Two items were chosen by the sheriffs. In the next section, concerning rank ordering, it will be seen that the curriculum component was also inconsistent in respect to rank ordering.

Rank Ordering

Rank ordering occurred in the questionnaire as a check on the dummy item procedure. A respondent may have chosen an item to be safe—to insure something has not been left out. If he chose the dummy item but ranked it low, the purpose of the dummy items procedure was preserved. Table 18 contains the data pertaining to the rank ordering of the five dummy items.
Table 18
Rank Ordering of Dummy Items

<table>
<thead>
<tr>
<th>Component</th>
<th>Item from survey</th>
<th>Average ranking of item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program scheduling</td>
<td>Program scheduling should accommodate jail activities above all other considerations</td>
<td>3&lt;sup&gt;a&lt;/sup&gt; (1-3)&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Learning exercises</td>
<td>Participants are graded on their learning exercises performance</td>
<td>3 (1-5)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Transactional analysis therapy is a part of curriculum</td>
<td>7 (1-8)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Psychiatric behavior classification is a part of curriculum</td>
<td>5 (1-8)</td>
</tr>
<tr>
<td>Standard operating procedures</td>
<td>Each participant receives a copy of all standard operating procedures</td>
<td>1.5 (1-3)</td>
</tr>
</tbody>
</table>

Note. Total number of respondents was 29 out of total population of 59.

<sup>a</sup>Is the average obtained (with 1 being the most important).

<sup>b</sup>In parentheses is the range of ranking for each item within its respective component.

Reading from the table it is discovered that three of the five items were ranked low by the respondents. The item from the program scheduling component ranked third out of three. The item from the learning exercises component ranked third out of five. The item from the standard operating procedures ranked 1.5 out of three. The two items from the curriculum component ranked high (fifth and seventh out of eight).
Of the 59 respondents only 29 completed the rank ordering. Some respondents partially completed the rank ordering. The writer only used completed rank ordering in the compilation of the averages in Table 18.

Summary

Except for the items of the curriculum component, the dummy items were ranked low by the sheriffs. The items of the curriculum component were ranked high by the sheriffs perhaps due to the fact that they have been a part of curricula in the past.

Summary

This chapter began with a brief discussion of the nonrespondents in the survey. Following this discussion was a detailed explanation of the organizational format of the presentation of the results.

The second section of the chapter presented two areas. First, each hypothesis was presented along with the data pertaining to each hypothesis. Generally, no support was found for a relationship between the variables and the descriptive and normative theory presented in the questionnaire. Secondly, the descriptive and normative theory results for each hypothesis was reported. In general, there was high usage of the components proposed in the questionnaire and high agreement with the necessity for the components to be a part of training programs.

In the third section of the chapter, dummy items were discussed. A review of the dummy item responses revealed that they were not
generally chosen.

In the fourth section of this chapter rank ordering was discussed. This presentation revealed that if dummy items were chosen, they were ranked low in ordering except in the curriculum component.

Chapter VII presents a discussion of the conclusion drawn concerning the data analysis reported in this chapter. Recommendations for further and future research are offered.
CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the present state of in-service training for correctional officers in Michigan county jails. To this end three areas were investigated. The first was concerned with an examination of nationwide programming in corrections. Secondly, an examination of the current programs operating in Michigan county jails was accomplished. Lastly, a survey of Michigan sheriffs was performed pertaining to descriptive and normative theory of in-service training.

These three areas are interrelated. They all address the issues of what is present programming and what should be programming according to professionals in the field. Reviewing state and nationwide training programs and related materials enabled the writer to establish descriptive theory explaining what is being presently utilized in training. By surveying the Michigan sheriffs, descriptive and normative theory could be obtained specific to Michigan county jails. Also, the responses of the individuals could be compared to established literature. Relationship between subgroups of respondents could be investigated to establish further existing programming and professional opinions pertaining to training.

Specifically, this survey investigated the differences among sheriff subgroups pertaining to their views of what is presently the status of in-service training (descriptive theory) and what should
such training be like (normative theory). The subgroups were developed from demographic variables concerned with the education and experience of the sheriff and the county population size.

Conclusions

This chapter presents the conclusions drawn from the three areas of investigation presented above. The conclusions are presented within appropriate sections. In addition, the chapter presents implications of the conclusions and recommendations for future research. A summary of discussions concludes this chapter.

National and Michigan Training Programs

After reviewing national programming in addition to programs specific to Michigan, several conclusions can be drawn concerning both. The presentation of the conclusions concerning nationwide programs will be followed by the conclusions concerning Michigan programming.

Nationally programs have been in existence for several years. Their origins are in the penal system and its training programs. Research, study, and implementation are more consistent and prevalent throughout states other than Michigan. A few states have quite sophisticated programming. But at large there is still a lack of programming nationwide.

Michigan's training programs for correctional officers are neophytes in comparison to national programs. Generally, Michigan's programs are partial presentation given at varying periods of time.
There was little consistency from county to county except in the Wayne-Oakland-Macomb areas where consistency was evident.

Within the state of Michigan communication and information pertaining to training programs is scattered and unorganized. For example, during the survey it was discovered that 16 training programs were reported to be in operation. But, according to the Office of Jail Facilities of the Michigan Department of Corrections, there were only three operating training programs in Michigan county jails, with two more to be established that year. Yet, the questionnaire distributed to the county sheriffs indicated there were 16 training programs in existence, which met the criteria of the American Correctional Association's definition of in-service training (as it appeared in the Purpose and Objectives section of Chapter I). The writer can only offer speculation as to why this discrepancy exists. Perhaps the Office of Jail Facilities of the Michigan Department of Corrections is unaware of recent programming. They were unaware of the closing of two county jails.

This writer established three specific questions to determine if an in-service training program existed according to the American Correctional Association's definition. The writer actually made the final decision as to whether a program did exist or not. Therefore, the discrepancy did not originate with the misinterpretation of the questionnaire. Another possibility could be misrepresentation in responses. This may have been done to insure an appropriate "image." Again, this is most assuredly speculation upon the part of the writer.
Summary. Both on the national level and in Michigan there is a lack of training programs for correctional officers. In the state of Michigan communication and knowledge about training is generally poor, both from county to county and statewide. An awareness of training appears to have only just begun in Michigan.

Survey of Michigan Sheriffs

In the following discussion the results of the survey of Michigan sheriffs will be presented. This survey was distributed to all county sheriffs operating county jail facilities. The conclusions drawn from this survey will be discussed in the organizational format of the training components. Each component will be briefly explained and then the conclusions pertaining to the component will be related. Survey trends will also be presented.

The writer chose three variables from the survey to investigate. These variables were education of the sheriff, experience of the sheriff, and population size of the county in which the sheriff is employed. These variables were examined pertaining to descriptive theory regarding training for correctional officers (obtained through a review of the literature). The writer anticipated no relationship between the three variables and the theory. The writer contends this lack of relationship between demographic information and theory exists because training programming in Michigan is based perhaps upon personal or jail priorities rather than acquired training theory.

Although no relationship was anticipated, the investigation was necessary. No relationship would indicate that sheriffs have little
insight into training. Lack of insight could lead to lack of programs and lack of commitment to training. This must be corrected to improve the professional status of the correctional officer and the correctional facility.

In addition to reviewing these relationships, descriptive and normative theory trends were established for Michigan sheriffs. These trends are presented for each training component as they are discussed concerning the demographic variables. The following are the conclusions and trends established from the survey, presented in the original component format.

**Instructor training component.** This component is a method to prepare instructors in a jail facility for an in-service training program for correctional officers. This method includes learning theories, lesson planning, and training curriculum development.

The research hypotheses were concerned with the education level of the respondent (high school or college) and normative and descriptive theory held by the respondent. For all items of this component support was found for the research hypotheses. This indicates no relationship exists between the educational level of the respondent and the normative or descriptive training theory held by the respondent concerning instructor training. This would indicate that whether instructor training was existent or nonexistent was not related to whether the sheriff had a high school education or a college education.
For the research hypotheses concerning the experience of the respondent (above and below an experience median), support was found for all items within the component. This again indicates no relationship exists between the experience of the respondent and the normative or descriptive training theory held by the respondent. This would indicate that whether programming was similar or dissimilar was not related to the amount of experience the sheriff possessed.

For the county population size research hypotheses (three subgroups based upon recent population figures), support was also found. All items within the instructor training component supported the research hypotheses but two. The first was the descriptive and normative theory of the item pertaining to minimum education and experience requirements. No support was found for the research hypotheses. This would indicate that there may be some correlation between the size of a county and its perceptions of the qualifications of instructors for training. This may be related to the greater sophistication of the larger counties. The second item which did not support the research hypotheses was concerned with the need for a practice teaching requirement for instructors. This indicates perhaps there may be a relationship between the normative theory of this item and the population size of the county. Again, the writer proposes that the sophistication of the larger counties may affect this.

The trends established in the survey concerning the education of the respondent indicated that there was generally low usage (low descriptive theory agreement) but a strong need was seen by both groups
for this component (high normative theory agreement). It was also indicated that the college educated used the component with greater frequency than the high school educated sheriffs.

The trends concerning the experience of the respondent established that there was low usage of the items of the component (descriptive theory agreement) for both groups (above and below experience median). There was a moderate to strong need seen for the component (normative theory) by both groups.

The trends which developed concerning the county population size indicated the items were used in training programs more frequently by the larger populations than the smaller populations (descriptive theory agreement). There was a moderate need seen for the component in the small populations; a strong need seen in the larger populations (normative theory).

Program scheduling component. Succinctly, this component is an administrative task which is a process individualized to meet the needs and resources of each jail. Basic learning and teaching principles are to be developed accordingly.

The research hypotheses concerning descriptive theory and the educational level of the respondents were not supported. This would indicate that program scheduling differences from jail to jail may be related to the educational level of the sheriff. The research hypotheses concerning the educational level of the respondent and the normative theory (that the component should be a part of training) were supported. This would indicate that variances in opinions concerning
what should be involved in program scheduling is not necessarily re-
related to the education of the sheriff.

The research hypotheses concerning both the experience level of
the sheriff and the county population size were supported. This
would indicate that no relationship existed between program schedul-
ing differences from jail to jail and either experience of the sher-
iff or county population size. It would also indicate no relation-
ship existed between perceptions of scheduling held by the sheriffs
and the two variables.

The trends established by the survey were similar for all three
variables. There was low usage of the component (descriptive theory)
and a high need seen for the component (normative theory). It must
be noted that the component was utilized by college educated sheriffs
to a greater degree than high school educated sheriffs. The writer
proposes that educational insight may be a factor in establishing
priorities concerning training.

Learning exercises component. Learning exercises, or task pro-
ficiency exercises, bring activity to the learning situation and in-
crease applicability of material.

The research hypotheses concerned with the educational level of
the respondent and the normative and descriptive theory held by the
respondent were all supported except in one item. This indicates
that the use of learning exercises by sheriffs in their training pro-
gram is not related to their educational level. One item of the com-
ponent deviated from this. The descriptive and normative theory of
the item dealing with actual job performance being a part of learning exercises did not support the research hypotheses. There seemed to be some kind of relationship between education and this item. Perhaps college educated respondents more clearly perceived the value of the component.

For all the research hypotheses concerned with the experience of the sheriff (above or below an experience median) and the normative and descriptive theory held by the sheriff, there was support. This indicates that no relationship exists between the use of, or need seen for, the learning exercises component and the experience level of the respondent.

Concerning the research hypotheses dealing with the county population size and the theory held by the respondent, there was a difference between normative and descriptive theory results. Support was found for the research hypotheses concerning descriptive theory; no support was found for the research hypotheses dealing with normative theory. This would indicate that population size had no relationship to actual use of the learning exercises component by the sheriffs. But, there appeared to be a relationship indicated between the need seen for the component and the population size. The larger counties were generally more familiar with training and perhaps were more sophisticated in their understanding of the use of the component.

The trends concerning the education research hypotheses established that the college educated sheriffs had slightly greater usage of the items of the component (descriptive theory agreement) than the high school educated sheriffs. There was a moderate to strong
need seen for this program (normative theory agreement) by both groups of sheriffs.

The trends concerning the experience research hypotheses established a moderate usage of the items of the component (descriptive theory agreement) by both groups. There was a strong need seen (normative theory) for the component by both groups.

The trends of the population research hypotheses established low usage of the items of the component (descriptive theory agreement). There was moderate need seen for the items of the component (normative theory).

Curriculum component. Curriculum for a training program for correctional officers should address itself to security and custody issues and procedures; and to theory and philosophy relevant to correctional custodial care.

For the research hypotheses dealing with the educational level of the sheriffs and the descriptive and normative theory held by the sheriffs, no support was found for all hypotheses except those dealing with rehabilitation as a part of curriculum. This may indicate that there was perhaps a relationship between the use of curriculum and the educational level of the respondent. It may also indicate a relationship between the need seen for certain topics within curriculum and educational level of the sheriffs. This was true except in the instance of the rehabilitation items. There was no relationship. Using conjecture it may be that rehabilitation is a controversial issue which may have elicited an emotionally laden response rather
than one based upon experience and knowledge (many individuals have
strong opinions concerning interjecting rehabilitation into a correc-
tional officers training curriculum).

The research hypotheses concerning both the experience level of
the sheriff and the county population size were supported. This
would indicate that no relationship existed between curriculum dif-
ferences in training programs from jail to jail and either the expe-
rience of the sheriff or county population size. It also would indi-
cate no relationship existed between perceptions of curriculum held
by the sheriffs and the two variables.

The trends concerning the education research hypotheses estab-
lished greater usage of items of the component by the college edu-
cated sheriffs (descriptive theory agreement) than the high school
educated sheriffs. A strong need was seen by both groups for the
items of the component (normative theory agreement).

Trends for the experience research hypotheses established mod-
erate usage of the items of the component (descriptive theory agree-
ment) by both groups. There was a strong need seen for the component
(normative theory) by both groups.

The population research hypotheses revealed trends which indi-
cated variation in responses for each descriptive theory item within
the component for all three population sizes. There was strong agree-
ment for the need of the items of the component (normative theory).

**Standard operating procedures component.** Standard operating
procedures make curriculum relevant and meaningful which increases
the learning. It is a necessary aspect of a training program.

For this component the results of the testing of the research hypotheses was the same for the variables of education, experience, and county population size. In all three instances, support was found for the research hypotheses. This indicates that neither the educational or experience level of the sheriff, nor the county population size, is related to the utilization of the standard operating procedures component or the need seen for this component.

Trends established for the education research hypotheses indicated items were used with more frequency by the college educated sheriffs (descriptive theory agreement), but the difference between the college educated and the high school educated sheriffs was less than with the other components. A high need was seen for the component (normative theory agreement).

The trends for the experience research hypotheses established that sheriffs below the experience median utilized written standard operating procedures to a greater degree than sheriffs above the experience median (descriptive theory agreement). Both groups responded to a strong need for the standard operating procedures component (normative theory).

Trends for the population research hypotheses indicated there was moderately high use of the items of the component (descriptive theory agreement) and a strong need seen for the items of the component (normative theory).
Summary. A summary of the trends established by the data analysis is following. First the normative research hypotheses will be discussed, then the descriptive hypotheses.

There was little difference in the normative theory responses for all respondents for the three demographic variables. In other words, the normative theory held by the sheriffs differ little from one variable to the next. If a high need was seen for a component, it was seen consistently high through all three variables. For all components there was a strong need seen except the learning exercises component. There, a moderate need was seen by the sheriffs.

There was greater variation of responses among the three variables for descriptive theory than normative theory. For the education variable there was greater agreement with the questionnaire's descriptive theory for college educated sheriffs than high school educated sheriffs. But for the experience variable, there was no difference in responses between the two subgroups of sheriffs. Between these two variables is the county population variable which had occasional variance in responses among the three subgroups.

This discussion perhaps indicates that general agreement exists with training programs, but usage of the components is lacking.

Nonrespondents

Approximately one-third of the respondents did not participate in the survey. The writer can only guess at how this affected the survey results. It is not known whether these individuals have established training programs.
These individuals could have affected the normative and descriptive theory trends substantially. Of course, the nonrespondents could also influence the results of the hypotheses, but to perhaps a lesser degree than the trends. There were few hypotheses supported that were perhaps a borderline situation (close to the .25 alpha). If these hypotheses for individual theories, which were close to the .25 alpha, were affected, they were few enough to not really make a difference concerning the results of the component overall.

In summary, it would appear that the nonrespondents would affect the study results marginally. They may affect the trends of the study to a greater degree as these trends were not always as clearly delineated as the hypotheses results.

Items of Total Agreement

For three normative items there was 100% affirmative response by the sheriffs. This was true for all six research hypotheses. These three items were in the curriculum component. Although not all sheriffs had them as a part of the programs they were viewed as necessary to programming. These items were security, understanding human behavior, and custody. This agreement by all sheriffs obviously was independent of the respondents' characteristics (education, experience, and the county population size in which the respondent was employed).

Implications of Conclusions

The writer began this study with the basic premise that professionalism must be established in today's correctional facilities, as
those facilities are being subjected to societal expectations greater than ever before. A fundamental way to increase professionalism is through training.

In investigating Michigan county jails, the writer began with individuals responsible for training to determine their perceptions of training programs (or their professionalism towards training). It was discovered that the sheriffs' perceptions were unrelated to their experience, education level (except in curriculum matters), or population size of the county in which they are employed. This would indicate a lack of sophistication or professionalism at this vital level. For training to exist and contribute to the professionalism of the correctional facility, these crucial individuals must assume an appropriate attitude and knowledge concerning training. Today, perhaps they do not, as would be indicated by this study.

This study implies that knowledge and experience with training are lacking, as are actual training programs. This situation must be corrected if today's correctional facility is going to successfully meet the demands of society being placed upon it.

Recommendations for Future Research

It was the writer's main concern in the undertaking of the study to add to the marginal amount of literature concerning the training of correctional officers in a county jail setting. Literature existing is fragmented. It is hoped that this study can be a beginning to development of future research. The major focus of future research, in this area, is needs assessment. A systematic and encompassing
assessment for all situations should be made to determine the start-
ing point for training program development.

Future research should include determining what the correctional officer assesses to be pertinent to training. Training participants should be surveyed in an organized fashion for their professional opinion.

The future research must include further structuring and development of training programs. This academic research should be the foundation of program development.

Along this line a program format, flexible enough to accommodate the needs of the individualized jails, could be developed through academic and professional expertise research. Uniformity and structure are lacking in present training programs and could be established through research to these ends.

Additionally, personal interviews of professionals in the fields of corrections and criminal justice would be valuable research. At this point, there is no survey existing which does systematic and uniformly review the professional opinion.

It is the writer's opinion that training for correctional officers in a county jail setting is in an embryonic stage of development. Thusly, research must begin at initial stages to establish a firm base for program development.

Summary

It was the purpose of this research study to obtain descriptive and normative theory pertaining to the training programming for
correctional officers in a county jail setting. This information can be used as a base from which training could be developed.

This study can also be used as a beginning point for future research concerning training in the field of corrections. Research that is so apparently necessary to program development but lacking.

It is the definitive hope of the writer that individuals reading this study will gain knowledge and insight into the present state of training for correctional officers in county jails, and perhaps become motivated to continue where this study ends.
REFERENCE NOTES


APPENDICES
Appendix A

Questionnaire
PART I
Instructions

1. Read the definition for the topic.
2. Answer column A by circling yes or no.
3. Answer column B by circling yes or no.
4. Rank order, according to their importance, the items you will circle from Column B. Items within each topic are to be ranked. When ranking, begin with one (1) as the most important ending with 4, 8, or 3 depending on how many items are to be ranked.

EXAMPLE:
What are the necessary tasks involved in buying a home?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this in your program? (Do you do this?)</td>
<td>Should this be a part of your program?</td>
<td>Rank in order of importance items from column B</td>
</tr>
<tr>
<td>1. learn the age of home</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>2. learn of structural problems</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>3. learn tax problems</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>4. learn price of home</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>5. find out names of previous owners</td>
<td>yes no</td>
<td>yes no</td>
</tr>
</tbody>
</table>

COLUMN A is asking if this item is a part of your present training program for Correctional Officers in your jail. This program must have been presented to your custodial staff within the past 12 months. It must be a formal program. Individual orientation for new employees should not be considered a training program FOR THE PURPOSES OF THIS STUDY.

COLUMN B asks your professional opinion as to whether the item should be a part of training for Correctional Officers in a jail.
Program Scheduling

Program Scheduling is defined as the format of the training; or the number of hours and times during a week the training will be presented.

The following three items describe program scheduling:

1. individualized for each jail
2. should accommodate jail activities above all other considerations
3. should accommodate the needs and resources of each jail

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS this in your program?</td>
<td>SHOULD this be?</td>
<td>Rank IMPORTANCE of Column B items</td>
</tr>
<tr>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
</tbody>
</table>

If you have any additional comments, write them here:
Instructor's Training

Instructor's Training is defined as training sessions presented to the individuals who will be teaching the training for the Correctional Officers.

The following five items describe instructor's training:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>instructors must</td>
<td>IS this in your program?</td>
<td>SHOULD this be?</td>
</tr>
<tr>
<td></td>
<td>meet minimum educational and experience requirements</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>2.</td>
<td>curriculum for Correctional Officers training is developed</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>3.</td>
<td>practice teaching for Instructors is required</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>4.</td>
<td>teaching methods presented</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>5.</td>
<td>learning theories presented</td>
<td>yes no</td>
<td>yes no</td>
</tr>
</tbody>
</table>

If you have any additional comments, write them here:
Learning Exercises

A Learning Exercise is defined as an activity performed by training participants to practice a newly learned task.

The following five items describe learning exercises:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>exercises are performed by the training participants</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>2.</td>
<td>participants are graded on their performance</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>3.</td>
<td>exercises include role playing (acting out a situation)</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>4.</td>
<td>exercises include actual job performance</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>5.</td>
<td>exercises are completed during related curricula sections</td>
<td>yes no</td>
<td>yes no</td>
</tr>
</tbody>
</table>

If you have any additional comments, write them here:
Standard Operating Procedures (S.O.P.'s)

Standard Operating Procedures are defined as written documents which put into operation stated policy.

The following three items describe standard operating procedures:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS this in your program?</td>
<td>SHOULD this be?</td>
<td>Rank IMPORTANCE of Column B items</td>
</tr>
<tr>
<td>1. each participant receives a copy of all standard operating procedures</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>2. if not already existing, standard operating procedures to be constructed by jail training staff</td>
<td>yes no</td>
<td>yes no</td>
</tr>
<tr>
<td>3. presented during related curricula sections</td>
<td>yes no</td>
<td>yes no</td>
</tr>
</tbody>
</table>

If you have any additional comments, write them here:
Curriculum

Curriculum is defined as the information presented during training.

The following eight items are topics or areas of curriculum:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. transactional analysis therapy</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>2. job responsibilities of the Correctional Officer</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>3. background information about the Corrections and Criminal Justice fields</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>4. psychiatric behavior classification</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>5. rehabilitation</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>6. security</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>7. understanding human behavior</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
<tr>
<td>8. custody</td>
<td>yes no</td>
<td>yes no</td>
<td></td>
</tr>
</tbody>
</table>

If you have any additional comments, write them here:
PART II

Instructions

Circle the correct answer, or when necessary, write the correct answer. Please answer all questions.

1. In the past 12 months, has your jail had training for all Correctional Officers employed within the jail?
   1. Yes
   2. No

2. In the past 12 months, has your jail had training for new Correctional Officers only?
   1. Yes
   2. No

3. Is training ongoing (presented yearly)?
   1. Yes
   2. No

4. Are you responsible for training in the jail?
   1. Yes
   2. No

5. What is your education level?
   1. High school
   2. College degree (undergraduate)
   3. Master's
   4. Doctorate
   5. Other

   If other, state: ________________________________

6. How many years have you been employed at the jail prior to being a Sheriff?

   ________________________________

7. How many years have you been a Sheriff?

   ________________________________

8. If you have any additional comments, write them here:

   ________________________________
Appendix B

Cover Letter
May 1, 1980

Dear Sheriff:

Enclosed is a questionnaire surveying Michigan county jail inservice training for Correctional Officers. Each county jail in Michigan is being sent the same questionnaire. Each Sheriff is being asked to respond, as the final responsibility for training lies with the office of Sheriff.

This survey is being conducted with the knowledge of the Michigan Department of Corrections—Office of Jail Facilities. The information gathered will be used to develop a profile of training in Michigan county jails for a doctoral dissertation. All responses will be strictly confidential. You are not asked to identify yourself on the questionnaire. The questionnaire is coded to aid in collection of data. This code will be destroyed as soon as the questionnaires are returned.

Please return the questionnaire in the stamped, self-addressed envelope as soon as possible.

If you have any questions concerning the survey, please contact me at Area Code 313-469-5240 during regular business hours.

Thank you for your cooperation.

Sincerely,

D.S. Karns

Uldis Smidchens, Professor

/dk
Appendix C

Follow-Up Letter
May 16, 1980

Dear Sheriff:

Enclosed is a questionnaire I recently sent to you concerning in-service training for Correctional Officers in your jail.

Often times during busy working hours, materials become unavailable when we need or want them. To assist you, I am sending this second questionnaire. If you do not need the additional questionnaire, please disregard it.

This questionnaire is an essential part of a dissertation for a doctoral degree.

Please return the questionnaire in the self-addressed, stamped envelope enclosed as soon as possible.

If I can be of further assistance, please contact me at Area Code 313-469-5240, during regular business hours.

Sincerely,

D.S. Karns

Donald Amboyer
Jail Administrator
Macomb County Jail

/dk
Encl.
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