RECIDIVISM AND INSTITUTIONAL ADJUSTMENT
OF INSTITUTIONALIZED MALE JUVENILE
DELINQUENTS INVOLVED IN A VOCATIONAL
TRAINING PROGRAM

DISSERTATION

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By

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As the juvenile delinquency rate in the United States has escalated during the past three decades, so has the effort by social scientists to prevent the development of new delinquents and to resocialize the persons already identified as delinquent by the nation's legal systems. A basic tenet of this study was that one reason for the rise in the juvenile delinquency rate in the United States is the stressing of material goals by the dominant culture while large numbers of people are not given the opportunity to obtain these goals through legitimate means. At this point, social control breaks down and the most effective course of behavior to obtain these material goals becomes acceptable, regardless of the legality of the behavior. From a theoretical viewpoint, vocational training would appear to offer the juvenile offender an effective and legal avenue for achieving the goals defined as desirable by society.

The basic purpose of this study was to investigate if placement in a cottage designated solely for juveniles involved in vocational training significantly improved the institutional adjustment and recidivism rate of institutionalized male juvenile delinquents. An additional purpose of
the study was to investigate the effects of an involvement in a vocational training program on institutional and post-release adjustment of institutionalized juvenile delinquents.

It was hypothesized that the subjects who participate in vocational training would adjust better in the institution, but, in view of related literature, would not demonstrate a significantly lower recidivism rate at a six-month follow-up. It was further hypothesized that the vocational subjects who were housed in a separate cottage would adjust better to the institution than would the vocational subjects who lived in the regular cottages.

The population for the study consisted of 120 institutionalized male juvenile delinquents. One group of 40 subjects received the vocational training and were housed in a separate cottage. The second group of 40 subjects received the vocational training and were housed in the regular cottages. The third group of 40 subjects did not receive vocational training. All of the subjects participated in the institutional programs. The two groups of vocational subjects attended vocational training at the local community college.

Institutional records were maintained concerning the subjects' behavior in the areas of escapes, admissions to the Discipline Cottage, and the frequency of attainment of privilege-level status. All subjects were pre-tested and post-tested on academic achievement tests and the academic gain
computed. After six months out of the institution, a follow-up secured information concerning recidivism.

Statistical analysis of the data supported the basic hypothesis that subjects who were involved in the vocational training, regardless of cottage placement, would adjust better to the institution. The two groups of vocational subjects had fewer admissions to the Discipline Cottage and a greater frequency of achievement of privilege-level status than did the group of subjects who did not receive vocational training. The hypothesis that vocational subjects who were housed in a separate cottage would adjust better to the institution than would the vocational subjects who were housed in the regular cottages was also supported. The vocational subjects who were housed separately had fewer escapes, fewer admissions to the Discipline Cottage, and a greater frequency of attainment of privilege-level status than either of the other two groups. The analysis also supported the hypothesis that recidivism rates would not be differentially affected by an involvement in the vocational program, regardless of the cottage placement.
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CHAPTER I

INTRODUCTION

The number of young persons who are detected, reported, or charged in connection with delinquent behavior has risen steadily since 1948. Juvenile delinquency has become a major social problem not only in the United States but in the entire industrialized world. Between 1960 and 1970, arrests of persons under eighteen years of age increased more than 110 per cent. In 1970, juveniles accounted for over 33 per cent of all arrests for robbery, 20 per cent of all arrests for forced rape, and 10 per cent of all arrests for murder in the United States (18). This rate has continued during the five-year period from 1973 through 1977 with an arrest increase of 4 per cent for persons under the age of 18 (19). Juveniles are accounting for approximately one-half of all serious crime in the United States and the rate is increasing. The reality that a significant and increasing minority of the nation's juveniles are failing in the important developmental tasks of achieving socially responsible behavior and of contributing to the life activities and welfare of their society has led to numerous attempts to reduce this rapid increase in juvenile delinquency.
Statement of the Problem

This study was conducted in order to attempt to answer this question: Does placement in a vocational cottage have a beneficial effect upon the institutional adjustment and the recidivism rate of institutionalized male juvenile delinquents involved in a vocational training program?

Background and Significance of the Study

The prevention of delinquency and the resocialization of the persons already identified by the legal system as being delinquent are the two basic approaches to the reduction of the spiraling delinquency rate in the United States. Little success has been demonstrated in the efforts to either treat or prevent delinquency (20). Congers (1) states that the reason for this general lack of success in reducing the incidence of criminal behavior is that most programs are attempting to alter well-formed behavioral patterns and personality structures rather than attempting to deal with applying prophylactic measures to potentially delinquent systems. He contends that unless this trend is reversed towards more emphasis on prevention rather than cure that it is unlikely that the delinquency rate will decline (1).

Despite support for this opinion from various sources (15, 5, 11), there is little evidence that this shift in emphasis will occur in the foreseeable future. One reason for this conclusion is that a period of escalating crime
rates does not create a favorable social climate for innovative approaches to the solution of the delinquency problem. Also, Rahau (10) points to the fact that it is very unlikely that the democratic structure of the American Society will tolerate the governmental interventions into the citizens' private lives necessary to manipulate effectively the variables found to be important in the development of delinquency. Therefore, it seems likely that, at least for the present, the American Society will continue to stress the resocialization of its delinquents.

The role of the nation's correctional institutions in this resocialization effort takes on more importance as each year thousands of first admissions are added to the nation's federal and state correctional systems (3). Within this group of first admissions, Hoover (18) and Webster (19) identify the juveniles as a group of primary concern, for the younger a person at the time of first criminal conviction by the nation's legal systems, the greater the chances of that person repeating criminal behavior at a future date. Hoover (18) reports:

Of the offenders under twenty released from the federal system in 1963, seventy-four percent were rearrested by 1969, as were seventy-two percent of those twenty to twenty-four years of age and sixty-nine percent of the offenders twenty-five to twenty-nine years (18, p. 3).

The fact that "the degree of rehabilitation which takes place in prison settings is not encouraging" (4, p. 87) has
not slowed the flow of youthful offenders into the nation's correctional institutions for juveniles. One reason for this paradox is that the purpose of the correctional institution for juveniles is a dual one. For the State of Texas, the Texas Family Code (13) defines the function of the Texas Youth Council, the agency charged with the responsibility of supervising juvenile delinquents of Texas. The Texas Youth Council is charged with the custody of a juvenile when the State courts find that the juvenile is in need of rehabilitation or that the protection of the public or of the juvenile requires that such a disposition be made (13). The correctional institution functions as an agency for the rehabilitation of the juvenile and as a control agent for the protection of the juvenile and of his society.

Attention is currently being directed by social scientists to correctional institutions for juveniles in the United States. Levy (17) contends that it is important to improve the resocialization effects of the institutions. He is interested in the effects of vocational training on the subsequent social adjustment of institutionalized juvenile delinquents. This concern is consistent with Merton's (7, 8, 9) theory of the origin of delinquency as being a natural result of a pathological societal situation. This theory holds that delinquency is caused when society stresses certain goals, and then for some reason or reasons, certain classes of people are not
given the opportunity to reach the goals that have been set (7). When this happens, a disjunction or gap is created between the expectations of the society and the reality of the environment and the socialization process breaks down. As Merton (9) states,

... the technically most effective procedure, whether culturally legitimate or not, becomes typically preferred to institutionally prescribed ... the society becomes unstable and develops what is called 'anomie' or normlessness (9, p. 135).

The intent of vocational training programs for institutionalized juveniles is to decrease the gap between the goals of the American Consumer-Oriented Society and the ability of the juveniles to reach these goals through socially acceptable channels (12). This intent is of greater importance with the juvenile than with the adult because the juvenile, even more than the adult, lacks the necessary academic and vocational skills to achieve in society (15). Because of their lack of abilities, qualifications, and insights, most delinquent youths have few legitimate means of securing the "good life" that is enticingly held out to them through the mass media of television, radio, and the printed word.

Purpose of the Study

One purpose of this study was to investigate whether placement in a cottage designated solely for juveniles involved in vocational training significantly improves the institutional adjustment and recidivism rate of institutionalized male delinquents involved in a vocational training
program. An additional purpose of this study was to investi-
gate the effects of an involvement in a vocational training
program, regardless of the cottage placement, on institutional
and post-release adjustment of institutionalized male juvenile
delinquents.

Hypotheses

To carry out the purposes of the study, the following
hypotheses were formulated:

I. The number of escapes, as a measure of institutional
adjustment, will be significantly affected by an
involvement in the vocational training program:

A. There will be significantly fewer escapes for
the group of subjects who receive vocational
training and live in the vocational cottage than
for the group of subjects who receive voca-
tional training and live in the regular cottage
setting.

B. There will be significantly fewer escapes for
the group of subjects who receive vocational
training and live in the vocational cottage than
for the group of subjects who do not receive
vocational training.

C. There will be significantly fewer escapes for
the group of subjects who receive vocational
training and live in the regular cottage setting
than for the group of subjects who do not receive vocational training.

II. Progress in academic achievement in the areas of reading and mathematics, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program:

A. During the period of institutional residence, there will be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.

B. During the period of institutional residence, there will be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who do not receive vocational training.

C. During the period of institutional residence, there will be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who receive
vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

III. The number of admissions to the Discipline Cottage, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program:

A. There will be significantly fewer admissions to the Discipline Cottage for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.

B. There will be significantly fewer admissions to the Discipline Cottage for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who do not receive vocational training.

C. There will be significantly fewer admissions to the Discipline Cottage for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

IV. Frequency of achievement of privilege-level status, as a measure of institutional adjustment, will be
significantly affected by an involvement in the vocational training program:

A. There will be significantly greater frequency of achievement of privilege-level status for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.

B. There will be a significantly greater frequency of achievement of privilege-level status for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

C. There will be a significantly greater frequency of achievement of privilege-level status for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

V. The rate of recidivism, as a measure of post-release adjustment, will not be significantly affected by an involvement in the vocational training program:

A. There will not be a significant difference in frequency of recidivism between the group of subjects who receive vocational training and
live in the vocational cottage and the group of subjects who receive vocational training and live in the regular cottage setting.

B. There will not be a significant difference in frequency of recidivism between the group of subjects who receive vocational training and live in the vocational cottage and the group of subjects who do not receive vocational training.

C. There will not be a significant difference in frequency of recidivism between the group of subjects who receive vocational training and live in the regular cottage setting and the group of subjects who do not receive vocational training.

Definition of Terms

Recidivism: When a juvenile is released from the correctional institution and then is returned to that institution or placed in another correctional institution during the six-month follow-up.

Resocialization: The process of directing the range of behavior of an individual from that which is contrary to the values of the dominant society to a range of behavior that is customary and acceptable to that society.

Escape: Any attempt to leave the school property without the permission of appropriate staff members.
Discipline Cottage: The institutional cottage to which juveniles who are exhibiting highly disruptive or destructive behavior are taken for a period of time sufficient to allow for the juvenile to restore self-control.

Privilege-Level Status: A monthly accomplishment based solely on a daily observation of the institutional behavior of the juvenile.

Juvenile: Male juvenile delinquents institutionalized in a State facility of the Texas Youth Council.

Vocational Cottage: Cottage reserved to house the juveniles involved in the vocational training program. The difference in the program of this living unit from the other living units on campus is that all the juveniles assigned to it are in the vocational program at the community college.

Limitations

The major limiting factor in this study was the inability to develop a true control group. Because of the legal and moral rights of the juveniles, it was not possible to prohibit participation in the vocational program by juveniles who wished to participate in such a program for the purpose of creating an experimental control group. The control group, therefore, consists of those juveniles who chose not to involve themselves in the vocational training program though they were qualified to do so. This difference in interest in vocational training makes it very difficult to consider
the control group equivalent to the two groups of vocational subjects. Conclusions based upon differences between the control group and the two groups of vocational subjects must be considered very tentative at best. Another limiting factor is that all of the subjects were taken from the institutional population at one state school. Generalizing the results beyond the population should be done with extreme caution.

Assumptions

It was assumed that the subjects were adequately motivated to perform on the instruments administered in this study. It was further assumed that the group of subjects who received vocational training and lived in the vocational cottage was equivalent to the group of subjects who received vocational training and lived in the regular cottage setting. This assumption was made because of the random procedure used to assign vocational subjects to either the vocational cottage or the regular cottage settings. This assignment was based solely upon occupancy levels in the living units.
CHAPTER BIBLIOGRAPHY


CHAPTER II

A REVIEW OF THE RELATED LITERATURE

The review of related literature is presented in the following sections: (1) Vocational training in Correctional Institutions for Juvenile Delinquents, (2) Studies Involving Vocational Training of Institutionalized Juvenile Delinquents, (3) Studies Involving Vocational Training of Juvenile Delinquents in Community Settings, and (4) Synthesis of the Related Literature.

Vocational Training in Correctional Institutions for Juvenile Delinquents

Weber (7) conducted a survey of the vocational training programs offered in the juvenile correction institutions in the United States. He commented that although seventy per cent of the top administrators rated vocational preparation high in their list of priorities, only seven per cent of the total budgeted funds for these institutions was allotted to develop the vocational skills of the institutionalized populations.

Levy (12) feels that a vocational training program for institutionalized juvenile delinquents is much more effective when it is conducted in a community training setting. The reason for this conclusion is that the community has many
more resources than does the institution. He feels that the correctional institution should not try to deliver the vocational training services when the community has facilities, such as community colleges, which are ready and willing to render these services. Levy notes that despite the availability of such facilities, only one-half of one per cent of the juveniles in correctional institutions in the United States are able to participate in vocational training programs outside their institutions.

McKee (9) reports that one of the problems encountered by juveniles in institutions where vocational training is available is the problem of housing. No special consideration is given to the individual needs of the juveniles involved in the vocational training. Common housing creates scheduling conflicts and, more importantly, brings the juvenile who is actively trying to rehabilitate himself through vocational training into close and frequent contact with more negative peer influences. McKee states that separate housing should be supplied for the juvenile involved in vocational training programs.

Powell (8), in a paper analyzing the employment problems of released offenders, states that parolees with vocational training are more employable at time of release than are those parolees who do not have vocational training. He also states that there is support for the idea that success on
parole is closely related to job adjustment. Therefore a promising approach to the task of assisting large numbers of offenders to readjust favorably in society would be an action program which helps the offenders to secure suitable employment and encourages them to develop the knowledge, skills, and attitudes essential for becoming established in the world of work.

Heggen (4) contends that because the released juvenile delinquents do not, for the most part, return to academic school, they are forced to secure some type of employment when they are released. They are poorly equipped for the world of work. They have little knowledge of the job demands, they are not familiar with the qualifications required to obtain jobs. Their vocational desires are unrealistic due to their lack of skill, training and poor insight about their own capacities. Because of these deficiencies, Heggen feels that vocational training for juvenile delinquents is an essential part of any rehabilitation program.

In conclusion, there is evidence that vocational training of juvenile delinquents is an important part of their rehabilitation program. Despite this fact, only a small percentage of the resources of the nation's correctional institutions is being channeled into this direction (7).
Studies Involving the Vocational Training of Institutionalized Juvenile Delinquents

Ertle (2) developed a national sourcebook as a guide to correctional training programs in the correctional institutions in the United States. In this survey, she discusses several vocational training programs currently functioning in training schools and correctional facilities for the youthful offender.

Youthful offenders in the Arizona Department of Corrections are offered the opportunity to participate in a vocational training program which is conducted in the institution but taught by personnel from the community college. Training is offered in the areas of automobile mechanics, upholstery, automotive body and fender repair, graphic arts, drafting, welding, and business receptionist. The administrators of the project report a recidivism rate of 4.5 per cent annually with an 80 per cent placement of delinquents in training related work areas following release from the institution.

An inter-agency agreement among the Illinois State Prison at Pontiac, a local community college, and the Illinois Vocational Administration, has resulted in the development of an Associate of Arts Degree program for young offenders who have been institutionalized. The program is offered at the correctional institution and uses college personnel. The
students may earn their degree in any of these five areas: culinary arts, automotive mechanics, machine shop, accounting and data processing, and drafting. The program is designed to last for two academic school years with the student receiving a certificate upon completion of the program. The program is supported by two placement specialists. The administrators report a placement rate of 52 per cent after release.

The Young Men's Reformatory at Anamosa, Iowa, also has a vocational training program. This six-month program leads to a certificate in one of the following areas: automotive body and fender repair, automotive mechanics, carpentry, food service, and welding. Of the first 225 residents to finish the program in the first four years, 60 per cent were placed in jobs after release from the institution.

Young offenders at the State Prison of Southern Michigan can take part in a unique vocational training program. The local college makes its campus available from 9:30 P.M. to 3:00 A.M. for the training of youthful offenders from the prison. These young men can study clerical skills, electronics, data processing, or machine shop. Busses transport the students to the college campus. One hundred sixteen students had started the program but no results were available.

A cooperative vocational training program for young male offenders at Fox Lake, Wisconsin, provides training within
the institution for one hundred delinquents a year. The community college provides instructors and materials. Enrollment allows for weekly admission of new students. The factor in the selection of students is their stated interest in the vocational training. Job placement is provided following release from the institution.

A vocational training program at the Dade County Training and Treatment Center in Dade County, Florida, provides selected young male offenders with from 450 to 900 hours in one of these vocational areas: automotive repair, welding, automotive paint and body repair, television repair, drafting, and typewriter repair. Primary selection criterion is the stated interest of the offender. An 85 per cent placement rate is quoted by the administrators.

The Federal Prison Camp at the Elgin Air Force Base, Florida, has implemented a program which takes the young male offender outside the prison for vocational training at the community college. Selected delinquents attend a regular college program of two semesters in one of the following vocational areas: automotive mechanics, brick and block masonry, welding, automotive body repair, and electronics. The selection is based on stated interest and on institutional behavior. Of the first one hundred students released from the program, 39 per cent were reported to have still held training-related jobs after one year.
None of the studies surveyed by Ertle (2) supplied detailed statistical support for the results of their programs. Also, none of the programs have generated published research projects. All that has been written about the programs has been descriptive in nature.

Zivan (14) discusses the vocational training program for juvenile delinquents at the Children's Village, Dobbs Ferry, New York. The program is a comprehensive vocational rehabilitation program comprised of in-care and after-care phases, and located in a residential setting for boys adjudged as juvenile delinquent. The program includes assessment counseling, evaluation and testing, developmental counseling, occupational group guidance, field visiting, work exposure, and work activity programs.

In an attempt to provide statistical evidence of the effectiveness of this program, Zivan developed a research project using randomly assigned experimental and control groups. Ninety male subjects between the ages of ten and eighteen years were involved in the study. The demonstration project was evaluated by the use of 67 measurements derived from questionnaires, interviews, and psychological tests. The criteria employed were two-fold: first, the adequacy of the community adaptation and behavior of the study population was ascertained; second, whether or not changes in a desirable direction occurred in the attitudes and understandings of the boys was investigated. The researcher summarized that
the findings of the project clearly indicate that no significant differences were evident in the community adjustments of the treated and untreated boys at six- and twelve-month intervals after discharge.

McKee (9) reports the findings of the Draper Correctional Center's Vocational Program for male juvenile delinquents for the period from 1961 to 1967. This program was funded by the Manpower Development Training Act and involved vocational training of juvenile delinquents within this federal correctional center. McKee reported that of the 207 subjects released, 161 were placed in training related positions. A recidivism rate of 22 per cent was reported following a period of at least one year after release from the institution. The researcher felt that the results were promising but he had no control group for comparison.

Jenkins (11) describes another study of the vocational program at the Draper Correctional Center in Elmore, Alabama, for the time period from 1969 to 1971. His report describes an eighteen-month post-release follow-up of 142 young male offenders released from Draper. The study had two objectives: the analysis of criminal behavior, and the evaluation of institutional treatment programs. There were five study groups including a randomly selected control group. Information was gathered in a series of face-to-face interviews and a self-report instrument.
The author reported no large, highly significant, or consistent differences among the various institutional treatment procedures. He concluded that "institutional treatment programs have only small impact on specific behaviors in long-range postrelease follow-up although vocational trainees did earn somewhat more than non-trainees in their first few postrelease months" (11, p. 59). The author concluded that the economic impact flattened out over a longer time period.

Snyder (5) reports on a vocational rehabilitation program with young male offenders at the Camp Hill Institution of the Pennsylvania State Corrections Administration. The goal of the program was the full development of the educational, occupational, and attitudinal abilities of institutionalized male juvenile delinquents. The program added supplemental training and educational experience to traditional routines and developed new courses such as automotive repair, office practice, television repair, trade drafting, and a program of vocational guidance. During the first four years of operation, the Camp Hill Project had awarded 800 certificates but the author listed no other statistics concerning the results of the study.

Sard (6) discusses the Manpower Development Training Program at the Lorton Center for Youthful Offenders, Virginia. This institution trains young male offenders between the ages of sixteen and twenty-two years of age in various occupational
trade areas. The author records that only four of the first eighty-nine offenders released during the first year of operation had become recidivists. This rate of 4.5 per cent was compared to a 46.9 per cent recidivism rate for a group of offenders not receiving the vocational training.

In conclusion, a review of the literature concerning the vocational training of institutionalized delinquents reveals that there are several vocational training programs being offered to delinquents in the correctional institutions in the United States. The aspect that is missing is well-designed research studies to investigate the effectiveness of these programs on the institutional and post-release behaviors of the delinquents. The reports by Zivan (14) and Jenkins (11) appear to have the most adequately developed research designs, and these studies failed to find any statistical support for significant changes in the young offenders' adjustment to society as related to their training experiences in the institution. McKee (9), Snyder (5), and Sard (6) did report significant results from the vocational training programs at their institutions but this researcher did not find an adequate research design in any of these three studies.

Studies Involving Vocational Training of Juvenile Delinquents in CommunitySettings

Goldberg describes an attempt to develop a program of vocational rehabilitation for juvenile delinquents in a
community setting. He discusses the problems of organizing, administering, and implementing a new program. Boys in the program receive a variety of innovative services from recreation to trial work experiences. Vocational counselors offer individualized counseling services (3).

In a descriptive report of the first three years of operation, the author recalls that eleven subjects had been employed, eighty-nine continued in the program, and forty-seven had dropped from the program. The author feels that the benefits received from the program can be summarized in terms of enhanced vocational potential, greater variety of educational and vocational skills, strengthened personal and social development, and maintenance in the regular school program. No research had been attempted by the author to find statistical support for his assumptions concerning the effectiveness of the program.

Dunn (10) describes a model program for providing vocational rehabilitation services to rural youthful offenders. Twelve subjects were studied in a demonstration project. The researcher concluded that "the vocational exploration and evaluation program was most effective but the vocational counseling and vocational skills training needs remained unmet" (10, p. 101).

Cress (13) describes the acquisition of vocational skills by juvenile delinquent males in a vocational training project in the community at the Pine Lodge Halfway House, Lansing,
Michigan. The report demonstrates that the program was able to teach the prescribed skills to the subjects as measured by tests developed by the center.

Blew (1) describes a community approach to the reduction of juvenile delinquency through the use of a comprehensive vocational development program in the Denver, Colorado, area. Her project is called New Pride. In her article, this researcher compares the recidivism rates of twenty experimental and twenty control group subjects during a twelve-month follow-up period. The experimental group had a 50 per cent re-arrest rate as compared to a 78.8 per cent re-arrest rate for the control group. The researcher found that this difference is significant at the .01 per cent level. The results support the effectiveness of the New Pride project.

To summarize the research concerning vocational training of juveniles in community settings, three studies, those of Goldberg (3), Dunn (10), and Cress (13) were descriptive in nature with little statistical support for the effectiveness of their programs on the overall post-release social adjustment of the juveniles who received their services. One researcher, Blew (1), did investigate recidivism rates and found that the program was effective in reducing the subsequent contacts between project subjects and legal authorities.

Synthesis of the Related Literature

Several articles have been reviewed in this chapter. In the first section, the literature concerning the importance
of vocational training for juvenile delinquents strongly indicates that juvenile delinquents are in need of such training. Heggens (4) contends that most juvenile delinquents will not return to academic school after institutionalization and will need to work upon release. Powell (8) points to the fact that parolees with vocational training are more employable at time of release than are those parolees who do not receive vocational training. Levy (12) and Weber (7) state that the institution needs to utilize training resources available in the community to overcome shortages of funding, facilities, and personnel.

In the second section, studies describing vocational training programs currently operating in institutional settings were reviewed. The survey by Ertle (2) demonstrated that there are several such programs operating but that little empirical research is being attempted. Among the studies which did attempt an evaluation of the effectiveness of the vocational programs on subsequent social adjustment, the results were contradictory. McKee (9), Snyder (5), and Sard (6) reported positive results from an evaluation of their programs, while Zivan (14) and Jenkins (11) failed to find any statistical support for significant changes in the young offenders' adjustment to society as a result of the training experiences in the institution.

In the third section, articles were reviewed which concerned programs for juvenile offenders in community
settings. Blew provided statistical support for the effectiveness of this type of treatment program. The remaining studies were descriptive in nature.

A careful review of the literature related to the impact of vocational training on juvenile delinquents has revealed a paucity of adequately designed research studies in this area. In an era of spiraling juvenile delinquency, this represents a serious deficiency and delineates an area which deserves more professional attention.

From a theoretical viewpoint, vocational training for the juvenile delinquent would appear to offer the juvenile offender an effective avenue for embarking on a productive life style which is within legal boundaries. It is time for professional attention to be given to empirical investigation of whether or not vocational training can, in fact, intervene productively in the lives of juvenile delinquents.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHOD

Introduction

One purpose of this study was to investigate whether placement in a cottage designated solely for juveniles involved in vocational training significantly improves the institutional adjustment and recidivism rate of institutional adjustment and recidivism rate of institutionalized male delinquents involved in a vocational training program. An additional purpose of this study was to investigate the effects of an involvement in a vocational training program, regardless of the cottage placement, on institutional and post-release adjustment of institutionalized male juvenile delinquents. This chapter provides a description of the procedures, methods, and instruments used to achieve the purposes of the study.

Description of the Subjects

The subjects for this study were 120 male juvenile delinquents institutionalized in a correctional institution in Texas. The majority of the subjects were from the major metropolitan areas of North Texas, such as Dallas, Fort Worth, Wichita Falls, etc. All of the subjects were between fifteen and one-half and eighteen years of age. The subjects were divided into three groups of forty members each. Group One
consisted of those subjects who received vocational training and lived in the vocational cottage. Group Two consisted of those subjects who received vocational training and lived in the regular cottage setting. Group Three consisted of those subjects who did not receive vocational training.

All of the juvenile delinquents entering the correctional institution were offered the opportunity to apply for admission in the vocational training program if they were at least fifteen and one-half years of age. Enrollment in the vocational courses was below capacity during the time limits of the study; the institution placed no obstacle in the way of the juvenile wanting to take advantage of the vocational program. Of the subjects who requested admission into the vocational training program, approximately one-half were placed in cottage housing set aside only for subjects involved in the vocational training program. The remainder of the subjects who requested vocational training was placed in one of the other living units, each of which housed both vocational and non-vocational subjects in the institution. The determination as to which cottage each subject was placed was based solely on the occupancy levels of each of the living units. When there was a vacancy in the vocational cottage, the next applicant for the vocational training program was placed in the vocational cottage. When the vocational cottage was full, the next applicant was placed in the cottage unit with the lowest occupancy level.
The first forty juveniles living in the vocational cottage who came within the time limits of the study, September 1, 1977, to August 31, 1978, and successfully completed the vocational training program, were placed in Group One. The subjects for Group Two were the first forty juveniles living in the regular cottages to complete successfully the vocational training within the time frame of the study.

Group Three consisted of forty subjects chosen by the researcher from those juveniles who came within the time limits of the study and qualified for admission into the vocational training program but chose not to involve themselves in the program. Excluded from this group were any juveniles under the age of fifteen and one-half years of age and those who applied for the program and then had been removed. The subjects were chosen to match, as closely as possible, the members of the two experimental groups on the variables of age and race. The means and standard deviations for age in months for the subjects are presented in Table I on the following page.

As demonstrated in Table I, the means and standard deviations of the three groups were very similar. Group Two was the oldest and Group Three was the youngest.

The frequencies for the variable of the race of the subjects in this study are illustrated in Table II on the following page.
<table>
<thead>
<tr>
<th>GROUP</th>
<th>MEANS</th>
<th>STANDARD DEVIATIONS</th>
<th>NUMBER OF OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental (I): Vocational Cottage</td>
<td>194.325</td>
<td>7.047</td>
<td>40</td>
</tr>
<tr>
<td>Experimental (II): Regular Cottage</td>
<td>195.675</td>
<td>7.301</td>
<td>40</td>
</tr>
<tr>
<td>Control (III)</td>
<td>193.775</td>
<td>7.029</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>RACE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caucasian</td>
<td>Black</td>
<td>Mexican-American</td>
</tr>
<tr>
<td>Experimental (I): Vocational Cottage</td>
<td>18</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Experimental (II): Regular Cottage</td>
<td>21</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Control (III)</td>
<td>22</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

As demonstrated in Table II, the frequencies for the groups of the variable of the races of the subjects in this study were very similar.

Description of Training

Through an inter-agency contract, a local college district, the Texas Rehabilitation Commission, and the Texas Youth
Council offered an off-campus vocational training program which consisted of courses in six areas. These courses were in the areas of machine shop, welding, power mechanics, automotive mechanics, automotive paint and body repair, and horticulture. Each course had a capacity for ten students and lasted for sixteen weeks.

Minimal mathematical and reading skills were necessary because the courses were designed to provide occupational entry-level skills through experiential application rather than through theory development. The subjects were taught how to perform basic skill requirements for the various vocational areas rather than to learn the principles behind the skills.

The courses were taught by the college personnel on the premises of the local college. The students were bused daily from the correctional institution.

Description of Instruments

The data for Hypotheses I, III, IV, and V were obtained from the monthly reports measuring institutional and post-release adjustment. For the testing of Hypothesis II, the Metropolitan Achievement Tests (MAT) were used to provide a measure of the subjects' progress in the areas of arithmetic and reading achievement. The MAT includes five batteries ranging from grade one to twelve. The test was designed primarily as a power test rather than a speed test. Scores
are achieved in Word Knowledge, Word Discrimination, Total Reading, Total Arithmetic, Spelling, Language Study Skills, Social Studies, and Science. For the purposes of this study, the Total Arithmetic and Total Reading scores were used. The publishers report split-half reliability co-efficients of the MAT to be computed within single-grade groups to be in the .80's and .90's (3). Reviewers found that the test publishers base the validity of the MAT on analysis of testbooks, courses of study, and expert formulations of the goals of the various areas. They stated that the standardization process for the MAT followed accepted procedures among test publishers (1).

The Texas Youth Council (TYC) adopted the MAT as the measure of achievement to be used with all of its institutionalized juveniles. This determination was made on a State level by the professional consultants employed by the agency. This opinion of the appropriateness of the use of the MAT with juvenile delinquents was supported by the diagnostician of the correctional institution used for this study. The instructors of the institution also held that the test was an appropriate instrument for testing the educational achievement of the population served by the institution.

Procedures for Collection of Data

All of the juvenile delinquents entering the correctional institution were given a three-week orientation to the institution and its program. During this period, the juveniles
were given the MAT and were offered the opportunity to apply for the vocational training program if they were at least fifteen and one-half years of age. During the juveniles' stay in the institution, daily records were compiled and maintained on a daily basis. Before release, all juveniles were again administered the MAT.

Upon release, all juveniles were placed on parole status and received follow-up supervision in their home communities through the parole division of the TYC. Parole was designed to continue for a period of six months and a report was forwarded to the correctional institution when a change in the parole status of the juvenile was made.

This study included only those juveniles who entered and left the correctional institution during the reporting year of September 1, 1977, to August 31, 1978. All institutional adjustment data were gathered from institutional records. Post-release adjustment, based in this study on recidivism rate, was defined as a minimum of six months out of the correctional institution on parole status with no further contacts with the criminological system as reported by the parole division. A Flow Chart of the subjects' progress through the Texas Youth Council program is illustrated in Table III on the following page.
TABLE III
FLOW CHART OF SUBJECTS THROUGH INSTITUTIONAL PROGRAM

Texas Juvenile Courts

Texas Youth Council Reception Center

Correctional Institution

Orientation Program

Vocational Subjects

Vocational Cottage

Vocational Training

Regular Program

Release On Parole

Six-month Follow-up

Non-vocational Subjects

Regular Cottage

(1)

(2)

(3)
Procedures for Analysis of Data

At the conclusion of the gathering of all data, the information was prepared for data processing. The appropriate statistical procedures were followed (4).

The experimental design used for the comparison of Group One, the subjects who received vocational training and lived in the vocational cottage, and Group Two, the subjects who received vocational training and lived in the regular cottage setting, was the pretest/posttest control group design as discussed in Campbell and Stanley (2). This design is less desirable than that of the equivalent control group design, but "... should be recognized as well worth using in many instances in which randomization is impossible (2, p.47)."

Hypothesis 2 was tested using analysis of covariance with a .05 level of statistical significance required before the rejection of the null hypothesis. Because of the nature of the data received for Hypotheses I, III, IV, and V, a test of significance for non-parametric data was utilized to test the hypotheses. A chi-square test of independence was utilized with an .05 level of statistical significance required before rejection of the null hypotheses for the experimental hypotheses.


CHAPTER IV

RESULTS AND DISCUSSION

Results

The data were analyzed statistically on the basis of their relevance to the hypotheses. The analyses of the results were made utilizing two statistical techniques--analysis of covariance and chi-square test of independence. The .05 level of significance was accepted as the basis upon which the hypotheses would be accepted.

Hypothesis I

Hypothesis I stated: The number of escapes, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program. Hypothesis I-A predicted that there would be significantly fewer escapes for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who received vocational training and lived in the regular cottage setting. The chi-square test of independence was applied to the frequencies of escapes and yielded a chi-square value of 11.656 (df=1). This value was significant beyond the .001 level of significance, and therefore Hypothesis I-A was sustained.
Hypothesis I-B predicted that there would be significantly fewer escapes for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who did not receive vocational training. A chi-square value of 22.222 (df=1) was obtained, and this was significant at the .001 level. Thus, Hypothesis I-B was sustained.

Hypothesis I-C predicted that there would be significantly fewer escapes for the group of subjects who received vocational training and lived in the regular cottage setting than for the group of subjects who did not receive vocational training. The chi-square value of 2.00 did not reach the .05 level of significance, so Hypothesis I-C was not sustained.

The statistical results supported Hypothesis I-A and I-B but failed to support Hypothesis I-C. Involvement in a vocational training program coupled with living in a vocational cottage was associated with fewer escapes but involvement in the vocational training program coupled with living in the regular cottage setting was not.

**Hypothesis II**

Hypothesis II stated: Progress in academic achievement in the areas of reading and mathematics, as a measure of institutional adjustment, would be significantly affected by an involvement in the vocational training program. Means and standard deviations for the three groups involved in this
study for the reading scores on the Metropolitan Achievement Tests are presented in Table IV. The results illustrate that the group of subjects who did not chose to involve themselves in the vocational training program were approximately eight months on the pre-test behind the group that received vocational training and lived in the regular cottage setting.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Adjusted</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental (II): Regular Cottage</td>
<td>5.740</td>
<td>6.733</td>
<td>6.284</td>
<td>2.555</td>
<td>2.796</td>
</tr>
<tr>
<td>Control (III)</td>
<td>4.928</td>
<td>5.928</td>
<td>6.251</td>
<td>2.349</td>
<td>2.706</td>
</tr>
</tbody>
</table>

The group of vocational subjects who lived in the vocational cottage were also behind the group of vocational subjects who lived in the regular cottage setting. All three groups increased their total reading scores from the pre-test to the post-test by approximately one academic year.

Means and standard deviations for the three groups involved in this study for the mathematics scores on the Metropolitan Achievement Tests are presented in Table V. The group of subjects who received vocational training and lived in the
vocational cottage and the group of subjects who did not receive vocational training scored lower on their mathematical skills on the pre-test than did the group of subjects who received vocational training and lived in the regular cottage setting.

**TABLE V**

**MEANS AND STANDARD DEVIATIONS ON THE TOTAL MATHEMATICS SCORES ON THE METROPOLITAN ACHIEVEMENT TESTS**

<table>
<thead>
<tr>
<th>Group</th>
<th>Means</th>
<th>Standard Deviations</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Adjusted</td>
<td>Pre-Test</td>
</tr>
<tr>
<td>Experimental (I):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Cottage</td>
<td>4.745</td>
<td>6.045</td>
<td>6.270</td>
<td>1.474</td>
</tr>
<tr>
<td>Experimental (II):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Cottage</td>
<td>5.465</td>
<td>6.680</td>
<td>6.284</td>
<td>2.271</td>
</tr>
<tr>
<td>Control (III)</td>
<td>4.830</td>
<td>5.823</td>
<td>6.250</td>
<td>1.956</td>
</tr>
</tbody>
</table>

As in the reading skills, all three groups increased their mathematical scores from the pre-test by approximately one academic school year.

Hypothesis II-A predicted that during the period of institutional residence, there would be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who received vocational training and lived in the regular cottage setting. Hypothesis II-B predicted
that during the period of institutional residence, there would be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who did not receive vocational training. Hypothesis II-C predicted that during the period of institutional residence, there would be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who received vocational training and lived in the regular cottage setting than for the group of subjects who did not receive vocational training. The results of the analysis of covariance computed to test total reading score gains on the Metropolitan Achievement Tests are shown in Table VI.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-Value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>2</td>
<td>0.0221</td>
<td>0.0110</td>
<td>0.009</td>
<td>0.9912</td>
</tr>
<tr>
<td>Within</td>
<td>116</td>
<td>144.5503</td>
<td>1.2461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>118</td>
<td>144.5724</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis of covariance for total reading gains yielded an F-ratio of .009. This value was not acceptable at the .05
level of statistical significance. Neither the vocational program nor the vocational cottage had a significant differential effect on the subjects' gain in reading skills during the period of institutionalization.

The results of the analysis of covariance computed to test gains in mathematics scores of the three groups are shown in Table VII.

**TABLE VII**

ANALYSIS OF COVARIANCE DATA FOR THE COMPARISON OF ACHIEVEMENT GAIN IN TOTAL MATHEMATICS SCORES OBTAINED ON THE METROPOLITAN ACHIEVEMENT TESTS

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F-Value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>2</td>
<td>2.0802</td>
<td>1.0401</td>
<td>0.9050</td>
<td>0.4074</td>
</tr>
<tr>
<td>Within</td>
<td>116</td>
<td>133.3188</td>
<td>1.1493</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>118</td>
<td>135.3991</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis of covariance for gain in total mathematics scores yielded an F-ratio of .905. This value was not acceptable at the .05 level of statistical significance. Neither the vocational training program nor the vocational cottage setting had a significant differential effect on the subjects' gain in mathematical skills during the period of institutionalism.

Hypothesis II was not sustained. Involvement in the vocational training program, regardless of cottage placement, had
no significant differential effect on the subjects' performance in the academic program, as measured by gain on the reading and mathematics scores on the Metropolitan Achievement Tests.

**Hypothesis III**

Hypothesis III stated: The number of admissions to the Discipline Cottage, as a measure of institutional adjustment, would be significantly affected by an involvement in the vocational training program. Hypothesis III-A predicted that there would be significantly fewer admissions to the Discipline Cottage for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who received vocational training and lived in the regular cottage setting. The chi-square test yielded a chi-square value of 5.278, which reached the .05 level of significance. Therefore, Hypothesis III-A was sustained.

It was predicted in Hypothesis III-B that there would be significantly fewer admissions to the Discipline Cottage for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who did not receive vocational training. The chi-square value of 47.086 (df=1), was significant at the .001 level, so Hypothesis III-B was sustained.

It was predicted in Hypothesis III-C that vocational subjects living in the regular cottage setting would have
significantly fewer admissions to the Discipline Cottage than would the subjects who did not receive vocational training. The chi-square test yielded a chi-square value of 7.396 (df=1). This value was significant at the .01 level, and therefore Hypothesis III-C was sustained.

The subjects involved in the vocational training program had significantly fewer admissions to the Discipline Cottage than did the subjects who did not receive vocational training. Within the groups of vocational subjects, the group that lived in the vocational cottage had significantly fewer admissions to the Discipline Cottage than did the group that lived in the regular cottage setting.

**Hypothesis IV**

Hypothesis IV stated: Frequency of achievement of privilege-level status, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program. In Hypothesis IV-A, it was predicted that there would be a significantly greater frequency of achievement of privilege-level status for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who received vocational training and lived in the regular cottage setting. The chi-square test yielded a chi-square value of 9.655 (df=1), which was significant at the .01 level. Therefore, Hypothesis IV-A was sustained.
It was predicted in Hypothesis IV-B that there would be a significantly greater frequency of achievement of privilege-level status for the group of subjects who received vocational training and lived in the vocational cottage than for the group of subjects who did not receive vocational training. The chi-square value of 43.495 (df=1) was significant at the .001 level of significance, and therefore Hypothesis IV-B was sustained.

It was predicted in Hypothesis IV-C that there would be a significantly greater frequency of achievement of privilege-level status for the group of subjects who received vocational training and lived in the regular cottage setting than for the group of subjects who did not receive vocational training. A chi-square value of 12.400 (df=1) was computed, and was acceptable at the .001 level of significance. Therefore, Hypothesis IV-C was sustained.

Hypothesis IV was sustained. The results pertaining to the hypothesis would indicate that the subjects involved in the vocational training program had a significantly greater frequency of achievement of privilege-level status. The vocational subjects who lived in the vocational cottage had a significantly greater frequency of achievement of privilege-level status than did the vocational subjects who lived in the regular cottage setting.
Hypothesis V

Hypothesis V stated: The rate of recidivism, as a measure of post-release adjustment, will not be significantly affected by an involvement in the vocational training program. Hypothesis V-A predicted that there would not be a significant difference in frequency of recidivism between the group of subjects who received vocational training and lived in the vocational cottage and the group of subjects who received vocational training and lived in the regular cottage setting. The chi-square test yielded a chi-square value of 0.180 (df=1). Yate's correction for continuity was utilized because of low frequencies. The value did not reach the .05 level of significance, and therefore Hypothesis V-A was sustained.

Hypothesis V-B predicted that there would not be a significant difference in the frequency of recidivism between the group of subjects who received vocational training and lived in the vocational cottage and the group of subjects who did not receive vocational training. The chi-square test, with Yate's correction, yielded a chi-square value of 0.0 (df=1), which, of course, had no statistical significance, and therefore Hypothesis V-B was sustained.

Hypothesis V-C predicted that there would not be a significant difference in the frequency of recidivism between the group of subjects who received vocational training and lived in the regular cottage setting and the group of subjects who did not receive vocational training. The chi-square test
yielded a corrected chi-square value of 0.0 (df=1). This value had no statistical significance, and therefore Hypothesis V-C was sustained.

Hypothesis V was sustained. Involvement in the vocational training program did not have a significant differential effect on the post-release adjustment of the subjects involved in this study as measured by their recidivism after a six-month follow-up.

Discussion

In Chapter I, it was noted that correctional institutions for the juvenile delinquent have a dual role: the protection of the juvenile and his society, and the resocialization of the juvenile (6). The hypotheses in this study were developed with this dual role in mind and attempted to measure the effects on both institutional and post-release behavior of involvement in a vocational training program and of placement in a vocational cottage during the involvement.

Protection of the Delinquent and His Society

When the juvenile is adjusting and conforming to the program of the correctional institution, he and his society are being protected. It was predicted in I-C, II-C, II-C, and IV-C that the subjects involved in the vocational program and living in the regular cottage setting would adjust better in the institution. The results indicate that in this study the vocational subjects housed in the regular cottage setting were
removed to the Discipline Cottage less often and achieved privilege-level status with a greater frequency than did the group of subjects who did not receive vocational training. This finding was consistent with those in the studies of Snyder (4) and Sard (5) that found positive behavioral changes occurred when institutionalized juvenile delinquents were involved in a vocational training program.

It was hypothesized in I-A, I-B, II-A, II-B, III-A, III-B, IV-A, and IV-B that the inclusion of a vocational cottage for those subjects involved in a vocational training program would have a significant differential effect on the institutional adjustment of the vocational subjects. The results illustrate that the group of vocational subjects who were housed in a separate vocational cottage had fewer escapes, fewer admissions to the Discipline Cottage, and a greater frequency of achievement of privilege-level status than either the group of vocational subjects living in the regular cottage setting or the group of subjects who did not receive vocational training.

McKee (7) in his studies at the Draper Correctional Center stated that he believed it would be useful to provide separate housing for juveniles involved in his vocational training program but it was impossible for him to provide the housing. This study has demonstrated that he was correct in predicting that such an arrangement would lead to improved institutional behavior.
Goldberg (3) found that involvement in a vocational training program increased the juvenile's adjustment in the academic school. This study failed to find a significant relationship between vocational training and academic achievement. It is worthy of note that all three groups in the study made impressive gains in their academic achievement during their period of institutional residence.

Resocialization

The second half of the role of the correctional institution for the juvenile delinquent is that of the resocialization of the juveniles placed in its custody. This study investigated the effect that the vocational training program and the vocational cottage had upon recidivism, as a measure of resocialization.

Hypothesis V predicted that no significant difference among the three groups would be noted in the recidivism rates after a six-month follow-up. This hypothesis was based on the review of the literature (8, 9) which indicated no reductions in recidivism rates. The hypothesis was supported by the data. In fact, the occurrence of recidivism was almost identical among the three groups after the six-month period.

The prediction that involvement in a vocational program would not significantly affect the recidivism rate of the juvenile offender was based on the findings of other researchers and on the fact that the design of the vocational
program being researched was a rather simple one in which no consideration was given to the follow-up services shown by Jenkins (8) to be so important to the successful reentry of the juvenile into his community. The subjects received no placement assistance nor were they provided with more than the minimum of vocational counseling support upon release. McKee (7) concludes that juvenile delinquency is a complicated and complex problem and that it will not be easily solved by the use of vocational training programs alone. He continues,

Follow-up findings on the released offender show the advantages of his having a vocational skill, but our findings also indicate that vocational training needs to be coupled with even more intensive training in personal and social skills, good job habits, positive attitudes, and conforming behavior patterns (7, p. 53).

Programs that take into consideration many of the variables mentioned by McKee must be designed and implemented before professionals in the field of juvenile delinquency can hope to find significant reductions in recidivism rates as the result of institutional programs. It will be only then that changes will be made in the view of the majority of experts that "... few if any resocialization efforts successfully prevent delinquency" (2, p. 208). If a decline in the nation's delinquency rate is to be achieved, attention must be given to devising and implementing programs which not only contribute to institutional adjustment, regardless of the importance of such adjustment to the juvenile and to
society, but which also have an impact on his life after having left the institution.
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4. Pennsylvania, Pennsylvania State Department of Justice, Bureau of Corrections, Program of Vocational Rehabilitation for Young Adult Offenders, by Harry A. Snyder, Harrisburg, Pennsylvania, 1968.


Summary

This study was designed to determine whether placement in a vocational cottage had a beneficial effect upon the institutional adjustment and the recidivism rate of institutionalized male juvenile delinquents involved in a vocational training program. An additional purpose of the study was to investigate the effects of an involvement in a vocational training program, whether or not a juvenile was housed in a designated vocational cottage, on institutional and post-release adjustment. Using five variables, the effects of the vocational training and the vocational cottage were investigated. Those five variables were number of escapes, achievement in the academic areas of reading and mathematics, number of admissions to the Discipline Cottage, frequency of achievement of privilege-level status, and the rate of recidivism following a release period of at least six months.

The general nature of the research hypotheses was that placement in a vocational cottage and involvement in the vocational training program would have positive effects on all of the variables except recidivism. This variable was
hypothesized to be unaffected by the treatment. More specifically, the following hypotheses were formulated:

I. The number of escapes, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program.

   A. There will be significantly fewer escapes for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.

   B. There will be significantly fewer escapes for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who do not receive vocational training.

   C. There will be significantly fewer escapes for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

II. Progress in academic achievement in the areas of reading and mathematics, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program.

   A. During the period of institutional residence, there will be significantly greater progress in
academic achievement in the areas of reading and mathematics for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.

B. During the period of institutional residence, there will be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who do not receive vocational training.

C. During the period of institutional residence, there will be significantly greater progress in academic achievement in the areas of reading and mathematics for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

III. The number of admissions to the Discipline Cottage, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program.

A. There will be significantly fewer admissions to the Discipline Cottage for the group of subjects
who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.

B. There will be significantly fewer admissions to the Discipline Cottage for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who do not receive vocational training.

C. There will be significantly fewer admissions to the Discipline Cottage for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

IV. Frequency of achievement of privilege-level status, as a measure of institutional adjustment, will be significantly affected by an involvement in the vocational training program.

A. There will be significantly greater frequency of achievement of privilege-level status for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who receive vocational training and live in the regular cottage setting.
B. There will be a significantly greater frequency of achievement of privilege-level status for the group of subjects who receive vocational training and live in the vocational cottage than for the group of subjects who do not receive vocational training.

C. There will be a significantly greater frequency of achievement of privilege-level status for the group of subjects who receive vocational training and live in the regular cottage setting than for the group of subjects who do not receive vocational training.

V. The rate of recidivism, as a measure of post-release adjustment, will not be significantly affected by an involvement in the vocational training program:

A. There will not be a significant difference in frequency of recidivism between the group of subjects who receive vocational training and live in the vocational cottage and the group of subjects who receive vocational training and live in the regular cottage setting.

B. There will not be a significant difference in frequency of recidivism between the group of subjects who receive vocational training and live in the vocational cottage and the group of subjects who do not receive vocational training.
C. There will not be a significant difference in frequency of recidivism between the group of subjects who receive vocational training and live in the regular cottage setting and the group of subjects who do not receive vocational training.

One hundred-twenty male juvenile delinquents between the ages of 15.6 and 18.0 years participated in this study. Juveniles applying for admission to the vocational training program were randomly assigned to one of the two experimental groups. Forty subjects were in each group. The control group of forty subjects was matched by the researcher to approximate the experimental groups on the variables of sex, age, and race.

During their stay in the institution, the forty juveniles in the first experimental group lived in a cottage reserved for vocational students and attended the vocational training program at the community college. The forty juveniles in the second experimental group lived in a regular cottage setting which contained both vocational and non-vocational students. This second experimental group also attended the vocational training program at the community college. The forty juveniles in the matched control group lived in the regular cottage setting and did not attend the vocational training program.
Behavioral data were collected on all subjects during their stay in the institution. All subjects were pre-tested and post-tested using the Metropolitan Achievement Tests. After the subjects had been released from the institution for a period of six months, the data concerning recidivism were obtained.

All the data were handscored by the investigator prior to being keypunched on IBM cards and processed at a university computer center. Four of the five hypotheses were tested with a chi-square test of independence. Analysis of covariance was computed to test the remaining hypothesis.

Findings

Statistical analysis of the data revealed the following:

1. Juveniles involved in vocational training programs and living in the vocational cottage had significantly fewer escapes than did the other two groups.

2. There were no significant differences among the academic achievement of the three groups in the study.

3. The two experimental groups had significantly fewer admissions to the Discipline Cottage than did the control group. The vocational subjects living in the vocational cottage had significantly fewer admissions to the Discipline Cottage than did the group of vocational subjects who lived in the regular cottage setting.
4. Both experimental groups of vocational subjects had a significantly greater frequency of attainment of privilege-level status than did the control group. The experimental group of subjects living in the vocational cottage had a significantly greater frequency of attainment of privilege-level status than did the control group. The experimental group of subjects living in the vocational cottage had a significantly greater frequency of achievement of privilege-level status than did the experimental group of vocational subjects who lived in the regular cottage.

5. There were no significant differences among the recidivism rates of the three groups of subjects after a six-month follow-up.

Conclusions

The following conclusions are based upon the findings of this study and are limited to the population studied:

1. It appears that, for juveniles involved in a vocational training program, placement in a separate cottage contributes to a superior adjustment to the institution as evidenced by fewer escapes, fewer admissions to the Discipline Cottage, and a greater frequency of attainment of privilege-level status.
2. It appears that academic achievement is not differentially affected by an involvement in a vocational program, regardless of cottage placement.

3. It remains undetermined as to whether or not involvement in a vocational training program, regardless of cottage placement, has a differential effect upon recidivism after a six-month follow-up. The low frequencies of recidivism noted in this study made it impossible to arrive at a firm conclusion concerning the ability of vocational training or vocational cottage placement to help the institutionalized juvenile delinquent reduce the "gap" between socially desirable goals and the juvenile's ability to reach those goals as discussed by Merton.

Recommendations

On the basis of the conclusions of this study, the following recommendations are made:

1. Vocational training in the institution should be continued.

2. The use of a separate cottage for the juveniles involved in the vocational program should be continued.

3. Expansion of the vocational program should be developed to include other skills found to be important in the resocialization of the institutionalized juvenile delinquent.
4. A program of extensive vocational guidance and post-release placement services be developed and implemented.

5. After the vocational program has been expanded to include the services and skills-training mentioned in the last two recommendations, a more comprehensive study of the resocialization effects of the vocational training program should be attempted.
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