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RELATIONSHIPS OF SCORES AND EDUCATION TO ADJUSTMENT

RODNEY M. COE *

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Rehabilitation Institute at Southern Illinois University, Carbondale, Illinois where he is now located.
—EDITOR.

In discussing his concept of "prisonization," Clemmer1 outlined the factors which he felt were
important in determining the degree of assimilation into prison life. From this concept, it has
been inferred that inmate intelligence as determined by psychometric evaluation and level of edu-
cational attainment play an important role in inmate adjustment to institutional routine. Else-
where, it has been shown that other factors, e.g.,
family interest, number of associates, length of
present sentence, etc., are at least of equal, if not
more importance than intelligence and level of
education.2 The discussion in this paper, however,
will be limited to psychometric scores and levels of
education and their relationship to prison ad-
justment.

The inference from Clemmer's hypothesis can
be tested by data available from a larger study
now in progress. The samples consist of two groups
of one hundred inmates each. One group is con-
sidered best adjusted to institutional routine and
the other the most poorly adjusted as determined
by a panel of prison officials acting as judges.3 It is
assumed that adjustment to institutional routine
runs on a continuum from poor to good4 and that
the two groups selected represent the extreme ends
of the continuum.

Specifically, this paper is concerned with the
relationships of (1) psychometric scores to level of
education within each group, (2) psychometric
scores to adjustment and level of education to
adjustment between the two groups, and (3) the
combined factors of psychometric scores and level
of education to adjustment to institutional routine
between the two groups.

The respective null hypotheses are (1) there is
no relationship between psychometric scores and
level of education within each group, (2) there is
no significant difference between the well adjusted
group and the most poorly adjusted group in
either psychometric scores or amount of education,
and (3) there is no relationship between the
combined factors and adjustment to institutional
routine.

Basic data for the statistical analysis are pre-
sented in Tables I and II. To test the first hy-
pothesis, a product-moment correlation was
computed for the well adjusted group and for the
poorly adjusted group. The resulting correlation
coefficients were +.60 and +.45, respectively.
Both coefficients were significant at the one per
cent level.5 Thus the first hypothesis that there is
no significant relationship between psychometric
scores and level of education is rejected for both
groups. Secondly, to determine the relationship
of psychometric scores to adjustment, and level of
education to adjustment between the two
groups, the chi square method was used. The
resulting chi squares were 9.86 and 6.98, respec-

3 Good adjustment is defined as a lack of disciplinary violations, long time on a preferred job, infrequent changes in cell assignments, etc. Poor adjustment is defined as receiving many disciplinary reports resulting in punishment, frequent changes in cell and work assignments, etc.
TABLE I

DISTRIBUTION OF PSYCHOMETRIC SCORES*

<table>
<thead>
<tr>
<th>Rating and Score</th>
<th>Well Adjusted Group</th>
<th>Poorly Adjusted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Superior.</td>
<td>139 and up</td>
<td>0</td>
</tr>
<tr>
<td>Very Superior.</td>
<td>127-138</td>
<td>9</td>
</tr>
<tr>
<td>Superior</td>
<td>115-126</td>
<td>16</td>
</tr>
<tr>
<td>High Average</td>
<td>107-114</td>
<td>11</td>
</tr>
<tr>
<td>Average</td>
<td>86-106</td>
<td>25</td>
</tr>
<tr>
<td>Low Average</td>
<td>80-85</td>
<td>8</td>
</tr>
<tr>
<td>Dull Normal</td>
<td>58-79</td>
<td>20</td>
</tr>
<tr>
<td>Borderline</td>
<td>44-37</td>
<td>7</td>
</tr>
<tr>
<td>Mental Defective</td>
<td>Below 44</td>
<td>4</td>
</tr>
</tbody>
</table>

N = 100 N = 100

* For a comparison of the entire population of an earlier date, see Table II, in Clemmer, op. cit., p. 45.

TABLE II

DISTRIBUTION OF LEVELS OF EDUCATIONAL ATTAINMENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Well Adjusted Group</th>
<th>Poorly Adjusted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Graduate</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Some College</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Some High School</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Eighth Grade Graduate</td>
<td>36</td>
<td>23</td>
</tr>
<tr>
<td>Less than Eighth Grade</td>
<td>31</td>
<td>44</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

N = 100 N = 100

In summary, a significant relationship was established between psychometric scores and level of educational attainment. However, there does not appear to be a significant relationship between psychometric scores and adjustment or between level of education and adjustment. Again, when the two factors are combined and compared to adjustment to institutional routine, no significant relationship is in evidence for these data. Thus, the findings of this study fail to substantiate the inferences made from Clemmer's concept of "prisonization," that intelligence as measured by psychometric scores and level of educational attainment, are related to adjustment to institutional routine.