

FEMALE INMATES' PERCEPTIONS OF DISTRIBUTIVE  
AND PROCEDURAL JUSTICE AND ADJUSTMENT

A DISSERTATION

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MAY 2012


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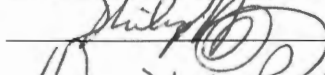
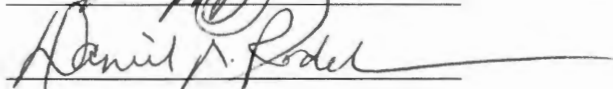
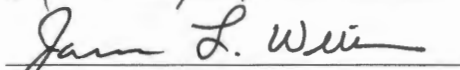
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To The Dean of the Graduate School

I am submitting herewith a dissertation written by Pakeithe D. Coleman-Saavedra entitled "Female Inmates' Perceptions of Distributive and Procedural Justice." I have examined this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy with a major in Sociology.

  
James L. Williams, PhD., Major Professor

We have read this dissertation and recommend its acceptance:

  
  
  
(Department Chair)

Accepted:

  
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## ABSTRACT

PAKEITHE D. COLEMAN-SAAVEDRA

### FEMALE INMATES' PERCEPTIONS OF DISTRIBUTIVE AND PROCEDURAL JUSTICE AND ADJUSTMENT

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This study examined inmate perceptions of both distributive and procedural justice within the female jail population. By examining inmate perceptions of different elements of correctional culture, this study has shed light on the inmates' circumstances, their perceived realities, emotional responses, and behaviors within a correctional environment. The study also evaluated the relationship between perceptions of justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment. This was accomplished through both quantitative and qualitative research techniques. A total of 186 female inmates in a large, urban jail participated in the study and completed the survey on their experiences in this correctional environment.

The major findings from this study indicated that there was evidence of injustice in the allocation of resources and procedures within the jail system studied. Indicators of perceived distributive justice such as fairness in the distribution of programs, services, and inmate privileges appeared to be extremely significant to female inmates at this jail. Additionally, understanding inmate perceptions of treatment by various court officials as

well as perceived punishment by jail staff showed the importance of how women came to define what was fair and/or unfair within the criminal justice system.

Theoretically, the path model appeared to suggest that factors of perceived personal identity influenced the sample inmates' perceptions of their justice outcomes and procedures. However, empirical results revealed that perceived personal identity was more significant in predicting outcome fairness. This lends support to the suggestion that female inmates were concerned with the fairness in the distribution of programs, services, and privileges at this jail and that these factors were very important in shaping and maintaining their sense of identity. The analysis also revealed that there was a significant relationship between perceptions of distributive and procedural justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment. Lastly, Goffman's theoretical perspective on total institutions was meaningful in understanding justice perceptions and patterns of adjustment among the female population at this jail.

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## CHAPTER I

### INTRODUCTION

The following study is based on data collected at the Harris County Jail System in Houston, Texas during the fall of 2010. The study examines how distributive and procedural justice is perceived by the female inmate population and how justice perceptions can influence their identity and ability to adjust within the correctional setting itself. In the simplest sense, justice is a concept referring to fairness and to the process of people getting what they deserve. The central focus of this dissertation is on the process by which inmates come to understand what is fair and/or unfair in the distribution of resources and procedures in jail and how those meanings impact the process of adjustment. Historically, researchers who have studied total institutions have examined a wide variety of issues such as socialization, prison culture (importation and deportation models), and correctional management. However, justice perceptions have not been examined in a total institution setting such as a jail environment, and this study is an initial effort to address this limitation.

Justice theory (SSP) has been an influential framework within the discipline of social psychology and has contributed significantly to understanding social behavior (Hegtvedt 2006:46). Furthermore, the justice frameworks have contributed significantly to the understanding of people's perceptions of justice and their emotional, cognitive, and

behavioral responses to injustice. Existing justice research has developed literature examining both distributive and procedural justice, yet to generate a unified theoretical framework has been a significant challenge. Therefore, by using a correctional setting, this study attempts to conceptually and empirically link the beliefs, perceptions, and various types of reactions of the participants across the two primary domains of justice.

## THE RESEARCH PROBLEM

The jail system is the officially sanctioned mechanism through which correctional personnel maintain control over its inmates. Due to the highly restrictive nature of jail, inmates can quickly develop feelings of injustice. In a social world in which they may see themselves as having very little to lose, inmates are often affected by issues associated with the distribution of programs and services, as well as the administration of jail rules and procedures. More specifically, when considering the special needs of incarcerated women, it is imperative for researchers to conduct studies that explore situations where justice beliefs can emerge within a correctional environment. To date, research in criminal justice has not incorporated justice theory, an omission which is particularly evident in the area of correctional research. In addition, no empirical research has focused on the link between inmate perceptions of fairness in the distribution of resources and procedures, perceived personal identity, and satisfaction with the outcome (i.e., adjustment). This study is an initial effort at addressing this limitation in the criminal justice and correctional literature.

## PURPOSE OF THE STUDY

The primary purpose of this study is to use justice frameworks to explore inmate perceptions of distributive and procedural justice. Distributive justice is concerned with people's perceptions of fairness in the distribution of resources, while procedural justice is concerned with the process by which distribution decisions are made. First, I use this perspective to understand how female inmates perceive both distributive and procedural justice. Next, the study seeks to shed light on how feelings about justice can impact perceived personal identity and influence the perceived adjustment of these women in a correctional environment. Lastly, I explore the relationship between justice perceptions and perceived personal identity.

## RESEARCH QUESTIONS

Using the framework of justice, this study will explore the following research questions:

1. How do female inmates perceive distributive and procedural justice?
2. What is the impact of perceived personal identity on perceived distributive and procedural justice?
3. What is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment?

## SIGNIFICANCE OF THE STUDY

The significance of the study focuses on how inmate justice perceptions affect self-identity and how women adjust to life in jail. Research that explores the formation of justice perceptions and the effects that these beliefs can have on the inmate and the jail system can make a significant contribution toward understanding today's female jail population. For example, poorly thought out correctional policies concerning the allocation of resources can bring about feelings of discrimination where some inmates are favored to the exclusion of others. Furthermore, inmate perceptions of unfair procedures and treatment may elicit emotional, cognitive, or behavioral responses which can threaten the safety of other inmates and jail staff. The findings may allow criminal justice practitioners to better understand this previously neglected aspect of jail culture and inmate adaptation. In addition, an enhanced understanding of inmate perceptions of injustice and its consequences may help correctional administrators to implement improvements in jail policy, correctional management (i.e. security, safety, inmate control), and program delivery. An examination of justice perceptions can also provide practical solutions that help inmates shape and maintain a positive sense of identity. For example, by implementing education, vocational, and rehabilitative programs and services that aid in constructing a more adaptive identity, jail administrators have the potential to help inmates effectively deal with their feelings of injustice as well as their actions toward other inmates and staff.



The perception of justice (also referred to as justice evaluation) is the result of what individuals believe about the situation, the comparisons that they make, and their perceptions of situational information (Hegtvedt 2006:48). By understanding and enhancing inmate perceptions of justice and injustice, correctional administrators may be able to more effectively enforce the norms and values of the institution while making sure that the safety and security of inmates are protected. In an earlier study conducted by Fagan and Lira (1978), the ethnic factor such as racial imbalance in the correctional environment for the group with minority status is likely to experience initial negative affective responses associated with feelings of threat and alienation in the absence of a large supportive reference group with majority status. Similarly, incoming group members with minority status generally exhibit more discomfort assessed by interpersonal measures when interacting and interfacing with group members with majority status (1978). By employing justice theory, jail administrators may gain a better understanding of how structural processes such as jail norms and values, racial and ethnic rivalries expressed in groups, and status and role dynamics between inmates and jail staff can influence justice evaluations. A disparity receiving less but growing attention concerns inmates' elevated rates of victimization both before and during incarceration (Wolff, Shi, and Siegel 2009:469). Both men and women in prison have histories of interpersonal violence and victimization continues inside jails for many of these individuals, in that correctional settings are known for their violence among inmates and

between inmates and staff (Wolff et al. 2009:470). As a consequence, female inmates may come to feel that their safety and security is compromised; furthermore, their status as inmates may limit their ability to develop a voice for themselves. As such, responses to perceived injustice may take on a more destructive form, making it difficult for administrators to maintain social order. Ultimately, jail administrators who are well informed about the experiences of incarcerated women should be able to better formulate policies that are more effective in addressing their special needs, and ensure that they are successfully adjusting to the environment in which they live.

## ORGANIZATION

This study is organized in the following fashion: chapter 2 reviews the literature that focuses on the profile of female inmates, their special needs as correctional clients, and the theoretical perspectives that play a pertinent role in understanding the development of justice evaluations among incarcerated women. Chapter 2 concludes with a conceptual diagram of perceived adjustment and some proposed hypotheses. Next, chapter 3 describes the methods used in the study and how the data is analyzed. Chapter 4 summarizes the quantitative findings, while chapter 5 gives a detailed presentation of the qualitative findings. Lastly, chapter 6 concludes with a discussion of both quantitative and qualitative findings, proposes theoretical and practical implications, and provides recommendations for future research.

## CHAPTER II

### LITERATURE REVIEW AND THEORETICAL MODEL

#### INTRODUCTION

This chapter reviews literature that first examines the profile of female inmates, the special needs of incarcerated women, and how various issues of neglect can influence justice perceptions. The next section examines the theoretical perspectives which have played a major role in explaining the development of justice perceptions within a jail environment. Major emphasis is on both distributive and procedural justice and identity theory. In addition, deprivation and importation models of prison culture and Goffman's perspective on total institutions are addressed minimally. Lastly, a theoretical path model is presented; along with hypotheses for each relationship.

#### PROFILE OF FEMALE INMATES IN THE UNITED STATES

Jails are an integral part of our criminal justice system (Wilber 2000:8). In 2000, there were 3,300 jails in the United States and these jails held one-third of our country's 2 million inmates (Wilber 2000:8). During the last 20 years, there has been a dramatic increase in the number of women (Bradley and Davino 2002:351), young people, and the elderly living in jails, which is a far cry from the days in which jails were populated by young, healthy men. Who are the women in the nation's jails? Women are in prisons and jails primarily for nonviolent crimes and have far less violent criminal histories than

incarcerated men (Alfred and Chlup 2009: 242). Compared with their number in the general population, Black and Hispanic women form a disproportionately large segment of incarcerated women (p. 242). According to Greenfeld and Snell (1999), the most recent gender-specific analyses of U.S. jail populations found that there were more Black female inmates (44 percent) than any other racial or ethnic group, followed by Whites (36 percent), Hispanics (15 percent), and others (5 percent).

Researchers in the 1970s and 1980s began to focus on the influence of race on inmate adjustment patterns. For instance, Carroll (1982) posited that blacks were not successful in adjusting to prison because of their shared history of discrimination on the basis of race, and Blacks have more of a negative attitude toward the criminal justice system in general, possibly because they have suffered discrimination at the hands of criminal justice actors at all levels of the system (Hemmens and Marquart 1999:232). Several studies of racial differences in prison have found Black inmates are significantly more likely to be involved in conflicts with either the staff or other inmates (p. 232), and that Black inmates were more likely to be aggressors than White inmates (Fuller and Orsagh 1977). Yet other studies found little or no support for this assertion when controlling for other factors such as age, number of prior arrests, and drug or alcohol dependency (Ellis, Grasmick and Gilman 1974; Goodstein and MacKenzie 1984; Wright 1988; Zink 1957). Other studies of racial differences in adaptation indicate that White

inmates may suffer from higher levels of stress and fear than Black inmates (Hemmens and Marquart 1999:233) and one study found that White inmates are more likely to injure themselves intentionally (Wright 1988). Other studies showed that White inmates had a greater number of psychological problems, including breakdowns and depression; however, Goodstein and Mackenzie (1984) found no differences in the level of anxiety or the likelihood of depression among Black and White inmates.

While most female inmates carry the burden of racial discrimination, they also carry a disparity in the burden of disease within the correctional system as compared to women in the free world. Within a correctional environment, prevalence rates of mental illness, substance abuse, and communicable infectious diseases are significantly higher compared to the general population. Since jails house inmates for a short period of time, they are less likely to adequately address problems of this range and complexity. The health care problems of women are greater in jails than in prison. Jail surveys reveal that rates of HIV are several times higher within the inmate population than the general population given the tendency of corrections systems, especially jails, to neglect women's needs (Maruschak 2006:8). Rates of other infectious diseases such as Hepatitis C and Tuberculosis are often slightly higher for men than women, both groups are at risk if not treated, and the risk to women, given the tendency toward benign neglect, may be even greater than for men (p. 348). In terms of mental illness, women (4 in 10) in jail are more likely than men (2 in 10) to have a diagnosed mental illness (James and Glaze 2006).

There is also a high rate of physical and sexual abuse among female prison inmates, with female mentally ill inmates (70 percent) experiencing physical abuse nearly twice as often as other inmates (Ditton 1999:7).

Jailed women were less likely to be married compared to the general population, but nearly 80 percent were mothers – the average was two children apiece – and many had minor children (Mays and Winfree 2009:332). A significant percentage of women are pregnant when they enter jail and prison. At the time of admission, about 5-10 percent of women are pregnant (Mays and Winfree 2009:332). After women give birth it is often difficult for them to maintain contact with their child, which means that the loss of contact may result in termination of their parental rights. The impact of incarceration on women is at the very least disruptive and commonly traumatic. Developing and maintaining adequate and equal health-care delivery in women's prisons and jails should be a high priority for the nations' correctional systems (Springer 2010:13). Ideally the adequate provision and proper utilization of health care in jail should help female inmates break the cycle of crime and victimization. The problem is that the special needs of incarcerated women often go unrecognized because “jail and prison health care systems have largely been defined and operated by men for a nearly exclusive male clientèle” (Ross and Lawrence 1998:122).

The median age of incarcerated women was 31, with about half between 25 and 34 years of age (Mays and Winfree 2009:332). A number of studies of violence in prison

suggest that age is an important factor in inmate adjustment patterns, and age has been closely linked to the likelihood of aggressive behavior in prison (Hemmens and Marquart 1999:233). Some researchers have noted that as age increases, there is a linear decline in aggressive acts toward other inmates and/or correctional staff; however, Mackenzie's study (1987) revealed that aggressive behavior rose until the late 20s, and then declined. Additionally, interpersonal conflicts with other inmates remained high for a longer period of time than did interpersonal conflicts with correctional staff (Hemmens and Marquart 1999:233). Recent research suggests that age is related not only to the likelihood of being involved in violent activity while incarcerated, but also to perceptions of prison as safe or dangerous (p. 233). Hemmens and Marquart (1999:233) found that younger inmates were more likely than older inmates to perceive prison as a dangerous place. Lastly, education attainment levels among inmates indicate an overwhelming need for literacy and numeracy education for imprisoned women (Chlup 1999). Fifty-five percent of jailed female inmates had finished high school, about the same rate as jailed men (Mays and Winfree 2009:332). Black and Hispanic women perform at much lower levels of literacy when compared to their White counterparts (Alfred and Chlup 2009:243).

#### SPECIAL NEEDS OF INCARCERATED WOMEN

The adult female inmate population has dramatically increased, and despite the changes in the gender makeup of the various correctional client populations, the special needs of incarcerated women often go unrecognized by administrators, which can

inadvertently result in disparities in treatment, services, and programming (Green, Miranda, Daroowalla and Suddique 2005; Maeve 2001; Mosher and Phillips 2006; Rasche 1974; Islam-Zwart and Vik 2004). According to Mays and Winfree (2009:327), incarcerated women receive far less attention because of the smaller number of female inmates, the lack of jails and prisons exclusively for women, the relatively small number of bed spaces allocated to women in other facilities, and the fact that courts tend to convict women of less serious crimes than men. In addition to the correctional systems themselves, researchers and specialists have routinely neglected the treatment of women in correctional institutions (Mays and Winfree 2009:327). When we consider women as correctional clients the result presents a unique challenge compared to men, a challenge that is largely unrecognized by correctional systems.

Prior research concerning imprisoned women has looked at the nature and causes of women's criminal behavior as well as the inmate culture within women's prisons (Belknap 1996). However, no extensive research has been conducted that systematically examines the formation of justice evaluations in a correctional setting. There are several prominent reasons why criminologists and criminal justice professionals need to consider investigating this social issue. First, as correctional clients, women have medical, psychological, and physical concerns as their male counterparts and most often, these special needs seem to go unmet. Jail is an environment where inmates try to make sense out of their social experience and are thus likely to assess the justice of their outcomes,



decision-making, and/or their treatment. Such evaluations allow inmates to address concerns about potential problems such as the distribution of programs and privileges, the fairness in laws and the trial process, as well as treatment by both criminal justice actors and jail staff.

Second, many women offenders bear a huge burden, both as being seen as deviant for breaking the law, and secondly, for being seen as “unfit mothers” in the most meaningful role that they have ever held as an adult (Alarid and Vega 2010:710; Ferraro and Moe 2003). Incarcerated women often experience feelings of injustice when making assessments about problems associated with jail policies, correctional management, and/or program delivery. The unpleasant sensations of distress and tension can potentially impact an inmate’s sense of identity and can eventually disrupt her process of adjustment. For instance, most female inmates have minor children, and some studies have examined the impact that incarceration has on both mother and child. The effects can be quite disturbing, especially when programs and services associated with helping women to fulfill their parenting roles are scarce. Therefore, resources that encourage inmates to restore and/or readdress perceived injustice by employing supervised mother-child visitation will help address the vulnerabilities of their children.

Third, incarcerated women rely on social interaction to help them assess the justice of their outcomes, procedures, and/or treatment. Female inmates desire to be respected and accepted by their peers; therefore, programs that encourage group work

should communicate this sentiment. In essence, when inmates perceive that they are treated fairly by their peers involved in programs it in turn increases their sense of positive identity. Fourth, the pursuit of justice captures a significant normative element that bears upon social order (Hegtvedt 2006:52). Evaluations of injustice can cause intense feelings of anger, and when psychological responses (i.e., depression, sadness, nervousness) turn into behavioral reactions (i.e., self-harm, physical/sexual victimization, or civil disorder) the jail environment is perceived to be unsafe. Research suggests correctional settings are known for violence between inmates and between inmates and staff, and rates are higher in prison settings than in the general population (Wolff et al. 2009:469). Therefore, it is imperative for researchers and practitioners to explore justice evaluations because they can lead to reactions that challenge the norms and values of the institution, and can potentially threaten the safety and security of inmates and staff.

Fifth, female offenders are additionally victimized by the sexist perspective that female offenders somehow deserve what they get because they have betrayed society and other women by their misdeeds (Belknap 1996; Covington 2001; Harris 1998; Pollack 2002a; Wesley 2006). Upon entry into jail, women are immediately stripped of their identity and forced to construct a new one. Aside, from making inmates wear uniforms, they are often labeled as criminals. When women are removed from their neighborhood, placed in a jail or prison, and labeled as an inmate they tend to perceive that experience as unjust. An incarcerated woman may form a justice evaluation that can encourage her

to accept the deviant role and act accordingly or neglect the criminal label and define herself in more legitimate terms. Also, this study seeks to explore how distributive and procedural justice evaluations develop through the process of constructing an institutional identity.

## THEORETICAL PERSPECTIVES

Research in social psychology has shown convincingly that when people feel they have experienced a fair or unfair event this may strongly influence their subsequent reactions (Miedema, Bos, and Vermunt 2006: 229). This indicates that perceived fairness is a crucial factor in social behavior; and it is therefore imperative to study why and when fairness matters to people (Tyler 1990, 1997). Justice theory has been guided by three central questions: (1) what do people believe constitutes justice; (2) how do people perceive justice; and (3) how do individuals and groups respond to perceived injustice (Hegtvedt 2006:46). More specifically, justice involves both distribution and decision-making procedures, which has been reflected in the scientific use of concepts such as distributive and procedural justice. Distributive justice focuses on the application of a normative rule to the allocation of benefits or burdens to recipients, which examines reactions to inequality in social exchange situations and preferences for allocation rules. Procedural justice explores the fairness in the means by which distribution decisions are made and eventually the consequences of unfair procedures or treatment.

## *Distributive Justice*

Research consistently finds that people care about fair treatment. When individuals perceive that they are treated fairly they express greater satisfaction with social relationships (Barrett-Howard and Tyler 1986), courtroom experiences (Lind et al. 1980), and the political process (Tyler, Rasinski, and McGraw 1985). Justice is essential to our social functioning as is indicated by the fact that the concept of justice (as well as its violation) often dominates our daily experiences and discussions (Finkel 2001; Folger 1984). Indeed people often talk about the good and bad things they encounter in their social interactions and frame them as instances of justice versus injustice. This indicates that perceived unfairness is a crucial factor in social behavior (Miedema, Bos, and Vermunt 2006:228). As early as 1961, George Homans suggested that social behavior is “an exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons” (p. 13). One of his most enduring contributions to distributive justice argued that individuals are likely to feel distressed as a result of perceived injustice (1961). Homans (1961) argued that individuals calculate their costs and investments relative to their rewards and, then compare the product of this calculation to the perceived rewards, costs, and investments of others. If payoffs do not correspond proportionately to the person’s and other’s respective costs and investments, distributive justice fails, and individuals experience negative emotions.

According to the work of Guillermina Jasso (1980/2002), fundamental to all justice analyses is the notion of the perceiver or the observer. This is the actor who assesses a given outcome distribution, procedure, or a means to treat individuals (Hegtvedt 2006:47). In this study, female inmates are considered perceivers; that is, recipients of the outcomes or targets of the procedure or treatment. The perception of justice (i.e., justice evaluation) expresses the perceiver's judgment and sentiment that the recipient is justly or unjustly treated; and if unjustly treated, whether over-rewarded or under-rewarded and to what degree (Jasso 2002:41). It is a subjective evaluation of how fair a perceiver thinks the situation is for himself or herself or for others. The notion of justice evaluation is a logarithmic function of the ratio between a person's actual share of resources and what this person perceives is a "just" or "fair" share. In most distributive justice research, a central concern is reactions to pay injustices (Adams 1965; Walster, Walster, and Berscheid 1978).

Typically, distributive justice exists when the expectations for outcomes (based on some normative rule) are congruent with the actual outcomes (Clay-Warner, Hegtvedt, and Roman 2005: 89). Jasso also argues that justice evaluations are influenced by punishments, and in so doing, she too, introduces the notion of expectations. Relative to expectations of punishments, a smaller amount of punishment will generate as much of a sense of injustice as will greater amounts of punishment. A final element of Jasso's theory goes back to Homans' and introduces a comparison dynamic (2001b). An

individual's evaluation of justice involves assessing what happens to others. For instance, positive emotions such as happiness and satisfaction become evident when an individual's payoffs are greater than those given to others, and some may experience negative emotions like anger when their payoffs are less than those of others (Turner 2007: 290).

Within distributive justice, three rules are paramount (e.g. Deutsch 1975): equality, equity, and needs. The equality rule dictates that each recipient obtains an objectively equal share of the outcomes distributed (Hegtvedt 2006:48). The equity rule assumes outcomes should be commensurate to contributions, defined broadly to include productivity and effort as well as ability, status, and other characteristics representing individual recipients (Hegtvedt 2006:48). Lastly, the needs rule indicates that outcomes should be commensurate to the needs of potential recipients (Hegtvedt 2006:48). When considering the relationship between equity, needs, and equality that define the shape of a distribution across all recipients, the development of injustice among female inmates can be due to the perceived lack of jail programs and services.

### *Procedural Justice*

Procedural justice refers to fairness in the means by which distributions or decisions are made (Hegtvedt and Markovsky 1995). Defining the just share along with the just procedure is one of the central questions addressed by justice researchers. People generally consider means to be fair when those means allow consistency across

individuals and time, suppression of bias, representativeness of the opinions of people affected, accuracy of information, mechanisms to correct bad decisions, and conformity with moral and ethical standards (Leventhal, Karuza, and Fry 1980). Tyler and Lind (1992) identify three important factors or rules that ensure fair treatment because they communicate information about the equality of the relationship between a focal actor and authorities or others in the situation: standing, neutrality, and trust. Standing refers to status as communicated through polite behavior, dignified treatment, and respect for one's rights and opinions. Neutrality focuses on the equal treatment of all parties and includes honesty and lack of bias. Lastly, trust characterizes the intentions of the decision maker to be fair and ethical in the immediate situation and in the future. Tyler and his colleagues demonstrate the importance of these elements to the assessments of procedural justice.

Emotional, cognitive, and behavioral reactions follow justice evaluations. When individuals perceive that their shares do not correspond with the shares of others, they experience a sense of injustice and negative emotional arousal. On the other hand, they experience a sense of justice and feel positive emotion when resource shares meet expectations. In addition to emotional reactions, several theorists draw attention to cognitive and behavioral responses to injustice. Cognitive responses attempt to restore a sense of psychological justice while behavioral responses intend to restore actual justice (Hegtvedt 2006:49). For example, non-compliance or more specific action to change the

procedure or the treatment received (e.g., requests, complaints, absenteeism) may be seen as behavioral responses to procedural injustice (p.50). Additionally, responses may extend beyond the individual level to include collective reactions such as coalitions, riots, or social movements (p. 50).

Tyler and Lind (1992) argue that the psychological response to procedural injustice, however, may involve more than an alteration in cognitions about the situation because of the underlying assumptions of the group value, which characterized procedural justice work. Such responses may also include feeling of self-worth and value to the group (Hegtvedt 2006:50). In sum, individuals attempt to make sense out of their social experience by taking information about their outcomes, decision-making, and treatment and producing a justice evaluation. Such evaluations may produce unpleasant sensations of distress and tension which in turn can motivate people to relieve their stress by restoring either their cognitive or behavioral justice for themselves and others. Lastly, people are often motivated to assess the justice of their outcomes, procedures, or treatment because of their relationships with others which focuses on material outcomes and identity concerns.

### *Identity Theory*

Identity is a combination of internal psychological development and socially embedded processes, known respectively as personal and social identity (Alarid and Vega 2010:705). Personal identity differentiates a person from a group, such as personal



characteristics, traits, goals, values, and abilities (p. 705), while social identity relies on an individual's perceived membership in one or more groups, such as that defined by one's familial role, occupational world, or friendship networks (Schwartz 2005). Thibaut and Walker's (1975) model of procedural justice takes an instrumental or self-interested approach with the assumption that people desire fair procedures because they ensure fair distributions. This instrumental orientation leads individuals to seek both decision control and process control (a voice) in decision-making situations to secure positive outcomes (Hegtvedt 2006:51). Lind and Tyler (1988) offer an alternative to the instrumental model, which is the group-value model of procedural justice (later extended and referred to as the "relational model"). Drawing from social identity theory, they focus upon individuals' long-term interest in group relationships and argue that people want to be well-regarded within the groups to which they belong and that procedurally just rules and treatment communicates this sentiment. In this model then, individuals seek to be valued members of their groups, which in turn increases their self-esteem (Hegtvedt 2006:51). Although identity processes are fundamental to the group-value model of procedural justice, they are less so to distributive justice models. Clay-Warner (2001) notes that people are likely to identify most closely with those with whom they share multiple status identities, although the effect of these identities on justice processes depends upon contextual factors.

Identity theory researchers have argued that females have different needs than males, and research may thus inform programming and services for women offenders. The focus on the identities of women who have been labeled by the criminal justice system as “criminal” and how they view themselves and their relation to others is central to this study. According to Alarid and Vega (2010:706), social psychological identity research has suffered from three limitations. First, the psychological focus has seemingly marginalized social processes and changing environmental influences such as economic uncertainty, unstable social supports or lack of opportunity (p. 707). Second, they suggest that women did not possess identities independent of their male counterparts, to which a criticism was made by researchers who argued that women's identities diverged from men (Alarid and Vega 2010:707). Lastly, there has been an overreliance on university student samples in identity research, which alone may not be able to fully account for the vast differences in historical, cultural, and socioeconomic processes that shape individual and gendered identities of women (p. 707). This study seeks to address the limitation that social psychological identity research presents by examining how justice perceptions can help to shape and maintain the personal identity of incarcerated women.

Symbolic Interaction theory was popularized in criminology and sociology research during the same time as the birth of identity formation theory (Alarid and Vega 2010:707). Hebert Blumer (1969) brought symbolic interactionism to the forefront of theory as an explanation of how individuals see themselves, how individuals interpreted

how others saw them and the use of symbolic gestures in communication with others (p.707). Remarkably similar to the main features of symbolic interactionism, Erik Erikson (1968) believed that the way women viewed their appearance, manners, character, and performance would have an effect on the way they ultimately viewed themselves. Concurrently, if a woman devalued her image and did not have outside support to reject those feelings, she was more likely to internalize the negativity (Erikson 1968). Carol Gilligan (1982) proposed that attachments to other relationships and responsibility are so central to women's identity development that identity and close interpersonal relationships are intertwined. In other words, women seemed to be less able than men to create a more favorable identity that resisted stigmatizing labels and terminated social relationships that devalue her (Geiger and Fischer 2005), which is likely linked to level of self-esteem (Alarid and Vega 2010:708). Women are said to have high self esteem when they learn that they can control their surroundings, become competent and successful (p. 708). The development of high self-esteem is compromised when the conditions of one's surroundings are ridden with parental neglect and physical, emotional, and sexual abuse (Crocker and Major 1989).

The development of self-concept has more serious implications for women than men because of the socially imposed gender roles and cultural restraints on women (Ray and Downs 1986). Culbertson and Fortune (1986) found that an incarcerated woman who has defined herself by her familial role may be surprised to find that her outside family

support system lacked the strength that she needed to sustain herself. Over time, an incarcerated woman's self-concept decreased to seeing herself as an “object” or a “victim” and where nothing in her immediate environment was hers to control (Alarid and Vega 2010:709). Earnest (1978) discovered that incarcerated women who saw themselves as criminals tended to be associated with groups that viewed themselves as criminal or deviant, whereas, women in this same group that viewed themselves as more legitimate tended to see their primary groups as non-criminal (Alarid and Vega 2010:709). Tyler and colleagues (Tyler et al. 1997) stressed the impact of procedural justice on self-esteem, and research (e.g., Skitka 2003; Stets 2003) draws attention to how identities of individuals may illuminate the meaning of injustice and provide insight into the subjectivity of observed patterns of perceptions and reactions.

#### *Deprivation, Importation, and Goffman's Perspective on Total Institutions*

Research that examines how justice perceptions influence the way inmates adjust to jail life is important in understanding the female jail population. Modern research on inmate adjustment to incarceration dates from Donald Clemmer's (1938) pioneering study of a large prison. In the late 1930s, a new way of thinking about the livelihood of inmates emerged. Clemmer's classic study, The Prison Community (1938/1940), described the powerful inmate subculture with its complete rules and regulations, values, and prejudices. *Prisonization* is the mechanism by which one becomes a member of that subculture and the process through which prison inmates “take on in greater or less

degree the folkways, mores, customs, and general culture of the penitentiary” (1938/1940:299). Studies related to subcultures formed in both female and male prisons have used either deprivation or importation perspectives to explain inmate subcultures. Deprivation theory views subcultures in prison primarily as an outgrowth of the inmates’ living conditions. For example, research by John Wooldredge (1991) suggests that deviant behavior (i.e., rule infractions and assaults) among inmates in U.S. correctional facilities can threaten the security of those facilities, enhance feeling of insecurity and deprivation among inmates, and hinder the success of treatment programs. Wooldredge’s model suggests that deprivation is a fact of prison life and can create the need for some type of compensation for what is missing. Importation theory holds that the subculture is brought into the prison system from the outside, in the form of previous behaviors, values, and actions. The most convincing case for importation is seen in previous studies that showed that pre-incarceration characteristics, such as arrest history and past prison history, predicted prison offending (Hochstetler and DeLisi 2005:258; Wooldredge 1991).

Several scholars who followed Clemmer attempted to explain how inmates adapted to the prison environment by focusing on and depicting inmate subculture. Gresham Sykes (1958) expands on this idea by stating that deprivation most often includes the loss of liberty, loss of freedom of movement, the loss of civil rights, autonomy, individualism, emotional and sexual relationships, freedom and privacy of

mail, the loss of visits from whomever the person chooses, and the need to feel secure in one's environment. In many situations, deprivation can result in an individual's feeling as if everything that he/she once knew does, in fact no longer exist. The inmate's way of life changes instantly; under constant surveillance and control and he or she comes to believe that his or her existence is completely dependent on the penal institution. However, inmates can reduce the stress that such deprivation causes by establishing a support system that is solely based on an emotional connection with other women. Women are less criminalized than men (Bowker 1981:410) and when one takes away their support groups such as children, families, and friends, women tend to experience feelings of helplessness, powerless, dependency, and despair (Harman, Smith, and Egan 2007; Gibson 1976:99; Mahan 1984:381). Therefore, women tend to form emotional relationships with other women in an effort to regain their power and cope with jail life.

Two studies conducted in 1972 and 1998 studied both deprivation and importation that focused on the "pains of imprisonment" for understanding inmate adjustment patterns. Esther Heffernan (1972) employed Sykes' (1958) hypothesis about the ability to cope with institutional life in her study of the District of Columbia Women's Reformatory at Occoquan, Virginia. Heffernan characterized about half of the women as *square*: situational offenders – ready to redeem themselves by good deeds and sober living. She also classified women as *cools*, those who manipulated others to make their own time pass more quickly and easily. According to Heffernan (1972), both roles

were an extension of the women's pre-prison identities, a perspective she shared with John Irwin (1970). Barbara Owen's (1998) study of the Central California Women's Facility, the largest women's prison in the world at that time, found support for Irwin's importation model and described the defiance exhibited by certain inmates as *the mix*. This is characterized by a lifestyle involving the continuous use and sale of drugs, intense and volatile relationships, and law-violating behavior (Owens 1998:3). Similar to Hefferman and Irwin, Owen believes that their lives in prison are reflective of their economic status and racial/ethnic background prior to incarceration and indicative of their lives post imprisonment.

Erving Goffman's (1961) perspective on total institutions can potentially further the conversation concerning inmate adjustment patterns. As indicated by Goffman's definition:

A total institution may be defined as a place of residence and work where a large number of like-situated individuals cut off from the wider society for an appreciated time together lead an enclosed formally administered round of life (p. 11).

Goffman explains that the initial approach to entering a jail or prison setting includes stripping away one's self-identity which is replaced with a more adaptive one. This is done by a process called mortification, which includes taking away personal possessions, being given uniforms, bedding, and other equipment and personal items needed, being reduced to a child in terms of status, being subjected to physical, verbal, and mental abuse, experiencing a loss of privacy, and losing one's autonomy and all forms of

personal freedom. A privilege system is then established by the institution and provides a framework for personal reorganization (p. 48). According to Goffman, how an inmate is rewarded and/or punished is considered to be part of all total institutions and is “perhaps the most important feature of [the] inmate subculture (p. 50). He indicated that inmates may react to the process of mortification and/or the privilege system by one of several ways: 1) situational withdrawal – the inmates withdraw their attention away from their immediate environment and react only to themselves; 2) intransigent line – the inmate intentionally refuses to cooperate with the staff; 3) colonization – the inmate incorporates experiences from the outside world with his or her new environment and begins to see the institution as a place they want to stay indefinitely; 4) conversion – the inmate takes on the appearances of the perfect inmate and often acts like those that are in charge (pgs. 61-63). Considering the influence that total institutions have on re-socializing inmates to the norms and roles of being the “perfect inmate” as well as their personal experiences, Goffman’s model may help to explain how justice perceptions concerning distributive and procedural processes can impact inmate adjustment. Hence, the model can also explain how perceived discrimination can produce emotional, cognitive, and behavioral reactions that can challenge the norms and values of the institution.

## THEORETICAL MODEL AND HYPOTHESES

Figure 1 illustrates the relationship between the variables in the study. For the sake of the model, I speculate that race (Black), age, education, and time spent in jail has



a direct effect on adjustment. In addition, perceived distributive and procedural justice and personal identity influences the adjustment patterns of female inmates in this jail.

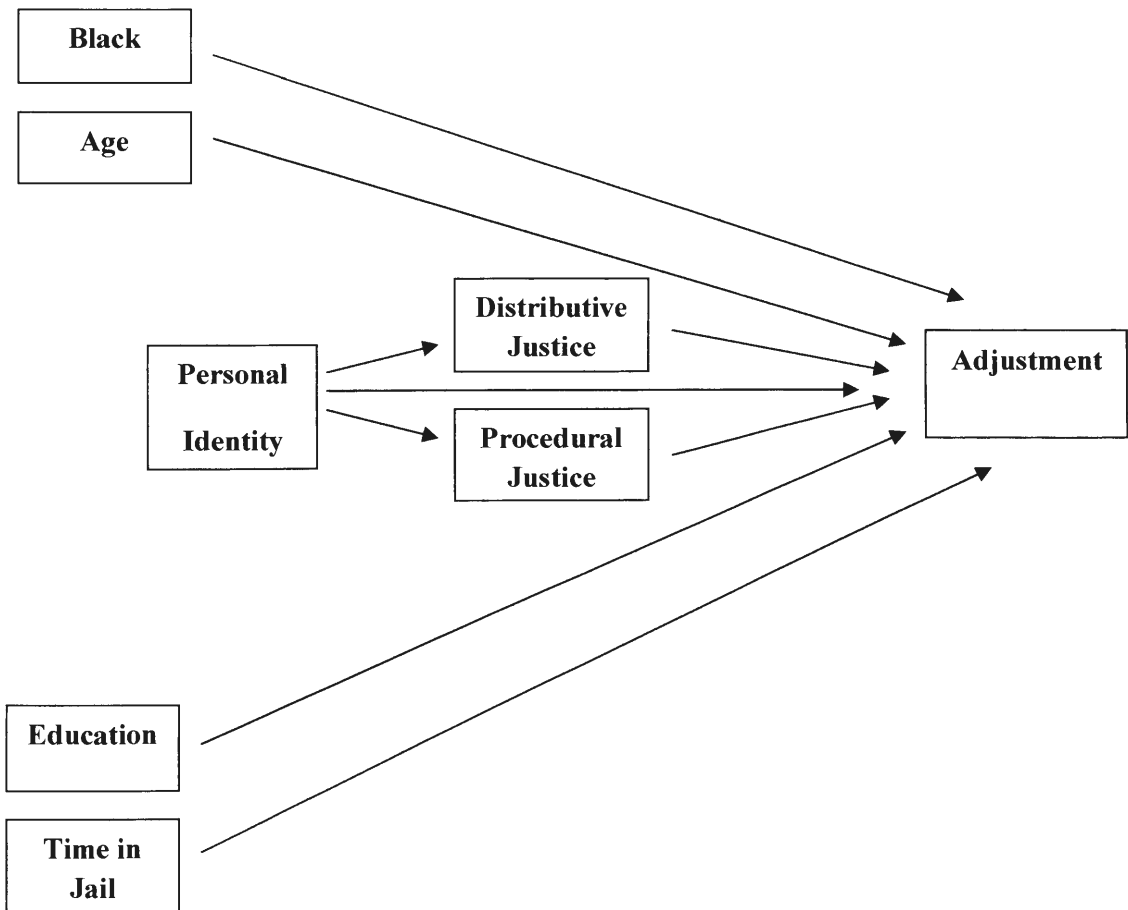


Figure 1. Model of Perceived Adjustment (N = 186)

The following hypotheses for each relationship will be explored as well:

1. Race has a direct impact on adjustment
2. Age has a direct impact on adjustment
3. Education has a direct impact on adjustment
4. Time spent in jail has a direct impact on adjustment
5. Perceived distributive justice has a direct impact on adjustment.
6. Perceived procedural justice has a direct impact on adjustment.
7. Perceived personal identity has a direct impact on adjustment.
8. Perceived personal identity is indirectly related to adjustment through the perceived distributive justice measure.
9. Perceived personal identity is indirectly related to adjustment through the perceived procedural justice measure.

## CHAPTER III

### METHODS AND DATA ANALYSIS

#### INTRODUCTION

This chapter includes a brief explanation of the data, a detailed description of the techniques used to collect the data, the inmate population and their sampling, the instruments utilized in the study, the ethical considerations, and the techniques used to analyze the data.

#### DATA

This study utilized a survey approach to capture the nature and extent of justice perceived by female jail inmates. The Detention System of the Harris County Sheriff's Office is divided into two commands with three main jail facilities: the 1200 Baker Jail, the 701 San Jacinto Jail, and the 1307 Baker Street Jail Annex. Data were collected from female jail inmates at the 1200 Baker Street Jail or "Central Jail" and the 1307 Baker Street Jail Annex, in Houston, Texas. A survey (see Appendix C), consisting of both close and open-ended questions, was used to collect initial information about the participant's feelings about their sentence and the criminal justice system; their feelings about visitation and contact with family members and others on the outside (i.e., friends, lawyers); their perceptions of safety and inmate programs and services; how they felt about themselves, other inmates, and jail staff; and the perceptions of their physical,

emotional, and mental well-being during incarceration. Furthermore, the participant's race/ethnicity, age, education, religious preference, marital status, number of children prior to her incarceration, birthplace, and first language was also collected. Lastly, information was gathered on the participant's work status as well as the number of inmates in her cell block and how much time she had spent in jail at the time of completing the survey.

## SAMPLE

The participants in this study were female jail inmates located at the 1200 Baker Street Jail or "Central Jail" and the 1307 Baker Street Jail Annex. They were incarcerated during the fall of 2010. At the 1200 Baker Street Jail the entire fourth floor was dedicated to the female population. There were about 906 female inmates present in the general population, and about 54 female inmates in the mental health unit. At the 1307 Baker Street Jail Annex, there were about 152 inmates present. There were a total of 1,112 female inmates during the period of data collection. The inmate population consisted of those who were convicted of an offense (i.e., convicted and sentenced to time in Harris County, convicted and waiting to go to TDCJ, a federal inmate, or a contract inmate with a conviction).

The sample was drawn using a non-random convenience sampling approach. The problem with developing a dependable sampling frame is amplified when the status of participants changes due to disciplinary infractions, the issuing of bench warrants (being

called to testify at a court hearing) without prior notice or the possible reassignment of inmates to another unit or institution. A total of 239 surveys from 1200 Baker Street Jail and 1307 Baker Street Jail Annex were returned while a total of 186 surveys were usable.

## INSTRUMENT

This study utilized a 134-item survey for inmates developed by the researcher (see appendix C). Items on the survey were developed from relevant literature and also adapted from three other surveys (Goodstein, Kramer, Hepburn, and Mackenzie 2002; GSS 1972-1994; Bureau of Statistics 2002). Women's perceptions of distributive and procedural justice and their experiences were evaluated by using close-ended and open-ended self-reported questions. The instrument was also designed to measure how inmates perceived themselves and how they dealt with different aspects of incarceration.

## DATA COLLECTION

*The data collection process began with a pilot study to test the effectiveness of the instrument.* A pilot test was administered at the 1200 Baker Street Jail facility in an effort to identify possible areas where the instrument may have been inappropriate, unclear, or too complicated for the proposed sample. The instrument was tested on a small group of volunteers who were as similar as possible to the target population. The instrument was administered to 5 female inmates that varied in age and race/ethnicity. An information form (Appendix A), instruction sheet (Appendix B), and survey (Appendix C) were given to each volunteer. After leaving the facility, the principal investigator

opened each packet and checked each questionnaire, noting question(s) in which participants had a difficult time answering. All unnecessary, difficult, or ambiguous questions were assessed to see whether each question gave a range of responses. Questions that were unanswered by participants were re-worded, re-scaled, revised and/or shortened to ensure simplicity. The following two weeks were spent announcing the study and recruiting potential participants for the main study.

Several different strategies were used to recruit volunteers for the study. Sergeant David Fusilier announced the study to inmates prior to data collection. Participants who volunteered to participate in the study contacted Sgt. Fusilier and their names were collected. In conjunction with this method, the principal investigator was escorted by Sgt. Fusilier to the different cell blocks where female inmates slept, ate, watched television, and spent most of their day to explain the study, solicit participation, and explain the need to complete the survey immediately.

Data collection occurred over a period of 4 separate days. On Wednesday, November 17, 2010, the principal investigator arrived at the 1200 Baker Street Jail to begin the first phase of administering surveys to female inmates. The principal investigator checked in and was escorted by Sgt. Fusilier to the fourth floor where all female inmates were housed. Beforehand, a total of 80 inmates from 4 separate cell blocks volunteered to participate in the study. For reasons of safety, I did not approach women who were in administrative segregation administrative (i.e., isolation), therefore,

participants were recruited from the general population. All potential participants were assembled and given a pen or pencil as well as an envelope that contained an invitation to participate (Appendix A) explaining the nature of the study; an instruction sheet (Appendix B), and a 134-item jail survey (Appendix C). The information form specifically confirmed that participation was voluntary and may be discontinued at any point. Inmates who wished to participate were asked to complete the survey immediately in the same approved area. Inmates did not have to complete any of the documents in the envelope if they did not wish to do so. Surveillance was present; and the principal investigator was present to answer any questions that the participants had about the project before and/or after completing the survey. The principal investigator stated the total time commitment for completing the survey and stepped out of the common area while inmates filled out their survey. Participants began filling out the survey around noon; and once the inmate completed her survey, she placed the materials back into the envelope, sealed it, and then notified the principal investigator. Also, if an inmate chose not to complete the survey or if she started the survey and decided that she did not want to finish it, she placed her survey and other materials in the envelope and sealed it. After two hours, the principal investigator returned to collect the envelopes. A total of 70 surveys were returned and the envelopes were placed in a secure box. Returned surveys constituted consent to participate in the research study. The principal investigator was escorted back to the main area of the jail and left the facility around 2:30 pm. The

envelopes were not opened until the principal investigator left the facility. No other persons were given access to the confidential materials during the entire data collection period.

On Wednesday, December 1, 2010, the principal investigator arrived at the 1200 Baker Street Jail to begin the second phase of administering surveys to female inmates. Beforehand, a total of 70 inmates from 4 separate cell blocks volunteered to participate in the study. A total of 53 surveys were returned from this administration. On Wednesday, December 6, 2010, the principal investigator arrived at the 1200 Baker Street Jail to begin the third phase of administering surveys to female inmates. Previously, a total of 80 inmates from 3 separate cell blocks volunteered to participate in the study. A total of 71 surveys were returned. On Wednesday, December 8, 2010, the principal investigator arrived at the 1307 Baker Street Jail Annex to begin the final phase of administering surveys to female inmates. Beforehand, a total of 50 inmates from 4 separate cell blocks volunteered to participate in the study, and a total of 45 surveys were returned. In all, a total of 239 surveys were returned, and 186 of them were usable.

#### ETHICAL CONSIDERATIONS

A number of ethical safeguards were implemented during the research and data collection phase of the study. To help protect the participants, the research used codes instead of name or identification numbers to depict inmates. Returned envelopes with an information form, instruction sheet, and survey were not opened until after the researcher



left both facilities. Data were stored in a locked file cabinet. Five years after the study is completed, the surveys will be shredded.

Another consideration concerned those participants who volunteered to participate. The researcher will not include the names or identification numbers of participants in any future presentations or publications. Inmates were told that there was no way to ensure complete anonymity and that surveillance was present during the time of the study. However, having everyone return their survey, whether or not it was completed, helped protect their anonymity. The information form explained that should the participant become upset during the completion of the survey she could stop participating in the study at any time; without penalty. Participants were instructed not to disclose details of any offenses that they may have committed. No other persons, including those who worked in this jail, were given access to the surveys and information in the results cannot be used to identify the participants, the two facilities, or the staff here. Participation in the study was completely voluntary and participants were free to refuse to participate. In addition, participants were told that rewards or penalties would not be given whether their participation continued or not.

## RESEARCH QUESTIONS

This section identifies the specific items related to each research question in the jail survey.

### *Research Question 1*

Research question 1 asks: “How do female inmates perceive distributive and procedural justice?” Items 13, 15, 18, 26, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 84 and 92 from the survey were used to measure perceived distributive justice in the quantitative section. In addition, open-ended items 38, 42, 44, 47 and 93 from the survey were used measure perceived distributive justice in the qualitative section.

Close-ended items 1, 2, 3, 12, 14, 19, 20, 61, 62, 63, 64, 65, 67, and 85; and open-ended items 4, 5, 6, 45, 94 and 108 from the survey were used to understand how female inmates perceived procedural justice.

### *Research Question 2*

Research question 2 asks: “What is the impact of perceived personal identity on perceived distributive and procedural justice?” Close-ended items 13, 15, 18, 26, 68, 69, 74, 84 and 92 from the survey were used to measure perceptions of distributive justice and items 1, 2, 12, 14, 19, 20, 62 and 67 were used to measure perceived procedural justice. In addition, items 49-59 from the survey were used to measure perceived personal identity. Open-ended items 38 and 47 from the survey were used to measure perceived distributive justice and items 39 and 40 were used to measure perceived procedural justice. Lastly, item 36 from the survey was used to measure perceived personal identity.

### *Research Question 3*

Research question 3 asks: “What is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and perceived adjustment to these women in a correctional environment?” Close-ended items 13, 15, 18, 26, 68, 69, 74, 84 and 92 from the survey were used to measure perceived distributive justice. In addition, items 1, 2, 12, 14, 19, 20, 62 and 67 were used measure perceived procedural justice. Items 49-59 from the survey were used to measure perceived personal identity; while items 95-102 were used to measure perceived adjustment.

Open-ended items 11, 16 and 21, from the survey were used to measure inmate perceptions of distributive and procedural justice. In addition, items 9 and 10 from the survey were used to measure perceived personal identity; while items 22, 31, 32 and 109 from the survey were used to measure perceived adjustment to these women in a correctional environment.

### MEASUREMENT OF VARIABLES

This section provides a description of the dependent, independent or control variables in the study.

#### *Dependent Variables*

*Perceived Distributive Justice* was measured using a 9-item index with the following items from the survey: 13, 15, 18, 26, 68, 69, 74, 84 and 92. Participants were asked to rate the fairness in the distribution of programs, services, privileges and protection in

comparison to others on five-point Likert scales ranging from “strongly agreed to strongly disagreed (coefficient alpha = .730).” This reliability coefficient is good enough to measure perceived distributive justice.

*Perceived Procedural Justice* was measured using an 8-item index with the following items from the survey: 1, 2, 12, 14, 19, 20, 62 and 67. Items 1, 2, 12, 14, 19, 20, and 62 from the survey were reverse coded to reflect perceived procedural justice. Participants were asked to rate the fairness in their sentencing process, communication procedures with others outside this jail, and treatment by court and jail staff on 5-point Likert scales ranging from “strongly agreed to strongly disagreed” (coefficient alpha = .729). This reliability coefficient is good enough to measure perceived procedural justice.

*Perceived Adjustment* was measured using an 8-point index with the following items from the survey: 95-102. I had to reverse code all items to reflect the perceived adjustment of these women in a correctional environment. Participants were asked to best describe their feelings during time spent in this jail on 8-point scales ranging from “never to everyday” (coefficient alpha = .826). This reliability coefficient is good enough to measure perceived adjustment to jail.

#### *Independent and Control Variables*

*Perceived Personal Identity* was measured using an 11-item index with the following items from the survey: 49-59. Items 51, 52, 54, and 56 were reverse coded to reflect a positive sense of identity among female participants in this jail. Participants were asked

to rate their feelings about oneself on 5-point Likert scales ranging from “strongly agreed to strongly disagreed” (coefficient alpha = .760). This reliability coefficient is good enough to measure perceived personal identity.

*Race/ethnicity* was measured by asking respondents: “What race/ethnicity best describes you?” Response categories were White or Anglo (=1), Hispanic/Mexican American (=2), African-American or Black (=3), Asian (=4), Multiracial (=5), and Other (=6).

Race/ethnicity was “dummy” coded as Black (=1) and Other (=0).

*Age* was measured by asking respondents “What was your present age?” Age was measured as the respondent’s self-reported age in years. Age was recoded and response categories were: 18-25 (=1), 26-33 (=2), 34-41 (=3), 42- 49 (=4), 50-57 (=5), and 58 and over (=6).

*Education* was measured by asking respondents: “Before coming to this jail, what was the highest grade in school that you finished?” Education was measured as the respondent’s self-reported level of education. Education was recoded and response categories were: Less than High School (=1), Some High School (=2), High School Diploma (=3), GED (=4), Some College (=5), Bachelor’s Degree (=6), Technical Training (=7), Graduate Degree (=8).

*Religious preference* was measured by asking the respondents: “What is your religious preference?” Religious preference was measured as the respondent’s self-reported

religious affiliation. Religious Preference was recoded and response categories were: Catholic (=1), Christian (=2), Baptist (=3), Other (=4), and None (=5).

*Marital status* was measured by asking respondents: “Before coming to jail, what was your marital status?” Response categories were: Never Married (=1), Divorced (=2), Separated (=3), Widowed (=4), Common Law (=5), and Married (=6).

*Number of children* was measured by asking respondents: “How many children have you ever had? (Please count all that were born alive at any time; including any from a previous marriage or relationship).” The variable was measured by the respondent’s self-reported number of children. Number of children was recoded and response categories were: None (=1), 1-2 (=2), 3-4 (=3), 5-6 (=4) and 7 or more (=5).

*Birthplace* was measured by asking the respondents: “Where were you born?” Response categories were: United States (=1) and Other Country (specify) (=2).

*First language* was measured by asking respondents: “What is your first language?” Response categories were: English (=1), Spanish (=2), and Other (specify) (=3).

*Their pre-incarceration status* was measured by asking respondents: “Before coming to this jail, which of these best describes what you were doing?” Response categories were: Working full time (=1), Working part time (=2), With a job, but not at work (=3), On vacation or on strike (=4), Unemployed or laid off (=5), Looking for work (=6), Retired (=7), In school (=8), Keeping house (=9), In another jail (moved here) (=10), Other (=11), and 2 or more categories (=12).

*Time spent in jail* was measured by asking respondents: “As of today, how much time have you spent in this jail?” Time spent in jail was measured by the respondent’s self-reported time in months or days. Time spent in jail was recoded and response categories were: Less than 3 months (=1), 3-12 months (=2), 13-24 months (=3), 25-36 months (=4), More than 37 months (=5).

## DATA ANALYSIS

The close-ended survey responses were tabulated and analyzed by using version 17.0 of SPSS. Descriptive statistics (i.e., frequencies) and path analysis were used to analyze responses to the close-ended questions. LISREL was used to estimate the path model that showed the relationships between perceptions of distributive and procedural justice and perceived personal identity. I used a path analysis approach because I did not want to assume that the relationships were linear (unidirectional) and I wanted to be able to model the relationships between each of the variables in terms of how they influenced each other. I chose LISREL due to its greater power and because it is the most widely used approach to doing path analysis.

Due to the exploratory nature of qualitative research, open-ended responses from the inmate survey were analyzed by using a qualitative research technique. The researcher recorded each response in a word processing document; and the impressions and observations of the inmates were included. The collection of responses was analyzed by identifying common themes and patterns in the data. When reoccurring patterns were

identified they were reported in a manner that reflected the participants' perceptions about the justice outcome and the fairness in the process by which decisions were made.

The methods and role of qualitative analysis was particularly significant in this study because it gave incarcerated women the opportunity to discuss their feelings about various facets of the criminal justice and correctional system. Inmate responses allowed this study to explore how female inmates thought about programs, services, and privileges offered at this jail and what was really important to them. The study permitted inmates to display their creativity and self-expression; which showed a richness of detail in their responses. Remarkably, unanticipated findings were also discovered in the qualitative analysis. In this study, inmate justice evaluations regarding communication with family and/or friends revealed vulnerability in the visitation, mail, and telephone procedures at this jail. These types of questions provided the researcher with a number of possible answers and allowed female inmates to report their emotional, cognitive, and behavioral responses concerning their courtroom and jail experience. When dealing with complex issues about justice open-ended questions were used to check whether the participants in this study understood the questions and also helped to reveal their reasoning. Qualitative analysis gave voice to the opinions of female inmates that were affected by justice outcomes and procedures; which were particularly important to distributive and procedural judgments.



## CHAPTER IV

### QUANTITATIVE RESEARCH FINDINGS

#### INTRODUCTION

Findings from the quantitative analyses of the data are presented in this chapter. The first section of the chapter summarizes the demographic characteristics of the participants. This is followed by a discussion of the quantitative findings that bear on each research question. The qualitative findings are summarized in Chapter 5.

#### CHARACTERISTICS OF PARTICIPANTS

A total of two hundred and thirty-nine surveys were returned; and of those returned, one-hundred and eighty six surveys were usable. Information concerning the demographic characteristics of inmate participants is reported in Table 1.

Table 1. Characteristics of Participants (N = 186)

Characteristic	Percentage	Frequency
<b>Race/Ethnicity</b>		
White or Anglo	52	28.0
Hispanic/Mexican American	29	15.6
African-American or Black	78	41.9
Asian	2	1.1
Multiracial	18	9.7
Other	5	2.7

Table 1 (Continued)

Characteristic	Percentage	Frequency
<b>Age</b>		
18 – 25	59	31.7
26 – 33	58	31.2
34 – 41	28	15.1
42 – 49	28	15.1
50 – 57	7	3.8
58 and over	2	1.1
<b>Education</b>		
Less than High School <sup>a</sup>	15	8.1
Some High School	66	35.5
High School Diploma	57	30.6
GED <sup>b</sup>	10	5.4
Some College	24	12.9
Bachelor's Degree	6	3.2
Technical Training	2	1.1
Graduate Degree	3	1.6
<b>Religious Preference</b>		
Catholic	35	18.8
Christian	50	26.9
Baptist	60	32.3
Other	23	12.4
None	18	9.7
<b>Marital Status</b>		
Never Married	64	34.4
Divorced	14	7.5
Separated	27	14.5
Widowed	4	2.2
Common Law	46	24.7
Married	21	11.3

Table 1 (Continued)

Characteristic	Percentage	Frequency
<b>Number of Children</b>		
None	43	23.1
1 – 2	71	38.2
3 – 4	40	21.5
5 – 6	16	8.6
7 or more	8	4.3
<b>Birthplace</b>		
United States	177	95.2
Other Country	7	3.8
<b>First Language</b>		
English	178	95.7
Spanish	3	1.6
Other	2	1.1
<b>Before Incarceration</b>		
Working Full Time	48	25.8
Working Part Time	10	5.4
With a Job but not at Work	4	2.2
On Vacation or On Strike	0	0.0
Unemployed or Laid Off	14	7.5
Looking for Work	13	7.0
Retired	1	.5
In School	6	3.2
Keeping House	15	8.1
In Another Jail (moved here)	3	1.6
Other	19	10.2
2 or More Categories	51	27.4
<b>Time Spent in Jail</b>		
Less Than 3 Months	81	43.5
3-12 Months	86	46.2
13-24 Months	2	1.1
25-36 Months	1	.5
More Than 37 months	1	.5

<sup>a</sup> Data include 15 participants (8.1%) who had less than a 9<sup>th</sup> grade education.

<sup>b</sup> Data include those participants (5.4%) who received their GED before incarceration.

The racial composition of the inmate participants in the jail system studied in this dissertation was generally similar to that of incarcerated women in the United States. According to Greenfeld and Snell (1999), the most recent gender-specific analyses of U.S. jail populations found that there were more Black female inmates (44%) than any other female racial or ethnic group, followed by Whites (36%), Hispanics (15%), and others (5%). Table 1 indicated that African-American women made up the highest percentage of the sample population (41.9%). Similarly, 71 percent of those participating in the study were minorities, which was representative of the Houston area, and closely related to the actual national figure of 70 percent. Compared with their representation in the general population, Black and Hispanic women formed a disproportionately large segment of incarcerated women (Alfred and Chlup 2009, 242). The percentage of White women in the Harris county jail system (28.0%) was slightly lower than the national average of 36 percent.

The typical participant was 30 years of age (with a mean of 31.7 and SD of 10.17) with less than a high school education (approximately 43.6 percent of the participants had not completed the 12<sup>th</sup> grade, which included 8.1 percent who had less than a 9<sup>th</sup> grade education). While the religious preference of most women (32.3%) in this jail was Baptist, 26.9 percent of participants reported that they were Christian and 18.8 percent were Catholic (Table 1). According to Mays and Winfree (2009:332), jailed women were less likely to be married compared to the general population, and the results of this study

revealed that the largest single percentage of participants (34.4%) had never been married, while 24.7 percent were in a common law relationship. Most of the women had children (72%) at the time they completed the survey.

The vast majority of the participants (95.2%) were born in the United States and spoke English as their first language (95.7%). Even though participants may have identified more than one category, it appeared that 25.8 percent of the population reported working full time before coming to this jail. At the time of the survey, the inmate participants had spent an average of 4 months in the Harris County jail system.

## FINDINGS

### *Research Question 1*

Descriptive statistics were used to analyze the responses given by the inmate participants. Research question 1 asks, “how do female inmates perceive distributive and procedural justice?” The first section below summarizes findings concerning inmate perceptions of distributive justice. This is followed by a summary of findings concerning inmate perceptions of procedural justice. Indicators for each were selected for consistency with previous literature.

*Distributive justice.* The findings concerning inmate perceptions of distributive justice are summarized in Table 2. Perceived distributive justice was measured by items that encompass the fairness in distribution of tangible rewards and/or benefits in comparison to others. These factors included: programs and services offered to inmates,

the distribution of specific privileges that are often earned by displaying good behavior, as well as protection and/or help from staff. Participants were asked the extent to which they agreed or disagreed (Strongly Agreed = 1 to Strongly Disagreed = 5) with the following statements.

Table 2. Inmate Perceptions of Distributive Justice (N = 186)

Characteristic	Percentage	Frequency
<b>More Privileges Given to Male Inmates</b>		
Strongly Agree	113	60.8
Agree	22	11.8
Not Sure or No Opinion	31	16.7
Disagree	9	4.8
Strongly Disagree	10	5.4
<b>Trustee Status More Likely to be Given to Others</b>		
Strongly Agree	57	30.6
Agree	40	21.5
Not Sure or No Opinion	30	16.1
Disagree	35	18.8
Strongly Disagree	22	11.8
<b>Trustee Given to Other Race/Ethnicity</b>		
Strongly Agree	29	15.6
Agree	19	10.2
Not Sure or No Opinion	49	26.3
Disagree	53	28.5
Strongly Disagree	35	18.8
<b>Jail Staff Take Grievance More Seriously if Filed by Male Inmates</b>		
Strongly Agree	47	25.3
Agree	22	11.8
Not Sure or No Opinion	47	25.3
Disagree	38	20.4
Strongly Disagree	31	16.7

In this study, a total of 22 items from the inmate survey were used to measure perceived distributive justice. Of the 22, three particular items were considered important in understanding how female inmates perceived the fairness in the distribution of resources and/or privileges at this jail. For example, participants were asked about their perceptions of how privileges were administered to the population of women and men in this jail. Of those who completed the survey, 72.6 percent agreed or strongly agreed with the statement that male inmates have more privileges in this jail. In addition, becoming a trustee can be considered a privilege where women inmates are allowed to work outside of the confined space of a cell block. Inmates are able to put their idle hands to use; which keeps them out of trouble; and also makes their time in jail go by faster. In some instances, inmates are given a reduced sentence for fulfilling their responsibilities as a trustee. The findings in Table 2 indicated that participants (52.1%) agreed or strongly agreed with the following statement: “other inmates are more likely to become a trustee than I am.”

A grievance is a procedure used by jail administration when there is a violation of an inmate’s civil rights, a criminal act, an unjust denial or restriction of inmate privileges, or a prohibited act by a deputy or a staff member. Inmates normally file a grievance when they want to voice a complaint about someone or something in the jail or when they want to challenge the rules given by administration. In this study, participants were asked to describe their feelings about the following statement: “staff would take a grievance more

seriously if it were filed by a male inmate.” Interestingly, results indicated that participants had mixed feelings about how grievances were handled by jail staff. For instance, 37.1 percent of women in this jail agreed or strongly agreed and disagreed or strongly disagreed with that particular statement.

There were some circumstances where inmate perceptions of distributive injustice were more evident than others. Although female participants perceived that privileges were not distributed equally among male and female inmates, they did not perceive inequities in treatment as a function of age. This may be due to the fact that the vast majority of inmates were fairly young (age 30). While a majority of participants felt that other inmates were more likely to be given the opportunity to become a trustee instead of them, they did not perceive race/ethnicity as a basis of unequal treatment. For example, participants were asked to describe their feelings about the following statement: “Inmates of other races/ethnicities are more likely to get chosen to be a trustee,” and 47.3 percent of inmates disagreed or strongly disagreed with that statement. Since the number of male inmates in jail was significantly greater, female inmates may have immediately perceived that male inmates were first priority and that jail staff were more likely to treat male grievance requests more seriously. Taken together, results indicated that, some participants perceived that the way grievances were handled was unfair, but, at the same time, others reported that jail staff were impartial when they managed grievances between male and female inmates.



*Procedural justice.* Perceived procedural justice was measured by the inmates' perceptions of their courtroom and jail experiences. Using a 5-point Likert scale approach, participants were asked the extent to which they agreed or disagreed (Strongly Agreed = 1 to Strongly Disagreed = 5) with a series of statements related to procedural justice. In addition, an item also asked participants to identify how fair or unfair (Very Fair = 1 to Very Unfair = 5) they perceived a specific procedure. The findings were grouped in the areas of perceptions of the inmates' sentencing process, communication with family and/or others outside this jail, and fairness in treatment by jail staff. Findings are presented in Table 3.

Table 3. Inmate Perceptions of Procedural Justice (N = 186)

Characteristic	Percentage	Frequency
<b>Fair Sentence</b>		
Strongly Agree	24	12.9
Agree	39	21.0
Not Sure or No Opinion	13	7.0
Disagree	40	21.5
Strongly Disagree	67	36.0
<b>Fair Hearing (plea bargain) or Trial</b>		
Strongly Agree	28	15.1
Agree	21	11.3
Not Sure or No Opinion	26	14.0
Disagree	35	18.8
Strongly Disagree	73	39.2

Table 3 (Continued)

Characteristic	Percentage	Frequency
<b>Fair Law</b>		
Very Fair	43	23.1
Fair	45	24.2
Not Sure or No Opinion	18	9.7
Unfair	32	17.2
Very Unfair	47	25.3
<b>Fair Visitation Rules</b>		
Strongly Agree	19	10.2
Agree	40	21.5
Not Sure or No Opinion	23	12.4
Disagree	30	16.1
Strongly Disagree	70	37.6
<b>Fair Mail Service</b>		
Strongly Agree	25	13.4
Agree	36	19.4
Not Sure or No Opinion	22	11.8
Disagree	38	20.4
Strongly Disagree	65	34.9
<b>Fair Telephone Calls</b>		
Strongly Agree	54	29.0
Agree	32	17.2
Not Sure or No Opinion	19	10.2
Disagree	26	14.0
Strongly Disagree	55	29.6
<b>Fair Price to Use Telephone</b>		
Strongly Agree	14	7.5
Agree	19	10.2
Not Sure or No Opinion	36	19.4
Disagree	19	10.2
Strongly Disagree	96	51.6

Table 3 (Continued)

Characteristic	Percentage	Frequency
<b>Fair Treatment Given to Male Inmates</b>		
Strongly Agree	105	56.5
Agree	20	10.8
Not Sure or No Opinion	32	17.2
Disagree	15	8.1
Strongly Disagree	12	6.5

Defendants' perceptions of the fairness in their criminal processing outcomes have been the focus of some criminal justice research (Landis and Goodstein 1987:675). Past research has suggested that these perceptions are influenced by characteristics of the outcome received as well as by characteristics of the process through which the outcome is imposed (p. 675). A total of 14 items from the inmate survey were used to measure perceived procedural justice. Of the 14, eight items were important in understanding how female inmates perceived the fairness in courtroom and jail procedures as well as their treatment by jail staff. For instance, Table 3 revealed that the majority of participants (57.5%) disagreed or strongly disagreed with the statement that their sentence was fair; and 58 percent disagreed or strongly disagreed with the following statement: "my hearing (plea bargain) or trial was fair." However, there was a slight difference in the way female inmates perceived the law which they were convicted of violating. More specifically, while 47.3 percent of participants believed that the law they were convicted of violating was fair or very fair, 42.5 percent felt that the law was unfair or very unfair. As a whole,

the findings suggested that female inmates did perceive a lack of procedural justice during their courtroom experience.

Inmate perceptions of the fairness in jail procedures were seen in the process of visitation and communication with family and others on the outside of this jail. Table 3 showed that the majority of inmates (53.7 %) disagreed or strongly disagreed with the statement that visitation rules at this jail were fair and disagreed or strongly disagreed that the mail service in this jail was run fairly (55.3%). The findings indicated that the participants reported having mixed feelings concerning telephone services at this jail. More specifically, 46.2 percent agreed or strongly agreed that “the amount of time I have to use the phone was fair,” while 43.6 percent disagreed or strongly disagreed with the statement. In addition, the majority of women (61.8%) disagreed or strongly disagreed with the statement that the price they had to pay to use the telephone was fair. This statement is a reflection of the realities of jail life. For instance, some inmates may not have the funds to purchase telephone calls; therefore, they may have to resort to non-conventional ways (e.g., trading items and/or favors with other inmates for money to use the phone) to connect with their family and/or friends on the outside. Inmates can perceive this procedure as unfair and may believe that all inmates should be able to communicate with their loved ones at any time without having to engage in disruptive behavior to get money to use the telephone. Overall, the majority of participants (67.3%)

agreed or strongly agreed with the statement that male inmates were treated more fairly than female inmates in this jail.

In evaluating inmate courtroom experiences, the inmate participants felt that there was a lack of fairness during their trial. When individuals perceived that their shares did not correspond with the shares of others, they may have experienced a sense of injustice which was shown in their perceptions of how decisions were handled by their sentencing judge, lawyer, and other court officials. Also, with communication being a lifeline to the outside world, inmates trusted that the jail procedures regarding visitation, mail, and telephone services would be fair in the immediate situation and in the future. Generally, findings suggested that feelings of distributive and procedural injustice were apparent among the female inmate participants at this jail, with the majority of them citing that male inmates were given preferential treatment by jail staff members. However, as noted above, this perception of inequity did not extend to age or racial/ethnic factors.

### *Research Question 2*

Research question 2 asks, “what is the impact of perceived personal identity on perceived distributive and procedural justice? The relationships were described in a path model (Figure 2) relating perceived distributive justice, procedural justice, and perceived personal identity measures. Tom Tyler and colleagues (1997) stressed the impact of procedural justice on self-esteem, and research (e.g., Skitka 2003; Stets 2003) draws attention to how identities of individuals may illuminate the meaning of injustice and

provide insight into the subjectivity of observed patterns of perceptions and reactions. Indices were created for both perceived distributive and procedural justice as well as perceived personal identity. Figure 2 showed the theoretical model of the variables in the study. For the sake of the model, I speculate that there is a relationship between the perceived distributive and procedural justice and personal identity measures. It was also logical to assume that there was a correlation between the two perceived justice measures.

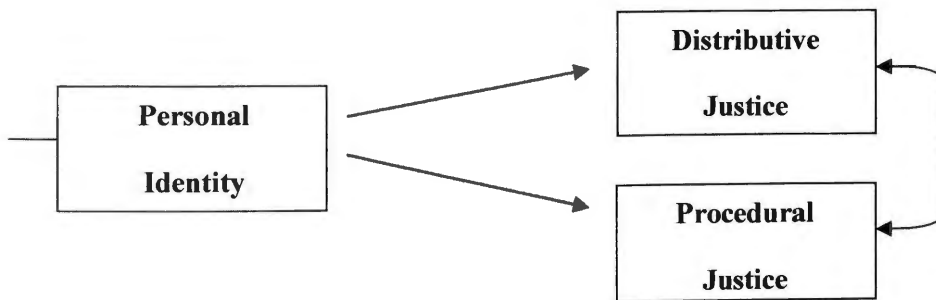


Figure 2. Model of Perceived Distributive and Procedural Justice (N = 186)

Table 4 presented the Pearson's correlation coefficients for all variables in the model. Examination of these correlations revealed that the hypothesized model is generally supported. As hypothesized in figure 2, perceptions of distributive justice were significantly related to perceived personal identity ( $r = .258, p < .01$ ); however, perceived personal identity did not correlate with perceived procedural justice. Lastly, the

relationship between perceived distributive and procedural justice was significant, and evidently much stronger ( $r = .494, p < .01$ ).

Table 4. Pearson's Correlation Coefficients between Inmate Perceptions of Distributive and Procedural Justice and Perceived Personal Identity

	Perceived Distributive Justice	Perceived Procedural Justice	Perceived Personal Identity
Perceived Distributive Justice	----		
Perceived Procedural Justice	.494**	----	
Perceived Personal Identity	.258**	.034	----
Two-tailed tests of significance: * $p < .05$ ** $p < .01$ *** $p < .001$			

Figure 3 presented the same model identified in figure 2, but it indicates the standardized beta coefficients. Given the specified model imposed on the data, all relationships were in the hypothesized direction; which suggested that perceived personal identity had a direct effect on inmate perceptions of distributive justice and procedural justice. How inmates perceived themselves was a significant predictor in predicting the fairness in justice outcomes and procedures. By using the maximum likelihood solution technique, the goodness of fit index allows an evaluation of the model as specified, meaning that the causal ordering imposed here fits the data well.

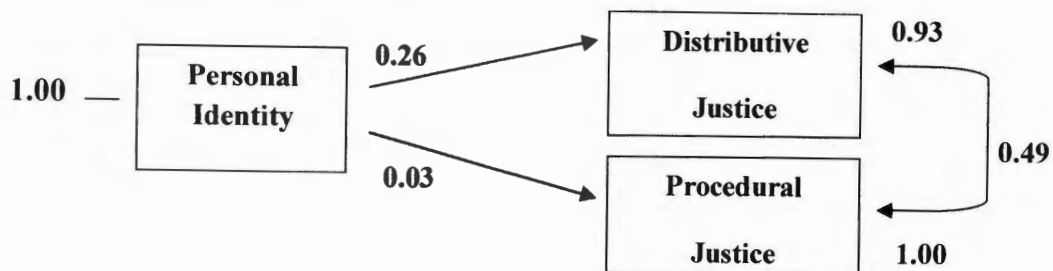


Figure 3. Model of Perceived Distributive and Procedural Justice by Standardized Beta Coefficients. Measures of goodness of fit for whole model: Chi-Square = 0.00; df = 0; P = 1.00.

Table 5. Maximum Likelihood Solutions (MLS), Standardized Beta Coefficients, Standard Errors, and T-Values for Perceived Distributive and Procedural Justice

Variables	MLS	Beta	Standard Error	T-Value*
Perceived Distributive Justice				
Perceived Personal Identity.....	0.26	0.26	0.07	3.62
		<b>R<sup>2</sup> = 0.07</b>		
Perceived Procedural Justice				
Perceived Personal Identity.....	0.03	0.03	0.07	0.46
		<b>R<sup>2</sup> = 0.00</b>		

\* $p < .05$



Table 5 presented the maximum likelihood solutions, standardized beta coefficients, standard errors, and T-values for the perceived distributive and procedural justice model. What are the specified direct effects on perceived distributive and procedural justice? All relationships appeared to be in the hypothesized direction. Perceived personal identity had the most significant direct effect on perceived distributive justice (Beta = 0.49,  $T = 6.09$ ,  $p < .05$ ). Participants with a positive sense of identity were more likely than those with a negative sense of identity to perceive their outcomes as fair. However, the overall model of direct relationship explains a fairly small portion of the variance in the perceived distributive justice measure. A total of 0.7% of the variation in perceptions of distributive justice is explainable by the effect of perceived personal identity.

Of the paths specified, inmate perceptions of fairness in court and jail procedures were considered important to female inmates in this study as well; however, perceived personal identity had the least significant influence on perceived procedural justice. The overall model of direct relationship did not explain the variance in the perceived procedural justice measure. Initially, dimensions of perceived personal identity were theorized to influence inmate perceptions of procedural fairness, yet elements of the process by which decisions were made and the fairness in treatment by various court and jail staff was not statistically significant in this study.

### *Research Question 3*

Research question 3 asks, what is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment?" Figure 4 presented the same model identified in figure 1, yet it included the standardized beta coefficients. The model indicated that all relationships were in the hypothesized direction. Therefore, the hypotheses were generally supported. The most significant effect was exerted by female inmates' perceptions of distributive justice (Beta = 0.32, T = 4.24), indicating that as inmates are more certain in their outcome expectations, they are more likely to cope with incarceration. The expected relationship between perceived procedural justice and adjustment (Beta = 0.28, T = 3.91) was also supported: when women felt that the court process (i.e., sentence, plea bargain and law) and jail procedures (i.e., visitation, mail and telephone service) were fair then they were more likely to have lower rates of disciplinary infractions during incarceration.

Of the specified model, perceived personal identity appeared to have a significant, direct effect on adjustment (Beta = 0.31, T = 4.07); when inmates were able to shape and maintain a positive sense of identity their process of adjustment was more successful. In addition, perceived personal identity had an indirect effect on adjustment through distributive and procedural justice. More specifically, female inmates who viewed themselves as having a positive sense of identity were more likely to view the jail outcomes

and procedures as fair; and were better adjusted to jail. Lastly, the direct effects that race, age, education, and time spent in jail on perceived adjustment was also in the hypothesized direction.

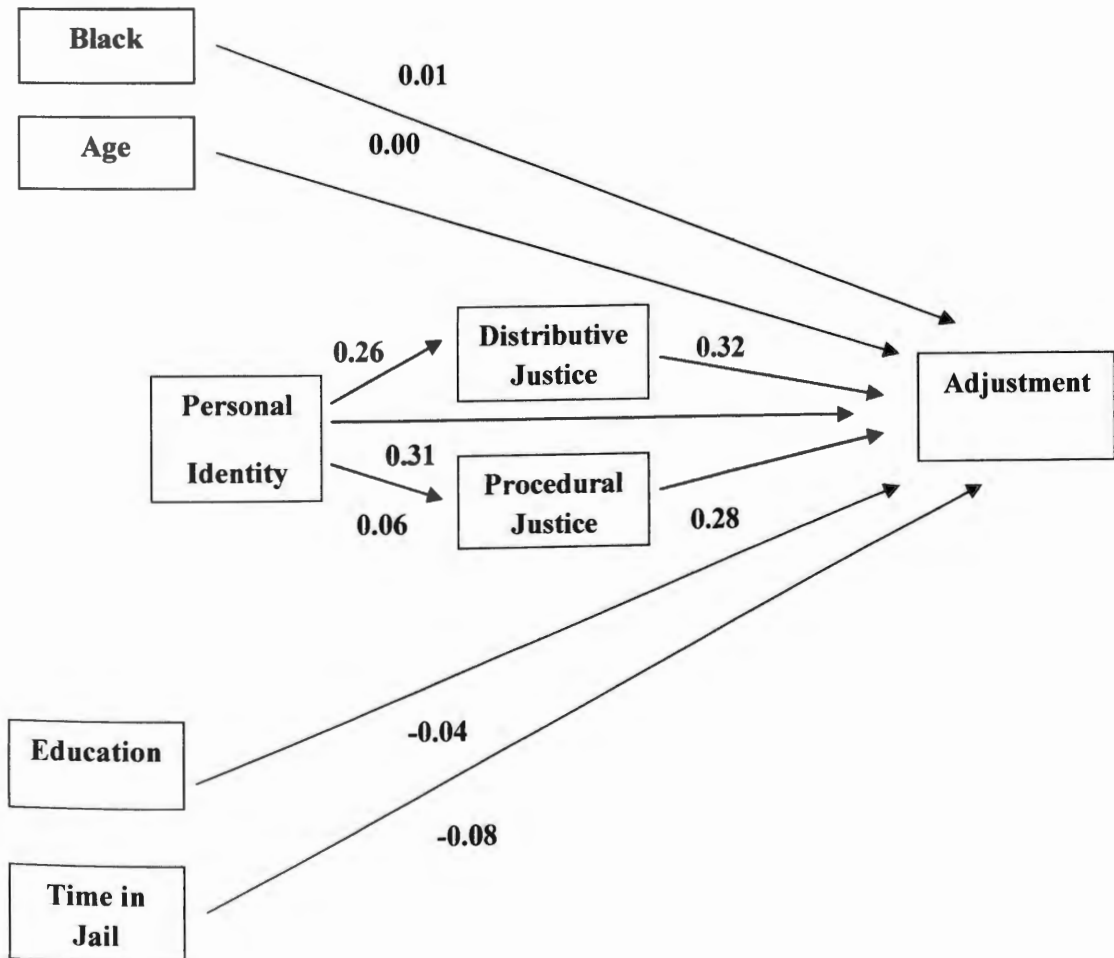


Figure 4. Model of Perceived Adjustment by Standardized Beta Coefficients. Measures of goodness of fit for whole model: Chi-Square = 0.00; df = 0; P = 1.00.

## SUMMARY

Research question 1 asks, how do female inmates perceive distributive and procedural justice? Overall, the findings suggested that female inmates perceived a lack of distributive and procedural justice in various experiences during incarceration. Distributive justice evaluations focused on the fairness in the distribution of programs, services, and privileges in a correctional environment, while procedural judgments emphasized how inmates perceived the decision rules during their courtroom and jail experiences. Remarkably, the majority of participants felt that male inmates were more likely to receive privileges and were treated fairly by jail staff instead of female inmates. Such privileges given to inmates at this jail encompass a wide variety of elements such as education programs, visitation, television, inmate trust fund, commissary, etc; and when the expectations of these privileges were not met female inmates often felt as though their male counterparts were first priority. Additionally, a large percentage of female inmates reported that their overall courtroom experience was unfair (i.e., sentence and trial). It appeared that incarcerated women defined their experiences as unfair when they had no control over their situations and decisions were handed down by the sentencing judge. Participants also reported that they felt that jail staff would take a grievance more seriously if it were filed by a male inmate instead of a female inmate. Although, there were mixed feelings about this statement, it did lend some support to the idea that women felt that men were favored over them by staff at this jail. In addition, unanticipated justice

evaluations concerning the safety and protection of women in this jail can emerge especially when female inmates perceive that disciplinary due process is not equally distributed.

Research question 2 asks, what is the impact of personal identity on perceived distributive and procedural justice? The path model showed that perceived personal identity had a direct impact on perceived distributive justice and procedural: the participants' evaluations of their outcomes and procedures were the result of their sense of identity. More specifically, female inmates that viewed themselves as a respectable person, important, and capable of doing things well perceived that the resources and/or privileges and/or procedures at this jail were considered fair.

Lastly, research question 3 asks, what is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment? All relationships between the variables in the study were in the hypothesized direction. Results revealed that perceived distributive and procedural justice had a direct effect on adjustment; suggesting that when participants perceived that the programs, services, and privileges at this jail were equally distributed among inmates; and when they deemed courtroom and jail procedures to be fair female inmates were more likely to physically and psychologically cope with incarceration. Also, inmates who were able to shape and maintain a positive sense of

identity were believed to be more adjusted to jail. Lastly, race, age, education, and time spent in jail were also supported in the study.

## CHAPTER V

### QUALITATIVE RESEARCH FINDINGS

#### INTRODUCTION

This chapter provides a detailed analysis of the information obtained from the open-ended responses to the surveys. Surveys were completed by 186 female inmates at 1200 Baker Street Jail and 1307 Baker Street Jail Annex. Three research questions were addressed using inmate data obtained during the survey. Inmate participants were asked to carefully provide a response for the questions in the survey and discuss how that specific situation made them feel during that time. Participant quotations were unedited and were analyzed from items related to distributive and procedural justice, personal identity, and adjustment.

##### *Research Question 1*

Research question 1 asks, “how do female inmates perceive distributive and procedural justice?” Questions concerning the fairness with which programs, recreation time, medical services, education counseling services, and inmate privileges were distributed at this jail addressed inmate perceptions of distributive justice.

*Distributive justice issue 1: perceptions of program delivery.* Several questions focused on inmate perceptions concerning the distribution of jail programs (i.e., education, vocational, and rehabilitation). Programs included in this

jail are considered privileges and all inmates are afforded the opportunity to participate in programs pending their proper conduct and other eligibility factors. Participants were asked since they came to this jail, had there been a situation where programs that they wanted to participate in were assigned to other inmates instead of them and if so to please explain how they felt about this. Nearly a third (60 of the 186) of the participants in this study reported that there were situations where programs were assigned to other inmates instead of them. Of the inmates that had experienced this, 50% (30 of 60) indicated that they perceived this situation as unfair and that this made them feel disappointed and/or upset.

Some participants suggested that the basis for perceived discrimination in this jail was associated with situations where programs were offered to male inmates instead of female inmates. In fact, a number of female participants perceived that male inmates were involved in more programs, were given more privileges, and occupied all of the jobs at this jail. Participant 156 was particularly vocal about her concerns by noting that, “yes, the male inmates here get a lot more programs than the females. They even have more privileges & it makes me feel pretty bad because since I have been here all there is to do is eat & sleep & watch TV. We don’t even have that many books to read. So in the 2 months that I have been here I’ve gained 27 pound. That is unhealthy & well I guess unsafe.” She felt upset because she believed that male inmates at this jail were offered more programs and privileges compared to female inmates. She also shared other concerns in terms of her diet, health, and the lack of resources available in this jail, and



considered her present physical condition as unsafe. Similarly, Participant 15 stated that, “just the 90 days shit, I just heard about of the New Choices (male) that isn’t fair!” In addition, Participant 185 claimed that “men have more privileges than female inmates, feel like I wasn’t treated fairly.”

In relation to vocational training, participations discussed their concerns associated with how jobs were distributed to inmates in this jail. For instance, Participant 167 stated that “yes, the men have all the jobs women barely get to work.” Participant 179 noted that, “yes, serving food, the man have all the good jobs!!” At one point in time, female inmates were allowed to perform kitchen detail (i.e., cook, serve inmates, etc.), but they were later removed from that position because they were not strong enough to maneuver the large pots and they were often too slow when serving the inmates. Both participants deemed their situation as unfair and could have potentially based that belief on the outcome of past experiences, to other individuals and/or to other groups. These examples illustrated that education and job training programs were equally important to women as they were to men and when opportunities to educate oneself and/or work were lacking or non-existent female inmates became angry.

Participants also reported that inmates who had signed up for job training were not given the opportunity to participate in work compared to others. For example, Participant 169 reported that, “I signed up to work but was never called for it. And people who didn’t where pulled out for work instead of me.” Furthermore, a number of

participants who took the initiative to sign up for programs reported experiencing frustration and anger because they were not chosen to participate in them. For example, Participant 74 showed her frustration by stating that, “yes, I wanted to get into education classes and wasn’t picked and it made me mad because, I was trying to further my education.” Similarly, Participant 114 noted that, “yes, I’ve been waiting on a response but haven’t received one yet. I don’t feel it’s fair to me. I feel disappointed. I want to better myself so that I don’t continue to come in here.” Although many women go to jail or prison for making bad decisions, Participants 74 and 114 attempted to make better choices for themselves by taking the initiative to sign up for jail programs during their incarceration.

Several women experienced great difficulty with trusting other inmates involved in programs at this jail. For example, Participant 116 shared her experience by reporting that when she had signed up to participate in programs her name was scratched off the list and replaced with the names of others. She specifically said, “yes, just recently I made an attempt to go to the Law library and church the guards turned us away for talking in the Hallway. Then when we tried to go to the Law library the guard on duty said only ten people could go. The list to sign up was placed on the table everyone runs up at once and signs up for them and their friends they scratch off other people’s names and put their friends’ names down to skip the list.” Similarly, Participant 129 stated that, “yes, sometimes people scratch your name off! “How cool is that!” The lack of trust

concerning the general culture of jail revealed that the relationship between inmates was often challenging; and participants may have perceived that some inmates were successful at manipulating jail staff in an attempt to get what they want.

Although jails are designed, constructed, and staffed for short term inmates, some recent evidence suggested that many jail inmates are being held for periods longer than one year (James 2004). The amount of time spent in jail could have presented some challenges in how inmates perceived the distribution of programs at this jail. Inmates that reported being in this jail for a short period of time claimed that they were not given the opportunity to participate in programs compared to long-term inmates. For example, Participant 89 noted that, “I haven’t been here that long but I am hoping to move to education real soon so when I get out of here I’ll have some skills behind me!” In addition, Participant 90 said that, “yes - the people that have been here ran & grab the sheet & I was unable to get on it - It made me mad.” Also, Participant 174 noted that, “yes, I felt that I was discriminated against because of lesser time and not being motivated.”

Jail inmates are typically classified as a way of assessing the risk they may pose to other staff and inmates. These classifications are an attempt to balance security requirements with program needs and may impact the ability of inmates to participate in programs. However, a few female inmates experienced problems with understanding the rules expected by jail staff. Some inmates believed that they should have the opportunity

to participate in any program despite their sentence and/or security level. For example, Participant 78 stated that, “yes because of the sentence we have it makes me feel bad!” Similarly, Participant 86 noted that “they house you and enroll you in classes due to your charges. NOT FAIR AT ALL.” It is quite evident that programs were very important to short-term inmates as well as those with various sentences. These examples show that what inmates perceived to be fair did not always coincide with attempts to balance inmate preferences with safety requirements. Essentially, serving a jail sentence need not be wasted time for inmates who choose to make that time productive.

*Distributive justice issue 2: perceptions of recreation time.* Inmates are allowed to participate in recreation in the Harris County Jail System. Those who want to participate must quickly and quietly go to an area that is specified by the deputy and wait for further orders and those who choose not to comply promptly will be left behind. Participants were asked since they came to this jail whether there had been situations where they felt like recreation time was more likely to be given to others instead of them and if so to explain how this made them feel. A few participants reported that inmates in the general population were more likely to participate in recreation compared to those that were involved in programs. For example, Participant 6 said that, “yes, general population gets more attention and free time than the people in programs get.” Similarly, Participant 11 shared her concerns by stating that, “yes because it is lots of things we do not do with G. P. because we are in recovery.”

Inmates also reported that the jail staff did not consistently call for recreation and if staff did call inmates to participate in recreation they complained that it was too early in the morning. Participant 18 noted that, “No. None of us get recreation the 3 times a weeks stated in the handbook.” Similarly, Participant 44 stated that, “we only get 1 hr, 3/wk & for us it is at 5am (M, T, W). I wish it was every day or ever other day. Also, about 15% of the time the guards don’t call it or call it too late so we can’t go.”

Participant 48 reported that, “recreation is only called in my dorm very, very early in the morning like 5:00 am and its cold, cold in the rec room.” Participant 92 felt cheated because she believed that the recreation room was used to manipulate the outside world into thinking that inmates had privileges and was treated fairly. She responded by saying that, “recreation time is very rare and we cannot go outside. They call for it in our pod about 5am some other pods get to go more. I feel cheated and like the gym is only there to fool others outside into thinking we have privileges.” A few participants also talked about how male inmates were more likely to be called to participate in recreation instead of female inmates. Participant 153 specifically said that, “yes the men again get more time & go out more.” Additionally, Participant 167 and 179 both claimed that “all the time to the men.” Participant 185 reiterated by saying that, “men have recreation more than women.”

*Distributive justice issue 3: perceptions of medical services.* Emergency care such as medical, mental health, optometry, dental, and dietary services is available to all

inmates in the Harris County Jail System. If medical attention is needed inmates must complete a request form and place the form in a box at the entrance of their cell block. Current Texas law states that “prisoners in county jails who receive medical, dental, or health related services shall be required to pay for such services, with the exception of Indigent inmates” (Harris County Inmate Handbook 2004:7). Several issues concerning medical services could arise in the wake of a situation where inmates needed medical care. Participants were asked since they came to this jail, have there been situations where they felt like medical services were more likely to be given to others instead of them and if so to explain how they felt. Nearly one third (32%) of the participants reported that they had been involved in situations where they believed that medical services were more likely to be given to others instead of them. Of the inmates that had experienced this, about half indicated that medical services were too expensive. Furthermore, participants reported that those who had inmate accounts were more likely to be seen by doctors and/or nurses compared to those with no money on their books. For instance, Participant 108 noted that, “yes! they charge you outrageous amount and they don’t feel you meet required standards, then you basically wasted your \$\$.” Correspondingly, pParticipant 27 said that, “yes those who can afford it I feel are seen faster;” and Participant 178 reported that, “yes, money talks in here. If you have money on your books your good, if not you have to be dieing before you get seen. That sucks!”

Several participants claimed that the wait to receive medical attention was too long. Some explained how they had filled out several request forms to obtain medical attention, but they were still waiting to see the doctor for their illness. Participant 29 noted that, “yes you put 20 request forms and still not seen maybe a month and a ½ later.” Participant 120 had similar concerns stating that, “yes, that really scares me because if I am sick and really need medical attention I will not receive it right away. I understand that there is alot of inmates but some of us really need medical help and it is not rightfully given to us here; we are called late.” Furthermore, others reported that even though they were the first to request medical services other inmates were called instead of them. For example, Participant 16 reported that, “yes, people have been called before me even though I put in my request first.” Correspondingly, Participant 182 claimed that, “I put in a request for medical the day after I came in. No response. I’ve seen others go. I just don’t understand and am afraid to ask the officers any questions for fear of being belittled.”

Some inmates discussed the seriousness of their illness in detail and felt that the jail did not accommodate them appropriately in terms of giving them a comfortable living environment. Participant 62 noted that, “yes. I been trying to see the Dr. since I came 3 wks ago. I have seizures & I was put on top bunk.” Participant 100 had similar concerns, stating: “yes cause I have a fractured back & ribs. Compound fractured right arm and right arm gunshot wound and need a bottom bunk pass Always had one. Not unless I

have seizures.” Additionally, Participant 74 was very upset when she was not allowed to take certain medications that helped to treat her medical disorder and/or symptoms of anxiety and depression. She stated that, “yes, it’s upsetting because I need psych meds have been on them for years, but it seems as if I have to act a fool to get them.” A few participants shared their concerns about how other inmates “faked” their symptoms in an attempt to manipulate the jail system. Participant 48 claimed that, “I get frustrated because there are many inmates who just fake symptoms so they can get pills or qualify for a check when they get out. and then when I go I have to wait forever because it’s backed up.” Similarly, Participant 99 noted that, “yes people that really need medical help get it after they take care of the minor or fake issues people have or act as if they have.” These examples were meaningful in understanding how participants perceived the distribution of medical services at this jail. Moreover, inmate perceptions and experiences shed light on how feelings of anger and disappointment can arise and potentially impact the way female inmates adjust to jail.

*Distributive justice issue 4: perceptions of education counseling services.*

Education, skill development, and counseling have become a common component of jail life, especially in large urban jails. Vocational and academic training programs for inmates in the jail provide inmates with a means for rehabilitation and education, while instituting some marketable skill during incarceration. Participants were asked since they came to this jail, have there been situations where they felt like education counseling



services were more likely to be given to others instead of them and if so how this made them feel. Eighteen inmate participants (9.6%) indicated that they had experienced situations like this. Some explained that since there were several inmates to deal with they were unable participate in the education counseling program and/or meet with a counselor. Participant 2 reported that, “yes, like I said in a previous question, they only meet with you if they have space and if they want the class to be offered to certain cell blocks.” Participant 48 shared similar concerns by reporting that, “yes, I dropped forms for education for 2 months and saw dozens of women come to the dorm after me get into education very quickly. They do not go in order of the requests.” Additionally, two women reported that they were not able to participate in programs and/or visit with an education counselor because of their medical status in jail. One inmate was classified as MHMR and the other was diagnosed with bi-polar disorder. Their status prevented them from being able to participate in inmate programs and/or meet with an education counselor. Participant 66 stated that, “yes, because I’m MHMR so I don’t get same opportunities to learn.” Lastly, Participant 106 reported that, “yes I take medications for bipolar never called to classes not fair.”

*Distributive justice issue 5: perceptions of inmate privileges.* “Programs and services are considered standard privileges available to inmates pending their proper conduct” (Harris County Inmate Handbook 2004:13). Several issues could occur when inmates perceived that privileges were not evenly distributed. Participants were asked

since they came to this jail, have there been situations where jail staff favored or gave privileges to other inmates instead of them and if so to explain how they felt. Seventy-seven out of 186 participants (41%) reported having been involved in situations like this. Some of these women described their experience as perceived racial discrimination. The idea that someone has experienced differential and negative treatment based on their racial/ethnic group seems to be a common concern among female inmates at this jail. Some participants felt that since the majority of staff members in this jail were African American, Black inmates were more likely to be given privileges and/or favored over other racial and ethnic groups. For example, Participant 48 reported that, "yes, they absolutely do show favoritism to some inmates especially their own race." Similarly, Participant 108 noted that, "yes blacks b/c there are more staff that ethnict." Some reported feeling upset because Hispanics and Whites were treated like minorities. According to Participant 101, "the majority of staff/officers are black. they treat whites as a minority." In addition, Participant 97 said that she felt discriminated against due to their cultural differences and language barrier. She specifically reported that, "yes there is a big racial discrimination for hispanic even if we speak english they mock or language or dumb remarks."

A few inmates reported that those who spent more time in jail were more likely to be given privileges over those who had only been there for a short period of time. Participant 62 expressed her concerns about this situation by stating, "yes. They deal &

react better with inmates that's been here a while like one girl gets called out all the time to talk to officer." Participant 105 noted that, "yes they inmates that's been here the longest staff favor them the most." In addition, a very small percentage of female inmates perceived that jail staff showed favoritism toward older inmates as well as male inmates. Participant 164 said that, "the older African American ladies get treated better" and Participant 24 claimed that, "yes the men, they get more privileges than the females." Additionally, some participants described situations where jail workers (i.e., trustees, laundry workers, kitchen detail workers, etc...) received better treatment than those who were not workers. Participant 114 reported that, "yes. Trustees. They treat trustees differently it's not fair." Similarly, Participant 93 reported that, "no. But I notice if you're a worker you get better treatment." Participant 160 emphasized that, "yes, the cleanup crew. get to do other things like stay upstairs while count is being done and get extra trays."

Some inmates also considered other things like being able to use their blankets to cover up a privilege. Participants reported that sometimes they were not allowed to use their blankets and/or towels to keep them warm when it was cold. Participants that were not allowed to cover up felt that this was unfair, especially when they saw that other inmates were given the opportunity to do so. For example, Participant 50 reported that, "yes like certain people get under their blanket and some don't." Correspondingly, Participant 150 noted that, "yes like today my boss made us get from under the covers and came back in the cell this white girl was under her she didn't say anything."

Participants also reported some other situations in which they perceived that others were more likely to be given privileges over them. Participant 5 shared her opinion by stating that, “yep like some of the girls received cards or perfumed letter and mine are sent back.” Additionally, Participant 34 shared that, “yes when I need to go to medical for any reason they say no but yes to the next person.” Participant 143 claimed that, “yes. Some staff talk to inmates about personal matters others don’t get that priviledge some get to visit other inmates or get to pass notes.” A number of participants reported that these situations made them angry and left them feeling mad, upset, and discriminated against.

Questions on the survey regarding inmate perceived fairness in treatment by various court officials and medical staff as well as perceptions of punishment by jail staff addressed inmate perceptions of procedural justice. Lastly, a question concerning inmate perceptions of fairness in how they were treated in other situations, while in this jail, was also examined.

*Procedural justice issue 1: perceptions of treatment by various court officials.*

The key components in the sentencing process were those who made the decisions (i.e., law makers, judges, attorneys, juries), the various choices available for sentencing the offender (i.e., probation, fines, misdemeanor and felony sentences), and how the decisions were made (i.e., judicial decision making, plea bargaining). During their sentencing process, inmates may have felt like their life was in the hands of a total stranger, and others could have believed that society was not concerned with how they

were treated by various criminal justice workers. In this study, inmates were given the opportunity to report their feelings about their courtroom experience.

Participants were asked for this conviction to please describe how they were treated by the sentencing judge. While the vast majority of respondents stated that the sentencing judge was fair in their decision about their case and was understanding and sympathetic to their needs, a few participants perceived that he/she was unfair by not allowing them to defend themselves during their hearing. For example, Participant 57 reported that, "well he didnt hear what I had to say and they didnt give me a fair trail and it was up to the CLO anyway." Participant 85 had similar concerns and noted that, "the judge was not listening to me & was not on my side, he is suppose to work for me not the other side. I think he could have been fair & gave me a chance."

Participants were also asked for this conviction to describe how they were treated by their lawyer. Some inmates reported that their lawyer was not supportive or willing to fight on their behalf. Participant 14 said that, "my lawyer didnt get me the plea I wanted. I felt I was on the back burner for my lawyer. I dont think she had my best interest at heart." Similarly, Participant 28 stated that, "feel my appoint lawyer were working for the court and judge not me." Participant 2 noted that, "she lied, took money from me and tried to get my case over as quickly as possible." Inmates who were assigned a court-appointed lawyer were more likely to report having a negative court experience as compared to those who were able to afford a free-world lawyer. For instance, Participant

45 stated that, "I could not afford to pay for a lawyer, so a court appointed lawyer represented me. She did not fight to keep me out of jail. She basically told me I had to sign. She told me this was my only option & I know that was very untrue." Participant 64 felt like her option to fire her court-appointed lawyer and hire a free world lawyer would be costly, but would guarantee a lawyer that would work on her behalf. She noted that, "my court appointed was clearly working for the D. A. did not work on my behalf @ all, I had to ask every time for her to ask for something different bargain, and she continually stated I doubt they would even hear me or that did not even try and take my side @ all I had to dismiss her as my lawyer only to get put into debt and get a free world lawyer."

Participants were asked for this conviction to describe how they were treated by other court officials (i.e. prosecutors, court bailiffs, court clerk). During their sentencing process, inmates had contact with other court officials such as the bailiff, court clerk, and prosecutor. Some inmates perceived that those individuals had bad attitudes and felt that the court officials were more concerned with their own personal issues instead of the well being of the inmates. Participant 14 specifically noted that, "everybody but the bailiff was nice to me the bailiff always had an attitude." Participant 84 also said that, "the court clerk was rude."

A few inmates expressed concerns about the court prosecutor. Participant 136 reported that, "the prosecutor lied during the hearing. She claimed important notices were not given to her. and my attorneys gave them to her personally. The county clerk did not

file my judge's letter for my probation release on Nov. 29, 2010." Participant 134 also reported that, "the prosecutor was not fair at all, made me feel like some kind of killer, and that was not the case..." Some inmates felt that they were labeled as guilty instantly, and seen as "animals" or "inhumane" by the judge and other court officials, which appeared to go against the premise that an individual is "presumed innocent until proven guilty." Participant 46 shared her concerns and noted that, "I was treated like a criminal." Similarly, Participant 47 claimed that, "as if I was guilty and "yea right" attitude. Stereotyped." Similar to the previous examples, Participant 85 said that, "I was treated like an animal & not a person, they dont care about any body in jail." Participant 48 reported that she felt rushed by court officials during her hearing; furthermore, she indicated that the officials seemed very busy and uninterested in their case. She shared her concerns by saying, "just rushed on thru. they are very, very busy."

*Procedural justice issue 2: perceptions of treatment by medical staff.* The special needs of women place extra demands on jails and prisons for services. Women that enter jail or prison are often suffering from both medical and mental health issues and only a few correctional facilities offer the scope of treatment required to adequately address these problems. Since jails house individuals for a shorter period of time than the average prison they are less equipped to deal with many of these issues. One possible problem in jails is the limited number of medical staff compared to inmates. Participants were asked if they have received medical services at this jail and if so to describe how they were

they were treated by the medical staff. A few inmates felt that the time they spent waiting to see medical personnel was too long and when they finally got to see a doctor and/or nurse their visit felt rushed. For example, Participant 47 reported that, “I’ve been treated for a fall numerous times. I need my shoulder looked at but theres a long waiting list and I’ve been put off. I’ve written 2 grievances on medical. There are a few nurses that treat you well others are very unprofessional.” Similarly, Participant 29 said that, “there quick with you and not give time to really understand.”

Several felt that the process was all about the money and others thought that the medical team simply did not care about their needs due to their present status as an inmate. For instance, Participant 23 described her experience as “horrible.” She said, “horrible they don’t try to see what is really wrong they just want the money.” Similarly, Participant 25 shared her encounter with the medical staff at this jail by saying, “don’t come to Harris County Jail they are just like the damn guards. they treat you like shit, like you’re not human they charge you for when you need medical attention. If you can’t pay they still charge you & your bill just go up. When you get money on your books they take what you owe off first & leave you with chump change.” A few inmates felt that some of the medical staff were rude, cold, and did not take care about their well being. Participant 16 stated that, “the medical staff depending on which shift, there are polite ones that want to help and there are those that are just rude and dont care. They curse and talk down because were inmates.” Also, Participant 59 noted that, “the medical staff were very cold



and condescending towards me. I felt as if I were intruding on their time, and felt ashamed for being there, although I was genuinely ill.” The quality of the inmates’ perceived experiences varied, but overall, the most meaningful themes within their responses concerning medical staff were related to time management, finances, and customer service etiquette.

*Procedural justice issue 3: perceptions of punishment by jail staff.* Inmates are disciplined based on the seriousness of their violations. Major and minor infractions are categories used to determine the severity of the offense and appropriate sanctions. Participants were asked since they came to this jail have there been situations where they felt like jail staff was not fair in the way they punished them (as compared to others) and if so to explain how they felt. A large number of inmates expressed their disappointment when other inmates were punished for one person’s actions or behavior. For example, Participant 54 said that, “yes, me and a girl had a fight and I was punished. They made me strip and put me in a hole that had feces (shit) in it, and she didn’t get anything.” Similarly, Participant 46 noted that, “yes, just because two people act a fool the whole cell block gets in trouble. NOT FAIR!” Furthermore, some inmates perceived that the punishment of some over others was racially motivated. Participant 31 said, “Whites treated poorly.” Similarly, Participant 97 reported that, “the black deputy don’t listen to hispanic if were wrong or right they don’t care about our opinionp.

*Procedural justice issue 4: perceptions of treatment in this jail.* Inmates were also given the opportunity to talk about any other situations in which they felt they were not treated fairly in this jail. More specifically, some felt that they were overworked, especially those that worked in the laundry unit. Participant 14 stated that, “the deputys and sergeants. I cant concentrate on the program because the deputy in laundry want to work us too much.” Correspondingly, Participant 57 reported that, “yes down in laundry they make us do more cause we are the loser shift and cause we are in a program and we have no off days and do laundry for both jail houses.” Others expressed their feelings about jail conditions such as temperature. Particularly, inmates felt that it was unfair that they were not allowed to cover up especially when it was extremely cold in their cell block. For instance, Participant 17 said that, “when it is cold, we have to just suffer. They won’t let us use our towels or anything to keep warm. I get anxious & cannot concentrate when I am freezing. It is not right. It is bad enough in here.” Also, Participant 109 noted that, “yes 12-6-2010 my tank was freezing cold and we all asked the staff if it was okay 2 cover up and we wre talked to badly as well as she told us if we ever go to her sarg she wold slid us and beat us! the same time the lady passed out the paper for us 2 fill out right after that! We were talked 2 bad on the 1 staff from 6am-2pm.” A few inmates also felt that they were verbally abused by the guards in this jail and reported that the guards talked to them badly and acted disrespectfully toward them when they asked questions or raised concerns about their well-being. Participant 93 noted that, “the jailers are allowed

to talk to us and treat us however they wish. They automatically assume since we are in orange that we're nothing. I've been called dumb, a thug, racial slurs and what's scary about it is that these allegations come from actual deputies NOT jailers! If this is who gets paid to protect and serve then we're all doomed."

### *Research Question 2*

Jails serve as a clear example of a total institution. A total institution may be defined as a place of residence and work where a large number of like-situated individuals, cut off from the wider society for an appreciable amount of time, together lead an enclosed, formally administered round of life (Goffman 1961:xiii). Goffman's (1961) perspective addresses the inmate's entry into an institution as well as the process that inmates must endure upon entering an environment that is controlled such as a jail. The process of learning to adapt to the jail environment presented substantial challenges for the respondents. Perhaps one of the central challenges for these participants was struggling to maintain a sense of identity in the environment of a total institution. Centrally, these women faced major challenges to their sense of identity. Having control over one's time, the possession of personal autonomy, privacy, and freedom of movement all serve to help express and maintain a sense of personal identity. Upon entering a total institution, all of these come under attack. The process of mortification (Goffman 1959) forcibly removed many of the "props" which inmates used to maintain their sense of identity in the free world and forced them to begin constructing a new,

institutional identity. The experience of loss of control and privacy violations, combined with instances of perceived injustice that are both distributive and procedural (i.e., lack of access and participation in programs and education counseling services; and the inability to connect with other inmates and their instructors involved in programs) in nature impacted the inmate's sense of identity. Research question 2 asks, "what is the impact of perceived personal identity on perceived distributive and procedural justice?" Questions concerning perceptions of the distribution of programs and education counseling services and perceived fairness in treatment by other inmates involved in programs and their instructors at this jail were related to perceived distributive and procedural justice.

*Distributive justice issue 1: perceptions of program delivery.* Participants were asked since they came to this jail whether there had been a situation where programs that they wanted to participate in were assigned to other inmates instead of them and if so how this made them feel. As previously mentioned, 32% of participants agreed that they experienced this particular situation while at this jail. Some inmates felt overlooked, as even though they took the initiative to sign up for programs they still were not selected to participate in them. For example, Participant 40 shared her concern by stating that, "I requested a Sewing Program and was not called for it." Similarly, Participant 113 noted that, "I put a request in for Breaking the chains and still haven't been able to go." Failure to obtain access to programs impacted inmates' efforts to maintain a positive sense of identity by de-emphasizing education, work, and rehabilitation. Moreover, the lack of

proper programming deprived inmates of the pro-social or positive activities in which to engage while in this jail; thus perhaps, causing inmates to physically and/or emotionally disconnect with themselves and others around them. The typical jail inmate spends most of her time sleeping and/or watching television; which can force her to retreat deeply into herself, trust no one, and/or adjust to incarceration by remaining isolated from the rest of the jail population. Lastly, some inmates reported that they were not given the opportunity to participate in education and/or work programs where they could gain meaningful skills. As a result, inmates perceived themselves unworthy of proper treatment.

*Distributive justice issue 2: perceptions of education counseling services.*

Education counseling services provide inmates with a means for rehabilitation and education while instituting some marketable skill, while incarcerated in the Harris County Jail System. Programs for voluntary participation by inmates in such programs as academic, reading, counseling, therapy, and/or training programs are included in this plan. These services help to build one's personal value and self-esteem while incarcerated and assist with developing a positive and cooperative attitude in jail. Participants were asked since they came to this jail whether there have there been situations where they felt like education counseling services were more likely to be given to others instead of them and if so to explain how they felt. Participant 127 reported that, "yes, I understand that there are more men in jail but that doesn't make them more needy of education." In

addition, Participant 118 shared that, “yes, it makes me feel like I don’t matter.” For these participants, failure to receive education counseling services resulted in a diminished sense of personal value. For example, a few participants noted that education counseling services were more readily available to men instead of women. When women experienced situations like this they felt that their need for education, vocational, and rehabilitation services was not as important as the male inmates at this jail. Some developed feelings of worthlessness and felt undeserving of the proper services needed to cope with incarceration.

*Procedural justice issue 1: perceptions of treatment by other inmates involved in jail programs.* Jail programs can be very effective tools in helping inmates cope with their incarceration as well as maintaining their sense of self-worth. Jail procedures require inmates to interact with each other when participating in programs. Programs are said to help inmates develop a more cooperative attitude and build self-discipline. In this study, some participants felt that it was difficult to get along with other inmates involved in programs with them. Additionally, others perceived that it was unfair to make inmates talk about their feelings in a social setting because of the negative attention they would receive. Participants were asked to please describe how they are or were treated by other inmates involved in the program(s) with them at this jail. Some inmates said that they felt judged by other inmates. Participant 14 noted that, “alot of inmates are really nice and others are rude and try to judge you before they know you.” In addition, some

inmates were reluctant to share their personal feelings with the other inmates involved in the program for fear of their information being shared with others not involved in the program. Participant 24 said that, "sometimes it is hard to share in group cause other inmates in your tank with you like to talk about what you shared with their group of friends or throw it in your face." Having participants speak openly about their experiences can bring about feelings of injustice especially when the information shared is used to manipulate others.

A few inmates also described situations where it was hard to communicate with others in the program due to the differing personalities in the group. Participant 43 stated that, "some are okay and some are irrational and hard to communicate with and get along with." Similarly, Participant 28 shared similar concerns by saying, "you have to deal with each person difference because of the difference personally so yes will run into some bad actors." Participant 9 stated, "targeted 1<sup>st</sup> couple of weeks - they almost got me kicked out. A lot of racism, lying stealing, always on somebodies shit list." Some inmates explained that other inmates involved in education programs often treated them differently and as if they were superior. Participant 15 reported that, "when I first came in they had attitude towards me, until I showed them what was up." Correspondingly, Participant 3 said that, "Like I was lesser than them like what I was saying was not important."

Fundamentally inmate identity is reshaped from the “pre-prison identity” to the “institutional identity,” and the “new” identity can be maintained through the relationships that one has with other inmates. Interaction with other inmates involved in programs at this jail helped develop discipline as well as a positive self-image and cooperative attitude. Proper respect for others, courtesy, and good manners are mandated in these programs and learned through social interaction with others. On the other hand, participants in this study reported that it was difficult to interact with other inmates involved in the programs at this jail. Some participants felt that they were unable to communicate with others in the program and participants reported that they could not trust their fellow inmates or confide in them about personal issues. When participants felt disconnected with others in the programs they socially and emotionally withdrew from them; which diminished their sense of personal value.

*Procedural justice issue 2: perceptions of treatment by program instructors.*

Aside from the challenge of establishing a functional relationship among inmates involved in programs at this jail, participants reported that their connection with the instructors of these classes was equally demanding. Participants were asked to please describe how they are or were treated by the instructor(s) of the program(s) they are or were involved in at this jail. A small number of participants reported that sometimes they felt neglected by the instructors; for example, participant 3 said that, “sometimes like I’m here and other times I’m not even in the room.” Participant 9 shared similar feelings by



saying that, “fair mostly, being put on the spot/called out and then being left to deal with it alone, no defense, not fair.” A few participants stated that the instructors were rude, overbearing, and mean. Participant 45 noted that, “our counselors or some of our counselors are rude. But other people who come here to spend time teaching us are very friendly. The few counselors on the other hand are very rude & are in a bad mood more often than not.” Similarly, Participant 78 reported that, “two, were very rude the substance abuse instructors think they know more than us about drugs but has never done drugs themselves us who have done drugs has experience and know more of the effects of what drugs can do!” The relationship that inmates have with their program instructors was meaningful in understanding personal identity. Some inmates reported feeling neglected by their instructor and even shared that their instructors were rude and mean to them. Negligence brought about feelings of procedural injustice and impacted an inmate’s sense of identity. Correspondingly, these negative experiences were a constant reminder of their compromised social status and stigmatized role as an inmate. As a result, inmates perceived that they deserved the negative treatment by instructors and eventually stopped participating in future programs at this jail.

*Personal identity issue: perceptions of jail programs.* Self-worth diminishes when the conditions of one’s surroundings are compromised (Crocker and Major 1998). Although jail programs, a healthy support system with other inmates, program instructors, and other jail staff were supposed to help inmates improve themselves and

build self-esteem, participants reported having some reservations about the programs offered at this jail. Questions pertaining to inmate perceptions of jail programs were related to perceived personal identity. Participants were asked if they have ever been involved in any programs while they have been in this jail what did they not like about them? Participant 14 reported that, "I dont like how some of the councelors teach and how some councelors pick their favorite inmates and not like other inmates." Similarly, Participant 2 noted that, "the teachers, some are just here and their not fully aware of what they are suppose to be teaching." Similarly, Participant 178 stated that, "yes school. The teacher suck. They are mean and rude. Some of us dont even waist our time. We dont need another mother. Or anybody else fussing and screaming at us when things dont go their way." Participant 47 shared her experience in program reporting that she disliked, "the way the officers treat us and constantly threaten us to be thrown out." Similarly, Participant 99 stated, "that sometimes the guards don't give us enough time to complete the classes or wat we are doing." Some inmates reported that they did not like participating in program(s) at this jail because other inmates did not take them seriously. Inmates involved in these programs were often disruptive and even jeopardized their involvement. Participant 39 claimed that, "it's all fake most people involed really dont care just in your business and use what they know against you." Participant 98 stated that, "when we are trying to go to church and somebody is talking down the halls they turn us

back around.” Similarly, Participant 102 emphasized that, “some of the inmates that do go act too childish and mess up the program for other inmates.”

### *Research Question 3*

Research question 3 asks, “what is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and perceived adjustment for these women in a correctional environment?” Questions concerning inmate perceptions of fairness in visitation rules, correspondence, and telephone services assessed perceived distributive and procedural justice.

#### *Distributive and procedural justice issue 1: perceptions of visitation rules.*

“Visitation is considered a privilege and a visit may be denied to any person if the visitor or the inmate fails to comply with the visitation rules, or when there is reason to believe the visit may not be in the best interests of, or the safety and security of, the public, other inmates, the deputies and staff members, and/or the institution” (Harris County Inmate Handbook 2004:14). To get a better understanding of inmate perceptions of the visitation process, participants were asked since they have been in this jail, have there been situations where they were not allowed to have visitors and if so how that made them feel. Several inmates reported that they were not allowed to have visitors when they had received loss of privileges (LOP) for their bad behavior. They acknowledged their wrong-doing, but still expressed their hurt and anger when they could not have visitors. For example, Participant 6 reported that, “yes only when I was put on loss of privileges

for having something that a guard gave me permission to do.” Participant 42 shared similar feelings by stating that, “yes, when I got lost of privileges (lop) I felt even angrier.”

Some inmates reported that visitation was often cancelled when others disobeyed the rules-when one messed up all suffered the consequences. Participant 16 stated that, “yes, there was the one time when I had just walked in and they cancelled visitation because some girl in her pod not in visitation tried to kill herself. It made me angry I was in a very bad mood, I cried.” Some participants also claimed that when they were in the “Law Library” or participating in other programs they were told that visitation was cancelled. Some inmates shared their feelings of anger and hurt because they felt as though they should have been given the opportunity to choose whether they wanted to visit with family or engage in jail programs or other activities. Participant 26 reported that, “yes, when I got a visit while I was in the law library. I felt angry because there is no reason why they can’t call me to my visit if they know where I am & I’m not being punished for something.”

It was quite common for family members and/or friends to travel great distances in order to visit with their loved ones in jail. Due to the long travel distance, sometimes visitors were turned away by jail staff because they arrived after visitation hours. Some inmates reported that this upset them when this took place. For example, Participant 3 responded by saying, “yes because by the time the got up to the floor they were told that

visitation was over and they stood in line for 2 ½ hrs. and drove 3 ½ to get here. It made me feel bad & hurt.” Similarly, Participant 45 reported that, “only when there are too many people here to visit us. If there are too many people in line downstairs & visitation hours are over, our families have to leave after standing in those lines for hours. That makes our familys not want to come back, now that pissed me off!”

*Distributive and procedural justice issue 2: perceptions of mail services.* “In the Harris County jail system inmates may write to anyone, as often as they wish, provided that their correspondence does not violate U.S. Postal regulations and laws, state or local laws or ordinances, court orders, and/or the Sheriff’s Department rules, regulations, or orders”(Harris County Inmate Handbook 2004:10). The postal service is another way for inmates to remain connected to the outside world; and in some instances, they are allowed to participate in this daily activity. When situations like this occur, inmates attempt to make sense out of this experience by evaluating the fairness in the postal guidelines. The rules concerning mail operation then become problematic, especially when they do not exceed inmate expectations. As a result, such situations can produce unpleasant feelings thus making it difficult for inmates to effectively adjust to the culture of this jail. Participants were asked since they have been in this jail, have there had been situations where they were not allowed to send or receive letters from their family, friends, attorney, or others, and if so how that made them feel. A total of 55 out of 186 inmates (29%) said that they had experienced this and they often felt upset, confused,

hurt, and angry when they were not able to send or receive letters while in this jail. For instance, participant 51 said, “when I was transfered from another cell block some of my letters were returned to my family instead of being transferred with me. It upset me cause I needed to hear from them!” Additionally, Participant 74 responded by noting that, “yes, we cant receive any type of cards, so my birthday, thinking of you, and holiday cards were either mailed back to sender or thrown away. It made me feel mad, sometimes a card can make your day better.”

*Distributive and procedural justice issue 3: perceptions of telephone services.*

Telephone privileges are available to any inmate in the Harris County Jail System. Yet, inmates are not allowed to “sell” telephone calls, interfere with another inmate’s use of the telephone, or receive telephone calls from family and/or friends. Participants were asked since they have been in this jail, have there been situations where they were not allowed to call their family, friends, attorney, or others and if so how that made them feel. In this study, there were some situations in which participants were not allowed to use the telephone; thus creating a feeling of perceived isolation. A total of 67 out of 186 participants (36%) said that this had happened to them. Participants reported various reasons for this, including a malfunctioning phone system, blocked calls, expense, and/or punishment (i.e. loss of privileges). Some of the adjectives they used to describe their responses were mad, angry, and neglected by the jail system. Participant 74 said that, “yes, because of phone blocks, it makes me feel mad, I like being able to talk to my

children since I cant get visits from them.” Commissary needs to sell phone cards so we are able to pre-pay for the calls & call anyone.” Correspondingly, Participant 77 reported that, “I felt the system let me down. One girl in our cell (out of approximately 40 people swore at a deputy & we were all locked down for the rest of the day & I was not able to call my family to let them know I was ok!”

Questions regarding inmate perceptions of visitation were related to perceived personal identity. Personal identity concerns can play an important role in how people define what is fair or unfair (e.g., Skitka 2003). Skitka (2003) proposes that one can accept or reject material goods, spouses, social roles, or any other aspect of one’s material social identity without losing a basic sense of identity or personhood. Only when one’s sense of personal identity is altered does one feel as if they are *alienatus a se*, or no longer oneself. People’s ability to live up to the expectations of others, therefore, has a significant impact on personal identity and how people perceive justice. Furthermore, perceptions of fairness could be organized in the close relationships that inmates had with family and/or friends on the outside of jail.

Carol Gilligan (1982) suggests that attachments to other relationships and responsibility are central to women's identity development, so much so that identity and close interpersonal relationships are intertwined. In other words, having a close relationship with family and/or friends appeared to be very important in shaping and maintaining one’s identity while in jail. In a jail setting, inmates serve a shorter period of

stay; therefore, they may not become as “prisonized” as those serving prison time.

Therefore, it may be that female inmates who remained closely tied to their family and/or friends while in jail, whether it is in the form of visitation, receiving and/or sending letters, and/or making telephone calls, were more likely to have a positive sense of identity and view themselves as non-criminal.

*Personal identity issue: perceptions of visitation.* Indicators of perceived personal identity were measured by asking inmates about their experiences during visitation. More specifically, participants were asked what they enjoyed best about their time visiting with their family and/or others from outside of this jail. The vast majority of participants reported that they were happy to see their family, especially their children, which made them feel loved. Several reported that visitation made them feel that their family cared about and missed them. In some ways, they felt that they were able to stay connected to the outside world when they received visits. Being able to visit with family members and/or friends helped reconnect inmates to their primary familial roles, such as daughter, parent, and/or friend which reinforced their sense of personal identity.

Participants enjoyed talking to their family about everyday problems they experienced while in jail, as well as problems on the outside. Inmates who worked in the jail shared their experiences during visitation. A few inmates that were laundry workers reported that they were able to have private visitation downstairs away from the others, which was much more comfortable than the general visitation area. Participant 16 said



that, “I enjoy it because Im a worker so I get 30 mins downstairs and its quiet.” Similarly, Participant 44 reported that, “since in laundry, visits are more private & much more clean, less intimidating for family.” In an environment where most aspects of an inmate’s life had been taken from them, visitation was a way for several participants to maintain an emotional connection with their family members and friends. Even more, those that enjoyed their visits reported that their experience was delightful and helped them to cope with incarceration.

Several participants also reported that visitation was not a pleasant experience for them. These negative conditions could have an impact on one’s self-esteem, especially when inmates were unable to effectively communicate with their visitors, when visits were cut short, when there was no physical contact, when visitors left the facility, and when inmates did not receive any visitors at all. Participants were asked what they disliked about their time visiting with their family and/or others outside this jail. The majority of participants reported that due to overcrowding during visitation, the atmosphere was uncomfortable and very loud. Routine visits required inmates to talk to visitors through a small round speaker behind glass. A large percentage of inmates complained that the speakers were not working properly and that they had to scream at their visitor just to communicate with them. For example, Participant 6 noted that, “during visitation, it is very loud and you can’t enjoy your visit. Some of the deputies are rude and obnoxious. Our visits are only 10 minutes sometimes when it supposed to be 20

minutes. It also takes an hour and a half in visiting lines to get upstairs.” Similarly, Participant 59 stated that, “the visitation room does not have phones to speak to your visitor with. There is just a small, round “speaker” in the glass. It is extremely difficult for either party to hear the other, especially when everyone is trying to be heard, at once.” Participant 84 shared her experience by noting, “you cant ever hear them They need to find a better way to do visits or find an easier way to hear. The hole we talk through isnt good enough.” While a number of respondents said that the process of visitation was time consuming and difficult for family members, especially for those who traveled great distances to see their loved ones in jail, others also reported that their visits were too short and that there was never enough time to connect with their family members. Participant 114 shared her experience by saying, “you dont always get your full visit some mean officers aren’t fair with the time you are suppose to have. They need phones. The way we have to communicate we can barely hear each other.” In addition, Participant 178 reported, “not enuff time. Only 15 minutes and they kick you out. Sometimes you dont even get to say good buy. Then your behind a glass that stinks.

Several participants also discussed the importance of affection and said that while visiting with family and/or others outside of this jail they were not allowed to touch, hug, or kiss their loved ones; this made them feel very sad. For example, Participant 163 reported, “it makes me sad that I can’t hug or kiss them. Similarly, Participant 102 said, “not being about to hug or kiss them and having to watch them cry in pain from seeing

me in here.” In fact, many participants did not enjoy visitation because their visitors eventually had to leave; and hated that they could not leave with them. For instance, Participant 129 said, “nothing, I just hate when they leave.” Similarly, Participant 170 said, “I hated that we only get 20 minutes and I hate that I can’t leave with them. A few participants reported not having any visitors at all, specifically their children; for example, Participant 172 said that, “I don’t get to see my 2<sup>1/2</sup> month daughter. Participant 137 noted, “I never got one.” Participant 98 had similar concerns and noted, “being away it breaks my heart because my mom has no transportation and is sick and I was the one who takes care of her!” Based on their response to these questions, I speculate that inmates that reported having a negative visitation experience with family and/or friends outside of this jail were less likely to preserve their primary identity, which could have potentially influenced the way they adjusted to jail.

Adjustment is the process of modifying, adapting or altering individual behavior to bring behaviors into conformity with a new circumstance or cultural environment (Webster’s Encyclopedic Unabridged Dictionary 1996). Erving Goffman’s (1961) perspective on total institutions can potentially further our understanding of inmate adjustment patterns. Goffman (1961) explained that those who enter a total institution experience the stripping away of one’s self-identity which is replaced with a more adaptive one. He describes this as a process of “mortification,” which includes taking away personal possessions, being given uniforms, bedding, and other equipment and

personal items needed, being reduced to a child in terms of status, being subjected to physical, verbal, and mental abuse, experiencing a loss of privacy, and losing one's autonomy and all forms of personal freedom. Although, female inmates that were housed in the Harris County Jail System were serving shorter sentences compared to those in a prison setting, the process of mortification could be applied to this particular population. For example, upon entry, jail inmates have to give up their personal possessions in exchange for items (i.e., uniforms, bedding, etc.) that help identify them as inmates. Irregular visits with family and/or friends and the conditions of those visits can influence how inmates adjust to jail. Inmates are now required to follow both verbal and written rules administered by jail staff; and are sometimes subjected to abuse. Due to the immediate lifestyle change, several inmates become frustrated and often encounter situations where they perceive that their safety is compromised; thus, contributing to how inmates adjust to jail.

*Adjustment issue: perceptions of safety.* Learning to navigate the physical and behavioral boundaries of the jail environment is significantly bound up with questions of personal safety. Part of the process of adjustment to the institutional environment is the need for an inmate to deal with the possibility of threats to her safety (i.e., learn how to defend herself) in an attempt to feel secure in her environment. Furthermore, how she reacted to threats was complicated by whether the threat was a direct threat (i.e., she is physically and verbally abused and reacted) or an indirect threat (i.e., she is a witness to

someone else in their group being abused and reacted). To get a clearer picture of this, participants were asked since they have been in this jail, have there been situations where they felt unsafe and if so to please explain. The findings indicate that safety is a significant consideration for inmates in this jail. More specifically, ninety-one out of 186 inmates (49%) said that they had been involved in a situation where they did not feel safe in this jail. Reasons for their perceptions of safety include not just threats to personal physical security, but threats to health (i.e., inmates with communicable diseases living with general population). For example, Participant 3 reported that, “yes because I have seen guards bet up some females in front of me and they were men guards. I seen preagent women slammed into the wall and pushed real hard from behind by guards. I have seen where they (guards) have stomped women and throw them in a holding cell afterwards.” Additionally, Participant 53 claimed that, “yes, people lash out and start yelling and fighting. And picking on you trying to start fights.” Also, Participant 48 said that “yes, I was once made an example of by an officer when I taped on the window to get help for another inmate, she came to the pod and got in my face and yelled at me.” Participant 103 also shared her concerns about the perceived threats to her health by saying, “yes with my health when they mixed ones with Aids and staff infections with us the healthy.” Similarly, Participant 6 reported that, “yes, the clinic downstairs is not a safe place, especially the holding tank for the clinic. They have unsanitary conditions with the cell itself and people with air bourne diseases that come in from the free world.”

According to the participants in this study, verbal and physical conflicts happened often in this jail. Arguments between inmates could start small and could potentially escalate into riots, if not contained in a timely manner. Living with not only the threat but the reality of witnessing and/or experiencing violence makes it difficult for inmates to cope psychologically with incarceration since inmates had far less power and freedom of movement compared to jail staff. Participants were asked how would they handle the situation if they were verbally threatened by another inmate(s)? Some inmates said that they would tell an outside family member and/or friend because they felt that jail staff would not do anything about the verbal attack. For example, Participant 19 said, “I would call home because i can get more help from my family. While in jail you will receive no help at all!” In addition, Participant 24 shared, “tell my family and let them try to handle it cause i don’t think i would be able to do anything about it in here unless you get the right guard who gives a fuck.” According to the previous responses, participants felt that communication with their family was important as a means of social support on the outside. Family seemed to be meaningful to inmates especially during a time when their experiences were not so pleasant. Yet, for those who did not have the opportunity to communicate with their family and/or friends on the outside they had to deal with the situation on their own; which could be quite frustrating and difficult to handle. Additionally, participants were also asked how they would handle the situation if they were physically attacked by another inmate or inmates. The vast majority of participants

said that they would protect themselves and suffer the consequences later. For example, Participant 108 said that, “fight back or get hurt if I didnt, thats why its sooo unsafe mixing diseases that can spread w/non diseased inmates it can spread in a fight or other ways.” Similarly, Participant 45 stated that, “I would fight back & deal with the consequences later.”

As a consequence of the stresses of adapting to jail life, some inmates may have entertained thoughts of harming themselves and/or others. Especially, when there is a lack of physical and emotional support from family and friends, which can lead to distress. Participants were asked since they came to this jail, have there been situations in which they felt like hurting themselves physically and if so to please explain.

Approximately a quarter of the respondents reported that there had been one or more occasions in this jail where they felt like hurting themselves physically. Some inmates indicated that they were often depressed and contemplated suicide because they missed their family. For instance, Participant 64 shared her experience by saying that, “yes, I am a cutter and have been since I was about 8 years old. When I have emotional pain I dnt cry or anything I cut it’s kind of like red tear that come from my legs or where ever Im cutting.” Participant 47 shared similar concerns by reporting, “yes, sometimes I want to beat my head into the wall or hit myself.” Similarly, Participant 45 said, “I get angry alot & I often feel like hitting a wall.” There were widespread thoughts of self-harm in this population. Some inmates were not able to effectively deal with incarceration and they

often physically and psychologically distanced themselves from others. Some inmates struggled to control behaviors to situations around them and resorted to self-mutilation. The alienation from others and the self-harm appeared to be a defense against their inability to adjust to their immediate environment.

## SUMMARY

Taken as a whole, the findings in research question 1 indicated that a substantial percentage of the respondents perceived a lack of both distributive and procedural justice in this jail. In terms of perceptions of distributive justice, a significant percentage of the respondents perceived inequities. More specifically, nearly a third of participants perceived inequities in terms of the distribution of inmate programs and medical services. Further, about half of the respondents reported that there had been situations where they felt that jail staff favored or gave privileges to other inmates instead of them. Interestingly enough, perceived racial discrimination appeared to be meaningful among their responses. Other variables such as the amount of time spent in jail appeared to be meaningful in understanding how inmates perceive the fairness in the distribution of privileges. For example, a few inmates reported that those who spent more time in jail were more likely to get privileges compared to inmates with a shorter jail stay. In addition, some inmates who were classified as jail workers or trustees were believed to be given more privileges than those who did not hold that title.



Lastly, some of the participants perceived a lack of procedural justice during their sentencing process. Specifically, they felt that they were not given the opportunity to speak on their behalf and they also reported feeling rushed and feeling that their lawyer did not care about their well being. Some inmates perceived that punishment by the officers while in jail was unfair. They felt that when two inmates were involved in an argument it was unfair to punish one and not the other. Also, a few inmates reported verbal abuse by jail staff; and due to their racial and/or ethnic background some were more likely to be punished instead of others. Participants attempted to explain their experiences of what was fair and/or unfair in the distribution of programs, services, and privileges as well as the procedures and processes prior and during incarceration. This process also incorporated emotional responses of anger, disappointment, and frustration among the inmates that reported experiencing injustice in the outcomes, decision-making procedures, and treatment by staff at this jail.

Generally speaking, the findings for research question 2 indicated that the perceived personal identity had a meaningful impact on perceived distributive and procedural justice. Inmate perceptions revealed that there was a lack of distributive and procedural justice in this jail. Inmate programs and education services were said to shape and maintain one's self-identity in a manner that encouraged physical and mental maturity. The access of and participation in programs and services were considerably important to female inmates at this jail; however, about a third of the participants

perceived that some inmates were allowed to participate in jail programs over others. Due to this, some participants reported that it was unfair and became angry and frustrated because they wanted the same opportunity. Consequently, they disliked the programs at this jail, and thus made the choice not to participate in improving themselves.

Additionally, due to the jail procedures, participants were instructed to participate in programs even if they were treated unfairly by other inmates in those programs. In some instances, participants felt ostracized from the other inmates and they often felt that an “us” versus “them” mentality was already established between the old and new members. For example, Participant 9 stated that she was targeted the first couple of weeks by other inmates involved in the program with her and Participant 15 said that other inmates in the program had an attitude towards her at first. Some participants felt that the rules for program involvement were unfair because they perceived that the program did not unify the inmates but further exacerbated their differences. For example, it was quite challenging for new members to successfully assimilate with old members of the program, making it difficult to build a cooperative attitude and relationship with their peers. Also, participants believed that others expressed an attitude of superiority over other inmates involved in these programs. Due to this, participants thought that the programs and services at this jail made them feel isolated and caused some participants to withdraw from the programs, thus, negatively impacting their sense of identity.

Some inmates involved in programs were perceived to be immature; Participant 102 specifically claimed that their behavior often caused others to be terminated from the program. Some participants believed that programs should be only offered to those that were serious about improving their lives. But, based on the responses, it appeared that the process of program involvement was a way to keep the inmates busy instead of making sure that they were sincere about their efforts to change. When inmates were distracted by others in the program their ability to learn was compromised. Their attention was now focused on the one causing the problem instead of learning how to build their character. In addition, program instructors are responsible for promoting justice and creating a positive learning environment for their students. Yet, some participants reported a less than positive experience with their instructor. Participants were unable to get along with their program instructors and this impacted their ability to maintain a positive sense of identity. Some claimed that their instructors were inattentive to their educational needs, discouraged unification between inmates involved in programs, and used insensitive language when addressing them. Inmate perceptions revealed the programs were not inclusive. In addition, a few participants involved in jail programs said that they disliked their instructor(s) because they felt that they favored other inmates over them. Some participants also believed that the jail staff threatened to kick them out of the program or cut their time short. When inmates felt that they were “singled out” and/or treated

disrespectfully they became disinterested in programs thus making it difficult for participants to build a positive self-image while incarcerated.

Finally, the findings in research question 3 suggested that there was a significant relationship between perceptions of distributive and procedural justice, perceived personal identity, and perceived adjustment to these women in a correctional environment. For example, having some form of communication (i.e., visitation, mail service, and/or telephone calls) with the outside world was very important in maintaining an inmate's identity, which in turn influenced how she adjusted to incarceration. Safety in jail appeared to be a very significant concern for female inmates. A number of participants who reported that they were verbally threatened while in this jail shared that they informed their family and/or friends on the outside because they were afraid that jail staff would ignore the situation. This was seen in their responses. A number of participants reported that when they were not allowed to have visitors or when they could not effectively communicate with their family and/or friends during visitation, by mail, or telephone this made them angry and sad. The participants in this jail often used their family as a means a support, especially when they were involved in any verbal altercations with other inmates. Having a loved one there to listen to them and protect them from harm proved to be significant to this population of women. More specifically, some inmates used their family and/or friends as a "safety net." Even though their family

member(s) were not able to solve the problem immediately, they could keep a record of the alleged abuse and report it to the inmate's lawyer, if necessary.

Additionally, a number of inmates reported that they would defend themselves to the best of their ability and then deal with the consequences later when involved in a physical confrontation. Oddly enough, as a way to control an uncontrollable circumstance some inmates found relief in physically hurting themselves. Inmates that were not allowed to communicate with their family and/or friends in some fashion felt that their physical and emotional connection to the outside world was non-existent. They were not able to reinforce their identity as a mother, daughter, or friend; and therefore, were forced to adopt an institutional identity. As a result of this, it was challenging for inmates to adjust to jail without their primary support system. Some participants were involved in verbal confrontations and others found themselves in the midst of physically defending themselves during incarceration. Lastly, others discovered that the lack of emotional support impacted their sense of identity and eventually left them feeling isolated. Instead of expressing their anger and frustration by attacking others participants reported that they hurt themselves because the pain was intolerable.

## CHAPTER VI

### CONCLUSION

#### INTRODUCTION

The purpose of this study was to analyze how female inmates perceive distributive and procedural justice within a correctional environment and how these beliefs about the fairness in outcomes and procedures impacted their process of adjustment. More specifically, the main emphasis was on inmate perceptions of fairness in the distribution of programs, services, and privileges at this jail and the fairness in the treatment of inmates by court official and jail staff. In addition, the study sought to explore how inmate perceptions of personal identity influenced the process of adaptation. This chapter summarizes the central findings, discusses the implications, and recommendations for future research.

#### DISCUSSION AND ANALYSIS OF FINDINGS

The study contributed to social psychology research by presenting a theoretical framework that described how justice evaluations about the fairness in the distribution of rewards/benefits and the fairness in procedures were formulated in a correctional environment. This study extended research into a broader sphere such as personal identity – how one perceives themselves and the process of adjustment – how one modifies, adapts, or alters their behavior to bring behaviors into conformity with a new

circumstance or cultural environment. The study asked three specific research questions: 1) how do female inmates perceive distributive and procedural justice; 2) what is the impact of perceived personal identity on perceived distributive and procedural justice; and 3) what is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment? Participants reported that there were situations in which they believed that jail staff favored or gave privileges to other inmates instead of them. The quantitative findings did offer support for a lack of distributive justice in this jail. For example, the majority of female inmate participants perceived that privileges were more likely to be given to male inmates. The qualitative findings suggested that over 40% (77 % 186 participants reported having been involved in situations like this, and a small percentage perceived that jail staff showed favoritism toward male inmates. Participants believed that since jail staff were predominately African American, black inmates were more likely to be favored over other racial and ethnic groups. Some participants also felt discriminated against due to their level of literacy and cultural differences.

Additionally, participants perceived that there was a lack of procedural justice in specific the fairness in sentencing and trial procedures, process of communication, and treatment by jail staff. For example, the majority of participants felt that their sentence (57.5%) and trial (58%) was not fair; and a number of inmate comments reported similar concerns. Further, the majority of inmates felt that the visitation rules and mail service in

this jail were unfair. According to inmate qualitative responses, some inmates reported that visitation was often cancelled when others disobeyed the rules and when one messed up all of them suffered the consequences. Participants were particularly upset when their relatives traveled long distances only to be turned away by jail staff because they arrived after visitation hours. Overall, the majority of participants perceived that male inmates were treated more fairly than female inmates in this jail.

The second research question asks, what is the impact of perceived personal identity on perceived distributive and procedural justice? Although perceived personal identity appeared to have a direct effect on the fairness in both justice outcomes and procedures, the relationship between perceptions of distributive justice and perceived personal identity was much more meaningful. Female inmates that were able to maintain their sense of identity were more likely to view the distribution of resources as fair rather than unfair. Incarcerated women faced major challenges to their sense of identity upon entering this jail. Having control over one's environment, the freedom of movement, privacy, and personal autonomy immediately came under attack when women were stripped of their freedom and possessions. Qualitative findings suggested that the task of constructing a new, more adaptive identity proved to be difficult, especially when instances of distributive and procedural injustice took place. When programs and services were not made accessible to inmates and when relationships with other inmates and



program instructors failed women were unable to successfully adopt the role of being an inmate.

Lastly, what is the relationship between perceptions of distributive and procedural justice, perceived personal identity, and the perceived adjustment of these women in a correctional environment? Figure 4 revealed that there was relationship between the variables in the study. Some significant findings suggested that justice outcomes procedures had a direct impact on perceived adjustment: inmates that perceived program outcomes and jail procedures to be fair were more successful in adjusting to a correctional setting. Some participants felt that the process of communication was unfair and that other inmates were allowed to communicate with family and/or instead of them. When problems surfaced it was difficult to talk to their loved ones; which often made them feel sad and depressed. Some participants were devastated with the lack of communication and isolation that they reported physically harming themselves.

Perceived personal identity was also meaningful in predicting adjustment patterns. Upon entry, inmates were immediately stripped of their identity, and more specifically, women were no longer characterized by the personal traits and values that they once held as a mother, daughter and/or spouse. They were forced to adopt an institutional identity in which individual behaviors were brought into conformity with the new correctional environment. During this transformation, when female participants felt like they had a number of good qualities, they were satisfied and proud of themselves they were less likely

to experience any of the physical and/or psychological problems that often accompany the culture of jail (i.e., depression, nervousness, trouble eating or sleeping, etc.). In fact, research suggests that a higher percentage of females experienced clinically significant problems in the areas of depression, self-esteem, stress, suicidal ideation, fear, ideas of reference, guilt, confusion, disturbing thoughts, memory and problems with family (Sheridan 1996). In terms of qualitative findings, some shared their concerns about what they did not like about visitation and how it made them feel. For example, participants felt that the visitation room was too loud and that they were unable to effectively communicate with their family and friends. Others also reported that visitation was too short and they were not given enough time to visit with their loved ones. Those that reported having a negative visitation experience with family and/or friends outside of this jail were less likely to preserve their primary identity, which negatively affected their process of adaptation.

## THEORETICAL IMPLICATIONS

A comprehensive view of the theoretical perspectives related to this topic provides some theoretical and practical contributions to social psychology, criminal justice, and correctional research. Research findings suggested that justice frameworks was useful in understanding how female inmates perceived distributed and procedural justice in a correctional environment. Distributive justice appeared to be important in understanding how women made judgments about justice based on their immediate

situation. Homans (1961) said it best when he argued that individuals are likely to feel distressed as a result of perceived injustice. Similarly, Jasso (2001b) introduces a comparison dynamic that states individuals' evaluation of justice involves assessing what happens to others, with individuals experiencing such positive emotions as happiness and satisfaction when their payoffs are greater than those given to others, while experiencing negative emotions like anger when their payoffs are less than those of others (Turner 2007:290).

In addition, perceived personal identity contributed to the understanding how identities of individuals may illuminate the perceptions of injustice and provide insight into the subjectivity of perceived adjustment patterns and reactions. Communication with family and others on the outside of jail is a method through which inmates remain connected to the outside world. Through visitation and other forms of contact, inmates seek to restore their primary identity and try to recover any kind of normalcy experienced prior to incarceration. Research suggests that attachments to other relationships and other responsibility are very central to women's identity development (Gilligan 1982) and when inmates emotionally and physically detach from their family their ability to shape and maintain their identity is compromised. Judgments about what is fair and/or unfair about the process of visitation, mail, and telephone services can surface and inmates may emotionally, cognitively, and/or behaviorally respond to these evaluations in a manner that challenges the norms and values of the institution.

Lastly, Goffman's model on total institutions is still applicable today for exploring the adjustment patterns of inmates. The model of harshly stripping the inmate of her pre-prison identity and forcing her to construct an institutional one was used to help explain how feelings of injustice developed and could have potentially impacted how she adjusted to this correctional environment. Similarly, his idea of a privilege system (1961:50) provides a framework for personal reorganization. The privilege system can help criminal justice practitioners understand the influence that total institutions have on re-socializing inmates to the norms and values of the institution. This study is an initial effort at exploring how female inmates develop justice evaluations based on their judgments about the privilege and/or punitive systems and explores how inmates respond to perceived injustice when rewards and/or punishments are not equally distributed among inmates in a correctional environment. Once the privilege system is in place and the inmate has overcome some of the challenges by understanding the benefits of having a cooperative attitude, thus, minimizing their negative perceptions of jail outcomes and procedures. As a result, inmates will be able to develop and maintain a positive sense of identity that will help them effectively cope with incarceration.

#### PRACTICAL IMPLICATIONS

As it applies to outcome fairness in the distribution of programs, services, and privileges in this jail, nearly a third of participants reported that other inmates were given the opportunity to participate in programs instead of them. Some claimed that they were

overlooked even though they took the initiative to sign up for programs; and others reported that men were given more privileges compared to women at this jail. Having a system in place where female inmates can formally sign up for programs and services during processing and booking can be a practical way to improve program delivery at this jail. To quell feelings of injustice, stronger guidelines and regulations for program participation are needed from jail administration prior to incarceration. Some participants felt betrayed by their peers because their names were scratched off the list, therefore, stricter penalties for tampering with the “sign in” sheet while incarcerated would encourage jail staff to monitor activity and ensure that decisions are made in the best interest of the inmates.

Although the quantitative findings did not suggest that race and ethnicity was a basis for perceived injustices, the qualitative responses revealed that some of these women perceived racial discrimination. Additionally, some felt that since the majority of staff members in this jail were African American, Black inmates were more likely to be given privileges and/or were favored over other racial and ethnic groups. By employing justice theory, jail administrators may gain a better understanding of how structural processes such as racial and ethnic rivalries expressed in groups and status and role dynamics between inmates and jail staff influence how inmates perceive the fairness in resources at this jail. Feelings of injustice can develop in situations where some feel that inmates are favored to the exclusion of others, especially when those beliefs are

perceived to be racially motivated. Due to poorly thought out correctional policies about visitation and other privileges, daily services, and disciplinary processes, physical and verbal conflicts can arise and can throw the jail system into disarray. Practically speaking, racial and ethnic diversity should be a common practice at this jail so that inmate and staff differences encourage cohesion rather than discord. Jail administration should educate jail officers on the importance of diversity and place them in situations where they govern inmates in a manner that is not biased. This action may produce a more cooperative attitude between inmates and create an environment that recognizes cultural diversity, encourages group unity, and builds a more adaptive identity.

The special needs of incarcerated women often go unrecognized by correctional administrators, which can inadvertently result in disparities in treatment, services, and programming. In this study, some participants reported that medical services were not always offered to female inmates in this jail. Some felt that they had to wait a long period of time to see medical staff, claimed that medical care was too expensive for them to afford, and expressed their feelings about how some staff were insensitive to their needs. All women should be given equal access to medical services, especially a board-certified obstetrician and gynecologist specifically for pregnant women. They should also be given the best quality of customer service and medical care, therefore, medical staff should participate in sensitivity courses to ensure that they learn how to better understand this marginalized population and appreciate the feelings and attitudes of incarcerated women.

Additionally, women have histories of interpersonal violence and victimization that often continues inside jails (Wolfe et al. 2009:469, 470), especially for female mentally ill inmates (Ditton 1999:7). In this study, a few participants claimed that they were treated unfairly because of their mental health histories. Inmates that were classified as MHMR should be given the opportunity to participate in programs and services; therefore, mental health treatment services sensitive to issues related to interpersonal violence and victimization should be readily available to women during incarceration. The adult female correctional population has drastically increased (Bradley and Davino 2002:351). In an attempt to curb the recidivism rate of women in U.S. jails, recommendations for drug and alcohol treatment, parenting, educational, and work programs and facilities should be available to women upon release. In addition, random visits should be arranged by jail administration to ensure that women are participating in the services referred and to assess how well they are adapting to life outside of jail.

In the courtroom, participants felt that they should have had some degree of control over how they were treated by the criminal justice system. Three important factors or rules that ensure fair treatment are standing, neutrality, and trust (Tyler and Lind 1992). Some claimed that they were not allowed to speak during their hearing and others felt that their court-appointed lawyer was incompetent and did not have their best interest at heart. The findings suggested that it may be more crucial to educate inmates about their legal rights as a person, especially when they assert their innocence. Also, it is

essential that legal counsel equip their clients by making them aware of the risks of the trial process. Improving the quality of legal representation and professional conduct can help inmates feel more comfortable during trial and confident that they will receive due process.

Having a well-organized visitation process that results in additional visitation time and less- restrictive visits is one way to combat the issues that inmates experience in this jail. As of now, weekday visitation hours take place during the evenings. Giving inmates the opportunity to visit with their family in the morning as well may help minimize some of the problems associated with overcrowding. Some participants also expressed that they missed touching, hugging and kissing their children and felt that it was unfair that they could not do so. In an attempt to alleviate some of the pains of incarceration that many women experience, I supervised mother-child visitation should be encouraged. Supervised visitation will prevent the breakdown of relationships by providing inmates with regular and meaningful contact with their children. In addition, parenting classes will help them develop the appropriate skills needed to successfully raise their children upon release. In addition, participants believed that the telephone calls were too short and too expensive. To satisfy inmates and their family members, jail administration can sell them a telephone calling card or monthly calling plan. Of course, they will be responsible for purchasing the minutes necessary to use the card or plan; but most importantly, they can buy the extra time needed to talk to family and/or friends. The



monetary gain from this process can be very beneficial for improving jail conditions and operations and will provide savings for family and friends.

Jail is a place where women can easily become depressed or feel isolated. Programs that help encourage group unity and build self-esteem should be readily available for incarcerated women. Some women talked about how only men were given the opportunity to participate in programs at this jail. Educational and group designed sessions may help inmates cope with their feelings of injustice; and allow women to express their emotions so that they effectively deal with the physical and psychological problems that can occur during incarceration. Becoming a trustee seemed to be important to women in this jail, therefore, work programs that help women build a cooperative attitude during incarceration and teach them how to provide economic support for their children will help encourage self-esteem and financial independence.

Participants expressed that they were treated unfairly by jail staff in regards to punishment. Several inmates felt that the punishment they received was not equal across all parties. The routine neglect that female inmates perceived in this jail only increased their fears about jail violence and victimization because they felt like staff was trying to use their status in order to intimidate them. By understanding and enhancing inmate perceptions of justice and injustice, correctional administrators may be able to more effectively enforce the norms and values of the institution while making sure that inmates are safe. Some participants reported that when physically threatened by other inmates

they were likely to defend themselves because jail staff would not intervene on their behalf. In addition, participants felt that some inmates were more likely to be punished rather than others; and the punishment was sometimes racially motivated. Sensitivity training will make staff more aware of their own prejudices and help them to become more considerate to others. Also, training courses that teach correctional staff about the different methods of punishment and treatment and the appropriate application will help inmates feel safe and secure.

## LIMITATIONS

This study had several limitations. Since the study only examined female inmates, the findings could not be generalized to male inmates. Findings could not be generalized to other jail facilities, as data were collected from the Houston, Texas jail system. For reasons of time, cost, and simplification of the consent process, participants were 18 years of age or older and, in addition, inmates were required to read, write, and speak English fluently. Lastly, the study only used one data collection technique. By using a multi-method approach the researcher could have gained deeper insights into the meaning of justice to female inmates at this jail.

## FUTURE RESEARCH

Even though this study extends research into a correctional setting by examining the perceptions and experiences of the female inmates in a large urban jail system in Texas, more research is needed. Additional research is needed to explore how justice

perceptions influence one's sense of identity. Scholars should conduct a longitudinal study of justice perceptions which explores how they form over time and if there are any changes in how female inmates perceive a distribution outcome and/or procedure. In addition, the question of how time affects justice perceptions is significant as well as how the change from a pre-prison identity to an institutional one influences one's adjustment to incarceration overtime.

In-depth interviews may help to capture in greater detail the nature of inmate experiences and perceptions. The researcher's ability to probe for the meaning of responses could help in understanding justice perceptions and the impact that one's beliefs have on their sense of identity, and their adjustment to life in jail. Researchers should conduct a comparison study of justice perceptions utilizing a variety of jail institutions for women and men located in different regions of the United States. Such research should examine how female and male inmates perceive justice, and if these perceptions influence how they cope with incarceration. This research should explore whether there are any variations from one region to another and if inmate beliefs and experiences are based on the cultural norms of each geographic location. The impact of racial and ethnic differences on inmate perceptions of distributive and procedural justice should be examined more closely. Studies should explore how female jail facilities could more effectively handle challenges that justice perceptions are thought to create. Furthermore, an examination of how best to evaluate the programs and services used by

institutions in an attempt to handle problems that can arise due to perceived injustice in jail is important.

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## APPENDIX A

### Invitation to Participate

INVITATION TO PARTICIPATE IN RESEARCH  
TEXAS WOMAN'S UNIVERSITY

Title: Female Inmates' Perceptions of Distributive and Procedural Justice and Adjustment

Investigator: Pakeithe Coleman-Saavedra      PColeman1@mail.twu.edu      940-898-2052

Advisor: James L. Williams, Ph.D.      JWilliams2@mail.twu.edu      940-898-2051

**Explanation and Purpose of the Research**

You are being invited to participate in a research study for Mrs. Pakeithe Coleman-Saavedra's dissertation at Texas Woman's University. The primary purpose of this study is to examine how you perceive justice. This study will also explore how rewards such as programs and services that are given to some rather than others can bring about negative feelings. Furthermore, your perceptions about how decisions are made, to benefit some while leaving out others, will also be examined.

I am surveying female inmates in this jail and I am inviting you to participate. I have given you an envelope that contains information about the study and a survey. I will be happy to answer any questions you have about the study before and after you complete the survey. Your participation in this study is voluntary. If you choose to participate then change your mind, you can stop. You will have two hours to complete the survey if you choose to do so. When finished, please put the survey and other materials back in the envelope I have provided and seal the envelope. ***Si usted no lee Inglés, ponga las formas detrás en el sobre, séllelas, y délas al investigador principal.*** If you choose not to complete the survey, or if you start the survey and decide you do not want to finish it, please put it in the envelope and seal the envelope. After two hours, I will return to collect everyone's envelopes. By returning the survey, you are agreeing to participate in this research.

**Potential Risks**

Potential risks related to your participation include loss of confidentiality and anonymity, emotional upset, fatigue, risk of retaliation, and coercion. Confidentiality will be protected to the extent that is allowed by the law. To help protect your confidentiality, please do not put your name on the survey. I will not open the envelopes until after I leave the facility. I will store the completed surveys in a locked file cabinet in my home office. Five years

after I complete the study, I will shred the surveys and all electronic files will be deleted as well. I will not use your name or the name of anyone else who participated in this study in any presentations or publications that I do based on this research. Since you are in a group of other inmates while you are participating in this study, there is no way to ensure your anonymity. It is also possible that surveillance will be going on during the time you are completing the survey. Having everyone return their survey, whether or not it has been completed, will help to protect your anonymity.

You may find that you feel upset when you read some of the questions. You do not have to answer any questions that you do not want to answer or you can choose to stop participating in the study at any time. If you find that you are getting tired while completing the survey, you may choose to take a break or terminate your participation at any point, without penalty. To minimize the risk of retaliation, you will not put your name or other identifying information on the survey. Do not give details of any offenses you may have committed. No other persons, including those who work in this jail, will be given access to your survey. I will not include any information in the results that would allow someone to identify you, this jail, or the staff here.

Your participation in this research study is completely voluntary and you cannot be coerced (forced) to participate. You may stop participating at any time without penalty. There are no direct benefits to you for participating in this study; however, you will receive a break from your daily routine.

### **Questions Regarding the Study**

The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

If you have any questions about the research study you may ask the principal investigator and/or her advisor; their phone numbers are at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at [IRB@twu.edu](mailto:IRB@twu.edu); or by mail at Office of Research and Sponsored Programs, Denton, Texas 76204.

Thank you for your participation.

Pakeithe Coleman-Saavedra

APPENDIX B

Instruction Sheet

## Instruction Sheet

*Please follow the instructions below carefully. If you have any questions, please talk to the principal investigator before or after completing your survey.*

- If you are in this jail because you have been convicted of something (convicted and sentenced to time in Harris County, convicted and waiting to go to TDCJ, a federal inmate, or a contract inmate with a conviction), you may fill out this survey. If you have not been convicted of anything, do not fill out this survey. Please place materials in the envelope, seal it, and return the envelope to the principal investigator.
- You will not need to bring any materials with you to fill out your questionnaire. The principal investigator will give you a pen or pencil when you get your packet.
- Please do not put your name or inmate identification number anywhere on this survey. Do not put names or other information that could identify anyone in this jail.
- After you finish, please put your survey and other forms in the envelope, seal it, and return it to the principal investigator. ***Si usted no lee Inglés, ponga las formas detrás en el sobre, séllelas, y délas al investigador principal.***
- If you find that you are getting tired while completing the survey, you may choose to take a break or terminate your participation at any point, without penalty.
- Return of your survey constitutes your informed consent to participate in this study.
-

## APPENDIX C

### Jail Survey

**Survey for Jail Inmates****Instructions:**

*If you are in this jail because you have been convicted of something (convicted and sentenced to time in Harris County, convicted and waiting to go to TDCJ, a federal inmate, or a contract inmate with a conviction), you may fill out this survey. If you have not been convicted of anything, please do not fill out this survey. Place the survey in the envelope, seal it, and return the envelope to the principal investigator.*

*Each of the questions is about your time in this jail and is not about any other jail in which you may have been. Remember to answer the questions on the back of each page. Please do not put your name or inmate identification number anywhere on this survey. Do not put names or other information that could identify anyone in this jail. After you finish, please place the materials back into the envelope, seal it, and return it to the principal investigator.*

***Si usted no lee Inglés, ponga las formas detrás en el sobre, séllelas, y délas al investigador principal.***

***The following are some questions regarding your sentence and your feelings about the criminal justice system.***

1. The sentence I received was fair.
  1. Strongly Agree
  2. Agree
  3. Not Sure or No Opinion
  4. Disagree
  5. Strongly Disagree
2. My hearing (plea bargain) or trial was fair.
  1. Strongly Agree
  2. Agree
  3. Not Sure or No Opinion
  4. Disagree
  5. Strongly Disagree
3. Do you feel that the law you were convicted of violating was a fair law?
  1. Very Fair
  2. Fair
  3. Not Sure or No Opinion
  4. Unfair
  5. Very Unfair
4. For this conviction, please describe how you were treated by the sentencing judge.

5. For this conviction, please describe how you were treated by your lawyer.
6. For this conviction, please describe how you were treated by other court officials (i.e., prosecutor, court bailiffs, court clerk, etc).

***The following questions are about your contacts with your family and others on the outside (friends, lawyers, etc).***

7. Since you have been in this jail, have you ever had a visitor or visitors (i.e. family, friends, lawyers, etc)? **Please circle Yes or No.**
  1. Yes
  2. No

**IF YOU ANSWERED NO, PLEASE SKIP TO QUESTION 12.**

8. How important is it for you to have contact with your family and/or others outside of this jail?
  1. Very Important
  2. Somewhat Important
  3. Not Sure or No Opinion
  4. Somewhat Unimportant
  5. Very Unimportant
9. What do you enjoy best about your time visiting with your family and/or others outside of this jail?
10. What do you **NOT** like about your time visiting with your family and/or others outside of this jail?
11. Since you have been in this jail, have there been situations where you were **NOT** allowed to have visitors? ***If so, please explain how that made you feel?***
12. The visitation rules at this jail are fair.
  1. Strongly Agree
  2. Agree
  3. Not Sure or No Opinion
  4. Disagree
  5. Strongly Disagree
13. Sometimes I feel like other inmates are allowed to visit with their family and/or others outside of this jail (friends, lawyer, etc.) more than me.
  1. Strongly Agree
  2. Agree
  3. Not Sure or No Opinion
  4. Disagree
  5. Strongly Disagree



14. The mail service in this jail is run fairly.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
15. Sometimes I feel like other inmates get their mail more quickly than me.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
16. Since you have been in this jail, have there been situations where you were **NOT** allowed to send or receive letters from your family, friends, lawyer, etc? ***If so, please explain how that made you feel?***
17. How often are you able to make telephone calls to your family and/or others outside of this jail?
- |                           |                         |
|---------------------------|-------------------------|
| 1. Never-not allowed      | 4. About Once a Week    |
| 2. Less than Once a Month | 5. Several times a Week |
| 3. About Once a Month     | 6. Daily                |
18. Sometimes I feel like other inmates are allowed to make telephone calls to their family and/or others outside of this jail more easily than me.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
19. The amount of time I have to use the telephone is fair.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
20. The price (i.e., "sell" telephone calls, the promise of cigarettes, favors, etc) I have to pay to use the telephone is fair.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
21. Since you have been in this jail, have there been situations where you were **NOT** allowed to call your family, friends, lawyer, etc... ***If so, how did that make you feel?***

***The following are some questions regarding safety.***

22. Since you have been in this jail, have there been situations where you felt unsafe?  
***If so, please explain.***
23. How important is it for you to feel safe here?
- |                           |                     |
|---------------------------|---------------------|
| 1. Very Important         | 4. Unimportant      |
| 2. Important              | 5. Very Unimportant |
| 3. Not sure or no opinion |                     |
24. I feel safe here in this jail.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
25. What are some of the things that inmates do here to be safe?
26. Sometimes I feel like jail staff would protect Hispanic inmates more than they would Black inmates.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
27. Inmates in this jail can feel safe.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
28. My cell block is safe.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
29. I am afraid of the jail staff member(s) who work in my cell block.
- |                     |             |
|---------------------|-------------|
| 1. Always           | 4. Not Sure |
| 2. Sometimes        | 5. Never    |
| 3. Most of the time |             |

30. I am afraid of the other inmates in my cell block.
- |                     |             |
|---------------------|-------------|
| 1. Always           | 4. Not Sure |
| 2. Sometimes        | 5. Never    |
| 3. Most of the time |             |
31. How would you handle the situation if you were verbally threatened by another inmate(s) (i.e. another inmate tells you that she is going to report you to the jail staff, she is going to hurt you or an outside family member and/or friend, etc)?
32. How would you handle the situation if you were physically attacked by another inmate(s)?

*The following questions ask about your feelings about inmate programs and services.*

33. Have you ever been involved in any of the following programs while you have been in this jail? **Please circle Yes, No, or Not Allowed.**

**Substance Abuse Programs**  
**Parenting Classes**  
**Anger Management Classes**  
**Christian AA Classes**  
**Regular AA Classes**  
**Little Footprints**  
**Unique Women**

**GED Programs**  
**Commercial Sewing**  
**Business Technology**  
**Workplace Literacy**  
**Reality**  
**Breaking the Chains**

- |                |
|----------------|
| 1. Yes         |
| 2. No          |
| 3. Not Allowed |

**IF YOU ANSWERED NO or NOT ALLOWED, PLEASE SKIP TO QUESTION 38.**

34. How important are inmate programs to you?
- |                           |                         |
|---------------------------|-------------------------|
| 1. Very Important         | 4. Somewhat Unimportant |
| 2. Somewhat Important     | 5. Very unimportant     |
| 3. Not Sure or No Opinion |                         |
35. If you have ever been involved in any programs while you have been in this jail, what do you enjoy best about them?

36. If you have ever been involved in any programs while you have been in this jail, what do you **NOT** like about them?
37. If you have participated in inmate programs at this jail, **please check all that apply to you.**
- a. \_\_\_\_\_ I take part in inmate programs so that I can have a good jail record.
  - b. \_\_\_\_\_ I take part in inmate programs because they are fun.
  - c. \_\_\_\_\_ I take part in inmate programs to spend time with my friends.
  - d. \_\_\_\_\_ I take part in inmate programs because it makes my time go by faster.
  - e. \_\_\_\_\_ I take part in inmate programs so I can spend time out of my cell block.
  - f. \_\_\_\_\_ I take part in inmate programs to improve myself.
38. Since you came to this jail, has there been a situation where programs that you wanted to participate in were assigned to other inmates instead of you? ***If so, please explain how you felt.***
39. Please describe how you are or were treated by other inmates involved in the program(s) with you at this jail.
40. Please describe how you are or were treated by the instructor(s) of the program(s) you are or were involved in at this jail.
41. Since you came to this jail, how often are you allowed to have recreation time either by yourself or with others?
- |                          |                        |
|--------------------------|------------------------|
| 1. Every day             | 5. A Few Times a Month |
| 2. More than Once a Week | 6. Never               |
| 3. Once a Week           |                        |

42. Since you came to this jail, have there been situations where you felt like recreation time was more likely to be given to others instead of you? ***If so, please explain how you felt.***
43. Since you came to this jail, about how many times have you received medical services?
- |    |             |    |                    |
|----|-------------|----|--------------------|
| 1. | Never       | 5. | 6 – 10 times       |
| 2. | 1 time      | 6. | More than 10 times |
| 3. | 2 – 5 times |    |                    |
44. Since you came to this jail, have there been situations where you felt like medical services were more likely to be given to others instead of you? ***If so, please explain how you felt.***
45. If you have received medical services at this jail, please describe how you were treated by the medical staff.
46. Since you came to this jail, have you ever visited with an education counselor(s)? **Please circle Yes or No.**
- |    |     |
|----|-----|
| 1. | Yes |
| 2. | No  |

**IF YOU ANSWERED NO, PLEASE SKIP TO QUESTION 49.**

47. Since you came to this jail, have there been situations where you felt like education counseling services were more likely to be given to others instead of you? ***If so, please explain how you felt.***
48. If you have received education counseling services at this jail, please describe how you were treated by the counselor(s).

*The following are some questions about how you feel about yourself*

**PLEASE READ INSTRUCTIONS CAREFULLY**

***For questions 49-59, choose the number that best describes your feelings. Write your answer in the blank next to each sentence:***

- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |

- \_\_\_\_\_ 49. Every time I try to get ahead someone or something seems to get in the way.
- \_\_\_\_\_ 50. No matter how hard I work I will never be given the same chances as other people.
- \_\_\_\_\_ 51. I am just as important as anyone else.
- \_\_\_\_\_ 52. I have a number of good qualities.
- \_\_\_\_\_ 53. All in all, I think I am a failure.
- \_\_\_\_\_ 54. I am able to do things as well as most people.
- \_\_\_\_\_ 55. I do not have much to be proud of.
- \_\_\_\_\_ 56. Overall, I am satisfied with myself.
- \_\_\_\_\_ 57. I wish I could have more respect for myself.
- \_\_\_\_\_ 58. I feel useless at times.
- \_\_\_\_\_ 59. At times I think I am no good at all.

*The following are some questions about how you see things*

**PLEASE READ INSTRUCTIONS CAREFULLY.**

***For questions 60-85, choose the number that best describes your feelings. Write your answer in the blank next to each sentence:***

- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |

- \_\_\_\_\_ 60. Sometimes I feel pressured to give favors (i.e. sex, drugs, fighting, etc...) to other inmates in this jail.
- \_\_\_\_\_ 61. People like me are treated unfairly.
- \_\_\_\_\_ 62. The jail staff treats me fairly.
- \_\_\_\_\_ 63. The jail staff treats inmates of other races/ethnicities more fairly than me.
- \_\_\_\_\_ 64. The jail staff treats inmates of other religions more fairly than me.
- \_\_\_\_\_ 65. Older inmates are treated more fairly than younger inmates here.
- \_\_\_\_\_ 66. Older inmates have more privileges than younger inmates here.
- \_\_\_\_\_ 67. Male inmates are treated more fairly than female inmates here.
- \_\_\_\_\_ 68. Male inmates have more privileges than female inmates here.
- \_\_\_\_\_ 69. Other inmates are more likely to become a trustee than I am.
- \_\_\_\_\_ 70. Inmates of other races/ethnicities are more likely to get chosen to be a trustee.
- \_\_\_\_\_ 71. White inmates are more likely than other inmates to get chosen to be a trustee.

- \_\_\_\_\_ 72. If I filed for a grievance, it would not be taken as seriously as one filed by an inmate of another race/ethnicity.
- \_\_\_\_\_ 73. I would more likely be punished for filing a grievance than an inmate of another race/ethnicity.
- \_\_\_\_\_ 74. Staff would take a grievance more seriously if it were filed by a male inmate.
- \_\_\_\_\_ 75. Other inmates are more likely to be given religious counseling instead of me.
- \_\_\_\_\_ 76. Inmates of other religions are more likely to be given religious counseling instead of me.
- \_\_\_\_\_ 77. Muslim inmates are more likely to be given religious counseling instead of me.
- \_\_\_\_\_ 78. Other inmates are more likely to be given special diets instead of me.
- \_\_\_\_\_ 79. Inmates of other religions are more likely to be given special diets instead of me.
- \_\_\_\_\_ 80. Muslim inmates are more likely to be given special diets instead of me.
- \_\_\_\_\_ 81. I feel like the personal needs of other inmates, (i.e. feminine hygiene products, toiletry items, etc) are more likely to be met instead of mine.
- \_\_\_\_\_ 82. Sometimes I feel like other inmates are more likely to get recreation time instead of me.
- \_\_\_\_\_ 83. Everyone has an equal chance of having access to inmate programs.
- \_\_\_\_\_ 84. Sometimes I feel like other inmates are more likely to get the chance to participate in programs instead of me.



- |     |  |
|-----|--|
| 85. | The process by which money is deposited into my inmate trust fund by family or friends or by mail is fair. |
|-----|--|

*The following are some questions about how you identify with others*

86. Have you developed any friendships with other inmates since you have been here?
- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. No                                 | 4. Yes, several (more than five) |
| 2. Yes, one or two                    |                                  |
| 3. Yes, a few (three to five inmates) |                                  |

**IF YOU ANSWERED NO, SKIP TO QUESTION 90.**

87. If you answered **YES** to question **86**, how would you describe these friends?
- |  |
|--|
| 1. Mostly people I knew on the street    |
| 2. Mostly people I met here in this jail |
| 3. Other                                 |

88. Most of the friends I have in this jail are:
- |                                      |
|--------------------------------------|
| 1. The same race/ethnicity as myself |
| 2. Mixed (different races)           |
| 3. Not Sure or No Opinion            |

89. How important are these friends to you?
- |                           |                         |
|---------------------------|-------------------------|
| 1. Very Important         | 4. Somewhat Unimportant |
| 2. Somewhat Important     | 5. Very Unimportant     |
| 3. Not Sure or No Opinion |                         |

90. I get along well with the other inmates in my cell block.
- |                     |             |
|---------------------|-------------|
| 1. Always           | 4. Not Sure |
| 2. Sometimes        | 5. Never    |
| 3. Most of the Time |             |

91. How important is it to get along with other inmates in your cell block?
- |                           |                         |
|---------------------------|-------------------------|
| 1. Very Important         | 4. Somewhat Unimportant |
| 2. Somewhat Important     | 5. Very Unimportant     |
| 3. Not Sure or No Opinion |                         |

92. Jail staff seems to give other inmates more help than they give me.
- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |
93. Since you came to this jail, have there been situations where jail staff favored or gave privileges to other inmates instead of you? *If so, please explain how you felt.*
94. Since you came to this jail, have there been situations where you felt like jail staff was not fair in the way they punished you over others? *If so, please explain how you felt.*

***The following questions are about your time in this jail***

***PLEASE READ INSTRUCTIONS CAREFULLY.***

***For questions 95-102, choose the number that best describes your feelings. Write your answer in the blank next to each sentence:***

- |                           |                         |
|---------------------------|-------------------------|
| 1. Never                  | 5. About Once a Month   |
| 2. Once or Twice          | 6. Several times a Week |
| 3. Not Sure or No Opinion | 7. Once a week          |
| 4. Less than Once a Month | 8. Every day            |

- \_\_\_\_ 95. During your time in this jail, how often have you felt sad or depressed?
- \_\_\_\_ 96. During your time in this jail, how often have you missed work due to feeling sad or depressed?
- \_\_\_\_ 97. During your time in this jail, how often have you had trouble concentrating?
- \_\_\_\_ 98. During your time in this jail, how often have you felt nervous and tense?
- \_\_\_\_ 99. During your time in this jail, how often have you had trouble going to sleep?
- \_\_\_\_ 100. During your time in this jail, how often have you had trouble eating?

- \_\_\_\_\_ 101. During your time in this jail, how often have you had any medical problems?
- \_\_\_\_\_ 102. During your time in this jail, how often have you experienced any psychological problems (i.e., depression, family problems, anxiety, stress, etc)?

***PLEASE READ INSTRUCTIONS CAREFULLY.***

***For questions 103-107, choose the number that best describes your feelings. Write your answer in the blank next to each sentence:***

- |                           |                      |
|---------------------------|----------------------|
| 1. Strongly Agree         | 4. Disagree          |
| 2. Agree                  | 5. Strongly Disagree |
| 3. Not Sure or No Opinion |                      |

- \_\_\_\_\_ 103. Sometimes I have felt pressured to engage in criminal activity in this jail.
- \_\_\_\_\_ 104. Sometimes I have felt pressured to use drugs in this jail.
- \_\_\_\_\_ 105. I lose my temper easily when I am treated unfairly.
- \_\_\_\_\_ 106. I get really angry when I am treated unfairly.
- \_\_\_\_\_ 107. I like to get even with others when I am treated unfairly.

108. Other than those already mentioned, have there been any other situations in which you felt you were not treated fairly in this jail? ***If so, please explain.***
109. Since you came to this jail, have there been situations in which you felt like hurting yourself physically? ***If so, please explain.***
110. How important is it to you to be able to get used to being here in this jail?
- |                           |                         |
|---------------------------|-------------------------|
| 1. Very Important         | 4. Somewhat Unimportant |
| 2. Somewhat Important     | 5. Very Unimportant     |
| 3. Not Sure or No Opinion |                         |

111. What are some things that you have done in order to get used to being in this jail?

**Please check all that apply to you.**

- a. ☐ Joined a gang
- b. ☐ Kept mostly to yourself
- c. ☐ Traded items like cigarettes, personal items, etc...
- d. ☐ Tried to make friends with the jail staff members
- e. ☐ Used drugs
- f. ☐ Taken things from other inmates
- g. ☐ Joined a play family

***The following questions ask about some situations that sometimes happen among inmates. How often have you seen or been involved in these since you came to this jail?***

***PLEASE READ INSTRUCTIONS CAREFULLY.***

***For questions 112-117, choose the number that best describes this. Write your answer in the blank next to each sentence:***

- |                           |                         |
|---------------------------|-------------------------|
| 1. Never                  | 5. About Once a Week    |
| 2. Once or Twice          | 6. Several times a Week |
| 3. Not Sure or No Opinion | 7. Daily                |
| 4. About Once a Month     |                         |

\_\_\_\_\_ 112. A discussion in which some disagreement took place.

\_\_\_\_\_ 113. A discussion in which someone got angry.

\_\_\_\_\_ 114. A situation in which an inmate used physical force on another inmate or inmates.

\_\_\_\_\_ 115. A situation in which an inmate was hurt or injured by another inmate or inmates.

\_\_\_\_\_ 116. A situation in which a weapon was used by another inmate.

\_\_\_\_\_ 117. A situation where an inmate was killed by another inmate or inmates.

118. If you have seen or been involved in any of these situations that sometimes happen among inmates, ***how did this change your daily life while in this jail?***

***The following questions ask about some situations that sometimes happen between inmates and jail staff. How often have you seen or been involved in these situations since you came to this jail?***

***PLEASE READ INSTRUCTIONS CAREFULLY.***

***For questions 119-122, choose the number that best describes this. Write your answer in the blank next to each sentence:***

- |                           |                         |
|---------------------------|-------------------------|
| 1. Never                  | 5. About Once a Week    |
| 2. Once or Twice          | 6. Several times a Week |
| 3. Not Sure or No Opinion | 7. Daily                |
| 4. About Once a Month     |                         |

- \_\_\_\_\_ 119. A discussion in which some disagreement took place.
- \_\_\_\_\_ 120. A discussion in which someone got angry.
- \_\_\_\_\_ 121. A situation in which jail staff used physical force on an inmate or inmates.
- \_\_\_\_\_ 122. A situation in which an inmate was hurt or injured by jail staff.

123. If you have seen or been involved in any of these situations that sometimes happen between inmates and jail staff, ***how did this change your daily life while in this jail?***

***The following questions will help me to better understand your answers.***

124. What race/ethnicity best describes you?
- |                              |                |
|------------------------------|----------------|
| 1. White or Anglo            | 4. Asian       |
| 2. Hispanic/Mexican American | 5. Multiracial |
| 3. African-American or Black | 6. Other       |
125. What is your present age \_\_\_\_\_?
126. Before coming to this jail, what was the highest grade in school that you finished \_\_\_\_\_?
127. What is your religious preference \_\_\_\_\_?

128. Before coming to jail, what was your marital status?
- |                  |               |
|------------------|---------------|
| 1. Never married | 4. Widowed    |
| 2. Divorced      | 5. Common law |
| 3. Separated     |               |
129. How many children have you ever had? Please count all that were born alive at any time; including any from a previous marriage or relationship \_\_\_\_\_.
130. Where were you born?
- |                                  |  |
|----------------------------------|--|
| 1. United States                 |  |
| 2. Other country (specify) _____ |  |
131. What is your first language?
- |            |                          |
|------------|--------------------------|
| 1. English | 3. Other (specify) _____ |
| 2. Spanish |                          |
132. Before coming to this jail, which of these best describes what you were doing?
- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. Working full time          | 7. Retired                       |
| 2. Working part time          | 8. In school                     |
| 3. With a job but not at work | 9. Keeping house                 |
| 4. On vacation or on strike   | 10. In another jail (moved here) |
| 5. Unemployed or laid off     | 11. Other                        |
| 6. Looking for work           |                                  |
133. Other than you, about how many inmates are living in your cellblock \_\_\_\_\_?
134. As of today, how much time have you spent in this jail \_\_\_\_\_?

***Thank you for your help. Please return your questionnaire in the envelope provided.***

## **CURRICULUM VITAE**

**PAKEITHE D. COLEMAN-SAAVEDRA**

**SOCIOLOGY, TEXAS WOMAN'S UNIVERSITY**

### **EDUCATION**

- Ph.D.                Sociology, Texas Woman's University, Denton, Texas (2012)  
Dissertation: Female Inmates' Perceptions of Distributive and  
Procedural Justice and Adjustment
- M.S.                Sociology, Texas A&M University, Kingsville, Texas (2005)  
Thesis: Risk-Taking Behaviors, Self-Control, and Condom Use  
among a Sample of College Students
- B.S.                Criminology, Texas A&M University, Kingsville, Texas (2002)

### **AREAS OF EXPERTISE:**

Correctional Research: Incarcerated Women as a Neglected Population  
Distributive and Procedural Justice  
Identity Theory  
Self-Control Theory  
Social Bond Theory  
Theories of Crime and Delinquency  
Quantitative Research Methods

### **TEACHING EXPERIENCE:**

#### **Texas A&M University-Kingsville:**

Graduate Teaching Assistant, Department of Psychology and Sociology  
SOCI 1301.01: Basic Principles of Sociology (Spring 2004)

TASP Reading Lab Instructor, University College I  
Reading Lab Instructor (Spring 2005)

#### **Texas Woman's University:**

Graduate Teaching Assistant, Department of Sociology  
SOCI 1013.03: Introductory Sociology (Fall 2006)  
SOCI 3113.01: Juvenile Delinquency (Spring 2007)  
SOCI 2133.01: Crime in America (Fall 2007)

SOCI 1013.03: Introductory Sociology (Fall 2007)  
SOCI 3003.51: Theories of Crime and Deviance (Spring 2008)  
SOCI 3003.50: Theories of Crime and Deviance (Spring 2008, Spring 2009, Summer 2009, Spring 2010, Summer 2010)  
SOCI 3113.50: Juvenile Delinquency (Fall 2008, Spring 2009)  
SOCI 4903.50: Principles of Sociology (Fall 2009)  
SOCI 3053.50: Social Research (Fall 2009)  
SOCI 2133.50: Crime in America (Spring 2010)

**Texas Woman's University:**

Graduate Assistant, Department of Sociology

SOCI 4903.50: Global Social Problems (Fall 2006, Spring 2007)  
SOCI & WS 3213.50: Women's Roles (Summer 2007)  
SOCI 3053.50: Social Research (Fall 2008)  
SOCI 3043.50: Deviant Behavior and Social Control (Fall 2010)  
SOCI 4303.50: Correctional Systems (Fall 2010)  
SOCI 3113.50: Juvenile Delinquency (Spring 2011)  
SOCI 2133.50: Crime in America (Spring 2011)  
SOCI 3043.50: Deviant Behavior and Social Control (Fall 2011)  
SOCI 4303.50: Correctional Systems (Fall 2001)

**RESEARCH EXPERIENCE:**

Female Inmates' Perceptions of Distributive and Procedural Justice, National Institute of Justice Graduate Research Fellowship Applicant (2008)

Texas Woman's University, Graduate School, Post-Baccalaureate Certificate in Social Science Research Methods, (2008)

"Race, Ethnicity, and Juvenile Justice Case Processing in Texas: 1999-2003." Principal Investigators: James L. Williams, Ph.D., Texas Woman's University, Department of Sociology and Daniel G. Rodeheaver, University of North Texas, Department of Sociology; Participant: Pakeithe Coleman, Texas Woman's University, Department of Sociology. (2007)

**SCHOLARSHIP:**

Coleman, Pakeithe D. and Paul R. Vowell. "Risk-Taking Behaviors, Self-Control, and Condom Use among a Sample of College Students." Paper Presented at the Annual Meeting of the Southwestern Social Science Association, New Orleans, LA. (2005)



**AWARDS:**

Texas Women's University, Graduate School, Post-Baccalaureate Certificate in Social Research Methods

Nominated for Texas Woman's University Leadership Assistantship under the command of Major General Mary Saunders (2007)

Nominated for The Chancellor's List. Academic Biography was accepted and published, Texas A&M University-Kingsville (2005)

**ACADEMIC/COMMUNITY SERVICE:**

2007	AKD Spring into Service, Scholars Tutoring & Mentoring Program
2006	Friendship Church Fall Carnival Volunteer
2006	Voter Registration Volunteer (AKD)
2006-2007	AKD Honor Society
2005	Reading Tutor at Texas A&M University in Kingsville, TX
2004	Sponsored "Canned Food Drive" and "Toys for Tots" for the Salvation Army in Corpus Christi, Texas
2004	Alpha Kappa Delta Representative at South Texas Leadership Conference
2003-2004	AKD Honor Society Secretary
2003	Texas A & M University-Kingsville Residence Life House Council Representative
2003	Texas A & M University-Kingsville Conference Representative at Texas Lutheran University
2003	Volunteer at Kingsville Adult Community Supervision Division in Kingsville, Texas
2003	Community Police Academy Alumni Association in Kingsville, Texas
2002	Texas A&M University-Kingsville Criminology Club Representative
1999-2000	Member of Black Student Union (1999-2000)

**MEMBERSHIP IN PROFESSIONAL SOCIETIES:**

American Society of Criminology  
Alpha Kappa Delta Honor Society  
Texas A&M University Alumni Association