

CORRECTIONAL OFFICER PERCEPTIONS OF INMATE MENTAL HEALTH:
CORRELATIONS WITH JOB SATISFACTION, EMOTIONAL LABOR,
PERCEPTIONS OF INMATES, AND INTERACTIONS WITH INMATES

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INMATE PERCEPTIONS/INTERACTIONS

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ABSTRACT

Correctional officers are integral to the criminal justice system by keeping inmates detained, secure, and healthy (Dvoskin & Spiers, 2004). Likewise, correctional officers also have a unique opportunity to influence inmates due to their frequent and prolonged interactions (Dvoskin & Spiers, 2004). However, inmate populations are increasing and the rate of mental illness among inmates is also increasing (US Department of Justice, 2011). This can impact job satisfaction and work demands as well as carryover into the personal life of the officer. A larger portion of the limited research on correctional officers focuses on individual factors, work environment factors, and organizational factors. However, there is a lack of research on the interactions between correctional officers and inmates, specifically interactions between correctional services and mentally ill inmates. This thesis seeks to investigate correctional officer-inmate interactions and the correlation with job satisfaction and work demands. I hypothesize that officers with high levels of job satisfaction and low work demand will have a positive influence on inmates, specifically on their mental health. This research will assist in developing literature on interactions between correctional officers and inmates as well as literature on correctional officer job satisfaction and work demands.

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INTRODUCTION

Responsible for maintaining separation between offenders and society as well as the safety and rehabilitation of inmates, correctional officers are an often overlooked but vital population in the United States Department of Justice. As of May 2020, there are over 400,000 correctional officers employed in the United States (Dvoskin & Spiers, 2004). It is estimated that there are 639 prisoners per 100,000 people in the United States (Statista Research Department, 2021). Therefore 400,000+ officers are responsible for the care of over 2.12 million offenders. These numbers indicate that there are over five times as many offenders as correctional officers.

Employment as a correctional officer has been rated as the third most dangerous profession in the nation (The National Institute of Justice Staff, 2017). Due to their profession, correctional officers face a myriad of difficulties including high physical labor, increased risk of harm or injury, and high job-related stress. Correctional officers' responsibilities include enforcing the rules and setting the regime inside a prison or jail facility (Magro, 2017). Alongside their responsibility for keeping inmates inside of the prison facility, correctional officers are also responsible for the safety and well-being of inmates (Dvoskin & Spiers, 2004). On top of their other responsibilities, correctional officers often assist with the rehabilitation of inmates (Dvoskin & Spiers, 2004).

The job of a correctional officer is fraught with difficulty. Working in close contact with offenders, balancing relationships and authority, and consistently maintaining composure contribute to the stress. However, despite the obvious hardships intrinsic to the profession, the research done on correctional officers is still immature. Most research that has been done with correctional officers focuses on the results of the

job demands on the mental health of the officer, as well as the stress imposed by the job. Research shows that correctional officers can suffer from high stress levels, PTSD, and mistrust issues due to the influence of their job (Castle & Martin, 2006; Tartakovsky, 2011). While some research considers the effects of the job on the correctional officer, most research has not explored how the correctional officer can impact the inmate. Therefore, this study analyzes how the correctional officer's job satisfaction and emotional labor can impact their perceptions of inmates, their perceptions of mentally ill inmates, and their interactions with inmates.

Because correctional officers work in close contact with inmates, they influence the inmates under their authority. However, this study hypothesizes that the type of influence the officer has on the inmate depends on their job satisfaction and emotional labor. Therefore, officers who have high levels of job satisfaction and low emotional labor will have a positive influence on inmates, specifically on their mental health.

My thesis is divided into several different sections. The history section includes a history of prisons in America starting after the Revolutionary War and details the legislation that has shaped the prison system into what it is today. The literature review section that focuses on the history of correctional officers and examines past research on job satisfaction, emotional labor, and perceptions of inmates. The next two sections are the methodology section and the results section. The final section is a discussion of my results and includes recommendations for policy changes based on interpretations of the results. This section concludes the thesis and utilizes both the history and the research results to suggest improvements. Throughout my thesis, the term "correctional officer" will be used to identify an individual who works with enforcing rules and regulations

inside a jail or prison. The term “inmate” or “offender” will be used to refer to an individual who is legally confined to a prison.

HISTORICAL BACKGROUND

The idea of “justice” has prevailed throughout history, especially in the US, on the “eye-for-an-eye” mindset. Incarceration as a form of criminal punishment did not become commonplace in the United States until after the Revolutionary War ended in 1783. For the next 50-60 years, jails were used on a state-by-state basis and the crimes were prosecuted by district courts. While federal courts were first established in 1791, the first federal prison was not created until the early 1900s. Therefore, the prison environment is an area for policy and research that has developed over the past two centuries.

Prior to the 1980s, researchers viewed prison populations as prime subjects for conducting trials and intensive research. From the 1940s through the 1980s, researchers had free reign to use prisoners as test subjects for any experiments their minds could conjure up. However, while legislation protecting the prison population from abusive research was not enacted until the 1980s, the 1970s is when public opinion began to shift in favor of prisoner rights and an outcry arose about the mistreatment of the incarcerated. This literature review looks chronologically at both the history of prisons and the history of research in prisons focusing on US history, beginning with the creation of the first American prison in 1773 up to current day.

History of Prisons in America

Because the Revolutionary War was not won until 1781, America’s criminal justice system was not established until the Articles of Confederation were ratified on

March 1st of 1781 (Keve,1995). Prior to the Revolutionary War, America was under British Rule and the colonies were governed by British-appointed representatives. However, some elements of the criminal justice system remained through the transfer of power brought on by the colonial victory in the Revolutionary War. For example, the Walnut Street Jail was established in 1773 in Philadelphia, Pennsylvania, and, after being later expanded and reformed, is accredited as being the first real prison in America. The Walnut Street Jail was intended to alleviate overcrowding from the current city jail. Built in a traditional U-shape, the Walnut Street Jail was the first to incorporate the Quaker perspective on rehabilitation and the Walnut Street Jail later became the first state penitentiary in 1790. However, while the new government did use the same criminal justice facilities and ratified the Articles of Confederation, the American criminal justice system was not truly established until March 1789 (Keve, 1995).

Relevant Legislation

Established in November of 1777, the Articles of Confederation were the first legislation that began constructing America's Judicial System. The Articles of Confederation were written after the colonies declared their independence from Great Britain with the purpose of establishing the functions of a national government and preventing individual states from conducting their own foreign diplomacy (Keve, 1995). The Articles of Confederation established state-by-state voting, clarified that state tax burdens would be based off land values, and ensured that the power of the national government was centered in Congress. However, the Articles of Confederation left much to be desired in many areas, including the development of a framework for the criminal justice system (Keve, 1995).

When the First United States Congress met on March 4, 1789, during the first two years of President George Washington's term, they established the Judicial Act. Until then, the United States existed with no true form of order and justice (Keve, 1995). The Judicial Act was the first step in establishing a framework for America's criminal justice system. Most importantly, the Judicial Act established the Supreme Court and divided the country into districts, with each district court having jurisdiction over crimes "cognizable under the authority of the United States." The passing of the Judicial Act also established federal courts in America. While the newly enacted federal courts had already been acting out of necessity, the rules and regulations governing them were verified with the ratification of the Bill of Rights on December 15th of 1791 (Keve, 1995). One author commented, "Meanwhile the new federal courts had been functioning for two years, unbound by the pending constitutional restrictions; contrary to the expectations of some, the skies did not fall" (Keve, 1995, p. 26). In essence, this author is commenting on the efficiency of the system prior to the verification of the constitutional restrictions.

The Bill of Rights contains the first ten amendments to the constitution. These amendments set forth the due process for the law in America and guarantee civil rights and liberties. They also regulate the power of the federal government and reserve certain rights for American citizens and the states. These 10 amendments are instrumental in how offenders are introduced into the criminal justice system and where they are placed within the system.

The first two amendments focus on protecting individual rights, primarily the right to free speech, the right to gather, the right to practice religious beliefs, and the right to bear arms. The third and fourth amendments focus on protecting the individual from

the government. The third amendment gives homeowners the right to refuse housing to government soldiers and the fourth amendment protects individuals from “unreasonable search and seizure” (U.S. Const. Amend. IV). The ninth amendment states that just because a right is not specified, that does not mean it does not exist. Lastly, the tenth amendment clarifies that the federal government only possesses the powers appointed to it in the constitution. If the constitution did not grant it to the government, the power belongs to the people (and/or state). However, the fifth, sixth, seventh, and eighth amendments had the most impact on the justice system and thereby prisons (National Archives and Records Administration, 2020).

The fifth, sixth, seventh, and eighth amendments established in the Bill of Rights deal with those accused of or convicted of crimes (National Archives and Records Administration, 2020). The fifth amendment establishes grand jury trials, protection from double jeopardy, protection against self-incrimination, and due process. Tagging along with the fifth amendment, the sixth amendment guarantees individuals accused of a crime additional protection such as the right to a trial by an impartial jury in criminal cases, the right to be informed of the charges against them, and the right to a speedy and public trial. The sixth amendment is also responsible for establishing the accused’s right to an attorney. The sixth amendment is added to by the seventh amendment, which extends the right for an impartial jury to federal civil cases (National Archives and Records Administration, 2020). The eighth amendment continues in the same vein by banning “cruel and unusual punishment” including extreme fines or bail (U.S. Const. Amend. VIII).

These four amendments have the most impact on the correctional system because they establish the rights that an offender has once they have been incarcerated. Therefore, these four amendments not only impact offenders within the criminal justice system, but also must be considered by correctional officers and all law-enforcement within the criminal justice system. These amendments are important for all law-enforcement officials to be familiar with because violating these rights could allow guilty offenders to get free on a technicality. Therefore, correctional officers specifically bear the burden of ensuring that these four amendments are followed to the letter due to their proximity with incarcerated offenders.

The fifth, sixth, seventh, and eighth amendments impacted the current judicial/prison system primarily through the introduction of the “Due Process” clause and the clarifications on that term (Independence Hall Association, 2008). The fifth amendment is the first to use the phrase “due process” and leaves the phrase up for interpretation. However, the term primarily means that all laws must be enforced fairly and impartially to all citizens despite race, gender, or criminal classification. It extends the subsequent amendments to include prisoners and changes the way arrests are made and criminals are housed and treated. The eighth amendment ruling against “cruel and unusual” punishment affected the design of prisons and the treatment of inmates. This phrase has been highlighted multiple times since the ratification of the Bill of Rights in questions about the legality of capital punishment, solitary confinement, and even the overcrowding of prisons (Independence Hall Association, 2008).

Following the ratification of the Bill of Rights, Amendments 11 through 27 were added one at a time from 1797 to 1992 (Annenberg Classroom, 2021). These

amendments focused on voting and legislative terms for political offices. However, the additional amendment that impacts the judicial system is the 14th amendment. The 14th amendment sets protections for the people against actions taken by the state or local government. The 14th amendment was ratified on July 9 in 1868 and set the stage for the 1875 annual report by Attorney General George Henry Williams (Annenberg Classroom, 2021).

The Attorney General is responsible for delivering a yearly report to Congress on the state of the judicial system, progress on old issues, and any new issues that have arisen during the year (Fettig & Nellis, 2021). In the 1875 annual report to Congress, Attorney General George Henry Williams identified a previously unclassified issue: the mistreatment of federal prisoners when held by the state. The identification of this issue paved the way for further development of private institutions, as they began being used for the incarceration of federal prisoners. Because public prisons are run by the government, they can become a conflict of interest when housing federal prisoners. However, the idea was that federal prisoners placed in private prisons would be safer because there is no conflict of interest (Fettig & Nellis, 2021).

Despite the initial belief, the use of private prisons to hold federal prisoners was swiftly nullified in 1878 when Congress forbade the contracting out of federal prisoners (Fettig & Nellis, 2021). Therefore, the use of state institutions such as Auburn as a federal resource increased, to the point that Auburn became severely overcrowded. The use of state prisons to hold federal prisoners increased with more than 100 federal inmates in Detroit prison, with Albany and Auburn showing similar numbers. This

marked the beginning of the continual battle against the overcrowding of prisons that still plagues the American judicial system today (Fettig & Nellis, 2021).

The initial response to the overabundance of prisoners crowding the judicial system was to create more prisons, specifically, federal prisons (*The History of Corrections in America*, 2021). The first federal prison was built in 1906 in Leavenworth Kansas and was a result of the “Three Prisons Act” established by congress in 1891. The “Three Prisons Act” established the federal prison system by creating three new prisons that operated under oversight from the Department of Justice. The three prisons established by this act were in Leavenworth Kansas, Atlanta Georgia, and McNeil Island Washington. Because the creation of the “Three Prisons Act” marks the beginning of the established prison system in America, it also marks the beginning of corrections in America (*The History of Corrections in America*, 2021).

The Federal Bureau of Prisons

Closely following the beginning of corrections in America is the creation of the Federal Bureau of Prisons on May 14th in 1930 (Keve, 1995). The Bureau of Prisons was established to supervise, maintain, and regulate “all federal penal and Correctional institutions.” (*Federal Bureau of prisons*). Since the creation of the “Three Prisons Act,” the federal prison system had grown to include 11 prisons by the beginning of 1930. Therefore, the Bureau of Prisons was initially created to oversee those 11 prisons. However, by the end of 1930 the Bureau of Prisons was overseeing over 13,000 inmates from 14 federal prisons (*Federal Bureau of prisons*). In 1932 the Bureau of Prisons coordinated the opening of the USP Lewisburg, and their area of influence continued to

grow. By the 1980s the Bureau of Prisons was responsible for over 24,000 inmates from 44 facilities across America (*Federal Bureau of prisons*).

Because of legislative changes affecting prison capacities and sentence lengths, the 1980s saw a substantial increase in the numbers of federal prisoners in the system. By the end of the 1990s the federal prison population had doubled twice since 1980. This left the Federal Bureau of prisons in charge of over 136,000 federal inmates from 95 different facilities (*Federal Bureau of Prisons*). This immense responsibility created a situation where the Bureau of Prisons was responsible for the livelihood of not only the 136,000 inmates in federal prisons but also the job quality and livelihood of the staff at all 95 facilities. The Federal Bureau of Prisons has grown in responsibility since its establishment and now helps ensure the safety and security of both prisoners and correctional staff in federal prisons. Unfortunately, the protection offered by the Federal Bureau of Prisons did not extend to the inmates and correctional staff in state prisons.

The Beginning of research on prisoners

The Federal Bureau of Prisons was established just in time for the explosion of interest in medical, scientific, and psychological research that followed World War II. With this increase in intellectual investigation, it did not take researchers long to recognize the opportunity for experimentation that prison inmates presented. To researchers, inmates presented the perfect population for study. Already gathered and with virtually no rights or protection, inmates presented a population that was despised and easily accessible. The idea of human experimentation was promoted by the experiments conducted by the Germans on their hostages during WWII (Kalata, 2020). During WWII, the Nazis used the Jews to conduct human experiments with drugs and

medical procedures to find cures for various diseases and ailments (Kalata, 2020). The German experiments did inspire concern about the protection of human rights against experimentation in America. However, prison inmates were overlooked and primarily disregarded when it came to this concern. Fortunately, the Federal Bureau of Prisons offered a level of protection for federal prisoners. Unfortunately for researchers, the Federal Bureau of Prisons protected federal prisoners from independent study. However, while the Federal Bureau of Prisons offered a level of protection for federal prisoners, this protection did not extend to state prisoners.

This exception was realized by researchers in the 1940s (Kalata, 2020). Inspired by the German experiments, The 1944 “Malaria Project” is the first historical record of American prisoners being used for research (United States, 1996). This experiment was conducted on prisoners from the Illinois Statesville Prison (United States, 1996). A medical experiment, researchers used the inmates from the Illinois Statesville Prison to find cures for malaria and other tropical diseases (Kalata, 2020).

Because there were no protection for the rights of state prisoners, the human experimentation at Statesville continued unchecked until 1947, when the Illinois governor established a committee solely for the purpose of examining the ethics around using state prisoners as research subjects (United States, 1996). While the creation of the committee was the first step to establishing ethics around research on prisoners, the committee deemed the study ethical when compared to the wartime research that had occurred throughout WWII. The Illinois committee based their reasoning off the American Medical Association’s (AMA) rules concerning human experimentation. The AMA rules stated that the research was ethical if participation was voluntary, animal

experimentation was done first, and the research was well managed. The study was not only deemed ethical enough to be completed, but the results were published in a prominent medical journal. The publication of the study publicly declared that research, whether humane or inhumane, on prisoners was ethical (United States, 1996).

Another factor that was used to justify the Statesville “Malaria Project” was that participating inmates were “paid” in the form of prison cash, better cells, or even an early release (United States, 1996). However, in 1952 the AMA formally approved a resolution stating its "disapproval of the participation in scientific experiments of persons convicted of murder, rape, arson, kidnapping, treason, or other heinous crimes." The AMA recognized that participation was not entirely voluntary if the subjects were coerced using extreme compensation. Basically, participation is not voluntary when the subject has the option between participating and being free or staying locked up (United States, 1996).

This resolution by the AMA became the first step in establishing protection for inmates against inhumane human experimentation but was not fully implemented for another 20 years. Between the 1950s and the 1970s, human subjects research on prisoners became an accepted practice (United States, 1996). However, it is interesting to note that while using prisoners for research and experiments became quite common in America during this time, after World War II it was seen as unethical almost everywhere else. American researchers used prisoners for a variety of research varying from medical research, psychological research, and even testing new marketing products (such as cosmetics) (United States, 1996).

An example of this widespread acceptance of human experimentation on prisoners is the Food and Drug Administration’s (FDA) 1962 pharmaceutical trials

conducted almost exclusively on prisoners (United States, 1996). These phase 1 pharmaceutical trials were designed to test the toxicity of new drugs. By definition, these trials could be dangerous and have adverse side effects since many of the drugs had limited testing prior to the trials. The FDA estimates that during that time around 90% of all drug trials were tested on prisoners. The almost exclusive use of prisoners as subjects in these trials is a chilling display of the acceptance of experimentation on prisoners (United States, 1996).

Experimentation on Prisoners Challenged

This acceptance of experimentation on prisoners was challenged in the late 1960s and 1970s when the media began calling out the practice as inhumane (United States, 1996). In 1969 an article by the *New York Times* signified the beginning of a change in public opinion about human experimentation on prisoners. Written by Walter Rugaber and entitled “Prison, Drugs, and Plasma: Projects Leave Fatal Trail,” the article described a scandalous prison drug experiment in Alabama. Rugaber’s article was followed by another sensational article published by Jessica Mitford in 1973. Published in the January edition of *Atlantic Monthly*, the article discussed the horrors that prisoners can face because of inhumane experimentation. She later used this article in her book examining issues within the American Prison system. Her famously titled chapter, *Cheaper than Chimpanzees*, echoed the sentiment of her article by establishing two central arguments against human experimentation on prisoners (United States, 1996).

The first argument states that, due to the nature of their environment, prisoners are unable to offer voluntary consent. The prison environment is very coercive because it is not an environment that a person wants to stay in. Therefore, when offered an

opportunity, even a harmful opportunity, the individual would do almost anything to escape their environment. The second argument states that it is unethical to expect any one group to carry the primary burden for all medical research and trials. When all medical research and trials are done on one group of people, it is also likely the research is not generalizable. These two arguments became the focus in the argument against human experimentation on prisoners and led to the first legal investigation around human experimentation on prisoners (United States, 1996).

Enraged by the details of the human experimentation happening in prisons, Massachusetts's Senator Edward M. Kennedy decided to hold hearings to investigate prison human experimentation (United States, 1996). These hearings began just a few months after Jessica Mitford published her book in 1973 and lasted for several days while covering a range of topics. However, Senator Kennedy felt so strongly about the abuse happening in prisons that he dedicated an entire day of the hearing to investigating and discussing the details of human experimentation in prisons. While the hearings had widespread effects in multiple areas, the chief outcome of Senator Kennedy's hearings regarding human experimentation in prisons was the formation of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. The commission was specifically charged with investigating experimentation on prisoners to limit inhumane research and experiments (United States, 1996).

This commission was the culmination of the change that had been sweeping through the nation regarding human experimentation on prisoners and led to other changes within the prison system (*History of Prisons*, 2021). However, while it was a start, this commission did not end human experimentation on prisoners. This inability to

end human experimentation on prisoners was related to the changes that happened to the prison system during the end of the 20th century when the modern prison system was finalized (*History of Prisons*, 2021).

The Modern Prison System

When the modern prison system was implemented at the end of the 20th century, it introduced “supermax” prisons and the concept of “probation service.” (*History of Prisons*, 2021). In 1988, the first prison intended solely for the holding of inmates in permanent isolation was formed. These prisons became known as “supermax” prisons and quickly became widespread across the United States. By 2005, there were over 40 active “supermax prisons” in the US. Supermax prisons can hold inmates for 23-hour long periods in cell isolation with minimal communal yard work, educational programs, and meals (*History of Prisons*, 2021). Three years after the introduction of “supermax” prisons, the concept of “probation service” was implemented into the prison system. This allowed for more people to be in the justice system by creating a corrections system that takes place outside of a jail or prison. As of 2006, the United States has the highest worldwide rate of incarceration with between 639 to 743 people incarcerated per 100,000 people. (Statista Research Department, 2021; *History of Prisons*, 2021).

Interestingly, the data for the modern prison system contrasts the literature developed throughout history. The modern prison system seems to defy the logic of the historical lessons that are identified by viewing the history of America’s criminal justice system. Even recent legislative changes seem to continually add to the core issues instead of creating solutions. Many politicians and scholars will identify prison overcrowding as the primary issue facing the American correctional system. Many would also identify

rehabilitation as the best answer for that issue. However, the statistics display a lack of interest in correctional officers as the focus is on inmates and incarceration. This seems contrary to logic since correctional officers have the most hands-on experience with inmates and the prison system. Therefore, it could be reasoned that correctional officers are in one of the best positions to assist with inmate rehabilitation.

The Beginning of Psychology

While the beginning of the field of psychology is officially dated to 1879, psychological ideals and practices have been used for centuries (Benjamin & Baker, 2013). Because no official field of psychology existed before 1879, there were no legal qualifications or requirements for what psychology was or who could label themselves as a psychologist (Benjamin & Baker, 2013). Therefore, psychological practices were often used under different labels by psychics, mediums, advisors, teachers, spiritualists, mesmerists, healers, and phrenologists. All throughout history there is evidence of the existence of psychological issues and questions. Through reading the writings of historical figures, one can see elements of mental strain and the implementation of psychological practices to alleviate that strain. As with any field that is built upon the fulfillment of human need, psychological practices have been used for centuries to meet the needs that existed at the time. Just as individuals have suffered from psychological issues for centuries, other individuals have attempted to address these issues for centuries (Benjamin & Baker, 2013). Therefore, while the field of psychology was not officially established until 1879, psychology has been in practice for thousands of years (Benjamin & Baker, 2013). However, for the purpose of this research I will begin looking at the history of psychology beginning in 1879.

The field of Psychology was established in 1879 with the creation of the Institute for Experimental Psychology at the University of Leipzig by German scientist Wilhelm Wundt (Cherry, 2020 a). Regarded as the Father of Psychology, Wundt was the first professor to use experimental methods to distinguish philosophy and psychology. Using his background in physiology, Wundt started the institute to study the workings of the brain through objective experiments and analysis. Wundt was the first person to view psychology as a science. This viewpoint led him to approach the study of psychology the same way that scientist's study chemical compounds or doctors analyze the human body. Wundt was personally interested in the way that the brain organized information and many of his experiments focused on reaction times, attention, and the perception of sensations. His personal psychological focus led him to develop a school of psychology known as Voluntarism. The psychological school of Voluntarism is focused on the process of organizing the mind. As well as developing voluntarism, Wilhelm is also credited with generating the interest that would lead to the development of Cognitive Psychology. However, one of the most important achievements of Wilhelm Wundt was his use of the Institute of Experimental Psychology to train 186 graduate students. Those students went on to promote Wilhelm's work, experiment on their own, and spread the knowledge of the new and growing field of Psychology.

Ignited by the success of Wilhelm Wundt, the field of Psychology experienced significant growth through the end of the 1800s with the contributions of several influential psychologists. One psychologist who contributed to the growth of Psychology in the late 1800s was Edward b. Titchener (Cherry, 2020 a). Titchener was one of Wilhelm Wundt's most successful students and was responsible for founding the first

psychological school of thought. Psychology first caught Titchener's interest in his undergrad years, where he majored in comparative psychology at the University of Oxford. Throughout his studies, Titchener often encountered the writings of Wilhelm Wundt. These writings had such an impact that he went on to translate the first volume of Wundt's book *Principles of Philosophical Psychology* into English. After graduating from Oxford in 1890, Titchener moved to the University of Leipzig to work under Professor Wundt for his graduate studies (Cherry, 2020 b).

Stemming from his studies with Wilhelm Wundt, Titchener's major contributions to the field of psychology included introducing Wundt's work to the world, founding the first psychological school of thought, overseeing the studies of the first woman to ever receive a Ph.D. in Psychology, and being one of the founding members of the American Psychological Association (Cherry, 2020 b). While Wilhelm Wundt is called the Father of Psychology for originating scientific studies of psychology, it was Edward Titchener who popularized Wundt's work. Titchener also expounded on Wundt's work by developing the first psychological school of thought, Structuralism. Although it was short-lived, Structuralism was psychology that focused on the structures of mental processes and how they occur. Unfortunately, the idea of Structuralism died with Titchener in 1927. However, a contribution that has lived on is the work of Margaret Floy Washburn who became the first woman to earn a Ph.D. in psychology in 1894. During a time when women were often forbidden from pursuing a higher education, Titchener was the leading professor overseeing the doctorate studies of more women than any other male psychologist in that period (Cherry, 2020 b).

Another late 1800s psychologist that made significant contributions to the growth of the field of psychology was William James (Goodman, 2017). While Titchener studied psychology from a scientific perspective, James was known for his philosophical spin on the study of psychology. William James studied at the Harvard Lawrence Scientific School and School of Medicine. However, despite his purely scientific background, James found interest studying the writings of many significant philosophers. This interest gave him a unique philosophical perspective of psychology that impacted his book “*The Principles of Psychology*” (Goodman, 2017).

The Principles of Psychology is a 12,000-page psychology textbook that combines philosophy and physiology for a unique perspective on psychology (Goodman, 2017). Regarded as a literature masterpiece, James’ book looks at psychology introspectively. His book discusses brain function, thoughts, self-consciousness, emotions, intentions, and brain conditions through the lens of introspection. Using himself as an example, James discusses how the brains functions are often made unconsciously and discusses the differences between conscious and unconscious thoughts, intentions, habits, and actions. He also analyzed claims made by other psychologists regarding the speed of light perception versus sound perception. As William James’ biggest contribution to psychology, *The Principles of Psychology* became a cornerstone of psychological research in cognitive processes (Goodman, 2017). The foundation laid by psychologists such as Wundt, Titchener, and James allowed the field of psychology to experience exponential growth in many different avenues throughout the early 1900s.

The American Psychological Association

While many individual psychologists inspired the growth of Psychology, one of the biggest expeditors of growth for the field of psychology was the creation of the American Psychological Association in 1892 (*American Psychological Association, 2008*). Known as the APA, the American Psychological Association was founded with the intention to develop the “new” field of psychology. Led by president Dr. Stanley Hall, the APA began their first meeting in December 1892 at the University of Pennsylvania with 31 members (*American Psychological Association, 2008*).

In 1926, the current APA members restructured the organization to allow for a type of non-voting member known as an associate member (*American Psychological Association, 2008*). After the creation of the associate membership in 1926, APA membership began to grow exponentially. They also experienced increased growth after the importance of psychology was established in WWII. This increased support allowed the APA to become a leader in developing policies, establishing academic disciplines, and progressing the movement of psychology in politics (*American Psychological Association, 2008*).

While the American Psychological Association helped grow the field of psychology during the early 1900’s, it wasn’t until after World War II ended in 1945 that the field of psychology began to truly blossom (*American Psychological Association, 2008*). Referred to as the “Golden Age of Psychology,” the APA experienced the biggest growth during the period after World War II as psychology became more popular and highly publicized (*American Psychological Association, 2008*). This increase in popularity experienced by the field of psychology lead to more and more psychologists

and more and more research being done. This created an even stronger need for the APA as they became one of the primary leaders in the field and became one of the primary rule makers for how experiments should be done.

The APA also encouraged exploration into different areas of psychology by establishing subfields. The APA became the official venue that to recognize and establish different subfields of psychology. By 1980s the field of psychology had expanded into about eighteen to twenty different branches of psychology (Neal, 2018). The major branches of psychology include, but are not limited to, abnormal psychology, clinical psychology, IO psychology, experimental psychology, cross-cultural psychology, developmental psychology, sport psychology, criminal psychology, forensic psychology, educational psychology, counseling psychology, behavioral psychology, and cognitive psychology (*Subfields of Psychology*, 2020).

Forensic and Correctional Psychology

Forensic psychology and correctional psychology are two related subfields of criminal psychology (Neal, 2018). While both forensic psychology and correctional psychology deal with criminal justice, the subfield of forensic psychology applies psychology to legal, administrative, and contractual matters with the law while the field of correctional psychology applies psychology to the classification, treatment, and management of criminal offenders (Neal, 2018)

One of the newest recognized subfields of psychology, Forensic psychology was not officially recognized by the APA until 2001 (Cherry, 2020 d). Forensic psychology is used to understand why criminal behavior occurs, and to apply that knowledge to legal matters. The first recorded research in forensic psychology was conducted by James

McKeen Cattell on the topic of testimony (Tartavosky, 2011). This study ignited other psychologists and was the inspiration behind a series of experiments on the accuracy of eyewitness testimony over the next several years. By the late 1800s, psychologists were testifying in court as professional witnesses on the accuracy of eyewitness testimony. While there was a lull during the World Wars, forensic psychology rapidly expanded from that point (Tartavosky, 2011). Although it was not until 2001 that forensic psychology was recognized as a psychological specialization by the American Psychological Association, the 1940s and 1950s showed a large increase in the number of psychologists (identifying as forensic psychologists) testifying in court (Cherry, 2020 c).

The early 1900s also introduced the related subfield of correctional psychology as psychologists begin to explore the interest in both criminals and police officers. The term “corrections” originates from the Russian ideology of “corrective labor” back in the early 1900s (Maria, 1973). However, the United States did not adopt the term until the 1940s and 1950s when the terminology changed from “penology” to “corrections” (Maria, 1973). This terminology shift reflected the adoption of a new philosophy in the criminal justice system where rehabilitation was prioritized over punishment. This shift in terminology also changed “prison guards” into correctional officers. While there are now over 400,000 correctional officers working in America’s criminal justice system, the majority of correctional psychology has focused on the criminals themselves rather than the men and women responsible for their secure rehabilitation.

Through the years, correctional psychology has focused on offender classification, institutionalization, rehabilitation, and personality testing/screening (Bryan & Boring, 1946). Although some psychologists identify 1913 as the start of correctional

psychology, most of the advancements in correctional psychology did not come until about thirty years later (Bryan & Boring, 1946). Between 1913 and the 1940s, correctional psychology focused on the “feebleness-mindedness” of inmates (Giardini, 1942). However, the research on “feeble-mindedness” is now considered racist and extremely controversial by criminologists. Furthermore, around half of the psychologists conducting research were merely self-proclaimed “prison psychologists” and had not earned doctorate degrees (Darley & Berdie, 1940). Despite this discovery, the impact of this research persisted and could still influence prison operations and the way officers view and respond to inmates (Darley & Berdie, 1940).

LITERATURE REVIEW

While most of the research in correctional psychology focuses on offenders, there is some limited research on the impact of being a correctional officer. This literature review delves into early experimentation on correctional officers and examine five main factors to support this thesis. A renowned study titled the Stanford Prison Experiment had a profound influence on the research of correctional officers. But to understand that experiment, one must first examine an earlier experiment by psychologist Stanley Milgram in 1963.

Stanley Milgram's Shock Experiment proved that, as a direct result of authority in extraordinary situations, people often do things that make them very uncomfortable (Mcleod, 2017). Milgram set up a study to see how many people would shock an innocent person to the point of death (450 volts), simply because somebody at Yale in a lab coat told them to do it (Mcleod, 2017). The study showed that over 65% of the participants were willing to go up to maximum voltage and all participants gave shocks

up to 300 volts (McLeod, 2017). This experiment showed that people are willing to alter their moral code and go against their own conscience to fit into the social role (i.e., teacher) given them when instructed to do so by an authority figure. Therefore, Philip Zimbardo wanted to expound upon the idea that people would change their behavior and moral code to adhere to the social role given them; thus came the inspiration for the Stanford Prison Experiment.

Philip Zimbardo wanted to further investigate the impact of situational variables on human behavior (Lurigio, 2019). As a former classmate of Stanley Milgram, Zimbardo was interested in expanding upon Milgram's experiment on obedience. In 1971, psychologist Philip Zimbardo and his colleagues set out to create an experiment that looked at the impact of becoming a prisoner or prison guard. To conduct the experiment, participants were divided into two groups and were labeled as either prisoners or prison guards. The prisoners were then arrested, given a parole board hearing, and sent to a makeshift prison. At the same time, the prison guards were given a debriefing and were set up to guard the prisoners and control their daily activities. All participants were given uniforms and accessories befitting the social role that they had been placed in. The experiment, which was slated to last two weeks, ended up being shut down after only six days due to the conditions becoming inhumane for the prisoners (Lurigio, 2019).

The researchers found that the prison guards acclimated to their role so severely that they became cruel and inhumane to the prisoners. The guards would often force prisoners to endure painful or strenuous punishments as well as go for extended periods of time without proper nourishment. The experiment was shut down after an escape

attempt by the prisoners caused the guards to react so severely that Zimbardo finally agreed to end the experiment (Lurigio, 2019).

The results of the Stanford prison experiment seemed to say that prison guards (now known as correctional officers) are likely to become cruel and sadistic due to their adopted social role. This research indicated that the social role associated with correctional officers has enough influence to change the moral code and behavior patterns of the individual.

A second study was conducted in 2001 to examine a possible confounding variable in the Stanford Prison Experiment (Bartels, 2019). The 2001 British Broadcasting Company (BBC) Prison Study was set up to replicate the scenario that the participants selected to be prison guards had faced in the Stanford prison experiment (Bartels, 2019). The BBC prison study was conducted with a set of three experiments. For the first experiment, paid participants were selected and told that they were selected to be guards for part of a prison simulation. These participants were told that other participants were selected to be the prisoners. After being selected and briefed on the study participants were split into two groups and given an orientation. The orientations were different between the two groups with the first orientation being modeled after the orientation that was given to the prison guards in the Stanford prison experiment. The first orientation (Experimental orientation) created strong expectations for study by stressing the importance and significance that the study could have. The experimental orientation also included expectations for how the guards could act and control the prisoners. However, the second orientation provided only the basic material and was very matter of fact in its delivery. By varying the orientation content and delivery, the BBC

Prison Study was testing if demand characteristics in the guard orientation would change the participant's perception of the social role that they were being asked to fill (Bartels, 2019).

After the orientation, the "guards" were given a questionnaire to evaluate how they would act as a prison guard after that orientation (Bartels, 2019). The questionnaire asked participants how they would expect guards to behave after experiencing that orientation, how they personally would behave as a prison guard after receiving that orientation, and what the expectation was for guard behavior based on the orientation given. When analyzed, the results from the questionnaire showed that the group with the experimental orientation expected higher aggression, hostility, and oppression from the hypothetical prison guards and even from themselves as prison guards when compared to the control group (Bartels, 2019).

The second and third experiment done by the BBC Prison Experiment was a replication of the first study (Bartels, 2019). However, the second study used a sample population that was based of the sample from the original participants in the Stanford Prison Experiment and the third study attempted to control for any experimentally relevant independent variables. While the second and third study had minor differences from the first study, the results remained consistent across all 3 studies. The results of the BBC Prison Study showed a small to medium effect when the participants were asked how they themselves would respond and a medium to large effect when asked how others would respond as the guards. The experimental group also reported that "the principal investigator had greater expectations for hostile and oppressive guard behavior" when compared to the control group (Bartels, 2019).

The results of these studies show us that the social role associated with being a correctional officer has a strong influence on the mindset and actions of each individual officer. But how do factors such as job satisfaction and emotional labor impact the correctional officers outlook? How do these factors color the way they perceive the world and, importantly, the inmates with whom they work?

Job Satisfaction

Because job satisfaction is a major factor of any job, job satisfaction is one area of research with correctional officers that has not been as neglected. Spector (1985) defines job satisfaction as the attitudinal or affective response to the job. Spector's 1985 study is responsible for creating one of the most widespread job satisfaction surveys that is still used today. Spector's Job Satisfaction Survey (JSS) is comprised of 36 questions designed to evaluate employee job satisfaction. The survey is divided into 9 4-question sections that are then combined to create a general job satisfaction score. The 9 sections rated in the survey are pay, promotion, supervision, fringe benefits, performance-based rewards, operating procedures, coworkers, nature of work and communications. The Job Satisfaction Survey was initially designed to be used with human resources organizations. However, since the survey is not based on job specific details, it is applicable across most organizations (Spector, 1985).

Job satisfaction among correctional officers has been such a focus point because correctional officer's turnover rate can reach as high as 45% (Kaufman, 2019; Lommel, 2004; Minor, Dawson-Edwards, Wells, Griffith, & Angel, 2009). Consequently, 77% of correctional officer turnovers are voluntary (Udechukwu, 2009). Comparatively, turnover rates for nurses range between 12 and 34%, turnover rate for a CEO is 16.5%, and the

turnover rate for a police officer is 11% (Dewanto, & Wardhani, 2018; Kaplan & Minton, 2006; Wareham, Smith, & Lambert, 2013). Since turnover rates and job satisfaction are directly correlated, analyzing the turnover rates for correctional officer shows us that correctional officers tend to have very low job satisfaction.

Alongside Spector's general research on job satisfaction, focused research has identified different types of factors that contribute to job satisfaction in correctional officers. A study on the influence of job satisfaction on female officers found that environmental factors are a strong indicator of correctional officer job satisfaction (Griffin, 2021). Environmental factors include gender perceptions, opportunity for advancement, pay, benefits, occupational fairness, and job-related stress (Griffin, 2021). Interestingly, one environmental factor that (individually) was not a significant predictor of job satisfaction was work location (Kimura, 2020).

Other factors proven to be related to the job satisfaction of a correctional officer are gender and age range (Kimura, 2020). While work location by itself is not a significant predictor of job satisfaction in correctional officers, when combined with the age and gender of the officer, it can become a significant predictor. A 2020 study discovered that age and gender combined can also be a significant predictor of job satisfaction in correctional officers (Kimura, 2020). However, the results of that study contrast a 1995 study that refutes claims of gender impacting job satisfaction in correctional officers by showing that female correctional officers often report higher levels of job satisfaction (Camp & Steiger, 1995). Therefore, research on whether gender, by itself, is a significant predictor of job satisfaction among correctional officers has had

increasingly mixed results over the years (Jurik & Halemba, 1984; Jurik, Halemba, Musheno, & Boyle, 1987).

Research examining the impact of a correctional officer's age on their job satisfaction have also seen mixed results over the years. Studies in the late 1900s on correlations between age and job satisfaction in correctional officer determined that there is no significant correlation between correctional officer age and job satisfaction. Blau, Light, and Chamlin's 1986 study recorded a positive correlation between age and job satisfaction in correctional officers. They found that older officers tended to report higher levels of satisfaction (Blau, Light, & Chamlin, 1986). That study was supported in 2020 when Kimura indicated that the age of the correctional officer was a significant contributor to their job satisfaction. However, the higher job satisfaction among older correctional officers could be due to increased time in the profession.

Other personal factors that can have a strong influence on the job satisfaction of correctional officers are their race and education. While rates of job satisfaction among correctional officers are markedly low in general when compared to other professions, Black and minority correctional officers report even lower levels of job satisfaction than white correctional officers (Byrd et al., 2000). Officers who had received higher education also reported higher levels of job satisfaction. However, officers who had received minimal or lower levels of education often reported lower levels of job satisfaction (Castle, 2008). This correlation can make sense when one considers that pay is often associated with education level and that higher paid correctional officers report higher levels of job satisfaction.

Another set of factors that has been evidenced to impact correctional officer job satisfaction is the amount of violence and abuse that the officer experiences or witnesses. The National Institute of Justice Staff (2017) ranks the position of a correctional officer as the third most dangerous profession in the nation. An article in *Corrections Today* discusses how juvenile correctional officers can have lower job satisfaction due to the higher rates of violence among adolescents (Dempsey & Vivian, 2009). Similarly, Caster (2021) used interviews to show that correctional officers with higher exposure to nonfatal injuries had lower levels of job satisfaction than officers who were less exposed. The study hypothesized that the lower job satisfaction is linked to the feeling of danger that can develop as one is exposed to nonfatal injuries (Caster, 2021).

However, it is not just the violence that an officer witnesses or is exposed to that can affect their job satisfaction, but also the violence committed by their own hands (Appling-Plummer, 2020). While it can be commonly believed that the deplorable conditions and abuse that were imposed upon young prisoners in the late 1800s is a thing of the past, many of those abuses have merely adapted with the times (Appling-Plummer, 2020). The disturbing results of the Stanford Prison Experiment have been shown to be a glorified depiction of reality (Sheldon, 2005). However, as is shown with the Stanford Prison Experiment and the BBC Prison Study, violence toward inmates is often seen as a requirement of the correctional officer's social role. Because the social role can require actions that differ from the individual's personal morals, violence committed at the hands of the correctional officer can cause a moral and emotional conflict within the officer that can result in a lower job satisfaction (Safran & Tartaglino, 1996).

Factors such as commitment and personal goals can also affect job satisfaction among correctional officers (Swider, Boswell, & Zimmerman, 2011). Having outside commitments can keep the officer from becoming institutionalized within the prison walls. Outside commitments can also allow the officer to stay mentally separated from the intensity of their work. Similarly, having personal goals can give the officer something to focus on as a coping method for trauma they are exposed to at work. Personal goals can also help the officer maintain separation between their work and personal life. Both outside commitments and personal goals can help the officer deal with the mental strain associated with their role (Swider et al., 2011).

Job satisfaction has been such a focus for correctional research because of the proven effect that it can have on officer turnover rates and organizational performance (Swider et al., 2011). These effects are believed to be the result that higher job satisfaction has on the individual's commitment to the organization. Individuals with higher commitment to the organization are less likely to leave their company, perform at a higher level, and create a more efficient work environment. One confirmation of the low job satisfaction rates among correctional officers comes from their high voluntary turnover rates—1 in 4 officers resign (Udechukwu, 2009). While job satisfaction is comprised a complex combination of factors, multiple studies affirm that correctional officers often experience lower job satisfaction than their professional counterparts (Swider et al., 2011).

Emotional Labor/Work Demands

Work demands can be defined as the physical, mental, and emotional cost of a working environment. Emotional labor is the emotional work demand that is placed on an individual by their environment. Emotional labor is often associated with the philosophical or psychological strain placed on an individual from aspects of their job. As a correctional officer, one is expected to contribute to maintaining 24-hour surveillance upon hundreds of inmates (Farkas, 2001). The surveillance also includes scheduling and controlling daily activities and ensuring the health and safety of all inmates (Farkas, 2001). Depending on the position, officers can be on their feet for their entire 12-hour (or more) shift (Farkas, 2001). Often, these shifts involve using physical assertion to maintain control of a situation or to break up a dangerous environment (Farkas, 2001). Therefore, the physical work demands faced by correctional officers are often very high.

While the physical work demands required of correctional officers can be strenuous, the mental and emotional demands faced by correctional officers are much more so. Correctional officers often work in close contact with many different types of mental illnesses and addictions (Lambert & Paoline, 2008). Correctional officers are also faced with many physical illnesses, diseases, and disabilities within the population they supervise (Lambert & Paoline, 2008). The emotional work demand placed on the correctional officer is also affected by the high levels of self-harm and suicide that are prevalent throughout jails and prisons (Lambert & Paoline, 2010). Due to their proximity with this troubled population and the stark mortality that is evident through the danger of the environment, correctional officers are placed under a great deal of daily mental strain.

The violence faced by correctional officers is also a major contributor to both the mental and physical work demand placed on them (Florence, Haegerich, Simon, Zhou, &

Luo, 2015). Working in the third most violent profession in the nation and being responsible for the safety of thousands can place correctional officers in a hazardous position that can result in many injuries (National Institute of Justice Staff, 2017). Often required to work alone and during abnormal hours, correctional officers often suffer both fatal and non-fatal injuries. Through analyzing data from hospitals on correctional officers, Konda et al. (2012) discovered that correctional officers suffer more nonfatal injuries during an overnight shift than any other profession.

Where a great deal of the mental strain comes in for correctional officers is their personal knowledge of the dangers they face with every shift. One major source of anxiety is the fear of the unknown or fear of what could happen. Because correctional officers know that they are at a higher risk for injuries, they often carry the burden of knowing that they could be injured at any moment. This can often place great strain on family relationships as well. Knowledge of their dangerous reality can cause inner turmoil for the officer while they wrestle with ensuring that their loved ones are provided for should there be an incident where they are unable to provide. Therefore, the work demands placed upon a correctional officer by their dangerous environment can lower their quality of life both at work and at home (Testa & Simonson, 2008).

Other studies have indicated that the mental and emotional work demands felt by correctional officers are affected by factors such as the gender and the salary of the officer. Female officers can experience higher emotional stress from traumatic work experiences. While males are more likely to use methods to release some of the emotional demand set upon them by their work, females are more likely to internalize

and accept the negative emotions projected upon them by their work environment (Camp & Steiger, 1995).

Lower salary can also impact the mental and emotional work demands felt by the officer (Florence, Haegerich, Simon, Zhou, & Luo, 2015). Particularly with the high threat of physical harm and the economic burden that accompanies injury, the amount of pay a correctional officer receives influences the amount of work demand that they feel is placed upon them (Florence, Haegerich, Simon, Zhou, & Luo, 2015). Officers who report higher pay also report lower job stress. Contrarily, officers who report lower pay also report higher levels of job stress. One could hypothesize that financial stress makes the officer less resilient and therefore more sensitive to the work demands placed upon them.

The emotional labor of correctional officers is an important area of research because emotional has been linked to burnout rates (Baumeister, 2002). Work demands can be influenced by the officer's self-regulation and coping mechanisms. Officers with healthy coping mechanisms report lower levels of work demands when in the same environment as officers with unhealthy coping mechanisms (Shepherd, Fritz, Hammer, Guros, & Meier, 2019). One major factor that most correctional officers use to assuage the emotional labor of their profession is the intake of alcohol (Shepherd et al, 2019). However, officers who report higher quantity and frequency of alcohol consumption also report higher levels of burnout and emotional labor (Shepherd et al., 2019). Therefore, the coping mechanisms that correctional officers use can be the element that determines their future in the correctional profession.

Perception/Interactions

While most research on correctional officers has been focused upon the job satisfaction and work demands, finding research that analyzes the impact these factors have on the officer's perception is more difficult. It is estimated that 7-10% of all police encounters deal with a mentally ill individual (Davidson, 2016). Over 90% of police officers reported encountering an individual suffering from a mental illness within the last month, with 84% of officers having more than one encounter (Davidson, 2016). However, police encounters with mentally ill individuals carry on through the criminal justice system and end with correctional officers (Davidson, 2016). Therefore, correctional officers are often forced to bear the largest burden of the incarceration of mentally ill individuals. Studies have found the rates of mental illness within prisons to be anywhere from 14% to 64% of inmates (Ditton, 1999; James & Glaze, 2006; Wilper et al., 2009). The DSM-V defines a mental illness as a clinically significant behavioral or psychological illness that impacts an individual's ability to function and cope with the characteristics of their day-to-day life. A mental illness is any sort of behavioral, emotional, or psychological impairment that impacts an individual's life.

Focusing on the population of correctional staff and inmates within the San Diego County Jail, research by Powers-Magro (2017) examined the impact that working with a mentally ill population within the jail system can have on correctional officers. Because the San Diego County Jail has two psychiatric units, the researchers were able to examine how the job satisfaction and work demands of correctional officers are affected when working with a population that is qualified for a mental health hospital (Powers-Magro, 2017). To conduct the study, the researcher interviewed 11 correctional officers who worked in the psychiatric unit at the San Diego County jail. In this the interviewed

participants insinuated that working with mentally ill inmates caused them to think of those inmates differently than inmates in the general population. Nine of the 11 participants stated that the best way to deal with mentally ill inmates was to treat them with “kid gloves” (Powers-Magro, 2017). In translation, to treat someone with “kid gloves” means to treat mentally ill inmates more like children by repeating things multiple times, motivating them, and keeping them on a schedule.

The study also found that correctional officers that work with mentally ill inmates are more sympathetic to mentally ill offenders as well as individuals with mental illnesses within the community. Nine of the 11 participants also all insinuated through their interviews that working with mentally ill inmates caused them to humanize the inmates. The participants reported increased awareness of the symptoms and impacts of mental illnesses as well as increased sympathy for those suffering from a mental illness within their community (Powers-Magro, 2017). Participants in the study also reported being aware that they had to treat inmates who are mentally ill differently than they treated other inmates. Therefore, through the study I can see that working with mentally ill inmates can create wider awareness for the correctional officers.

It is important to note that in the study by Powers-Magro, the correctional officers interviewed were working with inmates that had a diagnosed mental illness and were separated from the general prison population (Powers-Magro, 2017). Several of the correctional officers interviewed had also received specialized training on dealing with individuals who suffer from a mental illness. This study also did not account for selection effects that could occur since the correctional officers working with the mentally ill population chose to do so. Therefore, correctional officers who chose to work with

mentally ill inmates may have already been sympathetic toward mentally ill inmates or had experience with mentally ill individuals in the past. While the findings of the study are still very important it is difficult to compare these results to the interactions between a correctional officer with no specialized training and undiagnosed inmates within a prison population.

Job satisfaction, Emotional Labor, Perceptions/Interactions

This thesis focuses on how emotional labor, and job satisfaction influence correctional officer's perceptions of inmates, perceptions of mentally ill inmates, and interactions with inmates. By analyzing the literature on job satisfaction, work demands, and perceptions of mentally ill inmates, it is apparent that job satisfaction and work demands are highly researched and closely linked. The study by Powers-Magro indicated that job satisfaction and work demands are negatively correlated (Powers-Magro, 2017). Many of the factors that influence the job satisfaction of a correctional officer also influence the work demands they feel. Unfortunately, while research has looked at job satisfaction and work demand of correctional officers, there is little to no research examining correlations between job satisfaction, work demands, and correctional officer's perceptions of inmates, perceptions of mentally ill inmates, and interactions with inmates.

RESEARCH METHODOLOGY

To investigate correlations between job satisfaction, work demands, and correctional officer's perceptions of inmates, perceptions of mentally ill inmates, and interactions with inmates, I created a survey to measure those factors and administered it to a convenience sample of correctional officers. A survey is the appropriate method for

this research because it utilizes a wide range of questions to cover a wide range of topics and responses. The research design for this thesis is quantitative and uses statistical measures to analyze job satisfaction, work demands, and correctional officer perceptions. It is common for quantitative research to be analyzed through surveys or questionnaires since the outcomes of these methods are numerical. Surveys are good options for statistical research because they are easy to disperse to large samples and carry low costs.

The survey was disbursed through Facebook using two correctional officer groups. The survey was posted a total of four times over roughly two months beginning on May 24th, 2021 and ending on July 16th, 2021. The research was approved by the Middle Tennessee State University Institutional Review Board. Participants were provided informed consent and voluntarily responded to the survey with options to stop the survey at any time by closing their internet browser. After completing the survey, participants were given my contact information and were encouraged to contact me or my faculty advisor for any additional information or questions. The survey data was automatically saved as a spreadsheet by the Qualtrics program. I exported the data from Qualtrics and analyzed it using SPSS. The survey consisted of closed-ended response questions, Likert scale question, open-ended questions, and rank order questions organized into five separate sections of the survey. The variables of interest were the correctional officer's job satisfaction, emotional labor, perceptions of inmates, perceptions of mentally ill inmates, and interactions with inmates.

The first section included ten questions about survey consent, age, job, hours worked weekly, and pay. All of these questions ensured that the participants agreed to take the survey and were over the age of 18. The most important information gathered by

this section was consent for the survey and clarification that the participant is a current or former correctional officer. If the participant responded “no” to any of the consent questions, they were automatically exited from the survey. This section also gathered base information about the job, such as what state the officer worked in and how long they worked as a correctional officer.

The second section of my survey consisted of 18 questions and evaluated the participant’s level of job satisfaction. Using a series of Likert-type items (1 very true to 5 not very true), the survey measured how valuable the participant feels in their current job environment, how satisfactory the work is, how much effort they put in at work, and how appropriately they feel they are paid. The second section also gauged whether participants feel that they are a good fit for their job or not. Each question in this section was used to create an overall scale of job satisfaction. The questions for the job satisfaction scale were adapted from Spector (1985), which is a well-known and validated measure of job satisfaction. This second section identified if the participant has an employee assistance program at their place of work and, if they do, how helpful the system is to them.

The third section of the survey was designed to gauge the participants’ perceptions of inmates and inmate mental health. This 24-question section was composed of questions about the safety of the participant’s work environment as well as questions about the type of situations they have faced on the job. For example, one question asks the officer whether they have experienced any of the following: Inmate-on-inmate violence, inmate-on-staff violence, inmate suicide, inmate self-harm, staff self-harm, inmate death, and other types of violence. In another question, the officers were asked to

estimate what percentage of inmates at their facility suffer from mental health disorders. This section included how prevalent and serious the officer believes mental health issues are among inmates.

The third section also included questions that measured the officer's general perception of inmates. For example, one question asked how the officer describes the inmates they supervise. The statements listed included the following: Inmates are manipulative, inmates want to change, inmates have an "us" versus "them" mentality, inmates are good people who made a mistake, inmates need to be punished, and inmates need help to rehabilitate.

The fourth section of the survey measured the emotional labor involved with work as a correctional officer and assessed any coping mechanisms utilized by officers. An example of the items in this section is a Likert-scale question in which officers rated how the following statements define them. From very true to very false, the statements were as follows: I have a feeling of worry that this job is hardening me emotionally, I feel emotionally drained at the end of the workday, and I feel unable to connect with loved ones at the end of the day. Other questions I asked in this section identified some of the emotions that the officer experiences while at work and while at home. By asking for the emotions felt at work and at home, I can identify if certain emotions are specific to work or a constant state for the officer. This fourth section was designed to evaluate the emotional toll that working as a corrections officer has on the individual.

The last section of the survey included basic demographics measures such as the officer's age, race, marital status, sexual identification, education, and political standing as well as an opportunity for the officer to write freely about any additional experiences

or thoughts on these topics that they want to share. Three open-ended questions concluded the survey and provided a space for the officers to describe their best and worst moments on the job, and any ways that the officer felt they made a difference in their workplace.

Population and Sample

This research was interested in a population of correctional officers across the United States. A correctional officer is anyone who works with enforcing rules and regulations inside a jail or prison. The population for this study is all of the officers in the correctional officer Facebook groups. There are 26.6 thousand members in the first group and 56.1 thousand members in the second group. Therefore, the population for my research is around 82.7 thousand current or former correctional officers. The sample for this survey was selected by convenience rather than a representative sample, which is one limitation of the study, but was a more feasible recruitment method. Therefore, the study sample is any correctional officer who responded to the survey released on Facebook. Simplified, the population for this research is any current or former correctional officer in the United States while the sample is any current or former correctional officer who responded to the survey.

A total of 187 correctional officers participated in my survey. Their responses were analyzed to establish relationships between the variables job satisfaction, emotional labor, and perceptions of inmates including mentally ill inmates. This research was based upon the following research questions and hypotheses:

RQ1: What is the impact of a correctional officer's job satisfaction and emotional labor on their general perceptions about inmates?

H1₀: There is no significant relationship between correctional officer's job satisfaction, emotional labor, and general perceptions about inmates.

H1_a: There is a significant relationship between correctional officer's job satisfaction, emotional labor, and general perceptions about inmates.

RQ2: What is the impact of a correctional officer's job satisfaction and emotional labor on their perceptions about mentally ill inmates?

H2₀: There is no significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates.

H2_a: There is a significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates.

RQ3: What is the impact of a correctional officer's job satisfaction and emotional labor on their interactions with inmates?

H3₀: There is no significant relationship between correctional officer's job satisfaction, emotional labor, and on their interactions with inmates.

H3_a: There is a significant relationship between correctional officer's job satisfaction, emotional labor, and their interactions with inmates.

RQ4: What is the impact of a correctional officer's general perceptions of inmates on their interactions with inmates?

H4₀: There is no significant relationship between correctional officer's general perceptions of inmates and their interactions with inmates.

H4_a: There is a significant relationship between correctional officer's general perceptions of inmates and their interactions with inmates.

Variables

To analyze the survey data, I created variables for the five main areas of interest. These were job satisfaction, emotional labor, perceptions of inmates, perceptions of mentally ill inmates, and the number of positive interactions with inmates.

To measure the job satisfaction of correctional officers I utilized a scale created from a set of three questions which consisted of 14 items, all measuring different aspects of job satisfaction, and two single item questions (see Table 4). The first variable is a job satisfaction scale titled JOBSATSCALE. I created the scale from Q26_1 through Q26_5, Q27_1 through Q27_5, and Q29_1 through Q29_4. Before creating the scale, I reverse coded question 29 so that each response indicated the same direction (i.e., more/less satisfaction). In the scale, a lower score equals higher job satisfaction, and a higher score equals lower job satisfaction. More intuitively, a higher score on the scale corresponds to more dissatisfaction with their work as a correctional officer. The second variable that I used to measure job satisfaction is Q44, "Overall how satisfied are you with your job?" Response options included extremely satisfied (1) to extremely dissatisfied (5). The third variable used to measure job satisfaction is Q45, "Would you encourage others to work as a correctional officer?" (yes, maybe, or no).

To measure the emotional labor of correctional officers I used 3 different variables out of the data collected by my survey. The first two measures of emotional labor are titled EMOLABOR30 and EMOLABOR42 (see Table 5). EMOLABOR30 is a scale I created from Q30_1 through Q30_3 and EMOLABOR42 is a scale I created from Q42_1 through Q42_12. For both of these scales, a lower score equals higher emotional labor, and a higher score equals lower emotional labor. In other words, a higher score on

these scales means that the officer effectively manages emotional labor and work demands.

The variable that I used to measure correctional officers' perceptions of inmates is a scale labeled GENERALPERCEPTIONSQ48 (see Table 5). I created a scale using a Q48_1 through Q48_6. Before creating the scale, I reverse coded Q48_2, Q48_4, and Q48_6 so that a lower score means the correctional officer has a lower opinion of inmates (e.g., are manipulative or need to be punished) and a higher score equals a higher opinion of inmates (e.g., want to change or need rehabilitation).

For correctional officer perceptions of mentally ill inmates, I used five measures. The first, Q47, asked, "In your estimation, what percentage of inmates at your facility have mental health disorders?" This question has officers answer in percentages from 1-100 (see Figure 1). The second variable is a question (Q49) that asked officers to select the most common mental health issues that they see in inmates. The third variable that I used to measure officer perceptions of mentally ill inmates is Q51_1 which asked officers to rate how much they dislike working with mentally ill inmates. For Q51_2 a lower score indicates greater dislike, and a higher score indicates less dislike for working with mentally ill inmates. The fourth variable that I used to measure officer perceptions of mentally ill inmates is Q51_2 which asked officers to rate how sympathetic they are towards mentally ill inmates. For Q51_2 a lower score indicates more sympathy, and a higher score indicates less sympathy for mentally ill inmates. The fifth variable that I used to measure officer perceptions of mentally ill inmates is Q51_3 which asked officers to rate how draining they find working with mentally ill inmates. For Q51_3 a lower

score indicates that the officer finds working with mentally ill inmates more draining, and a higher score indicates that it is less draining.

To get a measure of the positive interactions between inmates and correctional officers, I utilized a scale created from Q55 (see Table 7). The scale is labeled PositiveInteractionsQ55 and is created from Q55_1 through Q55_6. These questions focused on the different types of interactions that correction officers have with inmates. For example, one question asks the officers how often they offer advice or counsel to the inmates while another asks how often they celebrate accomplishments and successes with inmates. For this scale, a lower score indicates more positive interaction, and a higher score indicates less positive interaction between correctional officers and inmates.

Data Analysis

After the variables were created in SPSS, I examined descriptive statistics and correlations, among the key variables of interest. The scales such as job satisfaction and emotional labor are appropriate reliability (see Cronbach's alpha) for correlation analysis. Specifically, I ran bivariate correlations between JOBSATSCALE, Q44, Q45, EMOLABOR30, EMOLABOR42, Q47, Q51_2, GeneralPerceptionsQ48, and PositiveInteractionsQ55.

RESULTS

The goal of this thesis is to analyze the job satisfaction and work demands of correctional officers against their perceptions both of inmates in general and of inmates suffering from mental health issues.

Description of the Sample

The sample size for this research is the 187 correctional officers who completed the Qualtrics survey. The sample was a convenience sample of any correctional officer who responded to the survey on Facebook. Everyone who completed the survey was at least 18 years of age and a past or current correctional officer. While not everyone completed the demographic section, the sample was roughly 60% biologically male and 40% biologically female (see Table 1). The sample also followed a traditional bell curve when it came to the age of the participants with the most participants being 35 - 44 years old and evenly distributing from there. While evenly dispersed with age, the sample is primarily white (81.8%) and lacks diversity by race (see Table 1). Additionally, 35% of the sample has a family member who is incarcerated or was incarcerated at some point. The sample also was predominately conservative with 67.1% of the sample saying that they are mildly or very conservative (see Table 2).

The highest levels of education for the sample were an associate degree (9.7%), a four-year degree (14%), a technical school certification (9.1%) or military training (8.6%) (see Table 1). A little over a quarter of the sample completed some college but did not graduate with their degree. Although not shown in the table, the top three college majors among the sample were criminal justice, psychology, and criminology.

While everyone in the sample was a current or former correctional officer, they were varied in the statistics associated with their job (See Table 2). About half the sample earned under \$50,000 a year while the other half made \$50,000 or above. The average time spent working as a correctional officer was 5-8 years, with 40.6% of the sample having worked as a correctional officer for over 10 years. Over 70% of the sample had an employee assistance program available to them. However, of that 78.2%, only 13%

reported ever using the employee assistance program and among these, only 15% stated that the program was useful.

Descriptive Statistics

Tables 3-7 present the distributions for each of the key variables. The JOBSATSCALE variable received 156 valid answers and had a mean answer of 42.0513 (range 11 to 70). In this scale a lower score equals higher job satisfaction, and a higher score equals lower job satisfaction. The JOBSATSCALE is statistically reliable with a Cronbach's alpha of .854. This indicates strong reliability and internal consistency, meaning the items are all similarly measuring job satisfaction. Together these items are a good measure of job satisfaction. The highest mean in this scale is a 3.59 and belongs to the statement "Right now, I have a job offer 'on the table' from another employer. If I choose to take it." Therefore, most correctional officers do not have another job offer on the table for them to consider. The lowest mean in this scale is a 2.12 and belongs to the statement "I am willing to put in a great deal of effort beyond the normally expected in order to help with this organization." This indicates that most correctional officers feel that they put in a higher effort than is normally expected. The following statements in this scale had an average very close to three: "I am satisfied with the work itself, I am satisfied with my supervision, I would accept almost any type of job assignment in order to keep working for this organization, my promotional opportunities are excellent here, my job utilizes my skills and talents well." A mean score of three tells us that most correctional officers neither agree nor disagree with these statements.

Q44 asks participants how satisfied they are overall with their job. This question received 153 valid responses and had a mean of 2.75. For Q44, a lower score equals

higher satisfaction, and a higher score equals lower satisfaction. The highest score possible for Q44 is a 5 and the lowest score possible is a 1. For this question, 12.4% of the respondents said they were extremely satisfied with their job, 43.8% said they were somewhat satisfied, 11.1% said they were neither satisfied or dissatisfied, 21.6% said they were somewhat dissatisfied and 11.1% said they were extremely dissatisfied.

Question 45 asks respondents if they would recommend being a correctional officer. Q45 received 175 valid responses and had a mean answer of 2.04. For Q45, a lower score equals higher satisfaction, and a higher score equals lower satisfaction. Like Q44, the highest score possible for Q45 is a 5 and the lowest score possible is a 1. For this question, 27.4% of respondents answered yes, 41.1% of respondents answered maybe, and 31.4% of respondents answer no.

The EMOLABOR30 variable received 124 valid responses and a mean score of 7.64. For EMOLABOR30 a lower score equals higher emotional labor, and a higher score equals lower emotional labor. The highest possible score for this scale is a 15 and the lowest possible score is a 3. The EMOLABOR30 variable is also statistically reliable with an alpha of .815. The highest mean in this scale is a 3.00 and belongs to the statement “I feel unable to connect with loved ones after a hard workday” This indicates that the average answer for this question was “somewhat true.” The lowest mean in this scale is a 2.17 and belongs to the statement “I have a feeling of worry that this job is hardening me emotionally.” This mean score indicates that the average answer for this statement was “mostly true.” Therefore, most correctional officers worry that their job is hardening them emotionally.

EMOLABOR42 also received 124 valid responses but had an average response of 29.98. Like EMOLABOR30, the lower score equals higher emotional labor and a higher score means lower levels of emotional labor. The lowest possible score for the scale would be a 12 if the participant answered every question the scale. The highest possible score would be a 60. The EMOLABOR42 is reliable with an alpha of .788. This indicates strong reliability and internal consistency, meaning the items are all similarly measuring emotional labor. Together these items are a good measure of emotional labor. The highest mean in this scale is a 3.55 and belongs to the statement “A big part of my job is keeping others happy.” For this statement, 29.3% of officers said it was “somewhat true,” 19.5% said it was “mostly false,” and 30.9% said it was “very false.” Therefore, correctional officers do not believe that keeping others happy is a big part of their job. The lowest mean in this scale is a 1.62 and belongs to the statement “I want my inmates to think I am always able to handle things.” This indicates that most correctional officer want their inmates to believe that they can handle everything.

The first variable measuring correctional officer perceptions of mentally ill inmates received 137 valid responses. This question asks officers, “in your estimation, what percentage of inmates at your facility have a mental health disorder?” For this question the lowest possible score is a one and the highest possible score is a 12; a lower score means the officer estimates a smaller percentage of inmates at their facility have mental health disorders and a higher score equals a higher estimated percentage. For Q47, 5.1% (7 respondents) of the respondents estimated that 1 to 10% of inmates suffer from a mental illness. 9.5% (13 respondents) of correctional officers estimated that 10 to 20% of inmates suffer from mental illness and 19% (26 respondents) estimated that 20 to 30% of

inmates suffer from a mental illness. 11.7% (16 respondents) of respondents estimated a mental illness rate of 30 to 40% compared to the 6.6% (9 respondents) of respondents that estimated 40 to 50% of inmates suffer from mental illness and the 9.5% (13 respondents) that estimated 50-60% of inmates suffer from mental illness. 12.4% (17 respondents) of respondents estimated 60 to 70%, 15.3% (21 respondents) estimated 70 to 80%, 8% (11 respondents) estimated 80 to 90%, and 2.2% (3 respondents) estimated 90 to 99%. Only .7% (1 respondent) of respondents answered 100%.

Q51_1 asks respondents to rate how the statement “I dislike working with mentally ill inmates” defines them. Q 51_1 received 136 valid answers and had a mean score of 3.19. This makes the mean answer “somewhat true.” For Q51_2 a lower score indicates greater dislike, and a higher score indicates less dislike for working with mentally ill inmates. For this question, 8.8% of respondents answered very true, 14.0% answered mostly true, 35.3% answered to somewhat true, 33.1% answered mostly false, and 8.8% answered very false.

Q51_2 asks respondents to rate how the statement “I am sympathetic towards mentally ill inmates” defines them. Q51_2 received 135 valid answers and had a mean score of 2.96. This makes the mean answer between “mostly true” and “somewhat true.” For Q51_2 a lower score indicates more sympathy, and a higher score indicates less sympathy for mentally ill inmates. The lowest score possible for this variable is a 1 and the highest score possible is a 5. For this question, 9.6% of respondents answered very true, 16.3% answered mostly true, 48.9% answered somewhat true, 18.5% answered mostly false, and 6.7% answered very false.

Q51_3 asks respondents to rate how the statement “I find working with mentally ill inmates draining” defines them. Q51_3 received 134 valid answers and had a mean score of 2.27. This makes the mean answer between “mostly true” and “somewhat true.” For Q51_3 a lower score indicates that the officer finds working with mentally ill inmates more draining, and a higher score indicates that it is less draining. The lowest score possible for this variable is a 1 and the highest score possible is a 5. For Q51_3, 29.9% of respondents answered very true, 26.9% answered mostly true, 30.6% answered somewhat true, 11.9% answered mostly false, and 0.7% answered very false.

Although it was analyzed differently, Q49 shows us the most perceived mental illnesses inside of correctional facilities. Responses for this question total more than 100% because respondents reported more than one mental health issue among inmates. The highest perceived mental illnesses were general depression, anxiety, and bipolar disorder.

The GeneralPerceptionsQ48 variable received 137 valid answers and had a mean score of 14.9343. For the scale, a lower score means the correctional officer has a lower opinion of inmates and a higher score equals a higher opinion of inmates. The highest score possible for this scale is a 30 and the lowest possible score is a 6. An alpha of .546 makes the GeneralPerceptionsQ48 variable reliable. However, the reliability for GeneralPerceptionsQ48 is weak. The highest mean in this scale is a 3.51 and belongs to the statement “Inmates are good people who made a mistake.” Interestingly, no one in the sample answered “very true” for this question and only 6.6% answered “mostly true.” This indicates that correctional officers do not generally believe that inmates are good people. The lowest mean in this scale is a 1.28 and belongs to the statement “Inmates are

manipulative.” Since the mean score is 1.28, most correctional officers believe this statement is true.

The variable measuring the positive interactions between officers and inmates received 137 valid answers and had a mean of 16.45. For PositiveInteractionsQ55, a lower score indicates more positive interaction, and a higher score indicates less positive interaction between correctional officers and inmates. The highest possible score for this scale was 30 and the lowest possible score was a 6. The last scale variable, PositiveInteractionsQ55, is considered reliable due to a Cronbach’s alpha of .840. This indicates strong reliability for this measurement. The highest mean in this scale is a 3.36 and belongs to the question “How often do you engage in the following with inmates? - Discussing life events.” For this question, over half of the respondents said they rarely or never discuss life events with inmates. The lowest mean in this scale is a 2.31 and belongs to the question “How often do you engage in the following with inmates? - Offering advice or counsel.” For this question, over 80% of our sample said they offer inmates advice or counsel.

Correlations

To discover relationships between correctional officer job satisfaction, emotional labor, perceptions of inmates, perceptions of mentally ill inmates, and positive interactions between inmates, I ran a series of correlations between each of these variables (see Tables 9-10). First, I ran a bivariate correlation between JOBSATSCALE, Q44, Q45, EMOLABOR30, EMOLABOR42, Q47, Q51_2, GeneralPerceptionsQ48, and PositiveInteractionsQ55. Q44 and Q45 are measures of job satisfaction while Q47 and Q51_2 are measures of the correctional officer’s perceptions of mentally ill inmates. The

results of the correlations against the JOBSATSCALE show no significant correlations with this scale. Correlations against Q44 result in a negative correlation of $-.138$ with GeneralPerceptionsQ48 and a statistically significant positive correlation of $.180$ with PositiveInteractionsQ55. These positive correlations mean that officers who have positive interactions with inmates are more satisfied with their work.

Correlations against Q45 result in a statistically significant negative correlation of $-.195$ with GeneralPerceptionsQ48. For these, a lower score is a negative view of inmates, and a higher score is a more positive view of inmates. Therefore, those with negative views of inmates are more dissatisfied with their job and would not recommend others work as a correctional officer. It also means that those with negative views of inmates engage have less emotional labor while those with positive views of inmates engage in more emotional labor.

The emotional labor measures also saw several statistically significant correlations with the measures of perceptions and interactions (see Table 8). The results of correlations with EMOLABOR30 discovered a positive correlation of $.247$ with Q51_1, $.142$ with Q51_2, and $.247$ with Q51_3. Although the correlation between EMOLABOR30 and Q51_2 is not statistically significant at the $.05$ level, it is important to make a note of what it suggests. This correlation is interesting because officers who are more sympathetic toward mentally ill inmates (lower scores) are those who engage in more emotional labor (lower scores).

Correlations against EMOLABOR42 result in a negative correlation of $-.139$ with Q47, a statistically significant negative correlation of $-.177$ with GeneralPerceptionsQ48, and a statistically significant positive correlation of $.249$ with PositiveInteractionsQ55

(see Table 8). While not statistically significant, the correlation between EMOLABOR42 and Q47 indicates that officers who reported fewer inmates with mental illness at their facility, have less emotional labor (high scores on the scale). A higher reported percentage of inmates with mental illness is correlated with more emotional labor (lower scores on the scale). The statistically significant correlation between EMOLABOR42 and PositiveInteractionsQ55 mean that officers who have positive interactions with inmates experience less emotional labor/work demand.

I also ran correlations between the variables that made up the GeneralPerceptionsQ48 scale and PositiveInteractionsQ55, JOBSATSCALE, Q44, Q45, EMOLABOR30, and EMOLABOR42 (see Table 9). PositiveInteractionsQ55 had a statistically significant negative correlation with each variable except Q48_5. The statistically significant correlations with PositiveInteractionsQ55 were as follows: Q48_1 was -.172, Q48_2RECODED was -.279, Q48_3 was -.288, Q48_4RECODED was -.446, Q48_6RECODED was -.307, GeneralPerceptionsQ48 was -.475. These are statistically significant and all negative in direction. Therefore, positive views of inmates (higher scores) correlate with positive interactions with inmates (lower scores). Officers with more positive views of inmates also have more positive inmate interactions. The strongest correlation is -.446 for the statement “Inmates are good people who made a mistake”. Officers who hold this view to be true have more positive interactions with inmates. These results show that viewing inmates from a negative perception is a barrier to positive interactions with inmates. In all, this impacts the inmates as well as the officer’s job satisfaction and emotional labor.

The correlations between the variables that made up the GeneralPerceptionsQ48 scale and PositiveInteractionsQ55, JOBSATSCALE, Q44, Q45, EMOLABOR30, and EMOLABOR42 also revealed a few significant correlations between the job satisfaction and emotional labor variables (see Table 9). Q48_3 says that inmates have an "us" versus "them" mentality. This question had a significant negative correlation with both Q44 and Q45. Q44 asks officers how satisfied they are with their job and Q45 asks officers if they would encourage someone else to work as a correctional officer. The correlation between Q48_3 and Q44 is -.269 and the correlation between Q48_3 and Q45 is -.230.

DISCUSSION

The data and the hypotheses

Analyzing the results allows me to confirm the hypothesis or null hypothesis for each of my research questions. My first research question was as follows: What is the impact of a correctional officer's job satisfaction and emotional labor on their general perceptions about inmates? I hypothesized that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and general perceptions about inmates. The bivariate correlation shows significant correlations between two job satisfaction variables and the general perception variable. It also shows significant correlations between one of the emotional labor variables and the general perception variable. There is a significant correlation between an officer's job satisfaction and their perceptions of inmates. There is also a significant correlation between a correctional officer's emotional labor and their perception of inmates. Therefore, H_{1a} is accepted, and the null hypothesis is rejected.

My second research question asks what the impact is of a correctional officer's job satisfaction and emotional labor on their perceptions about mentally ill inmates? This question led me to hypothesize that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates. The bivariate correlation shows no significant correlations between the three job satisfaction variables and the mental health perceptions variables. However, the analysis shows significant correlations between one of the emotional labor variables and both mental health perception variables. Therefore, there is a no significant correlation between an officer's job satisfaction and the percentage of inmates that they believe suffer from a mental illness as well as their sympathy for mentally ill inmates. However, there is a significant correlation between an officer's emotional labor and the percentage of inmates that they believe suffer from a mental illness. This leads me to accept $H2_a$, which states that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates. However, I accept $H2_a$ with the knowledge that the relationship only exists between the emotional labor and the perceptions of inmate mental health.

My third research question focuses on the relationship between a correctional officer's job satisfaction and emotional labor on their interactions with inmates. Considering this question led to a hypothesis that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and their interactions with inmates. The results do not show significant correlations between all the job satisfaction variables and the positive interactions variable. However, there is a significant positive correlation between Q44 and positive interactions. Q44 asks

correctional officers to rate how satisfied they are with their job. Therefore, correctional officers who are more satisfied with their job are more likely to engage in positive interactions with inmates. My data analysis also shows a significant positive correlation between the scale EMOLABORQ42 and the scale PositiveInteractionsQ55. The results of these correlations accept the research hypothesis and suggest that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and their interactions with inmates.

While the first three research questions focus on the relationship between job satisfaction and emotional labor on the correctional officer, my fourth research question asks the following: What is the impact of a correctional officer's general perceptions of inmates on their interactions with inmates? To evaluate the level of correlation between an officer's perceptions of inmates on their interactions with inmates, I hypothesized that there is a significant relationship between correctional officer's general perceptions of inmates and their interactions with inmates. Running bivariate correlations between different questions that make up the GeneralPerceptionsQ48 scale and the scale PositiveInteractionsQ55 reveal significant correlations between all but one of the variables. These results confirm that there is a significant relationship between a correctional officer's general perceptions of inmates and their interactions with inmates.

Data compared to literature

The results of the correlations in this study are mostly consistent with the current literature on these topics. My first research question asks what the impact is of a correctional officer's job satisfaction and emotional labor on their general perceptions about inmates. Past research has shown that job satisfaction is impacted by many

different factors (Griffin, 2021). Age, gender, and pay can all impact the satisfaction of a correctional officer (Blau, Light, & Chamlin; Griffin, 2021; Kimura, 2020). Factors such as violence witnessed or committed have also been linked to job satisfaction (Caster, 2021; Appling-Plummer, 2020). In confirmation of past literature, the results of my research revealed that there is significant correlation between the correctional officer's job satisfaction and their general perceptions of inmates. Therefore, how the officer feels about inmates does correlate with how satisfied they are with their job. This also indicates that age, gender, and pay may have a relationship with the correctional officers' general perceptions of the inmates they are responsible for. This indication could illustrate that correctional officers' general perceptions of inmates are linked to the other factors that affect job satisfaction.

The results of my data analysis show correlations between a correctional officer's emotional labor and their general perception of inmates. Past literature has indicated that a correctional officer's emotional labor can be affected by the health of the inmates they supervise (Lambert & Paoline, 2008). The correctional officers emotional labor is also affected by the amount of self-harm, suicide, and violence that the officer faces on a day today basis. Based on this literature, one could assume that these factors would also affect how the correctional officer perceives inmates. This idea is further reinforced by the correlations between a correctional officer's emotional labor and perceptions of inmates. A second common belief is that as a correctional officer's emotional labor gets higher, they develop a lower opinion of inmates due to exhaustion and burn out. My data analyses reveal that the emotional labor of the correctional officer has a significant correlation with the officer's perceptions of inmates. Therefore, these correlations

between correctional officer job satisfaction, emotional labor, and perceptions of inmates confirm current literature and provide new insight into each of these variables and what impacts them.

While data addressing the first research question lined up with past literature, the indications of my correlations for the second research question explore an area with limited literature to address. Past literature addressing correctional officer perceptions of mentally ill inmates found that correctional officers who work with mentally ill inmates are more sympathetic of mentally ill individuals in general. The second research question for this thesis is interested in the impact of a correctional officer's job satisfaction and emotional labor on their perceptions about mentally ill inmates. The results show us that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates. This correlation adds to past literature indicating that correctional officers who are more aware of the mental illnesses of inmates are more sympathetic of mental illnesses both in the facility and in the community (Powers-Magro, 2017).

Similarly, my third research question also reveals new insight into an area of previously unexplored literature by examining any correlations between a correctional officer's job satisfaction and emotional labor on their interactions with inmates. An analysis of my data indicated that officers with higher job satisfaction engage in more positive interactions with inmates. Remarkably, research about correctional officer interactions with inmates is extremely scarce. While one may assume that researchers would focus on how different factors impact the interactions between correctional officers and the inmates that they supervise, literature on this topic is nearly impossible to

find. Therefore, I am unable to compare my results to past research. However, the results of my research do make sense when viewed in comparison to the other research on job satisfaction and emotional labor. For example, correctional officer job satisfaction has been linked to their motivation (Udechukwu, 2009). Past research shows that intrinsic motivation would be more likely to cause the correctional officer to focus on rehabilitation over punishment and thus engage in more positive interactions. Therefore, past literature has indirectly linked job satisfaction and interactions with inmates (Udechukwu, 2009). However, I was unable to find literature examining any direct correlations between job satisfaction, emotional labor, and the correctional officer's interactions with inmates.

Regarding the fourth research question, the results of my data confirmed one common theme that was also pronounced in past literature. The fourth research question focuses on correlations between the correctional officer's general perceptions of inmates and their interactions with inmates. The results of my data show significant correlations between how a correctional officer perceives inmates and the amount of positive interaction that they engage in with the inmate. If a correctional officer perceives the inmate as generally "good," they are more likely to engage in positive interactions with the inmate. This confirms the results of past research that indicate that a correctional officers and motivations can affect their actions on the job (Udechukwu, 2009). A correctional officer who thinks positively of the inmates would be motivated to focus on rehabilitation over punishment. This motivation could then encourage positive interactions between officer and inmate.

A specific correlation that stood out in the data analysis is between Q48_4 and the positive interaction variables. With a significance of .000, Q 48_4 asks the correctional officers if they believe that inmates are good people who made a mistake. Correctional officers who agreed with this question also reported significantly higher amounts of positive interactions with inmates. This supports the theme of humanization that is evident in the literature. Powers-Magro (2017) discussed how correctional officers reported that working with mentally ill inmates caused them to humanize inmates. This humanization of inmates helps the officer to focus on rehabilitating the inmate over punishing them.

Limitations

Because of limited time, opportunities, and resources, this research study had several limitations. The first limitation to this research is the small sample size and convenience method. Although I anticipated getting 300 to 500 responses for my survey, I only received 187 responses. Compared to a population of over 400,000 United States correctional officers, the sample for this thesis is less than .05% of the population (Dvoskin & Spiers, 2004). Since the sample is so limited, the research has low generalizability.

The second limitation to the study is that I did not measure actual rates of inmate mental illnesses and need more questions about officer perceptions of mentally ill inmates. Since I did not get actual measures of mentally ill inmates, this research only measures what the correctional officers' perceptions are for the rates of mentally ill inmates in their facility. Measuring the actual rate of mentally ill inmates within a correctional officer's facility would require first knowing what facility the correctional

officer worked in. Secondly, it would require access to the medical data for the institution to see how many inmates have been diagnosed with a mental illness. Third, the dark figure of mental illnesses would have to be considered. Since not all mental illnesses are diagnosed, developing an actual rate for mental illnesses within a correctional facility would have to consider that many mental illnesses, especially within correctional facilities, remain undiagnosed. Adding in more questions specifying correctional officer knowledge of mental illnesses, perceptions of mentally ill inmates, and interactions with mentally ill inmates may have revealed more significant correlations within that area. Due to a lack of time and resources, this thesis was unable to access the actual rate of inmate mental illnesses within each officer's correctional facility. Therefore, a second limitation for this study is that it only measures what the officers' perceptions are for rates of inmate mental illnesses within their facility and does not have enough questions about mentally ill inmates.

Similarly, a third limitation for the study is that I was unable to get an actual measure of positive interactions between correctional officers and inmates. Since self-report data is not always accurate, this research study would be more reliable if I had a way to measure positive interactions between inmates and correctional officers. However, due to limitations in time, energy, and accessibility, this research study only uses self-report data to analyze the number of positive interactions that occur between correctional officers and inmates.

A fourth limitation for this study comes through the way it was distributed. After creating my survey, I distributed it to correctional officers using different correctional officer Facebook groups. However, this means that only correctional officers who are on

Facebook and are part of those groups were able to access my survey. Since individuals in poverty or of lower socioeconomic status may not always have access to the technology required to get on Facebook, this could mean that only higher paid correctional officers accessed my survey. Correctional officers who are part of correctional officer Facebook groups may also share similar motivations or personality types. Being in a correctional officer Facebook group could also mean that the correctional officer is invested in their job and may indicate higher levels of intrinsic motivation. Therefore, using only one method of distribution limits the generalizability.

A fifth glaring limitation for this study is that the survey did not ask correctional officers whether they worked in a state or federal institution. Therefore, I have no way of knowing which correctional officers worked in a state-run facility and which correctional officers worked in a federally run facility. Therefore, the data cannot be analyzed for correlations specific to state or federal institutions.

Recommendations

Comparing the results gathered by this study to the current literature on correctional officer job satisfaction, emotional labor, perceptions of inmates, and interactions with inmates tells us that the way correctional officers interact with inmates is correlated with their job satisfaction and emotional labor. While we tend to think that this means if a correctional officer is satisfied with their job they will act more positively, the correlation could be going the other direction. Basically, having positive interactions with inmates could be improving the correctional officers job satisfaction. Similarly, we assume that correctional officers with lower emotional labor engage in positive interactions with inmates due to having less emotional labor from the job. However, it

could be that engaging in positive interactions with inmates lessens the emotional labor from the job. Whichever way these factors interact with each other, the results from the study revealed that positive interactions between correctional officers and inmates are correlated with higher job satisfaction and lower emotional labor for the correctional officer. Therefore, a recommendation from results of this research would be to increase the number of positive interactions that occur between correctional officers and inmates.

One way to increase the number of positive interactions that occur between correctional officers and inmates would be to institute a mentorship program. Mentorship programs can offer structured relationships in a work setting. They often focus on one-on-one relationships that encourage goals, build skills, and establish accountability. Establishing mentorship programs between correctional officers and interested inmates may both assist the inmate in rehabilitation as well as promote higher job satisfaction and lower emotional labor within the correctional officer. Having the chance to work one-on-one with an inmate should satisfy the intrinsic motivation within the officers by offering them the opportunity to make even more of a difference in the life of an inmate.

A second way to increase the number of positive interactions that occur between correction officers and inmates would be to create schedules where correctional officers work with the same inmates on a day-to-day basis. Keeping correctional officers with the same groups of inmates allows them to build relationships with the inmates whom they guard daily. Building relationships with the inmates offers the officer more opportunities to engage in positive interactions. This could allow the officer to interact positively with inmates both one-on-one or in group settings.

Future Research

No single study can be entirely conclusive. Therefore, one of the most important elements of a research study is that it encourages future researchers to explore other related topics. This thesis explores how a correctional officer's job satisfaction, emotional labor, perceptions of inmates, and interactions with inmates are all correlated. While the results of my study reveal several significant correlations and added to the current literature on correctional officers, they also reveal several new areas that need exploration.

The first opportunity for future research that stood out to me while I was writing this thesis was the lack of research on the motivations of correctional officers and how those motivations impact their job satisfaction, emotional labor, perceptions of inmates, and interactions with inmates. The lack of research on this topic became apparent to me while analyzing my correlations for the first research question for this thesis. Analyzing my correlations for RQ1 indicated that a correctional officer's general perceptions about inmates is associated with their job satisfaction and their emotional labor. When compared to the vast number of factors that do impact job satisfaction in correctional officers, it can be hypothesized that the reason a correctional officer's general perceptions about inmates impact their job satisfaction is because it provides the correctional officers with different motivations. Examining why 75% of correction officer terminations are voluntary led one researcher to examine the motivations that inspire correctional officers (Udechukwu, 2009). During their examination they found that 80% of correctional officers who had voluntarily resigned said they were willing to work for the agency again. The two biggest reasons that correctional officers who resigned voluntarily gave for the resignation were that they were underpaid and underappreciated. These results

showed that most correctional officers are motivated to do their job intrinsically but are dissuaded by the external factors (Udechukwu, 2009). Therefore, it could be hypothesized that a reason that job satisfaction affects correctional officers' general perceptions of inmates (or vice versa) is because job satisfaction is higher when an individual's intrinsic motivation aligns with their perceptions. Future research to explore this indication would need to focus on how the correctional officer's perceptions of inmates can impact their internal motivations.

Similarly, a second opportunity for future research becomes apparent through the correlations between lower job satisfaction, correctional officer motivations, and voluntary resignation rates. This opportunity for future research became apparent while discussing the results of my data analysis for the third research question. Analyzing the data collected by my survey revealed that higher job satisfaction and lower emotional labor in correctional officers are linked to more positive interactions between officers and inmates. The literature revealed that lower job satisfaction has been linked to voluntary resignation. The motivations of officers have also been linked to voluntary resignation (Udechukwu, 2009). Those correlations indicate that officers with intrinsic motivation are less likely to resign and have higher job satisfaction. It would then be possible to hypothesize that intrinsic motivation could be correlated with positive interactions with inmates.

To test this hypothesis, future researchers should design a study measuring different types of motivation and correctional officers' interactions with inmates. This type of study would involve either surveying or interviewing correctional officers to discover the different types of motivations that exist amongst correctional officers. These

motivations would likely have to be measured qualitatively and assigned into categories. Researchers would then have to develop a measure for interactions with inmates. Because officers are unlikely to disclose negative interactions with inmates, this could be done using a scale of positive interactions like the one used in this thesis. Data collected could then be analyzed for correlations between correctional officer intrinsic motivation and positive interactions with inmates. This data is important because positive interactions with inmates may be connected to successful rehabilitation. If they are connected, then an officer's motivation is something that should be analyzed from the first job interview and then should be re-analyzed annually.

This leads to a third opportunity for future research: analyzing correlations between positive interactions with inmates and successful rehabilitation. The American criminal justice system attempts to focus on rehabilitation over punishment to eliminate overcrowding, increase the quality of life for inmates after prison, and reduce recidivism. However, successful rehabilitation is both difficult to measure and difficult to achieve. Most criminal justice professionals agree that successful rehabilitation is indicated by a lack of recidivism. Therefore, identifying factors that could increase successful rehabilitation rates would be monumental in solving several of the issues that face the American criminal justice system. Since the trait of resilience has been connected to positive interactions with a significant individual, it makes sense to hypothesize that positive interactions between correctional officers and inmates could increase successful rehabilitation and therefore reduce recidivism. Therefore, future research should focus on what are positive interactions between correctional officers and inmates can increase rehabilitation and reduce recidivism.

A fourth opportunity for future research should focus on how to humanize inmates in the minds of correctional officers. Analyzing the results of my data for my fourth research question revealed a correlation between the humanization of inmates and positive interactions with inmates. Especially if other research is done to investigate the effects of positive interactions between correctional officers and inmates, revealing how to increase positive interactions could be monumental in not only achieving higher job satisfaction and lower emotional labor for correctional officers but also in reducing recidivism rates and increasing successful rehabilitation. Therefore, future research should focus on what causes some correctional officers to think of inmates as regular humans and what causes some correctional officers to demonize inmates.

A fifth opportunity for future research would be in exploring the interactions between untrained correctional officers and undiagnosed mentally ill inmates. Researching and analyzing data for my second and fourth research question revealed a dangerous gap in current literature on correctional officers. All current research with correctional officers and mentally ill inmates has focused on the correctional officers that work in mental health units. Therefore, these officers receive specialized training on mental illnesses and how to handle mentally ill individuals. Correctional officers working in a mental health unit are aware of which mental illness each specific inmate is suffering from. These officers may also have chosen to work in a mental health unit and therefore are particularly sympathetic and intrinsically motivated to work with mentally ill inmates.

Future research should focus on how correctional officers with no specialized training interact with mentally ill inmates. This research could be difficult to conduct

because diagnosed mentally ill inmates would be in a mental health unit and therefore under the supervision of specially trained officers. However, many mental illnesses remain undiagnosed, specifically in the correctional system. This research could be done by asking correctional officers to identify a specific inmate that they believe has a mental illness within the general population and then asking them about their interactions with that inmate. It is important to understand the interactions between correctional officers and mentally ill inmates for both the protection of the officers and the inmates. According to a study done in Washington state in 2002, 77% of inmate suicides are committed by inmates who suffer from a mental illness. Mentally ill inmates are also more difficult to manage due to their erratic and unpredictable behaviors (Mitchell, 2009). Therefore, it is important that future research is done on the interactions between untrained correctional officers and undiagnosed mental ill inmates.

A sixth recommendation for future research would be to add to this study by accessing the actual number of mental illnesses within each correctional officer's facility. Therefore, the actual number of mental illnesses within each correctional officer's facility can be compared to the correctional officer's estimation of mental illnesses within their facility. Figuring out the accuracy of a correctional officer's perceptions of inmate mental illness within their facility would allow the researcher to make recommendations for correctional officer training. This research study could be carried out by measuring the actual rate of mentally ill inmates. However, this research could be difficult to conduct due to difficulty accessing medical records for inmates.

To measure the rate of mentally ill inmates the researcher would first need to know what facility in which the correctional officer worked. Second, the researcher

would have to access the medical data for that institution to see how many inmates have been diagnosed with a mental illness. Third, the researchers must estimate and number to account for the dark figure of mental illnesses within correctional facilities. Similar to crime rates, there will always be a certain portion of mental illnesses that are not diagnosed. Therefore, in order to get a true rate for mental illnesses within a certain facility the researcher would have to estimate what percentage of the inmates within the facility have an undiagnosed mental illness. This could be done by comparing diagnosis averages between psychologists and through considering the input of experienced psychologists. After creating an estimated dark figure of mental illness, the researcher could add that dark figure to the reported rate of mental illnesses for each facility. Comparing that number to the correctional officer's perceived rate of mental illnesses within the facility would allow the researcher to see how accurate correctional officers are in their perceptions.

A final recommendation for future research would be to add onto the survey used in this research. One realm of research that could be developed from this study would be to compare different demographic elements to the correctional officer's responses for perceptions of inmates, perceptions of mentally ill inmates, and positive interactions between inmates. The impacts of socioeconomic status, gender, age, and race on a correctional officer's job satisfaction and emotional labor have been analyzed in previous research. However, the same factors have not been correlated with correctional officer perceptions of inmates, perceptions of mentally ill inmates and positive interactions. Therefore, future research could utilize the data uncovered in this study to run correlations between different demographic elements and a correctional officer's

perceptions of inmates, percentage of the mentally ill inmates, and positive interactions with inmates. Another element beyond the scope of this study was to analyze correctional officer coping and individual emotions to their job satisfaction and emotional labor. In addition, this future research could also add to the survey by inserting a question asking officers whether they work in a state or federal facility or asking what level security prison they work in (max, supermax, etc.). These questions would allow the researcher to compare levels of job satisfaction and emotional labor between state and federal facilities as well as between different levels of security.

Conclusion

While they are an integral part of the criminal justice system and have the most firsthand contact with offenders, correctional officers have received insufficient attention from researchers. Past research on correctional officers has focused on job satisfaction, work demands, and emotional labor. Reviewing the current literature on correctional officers reveals links between job satisfaction and factors like age, gender, pay, benefits, and opportunity for advancement (Griffin, 2021). Other research identifies factors such as gender, salary, danger faced, violence committed, and violence witnessed can all contribute to the emotional labor of the officer. While there has been substantial research on the job satisfaction and emotional labor of correctional officers, past literature does not address how these factors correlate with officer perceptions of inmates in general or officer perceptions of mentally ill inmates. Therefore, this thesis has attempted to address this gap in literature by investigating correlations between job satisfaction, work demands, and correctional officer's perceptions of inmates, perceptions of mentally ill inmates, and interactions with inmates.

Investigating this gap in research allowed me to answer my research questions through the acceptance of four research hypotheses. The first hypothesis accepted by this thesis states that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and general perceptions about inmates. Our results indicated that higher job satisfaction and higher emotional labor both correlate with more positive perceptions of inmates. The second research hypothesis accepted in this thesis states that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates. The results indicate statistically significant correlations between correctional officer emotional labor and their perceptions about mentally ill inmates. However, there are no correlations for correctional officer job satisfaction and their perceptions about mentally ill inmates. The third research hypothesis accepted in this thesis states that there is a significant relationship between correctional officer's job satisfaction, emotional labor, and their interactions with inmates. Correctional officers who engage in more positive interactions with inmates report higher job satisfaction and higher emotional labor. Lastly, the fourth hypothesis affirmed by my data states that there is a significant relationship between correctional officer's general perceptions of inmates and their interactions with inmates. Engaging in positive interactions with inmates can cause correctional officers to feel more positively about inmates in general.

Because of several factors being beyond the scope of this study, future research is needed to explore correlations between correctional officer motivations, job satisfaction, emotional labor, perceptions of inmates, and interactions with inmates. Other opportunities for research include building onto the survey utilized in this thesis,

investigating interactions between untrained correctional officers and undiagnosed mentally ill inmates, analyzing correlations between positive interactions with inmates and successful rehabilitation, and more. Hopefully future research will increase the current literature on correctional officers and promote ways to increase correctional officer job satisfaction and positive interactions with inmates while decreasing correctional officer emotional labor.

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APPENDIX A: TABLES

Table 1. Description of Correctional Officer Sample Demographics (N=187)

	Percent
<u>Gender</u>	
Male	59.8%
Female	40.2%
<u>Age (years)</u>	
18-24	6.6%
25-34	22.1%
35-44	32.0%
45-54	17.2%
55-64	18.0%
65+	4.1%
<u>Race</u>	
White	81.8%
American Indian or Alaskan Native	10.9%
Other	3.6%
Black or African American	1.5%
Asian	1.5%
Native Hawaiian or Pacific Islander	0.7%
<u>Education</u>	
Less than H.S.	0.6%
H.S. or GED	17.7%
Some College	29.3%
College Degree (2 year)	10.9%
College Degree (4 year)	15.9%
Professional Degree	4.9%
Doctorate	0.6%
Technical/Trade School	10.4%
Military Training	9.7%
<u>Has a family member that has been incarcerated?</u>	
Yes	35.5%
No	62.3%
I do not know	2.5%
<u>Political Views</u>	
Very conservative	30.5%
Mildly conservative	35.6%
Neutral	30.5%
Mildly liberal	3.4%

Table 2. Description of Correctional Officer Sample Work Factors

	Percent
<u>Average Salary</u>	
Between \$20,000 and \$29,999	5.1%
Between \$30,000 and \$39,999	20.0%
Between \$40,000 and \$49,999	28.6%
Between \$50,000 and \$59,999	12.6%
\$60,000 and above	33.7%
<u>Years Working in the Field</u>	
0-1 year	5.1%
1-3 years	21.1%
3-5 years	19.4%
5-8 years	10.3%
8-10 years	3.4%
>10 years	40.6%
Employee Assistance Program (% yes)	78.2%
Use EAP (% yes)	13%
EAP Helpful (% yes)	15.1%

Table 3. Descriptive Statistics for Job Satisfaction Measures						
	Strongly agree (1)	Somewhat agree (2)	Neither (3)	Somewhat disagree (4)	Strongly disagree (5)	Mean (range)
Job Satisfaction Scale (14-items) <i>Cronbach's alpha = .854</i>						42.05 (11-70)
I am satisfied with the work itself.	16.7%	48.7%	14.1%	10.9%	9.6%	3.06
I am satisfied with my coworkers.	14.4%	47.1%	18.3%	11.1%	9.2%	2.69
I am satisfied with my supervision.	10.3%	35.5%	12.9%	23.2%	18.1%	3.03
I am satisfied with my promotional responsibilities.	16.8%	32.9%	27.7%	9.7%	12.9%	2.54
I am satisfied with the pay.	15.4%	31.4%	7.7%	22.4%	23.1%	2.48
I am willing to put in a great deal of effort beyond the normally expected in order to help with this organization.	32.1%	37.2%	21.2%	5.8%	3.8%	2.12
I would accept almost any type of job assignment in order to keep working for this organization.	13.5%	27.6%	22.4%	20.5%	16.0%	2.98
I am well compensated for my level of performance.	8.3%	27.6%	11.5%	28.8%	23.7%	3.32
My promotional opportunities are excellent here.	12.2%	26.9%	18.6%	19.9%	22.4%	3.13
My job utilizes my skills and talents well.	13.5%	28.2%	19.2%	25.6%	13.5%	2.97
If I looked for a job, I would probably wind up with a better job than the one I have now.	14.3%	27.3%	30.5%	20.1%	7.8%	2.80
Most of the jobs I could get would be an improvement over my present circumstances.	14.4%	28.1%	29.4%	19.0%	9.2%	2.80
Right now, I have a job offer "on the table" from another employer. If I choose to take it.	10.5%	12.4%	26.1%	9.2%	41.8%	3.59
I have found a better alternative than my present job	11.9%	13.9%	24.5%	14.6%	35.1%	3.47

Table 3. Continued

	Very satisfied (1)	Somewhat satisfied (2)	Neither (3)	Somewhat dissatisfied (4)	Very dissatisfied (5)	Mean
Overall how satisfied are you with your job? (Q44)	12.4%	43.8%	11.1%	21.6%	11.1%	2.75
Would you encourage others to work as a correctional officer? (Q45)						2.04
Yes		27.4%				
Maybe		41.1%				
No		31.4%				

Table 4. Descriptive Statistics for Emotional Labor Measures						
	Very true (1)	Mostly true (2)	Somewhat True (3)	Mostly false (4)	Very false (5)	Mean (range)
Emotional Labor Scale (3-items) <i>Cronbach's alpha</i> = .815						
I have a feeling of worry that this job is hardening me emotionally.	40.3%	23.4%	22.6%	6.5%	7.3%	2.17
I feel emotionally drained at the end of the workday.	24.2%	29.0%	28.2%	12.9%	5.6%	2.47
I feel unable to connect with loved ones after a hard work day.	14.5%	25.0%	25.8%	15.3%	19.4%	3.00
Emotional Labor Scale (12-items) <i>Cronbach's alpha</i> = .788						
I act like nothing bothers me, even when an inmate makes me mad or upset.	27.6%	32.5%	29.3%	7.3%	3.3%	2.26
I have to act the way people think a person in my job should act.	21.1%	26.8%	25.2%	14.6%	12.2%	2.70
I want my inmates to think I am always able to handle things.	54.9%	31.1%	11.5%	1.6%	0.8%	1.62
I work hard to keep myself in a positive mood at work.	33.1%	35.5%	20.2%	8.1%	3.2%	2.13
I want my inmates to think I am always calm.	35.2%	40.2%	16.4%	6.6%	1.6%	1.99
A big part of my job is keeping others happy.	5.7%	14.6%	29.3	19.5%	30.9%	3.55
Part of the training for this job requires learning how to deal with people.	66.7%	19.5%	9.8%	3.3%	0.8%	1.52
I make an effort to be interested in my inmates' concerns.	7.3%	25.2%	45.5%	12.2%	9.8%	2.92
To give advice, I have to make sure I say it in a polite way.	13.2%	33.1%	38.8%	10.7%	4.1%	2.60
People judge me by how caring I am.	7.5%	17.5%	30.8%	23.3%	20.8%	3.33
To make suggestions, I make sure I make them in a polite way.	10.6%	29.3%	43.9%	13.8%	2.4%	2.68
When something goes wrong at work, I feel like I should try to make other people feel better.	8.3%	18.2%	39.7%	22.3%	11.6%	3.11

Table 5. Descriptive Statistics for Officer Perceptions of Inmates						
	Very true (1)	Mostly true (2)	Somewhat true (3)	Mostly false (4)	Very false (5)	Mean (range)
General Perceptions Scale (6-items) <i>Cronbach's alpha = .546</i>						14.93 (6-22)
Rate how each statement defines inmates you supervise - Inmates are manipulative	77.4%	16.8%	5.8%	0.0%	0.0%	1.28
Rate how each statement defines inmates you supervise - Inmates want to change	1.5%	3.6%	48.2%	38.7%	8.0%	3.48
Rate how each statement defines inmates you supervise - Inmates have an "us" vs "them" mentality	45.6%	30.1%	21.3%	2.2%	0.7%	1.82
Rate how each statement defines inmates you supervise - Inmates are good people who made a mistake	0.0%	6.6%	44.1%	41.2%	8.1%	3.51
Rate how each statement defines inmates you supervise - Inmates need to be punished	10.4%	20.7%	40.0%	16.3%	12.6%	3.00
Rate how each statement defines inmates you supervise - Inmates need help to rehabilitate	34.3%	29.9%	27.7%	6.6%	1.5%	2.11
Mental Health Perceptions <i>Individual Questions</i>						Mean
Rate how each statement defines you - I dislike working with mentally ill inmates	8.8%	14.0%	35.3%	33.1%	8.8%	3.19
Rate how each statement defines you - I am sympathetic towards mentally ill inmates	9.6%	16.3%	48.9%	18.5%	6.7%	2.96
Rate how each statement defines you - I find working with mentally ill inmates draining	29.9%	26.9%	30.6%	11.9%	0.7%	2.27

Table 6. Descriptive Statistics for Officer Interactions with Inmates						
	Very often (1)	Somewhat often (2)	Occasionally (3)	Rarely (4)	Never (5)	Mean (range)
Positive Interactions Scale (6-items) <i>Cronbach's alpha = .840</i>						16.45 (6-30)
How often do you engage in the following with inmates? - Offering advice or counsel	31.4%	25.5%	25.5%	15.3%	2.2%	2.31
How often do you engage in the following with inmates? - Sharing jokes or laughing	12.5%	26.5%	26.5%	25.0%	9.6%	2.93
How often do you engage in the following with inmates? - Offering support in a crisis	25.5%	22.6%	31.4%	17.5%	2.9%	2.50
How often do you engage in the following with inmates? - Celebrating accomplishments and successes	19.1%	19.1%	22.1%	27.9%	11.8%	2.94
How often do you engage in the following with inmates? - Discussing life events	13.2%	14.7%	20.6%	25.7%	25.7%	3.36
How often do you engage in the following with inmates? - Encouraging mental health counseling	23.5%	29.4%	24.3%	19.1%	3.7%	2.50

Table 7. Descriptive statistics for Q49 What are the most common mental health issues you see in inmates?	
General Depression	58.30%
Anxiety	55.10%
Bipolar Disorder	52.40%
Schizophrenia	44.90%
PTSD	33.70%
Other Personality Disorder	29.40%
Multiple Personalities Disorder	21.90%
Other	9.10%
Eating Disorders	7.00%
Drug Disorders	1.00%

Table 8. Bivariate Correlations for Job Satisfaction and Emotional Labor with Officer Perceptions/Inmate Interactions

		JOB SAT	Overall how	Would you	EMOLABOR	EMOLABOR
		SCALE	satisfied are	encourage others to	30	42
			you with your	work as a		
			job? (Q44)	correctional		
				officer? (Q45)		
In your estimation,	Pearson	.045	.013	-.057	-.026	-.139
what percentage of	Sig (2-	.602	.882	.510	.777	.124
inmates at your	tailed)					
facility have mental	N	137	135	137	124	124
health disorders?						
(Q47)						
Rate how each	Pearson	-.170	-.104	-.151	.247	-.086
statement defines	Sig (2-	.048	.232	.080	.006	.343
you – I dislike	tailed)					
working with	N	136	134	136	122	124
mentally ill inmates						
(Q51_1)						
Rate how each	Pearson	.027	-.043	.040	.142	.069
statement defines	Sig (2-	.759	.620	.646	.117	.451
you - I am	tailed)					
sympathetic towards	N	135	133	135	123	123
mentally ill inmates						
(Q51_2)						
Rate how each	Pearson	-.138	-.093	-.090	.247	-.083
statement defines	Sig (2-	.112	.289	.302	.001	.366
you – I find	tailed)					
working with	N	134	132	134	122	122
mentally ill inmates						
draining (Q51_3)						
GeneralPerceptions	Pearson	-.110	-.138	-.195	.098	-.177
Q48	Sig (2-	.203	.111	.023	.281	.049
	tailed)					
	N	137	135	137	124	124
PositiveInteractions	Pearson	.104	.180	.081	.016	.249
Q55	Sig (2-	.227	.037	.347	.856	.005
	tailed)					
	N	137	135	137	124	124

Table 9. Bivariate Correlations for Perceptions of Inmates with Officer-Inmate Interactions, Job Satisfaction, and Emotional Labor

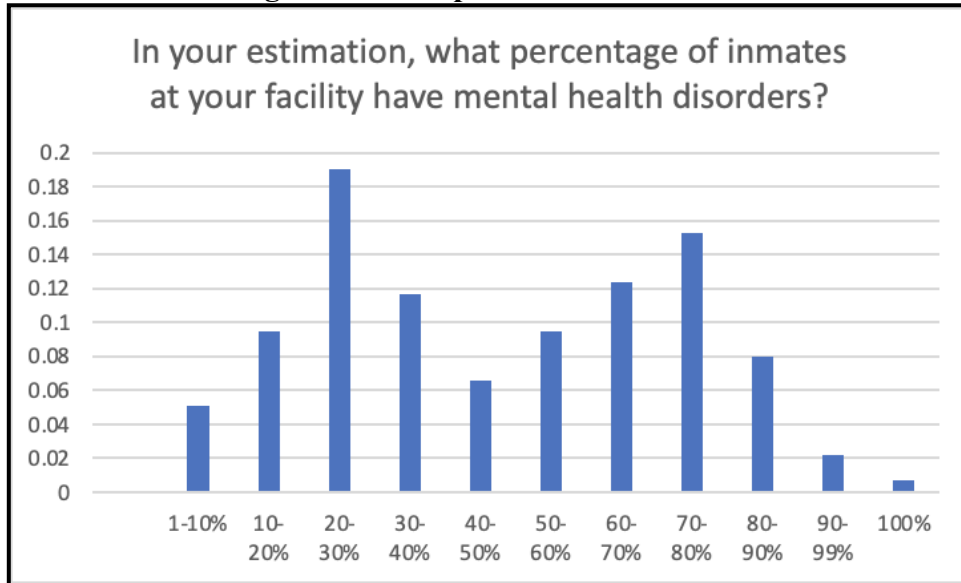
	Positive Interactions	JOBSATSCALE	Overall, how satisfied are you with your job? (Q44)	Would you encourage others to work as a correctional officer? (Q45)	EMOLABOR30	EMOLABOR42
Rate how each statement defines inmates you supervise - Inmates are manipulative (higher score = more positive interactions) (Q48_1)	-.172 .045 .137	-.004 .960 .137	-.108 .213 .135	-.070 .417 .137	.148 .101 .124	.035 .701 .124
Rate how each statement defines inmates you supervise - Inmates want to change (Q48_2RECODED)	-.279 .001 .137	-.127 .139 .137	-.035 .683 .135	-.039 .652 .137	.116 .200 .124	-.163 .071 .124
Rate how each statement defines inmates you supervise - Inmates have an "us" vs "them" mentality (Q48_3)	-.288 .001 .136	-.135 .117 .136	-.269 .002 .134	-.230 .007 .136	.100 .271 .123	-.070 .443 .123
Rate how each statement defines inmates you supervise - Inmates are good people who made a mistake (Q48_4RECODED)	-.446 .000 .136	-.110 .203 .136	-.085 .328 .134	-.143 .097 .136	.087 .339 .124	-.023 .802 .124
Rate how each statement defines inmates you supervise - Inmates need to be punished (Q48_5)	-.109 .208 .135	-.041 .637 .135	-.013 .879 .133	-.051 .555 .135	.001 .995 .122	.017 .849 .122
Rate how each statement defines inmates you supervise - Inmates need help to rehabilitate(Q48_6RECODE D)	-.307 .000 .137	.003 .970 .137	-.018 .839 .135	-.101 .241 .137	-.014 .881 .124	-.353 .000 .124
GeneralPerceptionsQ48 (higher score = higher opinion of inmates)	-.475 .000 .137	-.110 .203 .137	-.138 .111 .135	-.195 .023 .137	.098 .281 .124	-.177 .049 .124

Table 10. Summation of Results

Research Question	Accepted Hypothesis	Findings
RQ1: What is the impact of a correctional officer's job satisfaction and emotional labor on their general perceptions about inmates?	<i>H1_a</i> : There is a significant relationship between correctional officer's job satisfaction, emotional labor, and general perceptions about inmates.	Correctional officers with higher job satisfaction and higher emotional labor report feeling more positively about the inmates they work with.
RQ2: What is the impact of a correctional officer's job satisfaction and emotional labor on their perceptions about mentally ill inmates?	<i>H2_a</i> : There is a significant relationship between correctional officer's job satisfaction, emotional labor, and perceptions about mentally ill inmates.	Correctional officers with higher emotional labor estimate that a higher percentage of inmates have a mental health disorder and do not enjoy working with mentally ill inmates.
RQ3: What is the impact of a correctional officer's job satisfaction and emotional labor on their interactions with inmates?	<i>H3_a</i> : There is a significant relationship between correctional officer's job satisfaction, emotional labor, and their interactions with inmates.	Correctional officers with higher job satisfaction and higher emotional labor report engaging in more positive interactions with inmates.
RQ4: What is the impact of a correctional officer's general perceptions of inmates on their interactions with inmates?	<i>H4_a</i> : There is a significant relationship between correctional officer's general perceptions of inmates and their interactions with inmates.	Correctional officers with positive perceptions of inmates report engaging in more positive interactions with inmates.

APPENDIX B: FIGURES

Figure 1. Descriptive Statistics for Q47



APPENDIX C: SURVEY

Correctional Officers' Job Satisfaction

Start of Block: Consent

Q53 Please read the following and respond to the consent questions in the bottom if you wish to enroll in this study. 1. **Purpose:** This research project is designed to help us evaluate job satisfaction, work demands, and perceptions of inmate mental health from Correctional Officers. 2. **Description:** 1. Our research will be done using a survey. The survey will be comprised of the following sections: A section on job statistics, a section on job satisfaction, a section on mental health perceptions, a section on emotional labor, a section on demographics. 3. **IRB Approval Details**Protocol Title: Examining the Relationship between Correctional Officer Job Satisfaction and Perceptions of Inmate Mental HealthPrimary Investigator: Maegan GeorgePI Department & College: Department of Psychology and Department of Criminal Justice, College of Behavioral and Health SciencesFaculty Advisor (if PI is a student): Dr. Meredith DyeProtocol ID: _____ Approval Date: _____ Expiration Date: _____ 4. **Duration:** The whole activity should take about 10-20 minutes. The subjects must take at least 1 minute to complete the study. 5. **Here are your rights as a participant: (MANDATORY)**

· Your participation in this research is voluntary. · You may skip any item that you don't want to answer, and you may stop the experiment at any time. · If you leave an item blank by either not clicking or entering a response, you may be warned that you missed one, just in case it was an accident. But you can continue the study without entering a response if you didn't want to answer any questions. · Some items may require a response to accurately present the survey. 6. **Risks & Discomforts:** It is possible that you may feel slightly uncomfortable answering a question in the survey, but you are welcome to skip any question you do not wish to answer or exit the study at any time. Otherwise, there are no risks to you. 7. **Benefits:**a. Benefits to you that you may not receive outside this research: There are no direct benefits to you.b. Benefits to the field of science or the community: There is minimal existing research on impacts of the job on correctional officers, and this research can provide new, much-needed data. 8. **Identifiable Information:** You will NOT be asked to provide identifiable personal information.9. **Compensation:** **There is no compensation for participating in this study.** The qualifications to participate in this research are: You must be 18 years of age or older.b. you must be a current or former correctional officer.c. If you do not meet these qualifications, you will not be included in the research.10. **Confidentiality.** All efforts, within reason, will be made to keep your personal information private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State

University Institutional Review Board, Federal Government Office for Human Research Protections, if you or someone else is in danger or if we are required to do so by law. 11. **Contact Information.** If you should have any questions about this research study or possible injury, please feel free to contact Maegan George by telephone (615-612-9744) or by email mcg4q@mtmail.mtsu.edu OR my faculty advisor, Dr. Meredith Dye, at meredith.dye@mtsu.edu. You can also contact the MTSU Office of compliance via telephone (615 494 8918) or by email (compliance@mtsu.edu). This contact information will be presented again at the end of the experiment. **You are not required to do anything further if you decide not to enroll in this study. Just quit your browser. Please complete the response section below if you wish to learn more or you wish to part take in this study.**



Q56 I have read this informed consent document pertaining to the above identified research

- yes (1)
 - No (2)
-



Q33 The research procedures are clear to me

- Yes (1)
 - No (2)
-



Q32 I am 18 years or older

- Yes (1)
 - No (2)
-



Q34 I am aware of the potential risks taking this survey might have

Yes (1)

No (2)

End of Block: Consent

Start of Block: Job stats

Q9 Do you currently or have you ever worked as a Correctional Officer?

Yes, currently (1)

Yes, not currently (2)

no (3)

Q43 In what state do you work as a correctional officer?

I work in... (1) _____

Decline to answer (2)

Q40 How long have you or did you work as a correctional officer?

- 0-1 year (1)
 - 1-3 years (2)
 - 3-5 years (3)
 - 5-8 years (4)
 - 8-10 years (5)
 - More than 10 years (6)
-

Q35 On average, how many hours do you normally work each week? Please answer with a numerical value (Example, 37; 40; 25)

Q10 Which of the following categories describes your annual personal income?

- Under \$20,000 (1)
 - \$20,000 - \$29,999 (2)
 - \$30,000 - \$39,999 (3)
 - \$40,000 - \$49,999 (4)
 - \$50,000 - \$59,999 (5)
 - \$60,000 and above (6)
-

Q45 Would you encourage others to work as a correctional officer?

- Yes (1)
- Maybe (2)
- No (3)

End of Block: Job stats

Start of Block: Job satisfaction

Q36 Do you have an employee assistance program at your place of employment?

- Yes (1)
 - No (2)
 - I do not know (3)
 - Decline to answer (4)
-

Q37 If you answered yes to the previous question, do you use the employee assistance program to help manage work-related stress?

- Yes (1)
 - No (2)
 - I do not know (3)
 - Decline to answer (4)
-

Q38 If you answered yes to the previous question, was the employee assistance program helpful with managing work-related stress?

- Yes (1)
- No (2)
- I do not know (3)
- Decline to answer (4)

Q26 Rate how much you agree or disagree with these statements

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I am satisfied with the work itself. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my coworkers. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my supervision. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my promotional responsibilities. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the pay. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 Rate how much you agree or disagree with these statements

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I am willing to put in a great deal of effort beyond the normally expected in order to help with this organization. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept almost any type of job assignment in order to keep working for this organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am well compensated for my level of performance. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My promotional opportunities are excellent here. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job utilizes my skills and talents well. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 Rate how much you agree or disagree with these statements

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
If I looked for a job, I would probably wind up with a better job than the one I have now. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the jobs I could get would be an improvement over my present circumstances. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now, I have a job offer "on the table" from another employer. If I choose to take it. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found a better alternative than my present job (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 Overall how satisfied are you with your job?

- Extremely satisfied (1)
- Somewhat satisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat dissatisfied (4)
- Extremely dissatisfied (5)

End of Block: Job satisfaction

Start of Block: Perception of inmate health

Q23 How often do the following events occur in your workplace?

	Very often (1)	Somewhat often (2)	Unsure (3)	Somewhat rarely (4)	Very rarely (5)
Physical violence between two inmates (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical violence between 3 or more inmates (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical violence between inmate and staff member (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 Rate the safety of your facility

	Very safe (1)	Somewhat safe (2)	unsure (3)	Somewhat dangerous (4)	Very dangerous (5)
How dangerous do you think it is at this facility for staff members? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How dangerous do you think it is at this facility for inmates? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Rank your job responsibilities from most important to least important

- _____ Maintaining a safe environment (1)
 - _____ Ensuring the mental health of inmates (2)
 - _____ Providing for the physical needs of inmates (3)
 - _____ Protecting society from criminals (4)
 - _____ Other (5)
-

Q46 Have you had first hand experience with any of the following? (Select all that apply)

- An inmate who committed suicide (1)
 - An inmate who has self-harmed (2)
 - A staff member who has committed suicide (3)
 - A staff member who has self-harmed (4)
 - Inmate-to-inmate violence or homicide (5)
 - Inmate-to-staff violence or homicide (6)
 - Inmate death from natural causes (7)
 - Other (8) _____
-

Q47 In your estimation, what percentage of inmates at your facility have mental health disorders?

- 0% (1)
 - 1-10% (2)
 - 10-20% (3)
 - 20-30% (4)
 - 30-40% (5)
 - 40-50% (6)
 - 50-60% (7)
 - 60-70% (8)
 - 70-80% (9)
 - 80-90% (10)
 - 90-99% (11)
 - 100% (12)
-

Q55 How often do you engage in the following with inmates?

	Very often (1)	Somewhat often (2)	Occasionally (3)	Rarely (4)	Never (5)
Offering advice or counsel (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing jokes or laughing (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering support in a crisis (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebrating accomplishments and successes (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing life events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging mental health counseling (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Rate how each statement defines inmates you supervise

	Very true (1)	Mostly true (2)	Somewhat true (3)	Mostly false (4)	Very false (5)
Inmates are manipulative (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inmates want to change (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inmates have an "us" vs "them" mentality (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inmates are good people who made a mistake (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inmates need to be punished (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inmates need help to rehabilitate (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 What are the most common mental health issues you see in inmates? (check all that apply)

General depression (1)

Anxiety (2)

PTSD (3)

Bipolar disorder (4)

Schizophrenia (5)

Multiple Personalities Disorder (6)

Other personality disorder (7)

Eating disorders (8)

Other (9) _____



Q51 Rate how each statement defines you

	Very true (1)	Mostly true (2)	Somewhat true (3)	Mostly false (4)	Very false (5)
I dislike working with mentally ill inmates (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am sympathetic towards mentally ill inmates (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find working with mentally ill inmates draining (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Perception of inmate health

Start of Block: Work Demands

Q30 Rate how each statement defines you

	Very true (1)	Mostly true (2)	Somewhat true (3)	Mostly false (4)	Very false (5)	Decline to answer (6)
I have a feeling of worry that this job is hardening me emotionally. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel emotionally drained at the end of the workday. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel unable to connect with loved ones after a hard work day. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 How often do you experience these emotions while at work?

	Never (1)	A few times a month (2)	A few times a week (3)	A few times a day (4)	Many times a day (5)	Decline to answer (6)
Anxiety (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contentment (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anger (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 How often do you experience these emotions while NOT at work?

	Never (1)	A few times a month (2)	A few times a week (3)	A few times a day (4)	Many times a day (5)	Decline to answer (6)
Anxiety (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contentment (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happiness (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anger (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41 Choose what you usually do when you experience stress

	I usually do not do this at all (1)	I usually do this a little bit (2)	I usually do this a moderate amount (3)	I usually do this a lot (4)	Decline to answer (5)
I turn to substitute activities to take my mind off things (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get upset and let my emotions show (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make jokes/use humor about the situation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I discuss my feelings with other people in my life (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I just give up trying to reach my goal (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to see it in a different light, to make it seem more positive (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sleep more than usual (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about how I might best handle the problem (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a lot of emotional distress and I find myself expressing those feelings a lot (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I accept the reality of the fact that it happened (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I act as though
it has not
happened (11)

I put aside
other activities
in order to
concentrate on
this (12)

Q42 Rate how each statement defines you

	Very true (1)	Mostly true (2)	Somewhat true (3)	Mostly false (4)	Very false (5)	Decline to answer (6)
I act like nothing bothers me, even when an inmate makes me mad or upset. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to act the way people think a person in my job should act (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want my inmates to think I am always able to handle things (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work hard to keep myself in a positive mood at work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want my inmates to think I am always calm (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A big part of my job is keeping others happy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part of the training for this job requires learning how to deal with people (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I make an effort to be interested in my inmates' concerns (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give advice, I have to make sure I say it in a polite way (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People judge me by how caring I am (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make suggestions, I make sure I make them in a polite way (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something goes wrong at work, I feel like I should try to make other people feel better (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Work Demands

Start of Block: Demographic

Q1 What is your biological sex?

Male (1)

Female (2)

Q3 Please select the category that indicates your age.

- 18-24 (1)
 - 25-34 (2)
 - 35-44 (3)
 - 45-54 (4)
 - 55-64 (5)
 - 65 or above (6)
-

Q8 What best describes your marital status?

- Single, not married (1)
 - Married (2)
 - Living with a partner (3)
 - Separated (4)
 - Divorced (5)
 - Widowed (6)
 - Prefer not to answer (7)
-

Q11 Which of the following categories describes your annual household income?

- Under \$40,000 (1)
 - \$40,00 - \$49,999 (2)
 - \$50,000 - \$59,999 (3)
 - \$60,000 - \$69,999 (4)
 - \$70,000 - \$79,999 (5)
 - Click to write Choice 6 (6)
 - Click to write Choice 7 (7)
-

Q14 Choose one or more races that you consider yourself to be:

- White (1)
 - Black or African American (2)
 - American Indian or Alaska Native (3)
 - Asian (4)
 - Native Hawaiian or Pacific Islander (5)
 - Other (6) _____
-



Q16 What do you identify as? (example homosexual, bisexual, etc.)

Q18 How many people are living in your household? INCLUDE everyone who is living or staying here for more than 2 months. INCLUDE yourself if you are living here for more than 2 months. INCLUDE anyone else staying here who does not have another place to stay, even if they are here for 2 months or less. DO NOT INCLUDE anyone who is living somewhere else for more than 2 months, such as a college student living away or someone in the Armed Forces on deployment.

- 1 (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - More than 6 (7)
-

Q54 Has anyone in your family been incarcerated?

- Yes (1)
 - No (2)
 - I do not know (3)
-

Q20 What is your highest level of education? Choose all that apply.

- Less than high school (1)
- High school graduate (2)
- Some college (3)
- 2 year degree (4)
- 4 year degree (5)
- Professional degree (6)
- Doctorate (7)
- Technical/professional/trade school (8)
- Military training (9)

Q21 If you have a college degree, what is your degree in?

Q50 How do you categorize your political views?

	Very conservative (1)	Mildly conservative (2)	Neutral (3)	Mildly liberal (4)	Very liberal (5)
Political Preference (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Demographic

Start of Block: Discussion

Q16 When was a time you felt that you made a difference in your workplace?

Q17 What is your best memory from working as a correctional officer?

Q18 What is your worst memory from working as a correctional officer?

End of Block: Discussion

APPENDIX D: IRB APPROVAL

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129
 FWA: 00005331/IRB Regn. 0003571



IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Wednesday, May 19, 2021

Protocol Title **Examining the Relationship between Correctional Officer Job Satisfaction and Perceptions of Inmate Mental Health**
 Protocol ID **21-2179 7q**
 Principal Investigator **Maegan George** (Student)
 Faculty Advisor Meredith Dye
 Co-Investigators NONE
 Investigator Email(s) *mcg4q@mtmail.mtsu.edu; meredith.dye@mtsu.edu*
 Department Criminal Justice (PI) and Sociology (FA)
 Funding **NONE**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU IRB through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action is tabulated below:

<i>IRB Action</i>	APPROVED for ONE YEAR		
<i>Date of Expiration</i>	5/31/2022	<i>Date of Approval:</i> 5/19/21	<i>Recent Amendment:</i> NONE
<i>Sample Size</i>	ONE HUNDRED (100)		
<i>Participant Pool</i>	<i>Target Population:</i> Primary Classification: General Adults (18 or older) Specific Classification: Correction Officers		
<i>Type of Interaction</i>	<input type="checkbox"/> Non-interventional or Data Analysis <input checked="" type="checkbox"/> Virtual/Remote/Online interaction <input type="checkbox"/> In person or physical interaction – Mandatory COVID-19 Management		
<i>Exceptions</i>	Online consent followed by Qualtrics survey is permitted		
<i>Restrictions</i>	1. Mandatory ACTIVE Informed Consent. 2. Other than the exceptions above, identifiable data/artifacts, such as, audio/video data, photographs, handwriting samples, personal address, driving records, social security number, and etc., MUST NOT be collected. Recorded identifiable information must be deidentified as described in the protocol. 3. Mandatory Final report (refer last page). 4. The protocol details must not be included in the compensation receipt. 5. CDC guidelines and MTSU safe practice must be followed		
<i>Approved Templates</i>	<i>IRB Templates:</i> Recruitment Email and Online Informed Consent <i>Non-MTSU Templates:</i> Facebook Recruitment Script		
<i>Research Inducement</i>	NONE		
<i>Comments</i>	NONE		

Post-approval Requirements

The PI and FA must read and abide by the post-approval conditions (Refer “Quick Links” in the bottom):

- **Reporting Adverse Events:** The PI must report research-related adversities suffered by the participants, deviations from the protocol, misconduct, and etc., within 48 hours from when they were discovered.
- **Final Report:** The FA is responsible for submitting a final report to close-out this protocol before **5/31/2022 (Refer to the Continuing Review section below); REMINDERS WILL NOT BE SENT. Failure to close-out or request for a continuing review may result in penalties** including cancellation of the data collected using this protocol and/or withholding student diploma.
- **Protocol Amendments:** An IRB approval must be obtained for all types of amendments, such as: addition/removal of subject population or investigating team; sample size increases; changes to the research sites (appropriate permission letter(s) may be needed); alternation to funding; and etc. The proposed amendments must be requested by the FA in an addendum request form. The proposed changes must be consistent with the approval category and they must comply with expedited review requirements
- **Research Participant Compensation:** Compensation for research participation must be awarded as proposed in Chapter 6 of the Expedited protocol. The documentation of the monetary compensation must Appendix J and MUST NOT include protocol details when reporting to the MTSU Business Office.
- **COVID-19:** Regardless whether this study poses a threat to the participants or not, refer to the COVID-19 Management section for important information for the FA.

Continuing Review (The PI has requested early termination)

Although this protocol can be continued for up to THREE years, The PI has opted to end the study by **5/31/2022**. **The PI must close-out this protocol by submitting a final report before 5/31/2022. Failure to close-out may result in penalties that include cancellation of the data collected using this protocol and delays in graduation of the student PI.**

Post-approval Protocol Amendments:

The current MTSU IRB policies allow the investigators to implement minor and significant amendments that would fit within this approval category. **Only TWO procedural amendments will be entertained per year** (changes like addition/removal of research personnel are not restricted by this rule).

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

Other Post-approval Actions:

The following actions are done subsequent to the approval of this protocol on request by the PI/FA or on recommendation by the IRB or by both.

Date	IRB Action(s)	IRB Comments
NONE	NONE	NONE

COVID-19 Management:

The PI must follow social distancing guidelines and other practices to avoid viral exposure to the participants and other workers when physical contact with the subjects is made during the study.

- The study must be stopped if a participant or an investigator should test positive for COVID-19 within 14 days of the research interaction. This must be reported to the IRB as an “adverse event.”
- The MTSU’s “Return-to-work” questionnaire found in Pipeline must be filled by the investigators on the day of the research interaction prior to physical contact.
- PPE must be worn if the participant would be within 6 feet from the each other or with an investigator.
- Physical surfaces that will come in contact with the participants must be sanitized between use
- **FA’s Responsibility:** The FA is given the administrative authority to make emergency changes to protect the wellbeing of the participants and student researchers during the COVID-19 pandemic. However, the FA must notify the IRB after such changes have been made. The IRB will audit the changes at a later date and the FA will be instructed to carryout remedial measures if needed.

Data Management & Storage:

All research-related records (signed consent forms, investigator training and etc.) must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data must be stored for at least three (3) years after the study is closed. Additional Tennessee State

data retention requirement may apply (*refer "Quick Links" for MTSU policy 129 below*). The data may be destroyed in a manner that maintains confidentiality and anonymity of the research subjects.

The MTSU IRB reserves the right to modify/update the approval criteria or change/cancel the terms listed in this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

Quick Links:

- Post-approval Responsibilities: <http://www.mtsu.edu/irb/FAQ/PostApprovalResponsibilities.php>
- Expedited Procedures: <https://mtsu.edu/irb/ExpeditedProcedures.php>
- MTSU Policy 129: Records retention & Disposal: <https://www.mtsu.edu/policies/general/129.php>