Chapter II

Review of Literature
The problem of the children of lifers is so serious that it demands careful study but the paucity of literature is so appalling. Very few research studies have been attempted on the children of lifers and their problems. While there is substantial literature about prisoners and their problems, very little indeed has been written about their children. This chapter includes the related literature published in India and elsewhere. The studies relating to the topic can be classified as follows.

1. Children with parents in prison
3. Family environment
4. Anxiety, deprivation, personality problems and alienation.
5. Academic achievement and adjustmental problems
6. Visiting parents in Prison
7. Intervention Programme and its impact

CHILDREN WITH PARENTS IN PRISON

Sikka, K.D. (1986). Women in Indian prisons: Major issues

Discusses the situation of women in prison in India, a minority whose treatment is complicated by the fact that many have children institutionalized with them. The consequences of imprisonment of women and on their children are considered. The imprisoned woman finds her femininity under attack; her competence in other female roles is questioned. Lack of proper childcare services in Indian prisons is noted. It is concluded that programs for female offenders should be expanded with the children in mind.

The legal case of an unmarried incarcerated woman who sought custody of her infant illustrates issues concerning the relationship between children, the family, and the state; problems in the definition of a parent as “unfit”; and difficulties in determining what is in the child’s best psychological interest. The importance of mother-infant bonding and the discontinuities in relationship common in foster care support allowing the placement of children with their mothers in prison, but difficulties arise when the arrangement become long term.


The quality of the educational family context of children who live with their mothers in prison (N = 127, age M = 16.3 mo) and how this situation affects their level of development are analyzed. The assessment of these contexts was carried out using the home scale. The valuation of the children’s development was carried out using the Brunet-Lezine scale. The data show that the quality of this context is extremely low, with one of the most striking features being the low score obtained in the subscales of provision of play materials and variety of experiences. Moreover, there are significant differences in the scores that are related to the mothers level of education, ethnic origins and the type of prison where they are serving their sentences. As for the scores obtained by the children in the Brunet-Lezine scale, the data show that their level of development is similar to that of the infant population in general although we also found that the development quotients of the children in the group with the lowest scores in the Home scale tend to drop significantly after 18 months of age. The results are discussed in terms of the interaction of context and development under the light of the canalization hypothesis, and suggestions are made about ways to improve these children’s conditions.
Wheat, Darryl (2003). Women Prisoner’s perspectives on the prison family

The purpose of this study was to discover why women form and join prison families. The study used a sample of convenience. The Chief Social Worker, the researcher and several prison family mothers helped in the selection of willing participants. Eight mothers, eight children, six fathers, and eight non-family subjects participated in a series of clinically oriented, unhurried, narrative interviews intentionally designed to reduce defensiveness, built trust, and increase self-disclosure. Women prison families were found to be biracial, personally initiated, stable structures, with role expectations, joined by mutual consent, and devoid of incest. The family meets member’s needs by providing caring, mentoring, and support. The prison family is relationship driven, not motivated by sexual desire, and typically revolves around the family, mother and her children. Prison family mothers were older, more mature inmates who evidenced growth in self-development and relationships. They were accorded respect from both prison inmates and the prison staff.


“Children imprisoned with their mothers: Psychological Implications” compares how various countries apply penal sanctions to pregnant women and their young offspring, describes how the prison setting may affect the mother child dyad, speculates on the cognitive and emotional developmental consequences for child and proposes changes designed to avoid detrimental consequences and promote the child’s and mother’s mental hygiene.


Presents results of a mail questionnaire from 43 state and federal correction departments that collectively provide a profile of prisons, female inmates, and parenting programs. 36 respondents indicated that parenting / child programs were available, but no consistency was found in length, depth, or
content, and most classes victims of sexual child abuse, and adult sex offenders who were victims of sexual abuse. Therapists in the corrections field were the greatest supporters of confrontational and punitive therapy methods. Sympathetic methods were preferred with children, juveniles ranked equally for pro and anti sympathetic methods, and adults were least likely to receive sympathetic treatment.

**NEEDS AND PROBLEMS OF CHILDREN OF IMPRISONERS**

**Vandana Chakrabarti (1987). A Study on situation of families of Prisoners in Greater Bombay and Thane Districts**

The total sample size of the study was 230. Among them, 172 children belonging to 53 prisoners' families was studied. Of these 149 stayed with their respective families and 23 shifted out of their family. There were 88 school going age children, of whom 73 where studying. Amongst them, there were 44 males and 29 females. 88.8% of the children studied in vernacular medium schools. About 75.34 percent of the children have seen their environment as violent, antisocial and tempting. Approximately 89% of the children considered their father as 'absent'. In about 94 percent of protocols, the father image was negative. Interactional problems were low in children between 10 years and 12 years of age. Antisocial problems were high in children between 13 years and 16 years of age. 72.6 percent of the children had anti-social tendencies.

**Hagen, Kristine Amlund (2005). Hope, Social Support and Behavioural problems in At Risk Children**

This study investigated the effects of hope, social support and stress on behavioural problems in a high risk group of 65 children of incarcerated mothers. Children with low levels of hope had more externalizing and internalizing problems. Children who perceived less social support had more externalizing problems, and children who had experienced more life stressors reported more internalizing problems. Regression analysis indicated that hope
contributed unique variance to both internalizing and externalizing behavioural problems after social support and stress were controlled. These findings suggest that being confident in one’s ability to overcome challenges and having a positive outlook function as protective factors, whereas being less hopeful may place a child at risk for developing adjustment problems. Whether it is possible to faster agency and teach pathways to children with lower levels of hope is discussed.


Academic failure, exclusionary discipline practices, and dropout have been identified as key elements in a “school to prison pipeline”. Although a strong body of research exists on the risks for delinquency, few studies have attempted to understand the variables within schools that exacerbate or counteract these risks. They conducted three multi method studies that examined three school characteristics related to delinquency – academic failure, suspension, and dropout – at the elementary, middle and high school levels respectively. They compared schools that were high performing with those that were low performing with respect to each of these characteristics. Results suggest that school-level characteristics can help minimize the risks for youth delinquency. The majority of court-involved youth have experienced academic failure, school exclusion, and dropout. Their findings, in conjunction with those of their researchers, identified school-based policies and practices that may exacerbate or mitigate the risks for court involvement among youth. The results of our studies suggest that such school-level characteristics as supportive leadership, dedicated and congenial staff, schoolwide behaviour management, and effective academic instruction can help minimize the risks for youth delinquency.

Child welfare professionals are encountering a growing number of children with incarcerated parents. Too frequently these children, like children whose parents have died, are disenfranchised grievers coping with compounded losses. William Warden has identified four emotional tasks for grieving children. This article explores the applicability of this model to children with parents in prison and suggests the use of bibliotherapy as an effective intervention, juvenile literature written specifically for this population is analyzed accordingly.

Young, Diane, S. (2001). When moms are incarcerated: The needs of children, mothers, and caregivers

Maternal incarceration increasingly contributes to the number of children placed in Kinship care arrangements. The needs of incarcerated women, their children, and the children’s caregivers have historically been dealt with in isolation. Practitioners across substantive areas of corrections, child welfare, and aging must think creatively and collaboratively about ways to positively assist these families. This paper examines the needs of children, imprisoned women, and the children’s kinship caregivers form an ecological theoretical perspective. Key findings from evaluation studies of programs designed to strengthen families affected by maternal incarceration are discussed. Finally interventions that increase adaptive exchanges between incarcerated women, their children and the children’s caregivers are suggested.

Enos, Sandra (1997). Managing motherhood in prison: The impact of race and ethnicity on child placements

The vast majority of the women who are imprisoned in our nation’s correctional facilities are mothers. These women face considerable challenges in managing motherhood tasks while incarcerated. The options available for women in placing their children, maintaining contact, and maintaining place in families vary widely and are related to race, ethnicity and other variables. This
article examines how motherhood is enacted under the circumstances of incarceration through the use of qualitative research (N=13) undertaken in a women's prison.


Argues that the children of incarcerated offenders are often the ones who suffer most. The author questions whether incarceration of short sentence prisoners is justified if a significant proportion of their children suffer harm as a result. It is further argued that tens of thousands of such children are victimized each year because the price of change is too high, both for the criminal justice system as an institution and for those groups and individuals with a vested interest in the maintenance of the status quo.

Lowenstein, Ariela (1986). Temporary single parenthood: the case of prisoners' families

Studied the adjustment problems of children experienced as a result of their separation from the father and identified variables affecting successful adjustment to the father's incarceration. The study was undertaken in the wider context of family system functioning and family relations. Data were collected through structured personal interviews with 118 Jewish prisoners' wives (mothers of 302 1-17 years old children) and their husbands, who were 1st timers serving terms of 13 months of life imprisonment. The interview schedule was based on the predictor variables of family background and family systems functioning as measured by a family resource inventory and the coping with separation inventory. The criterion variable was a children's adjustment inventory. Findings indicate predicaments in 3 areas: interactional, emotional, and health and behavioral. Through the use of discriminate analysis 2 clusters of predictor variables emerged. Ability of the children to adjust successfully to their imprisonment was related to familial and personal resources of the mother and to the stigmatizing effects of the criminal event.

Examined 31 imprisoned parents' (20 fathers and 11 mothers) perceptions of the effects of the imprisonment on their children. Specifically, the study attempted to determine (a) the extent to which the child knew of and participated in the process leading to the imprisonment, (b) the explanations parents gave children about imprisonment, (c) children's attitudes towards the incarcerated parent and how often the children visited, and (d) whether a relatively unselected population of prisoners' children show some of the same aggressive and antisocial tendencies previously found among prisoners' children referred for psychiatric counseling. Results show that there were temporary behavioral symptoms and antisocial behavior on the part of a few pubertal children. The stigmatizing and traumatizing effects of imprisonment on the spouse and child left behind are discussed and suggestions for clinical intervention are offered.

Morris, Pauline (1967). Fathers in prison

Evidence on the relationship of fathers' criminality and delinquency is conflicting. Both parents tend to downplay its significance and see the child's behavior problems as only problems for the mother in managing. The majority of parents do not tell their children the truth about the incarceration. This deception, frequently ineffective, is the cause of great strain. Most of the children seem to miss their fathers. Best adjustment are made where the mother returns to live with her family. Prisons could also improve visiting facilities with respect to children.

FAMILY ENVIRONMENT

Frick, Paul, J. (2002). Understanding the association between parent and child antisocial behaviour

First, this study reviews the literature documenting a link between parent and child antisocial disorders, including antisocial personality disorder and
conduct disorder. There are sex-specific differences in this link, with mothers of children with conduct disorder often showing antisocial behaviour that is below a diagnostic threshold or showing high rates of somatization symptoms. Finally, the link between parent and child antisocial disorders does not appear to be an artifact of the family history methodology used. The study then focuses on the theoretical models to explain the mechanisms involved in the intergenerational link between parent and child antisocial disorders and on data that are either consistent or inconsistent with these explanations. These explanations have typically focused on three models. The first emphasizes the potential role of heredity, and on predispositions that place a person at risk for showing severe antisocial behaviours passed from parent to child through genetic mechanisms. The second model emphasizes the role of observation learning in the development of aggression and antisocial behaviour. A third model emphasizes the disruptive effects that an antisocial parent can have on the family environment and socialization of the children.


The authors consider adolescence as a period of marked physical, physiological, and intellectual changes, and view developmental patterns as providing an understanding of the qualitative and quantitative changes taking place in individuals. They examine the influence of culture on the physical and psychological development of adolescents from two different Indian communities with common cultural, social, and biological backgrounds. The sample comprises 1023 adolescents, of whom 504 are Punjabis (227 males, 277 females) and 519 Baniyas (275 males, 244 females) between 12 and 18 years, studying in five randomly selected government schools of Delhi. Parents (N - 1952) are also asked descriptive questions and administered questionnaires relating to child rearing practices. Anthropometric measurements indicated that Punjabi females have more height, weight, leg length, and upper-arm circumference than Baniya females. Similarly Punjabi males have greater arm
length and chest and calf circumference than Baniya males. Regarding intelligence and adjustment, Punjabis (males and females) are higher on social and abstract intelligence (patience, co-operativeness, confidence, and sensitivity) and home, educational, emotional, and overall adjustment than their counterparts. Punjabis are also more conscientious, relaxed, placid, reflective, and impulsive than Baniyas. Regarding child rearing practices, as compared to the Baniya parents, the Punjabi parents are more co-operative and liberal towards their children and also encourage children to express their views. The child rearing practices show a significant correlation with anthropometric measurements, intelligence, adjustment, and temperament profiles of the children.


An attempt has been made to study the home situation, the parent-child relationship, and the personality pattern, in terms of extraversion, neuroticism and manifest aggression, value orientation and social adjustment of runaway girls in the Indian setting. The sample comprised of 100 female subjects divided into two groups. One group consisted of 50 girls who had run away from home at least once, and were residents of a delinquent girls' home. The other group of 50 girls (who had never run away from home) were selected from the local government schools. The two groups were matched on age, education, and family size. The subjects were given the following tests: EPI (Eysenck and Eysenck, 1968), NSQ (Scheier and Cattell, 1961) and an inventory to evaluate value orientation, manifest aggression and social maladjustment. Results suggested that run away girls seem to have a personality pattern distinct from non-run away girls, and strikingly similar to that of delinquents. Their home situation was found to be grossly unsatisfying. Also revealed, was a clear-cut disturbance in the parent-child relationship.

The effects of disrupted father-son relationship on the son's behavior were studied in 200 non-delinquent ninth and tenth grade children and 200 delinquents matched for age, socio-economic status, and rural-urban background. Answers to a questionnaire revealed that: (a) 71% of delinquents were afraid of their fathers, compared to 48% of nondelinquents; (b) 57% of delinquents and 31% of non-delinquents felt rejected rather than loved by their fathers; (c) 38% of delinquents and 54% of non-delinquents preferred to have their fathers deal with their case when they had done something wrong rather than their mothers; and (d) 40% of delinquents and 55% of non-delinquents felt better understood by their fathers than by their mothers. It has been concluded that delinquents more often come from homes where normal communication between fathers and sons has been blocked, and they feel more loved by their mothers than by their fathers.


In the present study some important familial factors in the home environment that lead a child to delinquency are examined. The sample comprised 150 delinquents and 150 non-delinquent adolescent boys in the age group 11-16 years. The delinquents were from an approved school of Varanasi. Both the groups were matched for age, gender, education, socio-economic status, and place of habitation. A semi-structured Interview Schedule (Agrawal and Singh, 1982); the Rorschach Test; and an adaptation of Offer's Self-Image Questionnaire (Agrawal and Mishra, 1982) were the tools used. The data was analyzed using the chi-square test. The results for the family demographic variables indicated that a significant association existed for birth order and delinquency (higher proportion of delinquents were first and second borns as compared to the non-delinquents). Further, the percentage of delinquents who experienced parental loss (death or separation) was higher as compared to the non-delinquents. The delinquents also reported experiencing severe to moderate
disciplinary practices at their homes. The results regarding interpersonal relationships indicated that a significantly higher percentage of delinquents reported poor or indifferent relationships between their parents, poor relations with their parents, and experienced the feeling of rejection from their parents as compared to their non-delinquent counterparts. The need, for family counselling and appropriate rehabilitation of the delinquents is discussed.


Administered an adaptation of the Bell Adjustment Inventory to 302 pre-university students (16-18 years of age). Subjects were divided into four groups: (1) only children, (2) first born through third born, (3) fourth through fifth born, and (4) last born. On all measures - home, health, social, and emotional adjustment - only children stood apart as being the most maladjusted. Fourth and fifth born subjects were the best adjusted on all the scales. No sex differences were found. It has been argued that the maladjustment exhibited by only children was based in an adult orientation and self-centredness. First, second, and third born children were exposed to similar experiences and received equal amounts of parental attention, while later born siblings were apt to encounter different socio-economic conditions and received differing amounts of parental attention.


The study explored gender differences in the impact of father's absence (due to death) on the personality development of the children. The sample comprised 64 fatherless (32 boys and 32 girls) and 64 with father (32 boys and 32 girls) subjects. Kapoor and Rao's (1972) Children's Personality Questionnaire was used to assess the 14 personality dimensions of the subjects. The t-test was employed to analyze the data. The results indicated that the subjects with the fathers present were significantly more outgoing, warm-hearted, easy-going, and participating as compared to the fatherless children who were found to be more reserved, detached, critical, cool, had lower ego-strength, were emotionally
unstable, and got upset easily. Other significant personality dimensions observed for the fatherless children were that these children were significantly more excitable, shy, restrained, diffident, timid, careless of social rules, untidy, and followed their own urges as compared to their 'with father' counterparts. The gender differences revealed that the father's absence had significantly more adverse effects on the personality of the boys as compared to the girls.


The authors consider family as the most important agent for social control of children that transmits societal values. However, slum families need not necessarily conform to these. The study considered the socio-economic characteristics of slum households, nature and extent of anti-social, pre-delinquent, and delinquent behavior among children, and examined corresponding reaction of parents. The eldest male child (8-16 years) and one of the parents from 100 randomly selected households in a slum neighborhood were interviewed using a pre-tested, vernacular schedule. Results using percentages and chi-square revealed that juveniles were between 8-13 to 15-16 years, belonging mainly to Muslim families followed by Hindus. Their parents were mostly illiterate and involved in daily wage jobs. The children were either studying in primary/middle level or were dropouts with a large proportion of children supplementing the family income. Anti-social behavior such as use of abusive language, fighting with siblings, and returning home late was most prevalent (13-15 years), followed by pre-delinquent and delinquent behavior such as teasing, group fights, tobacco use, and pick-pocketing. Gambling and stealing were more prevalent in the younger children (8-13 years). Reaction to anti-social and pre-delinquent behavior by parents was strong but was tolerant regarding delinquent behavior. The author highlights the need for sensitizing parents on social/anti-social behavior and providing proactive guidance for children.

The present study investigated school adjustment in relation to social and familial variables such as education and occupation of father and number of children, stable-unstable economic conditions, and place of dwelling. The sample consisted of 250 high school students. They were classified as high and low groups based on their performance on the High School Adjustment Inventory (HSAT). Findings indicated that the predictors of good school adjustment are: higher education and occupational status of fathers, small family size, stable home conditions, and higher economic status. Rural – Urban dwelling made no difference.

ANXIETY, DEPRIVATION, PERSONALITY PROBLEMS AND ALIENATION


This study aims at estimating the dependence - proneness and test-anxiety in young school children. The sample of 80 students (40 boys, 40 girls), was randomly selected from class III students (12-14 years) of Government Higher Secondary Schools. The two chosen scales were The Test Anxiety Scale (TAS) Mandler and Cowen (1958), and the Dependence - Proneness Scale (DP) Sinha (1968). Results suggest girls exhibit a 'greater degree of dependency proneness than boys, but test anxiety scores showed no significant sex differences. Inter-correlations (all in the negative direction) showed no appreciable significance.


The main objective of this study was to investigate and differentiate the state of anxiety (general as well as that concerning bodily functions) between the
high and low-achieving adolescents, and to study sex differences in the possession of both types of anxiety. The ink-blots were given to a final sample of 60 students, matched on age (14+), grade (class X), sex and socio-economic status. They were further divided equally into 4 categories; high-achieving boys (HAB), low-achieving boys (LA-B), high-achieving girls (HAG), and low-achieving girls (LAG). Besides the RIBT, the other measures used were, Raven's Progressive Matrices (1956), last examination marks, Rao's Socio-economic Status Rating Scale (1977) and the Klopfer, et al (1956) method of scoring and interpretation. Analysis of data indicated that low-achievers (irrespective of sex) were more anxious than high-achievers. Girls in general had a higher level of anxiety than boys. High-achieving girls generally did not differ significantly from other groups in the study, but scored high on anxiety concerning bodily functions.


This study examines the relationship between neuroticism and academic achievement. For this purpose, 70 male and 70 female B.A. final year students were selected. These were divided into two groups, high achievers (> 55% marks) and low achievers (< 40% marks). Kapoor's (1966) Neuroticism Scale Questionnaire was administered to both groups. Results reveal that 48% of the students are high on neuroticism (46% males and 510% females ales), and out of these 87.26% are high achievers. The authors concluded that anxiety and neuroticism, to some extent may be related to educational achievement.


The present investigation was carried out to study the anxiety levels of delinquent children, who had been branded as social non-conformists' and who rejected the traditional values and restrictions imposed upon them by the society. Three groups, namely, delinquents, destitutes and normals, were selected for the sample. General Anxiety Scale for Children (GASC) developed by Sarason
(1960) was used to measure the anxiety level. The study showed that, the delinquent and destitute children had more anxiety than the normal children. The authors suggest that the reformation and rehabilitation of delinquents and destitutes requires anxiety reduction techniques value orientation, autism, alienation, manifest aggression, social anxiety, denial, and asocial index.


This study was aimed at evaluating the personality needs of delinquent (wandering and theft) and non-delinquent boys. They were in the age group of 13-18 years, devoid of any physical or psychiatric illness. The non-delinquent boys, studying in 6th to 10th standards, were selected from St. Mary's School, Madras and the delinquent boys of the same standards, from the Approved School, Chinglepet. The tool used in the study was Sharma's Personality Need Inventory (PNI), designed primarily to provide quick and convenient measures of relatively independent personality variables. The delinquent wandering group significantly differed in need achievement, need change, and need order, whereas, the delinquent theft group differed significantly in terms of need order only, as compared to the non-delinquents group. The three groups differed significantly from one another in order of personality needs.

Kundu, R., and Bhaumik, G. (1982). Introversion-extraversion and neuroticism: Two outstanding personality correlates of juvenile delinquent boys

This study attempted to verify the following hypotheses: (1) Delinquents are significantly more extrovert than normal; (2) There is a significant difference in neuroticisin between the delinquent and the normal; (3) There is a significant relationship between extraversion and neuroticism, in delinquent subjects. Thirty convicted juvenile offenders (mean age 13.5 years), undergoing rehabilitation at the Berhampore Borstal School in West Bengal, formed the sample. A control group of 30 students was selected from various Bengali medium schools in
Calcutta, matching the subjects for age and socio-economic status (low and middle). A Bengali version of the junior Eysenck Personality Inventory was the tool used. Mean differences in extraversion and neuroticism scales of delinquent and non-delinquent groups were statistically significant (t-ratios -3.40 and 6.57 respectively), indicating that the former are more extraverted and neurotic than the latter, leading them to a state of secondary psychopathy.


The study examined the personality characteristics of adolescents; described the coping strategies of competent students; identified the factors that competent children perceived as significantly responsible for their competence; and presented a profile of a typical competent girl and boy. The sample, comprising 50 students (12-15 years old), was selected on the basis of their teacher's rating on their above average academic performance, participation in extra-curricular activities, and social popularity. The Gough Adjective Checklist, Rotter's Internal-External Locus of Control Scale, a projective test, and a semi-structured Interview (to identify the factors related to the development of competence as perceived by the child) were the tests administered. The results indicated that warm, affectionate relationships with both the parents and the teachers led to a positive perception of the environment and a sense of confidence and personal worth in the subjects. Mature behavior patterns in the subjects were promoted by firm, consistent discipline at home and at school. The authors reported that in addition to mastery in academic skills, the development of social skills and emotional stability were crucial for the development of a stable sense of competence.


Describing social disadvantage as an outcome of economic, psychological, and social deprivation, the authors investigated the level of
anxiety existing in orphans, delinquents, orthopaedically handicapped, and normal adolescents. The sample consisted of 320 adolescents with 40 boys and 40 girls in each of the four sample groups, evenly distributed in the age range of 13-16 years. Working definitions for the present study of the four sample groups have been elaborated. The tools for data collection included a Gujarati adaptation of the Self-Analysis Form by Shikari (1986). Results revealed significant differences in anxiety levels between normals, orphans, delinquents, and physically handicapped, with delinquent boys exhibiting the highest level of anxiety across all age groups of 13-16, as compared to the orphans who exhibited maximum anxiety at age 13. Normal and physically handicapped girls experienced the least anxiety. Delinquent and orphan girls experienced significantly higher anxiety, with delinquent girls exhibiting the highest level.


Citing past researches the author points to the impact of prolonged deprivation on psychological characteristics of adolescents such as motivation and anxiety. The present study looks at the differences between high, medium, and low deprivation in state, trait, and test anxiety. Adolescents (161 boys) studying in Class a participated in the study. The tools used for the study included using Prolonged Deprivation Scale (Misra and Tripathi, 1975) that consisted of questions dealing with housing condition, home environment, schooling, childhood and rearing experiences. The State Trait Anxiety Inventory (Spielberger, Sharma and Singh, 1973) was used to measure anxiety and the Test Attitude Inventory (Sharma, Sud and Spielberger, 1983) measured test anxiety. Results using t-tests revealed that there was no significant difference in the anxiety pattern of the groups, however, a gradual decrease in mean scores on state, trait, and test anxiety scales was observed as the level of deprivation decreased. The inter-comparisons of mean scores on anxiety scales revealed that the group high on deprivation differed significantly from the group low on deprivation with respect to state, trait, and test anxiety. The group with medium
deprivation differed from the group high on deprivation on state and trait anxiety only. The author concludes by suggesting strategies such as change in motivational characteristics of deprived subjects and modification of attitudes of those who are relatively less deprived.


Describing concept formation as a learning task ability by which a person develops common responses to a general class of objects, the authors point out that environmental factors play a significant role in the development of concept formation. The study thus investigated the effect of prolonged social deprivation upon the concept formation of males and females. A factorial design of 2X2 was used with deprivation and sex as factors. A sample of 200 adolescents (14-15 years) from different government schools was administered the Prolonged Deprivation Scale (Misra and Tripathi, 1977). Using the criteria of mean plus/minus 1 SD, to delineate socially deprived/non-deprived group, a final sample of 60 subjects was selected with an equal number of males and females. Two concept formation tests to assess the concept of height, size, and class were administered individually to the subjects. Results of ANOVA revealed that non-deprived children performed significantly better than their deprived counterparts on concept formation tasks. No significant relation was revealed between concept formation and sex within a social group. However, significant differences were observed between concept formation of non-deprived males and deprived females. The authors attribute the observed differences to socialization practices, training, environmental stimulation, and motivational factors.


A group of 32 male and 15 female (16 years old) children was administered scales measuring their linear socio-economic status, Self-concept,
alienation, and popularity in an attempt to determine the extent to which self-concept, socio-economic status, and popularity correspond to alienation. The present study also determined whether gender differences existed with regard to alienation, and it was hypothesized that females would be less alienated than males. The results do not support the hypothesis. There was no significant relationship among the four measured variables for either sex. However, for all the subjects, popularity and alienation were negatively related. Multiple correlation analysis revealed that the alienation scores of males could be predicted with greater success than those of females from self-concept, linear socio-economic status, and popularity. It has been suggested that other social/psychological factors were related to adolescent alienation (for example, parental attitudes, the adolescent's adjustment to the environment, personal feelings and experiences).


This study examines the effect of deprivation on aptitude. The sample consisted of 100 subjects, 50 male and 50 female, which were further divided into two groups each, namely, deprived and non-deprived. The subjects were administered seven sub-tests of Differential Aptitude Test PAT) in Hindi (Ojha, 1975). The Prolonged Deprivation Scale (PDS) (Misra and Tripathi, 1977) was adapted by the investigators to meet the cultural requirements of the area under investigation. None of the observed differences were found significant except numerical ability wherein the non-deprived scored higher. Deprivation did not seem to affect aptitude, but sex had a greater role to play in differential aptitudes with boys scoring higher on mechanical, and girls on clerical reasoning.
ACADEMIC ACHIEVEMENT AND ADJUSTMENTAL PROBLEMS


This study assessed the relationship of academic performance with intelligence, socio-economic status, and parental attitude. A sample of 200 students (100 high and 100 low achievers), 12-15 years of age, were selected from 2 different schools of Aligarh city. Examination marks from the two previous years were taken to assess the scholastic achievement of each student. The following standardized tools were used to assess the socio-economic status, intelligence and family relationship: (1) G.P. Srivastava's Socio-economic Status Scale (urban), (2) P.N. Mehrotra's Verbal and non-verbal Test of Intelligence, and (3) G.P. Sherry and Sinha's family relationship inventory. The authors concluded besides intelligence, various psycho-social factors, are responsible for better or poor academic performance. Factors, such as SES, intelligence, and parent avoidance had a significant influence on performance, while parental acceptance did not play an effective role. However, high got moderate parental attention.


This study explored the basic academic pressures burdening the school going adolescent. It also investigated whether there are any specific age and sex related stress factors and symptoms. The sample comprised of 60 students (12-15 years old), high on academic anxiety and matched on age, sex, and IQ. The subjects were administered an open-ended Interview schedule cum-checklist, developed by the investigators. Results indicated that academic stress was caused due to the examination system, burden of home work, and attitudes of parents and teachers. The symptoms included a variety of indicators that were classified into physiological, psychological and behavioral.

In this study the worry trait and emotionality trait distinction has been used along with the global measure of trait test anxiety on a non clinical sample of high school girls. Eighty girls (mean age - 14 years) from Government high schools of Harlan were selected, which included 20 each, high in worry and emotionality trait, and 20 each, low in worry and emotionality trait. The tools used were, the Hindi version of Test Anxiety Inventory (TAI-H), and the Hindi version of the Present Affect Reactions Questionnaire (PARQ). Attentional Skills Training (AST) and Relaxation Training were the two strategies deployed in this study. Major findings with regard to state anxiety measures showed that, while high and low test anxious subjects were significantly different from each other on trait test anxiety and its component scores, they did not differ significantly from each other on state anxiety and its component scores. Further, none of the treatments turned out to be effective in the improvement of academic performance of test anxious students.


The present study was conducted with a control group of 150 university students and an experimental group of 150 adolescent criminals, between the ages of 18 and 21 years. An Indian adaptation of the Bernreuffer's Personality Inventory was used. The results showed that the criminal groups had more social and emotional problems, difficulties, conflicts, and clashes, than the control group. But, unexpectedly, the non-criminal adolescent group scored higher on the violence and non-violence scale revealing that they were more violent than the criminals.

Based on their review the authors hypothesize that children who are not apprehended in the act of delinquency, may have adjustment patterns and personality traits which predispose them to delinquency. The study examines the relationship between delinquency proneness, adjustment and Sattvic, Rajasic and Tamasic dimensions of the Trigun personality model. The sample consisted of school-going 280 male and 280 female adolescents in the age range 16-18 years. Measures used were Jesness Inventory to study delinquency behavior, Bell's Adjustment Inventory to measure the adjustment level, and the Trigun Personality Inventory to measure the three dimensions of personality. The findings of the study using t-test revealed that males scored significantly higher than females on delinquency proneness on the dimension of social maladjustment, value orientation, immaturity, autism, alienation, repression and total score. A 2 X 2 ANOVA test (gender X high/low delinquency proneness) revealed that the high delinquency prone subjects (males and females) were significantly more maladjusted in the areas of home, health, and social and emotional adjustment, than the low delinquency prone subjects. Female delinquents had significantly high maladjustment scores than male delinquents. Non-delinquents scored significantly higher on Sattvic Guna, such as devoid of undue desires, envy, and greed, than delinquents. High delinquency prone subjects scored significantly higher on Rajasic Guna such as greed, activity level, restlessness and Tamasic Guna such as inertia, crude, asocial, and quarrelsome, than those of the lowdelinquency prone groups. The authors stress on the need to modify counselling and socialization patterns for the promotion of health, and coping and adjustment skills among adolescents.

Nagarathnamma (1992). Delinquency proneness and adjustment among school children

Among the contributing factors for juvenile delinquency, familial influences, social class, and gender, are considered to be crucial. The present
study examined the relationship between personality adjustment and delinquency proneness among the rural and urban high school students. The sample comprised 100 boys and 100 girls between the age range 14 to 16 years, from the rural and urban areas, belonging to the socially advantaged and disadvantaged families. The Delinquency Proneness Inventory, and the Personality Adjustment Inventory were the tools used. Results, analyzed using t-test, revealed significant differences between boys and girls for delinquency proneness, with the boys being more prone towards delinquency as compared to the girls. Adolescents from the socially disadvantaged group also showed significantly greater proneness towards delinquency, when compared to their socially advantaged counterparts. No differences were reported for adolescents from the rural and urban areas. Correlation values revealed a significant relationship between personality adjustment and delinquency proneness among the subjects.


The purpose of the present study was to discover the relationship between perception of early parental behavior and present adjustment of adults. The subjects comprised twenty male and female post-graduate students. The tools used were a locally devised rating scale and Bell's Adjustment Inventory. The results highlighted the influence of the home environment and the pattern of interaction between parents and children on personality development and adjustment.


The study assessed age and gender differences in school adjustment of adolescent boys and girls of employed and non-employed mothers in emotional, social, and educational sphere. Sample comprised of 240 students. The tools used were Background Information Form and Adjustment Inventory for School
Students (Sinha and Singh, 1984). Results using z-test revealed that: (1) girls of both working and non-working mothers had better overall adjustment than boys, with majority of the girls falling in the good and average category; (2) girls of non-working mothers had better social adjustment but lower educational adjustment than girls of working mothers; (3) boys of working mothers had better adjustment in only the social sphere as compared to boys of non-working mothers; (5) age and gender differences were prevalent with boys of working and non-working mothers, having less adjustment than girls at 16-18 years, particularly in the educational area. The results are discussed with reference to the quality of schooling experiences and lack of awareness among mothers about adolescent problems. The need for exploratory studies on adjustment problems of school-going adolescents is voiced.

VISITING PARENTS IN PRISON

Snyder, Zoann, K. (2001). Parenting from prison: An examination of children’s visitation program at a women’s correctional facility

States that the impact of parental incarceration on minor children has been well documented. Children with at least 1 parent in prison are at greater risk to suffer from anxiety, depression, sleeplessness, anger and attention deficiencies. In comparison to the research on children, less emphasis has been placed on how mothers are affected when they are incarcerated away from their children. The current research focus is how children’s visitation programs and parenting classes can improve the relationships between incarcerated women and their children. 58 female prisoners (aged 20 - 46 years) participating in a specialized children’s visitation program were interviewed to gain their perceptions of their relationships with their children (n =1-08; aged 1 – 16 yrs) and how the program had affected this bond. The comparison group of women not in the program were also questioned about their relationship with their children. The authors suggest that incarcerated mothers respond positively to institutional efforts to keep them in touch with their children.
Johnston, Denise (1995). *Parent child visits in jails*

Examines jail visiting environments (VEs) in the context of parent child visitation as a critical intervention following forced separation in children of offenders. An 18 item survey assessing VEs, including barriers, communication devices, fixtures, furnishings, decorations, and modifications of VEs for use by children, was completed for 58 California county jails. 59.8 percent of jails surveyed offer only barriers visits and none had child adopted VEs. In general, parent child jail visits occur in colorless, undecorated rooms with steel fixtures, with children viewing their parents through glass windows with no tactile or olfactory contact. Modifications to jail VEs are suggested, including changes in the fixtures, furnishing, barriers, waiting areas and tactile, visual and aural environments. Changes to jail VEs should be viewed in the same way as modifications to public spaces made for other groups of vulnerable children.

Fuller, Lisa G. (1993). *Visitors to women’s prisons California: An exploratory study*

Interviews with 99 visitors to California’s 3 state women’s prisons showed that 76% of visitors were familiar with services provided by the visitor center and 68% used the services offered, most often the clothing exchange, information and referral and use of the center as a place to relax. Most visitors were white and female, and friends or parents of the inmate. Obstacles to visiting included cost, job issues, prison issues, transportation, distance, child care, and health. While 82% of the visitors came to the prisons at least once a month, 5% came only once or twice a year. Gender and ethnic differences were found with regard to variable visitor relationship with the prisoner. The 52 children included in the survey seemed to visit their mothers most during the 1st year of incarceration; distance was an important factor in their visiting.

Examines the legal rights of prisoners’ children in the UK. It is the right of children and young people to maintain meaningful and frequent contacts with their imprisoned parents. The author suggests that the recognition of children’s rights and the importance of family ties need to be placed in the context of recent UK policy changes. Extended visits schemes form one link in such a contact program. Evidence suggest that extended visits from children to imprisoned parents from an important components in a program aimed at preventing family breakdown and postrelease family problems.

Mckeown, Mary (1993). An evaluative study of the extended visits scheme

Studied a year long monitoring program set up to examine overall effectiveness of an extended (day long) visits scheme at a prison, pattern of use, adequacy of facilities, equipment, daily program, and pattern of booking visits. Data were from 34 imprisoned mothers of children aged < 16 years, who successfully arranged visits with their children. Problems encountered by mothers and carers and feelings and reactions of both mothers and children to the experience of using the scheme were assessed. Although before and after measures performed on each S indicate a mildly positive outcome, recommendations were made for improving the program in areas such as allowing visits on weekends and easing the burdens on the carers who bring the children for such visits.


Explores the problems faced by incarcerated mothers who have children in foster care and focuses on the difficulties that incarceration presents from implementation of the adoption assistance and child welfare act of 1980 (P.L.96-272). The importance of mother child contact and of visitation during incarcerating is discussed, and changing attitudes towards incarcerated mothers
and their children are described. Because of the unique problems and dilemmas posed by incarcerated mothers, the author suggests that practitioner need to become familiar with court procedure.

INTERVENTION PROGRAMMES AND ITS IMPACT


Experts estimate that there are approximately 2.5 million children who have one or both parents incarcerated throughout the USA (Bjaanes, 1995). Children of incarcerated parents are five to six times more likely to go to prison than their peers (Johnston, 1995). Yet, there is a lacuna in the groupwork literature that examines best practices for children with an incarcerated family members. The purpose of the present effort is to examine the best practices of a six-week, closed-ended group intervention for elementary-age children of incarcerated parents. The many mistakes experienced by the authors in this project of the initial group intervention are explored. Subsequent steps implemented in a second group intervention, with a completely new set of strategies, to ameliorate the mistakes made in the first trial run are outlined. Finally, implications for future social work research and practice with groups are presented.


The effects of parent education programs on the parenting attitudes and abilities of 30 male inmates and on the self-perceptions of their children (aged 8-17yrs) were examined. Inmates were pre and post tested with the Adult-Adolescent parenting inventory and the index of self esteem. The children were administered the self perception profile for children or the self perception profile for adolescents. Participants in the experimental group completed a 6wk program including parental training and behavior management training. The
Nijnatten, Carolus (1997). Children in front of the bars

In 1993 a counseling project was initiated in Netherlands for the children of prisoners. These 19 children (aged 7-14 years) were introduced to mentors (volunteers) with whom they would regularly undertake recreational activities. It was assumed that shared activities would free these children of their isolation and provide positive role models. Extra opportunities to visit their parents in prison were planned. In this article, the progress of this project is described. After a hesitant start, all parties indicated interest and enthusiasm in the project.


This article provides a contextual framework for understanding the issues facing women in prison and their children. Implications for therapists include using strategies for empowering women similar to those used in the battered women's movement, increasing the availability of drug treatment for women prisoners, and directing them to family centered intervention.


The cornerstone the therapeutic Nursery (CNS) is a multimodal therapeutic milieu whose principal aim is to address the psychological needs of disturbed preschool children from impoverished, highly disadvantaged, multiproblem backgrounds/attempts to create within its setting, a micro community of children, parents, and nursery staff working to counter the effects of shattered family and community ties in the lives of these children and their parents. Describe the evolution of the program and its 4 major components: individual...
therapy within the nursery setting, 2. group discussions with the children, 3. work with parents and 4. education.

Stewart, Rita, Mendik, Laurie (1996). Cornerstone, steppingstone, superstone: A three phase, long term intensive intervention for extremely stressed, emotionally disturbed children

Offers an approach, counter to the prevailing trend of “band-aid” approaches to severe problems / the model presented here constitutes a long term, intensive, multidisciplinary approach that has generated data that support the potential for significant remediation of child psychopathology and for strengthening of the family system upon which the child’s future mental health will depend cornerstone (Phase I) / steppingstone (Phase II) / supers tone (Phase III).


Discusses children whose lives are suddenly disrupted when a parent is incarcerated / the family support movement has not yet recognized involvement in the justice system as an issue import to children and families, nor has it made sufficient inroads into the mental health and substance-abuse treatment systems with which the criminal justice system is closely linked/there are a few significant family support initiatives in prisons/these models suggest that, even in restrictive settings, providing opportunities for inmates to be responsible for their families is an empowering process, which contributes to inmates’ overall functioning as parents.

Thompson, Jane, W., (1984). Crisis intervention with prisoners and their children

Suggests the need for and describes the role of a crisis intervener who works with prisoners and their families. The magnitude of the problem as well as behaviors and attitudes of both parents and children upon the incarceration of
a parent are described. In a review of current institutional practices, the 3 events most likely to precipitate crisis are detailed: arrest, incarceration, and release. The legal crises that may accompany the emotional trauma of incarceration and the consequent separation of family members are also discussed. It is concluded that mounting interest in the special needs of incarcerated parents and their children will eventually lead to the revision of correctional policies that are damaging to the parent-child relationship.


Presents a letter to children from an inmate serving a 75 years sentence for murder in the perpetration of armed robbery. The prisoner presents his life story in the hope that teachers will share it with students and encourage students to write to him. He has read and studied literature in elementary guidance and uses this means to share his thoughts with those who experience unhappy childhoods and difficulty fitting into the social system.

**Marsh, Robert. L. (1983). Services for families: A model project to provide services for families of prisoners**

Tested the efficacy of providing services to families when the father was incarcerated. The program consisted of teaching parents better communication and child management skills. Three mothers and 3 incarcerated fathers and their 10 children (aged 8 mo to 12 years) were measured before and after an 8 week training program. Results show that communication skills increased to the projected target level in all parents after program completion. Child management skills increased in 2 of the 3 families in the program.


Thousands of children experience emotional turmoil each year as the result of the incarceration of a parent. In addition to coping with feelings of grief, anger, and rejection, they must deal with the stigma associated with having
a relative in prison. Although this article concentrates on the impact of incarceration on the children of both male and female inmates, it also describes problems encountered by other family members within the family unit. Despite a new found interest in research and information on children of offenders, there is still a tremendous need for positive and innovative programs that address the problems of this special population.


A sample comprising of 60 adolescents from socially deprived environments were matched for age, gender, problem solving ability, and prolonged social deprivation score. This group was randomly divided into the experimental and the control group. Subjects were pre-tested using three problem solving tasks, which was followed by a 16-week intervention program to the experimental group to study its impact on the problem solving abilities of the children. The techniques used in the intervention program were: Generation of alternatives, brain storming, and hypothetical problem solving through creative expression. Post-test results revealed significant gains in the problem solving scores of the experimental group as compared to their control counterparts. The authors attribute the significant impact of the intervention to: (1) techniques used, (2) efforts to reduce cognitive lag, and (3) improved cognitive styles and use of appropriate strategies thereby enhancing successful problem solving among the experimental group.