I ANNIE SIWALE declare that this dissertation:

(a) Represents my own work;

(b) Has not been submitted for a degree at this or any other University; and

(c) Does not incorporate any published work or material from another dissertation

Signed.....

Date.....28th July 2011.....

APPROVAL

This dissertation of **ANNIE SIWALE** has been approved as partial fulfilment of the requirements for the award of Master of Arts Degree in Child and Adolescent Psychology by the University of Zambia

Signed:	**Date:**
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DR S.D.C MWABA SUPERVISOR	21ST JULY 2011

ABSTRACT

Imprisonment of parents causes many hardships for children. Children of incarcerated mothers usually experience disruptions in their home environments and child care arrangements and they usually also experience social stigmatisation. According to Senanayake et al (2001), the prison environment is not a conducive environment for children to grow in. Senanayake et al explains that although children who accompany their mothers in prison do not experience adverse effects of separation from their primary care givers, they are exposed to conditions that affect their emotional, social and cognitive development. The sample consisted of 34 children with their mothers.17 children were incarcerated with their mothers and 17 children were not incarcerated with their mothers. There were 19 girls (10 were incarcerated with their mothers 9 were not), and 15 boys (7 were incarcerated with their mothers and 8 were not). The incarcerated children were matched in demographic characteristics with the non incarcerated children. The Parent version of the strength and difficulties questionnaire (SDQ; Goodman, 2005) was used to get information on the psychological effects of prison on children. This assessment tool was adapted for this study and was used to assess children's emotional adjustment, social conduct and interaction with peers. The SON-R 2.5-7 (Tellegen & Laros, 1993) was used to measure the cognitive ability of the children. The test consists of 7 subtests which are mainly focused on visual-spatial abilities and abstract and concrete reasoning. The SON-R has been used in Zambia before. The researcher administered the self-rated SDQ to the mothers since some had difficulties in reading. (They were not fluent in the reading of the English Language.) The SON-R 2.5-7 was administered to the children. Qualitative data was collected through informal discussions with the mothers and the prison warders.The results of the total difficulties score showed that there was a significant difference in the prevalence of behavioral problems between incarcerated children and non incarcerated children. There was a high prevalence of psychological difficulties among children incarcerated with their mothers compared to those that were not. A one-way ANOVA was done to find out if there was a significant difference between the means of the two groups, incarcerated children and the non-incarcerated indicated that there was a significant difference between the incarcerated children and the non-incarcerated on cognitive development.Child incarceration is an obstacle to children's psychological and social development and their future prospects. All children, regardless of social and economic status, are entitled to enjoy their childhood years and to grow up fully and naturally. Isolation from the outside world as well as from friends and family prevents incarcerated children from learning to function fully in society and interact with others.

To my daughter, Stephannie and my late parents, Lawrence and Stephannie you have inspired me to reach for greater heights.

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CHAPTER ONE

1.0 INTRODUCTION

This chapter gives a background to the study, it outlines the impact that growing up in Prison has on children and the possible outcomes of incarceration on children.

Imprisonment of parents causes many hardships for children. Children of incarcerated mothers usually experience disruptions in their home environments and child care arrangements and they usually also experience social stigmatisation. Parental imprisonment, according to Smith and Gogging (2002), affects children in two main ways; some children accompany their mothers into prison while others are separated from their mothers during a crucial time in their development.

According to Senanayake (2001), the prison environment is not a conducive environment for children to grow in. Senanayake et al, explain that although children who accompany their mothers in prison do not experience adverse effects of separation from their primary care givers, they are exposed to conditions that affect their emotional, social and cognitive development. These adverse conditions may include bad language from other prisoners and from warders and environments that lack adequate cognitive stimulation. Parke and Clark- Stewart (2001) also observe that there are several negative aspects to prison based co-detention. These include restriction on a child's freedom and the impoverished environments of the prison which may result in some impairment of young children's cognitive, emotional and social development.

According to Coyle (2002), the right age at which children who accompany their mothers to prison should be separated from the imprisoned mothers may be difficult to determine. Coyle (ibid) thus believes that these circumstantial children should be

allowed to stay with their mothers for as long as the term of the sentence. Goldson (2002) however argues that, since prison is not an ideal environment for children to develop, a child should not be allowed to remain with their imprisoned mothers beyond the age of four unless there is no where else for a child to be taken to.

A study done by Senanayake (ibid) lists some of the effects of children inside prison. The study showed that such children experience environmental hazards such as exposure to bad language, witnessing violence and risk of accidental injury. They also lack adequate emotional security and stimulation because their mothers are often involved in other activities. The children also lack adequate play materials and play space and adequate sleeping facilities. There are also health problems in children imprisoned with their mothers. Problems such as stunted growth and low weight are often experienced because the children lack adequate nutrition. The children often have scabies head lice and diseases such as diarrhoea and respiratory infections due to compromised hygiene.

Separation of children from their mothers during childhood also has several adverse effects on children's development. Rutter (1972) explains that several studies have shown that the risk of delinquency in children of imprisoned mothers is usually enhanced by the prolonged absence of the parents from home. However, Parke and Clark-Stewart (ibid) explain that there are short and long term effects of separation resulting from the incarceration of the mother. The short term effects may include nightmares and flashbacks related to the mothers if they were present during the mothers' arrest, other children experience emotional distress which is brought about if there is lack of explanation of the absence of the mother. The long term effects of incarceration usually affect the quality of the children's attachment to their parents.

Attachment problems, in-turn, may result in a variety of outcomes, including poor peer relations and diminished cognitive abilities, and other psychological problems such as depression, anger, aggression anxiety and withdrawal.

1.1 STATEMENT OF THE PROBLEM

According to the National Study in Zambia, on children in prisons and other Correctional facilities (2008) the number of circumstantial children i.e., (children who are found in prison following their mother's situation or event) had increased. The study indicates that during the months of October and November 2007, there were less than 35 circumstantial children but by the end of February 2008, this number had increased to 47 children country wide. This study therefore indicates that, more and more mothers are entering prison with their children. The prison environment however is not suitable for children to grow in, as shown by the studies reviewed (Senanayake, 2001, Park and Clarke-Stewart, 2001). The studies indicate that children in prison with their mothers suffer psychological problems such as diminished cognitive abilities, emotional problems such as anxiety and other behavioural problems.

1.2 PURPOSE OF THE STUDY

The purpose of the present study is to investigate the effect that growing up in prison has on the psychological development of children who have been incarcerated together with their mothers, (on account of their mothers being in prison.)

1.3 SIGNIFICANCE OF THE STUDY

There is sparse literature in Zambia on the effect of imprisonment of mothers on their children. Current literature is based on studies done mainly in the West and in Asia (Hanlon, 2006, Senanayake, 2001, Parke and Clarke-Stewart, 2001). In 2008, according

to a Report on the National Study on Children in Remand Prisons and Other Correctional Institutions, there were 44 mothers imprisoned with their children in prisons in Zambia. However, no study seems to have been done to show the effect this may have on the children's psychological wellbeing.

The present study is therefore important because it will attempt to examine the impact of prison on children's psychological development. It is hoped that the findings of this study will help to shed light on the effect of prison on the psychological development of children growing up there. The findings of the study might also encourage policy makers, government and private institutions, and other concerned people to address the problem of children in prison with their mothers and come up with appropriate interventions to address the problem.

1.4 OBJECTIVE OF THE STUDY

To examine the impact that growing up in prison has on children's psychological and social development.

1.4.1 SPECIFIC OBJECTIVES

1. To examine whether growing up in prison has a negative effect on children's emotional well-being
2. To examine whether growing up in prison has a negative effect on children's social conduct
3. To examine whether growing up in prison has a negative impact on children's cognitive development

1.5 RESEARCH HYPOTHESIS

Children incarcerated with their mothers will perform more poorly on measures of emotional wellbeing, social conduct and cognitive development than children who are not incarcerated with their mothers.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter examines literature that has looked at the effects of children incarcerated with their mothers. It starts with examining the different ways in which the justice system views the incarceration of children. It then examines the condition of children incarcerated with their mothers in Zambia. And finally the literature examines the benefit of children growing up with their mothers.

The use of sanctions or punishment has been promoted as an effective way of suppressing criminal behaviour. Incarceration is said to be one of the most common forms of punishment advocated by deterrence proponents (Coyle, 2002). It has been argued however that despite imprisonment being the most used method of suppressing criminal behaviour, the numbers of people committing crime have not reduced; a large number of these inmates include many mothers.

In many countries no one under the age of 18 is detained under prison service custody. This is because it is believed that children must be afforded a chance to reform in an environment that promotes their survival and development and according to Coyle (ibid) prison is not a place for children, prison is meant for individuals who have committed very serious crimes or who are a threat to society. Goldson (2002) adds that children should be held in prison only when there is absolutely no available alternative. This is because evidence has established that if a child deals with the criminal justice system early in life there is a greater danger that they will face difficulties later on in life.

Nowak (2003) recommends that children should not be kept in prison; however, should this be the case there should be special arrangements to ensure that coercive elements of prison life are kept to a minimum and ensure that an environment conducive for normal development is provided. Special effort must be made to ensure that the children while in prison can maintain and develop secure relations with family members. International standards demand that prisons put in place special arrangements to ensure that children are kept in a facility that is meant specifically for children.

Unfortunately, available information shows that in a number of countries, Zambia inclusive, most prisons do not have separate holding facilities for children who are in prison with their mothers (Central Statistical Office, 2004). The need for keeping children separate from adults in prison is aimed at ensuring that the social and developmental needs of children are given priority as well as preventing the adverse influence of older and more sophisticated offenders. Furthermore children tend to learn and adopt inappropriate behaviours from adult inmates. Smith and Goggin (2002) argue that holding children in the same holding facilities with inmates is traumatic further prison itself is a traumatic place and children often end up being psychologically affected.

Alejos (2005), in her report, 'Babies and Small Children Residing in Prison' notes that a child who is with her mother in prison is necessarily separated from her father and other members of her family. Alejos (ibid) further explains that the child's life inside the prison leaves him/her vulnerable to disease, malnutrition and possible abuse by other prisoners or the guards. While the decision ought to be made on the basis of the best interests of the child, often it is forced upon the mother and child because of circumstances outside their control. Small children who share imprisonment with their

mothers often become victims of the frequently deficient, overcrowded and harsh prison systems.

Living in prisons says Margolis (2002) presents a threat to children's safety. The potential for maltreatment at the hands of other prisoners or prison staff is ever-present, particularly in facilities where sex offenders or child abusers may be held.
The effects on children's development are social and psychological as well as physical. Without access to standard education, children are at a disadvantage in terms of intellectual development. Margolis (ibid) states further that children incarcerated with their mothers must forgo opportunities to interact with peers and the outside world in general. These children rarely, if ever, venture beyond the prison walls and thus have little chance to adapt to normal society. Their world is limited in scope and largely influenced by what they observe in the prison. Also Positive role models may be rare in such an environment, potentially impeding children's moral development as well. Instead, these children are often surrounded by a culture of fear and helplessness.

In a study by Margolis (ibid) in Cambodia, a common theme among the inmates and detainees interviewed was that of vulnerability. The women found themselves powerless for numerous reasons. Margolis quotes one woman prisoner who commented that they all faced poverty on a daily basis. Though this might appear irrelevant in the life of a prisoner, in fact it is a crucial factor in their quality of life and that of their children.

Of particular concern in the study mentioned above, were descriptions of children being mistreated while living in prisons. Although none of the mothers reported substantial or especially serious harm to their children, several recounted instances in which they or

their children were subjected to some form of mental or physical abuse, both from prison staff and fellow prisoners.

Many mothers in the study (Margolis, 2002) also displayed anxiety about how the general environment of the prison and interaction with other prisoners might affect children living on the premises. When asked the effect that this had on children, one mother said that if children lived at the prison they could not go to school and their behavior became different from children who lived outside the prison. She believed children should not be in the prison with their mothers. When asked how the children's behavior differed from other children, she said the children in the prison were living in "darkness" and they only see prisoners. Some of the prisoners are "very bad" and as the children got older they might follow this example.

Leventhal (2000) adds that children living in prisons do not have the same opportunities for such growth as their peers. He particularly singles out isolation from the outside world, as well as from friends and relatives, which he explains that it can prevent children from learning to function in society or interact with others. Other outcomes that Leventhal (ibid), mentions are obstacles to attending school which inhibit children's intellectual growth while increasing isolation and reducing peer interaction. Most children living in prisons have few playmates and those that they do have are usually other children of prisoners or of prison staff. Their world is very narrowly focused on prison life; as several of the women stated during their interviews, their children do not see anything beyond the prison walls. This serves as a metaphor for a child's mental confinement as well as his or her physical confinement.

Catan (1988) also studied the development of babies in prison using monthly recordings of the Griffith's scales. She found that, compared with those of similar age who are not incarcerated with their mothers, there was little difference in overall development. The test scores of babies who spent longer than four years in prison revealed a gradual developmental decline over a four month period in two areas of development, namely locomotion and cognition. The developmental levels of babies left outside did not change over a four month period from the start of their mothers' sentence, incarcerated babies' scores declined gradually and, by the fourth month, there was a statistically significant difference between the score of the two groups which increased with time spent in the prisons. In a later study, Catan (1992) established that the most likely cause of this discrepancy was the lack of stimulating toys and everyday objects, and the reluctance of the mothers to allow the babies to sit and crawl on the floor because of hygiene and interference from other mothers and children.

In Zambia there are many mothers in prison with infants. Imprisoned mothers are allowed to keep new born babies or infants with them. The regulations stipulate that the mother and child should be kept in a separate unit on a continuous basis. However according to the CSO (ibid) this does not happen because of overcrowding and lack of facilities which can allow mothers with babies or infants to be separated from the rest of the prison population. In a study on children in prisons and other correctional facilities done in 2008 in Zambia by The Child Justice Forum, it was established that there were no special facilities or diet provided for children. This meant that the women shared the facilities and their rations of nshima with their children. This situation is not ideal for the children because the environment is not conducive for proper child care and the nutrition is not adequate for normal development.

A study done by Senanayake (ibid) lists some of the effects of children inside prison. The study showed that such children experience environmental hazards such as exposure to bad language, witnessing violence and risk of accidental injury. They also lack adequate emotional security and stimulation because their mothers are often involved in other activities. The children also lack adequate play materials and play space and adequate sleeping facilities. There are also health problems in children imprisoned with their mothers. Problems such as stunted growth and low weight are often experienced because the children lack adequate nutrition. The children often have scabies head lice and diseases such as diarrhoea and respiratory infections due to compromised hygiene.

Hanlon (2007) states that problems associated with parental incarceration usually tend to be intergenerational and vary in severity and complexity for both children and their mothers. One outcome of parental imprisonment is that there is increased vulnerability to the development of deviant behaviour among children. However studies have shown that the risks maybe lowered if children are less exposed to traumatic and other negative developmental experiences

Stanley and Byrne (2000) state that the right age at which children should be separated from the imprisoned mothers is difficult to determine because the bond between mother and child is very important, therefore children should be allowed to stay with their mothers for as long as possible. Other experts (Coyle, 2002, Goldson, 2002, Smith & Goggin, 2002), however, argue that prison is not an ideal environment for child development therefore a child should not be allowed to remain with the imprisoned mother beyond the age of four years unless there is nowhere else for the child to be taken to.

Rosenberg (2009) noted that, in Bolivia, one NGO representative noted that they saw a lot of repression in the children as they were subject to the same restrictions and punishments as their parents. Normal child behavior such as waking up in the middle of the night and waking other inmates was forbidden in the prison. There was a lack of medical care and children sometimes received additional punishments alongside their parents such as going into solitary confinement with them. There were also problems such as a lack of facilities, education and exposure to the world outside the prison walls. If children are allowed to stay in prisons with their mothers, adequate and appropriate provisions must be made for them and safeguards put in place against their mal treatment.

In developed countries a limited number of Mother and Baby Units (MBU) are available which allow mothers and babies to stay together in prison until the babies reach nine or eighteen months of age (Smith and Byrne, ibid). In most African countries, Zambia inclusive, such facilities are not available. Children in prison with their mothers are exposed to a lot of hardships. CSO (ibid) reports that children do not get the right food and they are not spared the effects of overcrowding making them susceptible to many communicable diseases.

Ross (2001), states that there are benefits even to the mother when they are imprisoned together with the child. In an evaluation of a programme intended to allow mothers to remain together with their children during incarceration, the mothers felt that the programme increased mother-child bonding and improved mother-child relationships. Furthermore, misconduct reports for these mothers while they were in prison reduced. Ross further reports that children were spared the trauma of constant separation from their mothers and this improved the children's psychological adjustment. However Ross

agrees that there are several negative aspects of child-mother imprisonment, which include restrictions on the child's freedom and the impoverished environment of the prison which may lead to some impairments of the young children's cognitive development.

The reviewed literature indicates that it is desirable for children to grow up with their biological mothers in order to promote a strong bond between them. This allows the children to develop psychologically and socially. The literature however has shown that children's psychological and social development is compromised when they are forced to grow up in prison with mothers who have been incarcerated.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter describes the methods used in the study, it describes the subjects, the study design, the sample and sampling procedure, data collection instruments used and the procedures and the method of data analysis.

3.2 Subjects

Data was collected from children aged between 2 and 4 years and living at least with their mother. A sample of such children is appropriate for this study because children between the ages of 2 and 4 are at a critical stage in their development and any negative effects will affect them adversely for the rest of their adult life.

3.3 Study design

This was a comparative study that compared the development of children that are growing up in prison with their incarcerated mothers and those that are not in prison. The study was quantitative in nature with qualitative aspects. The prison warders and the parents were given a detailed interview by the researcher. The study sought to test the hypothesis that children incarcerated with their mothers will perform poorly on measures of emotional wellbeing, social conduct and cognitive development than those that are not.

3.4 Sample and Sampling Procedure

Since a population with specific characteristics was under study, a purposeful sample was recruited from Lusaka Central Prison in Lusaka and Mukobeko Maximum prison in Kabwe. The justification for picking participants from these prisons is that they are the only prisons with the largest number of mothers incarcerated with children. The sample

consisted of 34 children with their mothers.17 children were incarcerated with their mothers and 17 children were not incarcerated with their mothers. There were 19 girls (10 were incarcerated with their mothers 9 were not), and 15 boys (7 were incarcerated with their mothers and 8 were not). The incarcerated children were matched in demographic characteristics with the non incarcerated children.

It is important to mention that only a limited number of children fulfilling the recruitment criteria for children incarcerated with their mothers were found in the two prisons. The sample therefore, may not be representative of children of this age in Zambia incarcerated with their mothers.

3.5 Data Collection Instruments

The study utilised instruments to collect the required data as shown below:

Emotional and Social Conduct

The Parent version of the strength and difficulties questionnaire (SDQ; Goodman, 2005) was used to get information on the psychological effects of prison on children. This assessment tool was adapted for this study and was used to assess children's emotional adjustment, social conduct and interaction with peers. (See appendix I)

In the adaptation process for the SDQ strength and difficulties questionnaires (Goodman (2005), certain words for five statements adapted were; "shares readily with other children (treats, toys, pencils etc), was changed to "ready to share with others, for example toys food etc.", "constantly fidgeting or squirming", was changed to "constantly impatient or unease", "nervous or clingy in new situations," was changed to "nervous in new situations," "can stop and think things out before acting" was changed to "thinks things before acting", and "can be spiteful to others" was changed to " can be

nasty to others". These were changed to suit the local situation since the original language used may not be applicable in this environment.

Cognitive Development

The SON-R 2.5-7 (Tellegen & Laros, 1993) an individual intelligence test for general application which does not require the use of spoken or written language was used to measure the cognitive ability of the children. The test consists of 7 subtests which are mainly focused on visual-spatial abilities and abstract and concrete reasoning. The SON-R has been used in Zambia before. (Kabali: 2009).

For this study only three sub tests were used; the situation sub-test, the category sub-test and the mosaic sub-test. The reason for using these tests was that they were appropriate for the age of most of the children imprisoned with their mothers and the pilot study showed that most children in prison were not able to do the other four tests easily. Furthermore the three test used seemed to be culturally appropriate. (See Appendix 2).

3.6 Data Collection Procedure

Authority was given by the Home Affairs Ministry to carry out the study in each of the mentioned prisons; Mukobeko Maximum prison in Kabwe and Lusaka central Prison in Lusaka. The data collection instruments were all administered by the researcher. Consent for children to participate in the study was obtained from their parents (mothers) for both the study sample and the comparison group.

The researcher administered the self-rated SDQ to the mothers since some had difficulties in reading. (They were not fluent in the reading of the English Language.) The SON-R 2.5-7 was administered to the children. Qualitative data was collected

through informal discussions with the mothers and the prison warders. (See Appendix 8)

3.7 The Pilot Study

A pilot study was conducted one month before the main study. It involved identifying children that were incarcerated with their mothers and ensuring that they fulfilled the recruitment criteria. Three children, incarcerated with their mothers were recruited from the Kanfinsa Maximum Prison and another three to act as a comparison group but not incarcerated with their mothers were recruited from Ndeke and Kapoto townships in Kitwe.

The purpose of the pilot study was to:

i) To determine whether or not the items in the questionnaire would be clearly understood by the participants.

ii) To determine the best way of administering the instruments of the final study.

3.8 The Final Study

Data for the final study was collected a month after the pilot study was done. The procedure used for administering the instrument was the same as that used during the pilot study. It is described in detail under the data collection procedure.

3.9 Data Analysis

Data was analyzed using the Analysis of variance (ANOVA) to test the hypothesis; "Children incarcerated with their mothers will perform more poorly on measures of emotional wellbeing, social conduct and cognitive development than children who are not incarcerated with their mothers."

The SDQ scores are often used as continuous variables but they also may be categorized as normal, borderline and abnormal, (Goodman 2005). The scale scores are classified as follows;

(i) Emotional Symptoms score: Normal 0-3, Borderline 4, Abnormal 5-10.

(ii) Conduct Problems score: Normal 0-2, Borderline 3, Abnormal4-10.

(iii) Peer Relations score: Normal 0-2, Borderline 3, Abnormal 4-10.

(iv) Pro-social Behaviour score: Normal 6-10, Borderline 5, Abnormal 0-4.

In this study, each score was allotted a score of between 0 and 10. Those who scored between 0 and 5 were categorised as normal, and those who scored between 10 and 15 were categorised as not normal, for the emotional, conduct and peer relations scale. For the pro- social scale those who scored 5 and below, were categorised as not normal, and those with 6 and above as normal. The analysis was done for each individual scale.

CHAPTER FOUR

4.0 RESULTS

4.1 Introduction

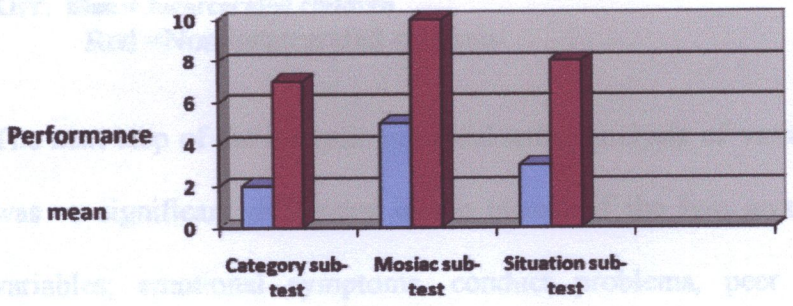
This chapter presents the results of the study. The presentation follows the procedure that was described in the methodology section.

4.2 Performance on the SON-R

Initially a distribution of means for all the SON-R sub-tests and the SDQ scales scores were compared for the incarcerated group and non incarcerated group. There was a difference in the distribution of means for all the three sub-tests between the incarcerated group and the non incarcerated group. The incarcerated children had a mean score of 2 while the non incarcerated children had a mean score of 7 on the category sub-test. On the mosaic sub-test incarcerated children had a mean score of 5.1 while the non incarcerated children had a mean score of 9.9. For the situation sub-test incarcerated children had a mean score of 3.2 and the non incarcerated children had a mean score of 8, as indicated in figure 1 below.

Distribution of Means for the SON-R sub test between the incarcerated and non-incarcerated children

Figure-1

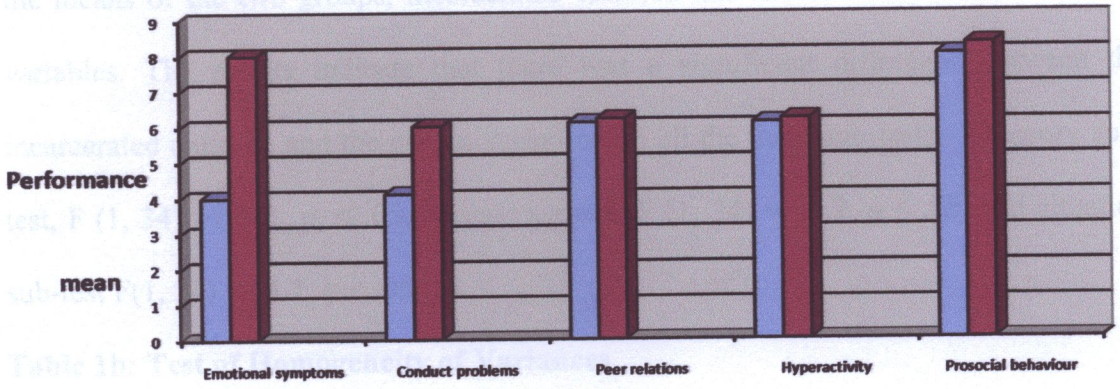


KEY: Blue = Incarcerated children
Red = Non incarcerated children

4.3 Performance on the SDQ

The average score for the incarcerated children was 4 on emotional symptoms, 4.1 on conduct problems, 6.1 on peer relations, 6.1 on hyperactivity and 8 on pro-social behaviour. For the children not incarcerated the average score was 8 on emotional symptoms, 6 on conduct problems, 6.2 on peer relations, 6.2 on hyperactivity and 8.3 on pro-social behaviour as figure 2 below shows. There was therefore a difference in the distribution of means for emotional symptoms, conduct problems and peer relations between the two groups. However for the hyperactivity and for the pro-social behaviour the mean scores were almost the same for both groups, though the non incarcerated children still performed better than the incarcerated children

Figure 2: Performance on the SDQ



KEY: **Blue = Incarcerated children**
Red =Non incarcerated children

The next step of the analysis involved using analysis of variance to determine if there was a significant difference in the means of the two groups for all the dependent variables; emotional symptoms, conduct problems, peer relations and pro-social behaviour for the SDQ scores and situation sub-test, mosaic sub-test and category sub-test for the SON-R.

4.4 SON-R sub-tests

Table 1a: ANOVA for SON-R Sub-tests

		Sum of Squares	df	Mean Square	F	Sig.
category sub-test	Between Groups	288.265	1	288.265	199.005	.000
mosaic sub-test	Between Groups	174.382	1	174.382	31.288	.000
situation sub-test	Between Groups	248.941	1	248.941	61.002	.000

A one-way ANOVA was done to find out if there was a significant difference between the means of the two groups, incarcerated children and the non-incarcerated on these variables. The results indicate that there was a significant difference between the incarcerated children and the non-incarcerated on all the three sub-tests. Category sub-test, $F(1, 34) = 199.1$, $p < .05$. Mosaic sub-test $F(1, 34) = 31.2$, $p < .05$, and situation sub-test $F(1, 34) = 61.1$, $p < .05$.

Table 1b: Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
category sub-test	2.272	1	32	.142
mosaic sub-test	2.648	1	32	.113
situation sub-test	7.192	1	32	.011

This result is supported by Levene's test of homogeneity which indicates that, the value of homogeneity of variances was not significant for two sub-test; category and mosaic shown in table 1b. This shows that the variances of the two groups were similar and it

implies that the difference in the performance on the subtest was attributed to our test variable and not the fact that the characteristics of the groups were different.

4.5 Emotional symptoms

Table 2a: ANOVA for Emotional Symptoms

Emotional symptoms

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	116.735	1	116.735	49.000	.000
Within Groups	76.235	32	2.382		
Total	192.971	33			

A one-way ANOVA was done to find out if there was a significant difference between the means of the two groups (table 2a), incarcerated children and the non-incarcerated on emotional symptoms. The results indicate that the children not incarcerated with their mothers performed better since there is a significant difference between the groups on emotional symptoms, F (1, 34) =49, p, < .05.This result mean that the children with incarcerated mothers in prison did not perform well.

Table 2b: Levene's Test of Equality of Error Variances

Emotional symptoms

Levene Statistic	df1	df2	Sig.
.369	1	32	.548

This result is supported by Levene's test of homogeneity which indicates that, the significance value of homogeneity of variances was more than .05 as shown in table 2b. This shows that the two groups were similar in every respect except the fact that one group was incarcerated and the other was not.

4.6 Conduct Problems

Table 3a: ANOVA for Conduct Problems

Conduct problems

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.382	1	18.382	11.682	.002
Within Groups	50.353	32	1.574		
Total	68.735	33			

A one-way ANOVA for conduct problems also showed that the between groups difference was higher than that for within groups. The tables below indicate that there was a significant difference between the conduct problems for the children in prison with their mothers and those that are not in prison, F (1, 34) = 11.7 p = .05. Table 3a shows that the probability value of the F test was equal to .05 indicating that the effect of prison on children's psychological Development on this variable was significant.

Table 3b: Levene's Test of Equality of Error Variances

Conduct problems

Levene Statistic	df1	df2	Sig.
4.401	1	32	.044

Levene's test of homogeneity however, indicated that the variances between the groups were not the same (table 3b), this may imply that the significant result of the ANOVA was due to differences in the groups.

Table 3c: Robust Tests of Equality of Means

Conduct problems

	Statistic(a)	df1	df2	Sig.
Welch	11.682	1	28.582	.002
Brown-Forsythe	11.682	1	28.582	.002

Therefore the Welch and Brown-Forsythe test was used to confirm that the groups were indeed similar in every respect as shown in table 3c below. The non incarcerated children performed better on the entire test compared to the incarcerated children.

4.7 Peer relations

Table 4a: ANOVA for Peer Problems

Peer relations

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	24.735	1	24.735	11.762	.002
Within Groups	67.294	32	2.103		
Total	92.029	33			

Comparisons of the two groups on the peer relations scale also yielded a significant difference. A one-way ANOVA indicated that the non incarcerated children had a better score compared to the incarcerated children since there was a significant difference in scores, $F\ (1, 34) = 11.7$, $p < .05$, the significance value (.002) is smaller than the value of p as shown in table 4a.

Table 4b: Levene's Test of Equality of Error Variances

Peer relations

Levene Statistic	df1	df2	Sig.
.251	1	32	.620

Levene's test of homogeneity also indicated that the variances of the two groups on this variable were equal as shown by table 4b; the statistic value was more than .05. The incarcerated children had more peer relation problems than the non incarcerated.

4.8 Hyperactivity

Table 5a: ANOVA for Hyperactivity

Hyperactivity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.941	1	2.941	.686	.414
Within Groups	137.176	32	4.287		
Total	140.118	33			

Comparisons of the two groups on hyperactivity did not yield a significant difference. A one-way ANOVA did not indicate any significant difference in hyperactivity between incarcerated children with their mothers and non incarcerated children with their mothers, $F(1, 34) = .68$, $p > .05$, (table 5a) the significance value (.42) is larger than the value of p.

Table 5b: Test of Homogeneity of Variances

Hyperactivity

Levene Statistic	df1	df2	Sig.
1.477	1	32	.233

Levene's test of homogeneity also indicated that the variances of the two groups on this variable were equal as shown by table 5b, the significance value was more than .05. This implies that the groups were the same in all other respects except on incarceration.

4.9 Pro-social Behaviour

Table 6a: ANOVA for Pro-social Behaviour

Pro-social behavior

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.265	1	.265	.108	.744
Within Groups	78.235	32	2.445		
Total	78.500	33			

A comparison of the two groups on this scale also did not show a significant difference in the means as table 6a shows. F (1, 34) = .108, p> .05.

Table 6b: Levene's Test of Equality of Error Variances

Pro-social behavior

Levene Statistic	df1	df2	Sig.
1.354	1	32	.253

Levene's test of homogeneity also indicated that there was no significance difference in the variances of the groups as shown by table 6b.

4.10 Total Difficulties Score

Table 7a: ANOVA for Total Difficulties score

Total difficult score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	481.882	1	481.882	23.849	.000
Within Groups	646.588	32	20.206		
Total	1128.471	33			

A one-way ANOVA was done for the combined scores of all the scales except the pro-social scale. As shown in table 7a below, there was a significant difference between incarcerated children with their mothers and the non incarcerated children with their mothers, F (1, 34) = 23.8, p < .05, therefore, the null hypothesis 'Children incarcerated with their mothers will not perform more poorly on measures of emotional wellbeing, social conduct and cognitive development than children who are not incarcerated with their mothers' was rejected.

Table 7b: Test of Homogeneity of Variances

Total difficulties score

Levene Statistic	df1	df2	Sig.
2.120	1	32	.155

This result was supported by Levene's test of equality of variances; the significance value of the homogeneity of variance across the groups was similar indicating that the means of the two groups were significantly different. The acceptance of the alternative hypothesis (Children incarcerated with their mothers will perform more poorly on measures of emotional wellbeing, social conduct, cognitive development than children who are not incarcerated with their mothers.) was therefore supported.

In summary, the results of the study indicated that the incarcerated children did not perform as well as the non incarcerated children on the SON R. The incarcerated children also did not perform as well as the non incarcerated children on the SDQ. There was a significant difference between the two groups on all the scales of the SDQ (emotional symptoms, peer relations, conduct problems, hyperactivity and pro social behaviour).

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This chapter discusses the findings of the study starting with a brief outline, and then cognitive development is discussed followed by conduct problems, emotional symptoms, peer relations, hyperactivity and prosocial behaviour.

The purpose of the study was to investigate the effect that growing up in prison has on the psychological development of children who have been incarcerated together with their mothers. The study hypothesized that children incarcerated with their mothers would perform more poorly on measures of emotional wellbeing, social conduct and cognitive development than children not incarcerated with their mothers.

The analysis of the data showed that the hypothesis was confirmed. The results of the ANOVA done on the SON-R sub-tests showed that the children not incarcerated with their mothers performed better on all the sub-tests (category, situation and mosaic) compared to the incarcerated children. On the SDQ scales children incarcerated with their mothers had more behavioural and emotional problems compared to those who were not. This confirmed the hypothesis that children incarcerated with their mothers would perform more poorly on measures of emotional wellbeing, social conduct and cognitive development than children not incarcerated with their mothers.

5.2 Cognitive Development

The study used three subsets from the SON-R Nonverbal Intelligence Tests, the situation and mosaic categories. The categories were based on reasoning and required children to categorise the items. The situation sub-test was based on concrete reasoning

whose object was to bring about a realistic time-space connection between person and object. The mosaic sub-test involved both concrete reasoning and performance; the items in this test were solved by manipulating the test stimuli. All the items presented a series of items arranged in increasing difficulty. The total score for the SON-R was not interpreted since only three of the seven scales were used; the analysis was therefore done individually for the three sub-scales.

From the analysis, the results show that there was a significant difference between the children incarcerated with their mothers and those that were not. Children in prison with their mothers performed poorly on all the three sub-tests compared to those that were not. This is in agreement with most studies (Margolis, 2002; Alejos, 2005; Leventhal, 2000; Catan, 1998) which show that prison has an effect on the cognitive development of children. For example Senanayake (ibid) explains that children in prison lack adequate stimulation because their mothers are often involved in other activities and they also lack adequate play materials and play space. This lack of stimulation and play materials does not allow enough cognitive stimulation and therefore stifles children's imagination. This is similar to what the mothers and prison warders reported in this study. During an informal discussion held with the mothers and the warders, they reported that the children who are incarcerated with their mothers lacked adequate stimulation

From the perspective of intellectual growth confinement and lack of inter-social relation with peers make the incarcerated children to lag behind in cognitive growth compared with children of their own age not incarcerated. The restriction on a child's freedom and the impoverished environments of the prison may result in some impairment of young children's cognitive expression.

5.3 Emotional Symptoms

Children in prison, with their mothers are usually exposed to maltreatment and emotional abuse, mostly at the hands of their own mothers, other prisoners and prison warders. Margolis (ibid) explains that since the mothers are powerless and under a lot of emotional stress, they take it out on their children and maltreat them. This lack of nurturance and support from individuals who are normally expected to provide for them makes children develop fear, easily lose confidence and develop feelings of worthlessness. Alejos (2005) explains that among children in prison emotional abuse manifests itself through such emotional problems as stress, anxiety, anger, despair and depression. Although some children who are not incarcerated with their mothers may experience some of these problems sometimes, their occurrence among children in negative environments is high. The results of this study indicated that incarcerated children had more emotional 'problems' compared to the non incarcerated children.

Many children in prison are victims of emotional abuse at the hands of other prisoners and warders. Not only do these children suffer from lack of physical needs, but they also lack psychological care. The findings of this study are in agreement with the suggestion that most of the emotional problems experienced by children in prison arise from the negative prison environments they are exposed to (Catan, 1998; Rosenberg, 2009)

Children in prison with their mothers also suffer emotional neglect; they lack emotional support from their primary care givers. The incarcerated children in Zambian prisons experience abject poverty. Most of the children in prison are exposed to the same adverse conditions of prison that their mothers experience. Because of such a situation many children may experience violence and this usually results in psychological trauma

because of inadequate provision of physical and emotional care to these children. A child may therefore become alienated from the mother and may develop low self esteem. And as shown by the results of this study, incidences of fear, one of the common manifestations of emotional problems, was high among children in prison. A possible explanation for this could be that children in prison with their mothers are often scolded or punished. Margolis (2002) reports that emotionally abusive behaviour is often related to harsh treatment, physical punishment and other abusive practices.

5.4 Conduct Problems

The findings of the study support the expectation that there are more children with *conduct problems among children incarcerated with their mothers than those that are* not. The results are also consistent with previous findings. Margolis (ibid) for example argues that many children in prison with their mothers usually develop aggressive behaviour and easily get into fights. Social misconduct in incarcerated children may result from low social confidence and the social exclusion which many children experience due to their circumstance.

Children in Prison with their mothers rarely, if ever, venture beyond the prison walls and thus have little chance to adapt to normal society. Their world is limited in scope and largely influenced by what they observe in the prison. This lack of contact with other children robs them of the social skills to relate well with others, and according to Leventhal, (2000) they hide their lack of social competence with aggression or deviant behaviour.

5.5 Peer Relations

As earlier stated, it is reported that most of the children in prison with their mothers are often picked on or bullied by the adults in the prison. Furthermore, because of the prison

environment it is difficult for children to effectively interact with their mothers, other adults or even other children. This lack of interaction makes it difficult for these children to develop adequate social skills as a result they are not able to relate with peers effectively. The peers found in prison are in the same adverse environments. Leventhal (ibid) adds that children living in prisons do not have the same opportunities to grow socially as their peers. Isolation from the outside world, as well as from friends and relatives, can prevent children from learning to function in society or interact with others. The incarcerated children in this study experienced similar conditions as those explained by Leventhal and by extension their lack of proper peer relations could be explained by the fact that the children's incarceration limited their ability and opportunity to develop adequate social skills

Another possible explanation advanced by Catan (ibid) is that friendship is usually an important source of social and personal identity for children. Peer interaction is an important source of friendships and solidarity among peers, for example most of the incarcerated children were in insufficient numbers to form such friendships. This is because the children are not given any special facility but are put in the general prison population and are usually outnumbered by the adult prisoners. This has resulted in most children in prison with their mothers lacking peer contacts. This means that these children do not develop relations with peers who serve as important sources of social support and psychological protection for children experiencing harsh treatment, bullying or abuse. Because of this lack of interaction therefore children incarcerated with their mothers experience a lot of problems interacting with both adults and other children as the findings of this study show.

5.6 Hyperactivity

The results of the study did not show any difference between the two groups on hyperactivity. This would seem to suggest that incarceration has no effect on children experiencing hyperactivity. The prevalence of ADHD among school-age children according to Barkley (1996) is estimated at 3% to 5% (DSM-IV). He explains that if it is estimated that 50% of these children have an illness that persists into young adulthood suggests that a randomly selected group of children should yield a prevalence rate of approximately 2.5%. Barkley (ibid) suggests, therefore, that for any randomly picked sample of children, the prevalence of hyperactivity will be almost the same. This explanation is in agreement with the findings of this study.

5.7 Pro-social Behaviour

As mentioned earlier, a high score on the pro-social scale indicates strength and a lower score indicates difficulties. An analysis of the means for the two groups showed that there was no difference between the two groups on this variable. This result indicates that imprisonment of mothers may not have any influence on a child developing socially acceptable behaviours since the analysis of the two group means showed that there was no significant difference between the mean scores of the two groups. Research has shown that both individual and environmental factors affect children's pro-social behaviour, (Rosenberg 2009). Environmental factors such as parental, sibling and peer interaction are of interest. Children in prison have little time to spend with their mothers and do not live with their siblings. They also have little time to interact with peers who may influence them in expressing pro-social behaviour. It is therefore expected that the incarcerated children would not have opportunities to develop and practically express pro-social behaviour. The children in prison do not have opportunity to show pro-social behaviour to other children, therefore it is difficult to effectively determine if they are

capable of showing this behaviour. This can therefore explain the lack of difference between the two groups on pro-social behaviour.

During the informal discussions held with the mothers they explained that their children have no opportunity to interact with other children. And when such opportunities arise, because they are rare, the children express interest in playing with children of their own age. Imprisonment therefore, because it denies children the opportunity to interact with peers, may force them to take advantage of the rare and limited interaction to behave pro-socially with other children. This is consistent with the observation that most children's pro-social behaviour is displayed as they interact with other children, and some mothers are able to easily notice those children that do not for instance, control their temper, are not kind and considerate or get along with others.

5.8 Total Difficulties Score for SDQ

The results of the total difficulties score showed that there was a significant difference in the prevalence of behavioural problems between incarcerated children and non incarcerated children. There was a high prevalence of psychological difficulties among children incarcerated with their mothers compared to those that were not. The findings are consistent with most of the literature reviewed (Coyle, 2002; Goldson, 2002; Alejos, 2005; Margolis, 2002). Though not many studies have been conducted on the effect of imprisonment on children's psychological health many researchers (Senanayake, Park & Clark-Stewart) agree that imprisonment causes children to experience behavioural difficulties. Child incarceration, due to the conditions that obtain in prison is an obstacle to children's psychological and cognitive development. All children, regardless of race

or social and economic status, are entitled to enjoy their childhood years in a free environment and to grow up freely in a natural environment.

The findings of this study also support the conclusion that children's psychological and educational wellbeing is significantly harmed by being in prison with their mothers. These children are susceptible to all dangers that confinement and adverse environmental conditions presents. However, these effects cannot be adequately estimated because the children are still growing and developing and therefore the impact imprisonment has on their psychological health could be acute but not immediately apparent.

The psychological outcomes of child imprisonment have been much neglected and yet they may be important in determining the educational outcomes for such children. Psychological wellbeing may determine how well adjusted children are to schooling and how well they may do at school. Children in prison with their mothers may show delayed development, a narrow range of cognitive and communication skills compared to their counterparts not incarcerated. Since the cognitive and communicative competencies are essential for social adjustment and wellbeing in a particular society imprisonment therefore may cause children to become social outcasts when they grow up and possibly end up committing a crime themselves and ending up in prison.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions of the study that were arrived from the analysis of the data and related it to the reviewed literature.

6.2 Conclusion

Child incarceration is an obstacle to children's psychological and social development and their future prospects. All children, regardless of social and economic status, are entitled to enjoy their childhood years and to grow up fully and naturally. Children incarcerated with their mothers do not have the same opportunities as those not incarcerated to participate in activities that are a crucial part of growing up, such as playing, going to school and socializing with their peers. They do not get the opportunity to interact with others and actively participate in and enjoy life. Isolation from the outside world as well as from friends and family prevents incarcerated children from learning to function fully in society and interact with others. Lack of access to school inhibits their intellectual growth while increasing isolation and reducing peer interaction

As shown by the findings in this study, children who are incarcerated with their mothers are susceptible to all dangers that prison presents. These effects cannot be fully estimated because children are still growing and developing and therefore the impact of incarceration on their psychological health may not be immediately apparent. However, the long term effects of child incarceration can be damaging and may disrupt the children's adult life.

6.3 Recommendations.

1. It is recommended that prisons which incarcerate mothers with their children must take the children's interests into consideration to ensure the normal development of the child. Policy makers should provide the following:-
   i) Learning facilities for the children to stimulate their cognitive development. In this case, provide teachers for the incarcerated children.
   ii) Playing facilities for the children with enough materials to play with whilst mothers are working.
   iii) Constant monitoring and counselling by a team of experts and constant interaction with children.

6.4 Future Research

1. Future research may use a larger sample of children as the 34 children of 17 incarcerated and 17 non incarcerated can be considered to be small.
2. Since the effect of prison can be long lasting, future research can look at the performance of children after they have left prison and "integrated" in society.

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APPENDICES

Appendix 1

Strengths and Difficulties Questionnaire P 3/4

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months.

Child's name ..... Male/Female

Date of birth.....

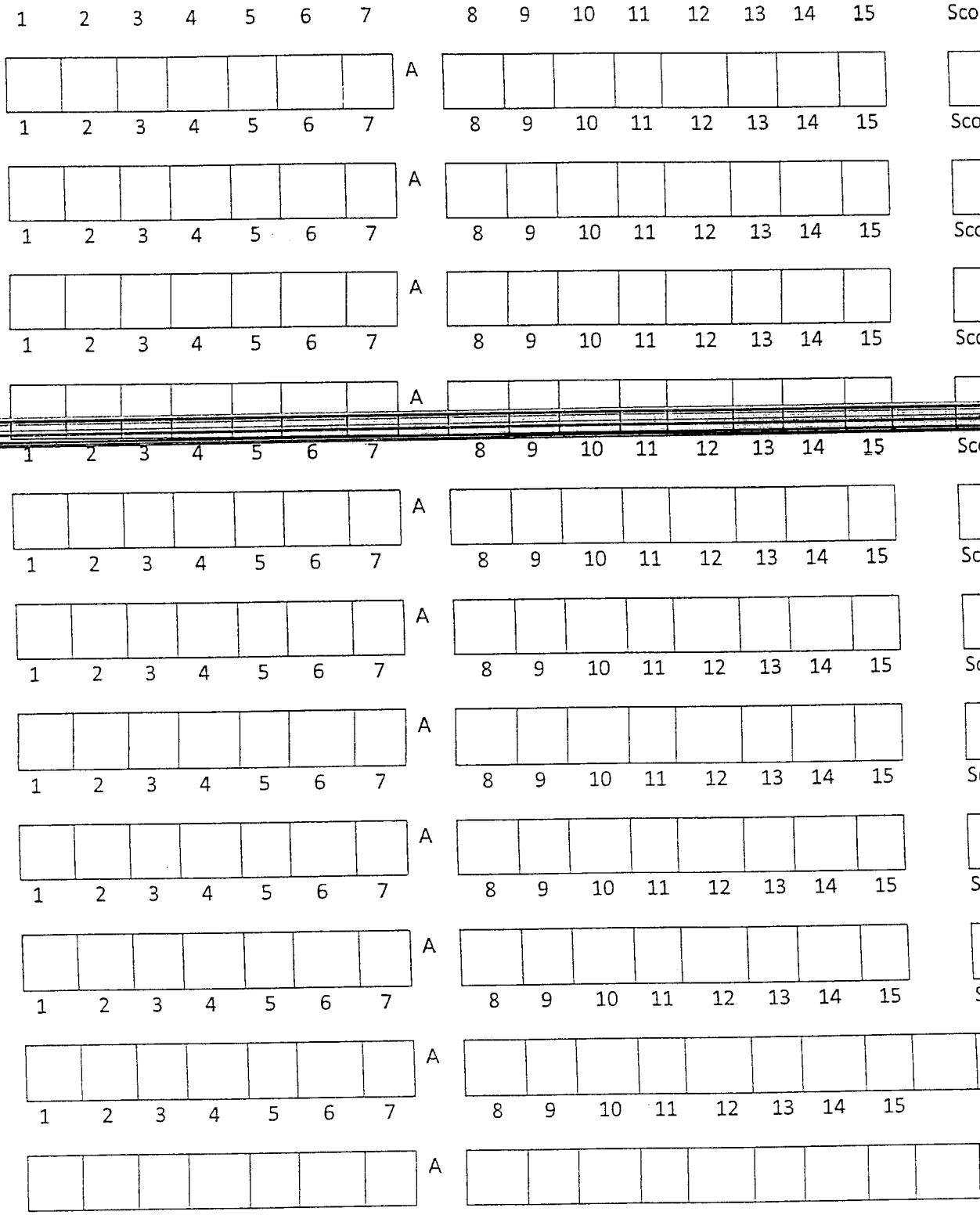
	Not True	Somewhat True	Certainly True
Considers other people's feelings	☐	☐	☐
Restless, overactive cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Ready to share with others, for example toys, food etc	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, prefers to play alone	☐	☐	☐
generally well behaved, usually does what adults request	☐	☐	☐
Many worries or often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly impatient or uneasy	☐	☐	☐
has at least one good friend	☐	☐	☐
often fights with other children or bullies them	☐	☐	☐
often unhappy, depressed or tearful	☐	☐	☐
generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often argumentative with adults	☐	☐	☐
Picked on bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things before acting	☐	☐	☐
Can be nasty to others	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Signature..... Today's Date .....

Mother/Father /other (please specify)

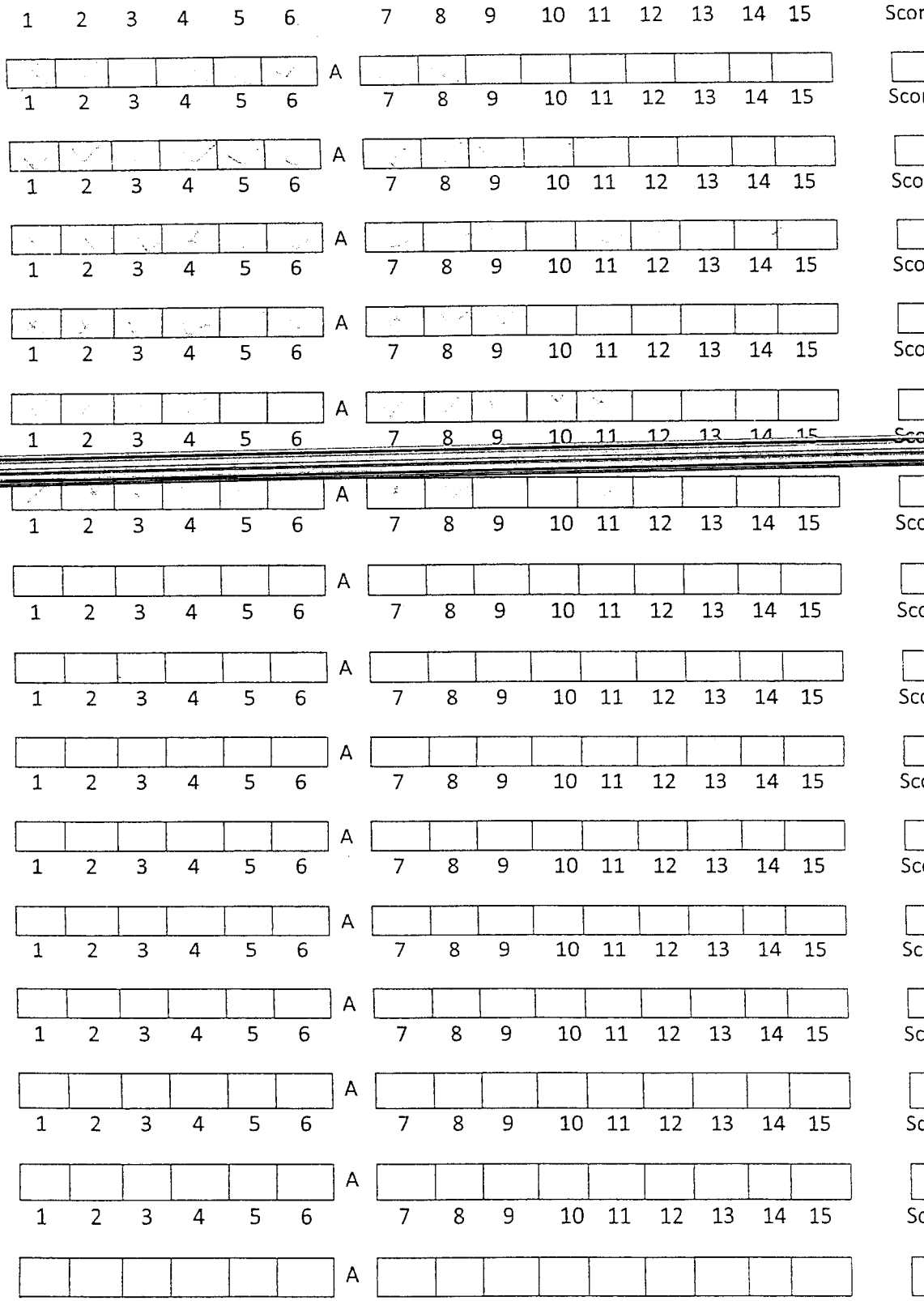
Appendix 2

SON-R: **Category Sub-test**



APPENDIX 3

SON-R; **Situation Sub-test**



APENDIX 4

SON-R: Mosaic Sub-test

1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	Score
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										
						A										

APPENDIX 5

TEL: LUSAKA 254061/2
TELEGRAPH: MINHOME, RIDGEWAY
TEL FAX: 254086
Email: homeaffairs.zamtel.zm

In reply please quote

No.....

REPUBLIC OF ZAMBIA
MINISTRY OF HOME AFFAIRS

INDEPENDENCE AV
P.O. BOX

MHA/101/1/13 TJ

23rd November, 2010

Ms Annie Siwale
Lusaka High School
Ministry of Education
LUSAKA

RE: REQUEST TO ACCESS INFORMATION ON WOMEN WITH CHILDREN IN PRISON: LUSAKA CENTRAL, KANFINSA AND KABWE FEMALE PRISON.

Reference is made to your minute dated 8th November, 2010 on the above subject matter.

Permission is hereby granted to you to access information on Women with Children in the said Prisons. The information is strictly for your academic purpose only to enable you fulfill your programme in Child and Adolescent Psychology at University of Zambia.

By copy of this minute, Prisons Authorities are informed accordingly.

Michael Sakala
Chief Inspector
Assistant Prisons Secretary
For/PERMANENT SECRETARY

CC: The Commissioner of Prisons, Prisons Headquarters – **KABWE**
CC: The Regional Commanding Officer, Copperbelt Region – **NDOLA**
CC: The Regional Commanding Officer Central Region – **KABWE**
CC: The Officer in Charge, Lusaka Central Prison – **LUSAKA**
CC: The Officer in Charge, Kabwe Female Prison – **KABWE**
CC: The Officer in Charge, Kamfinsa Prison - **KITWE**

APPENDIX G

UNIVERSITY OF ZAMBIA
Department of Psychology
Informed Consent Form for Mothers

PLEASE READ THIS DOCUMENT CAREFULLY. SIGN YOUR NAME BELOW ONLY IF YOU AGREE TO PARTICIPATE AND YOU FULLY UNDERSTAND YOUR RIGHTS.

Description of the Study:
You are being invited to take part in this study titled the effect of prison on Children's Psychological Development. You will be required to answer questionnaires and to permit us to do some activities with your child which will provide information on the child's development.

Risks and Benefits:

- We cannot guarantee that you will receive any direct benefits from this study
- The study will provide an opportunity to contribute to the welfare of children who are incarcerated with their mothers.

Participation Rights

- Participation in the study is purely voluntary so that if you decide to withdraw at any point, there will be no consequences to you.
- All personal identification information will be kept confidential and the data sheets will be kept in secured lockers in accordance with the standards of the University of Zambia Ethics Committee. If the results of this study are required for publication as we hope, your identity will still be kept private.

Signatures

I, ... (Name) have read and understood the above information. As a participant in this study, my signature testifies that I understand the consent process and management of confidentiality as indicated above. I also understand that I can withdraw at any time.

Signature of Research Participant.....Date.....

Name and Signature of Researcher.....Date.....

ANNIE SIWALE.
RESEACHER.

If you have any further questions about this research please contact:

Supervisor:
Dr. S.O.C Mwaba
Psychology Department
University of Zambia
P.O Box 32379
LUSAKA
Cell No. 0975496346

APPENDIX 7

UNIVERSITY OF ZAMBIA
Department of Psychology
Informed Consent Form for Prison Waders

PLEASE READ THIS DOCUMENT CAREFULLY. SIGN YOUR NAME BELOW ONLY IF YOU AGREE TO PARTICIPATE AND YOU FULLY UNDERSTAND YOUR RIGHTS.

Description of the Study:
You are being invited to take part in this study titled the effect of prison on Children's Psychological Development. You will be required to answer questionnaires pertaining to children's development in a prison environment.

Risks and Benefits:

- We cannot guarantee that you will receive any direct benefits from this study
- The study will provide an opportunity to contribute to the welfare of children who are incarcerated with their mothers.

Participation Rights

- Participation in the study is purely voluntary so that if you decide to withdraw at any point, there will be no consequences to you.
- All personal identification information will be kept confidential and the data sheets will be kept in secured lockers in accordance with the standards of the University of Zambia Ethics Committee. If the results of this study are required for publication as we hope, your identity will still be kept private.

Signatures
I, ... (Name) have read and understood the above information. As a participant in this study, my signature testifies that I understand the consent process and management of confidentiality as indicated above. I also understand that I can withdraw at any time.

Signature of Research Participant.....Date.....

Name and Signature of Researcher.....Date.....

If you have any further questions about this research please contact:

Supervisor:
Dr. S.O.C .Mwaba
Psychology Department
University of Zambia
P.O Box 32379
LUSAKA
Cell No. 0975496346

APPENDIX 8

Questions for the Incarcerated mothers and Prison Waders

1. What problems do you face as a result of being in prison with your child?
2. Do you have any special or separate rooms as prisoners who have children?
3. Does your child face any problems in relating with children of his or her own age, communicating with you and others, and in expressing his or her feelings?
4. What type of food does your child eat? Is he or she given any special food by the prison authorities?
5. Are you able to take your child to the under five clinic? And when they are sick are you able to easily access services from the clinic?
6. Are the children provided with any toys to play with or are they given special time to play?
7. What suggestions can you make to improve the life of your child while they are with you in?