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**INMATE MOTHERS: THEIR PERCEPTIONS OF THEIR
MOTHERING FUNCTIONS**

By

RAMONA THERESE CLARK

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**Bachelor of Arts
California State University, Sacramento
Sacramento, California
1973**

**Master of Social Work
California State University, Sacramento
Sacramento, California
1975**

**Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF PHILOSOPHY
May, 1979**

Thesis
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Thesis Approved:

Frances Stromberg
Thesis Adviser

Althea Wright

Elaine Jorgensen

Donald E. Celler

Harjit S. Sandhu

Norman N. Durham
Dean of the Graduate College

1032744

ACKNOWLEDGMENTS

The author wishes to express her sincere appreciation for the encouragement and cooperation of those generous persons who have contributed in many ways to the completion of this research project. Without the cooperation of Dr. Ned Benton, Oklahoma State Director of Corrections, and the administrators, wardens, and superintendents of the prisons, this study could not have been completed.

Gratitude and special recognition is expressed to Dr. Frances Stromberg, advisory committee chairman and thesis adviser, for her support, suggestions, thoroughness, and timely assistance and guidance through the entire project. Sincere thanks are also extended to Dr. Althea Wright, Dr. Elaine Jorgenson, and Dr. Harjit Sandhu for their encouragement, suggestions, ideas, and critical reading of the manuscript. Special thanks go to Dr. Donald Allen for sharing his research knowledge and for so generously sharing his time, wisdom, and encouragement.

A special thanks to Dr. Gene Acuff, Chairman of the Sociology Department, for providing an environment for the author to carry out the research study; to the many friends and colleagues in the Department of Family Relations and Child Development and the Department of Sociology for their support; and to Mrs. Mary Lou Wheeler and Mrs. Barbara Adams for typing the manuscript.

I am deeply indebted to the women included in this research who

were confined in the Oklahoma Prisons for Women and who served as research subjects for this study. To these unnamed volunteers, this study is dedicated.

These acknowledgments would not be complete without the author extending a grateful note of thanks to Dr. Winona Somervill, a dear friend and mentor; to my parents, Mr. and Mrs. Robert Collins, for their support; and to my mother- and father-in-law, Mr. and Mrs. Frank Clark, for believing in me.

To my husband, friend, and confidant, Wesley Clark, and to my daughter, Melody, and sons, Jerome and Kenneth, your love, aid, patience and understanding is truly exemplary of what family relationships are all about. For your support, without which this study would have been most difficult to complete, I give all my heartfelt love and thanks.

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CHAPTER I

INTRODUCTION

The phenomenon of increased incidence of female crime in the United States had led to a corresponding interest in the examination of factors related to crimes committed by women. However, interest in female crime has primarily focused upon the biological and psychological sources of criminality and some attention has been paid to the ecological distribution of the fine and the conditions of females after sentencing.

The fact that women prisoners comprise such a small proportion of all prisoners has affected the lives of those women who are incarcerated in many important ways (Simon, 1975). Although the relative lack of interest in female inmates is historic, recently there has been increased concern by women's groups in the United States for the problems of female inmates. These concerns have focused on the physical structure and conditions of the prisons, educational and vocational programs available to female inmates, the profiles of supervising personnel, and the social organization of the prisons.

There appears to be a general lack of knowledge about the concerns of female inmates which may be different from the concerns of male inmates. Yet, with the present-day emphasis in correctional work, it is particularly important to expand our areas of knowledge about female inmates in order to help these women undertake a successful rehabilitation program. Exploration which would contribute to a knowledge base in

relation to the specific concerns of women prisoners would lead to a greater understanding and awareness of prison rehabilitation programs. Such exploration might also provide a better base for planning and evaluating such programs. Research in this general area may also be important for future programming and planning in the prevention of recidivism as well as prevention work done with women convicted of misdemeanor offenses and with women on parole.

Traditionally in America, women have had familial responsibilities that men have not always had. Society's prescribed expectations have defined the woman's role and functions as that of child care and child socialization. Hence, inmate mothers are influenced by these culturally defined roles and functions, and thus their behavior and mental make-up should be examined in the context of the social roles which are both prescribed and proscribed by society.

Implications for the use of research in this area are vast and presently vague. Because society is not aware of the impact of mothers' imprisonment on family life and mothers' perceptions as family members, research into this narrowly defined area may provide answers which would aid these mothers in coping with their children when they are released from prison as well as aiding society. Such research could contribute to a greater awareness of the resources and potential for productive behavior of inmate mothers. It is believed that such research would make a much needed contribution to the field and contribute to the prevention of recidivism among inmate mothers. Indeed, while many social scientists and interested citizenry consider the treatment of female inmates to be an important area of corrections, there are few guidelines concerned with how an inmate mother can continue to function

effectively as a mother in prison or how she can achieve a relatively smooth transition from an imprisoned mother to a free mother.

Little is known about inmates as members of families, particularly as mothers, and their special roles or problems. Most material being written today is basically concerned with female homosexuality in prisons, types of female offenses, and the types of obligations and responsibilities in the internal social organization. There is a scarcity of research concerning inmate mothers and their children. One of the problems facing correctional institutions and female inmates is that when a woman is committed she is likely to be sent much farther from her community than is her male counterpart. This presents a great difficulty in keeping close contact with her family and in continuity in role function (Ward and Kassebaum, 1965; North, 1975). The physical absence of the inmate mother interferes with the maternal role function more than it does with the paternal role function of the inmate father. The distinction here is that while the father in prison presumes that the wife will continue to play the mother role, the mother in prison cannot make such an assumption. She has to ask her husband to assume responsibility for the care of the children because his primary role in the family has been defined as breadwinner (Ward and Kassebaum, 1965).

From reviewing literature on corrections and females in crime, it seems that some gains are being made in the statistical counting of female-committed crimes and understanding of the basis of these crimes. Yet, the area of mothers in prison has not been explored. The research literature seems to consist primarily of interest in the classification and causes of crime and the social roles of women in prison in relationship to each other. The relationship of inmates to society outside,

particularly the relationships between mothers and their children, has been reported in the literature only in a peripheral manner. Since mothers comprise approximately 70 percent of the female inmate population, this area of research appears to be a fruitful one for the future.

Little attention has been given to the mother's interaction with her children while she is in prison or to the impact of her own feelings about her maternal role and functioning. With the increasing incidence of female crime, it is expected that an increasing number of families with children will need support services to maintain the family during the mother's absence and to assist in her moving back into the family when she is released. Social services to female inmates could be more effective if more were known about their function as family members. There is a crucial need for further information to build a knowledge base which is necessary for effective programming and planning for crime-connected rehabilitation. Such information would reduce the amount of well-intentioned, costly, yet often ineffective programs while enhancing the success probability of those programs designed through careful and meticulous planning incorporated through a sound knowledge base. One method of gaining information about inmate mothers is to survey a group of such subjects in order to gather responses about their perceptions of their functioning in the maternal role.

Statement of the Problem

While there has been an increased contribution to the literature concerning women in crime and the behavior of incarcerated women, there is very little related to understanding the particular concerns of incarcerated mothers. This study was planned to investigate the

perceptions of inmate mothers concerning their functions in relationship to their children. More specifically, the study will describe inmate mothers' perceptions of their own functioning in the maternal role and examine differences in perceptions of these functions in relation to the type and/or length of imprisonment.

Purpose of the Study

The purpose of this study was to describe the perceptions of inmate mothers concerning their functions in the maternal role. Specific attention was given to selected related variables, i.e., communication between mother and child, adjustment to mother role on release, affective and emotional expression between mother and child, nurturance, socialization, problem solving between mother and child, functional continuity with society, relationship of child to family and others, and child's freedom. In addition, the perceptions of the subjects were analyzed according to length of imprisonment and type of imprisonment.

Importance of the Study

This study has important practical implications for prison administrators who are involved in the planning of programs for incarcerated women. There seems to be a change in the philosophy of administrators in corrections programs regarding the treatment disposition of prisoners. In the past, the major emphasis was punishment. Now, there is a move toward rehabilitation. If this be so, research on inmate mothers is needed to provide data on how to help concerned female inmates adjust to rehabilitation programs while imprisoned.

Since an important role of women has been traditionally defined as

motherhood, this should be a primary consideration in working with inmate mothers. Information gathered from this type of research can aid prison and welfare personnel in making decisions related to rehabilitative educational programming, personal counseling, and planning for release.

A major problem of imprisonment in the past has been the removal of the prisoner from the family. In traditional society the extended family was more common, and grandmothers or other close relatives took care of the children when the mother was imprisoned. In modern urban society there are fewer extended family systems operating. An important question is then raised, "Who takes care of the children when mother is in prison?" Are there mother surrogates or can the inmate mother continue to function in her mothering role while imprisoned? Can the inmate's family fulfill the necessary functions or is the community obliged to provide support to substitute for maternal functioning? Research data from this study of prison mothers should help to explain the particular problems of these mothers and provide insight as to how these inmate mothers fulfill their roles while in prison.

The need for a study such as this is especially important because mothers usually do not spend an entire lifetime in prison. The contributions of this research should aid case managers and parole officers in helping inmate mothers make an easier adjustment upon release from prison.

Generally, teaching and research are interrelated. This study can increase the body of literature for those who are instructing in the areas of human relationships, corrections, social work, forensic medicine, law, sociology, criminal justice, and other areas which are

related to these professions.

Outline of Research

This research is presented in five chapters. Chapter I presents the introduction to the study, states the specific problem investigated, explains the purpose and objectives of the study, and outlines the importance of the study.

Chapter II provides a review of literature relevant to the functions of mothers. From this literature a theoretical framework is suggested for studying the perceptions of inmate mothers of their roles as mothers.

Chapter III describes the research problem, general expectations, and nature of the respondents. A description is then given of the techniques of data analysis.

Chapter IV provides a general summary of the research findings. These findings are evaluated in terms of general expectations as suggested by the literature.

Chapter V covers conclusions made regarding the study, and recommendations are suggested for further research in this area.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The woman in prison has been referred to as 'the forgotten offender' by those who want to call attention to her plight and to bring about changes in her situation. Part of the reason for the lack of interest in female inmates stems from the fact there are so few of them (Simon, 1975, p. 64).

The above quotation was written by Rita Simon after she studied what had been written about female prisoners and their treatment, lack of training programs, and lack of provisions for women with children. Simon also suggested another reason for the lack of interest in women prisoners is that the women inmates themselves have called so little attention to their situation. The small number of women in prison may increase in the future. According to Wicker (1973), Carolyn Handy of the U. S. Commission on Civil Rights reported a visible trend toward equal penalties for equal crimes with more and longer prison terms for women resulting.

With this as perspective, the purpose of this chapter was not to survey the literature concerning female prisoners in general. Rather it was to review literature related to functionalism and inmate mothers. Thus, the review of the literature will focus upon works providing information concerning the following:

- A. Functions of Society
- B. Family Functions
- C. Micro Level: Family Subsystem
- D. Family Functions, Roles and Needs: A Theoretical Base
 - (1) Perception and Reaction
 - (2) The Social Psychology of Attitudes
 - (3) Attitudes
 - (4) Societal Attitudes and Family Functions
- E. Family Functions: A Concept
- F. Types of Functions: An Exposition
 - (1) Affection
 - (2) Nurturance
- G. Functions of Mothers
- H. Women In Prison
- I. Inmate Mothers and Family
- J. Inmate Mothers and Children

A Functionalist Perspective

Functionalism provides a theoretical framework which can be employed at two levels of analysis. The levels include (1) the macro level which concerns itself with the functions of broad institutions of the society and (2) the micro level which can be an aid in understanding the nature of the functions of a subunit--such as the mother's functions in the family.

Macro Level

Functions of Society

Society is a composite of subsystems which comprise a whole system. Each part of the subsystem is influenced by every other part. This system is in a state of dynamic equilibrium so that change occurs within limits. This structure of interrelated parts serves a necessary social function which provides some ongoing usefulness to the society. Human activities, then, are organized to assure the continuity and stability of society. Winch (1971) identified five basic societal functions which must be carried out in order for a society to maintain itself. These functions are as follows:

1. Replacement for dying members of the society must be provided.
2. Goods and services must be produced and distributed for the support of the members of the society.
3. There must be provision for accommodating conflicts and maintaining order, internally and externally.
4. Human replacements must be trained to become participating members of the society.
5. There must be procedures for dealing with emotional crises, for harmonizing the goals of individuals with the values of the society, and for maintaining a sense of purpose (p. 13).

Thomas (1925) posited that human individuals, in our culture at least, have needs for security, response, recognition, and new experience. Levy (1952) offered a framework in which these needs and others can be provided. Functional prerequisites are considered universal and essentially correspond to the performance of institutions. Thus, Levy (1952) has proposed that every society must have the following functions provided at a minimum level if it is to survive:

Institution's Sphere	Corresponding Functional Prerequisite
1. Health	Continued biological functioning of individual members (eating, sleeping, living)
2. Religious	Maintenance of individual, groups, and societal motivation for survival
3. Economic	Production and distribution of goods and services
4. Education	Education into position, role, and norm configuration
5. Political-legal	Maintenance of order both within and among groups
6. Family	Replacement of members who die or leave (p. 20).

Family Functions

The family is a subsystem of society which constitutes an integral part of the structural arrangements of society. As Nye and Berardo (1973) has posited, the institution of the family will persist as the most fundamental unit of society. Social scientists view the family as a social system which is part of a larger, more comprehensive, and more complex organization called society (Winch, 1971). This subsystem, unlike most, serves a variety of needs and functions, most of which are unspecified (Zimmerman, 1972). Nye (1967) has stated the following:

There is little doubt that the institution of the family is here to stay, not because this basic unit of social structure is valuable, per se, but because it is instrumental in maintaining life itself, in shaping the infant into the person, and providing for the security and affectional needs of people of all ages. In fact, the family is so central to the fulfillment of several central intrinsic values, that it can be anticipated that it will become an even more competent instrument for meeting human needs, and as a consequence, will become an even more highly and generally valued throughout society in that fascinating and ever more rapidly changing world of tomorrow (p. 248).

As Nye (1967) indicated, there seems to be little dispute about the continued importance of the family. There is evidence that

The family is more specialized than before, but not in a general sense less important, because the society is dependent more exclusively for the performance of certain of its vital functions (Parsons, 1955, pp. 9-10).

The functions of the family are important for interaction with other social systems or small groups. The family is a part of society and as such is an institution which must perform certain basic functions which help to maintain a state of dynamic equilibrium. The general core functions performed by the family are both society-oriented and individual-oriented.

Murdock (1949) identified four basic universal functions which are regarded as necessary to the survival of society. These minimal functions are: sexual, reproductive, economic, and educational. Parsons (1955) noted that although there has been no clear conception of what are the important functions of the family, procreation and child care are always included, as well as some references to economic, religious, and sexual functions.

Winch (1971) noted the importance of the family function in providing replacement for dying members to fulfill its societal-oriented function. He further noted that the major family function which is individual-oriented is to provide a sense of immortality or temporal continuity with an ongoing society.

Duvall (1971) noted that the modern family has six nontraditional functions which contribute to its central purpose--the creation and maintenance of a common culture which promotes the physical, mental, emotional, and social development of each of its members. These

nontraditional functions are as follows:

1. Affection between husband and wife, parents and children, and among generations;
2. Personal security and acceptance of each family member for the unique individual he is and for the potential he represents;
3. Satisfaction and a sense of purpose;
4. Continuity of companionship and association;
5. Social placement and socialization;
6. Controls and a sense of what is right (p. 5).

Reiss (1965) posited that the core function of the family is to provide nurturant socialization to its dependent young. It is this function, according to Reiss, that characterizes all families in all societies. Agreement with this position was supported by Adams (1973). The family, he noted, performs the socialization or child-rearing functions. Hence,

the individual learns what to do and what not to do in order to get along in society, in order to be consistent with its demands and effectations. Thus, from society's standpoint, this is the social control function--a result of the family's embodying and impacting the society's culture (p. 82).

Adams identified two other specific functions performed by the family unit in U. S. society: (1) its affective function as a central basis of both the formation and the continuation of individual family units and (2) its functions as an economic consumer (pp. 93-94). These functions are fulfilled through a core relationship among father, mother, and child (Winch, 1971).

Micro Level: Family Subsystems

The functions of the family may be evaluated in terms of family subsystems. Benson (1971) and Eshleman (1974) identified these subsystems as (1) husband-wife, (2) parent-child, and (3) sibling-sibling. This study is concerned primarily with the subsystem of the mother and

child interaction. The mother-child relationship may even be considered the one essential enduring care relationship (Winch, 1971).

Family Functions, Roles and Needs: A

Theoretical Base

Fulfillment of family functions towards perceived child-related needs requires role prescription and enactment. Kadushin (1974) listed nine behaviors which parents are expected to do and feel in relation to the child in acceptably discharging the parental role. In addition to socialization of the child and provision of basic needs such as food, shelter, education, health care, and social and recreational activities, parents are expected to provide for the emotional needs of the child as well as to provide a fixed place of residence in order to legitimize the child's membership in the larger social group. Additional parental role expectations included child discipline, maintenance of family interaction, and protection of the child from physical, emotional, or social harm.

This concept of prescribed parental role fulfillment has also been identified by researchers who posited that a child has certain basic needs which are important in parent-child relationships. The degree to which parental functions are fulfilled through special role behavior determines the degree to which the parent-child relationship fulfills or thwarts basic emotional needs. Stinnett and Walters (1977) identified parental provision of security, acceptance, trust, self-esteem, love, freedom, and the establishment of limits as important in fulfilling the basic needs of the child. Parental supportiveness, warmth, and acceptance were three major functions found in promoting favorable

emotional, social, and intellectual development of children. An annotated bibliography of approximately 200 research studies (Walters and Stinnett, 1971) indicated support for this conclusion.

Lindzey and Aronson (1968) posited that the conceptual bridge between social structure and role behavior is the concept of role expectations. This is a cognitive concept, the content of which consists of subjective probabilities and expectancies. The units of social structures are positions or statuses. These units are defined in terms of actions and qualities expected of the person who at any time occupies the position.

Increasingly, the task of establishing social roles in society is becoming more difficult. "Microfunctionalists think of social roles as linking concepts that related parts of individuals to various social institutions such as the family" (Schulz, 1972, p. 9). Roles arise out of system needs. Role perceptions have proved a fruitful concept for viewing mothering functions.

Perception and Reaction. W. I. Thomas (1925, 1971) is best known for his widely quoted dictum: "If men define situations as real, they are real in their consequences." He posits that preliminary to any self-determined act of behavior there is always a stage of examination and deliberation which we may call the definition of the situation.

Mead (1934, 1971) noted that the organization of the social act has been imparted into the organism and becomes the mind of the individual. It still includes the attitudes of others. This process, then, of relating one's own organism to the others in the interactions that are going on, insofar as it is imparted into the conduct of the individual

with the conversation of the "I" and the "me," constitutes the self.

Hence,

The very nature of this conversation of gesture requires that the attitude of the other is changed through the attitude of the individual to the other's stimulus The individual not only adjusts himself to the attitudes of others, but also changes the attitudes of others (Mead, 1934, 1971, p. 267).

Attitudes, according to Mead (1934), are parts of the social reaction. They cannot exist without an interplay of gestures. He further posits that the rational attitude which characterizes the human being is the relationship of the whole process in which the individual is engaged to himself as reflected in his assumptions of the organized roles of the others in stimulating himself to his response.

The Social Psychology of Attitudes. An attitude represents both an orientation toward or away from some object, concept, or situation and a readiness to respond in a predetermined manner to these or related objects, concepts, or situations. Both orientation and readiness to respond have emotional, motivational, and intellectual aspects; and they may in part be unconscious (Hilgard and Atkinson, 1969).

Festinger (1972) posited that a person likes his beliefs and his behavior to be consistent; and if he finds them inconsistent, he maneuvers in one way or another to reduce the discrepancy--by altering his beliefs, by changing his behavior, or both. Bandura and Walters (1963) posited that according to Roller's social learning theory (1963) the probability of the occurrence of a given behavior in a particular situation is determined by two variables: (1) the subjectively held probability or expectance that the behavior in question will be reinforced and (2) the value of the reinforcer to the subject. Reinforcements,

posited Bandura and Walters (1963), are usually dispensed on a combined schedule with both the number of unreinforced responses and the time intervals between reinforcements continually changing. Not all responding behavior is due to the socializing agent's attitude. Thus, the complementary reaction would also depend upon form, timing, intensity, and objects of the receiving person's behavior.

Hollander and Hunt (1972) expounded on Cooley's notion of the "looking-glass self." They posited that this notion represents the idea that the individual comes to identify himself in the mirror of others' actions. The individual learns to shift viewpoints through the medium of language and role playing. By this process "he develops a sense of prevailing social reality and expectations, and arrives at a definition of himself in the scheme of things" (p. 98). Mead (1972) noted that a child is continually taking the attitudes of those about him, especially if those roles are those who in some sense control him and upon whom he depends. The individual "stimulates himself to the response which he is calling out in the other person, and then acts in some degree in response to that situation" (p. 108).

Attitudes. Attitudes have long held a central place in social psychology and were among the first elements postulated which accounted for social behavior. Hollander and Hunt (1972) posited that attitudes grow out of the experiences of an individual and indicated how the individual defines situations and tends to act in them.

Attitudes, according to Hollander and Hunt (1972), have been construed in three major ways:

1. As cognitive states in the nature of beliefs about things in the environment, including persons, objects,

- activities, and situations;
2. As learned dispositions to respond, in the sense of psychological 'sets';
 3. As feelings, in the evaluative sense of like or dislike (p. 176).

Societal Attitudes and Family Functions. The cognitive and affective attitudinal states are viewed as mediating between the stimulus situation which is encountered by the individual and the response which he makes (Hollander and Hunt, 1972). Allport (1972) posits that individuals are hemmed in their behavior by the manner in which others show they expect us to behave. He further notes the attitudes of others toward us whether real, supposed, or wished, control both our personal conduct and our self-consciousness.

Merton (1972) expounding upon the work of W. I. Thomas' theorem, "If men define situations as real, they are real in their consequences," suggests that the first part of the theorem provides a reminder that men respond not only to the objective features of a situation, but also, and at times primarily, to the meaning this situation has for them. Upon assigning some meaning to the situation, their consequent behavior and some of the consequences of that behavior are determined by that ascribed meaning. Hence, he posits, "The self-fulfilling prophecy is, in the beginning, a false definition of the situation evolving a new behavior which makes the originally false conception come true" (p. 262).

The above discussion of behavior and attitudes in general will hopefully provide a conceptual background for the next part of this paper which deals specifically with societal attitudes and expectations and its reciprocal effect of family functions and specific role expectations.

Family Functions: A Concept

The concept "function" is used widely in the social sciences. Nye and Berardo (1973, p. 7) defined function as "an activity performed for an institution or for a class of individuals." In order that the family may best perform those particular functions which contribute to society, the family functions are divided among family members in the form of roles. Roles, according to Nye and Berardo (1973, p. 9), are culturally defined. In highly differentiated societies some small part of the definition of family roles is grounded in laws, however, most role behavior is more informally specified and enforced. These roles, then, exist through a consensus on the general definition of roles.

Functions, then, emanate from culture. The perceptions of family functions and the roles to enact these functions are defined through the perceptions held by society of existing dyadic relationships. Existing data verify that these functions are carried out through expected dyadic role relationships (i.e. mother-child, husband-wife). Most of the literature surveyed regarding childrearing functions seem to suggest that these functions are provided through the mother role. This, however, does not mean that these functions are not also provided by the father role. Rather, it suggests that research in this area has been previously based on the expected behavior of cultural defined proscriptions. Society does not primarily look at father-child relationships. Instead, it looks at relationships that define it as existing.

Situations, then, determine behavior. Allport (1972, p. 192) posited that "We are hemmed in in our behavior by the manner in which others show they expect us to behave."

Types of Functions: An Exposition

Schulz (1976) highlighted the functions and roles of family members. The family is

a social institution that has the primary personal function of providing nurturance and support for its members and the primary social function of the reproduction and replacement of members. As such, it is basically an interrelated set of social expectations about how persons or groups of persons should go about the business of caring for one another (pp. 23-24).

In American society, caring is primarily expressed in meeting one another's emotional needs and nurturing each other to greater growth and personal fulfillment (Schulz, 1976).

Rossi (1978) explored a biosocial perspective on parenting in which she treated the family from the perspective of the parent, particularly the mother. Rossi (1978) posited that by comparison to the female attachment to an infant, the male attachment is a socially learned role while the female is closely involved in the reproductive process. There is a greater need for close bonding of the human infant to its mother than there is in other species. As pregnancies become increasingly intentional and freely chosen, this fundamental salience of the mother-child relationship may become stronger, not weaker.

Infants may respond to anyone who provides stable loving caretaking, but the predisposition to respond to the child may be much greater on the part of the mother than the father, a reflection of the underlying dual orientation of the female to both mate and child, a heritage that links mating and parenting more closely for females than males, and one rooted in both mammalian physiology and human culture (p. 18).

Rossi (1978) further expounded (based on an examination of biological determinants) that while family systems vary greatly in the relationship of the adult male to his offspring and in the extensiveness of the

social support system in which the mother and infant live, there is little or no cultural variation found in the physical proximity and emotional closeness of the mother and the infant in the early months following birth. Consequently, there may be a biologically based potential for heightened maternal investment in the child and significant residues of greater maternal than paternal attachment may persist into later stages of the parent-child relationship. Conversely, Wortis (1971) commented on the strong prejudice about the need for "mothering" and questioned whether or not the mother is the principal figure in the developing child's environment is a socio-cultural question and not a biological one. He questioned the provincialism of studies of mother-infant interaction by Western psychologists and psychiatrists. In particular, Wortis criticized the emphasis on the exclusive mother-infant bond and stated that there is no evidence for the assumption that this bond is confined to only one object, the mother.

White (1976) found that a good deal of literature rested on two simplistic assumptions:

- (1) that parents, particularly mothers, socialize children in our society; and
- (2) that in such socialization, the parent is the cause and the child is the effect (p. 46).

Wernick (1974) has stated that there are two essential family functions in all cultures. After fulfilling prescribed societal functions on the macro level, the family is responsible for performing two crucial functions at the micro level. Wernick (1974) noted that

a family is a small group of people who consider themselves bound by endearing ties and who accepts the responsibility for bringing up children. For the children the family performs two crucial functions. First, it cares for them physically so that they will not die and so that they will grow up healthy and strong. Second, it transforms them from mere

biological organisms into human beings who can function as members of the society into which they were born (p. 12).

The second function is defined by behavioral scientists as metamorphosis socialization or enculturalim (Wernick, 1974). In her discussion of Parent Education and Problem Prevention, DeRosis (1974) posited that parents remain primarily responsible for establishing feelings, moods, attitudes, values, and practices that will most influence youngsters' physical, emotional, and intellectual growth. Using reference material from parent discussion groups, private practice, and from other professional and social associations in educational and psychiatric milieux, DeRosis concluded that there is a direct relationship between the state of mother's physical and mental health and the well-being of her children. This is not to say that father's condition does not influence his children, but in the day-to-day relations, mother has more impact than father. It may be that,

in the future years, as fathers assume a greater share in the task of child rearing this phenomenon may not be so prevalent. But for the present, it seems to be so, for mothers have borne and are still bearing the greater responsibility for child rearing (p. 139).

Coser (1964) has pointed out that mother is a dominant force in middle-class children's lives because she is the source of affection and both attitudinal and overt conformity. It is the mother's task to supervise all the children's activities and her position of control outweighs the control that a busy and absent father can have over his children.

Kohn (1974) studied the relationship between social class and parental values. Two hundred families each from a white-collar occupation and 200 from among those in which the father had a manual

occupation were selected randomly. Mothers in all 400 families were scheduled for interviews, with interviews in every fourth family with both parents and their fifth grade child. Results of the study revealed that parents, whatever their social class, deemed it very important that their children be honest, happy, considerate, obedient, and dependable. However, analyses showed that middle-class mothers ranked child's happiness as first-rank importance, while work-class mothers ranked happiness second to their first-rank importance of honesty and obedience.

Stinnett and Walters (1974) found that parental behavior toward the child is also a function of the sex of the parent. Children tend to see their father as less warm, less nurturant, and less understanding than their mothers.

The problem of discipline has been complicated by parental lack of self-assurance which successful inner-direction gives. Some authors have suggested that the inner-directed parent is not particularly worried if the way the child is disciplined causes some resentment on the part of the child (Riesman, 1950).

Kohn (1959) found a difference in the conditions under which middle and working-class parents resorted to physical punishment. He concluded that mothers of both social classes were not especially quick to resort to physical punishment or to other forms of persuasion. However, when their children persisted in wild play, sibling fights, and temper displays, mothers of both classes turned to a form of punishment. Wild play and fighting were found to be cause for punishment by working-class mothers. Loss of temper was considered punishable by middle-class mothers.

Nye (1958) suggested that the attitude of adolescents toward the

freedom and responsibility they are given is closely related to attitudes toward parental discipline. If an adolescent has a favorable attitude toward the freedom and responsibility he receives, the chances are somewhat better than even that he will also have a favorable attitude toward most other areas of family adjustment. Nye states that

while extreme freedom is related to delinquency in both sexes, it is more closely related to delinquency in girls. Parents generally employ direct supervision and control over girls to a much greater extent than over boys. This may, more than any other single factor, account for the much lower delinquency rates among girls. When direct controls over girls are not exercised, their infractions of laws and regulations more nearly approximate those of boys. The delegation of responsibility to adolescents is somewhat more closely related to low delinquency in boys than in girls, although it is related to both (p. 113).

Parent-child relationships, and specifically, lack of control, seemed to be the one most prevalent accompaniments of delinquency, Reckless (1932) suggested. He added, "Unadjustment at home, when it is habitual, is often transferred to other situations" (p. 129).

Sandhu (1977) posited that consistency and fairness in parental discipline have been found to be significantly associated with conforming behavior. In large numbers of families of delinquents, disciplinary practices were erratic and unsound. The mother or the father was either extremely lax or unreasonably rigid in control and/or inconsistent in dealing with the child.

von Mering's (1955) study showed that the professionally active woman in her mother role tended toward a stricter discipline and has more rules with fewer choices or suggestions to the child. The nonprofessional mother placed a greater stress on the child's emotional security and attempted to act as a clinician attempting to diagnose the child's problems. Rossi (1968) posited that only on a very general overview

does a parent maintain a particular level of support and of discipline toward a given child. Hence, "situational variation is an important determinant of parental response to a child . . . an indulgent and loving mother may show an extreme degree of discipline when the same child misbehaves" (p. 38).

Berelson and Steiner (1964) surveyed the sum total of scientific findings about the importance of providing emotional support and security for children. They suggested that prolonged separation from the mother and from a secure home environment seems to lead to serious intellectual and emotional retardation.

Burgess, Locke, and Thomes (1971) stated that

while various forces are decreasing some of the functions of the family, it maintains its affectional and child-rearing activities . . . Child rearing is one of the primary functions of the family, particularly for the mother, and this has been retained (p. 439).

Saxton (1972) posited that the mother-wife family roles have in general remained the same throughout all societies. The mother has always dealt with the care of the offspring and with problems that originate within the household and not in the outside environment. Besides child-care and housekeeping functions, she is expected to provide emotional and physical nurturance both to her children and to her husband. Thus the nurture and socializing roles are interrelated, and the child who receives physical and emotional nurturance from the mother also requires some degree of socialization. This position is also supported by Nye (1959) who found that previous research suggested that the mother-child relationship is generally closer both affectionately and in terms of social interaction than that involving the father.

Denny (1966, p. 58) defined deprivation as "the loss of those

emotional ties that bind mother and child together, and that provide for the child the experience of a warm, intimate, and continuous relationship in which both mother and child find satisfaction and enjoyment."

Affection. Ainsworth and Bell (1970) examined the concepts of attachment and attachment behavior from an ethological-evolutionary viewpoint. The authors defined attachment as

an affectional tie that one person or animal forms between himself and another specific--a tie that binds them together in space and endures over time. The behavioral hallmark of attachment is seeking to gain and to maintain a certain degree of proximity to the object of attachment, which ranges from close physical contact under some circumstances to interaction or communication across some distance under other circumstances (p. 50).

Subjects for the study consisted of 56 infants of white, middle-class parents. One subsample of 23 subjects who had been observed longitudinally from birth onward, were observed in the strange situation when 51 weeks old. The second subsample of 33 subjects studied in the context of an independent project, were observed when 49 weeks old. The "strange" situation was composed of eight episodes following in standard order for all subjects (i.e., mother, accompanied by an observer, carried the baby into the room, and then the observer left to stranger entering the room when mother was not present).

Results of the study suggests that the presence of the mother was found to encourage exploratory behavior, her absence to depress exploration and to heighten attachment behavior.

Moss, Robson, and Pedersen (1969) found that mothers who had less education provided more physical stimulation for their infants than those mothers who had a higher educational level. These authors found that the more frequent the mutual visual regard was between a mother and

her young infant, the more social approaches the baby made to strangers when they were older.

Beckwith (1972) studied the relationship observed between the mother's social behavior toward her baby, her baby's behavior toward her, and the baby's response to strangers. Subjects selected for the study were 24 adoptive mothers and their infants. The infant sample contained 12 males and 12 females with a mean age of 8.7 months for the first interview and a mean of 10.0 months at the second interview. The maternal measures were divided into three categories: mother's verbal contacts with the infant, physical contact, and/or social approaches. Results of this study showed that the quality of the mother's responsiveness to her baby's cries seems to be an important determinant of social behavior. The more the mother ignored the baby's signals or criticized his behavior, the less her infant was found to orient to her and the less he maintained contact with her. Regardless of the nature of the relationship with the mothers, boys were less wary or more responsive to strangers than were the girls. The author did not examine the nurturance functions of the mothers, rather, in conducting the study, assumed such functioning was recognized as a "given."

Radin (1971) investigated the relationship between maternal practices, as observed in the home, and the cognitive development of low-income preschool aged children. The object was to determine if maternal warmth was associated with intellectual growth in a lower-class environment. Warmth was operationally defined as the mother's use of (1) reinforcement, physical or verbal; (2) consultation with the child, or asking him to share in some decision; and (3) sensitivity to the child, or anticipating his requests or feelings. The sample consisted of 52

mothers and their four-year-old children enrolled in the Early Education Program of Ypsilanti, Michigan. Twenty-one percent had no father in the home; 13 percent of the families were receiving welfare assistance. The significant findings showed that the relationship between maternal warmth and IQ was maintained even when motivation was controlled and suggests that maternal child-rearing practices significantly affect the child's response to a given compensatory preschool program.

Nurturance. Ainsworth (1969) stated that the social learning theorists give only perusal attention to a listing of the primary drives upon which the secondary dependency drives depend. While some social learning theorists imply that there is a primary need for physical contact, others assume that this too is an acquired drive. Ainsworth's thesis for examining these viewpoints posits that the reason for the casualness is that "All of these drives, whether primary or secondary, are gratified in the course of the mother's care. The mother's nurturance is a necessary condition for the acquisition of dependency" (p. 984). The link then between dependence and nurturance recurs throughout the dependency literature, and the most important aspect of nurturance is usually specified as the provision of food (Ainsworth, 1969).

According to Sears, Maccoby, and Levin (1957):

A child seems to develop a 'need' for these surrounding things (the circumstances surround the food--the mother's talking, hugging, smiling, and so on) that is quite separate from his 'need' for food. They become 'rewards' for him, loved and desired objects or situations which he will strive to attain (pp. 14-15).

The function of the mother is that of the gratifying agent. "Later he seeks the mother as an end in herself" (Ainsworth, 1969, p. 984).

Emmerick (1962) posited that the behavior of mothers toward children

tends to be more nurturant and warmer than that of fathers. Denny (1966) described the needs of children as growth, health, happiness, maturity, and capacity to earn a living. Other needs posited by Denny are security and acceptance. These needs of children have been found to lie in the establishment of a relationship with an adult or a peer group of such a nature that the child's personality can develop and flourish in an environment of security, acceptance, and care.

Functions of Mother

Traditionally the mother has played the primary role in most family functions. Ogburn and Nimkoff (1955) posited that the mother's role is cohesive. Saxton (1972) indicated that the mother has always been responsible for the care of the children. She is expected to provide emotional and physical nurture to her children. Her traditional functions include child care and household tasks. Parsons and Bales (1955) and Zelditch (1955) have shown that there is a cross-cultural tendency for the wife to play an expressive or social-emotional role. Zelditch (1955) found that the expressive role of the mother included responsibility for maintenance and management of tensions as well as the primary responsibility for emotional support and care of children.

Crano and Aronoff (1978) studied a representative cross-cultural sample of 186 societies in order to extend an earlier investigation of specialization of the instrumental role, by sex, to a similar study of the expressive role in society. This study was largely based on Bales' study of small group interaction in which the two distinct roles were identified. Using codes from Barry and Paxson's *Infancy and Early Childhood Cross-cultural Codes*, the authors sought to assess the

distribution of child care within a society, to test if perception of socio-emotional specialization is a universal feature of the family, and to ascertain whether this specialization is assumed by the female member.

Crano and Aronoff (1978) reported that women were strongly committed to expressive activities during the infancy of their children, but the intensity of this commitment decreased substantially as the child became two or three years old. Males were found to be relatively less involved in expressive activities but still assumed a substantial amount of the expressive functions of the family. The same degree of expressive commitment by males was maintained throughout the infancy and early childhood of their offspring. Specific examination of the mother's set-specific investment in the socio-emotional aspects of her role differed between infancy and childhood periods. The results indicated that generally, in all societies, the mother is responsible to a major degree for the care of the infant. In 50 percent of the 141 societies for which information on child care was available, the mother was considered the almost exclusive caretaker of the infant. In 40 percent of the societies surveyed, infant care was viewed to be the principal role of the mother. However, the study showed that the pattern of mother's activity in caring for young children who are beyond the infancy period does not show a similar high level of involvement. Twenty-four percent of the sample classified mother as the principal caretaker.

Mason, Czajka, and Arber (1976) investigated recent changes in the United States in women's sex-role attitudes using five sample surveys taken between 1964 and 1974. The surveys dealt with three major aspects of sex-role attitudes:

- (1) They deal with women for whom traditional role definitions are likely to be salient (women who have finished school, who have been married, and who are of child-bearing age);
- (2) They replicate precisely an unusually wide range of attitude items--items that not only touch upon women's rights in the work place, but also on their perceived obligations in the family;
- (3) They measure attitudes before, during and after the initial rise of the women's movement (p. 574).

The results of the analysis suggest a considerable movement toward more egalitarian role definition occurring in the past decade. Results also indicated that women's attitudes toward their roles in the home have become increasingly related to their attitudes toward their rights in the labor market since the rise of the women's movement; however, the traditional sex division of labor within the family continues.

Brown, Perry, and Harburg (1977) investigated the impact of sex-role attitudes on psychological outcomes for black and white women experiencing marital dissolution. This study investigated factors involving the degree of traditionality of their sex-role attitudes toward (1) women in the home, (2) traditional family roles, and (3) job inequality. The sample was composed of 253 women living in Detroit, Michigan, and its suburbs. The respondents were interviewed in their homes or at the Marriage Counseling Service. An instrument of 18 sex-role attitude items was administered during the first interview and repeated in the second interview four months later. Eleven items were retained and utilized in the final analysis. There were no significant differences between black and white women on any of the three sex-role attitude factors. The study indicated a traditional sex-role orientation toward women in the home and family roles but suggested that black and white women both become significantly less traditional in their

sex-role attitudes during the four months of coping with marital breakdown. These attitudes were directly related to educational levels for both black and white women. This educational variance is consistent with the findings of Mason, Czajka, and Arber (1976).

Araji (1977) utilized the concept of role attitude in lieu of the more traditional concept of norm. Role attitude is defined as "an attitude surrounded by role prescriptions and proscriptions which predispose an individual to act in one way rather than another" (p. 309). In Araji's quest to examine role attitude-behavior congruence for seven family roles, a questionnaire including items on family roles, standard background items, and other characteristics was mailed to a stratified random sample of 520 single men, 520 single women, and 1,350 married couples living in the Seattle area. Responses by 1,154 subjects were analyzed. The findings pertinent to this thesis indicated that both men and women express egalitarian role attitudes, but this egalitarianism is not generally reflected in role behaviors. More specifically, the study showed that "For both the child care role and the girls' socialization role, the modal category reflects the 'wives should mostly perform' role attitude" (p. 317). While the majority of men and women felt that wives should perform most of the child-related tasks, the majority of men and women reported that the duties are shared equally by the spouses.

Ichilov and Rubineck (1977) researched the relationship between lower-class Israeli girls' perceptions of various patterns in their families of origin and their attitudes concerning desirable patterns in their future families. The areas examined were the allocation of roles between husband and wife, the desirable age at marriage, the desired

number of children, and the tendency to go out to work. Subjects for the study consisted of 53 pupils at a training center for girls. "It appears that they are exposed mainly to the influence of traditional orientations" (p. 417). The ages of the 53 girls investigated ranged from 16 to 18, and all were from families of Asian and African origin.

The research instrument was a closed questionnaire which solicited information in the following three principal areas: The girls were requested to report on the patterns existing in their parents' homes (i.e., the person who does the shopping, cleans the house, etc., with the possible replies being the father alone, the mother alone, the father mainly, the mother mainly, or done in partnership). The girls were also asked to describe the patterns they wanted in their future families. Additional information also included demographic information. Analysis of reported patterns existing in the parents' home reflected specialization and differentiation in the roles of the father and mother. The various household chores, the care of the children, and establishing contact with the school were reported to be in the mother's domain. An examination of patterns desired by the girls in regard to the allocation of roles in their future families revealed that most of the girls favored a clear differentiation of roles in the area of household tasks in their future families. In the child care area, a tendency to prefer a certain amount of sharing was detected. Child care was perceived as part of the woman's role, but 46.8 percent of the girls saw the mother as principally, but not exclusively, responsible.

Further credence was given to the universality of the functions of mothers by Stephens (1963). He stated that "Although there may be no cultural universals in the sex typing of tasks, there are a number of

near-universals" (p. 381). Stephens further postulated that in all known cases the woman has child-care duties.

Women in Prison

Field (1963) stressed that research cost in the area of women and crime should not be a concern because imprisoning women costs more money to society than we think. Not only must women be cared for, but usually their children must also be supported by the community.

Sandhu (1968) studied the impact of prison sentence lengths on prisoners. Two hundred convicts with long sentences in the District Prison at Paridot Prison in India participated in this study which provided insight into another culture and feelings concerning prisoners with families. In a study of male prisoners in India, Sandhu (1968) found that prisoners and their families in the State of Punjab maintained very close ties. The families visited often and provided the prisoner with necessities. The author's research found that prisoners' ties with each other within prison were related to their lives outside, in that prisoners with families do not associate themselves with prison life. Those who find their families to be very important seek a lifestyle which is more future-oriented and more positive toward rehabilitation. Sandhu concluded that these family ties should be strengthened in all prisons by allowing frequent family visits and increased communication.

Copeland (1977) found that women prisoners often begin a new lifestyle in prison to protect themselves. They withdraw or escape within the prison as a means of coping with their new environment. Giallombardo (1976) posited that unless the formal organization can supply the female inmates with all their wants, female inmates must turn to one another to

satisfy those needs. The inmates identify themselves and others as a substitute family.

Payak (1963) looked at the statistics on the incidence and types of offenses, results of studies, and as a probation officer observed authorities in corrections. She concluded that the female offender can only be understood in the context of her social role as determined by her constitutional differences, her psychological differences, and her social position, all of which are interrelated. Females, in adulthood, assume an identification of wives and mothers and their behavior is expected to coincide with these established roles. A woman, then, who prostitutes, becomes involved in thefts or forgeries, or neglects her children has made a mockery of our concept of her role.

Field (1963) noted that among criminals there is one woman to every 30 men, and research concerning female criminals is limited. Most research has been confined to male prisoners. This view is shared by Simon (1975) who stated that "female criminality has received less attention by criminologists, law enforcement officials, and community and clinical psychologists than has male criminality" (p. 105).

Perhaps, posited Simon, women's conditions in prisons are poor because these conditions have not been highlighted by riots and violence as have men's in the past. Another reason for the scarcity of research concerning female prisoners is their small numbers. Simon (1975) in an analysis of recent statistics and trends on arrest roles, court convictions, prison sentences, and parole figures found that in 1971 approximately 18 in 100 persons arrested for a serious crime were women. In the same year, approximately nine in 100 persons convicted for a serious crime were women. Ultimately, about three in every 100 persons

sentenced to a Federal or State prison were women.

Simon (1975) found that the effect of imprisonment on women is greater due to their small numbers. There are fewer female institutions; and when a woman is committed, it is probable that she will be sent much farther from her community than her male counterpart. This concept is also supported by Arditi, Goldberg, Hortle, Peters, and Phelps (1973).

Pollak (1950) identified the involvement of married female offenders as being more prevalent than married male offenders. As early as three decades ago, criminologists identified changes in society which could lead to an increase of women in crime. Pollak (1950) posited,

One of the characteristic phenomena of our trend is women's progress toward reaching social equality with men. . . . their new roles have not freed women from their traditional ones. They may have become wage earners and household heads in increasing numbers, but they have not stopped being the homemakers, the bearers of children, the nurses of the sick, etc. (pp. 154-155).

Sandhu and Irving (1974), in their study of female offenders and marital disorganization, found a larger proportion of the females to be married while a greater proportion of male offenders was single. At the same time, the females also had a greater marital disruption than males.

Inmate Mothers and Family

Smart (1950) has suggested that in today's world crimes committed by women are sometimes connected to their familial functions. More specifically she states,

In the history of advanced and affluent industrialized societies women have been forced to become prostitutes in order to stay alive, or to support their families. This was particularly the case during the industrial revolution when family ties were broken and many girls from rural backgrounds found themselves unsupported in the developing towns and cities (p. 87).

Smart (1975) has also reported that child abuse, abandonment, and child stealing account for a significant number of female-committed crimes.

Simon (1975) in a review of literature concerning women and crime posited that as women's roles change, there will be more women committing crimes. Thus, "As women become more liberated from hearth and home and become more involved in full-time jobs, they are more likely to engage in the types of crimes for which their occupations provide them with the greatest opportunity" (p. 1). In Simon's report to the National Institute of Mental Health for the Study of Crime and Delinquency, the author noted that the Superintendent at the California Institution for Women referred to the women's dilemma after imprisonment. Most women entering prison have a husband and children. After living in prison, however, the women find that most husbands will not wait. The women are forced to start a new life after prison without the family support they previously had.

Field (1963) found that families are disrupted following the imprisonment of mothers. The author cited a particular case when the husband, left on his own with the children after the wife's imprisonment, deserted the family for another woman. The children were put "in care" and the family was never united again. Copeland (1977) found that the most painful of all prison experiences among female prisoners was the separation from their loved ones. Ward and Kasselbaum (1965) found that separation from families represent the most severe deprivation for women.

Chandler (1973) in her study of the California Institution for Women found more state prison systems are planning for construction of cottages or apartments which will provide a more normal family

environment on visitation days. While all prisons allow close kin, religious guides, and other approved persons to see a prisoner upon request,

only California Institution for Women has the family visitation plan in the broader, more private sense . . . residents heartily approve this big change and feel it is definitely a step up toward the third R, rehabilitation. Under the plan a woman may have her family for a forty-eight hour visit (Chandler, 1973, pp. 42-43).

Pueschel and Moglia (1977) surveyed literature in order to examine the effects of incarceration on familial relationships. As a result of this literature review, the authors hypothesized that the primary reason for recidivism and embitterment of prisoners prior to release may lie in the atrophy of their family ties. Hence, the importance of considering the inmate's interaction with their families is now being recognized as a vital part of the correctional system.

Markley (1973) surveyed and analyzed furlough programs in adult correctional institutions in each of the 50 states, the District of Columbia, and the Federal Bureau of Prisons. As a result of this survey, Markey posited that correctional workers have long been accustomed to witnessing the steady erosion of prisoners' family ties over years of confinement in spite of the fact that

efforts have been directed toward preparing offenders for normal community life, including the resumption of normal family ties and responsibilities. Correctional workers have also been concerned that correction may have been one-sided in the sense that while substantial investments in offenders were being made in institutions, little or no work was being done with the offenders' families. The timely judicious use of home furloughs may do much to alleviate such an imbalance (pp. 19-20).

According to Markley (1973), the Federal Bureau of Prisons stated that furloughs are very successful in strengthening family ties. They

benefit the children by allowing parents to visit home occasionally before they are completely forgotten. Sandhu (1974) looked at several forms of treatment for offenders and observed that the offender's re-integration into his family and community as important to all forms of treatment. "Family-based inmates are more amenable to treatment" (pp. 329-330).

Smart (1976) found that the small numbers of penal institutions for women often makes it necessary for convicted female offenders to be moved miles away from their home communities. This produces detrimental effects on sustaining familial and other types of relationships. Cope-land (1977) in her work as a Drug Treatment Counselor in a prison in Portland, Oregon, found prison staff to be more concerned with preventing exchange of goods than with the importance of healthy family interactions. Visitation rights are usually restricted to once a week by the spouse and twice a week by children. All visitors' actions and visiting areas are determined by the staff. Constant supervision by staff made it difficult to talk openly to family and friends.

Simon (1975) noted that the relative lack of correctional institutions for women produces a large problem for female prisoners. When a woman is committed, she is likely to be sent much farther away. She is likely to experience greater difficulty in keeping track of her possessions and her family. The pains of separation from the family by female prisoners appears to be constant. Ward and Kasselbaum (1965) found the impact of separation from family is evident. In response to a question about the aspects of prison life to which the women at Frontera Prison found it most difficult to adjust, the area of absence of home and family was prominent. Responses showed respectively 43 percent of women

imprisoned less than six months, 42 percent of women imprisoned six months to one year, and 38 percent of women imprisoned one year or more named absence of home and family. A consensus among women inmates is that prison life is depriving and frustrating because of the break with family and friends (Giallombardo, 1976).

Chandler (1973) interviewed correctional staff members and administered a questionnaire to female inmates in California and found several factors and innovations at work. Many female prisoners have no family. In other cases, no one will visit them, or worse, the family has completely rejected them and wants no further contact with the prisoner.

Giallombardo (1966) conducted a study of a women's prison and found that in order for female inmates to cope with the major problems of institutional living and with the deprivations of imprisonment,

The female argot roles differ in structural form and in the sentiment assumed by male prisoners. In addition, it should be pointed out that the homosexual dyads cast into marriage alliances, family groups, and other kinship ties formed by the inmates integrate the inmates into a meaningful social system and represent an attempt to create a substitute universe within the prison (p. 270).

The author suggested that the differences in the informal social structure in male and female prison communities can be understood by understanding the differential cultural definitions prescribed to male and female roles in the United States.

Kaslow (1978) reflected the concern of the effects of prisoner and family life. In her marital and family therapy work with pre-release prisoners, Koslow found that the pre-release inmate seldom receives assistance in thinking through or planning on how to handle his re-entry into his former home and family system. The released prisoner's

adaptation to the way he is received by his family is likely to be a critical factor in the kind of overall adjustment he makes to society. There is a great concern on the part of the prisoner about the family he has left, perceived by some involved as a desertion or abandonment.

Inmate Mothers and Children

Chandler (1973) found that a woman newly committed to prison has sharp torturing memories of her family.

Her feelings of personal guilt are very deep as she faces the realities of a long separation from her children. Most of the inmates have children, some very young. The fact that many were very poor mothers only adds to their self-guilt. . . . good resolutions are common among prison mothers (p. 44).

The author suggested, however, as the days and weeks pass, these good resolutions weaken. The mental image of their children or whatever family unit they had tends to fade. When the family lives far away (and this is often the case), the mother has very little contact. The older children begin to reduce the number of letters to the mother until finally they discontinue all writing to the inmate mother.

Chandler stated that the women sometimes deliberately allow the ties with the older children to break down for the child's good. Yet, there is a great desire to see the child, and this desire grows as the possibility of seeing the child becomes real. Cunningham (1963) found a deep concern of female probationers revolving around their children and suggested that women pose a different set of environmental problems for the male probation officers. The officer may find he is becoming a child welfare worker as the women bring their various problems to him. Complaints of female probationers about their children or their family

indicate that they feel this area has a bearing on their adjustment; because, for most women, their home and their family are their life.

Field (1963) in her discussion of inmate mothers has stated the following:

A mother who returns to her miserable home after a prison sentence and finds it in almost worse condition than when she left it, and without follow-up and assistance soon loses heart. Within a week of her return home the situation will be as bad as ever (p. 57).

Simon (1975) suggested that judges, when determining length of a woman's prison sentence, consider the mother's children as a factor. Most of the women defendants have young children, and sentencing these mothers to prison places a burden on the rest of society. Smart (1976) posited that the state's Social Security policy sometimes places women in criminal positions. The woman sometimes seeks more money for her dependents than is legal, and/or a male is present in the home. This places the woman in conflict between legal responsibilities for the care of her children and what is allowed her by law for Social Security.

Flynn (1971), Associate Director, National Clearinghouse for Criminal Justice Planning and Architecture, explained the necessity of rehabilitative programs aimed at self-sufficiency for female programs in terms of the extra burdens that women offenders have. These women, noted Flynn (1971), are frequently the sole means of support for their children; and efforts to foster a more successful adjustment in terms of the traditional female role "seems almost ludicrous." Personal and vocational self-sufficiency rehabilitative programs aid in reducing negative self-concepts and offers opportunity for pride in one's job or by the improved ability to provide for one's children.

Gibson (1973) looked at Wisconsin's famous Huber Law of 1913. This

work release law did not include women. In 1919 the law was changed to allow women to participate, however, not all counties allow Huber release for child-care responsibilities. The author reported that when distance is great and visiting hours are limited, the inmates' children are seldom brought to visit. The disorganization and breakup of the family results in the mother feeling isolated and powerless which is detrimental in achieving the independence she will need upon release and resumes her task of daily child care and discipline.

Chandler (1973) found that a majority of the women in prison have small children. An average of 2+ children each for 500 women in the California prison was reported. The author submitted that more than a thousand minor children were around somewhere without their mothers. They might be with a relative, in foster homes, or themselves in a correctional facility. A significant number of minor children are affected by the imprisonment of the mother. Eyman (1971), a former warden of women's prisons, identified several areas of concern resulting from the mother's incarceration, particularly in the area of who would be available to keep the family together and provide the children with material and emotional care.

Zalba (1964) conducted a study of specialized child welfare services at the California Institution for Women. This study of forty inmate mothers and expectant mothers led her to believe that while many inmate mothers had personal histories that cast doubts about their ability to provide adequate mothering for their children, they did express interest and concern about their children. As a result of this study, Zalba concluded that the role of the mother is more crucial for the mother herself than is the father's role to him. The separation of the mother

from her children and the major change in her role directly strikes at her personal identity and her self-image as a woman.

Field (1963) in her study of women who were imprisoned for child neglect found most of the women at the time of incarceration were caring for three or four children. The author concluded that inmate mothers were no different from other women. They loved and cared for their children and were not previously in trouble.

Haft (1973) posited that women prisoners with children are restricted from the right to continue their roles as mothers. These mothers are encouraged to release custody of their children to foster homes or other types of arrangements such that they surrender most of their rights of their children to the courts. Imprisonment of the mother usually separates the family unit until the time of parole. While parole of the mother ideally should bring the family together again, parole rules require the mother to prove herself worthy of the child. Most of these mothers are not cognizant of their right to contest the decision of parole officers.

Copeland (1977) noted that female prisoners must often deal with the Child Welfare agencies. Placement of their children in foster homes or institutions may possibly influence the children's future involvement in crime. Price (1977) argued that a female offender often must allow her children to be placed in foster homes or child-care agencies. This separation of the mother and child threatens the most important relationship in the offender's eventual return to the community.

Field (1963) discussed the long-term struggle many women with primary responsibility for children encounter. Over a period of time, children are sometimes lost to the mother; and family problems often

increase. Desperation may cause the women to lose her desire to be a good mother, and the squalor and filth of her living conditions may lead to neglect, cruelty, and starvation of the children.

Chandler (1973) found an innovative program started in 1971 in the California Institution for Women. Special days are set aside for children to visit. Staff and residents help to prepare the family to accept the mother when she returns to them. Efforts are made by staff and other residents to remind the mother that she still has children and will be expected to take care of them when she is released.

Simon (1975) found that 70 percent of the female inmate in the Federal system are women who have children. Yet, ". . . none of the women's prisons have any provisions for women with children, although the majority of women in prison at any given time are mothers" (p. 70).

Giallombardo (1976) studied the social roles of female inmates and found that cultural expectations of male and female roles were operating in an institutionalized setting. In contrast to the male who is expected to prepare for an instrumental role and whose prestige is established by the nature of his work, the female's life goal is achieved through marriage and child-rearing. "So long as women bear children, there must be some social arrangement to insure that the functions of nurturing and training during the period of dependency are fulfilled" (pp. 270-271).

Kaslow (1978) found the critical concerns of women being incarcerated to center around their children. Questions reflect concern about the type of care their children receive, who will provide child care, alienation and forgiveness. The author stated that

Too little attention has been given to these vital questions and helping women work out the best possible solution given the meager options available. It is a dilemma which continues to plague mothers and their children throughout the period of incarceration (p. 54).

Singer (1973) alluded to the role of the mother in concert with her children. At the time of her report, the author noted that no American prisons had child-care facilities or permitted infants to remain with their mothers.

Koontz (1971), Director, Women's Bureau, U. S. Department of Labor, stated that eight percent of female inmates were married or separated, divorced or widowed, and almost three-quarters of these women had children. This separation has troubling effects on the mother and her adjustment to prison life. The author asserted that "While male prisoners are also parents, society does not place upon the father the responsibility for the minute details of daily care as it does with the mother"(p. 6).

Daehlin and Hynes (1974) reported on a 1970 Minnesota Department of Corrections special project called HIRE (Help Industry Recruit Ex-offenders). While its function was planning parole services to prepare ex-offenders to become employable citizens in the community, it found mothers primarily concerned with the problems of readjusting to their own families. HIRE contracted the services of the Family and Children's Service of Minneapolis for the purpose of referring HIRE clients for family counseling and working with the inmates as part of the prison's pre-release program. The authors found that the concerns expressed by the mothers they counseled included lack of regular visits with their children, lack of communications with the persons taking care of their children, and the need to discuss and learn what is normal for children

at different ages. The two main goals of the project were to help the mother cope with their feelings of separation from their children and to help them prepare for reuniting with their families and community. The social workers found that the mother's fear for losing the child physically and emotionally are strong. As in other mothers' groups, the leaders dealt with specific child development areas such as toilet training, discipline, responsibility, child behavior, and child management.

Velimesis (1969) headed a pilot survey of the treatment of women in county courts and jails in Pennsylvania. AAUW branches in 54 Pennsylvania communities participated in collecting the data. Analysis of the study revealed that about 80 percent of the women had children to support. Discussions with the inmates revealed that they were often worried about the care their children were getting and frequently were uninformed about the children's whereabouts.

Ward and Kasselbaum (1965) in their study of female prisoners at the California Institution for Women, Frontera, found that female imprisonment levies more pain on women than men. Women are regarded as more closely linked to the care and upbringing of children than their male counterparts. Thus, "the separation of mother and child is countenanced only under extra ordinary conditions" (p. 14).

When a woman is separated from her children because of imprisonment, the custody of the child may be taken from the father and assigned to other relatives. If the father is in prison himself, cannot be located, or adjudged not responsible, the child may be placed in a private agency or become a ward of the state. Hence, Ward and Kasselbaum (1965) found that the mother's concern is not only with separation from her children,

but this concern carries over to how her children will be cared for.

The husband may look for another female to take over the maternal role.

The distinction between male and female prisoners here is that the father in prison is presuming that his wife will, despite economic hardship, continue to play her role as mother. The mother in prison, however, is asking her husband to assume primary responsibility for the care and supervision when his primary role in the family is that of breadwinner (pp. 14-15).

As a result of their study, Ward and Kasselbaum (1965) declared that women prisoners suffer more from separation from families and descriptions of familiar roles. These women bring to prison with them identities and self-conceptions which are primarily based on familial roles as wives, mothers, and daughters. Hence, to remove the mother role from them is to remove an important personal emotional object.

McGowan and Blumenthal (1978) studied children of women prisoners. This project was funded by the Children's Defense Fund and published by the National Council on Crime and Delinquency. While this study focused primarily on the disposition of the prisoners' children and the effects of the mother's imprisonment on the children, recognition of the mother's role and concern for her children were noted. The authors reported that mothers face special problems during their incarceration, with the most critical problem being the enforced separation from their children. Due to the distance and hardship of traveling because some women are sent far from their homes, family ties are difficult to maintain.

McGowan and Blumenthal (1978) conducted a national mail survey with separate questionnaires addressed to administrators and to residents in 77 correctional agencies reported to have responsibility for 25 or more female offenders. Interviews were also held with 65 inmate mothers at the New York City Correctional Institution for Women. The findings from

these two sources revealed that the mean number of children per inmate was 2.4 in the 41 facilities which reported number of children. Approximately two-thirds of the children were under ten, and nearly one-fourth were under four. The authors asserted that this meant a significant number of children of prisoners are separated from their mothers during their early formative years when a positive nurturing relationship is considered essential to healthy child development. These authors contended that the familial responsibilities of women offenders and the welfare of their children should be considered at each point in the criminal justice process.

Baumach (1978) surveyed the literature for a forthcoming exploratory study about potential effects of intervention programs for inmate mothers and their children. As a result, the author suggested that there is a need for studies to determine the nature of the relationship between the self-perceptions of inmate mothers and the passage of time. The assumption of other researchers that there is a linear relationship between these two variables may be more theoretical than real. Conversely, other writers suggested that the mother's perception of her functions varies widely. Parsons (1951), Ogburn and Nimkoff (1955), and Ritchie (1964) are among the authors who have contributed to this area of research. In considering the functioning of mothers who are in prison, there is some evidence that the mother's perceptions of her roles may be influenced by (1) the nature and/or type of imprisonment and (2) the length of imprisonment or isolation from the children (Blackwell, 1959; Denny, 1966; Velimesis, 1969; Koontz, 1971; and Singer, 1973). Regardless of the perspective regarding the theory of "loss of functions," it is quite evident that under special circumstances, the

mother's role changes and/or declines (Saxton, 1972).

The theory suggested here is that the length and type of imprisonment of the inmate mother will have an important influence upon the mother's perceptions of her functions (in relationship to her children). It is believed that two significant variables influencing such perceptions are the length of isolation from the children, as well as the type and/or nature of the imprisonment.

Consideration of the inmate mother's perceptions of her functions is an entirely new area of research. No known previous literature suggests specific influences on variations of perceptions. We do know that perceptions are altered in subtle ways, and the theoretical generalization of this study is that both length and type of imprisonment will influence perceptions of mother's functions.

Summary of the Literature

The literature has suggested a high degree of commonality among the roles played by mothers and the relationship to the children. Certain identifiable traits about the roles of the mother have been identified in the above literature, specifically child care and socialization.

However, the literature is relatively void of studies that deal specifically with roles of mothers during imprisonment. In fact, through the use of two computerized literature searches (Sociological abstracts and Psychological abstracts), not even one article or book was found that dealt with this subject. Therefore, the theory suggested here is based upon peripheral studies on the roles of mothers in America. Only indirect evidence is given in the literature for the development of the following theory.

Theory

Introduction

Functions of mothers have changed, and there are variations in the degree to which a mother adheres to the perceptions of her functions. It may be assumed that inmate mothers show variations in interaction with their children as do other mothers in crisis. There is a high degree of societal tolerance of variability of how a mother carries out her functions, what her perceptions of her functions are, and how she carries out her roles.

Conceptual Framework

This study is grounded in the belief that functions are related to perceptions of functions. Therefore, one of the indicators of the mother's functions is her perceptions of her functions. Since we believe that the perceptions of functions are directly related to the social context in which they occur, we would anticipate a great deal of similarity among mother's perceptions of their roles because of the same society. However, mother's perceptions of their roles may vary according to their specific involvement in family crisis. For example, a recent widow may perceive her functions differently from a married woman. In this case, a woman in prison may perceive her functions as unique. Furthermore, the social context in which the mother lived previous to imprisonment may influence her perception. We note differences in lower- and middle-class child-rearing, hence we might expect differences in the way prison mothers perceive their functions. In this study, the author suggests two different influences upon the mother's perceptions

under the special circumstance of imprisonment: length of imprisonment and type of imprisonment.

Functionalism and Inmate Mothers: Suggested

Theorem

Functionalism is the basis for the theoretical framework that guides this study. There is general agreement that a mother's roles are best understood in terms of her perceptions of her mothering functions in the family. These functions have included such activities as providing warmth, physical care, affection, love, respect, discipline, and income. Among those authors who have contributed to this area of research are Parsons (1951), Ogburn and Nimkoff (1955), Nye (1959), Ritchie (1964), Denny (1966), Cavan (1969), Saxton (1972), and Walters (1977).

The theoretical generalization of this study is that perception of functions is directly related to the social context within which they occur. That is, not only do mothers' perceptions of their roles vary, but they vary according to the social settings of their existence. Work roles then determine the perceptions of a person's functions.

The inmate mother enters prison with certain preconceived ideas about her functions as a mother, and there will continue to exist the need to perform mothering functions while she is institutionalized. The functions which she does provide as a part of the family will depend largely upon the degree to which she is restricted (minimum, medium, or maximum security) from interaction with the family. Furthermore, the perceptions of functions will depend upon the length of confinement. While her importance as a functioning member of the family unit may

continue to be recognized, the intensity of such role orientation will be inversely related to the length of confinement.

Assumptions

The mother's functional importance to the children is widely accepted; and, as noted in the literature, there is general agreement regarding the nature of these functions. The assumption of this study is that inmate mothers' perceptions are derived from the same cultural base and would be expected to follow similar patterns. The perceptions of inmate mothers would then be expected to vary from those of other mothers only in degree of importance. The nature of the functions would be assumed identical for both categories of population.

This study was only concerned about the variation of inmate mothers' perceptions of their functions as they are explained by length and/or type of imprisonment. Other variables were also used to explore the degree of their influence upon the perceptions of those functions in comparison to the special concern upon the influence of the length and/or type of imprisonment.

CHAPTER III

METHODOLOGY

Introduction

This study investigated perceptions of inmate mothers regarding their maternal functions and how these perceptions are related to the inmate mother's confinement. A survey of related literature suggested a series of societal expectations of family functions to be evaluated in a study of inmate mothers' perceptions of their maternal roles. A survey of the literature also provided evidence for the necessity of this study because of the lack of reports of empirical investigation in the area.

In order to collect the desired information and to test the research expectations, an instrument was developed by the researcher since no appropriate instrument was discovered in the literature. This instrument was titled "Inmate Mothers' Perceptions of Mothering Functions" and will be referred to by the acronym IMP. The development of this instrument was an extensive project which included searching the literature for information and studies regarding family functions, attitudes, functions and roles of mothers and female inmates based on the theory of structural-functionalism. Fourteen Family Relations subscales used in the instrument and items in the subscales were gleaned from the review of literature and pretested with a group of inmate mothers. Program

Testat was employed to analyze the items in the subscales in order to establish correlation with other subscale items. Data have been collected through the use of this questionnaire and through interviews that elicited information from inmate mothers in regard to the expectations. This information is original data collected by the researcher for this particular study.

This chapter presents the research questions, the general expectations, definition of major terms, the basic assumptions and limitations, the delimitations of the study, the procedures for identifying the sample, the description of the instrument, the method for data collection, and the description of the statistical procedure.

Research Questions

The specific questions explored in this study were as follows:

1. Is the intensity of inmate mothers' perceptions of their functions concerning their children, as measured by 14 Family Relations Subscales, related to length of imprisonment?
2. Is the intensity of inmate mothers' perceptions of their functions concerning their children, as measured by 14 Family Relations Subscales, related to the type of imprisonment?

General Expectations

1. The length of imprisonment is negatively related to the intensity of inmate mothers' perceptions of their functions in relationship to their children.
2. The type (degree of security) of imprisonment is negatively related to the intensity of inmate mothers' perceptions of

their functions in relationship to their children.

Definition of Terms

Terms crucial to an understanding of the study are defined as follows:

Functions: the roles played by a mother in carrying out her societal-defined responsibilities with her children.

Inmate: person who is confined in one of the following types of state correctional institutions: (1) maximum security prison, (2) medium security prison, or (3) minimum security prison.

Maximum Security: restriction to a minimum amount of movement. Inmates cannot go from one part of the institution to another.

Medium Security: allowing some flexibility in movement. Inmates are allowed to go from one part of the institution to another.

Minimum Security: allowing great flexibility in movement. Inmates can go outside the institution and return in the evening.

Perceptions of Mothers' Roles: how inmate mothers perceive those functions which are traditionally ascribed to motherhood as measured by IMP, an instrument composed of 14 Likert-type family relations subscales.

Prisons: institutions where women have been institutionalized for a felony conviction.

Delimitations

This study is delimited in two ways:

1. This study included only inmate mothers who were housed in correctional facilities in the state of Oklahoma. These facilities included one maximum security prison, one medium

security prison, and two community treatment centers.

2. This study was also delimited to a single point in time in which the instrument was administered. Data obtained refers to inmate mothers residing in the institution on the specific day the instrument was administered at the location.

Basic Assumptions

The following assumptions provided a basis for planning and conducting the study:

1. The perceptions of mothers' functions provide an indicator of mothers' actual functions. That is, the perceptions strongly influence the roles actually performed.
2. Respondents could and would respond truthfully to the questionnaire.
3. Literature about women in prison and their families include children under the term family (approximately 70 percent of the women in prison are mothers).
4. Perceptions of inmate mothers' functions provide one indicator of their relationship to their children.

Limitations of the Study

1. This study was exploratory in nature. Little is known about inmate mothers' perceptions of functions to compare with the results of this study.
2. The sampling techniques do not allow generalization to other populations within the United States. The small number of persons in the study required the use of the total population.

However, this study may provide indicators of what might be expected in other states.

3. The small number of persons (even by including the entire population) prohibited detailed scale analysis. Statistical assumptions in regard to reliability and validity could not be made since the study was dealing with a population rather than a sample.

Variables

Dependent Variables

The major dependent variables in this study regard the perceptions of inmate mothers of their functions as mothers. These variables are listed as follows:

1. Importance of communications between mother and child
2. Frequency of communications between mother and child
3. Difficulty of transition to mother's role at release
4. Importance of affection and love
5. Importance of nurturance (basic needs)
6. Mother's satisfaction with quality of nurturance child is receiving during mother's imprisonment
7. Importance of child's socialization process during mother's imprisonment
8. Mother's satisfaction with child's socialization process during mother's imprisonment
9. Frequency of problem solving or help provided to child by mother during mother's imprisonment

10. Importance of child's functional continuity with society
11. Importance of child's relationship to family and others
12. Importance of child's freedom
13. Frequency of child's functional continuity with society
14. Satisfaction with child's functional continuity with society

Independent Variables

The two major independent variables in this study are as follows:

1. Type of residential security
2. Length of imprisonment

Procedures for Identifying the Population

The population for the study included all women convicted of a felony and identified as mothers who were inmates of the four prison facilities for women in the state of Oklahoma during December, 1978, and January, 1979. These facilities included minimum, medium, and maximum security prisons. Two of these four prisons were community treatment centers, both of which were considered to be minimum security.

Of the 172 women who resided in these prisons at the time of this study, prison officials estimated that approximately 70 percent of these women were mothers. (This 70 percent estimate is consistent with the Women's Bureau of the U. S. Department of Labor figure of inmate mothers in the Federal system.)

The procedure for identifying the population varied with each institution. While a numerical breakdown of all women in the four institutions was provided according to race, the figures were not available on the actual number of these women who were mothers. The

population of eligible mothers was identified as follows:

1. Maximum Security: The Warden and Captain of the Guards initially identified all but two of the mothers. The list of inmates was then provided to the first group of mothers who were asked to verify the identification. The names of two other women were identified as mothers by the inmate mothers who had also identified themselves as mothers. Out of 41 women residing in this facility, 27 were hence identified as mothers.
2. Medium Security: The Warden and a Case Manager identified those mothers who verified their maternal status before answering the questionnaire. A listing of the women in prison was not available, hence the researcher had to rely totally on the identification process by the prison officials. Out of a total of 56 women residing in this institution, 28 mothers were identified and completed the questionnaire.
3. Minimum Security: The procedure for the identification of inmate mothers in both minimum security facilities were basically the same. The superintendents of these two facilities assigned a case manager to work with the researcher. These case managers were responsible for posting a notice announcing the researcher's visit. In both facilities, those inmate mothers who completed the questionnaire also identified and encouraged others to do the same. In one facility a list of names was checked by the case manager and compared to the number of respondents. Out of a total of 28 women who resided in this facility, 18 mothers were identified and completed the questionnaire. Three who were also identified as mothers were not

available, and seven of the 28 were not identified as mothers. Out of the 47 women who resided in the other minimum security facility, approximately 35 were believed by the case manager to be mothers. Out of these 35, 12 completed the questionnaire.

The differences in the procedure for identifying the population reflects the diversity of the types of prison systems. Due to the fact that women prisoners comprise a small proportion of all prisoners and it had been estimated that approximately 70 percent were mothers, thus further reducing the number, the total population of inmate mothers was used. Any type of randomization was hence prohibited.

Description of the Instrument

The research instrument administered in this study was developed by the researcher after it became apparent that instruments to measure inmate mothers' perceptions of their mothering functions did not exist. The instrument developed was based upon categories that represented concepts from the review of literature and was organized according to these categories. Other research questionnaires were reviewed, and several faculty members with expertise in the areas of family relations and sociology were consulted during the process of selecting the categories and the items to be included. The initial draft of the completed instrument was presented to the prison wardens and superintendents for their approval. The instrument was pre-tested with inmate mothers in four prisons. The responses by the first group of subjects were analyzed by Program Testat to establish correlation of any item in a group to all other items in that group. Those responses by mothers who participated in the pre-test were included in the final population

studied.

The inmate mothers who participated in the pre-test of the instrument were asked to critique the questionnaire in terms of clarity of wording, understanding the questions, and completeness of its subject matter. Feedback from this group indicated that the major critique concerning the questionnaire was its length. All inmate mothers in the pre-test reported that they understood all of the questions. These mothers did not suggest any changes in the questionnaire. While the instrument was considered to be lengthy, the inmate mothers recommended that all questions be retained because they considered them to be important questions about their relationship with their children.

As a result of the interviews with the inmate mothers who participated in the pre-test and the analysis of the instrument by Program Testat, no items were deleted or modified materially. Each of the categories of the instrument was treated as a subscale. Each item was evaluated in terms of its unidimensionality with the other items of that subscale. An item-whole correlation (Program Testat) was used to determine the unidimensional characteristics of each of the 14 Likert-type subscales in the research instrument. Out of 97 subscale items administered in the pre-test, only eight items fell below the criterion of 0.30 correlation. Three of these eight items were at the criterion of 0.30 correlation in relationship to the total questionnaire. Because of the small number of those completing the questionnaire, all eight items were retained in the final instrument in order to be compared with the item-whole correlation using the total population.

It was not within the conceptual framework of this study to combine the subscales into a single instrument. Therefore, it was considered

unnecessary to treat the total number of items as a collective instrument for either multidimensional or unidimensional purposes. Furthermore, the nominal level of the data did not lend itself to an evaluation of unidimensional or multidimensional analysis.

The instrument used in this study was a 10-page, 134-item questionnaire constructed around 14 basic subscale categories and also included 20 items of demographic information and 17 miscellaneous items dealing primarily with mother's concerns for her child(ren). A complete copy of the instrument may be found in Appendix A.

The first section of the questionnaire was concerned with various demographic information about the subjects. Items 1 through 20 included information on age, race, educational level, number and sex of children, religious preference, size of home town, marital status before and during imprisonment, and family distance from prison. Included also in section one are questions regarding types of present and previous offenses, length of current sentence, parole expectation, name and type of prison, number of times imprisoned, time spent in prison for all sentences combined, and number and types of prisons resided in during present sentence. Many of these variables are not included in the analysis of perceptions. Rather, they provide information and insight into the characteristics of the population included in the study.

The third section--Items 87 through 92, Items 122 and 123, and Items 126 through 134--was concerned with present guardians of inmates' children, children's "significant other" person, children's problems, mother-child and child-mother rejection, the most important thing a mother can do for her child, mother's goal for child, types of services concerning children which mothers want to be provided during

imprisonment, and conflict in mother's family of origin. Because of the length of the questionnaire, the third section was interspersed throughout the questionnaire partially to prevent respondent's fatigue and partially to prevent a set pattern of responses.

The second section of the questionnaire was composed of fourteen subscales constructed specifically for this study. Items 21 through 86, Items 93 through 121, 124, and 125 are representative of a Likert-type subscale with a choice of five responses on Scales 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, and 13. Subscales 4, 8, and 14 had a choice of four responses. Additional questions were included in the questionnaire in an effort to eliminate those items which did not show a strong relation to the other items in the scale. These additional items were included to allow more variability in measuring the perceptions of inmate mothers concerning their mothering roles in relationship to their children.

The various items comprising each subscale were developed in relation to each of the fourteen variables to be tested. Each of the various items was analyzed for its unidimensionality with the other items for that particular subscale, retaining those items which loaded 0.30 or more. The resulting subscale should include only those items which were strongly related. The subscales measured by sets of Likert-type items in Section II of the questionnaire dealt with each of the 14 dependent variables previously identified.

Subscale I, the importance of communications between mother and child, was composed of eight items which asked the respondents to rate the importance of different types of communications between the respondent and her child(ren). The respondents were asked to select one from among five Likert-type response alternatives for each item. The value

of four (4) was assigned to the position indicating maximum (most) importance, while zero (0) indicated least (none) importance.

Subscale II, the frequency of communications between mother and child, was also composed of an eight-item scale which asked the respondents to report the frequency of different types of communications between the respondent and her child(ren). The respondents were asked to select one from among five Likert-type responses for each item. The value of four (4) was assigned to the position indicating daily communications, while zero (0) indicated no communications or never.

Subscale III, the expectation of difficulty of adjustment to mother role at release, was composed of four items. The respondents were asked to select one from among five Likert-type responses for each item with four (4) representing extreme difficulty, and a response of zero (0) indicating no difficulty.

Subscale IV, the importance of affection and emotional expression between mother and child, was composed of a six-item scale which asked the respondent to indicate the importance of love expressed between and from mother and each child, the happiness of her child(ren), and child's concern for mother. The respondents were asked to select one from among five Likert-type responses for each item. The value of four (4) was assigned to the position indicating maximum importance, while zero (0) indicated least importance.

Subscale V, the importance of nurturance (basic needs), was composed of six items which asked the respondents to express their feelings about the relative importance of each item. The respondents were asked to select one from among five Likert-type responses for each item. The value of four (4) was assigned to the position indicating maximum

importance, while zero (0) indicated least (none) importance.

Subscale VI, mother's satisfaction with quality of nurturance (way child's basic needs are being met) child is receiving during mother's imprisonment, was also composed of six items which asked the respondents to express the kind of support and supervision she felt her child(ren) was getting during her imprisonment. The respondents were asked to select one from among five Likert-type responses for each item. The value of four (4) was assigned to the position of outstanding nurturance, while zero (0) indicated very poor nurturance.

Subscale VII, importance of child's socialization process during mother's imprisonment, was composed of 12 items which asked the respondents to rate the importance of their child's socialization process during mother's imprisonment. The respondents were asked to select one from among five Likert-type responses for each item. The value of 4 was assigned to the position of highest importance, while 0 indicated no importance.

Subscale VIII, mother's satisfaction with child's socialization process during mother's imprisonment, was composed of nine items which asked the respondents to evaluate their degree of satisfaction with their child(ren)'s socialization process during mother's imprisonment. The respondents were asked to select one from among four Likert-type responses for each item. The value of 4 was assigned to the position of extreme satisfaction, while 1 indicated not at all satisfied.

Subscale IX, frequency of problem solving or help provided to child by mother during mother's imprisonment, was composed of seven items which asked the respondents to indicate how often they provided help to their children in areas of problem solving, identifying problems,

confided in each other, and defending their children. The respondents were asked to select one from among five Likert-type responses for each item. The value of 4 was assigned to the position for always helping, while 0 indicated never.

Subscale X, importance of functional continuity with society, was composed of six items which asked the respondents to rate the degree of importance of helping their children with school work and their children's morals. The respondents were asked to select one from among five Likert-type responses for each item. The value of 4 was assigned to the position of highest importance, while 0 indicated no importance.

Subscale XI, importance of child's relationship to family and others, was composed of four items which also measures functional continuity. The respondents were asked to rate the importance of their child(ren) visiting, giving help, being close to, and associating with family, friends, and neighbors. The respondents were asked to select one from among five Likert-type responses for each item. The value of 4 was assigned to the position of highest importance, while 0 indicated no importance.

Subscale XII, importance of child's freedom, was composed of four items which asked the respondents to rate the importance of their child having freedom, helping their child handle freedom, and child's ability to do and solve things on their own. The respondents were asked to select one from among five Likert-type responses for each item. The value of 4 was assigned to the position of highest importance, while 0 indicated no importance. This subscale also measured functional continuity.

Subscale XIII, frequency of functional continuity with society, was

composed of seven items which asked respondents to rate the frequency of occurrence of their child(ren)'s interaction with society and mother's input into this process during mother's imprisonment. The respondents were asked to select one from among five Likert-type responses for each item. The value of 4 was assigned to the position of always occurring, while 0 indicated never happening.

Subscale XIV, mother's satisfaction with the way child handles schooling, morality, and freedom, was composed of ten items which asked the respondents to indicate their degree of satisfaction with their child's schooling, morality, and freedom. The respondents were asked to select one from among four Likert-type responses for each item. The value of 4 was assigned to the position of extremely satisfied, while 1 indicated not at all satisfied.

The alpha coefficient for acceptance of each of the 14 Family Relations Subscales described above was set at 0.30. This acceptance level was surpassed in that four of the subscales had alpha coefficients of at least 0.70; four had alpha coefficients of at least 0.80; and five had alpha coefficients of at least 0.90. Only one subscale had an alpha coefficient below 0.30. This subscale IV (Importance of Affection) had an alpha value of 0.01 which was interpreted as indicating a lack of variance in responses rather than not being appropriate for inclusion in IMP. A complete description of the subscale organization and correlation of research variables used in IMP may be found in Appendix B.

This questionnaire was lengthy and extensive in detail which imposed some labor on the part of the respondent. The researcher's concern for a nonchalant or tiresome attitude on the part of the respondents due to the length of the questionnaire did not materialize. The

questionnaire produced a powerful emotional effect which resulted in inmate mothers crying and leaving the room but returning to complete the task. In each of the prisons visited, there was some type of emotion displayed by most of the mothers. It can only be assumed to be related to the concern of their relationship with their children.

Method of Data Collection

The method employed to gather data for this research project was that of survey research. The research instrument constructed for data collection consists of a ten-page questionnaire (Appendix A).

In order to collect data, a meeting was arranged with the wardens and superintendents of the four women's prisons. This project was later discussed in a meeting with the State Director of Corrections and later in a meeting with the Director of the Community Treatment Centers. Verbal approval was given in all three meetings. The majority of the data collected was obtained by the research in small group meetings or on a one-to-one basis with the mothers in each prison. The objective was to obtain a completed questionnaire from each mother who participated in this study. In addition the researcher planned to interview some of the mothers concerning their mothering roles in order to provide additional information to assist in interpretation of the responses to IMP. Twenty-five inmate mothers participated in these interviews.

The specific method of collecting data varied from prison to prison. It appeared that the security level of the prison influenced the level of participation and the manner in which respondents met with the researcher to complete the questionnaire. The data collection in each of the four prisons varied according to the level of security. The

one common thread connecting the collection of data in the four different prisons is that of the researcher explaining the purpose of the research and explaining the questionnaire to the respondents. The description of the method for data collection in each of the facilities follows.

Maximum Security

On the specific date of collecting the data, the researcher met with the assistant warden in charge of the women's prison. A list of female inmate names was provided to the researcher. The warden checked the names of those women whom he thought might be mothers. Following this, the captain of the guards reviewed the list and checked additional names of those women who might also be mothers. Permission was granted to the researcher to ask women whose names had been checked to (1) verify that they were mothers and (2) check the list for other women who might be mothers. Out of the original group of 25 names checked by the warden and captain of the guards, an additional two names were added to the list by those inmate mothers originally participating in the study.

The first group of eight mothers who were originally identified by the warden and the captain of the guards met in a small room used for talkback television where they completed the questionnaire. Each item of the questionnaire was read to the respondents, and the group was encouraged by the researcher to ask for clarification at any time. After this group completed the questionnaire, they were asked to encourage other mothers to participate in the study. All eight mothers responded positively; and at the second meeting on the same day, 12 mothers were present. Due to the large size of the group, the researcher asked and

received permission to move to a larger room. The group moved to the prison chapel which is also used as a meeting room. The purpose of the research was explained, assurance of anonymity was again stressed, and the questionnaire was explained. Conditions varied at this time because the researcher was aided in answering questions by the first eight mothers who originally participated. Some mothers were unable to read at a level necessary to understand the questionnaire. Some mothers were unable to write the responses they wished to give. The first group of mothers assisted them by reading items or writing responses dictated. The mothers assisting had been instructed to help only in completing the questionnaire, not to supply answers. The entire group was under the supervision of the researcher. The researcher was present in the room at all times to provide any needed interpretation and to insure that each respondent was completing the questionnaire independently.

Medium Security

On the date the data was collected, the researcher met with the warden and a case manager. The procedure varied greatly from that of maximum security. No list of names was provided to the researcher. The warden, case manager, and the Director of Vocational Training identified those women who might be mothers and asked them to participate. Those agreeing to do so were sent to a large talkback television room which was located in the gymnasium in another building approximately 50 yards from the main building. A total of 28 mothers participated in the research. The researcher is not aware of those who may have been identified and did not participate, nor of any inmates who might be mothers but were not identified.

The researcher was present when the women entered the room. After verifying with the women that they were mothers, the researcher explained to the mothers that their participation was voluntary and they were not required to participate. The purpose of the research was explained to the groups, and the researcher asked if anyone needed further clarification. Only those mothers who could not read were aided individually by the researcher.

Minimum Security

While data were collected at the maximum and medium security prisons during the day, data were collected at minimum security prisons at night because most of these women worked outside of the prison. Procedures for each minimum security prison varied. Both minimum security prisons have two levels of security: (1) those allowed to leave the grounds for work or weekend passes and (2) those who are restricted to the grounds.

At the first minimum security prison, a notice was posted announcing a meeting of mothers on a given night. The researcher was able to collect data from seven mothers. These mothers were informed of the purpose of the questionnaire and were encouraged to ask questions. The small size of the group lent itself to individual help given in answering the questionnaire if necessary. The meeting was held in a large recreation room set apart from the living quarters.

Because of the various activities going on that night (doctor's visiting night, drug group meetings, snow and ice, and reported illness among the inmate women), those mothers who participated felt that another opportunity should be given for other mothers to participate.

After collecting the data from the seven mothers, the researcher met with the case manager and shared the mothers' concern of the small number participating. The researcher and case manager agreed that questionnaires would be left with the case manager to give to other mothers. The questionnaire was explained to the case manager to determine if there was a need for clarification. The case manager was successful in getting four additional mothers to complete the questionnaire within two days.

At the second minimum security prison, mothers were identified by the case manager, a security guard, and other mothers who completed the questionnaire. The case manager and the security guard strongly encouraged some of the inmate mothers to participate. The first participants then strongly encouraged other mothers. The normal procedure for completing the questionnaire took one hour for each group. At this prison, however, each person entered a library-TV-game room at different times, and the total process consumed four hours. The researcher explained the purpose of the questionnaire to each respondent individually, and each respondent was given individual assistance in completing the questionnaire when necessary.

The women at the second minimum security facility participated in the research project as they were going to or returning from regularly scheduled drug group meetings, recreational activities, or work. While a list of names was not provided to the researcher, the case manager did have such a list and checked the names of those who had participated. According to the case manager, all mothers present in the facility participated.

All data was collected for this research project during a two-month

span of time. This goal was set to avoid too many duplications of mothers being transferred from maximum or medium security facilities to minimum security prisons.

The mothers were partially rewarded for responding to the questionnaire in that they were released from work responsibilities in order to participate in the research. It was assumed that this arrangement would enhance participation in the study. Those participating in the research felt they were contributing by having an opportunity to criticize and discuss the quality of the questionnaire with the researcher. This would seem to contribute to a study which was more extensive and of higher quality because the inmate mothers who completed the questionnaire encouraged other inmate mothers to participate. The researcher found the grapevine line of communications to be effective and favorable to the project. This was especially helpful due to the fact that participation was strictly on a volunteer basis.

All data were collected by the researcher during visits to the prison expressly for that purpose. It proved impossible to collect data from 100 percent of the population (mothers in prison). The researcher then established a goal of obtaining completed questionnaires from at least 70 percent of inmate mothers. This goal was achieved. Collected data ranged from a minimum of 14 percent at one prison to a maximum of 36.5 percent at another with the other two prisons yielding 22.5 percent and 27 percent. Respondents were assured of the confidentiality of their personal data by the researcher and by the cover page of the questionnaire.

The prison yielding the lowest percentage of mothers completing the questionnaire had a physical structure whereby the women had to go

outside in order to reach the meeting room. This data was collected at night in January, 1979, when the weather was inclement. It was very cold and snow was on the ground. The other three prisons had all facilities located in a convenient manner where the women did not need to undergo any physical discomfort to respond to the instrument. This may have accounted for the difference in respondent percentages between the facilities.

Validity of the Instrument

Research in the area of inmate mothers' perceptions of their functions concerning their children is a relatively new area of exploration. Computerized searches did not provide any previous research which could be used as a model. A review of related literature based upon structural-functionalism, the conceptual framework of this research, indicated that no instrument was available in this area. The researcher then proceeded to compile a list of items which seemed to be functions traditionally performed by mothers or were assigned to mothers by societal expectations. After the identification of numerous performed behaviors or expectations which did appear in the literature, the researcher realigned or deleted items. The criterion for retention of an item was its appearance in the literature at least three times. The researcher then constructed a research questionnaire designed to measure inmate mothers' perceptions of their family-related functions.

Due to the limited number and accessibility of subjects, a statistical method was employed to assess the validity of the instrument. Each of the categories of the questionnaire was treated as a subscale with every item being evaluated in terms of its unidimensionality with

other items in that subscale. Program Testat was employed to measure the contributions of each item to its own subscale and to determine how well each item contributed to the set as a measuring device. A correlation value of 0.30 was selected as the criterion for retaining an item using the rationale that any value below 0.30 indicated that the item did not relate sufficiently to the variable being measured.

On the basis of the initial collection of data from respondents, Program Testat was run on the data. The correlation values on the pre-test group indicated that 89 of the original 97 items had a value above 0.30. It was the initial intention of the researcher to rewrite the questionnaire based on the findings of Program Testat. However, after analyzing the data from the initial group and taking into consideration the small number of respondents, it was decided that all items in the questionnaire would be retained. Program Testat was again used on the responses from the total group, and 92 of the original 97 items were retained. The Fortran Program Testat is described below.

Program Testat

The construction of a new instrument for measuring perceptions required careful and detailed attention to the items and subscales used. Therefore, a description of the analyses used in the development of the instrument IMP is warranted in this report. Fortran Program Testat and the subroutines used to establish the validity of the instrument is identified and described in detail in the computer programming book Fortran Programming for the Behavioral Sciences (Veldman, 1967).

Program Testat illustrates the possibility of constructing a program which meets some of the needs for test scoring or item analysis.

The most important programming concept involved in Program Testat is that of the "key card." A sequence of values or symbols is read and stored in the computer memory prior to the reading of the data cards to be processed. These values serve as a reference vector during the processing of the data. Key cards and their corresponding storage vectors are used in Program Testat to provide the input, to indicate the items for which scaling is to be reversed, to indicate the correct-choice numbers, and to assign items to subscales. In processing the particular problem, only the necessary key cards, as indicated by Parameter Control Card signals, were read into memory.

The program then called Subroutine CCDS to input a Title, Parameter, and Format Control card. Column 11 on the Parameter card was left blank because the item scores were key punched directly as integer digits.

This program illustrates the breakdown of five-digit numbers returned by Subroutine CCDS into single-digit parameter values through the use of integer division and the MOD Function. If column 13 is non-zero, then the key card for directionality reversal is read; the value in column 13 should be the number of choices per item in this case. The next key card read is a list of correct-choice numbers if column 14 = 1. This key card should be a 1230 card in the same format as the data cards if column 11 = 1 also. If column 15 is nonzero on the Parameter card, a key card with a subscale number for each item is read. The data cards for the respondents to be scored follow the control and key cards.

Depending upon the nature of the processing problem, any or all of the four key cards may be omitted. The last three cards are assumed under a standard format: (5X, 7511). Vectors to hold alpha coefficients

(A), numbers of items per subscale (F), scale means (AT), and sigmas (ST) are zeroed next. The number of items per subscale are computed next if the subscale key card was input. These computations are stored in vector F. The KT-th location in F holds the total number of items. The next loop zeros vectors for sigmas, means, items-scale correlations, item-total correlations, and choice-distribution matrix. The respective vectors are zeroed if no subscale key cards are input.

The program then incorporates the subject-data input. The item choices are registered in table KP of parameter column 12 = 1. The directionality of selected item scales is reversed if parameter column 13 is nonzero.

If parameter column 14 = 1, then the next step is right-wrong scoring. If the choice numbers match the key card, they are converted to 1. If the choice numbers do not match the key cards, they are converted to 0. If this parameter is not zero, then the blank (item score = 0) responses are replaced with the contents of parameter column 16. This option allows insertion of a middle-of-the-scale score for blank items in rating scale data.

A vector holds the accumulation of subscale and total scores. Item scores are then converted to real-mode and stored in the vector before accumulation to avoid repetitive mode conversions. Item, scale, and total scores are then added to the appropriate accumulation vectors. At this time, all data input is complete.

Computed next are item, scale, total means, and sigmas. Point-biserial correlations between items and the scale scores to which they have been assigned are also computed. A vector thus holds a correlation of every item with the total of all items. Meanwhile, another vector

holds a correlation of every item with some particular subtotal. Accumulated in this loop is the sum of item sigmas for each scale and the total. Alpha coefficients are computed, and then the output printing begins.

The alpha coefficient of internal consistency reflects the degree of reliability among the items of a scale, in terms of overlapping variance. The formula is a generalization of the Kuder-Richardson Formula 20 for dichotomous items (Schuessler, 1971, pp. 72-74):

$$\alpha = \frac{K}{K - 1} \left[\frac{\sigma_T^2 - \sum \sigma_I^2}{\sigma_T^2} \right]$$

where

K = the number of items in the scale

I = item

T = total (or subscale total)

The last stage in the program is the printing of scale and total item means, counts, sigmas, and alpha coefficients. Next, a table of item means, sigmas, scale assignments, and correlations with scale sums and total is printed. Along with the corresponding values from the reversal and correct-choice key vectors, the percentages of the sample using each possible item choice are printed if parameter column 12 = 1 (Veldman, 1967, pp. 170-180).

Statistical Procedures

Within a week after collection of each group of data, all questionnaires were coded; and all data were key punched onto computer data processing cards. These cards were then analyzed on an IBM 370 model

158 Computer at the Oklahoma State University Computer Center, utilizing programs from SAS (Statistical Analysis System) and Fortran Program Testat with subroutines PRTS and CCDS (Veldman, 1967).

For comparison of demographic data, variables of nominal level were cross-tabulated, reported with frequencies and percentages, and presented in contingency tables were appropriate. In order to analyze the perceptions of mothering functions, an average item response was computed for each person on each of the 14 Family Relations subscales. These scores were obtained by adding the scale value of responses on the items in each scale and then dividing by the number of the items.

The major variables in this study required more in-depth analysis. A two-way analysis of variance was used to determine whether a significant difference existed between scores on each of the 14 Family Relations subscales and each of the other major variables--length of imprisonment and type of imprisonment. The criterion of acceptance was set at $p < 0.05$.

In order to determine whether perceptions differed according to the demographic characteristics, t-tests were employed comparing selected demographic variables and each of the subscales. Acceptance was set at $p < 0.05$.

The 14 subscales contain seven "importance" dimensions, four "behavioral" dimensions, three "satisfaction" dimensions, and one "adjustment to difficulty" dimension. Correlation coefficients were calculated between four subscales measuring perceptions of importance and the four subscales reflecting behavioral dimensions. The criterion for acceptance of the relationship was set at $p < 0.05$.

Summary

This study was conducted as a survey in which the researcher visited four prison sites and administered a questionnaire. The survey instrument was designed by the researcher based on the review of literature and visits with the wardens and superintendents of the women's prisons. The questionnaire was composed of 14 subscales, 20 demographic items, and 17 miscellaneous items. The 14 subscales consisted of Likert-type items. The demographic items were dichotomized items, and the miscellaneous items consisted of both open-ended questions and dichotomized items. The questionnaire was pre-tested with a group of inmate mothers, and the validity of the questionnaire was assessed by Fortran Program Testat. This item-analysis was performed in order to test the unidimensionality of the subscale items. The questionnaire was later administered to the total group.

After the questionnaire was administered, the researcher interviewed 25 of the inmate mothers who participated in the study. These interviews included questions about the items in the questionnaire whereby the researcher invited the respondents to expound upon any item they liked, disliked, or wished to discuss in terms of what could be done. The information gathered in these interviews was not analyzed for inclusion in the report. This information was basically sought in order to gain further insight into the reasons inmate mothers answered the items in the questionnaire in particular ways.

Of the 119 mothers in prison, 93 (78.2%) completed the questionnaire. The responses to the questionnaires were then coded, tabulated, key punched, verified, and analyzed by the researcher. The open-ended

questions of miscellaneous items were hand-tabulated by the researcher.

The data were analyzed by frequency counts and percentages for each of the demographic variables, by t-tests to determine differences among the fourteen substrate variables according to selected demographic variables, by two-by-four analysis of variance to identify differences among the fourteen substrate variables according to the type of security and/or length of imprisonment, and through the use of product-moment correlation coefficients to indicate the relationship between the four selected "importance" variables and the four matching "behavioral" or "satisfaction" variables.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This study examined inmate mothers' perceptions of their functions concerning their children. A pencil-and-paper inventory was used to obtain responses. The inventory consisted of demographic items, open-end items to obtain additional information about the subjects, and 14 subscales consisting of Likert-type items reflecting mothering-related variables: importance of communications, frequency of communications, difficulty of transition, importance of affection, importance of nurturance, satisfaction with nurturance quality, importance of socialization process, satisfaction with socialization process, frequency of problem solving, importance of functional continuity, importance of family relationships, importance of freedom, frequency of functional continuity, and satisfaction with functional continuity. These scales will be referred to as Family Relations Subscales.

The analysis of data and presentation of the results of this study were reported as they related to both of the research questions as stated in Chapter III. The research questions were as follows:

1. Are the inmate mother's perceptions of her functions concerning her children, as measured by 14 Family Relations Subscales, related to length of imprisonment?

2. Are the inmate mother's perceptions of her functions concerning her children, as measured by 14 Family Relations Subscales, related to the type of imprisonment?

In addition, responses to the 14 subscales were compared on the basis of selected demographic factors and the relationships among eight of the scales were examined.

The 0.05 level of significance was adopted for this study. For the coefficients of correlation, only those coefficients of 0.30 or above and those at the 0.05 level of significance will be utilized.

Description of Subjects

The subjects of this study were mothers who were under the authority of the Oklahoma State Department of Corrections because of felony convictions. Of the 119 persons reported by prison authorities to be mothers, 93, or 78 percent, responded. Those who did not participate included 16 who were unavailable at the time of data collection. One was working elsewhere on the prison grounds; two were in lockup; three were in treatment away from prison grounds; and ten were ill. Seven came to the data collection area but refused to participate. Of these, three said their children were adults, and one was imprisoned for killing her child. Of the 93 usable returns, 35 were from respondents in minimum security, 3 in minimum restricted security, 34 in medium security, and 21 were from respondents in maximum security. A description of the subjects is presented in this chapter. Each was a resident in one of four prisons. Permission had been obtained from the State Director of Corrections and the appropriate directors, wardens, and superintendents for the researcher to enter the prisons to collect the data.

The questionnaire given to the inmate mothers included items to obtain demographic information and other descriptive information related to the mother and her family situation. The demographic information obtained from the respondents may be found in Table I. Additional descriptive information obtained from the subjects through responses to items in the questionnaire is reported in Table II.

TABLE I
DEMOGRAPHIC DATA OF SUBJECTS (SELF-REPORT)

Variable	N	Mean	Median	Range
Age, in years	89	28.7	27	18-52
Years of Education	93	10.8	11	4-15
Family's Distance from Prison, in miles	91	197	100	1-999*
Number of Times Previously Imprisoned	92	1.5	1	0-4
Number of Male Children	93	0.84**	1	1-4
Number of Female Children	93	0.71**	1	0-5

* 999 = 999 miles plus.

** The average number of children per mother was 1.55 of which 0.84 was male, 0.71 was female.

TABLE II
DESCRIPTION OF SUBJECTS (SELF-REPORT)

Variable		N	%
Religion:	Catholic	12	13
	Muslim	4	4
	None	4	4
	Protestant	65	70
	Other	8	9
Race:	White	47	51
	Non-White	46	49
Size of Place Where Reared:	Rural	19	20
	Small Town	19	20
	Small City (2,500-25,000 people)	14	15
	City (or suburb of a city of 25,000-100,000)	22	24
	City (or suburb of a city of over 100,000)	19	21
Marital Status Before Imprisonment:	Single	13	14
	Married	37	40
	Common Law	22	24
	Divorced	17	18
	Separated	4	4
	Widowed	0	0
Marital Status During Imprisonment:	Single	18	19
	Married	26	30
	Common Law	16	17
	Divorced	27	25
	Separated	7	8
	Widowed	3	3
Type of Security:	Minimum	40	43
	Minimum Restricted	3	3
	Medium	34	37
	Maximum	16	17
Persons Caring for Children During Mother's Imprisonment:	No Response	4	
	Husband, Father of Children	16	19
	Child's Maternal Grandparent	38	43
	Child's Paternal Grandparent	2	2
	Child's Maternal Aunt	8	9
	Child's Paternal Aunt	3	3
	Foster Home	14	16
	Others	8	8

TABLE II (Continued)

Variable		N	%
Children Have Problems During Mother's Imprison- ment:	No Response	5	
	Problems	44	50
	No Problems	44	50
Rejected by Children:	No Response	2	4
	Rejected	4	96
	Not Rejected	87	
Welcomes Opportu- nity to Participate in Groups About Family and Children:	No Response	2	
	Opportunity Welcomed	82	90
	Opportunity Unwelcomed	9	10
Feelings About Own Childhood:	Very Well	35	38
	Good	33	35
	Fair	17	18
	Poor	8	9
Amount of Fighting in Family During Childhood:	None	23	25
	Little	18	19
	Some	25	27
	Much	15	16
	All the Time	12	13

Responses to Family Relations Subscales

A summary of the responses of the total group of inmate mothers to the 14 Family Relations Subscales is presented in Table III. Additional reporting of means and medians by response group will be found in the ensuing sections of this chapter.

TABLE III
 MEAN SCORES ON FAMILY RELATIONS SUBSCALES OF IMP
 (N = 93)

Subscale	\bar{X}	s.d.
1. Importance of Communications	2.90	0.96
2. Frequency of Communications	2.03	0.81
3. Difficulty of Transition	1.73	1.37
4. Importance of Affection	4.39	0.52
5. Importance of Nurturance	3.68	0.42
6. Satisfaction With Nurturance Quality	3.26	0.75
7. Importance of Socialization Process	3.47	0.59
8. Satisfaction With Socialization Process	3.12	0.71
9. Frequency of Problem Solving	2.82	1.15
10. Importance of Functional Continuity	3.32	0.82
11. Importance of Family Relationships	3.06	0.89
12. Importance of Freedom	3.14	0.72
13. Frequency of Functional Continuity	2.76	0.91
14. Satisfaction With Functional Continuity	3.24	0.64

Analysis of Responses to Family Relations

Subscale

Relation to Length and/or Type of Imprisonment

A two-by-four analysis of variance was used to determine whether differences in responses to each subscale occurred on the basis of length and/or type of imprisonment of the respondent. A discussion of the findings follow. Table IV presents a summary of the results.

Importance of Communications. The analysis yielded no significant results for the main effects test by type of security, time served, nor interaction ($F = 0.69, 2.54, 2.33$; $p = 0.57, 0.11, 0.07$, respectively). This indicates that the type of security and the length of time served was not found to be significantly associated with the inmate mothers' expressions of the importance of communications with their children.

Frequency of Communications. The analysis yielded a significant result for the main effects test by type of security, $F = 2.80$, $p = 0.05$. The length of time served and interaction tests yielded insignificant results ($F = 0.29, 0.64$; $p = 0.59, 0.59$, respectively; d.f. = 91).

The mean score on the frequency of communications subscale for minimum type of security was 2.27. Means for those in other types of security were: restricted minimum = 1.58, medium = 1.96, and maximum = 1.66. This indicates that the frequency of communications reported between inmate mother and children differed significantly according to type of prison. Those mothers in a minimum security facility reported a significantly greater frequency of communication with children regardless of time served.

TABLE IV
ANALYSIS OF VARIANCE FOR THE FOURTEEN SELECTED
FAMILY RELATIONS FACTORS BY TYPE OF SECURITY
AND/OR LENGTH OF IMPRISONMENT

Dependent Variable	Independent Variable	<u>F</u>	d.f.	<u>p</u>
1. Importance of Communications	Security	0.68	91	0.57
	Time	2.54		0.11
	Interaction	2.33		0.07
2. Frequency of Communications	Security	2.80	91	0.04
	Time	0.29		0.59
	Interaction	0.64		0.59
3. Difficulty of Transition	Security	0.70	91	0.55
	Time	5.48		0.02
	Interaction	0.71		0.55
4. Importance of Affection	Security	3.81	91	0.01
	Time	1.72		0.19
	Interaction	3.32		0.02
5. Importance of Nurturance	Security	0.60	91	0.61
	Time	0.05		0.83
	Interaction	2.07		0.10
6. Satisfaction With Nurturance Quality	Security	0.32	89	0.82
	Time	0.62		0.43
	Interaction	1.30		0.28
7. Importance of Socialization Process	Security	5.11	90	0.003
	Time	0.78		0.38
	Interaction	1.64		0.18
8. Satisfaction With Socialization Process	Security	0.87	90	0.46
	Time	2.00		0.16
	Interaction	0.38		0.77
9. Frequency of Problem Solving	Security	5.60	90	0.01
	Time	0.00		0.90
	Interaction	0.90		0.46
10. Importance of Functional Continuity	Security	2.66	91	0.05
	Time	1.87		0.17
	Interaction	1.09		0.35

TABLE IV (Continued)

Dependent Variable	Independent Variable	<u>F</u>	d.f.	<u>p</u>
11. Importance of Family Relationships	Security	0.67	91	0.57
	Time	4.63		0.03
	Interaction	0.92		0.43
12. Importance of Freedom	Security	2.63	91	0.05
	Time	1.26		0.26
	Interaction	1.06		0.37
13. Frequency of Functional Continuity	Security	4.62	91	0.001
	Time	0.13		0.72
	Interaction	1.00		0.40
14. Satisfaction with Functional Continuity	Security	3.4	90	0.02
	Time	1.4		0.23
	Interaction	0.9		0.42

Difficulty of Transition. The analysis yielded a significant result for the main effects test by length of time served, $F = 5.48$, $p = 0.02$. The type of security and interaction tests yielded insignificant results ($F = 0.70, 0.71$; $p = 0.55, 0.55$, respectively; d.f. = 91).

The mean score for the subscale reflecting anticipation of difficulty of transition to mother's role at release for those having served more than nine months was 2.07 and 1.40 for those having served less than nine months. The difficulty expected in adjusting to mother's role on release differed significantly according to the length of time served.

Importance of Affection. The analysis yielded a significant result for the main effects test by type of security and interaction, $F = 3.81, 3.32$; $p = 0.01, 0.02$, respectively. The length of time served test yielded insignificant results ($F = 1.72$, $p = 0.19$; d.f. = 91).

The mean score for those in minimum security on the importance of affection subscale was 4.51. Means for other types of security were: restricted minimum = 4.17, medium = 4.43, and maximum = 4.05. This indicates that the importance of affection and love reported by the inmate mothers differed significantly according to the type of security. Those in maximum security attached less importance to affection between mother and child than did those in other types of security.

Importance of Nurturance. The analysis yielded no significant results for the main effects test by type of security, time served, nor interaction ($F = 0.60, 0.05, 2.07$; $p = 0.61, 0.83, 0.10$, respectively). This indicates that the type of security and/or the length of time served was not found to be significantly associated with importance of

nurturance.

Satisfaction With Nurturance Quality. The analysis yielded no significant results for the main effects test by type of security, length of time served, nor interaction ($F = 0.32, 0.62, 1.30$; $p = 0.82, 0.43, 0.28$, respectively). This indicates that the type of security and/or the length of time served was not found to be significantly associated with satisfaction expressed by the subjects with nurturance quality.

Importance of Socialization Process. The analysis yielded a significant result for the main effects test by type of security, $F = 5.11$, $p = 0.003$. The length of time served and interaction tests yielded insignificant results ($F = 0.78, 1.64$; $p = 0.38, 0.18$, respectively, $d.f. = 90$).

The mean score on the importance of socialization process subscale for medium type of security was 3.63. Means for those in other types of security were: minimum = 3.55, restricted minimum = 2.42, and maximum = 3.21, respectively. This indicates that the importance of the child's socialization process reported by the inmate mothers differed significantly according to the type of security. Those in maximum security attached less importance to the child's socialization process than did those in other types of security.

Satisfaction With Socialization Process. The analysis yielded no significant results for the main effects test by type of security, length of time served, nor interaction ($F = 0.87, 2.0, 0.38$; $p = 0.46, 0.16, 0.77$, respectively). This indicates that the type of security and

the length of time served was not found to be significantly associated with satisfaction with child's socialization process.

Frequency of Problem Solving. The analysis yielded a significant result for the main effects test by type of security, $F = 5.6$, $p = 0.01$. The length of time served and interaction tests yielded insignificant results ($F = 0.0, 0.09$; $p = 0.90, 0.46$, respectively; d.f. = 90).

The mean score on the frequency of problem solving and help provided to child subscale for minimum type of security was 3.33. Means for those in other types of security were: restricted minimum = 1.95, medium = 2.61, and maximum = 2.10. This indicates that the frequency of problem solving or help provided to child reported by inmate mothers differed significantly according to the type of security. Those mothers in a minimum security facility reported a significantly greater frequency of helping their children solve problems and providing help to their children regardless of the length of time served.

Importance of Functional Continuity. The analysis yielded a significant result for the main effects test by type of security, $F = 2.66$, $p = 0.05$. The length of time served and interaction tests yielded insignificant results ($F = 1.9, 1.1$; $p = 0.17, 0.35$, respectively; d.f. = 91).

The mean score on the importance of functional continuity subscale for medium type of security was 3.50, respectively. Means for those in other types of security were: minimum = 3.37, restricted minimum = 2.67, and maximum = 2.95. This indicates that the importance of the child's functional continuity with society differed significantly according to the type of security. Those mothers in a medium security facility

attached more importance to their child's functional continuity with society than did those mothers in other types of security.

Importance of Family Relationships. The analysis yielded a significant result for the main effects test by length of time served, $F = 4.63$, $p = 0.03$. The type of security and interaction tests yielded insignificant results ($F = 0.67, 0.92$; $p = 0.57, 0.43$, respectively; d.f. = 91).

The mean score on the importance of child's relationship to family and others subscale for those having served more than nine months was 3.27 and 2.87 for those having served less than nine months. This indicates that the importance of the child's relationship to family and others reported by the inmate mothers differed significantly according to the length of time served.

Importance of Freedom. The analysis yielded a significant result for the main effects test by type of security, $F = 2.63$, $p = 0.05$. The length of time served and interaction tests yielded insignificant results ($F = 1.26, 0.26$; $p = 0.26, 0.37$, respectively; d.f. = 91).

The mean score on the importance of freedom subscale for those in medium type of security was 3.30. Means for those in other types of security were: minimum = 3.14, restricted minimum = 2.17, and maximum = 3.0. This indicates that the importance of the child's freedom reported by the inmate mothers differed significantly according to the type of security. Those mothers in medium type of security attached more importance to child's freedom than did those mothers in other types of security.

Frequency of Functional Continuity. The analysis yielded a significant result on the main effects test by type of security, $F = 4.62$, $p = 0.01$. The length of time served and interaction tests yielded insignificant results ($F = 0.13, 1.0$; $p = 0.72, 0.40$, respectively; d.f. = 91).

The mean score for those in minimum type of security on the subscale frequency of child's functional continuity with society was 2.99. Means for those in other types of security were: restricted minimum = 1.19, medium = 2.78, and maximum = 2.43. This indicates that the frequency of the child's functional continuity with society differed significantly according to the type of prison. Those mothers in minimum security reported greater frequency of their child's functional continuity with society regardless of the length of time of the mothers' imprisonment.

Satisfaction With Functional Continuity. The analysis yielded a significant result for the main effects test by type of security, $F = 3.4$, $p = 0.02$. The length of time served and interaction tests yielded insignificant results. Degrees of freedom = 90.

The mean score on minimum type of security on the satisfaction with child's functional continuity with society subscale was 3.33. Means for those in other types of security were: restricted minimum = 2.08, medium = 3.26, and maximum = 3.21. This indicates that the satisfaction with child's functional continuity with society reported by the inmate mothers differed significantly according to the type of security. Those in minimum security reported greater satisfaction with child's functional continuity with society than did those mothers in other types of security.

Relation to Selected Demographic Factors

In order to gain further insight into factors which might be related to inmate mothers' perceptions of their functioning as mothers, the responses to the 14 Family Relations Subscales were analyzed on the basis of selected demographic factors as well as in terms of the primary variables of length and type of imprisonment. These demographic factors were: age, race, religion, education of mother, and guardian of child while mother is away from family. Student's t -test was used for determining the significance of differences among the demographic groups to the 14 Family Relations Subscales (see Table V).

Importance of Communications. The responses to the subscale Importance of Communications were compared to the demographic variables identified above through the use of the t -test. Significant differences were found for the classification "guardians of inmates' children" ($t = 2.5, p < 0.05, d.f. = 87$).

Inmate mothers whose children are being cared for by grandparents, children's fathers, and other relatives tend to value the importance of communications between mother and child to a greater extent than do those mothers whose children are being cared for in foster homes, institutions, or by others. There were no significant differences found for the demographic variables age, race, religion, and education.

Frequency of Communications. Inmate mothers' responses to the subscale Frequency of Communications were compared to the demographic variables above through the use of the t -test. The reported scores were found to be significantly different for race ($t = 6.0, p < 0.05$,

TABLE V
 SIGNIFICANT DIFFERENCES IN RESPONSES TO FAMILY
 RELATION SUBSCALES ACCORDING TO FIVE
 SELECTED DEMOGRAPHIC VARIABLES

Family Relations Subscale	Variable	d.f.	t.	p.
1. Communications, Importance of	Age	.	.	n.s
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	.	.	n.s
	Guardian	87	2.5	0.01
2. Communications, Frequency of	Age	.	.	n.s
	Race	90	6.0	0.0001
	Religion	27	3.2	0.003
	Education	90	5.2	0.0001
	Guardian	.	.	n.s
3. Transition, Difficulty of	Age	.	.	n.s
	Race	90	2.4	0.003
	Religion	.	.	n.s
	Education	90	3.7	0.0001
	Guardian	.	.	n.s
4. Affection, Importance of	Age	.	.	n.s
	Race	89	-4.3	0.0005
	Religion	.	.	n.s
	Education	89	-5.4	0.0001
	Guardian	.	.	n.s
5. Nurturance, Importance of	Age	.	.	n.s
	Race	90	-6.8	0.0001
	Religion	27	-2.4	0.002
	Education	90	-7.6	0.0001
	Guardian	.	.	n.s
6. Nurturance Quality, Satisfaction With	Age	.	.	n.s
	Race	88	-3.7	0.002
	Religion	25	-1.7	0.04
	Education	88	-4.8	0.0001
	Guardian	.	.	n.s
7. Socialization Process, Importance of	Age	.	.	n.s
	Race	.	.	n.s
	Religion	22	2.8	0.02
	Education	.	.	n.s
	Guardian	.	.	n.s

TABLE V (Continued)

Family Relations Subscale	Variable	d.f.	<u>t.</u>	<u>p.</u>
8. Socialization Process, Satisfaction With	Age	.	.	n.s
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	.	.	n.s
	Guardian	87	2.0	0.04
9. Problem Solving, Frequency of	Age	.	.	n.s
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	.	.	n.s
	Guardian	.	.	n.s
10. Functional Continuity, Importance of	Age	.	.	n.s
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	.	.	n.s
	Guardian	.	.	n.s
11. Family Relationships, Importance of	Age	87	-3.3	0.002
	Race	90	-4.1	0.0002
	Religion	.	.	n.s
	Education	90	-4.4	0.0001
	Guardian	.	.	n.s
12. Freedom, Importance of	Age	87	2.3	0.02
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	90	2.2	0.03
	Guardian	.	.	n.s
13. Functional Continuity, Frequency of	Age	87	3.14	0.002
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	90	-2.5	0.01
	Guardian	.	.	n.s
14. Functional Continuity, Satisfaction With	Age	.	.	n.s
	Race	.	.	n.s
	Religion	.	.	n.s
	Education	90	-2.6	0.01
	Guardian	87	2.1	0.02

The demographic variables were categorized as follows: Age - Median = 27; Race - non-white vs. white; Religion - Catholic vs. Protestant; Education (of mother) - completed eighth grade or less vs. more than eighth grade education; Guardian (of child) - husband and/or mother of inmates vs. foster home(s) or "other."

d.f. = 90), religion ($\underline{t} = 3.2$, $\underline{p} < 0.05$, d.f. = 27), and education ($\underline{t} = 5.2$, $\underline{p} < 0.05$, d.f. = 90).

Inmate mothers who are non-white reported greater frequency of communications with their children than did those inmate mothers who are white. Analysis also indicated that the reported frequency of communications between mother and child was found to be significant by religious classification. Catholic inmate mothers tended to report greater frequency of communications with their children than did Protestant inmate mothers. Inmate mothers with an eighth grade education or less also reported more frequent communications with their children than did those mothers with more than an eighth grade education. No significant differences were found for the demographic variables age and guardian of child.

Difficulty of Transition. Differences between responses to the subscale Difficulty of Transition were measured by use of a \underline{t} -test. These scores were compared to the demographic variables above. Significant differences were found for race ($\underline{t} = 2.4$, $\underline{p} < 0.05$, d.f. = 90) and education ($\underline{t} = 3.7$, $\underline{p} < 0.05$, d.f. = 90).

Non-white mothers reported that they expect to have a more difficult time adjusting to mothers' role at release than did those mothers who are white. Inmate mothers with less education also reported expecting a more difficult transition to mothers' role at release than did those mothers with more education. No significant differences were found for the demographic variables age, religion, and guardian of child.

Importance of Affection. The responses to the subscale Importance of Affection and Love were compared to the demographic variables

identified above through the use of the t-test. Significant differences were found for race (t = -4.3, p < 0.05, d.f. = 89) and education (t = -5.4, p < 0.05, d.f. = 89).

White inmate mothers tended to report greater importance of affection and love than did non-white inmate mothers. Importance of affection and love was also found to be significant by level of education. Inmate mothers with more than an eighth grade education reported greater importance of affection and love than did inmate mothers with less than or equal to an eighth grade education. No significant differences were found for the demographic variables age, religion, and guardian of child.

Importance of Nurturance. Inmate mothers' responses to the subscale Importance of Nurturance were compared to the demographic variables above through the use of the t-test. The reported scores were found to be significantly different for race (t = -6.8, p < 0.05, d.f. = 90), religion (t = -2.4, p < 0.05, d.f. = 27), and education (t = -7.6, p < 0.05, d.f. = 90).

The reported importance of nurturance was found to be significant by racial classification. White inmate mothers assigned greater importance to nurturance of child than did non-white mothers. Religious classification was also found to be significant. Protestant inmate mothers tended to value importance of nurturance more than Catholic inmate mothers. Statistical testing also indicated that inmate mothers with more than an eighth grade education perceived child's nurturance to be more important than did those inmate mothers with less education. No significant differences were found for the demographic variables age

and guardian of child.

Satisfaction With Nurturance Quality. The responses to the subscale Satisfaction With Nurturance Quality were compared to the demographic variables identified above through the use of the t -test. The reported scores were found to be significant for race ($t = -1.7$, $p < 0.05$, $d.f. = 88$) and religion ($t = -1.7$, $p < 0.05$, $d.f. = 88$).

The responses to satisfaction with the quality of nurturance child is receiving while mother is away varied according to racial classification. White inmate mothers reported greater satisfaction with the quality of nurturance child is receiving than did non-white inmate mothers. Those mothers who are Protestant tended to report greater satisfaction with the nurturance quality of their children during mother's imprisonment. Inmate mothers with more than an eighth grade education were also more satisfied with the type of care their children were receiving than were those mothers with less education. No significant differences were found for the demographic variables age and guardian of child.

Importance of Socialization Process. Differences between responses were measured by use of a t -test. Those scores were compared to the demographic variables listed above. Significant differences were found for the classification religion ($t = 2.8$, $p < 0.05$, $d.f. = 22$).

Religious classification differences indicated that Catholic inmate mothers assigned greater importance to child's socialization process than did those mothers who are Protestant. No significant differences were found for the demographic variables age, race, education, and guardian of child.

Satisfaction With Socialization Process. The responses to the subscale Satisfaction With Socialization Process were compared to the demographic variables listed above through the use of the t -test. Significant differences were found for education ($t = 2.0$, $p < 0.05$, d.f. = 87).

Inmate mothers whose children are being cared for by grandparents, child(ren)'s fathers, or their close relatives reported greater satisfaction with child's socialization process while mother is away than did those mothers whose children are under the guardianship of foster homes, institutions, or cared for by others. No significant differences were found for the demographic variables age, race, religion, and education.

Frequency of Problem Solving. The responses to the subscale Frequency of Problem Solving were compared to the demographic variables listed above through the use of the t -test. There were no significant differences reported for the demographic variables age, race, religion, education, and guardian of child.

Importance of Functional Continuity. Differences between responses on the subscale Importance of Functional Continuity were measured by the use of the t -test. No significant differences were reported for the demographic variables age, race, religion, education, and guardian of child.

Importance of Family Relations. The responses to the subscale Importance of Family Relations were compared to the demographic variables listed above through the use of the t -test. Significant differences

were found for age ($\underline{t} = -3.3, p < 0.05, d.f. = 87$), race ($\underline{t} = -4.1, p < 0.05, d.f. = 90$), and education ($\underline{t} = -4.4, p < 0.05, d.f. = 90$).

Older mothers valued the importance of family relations more than inmate mothers who were younger. Statistical testing also indicated that inmate mothers with more than an eighth grade education placed more value on education than those mothers whose educational level was lower. Significant differences by racial classification indicated that white inmate mothers assigned greater value to child's relationship to family and others than did non-white mothers. No significant differences were found for the demographic variables religion and guardian of child.

Importance of Freedom. Differences between responses on the subscale Importance of Freedom were measured by the use of the \underline{t} -test. Those scores were compared to the demographic variables identified above. Statistical differences were found for age ($\underline{t} = 2.3, p < 0.05, d.f. = 87$) and education ($\underline{t} = 2.2, p < 0.05, d.f. = 90$).

Older inmate mothers assigned greater importance to child's freedom than did those mothers who were younger. Those mothers with an eighth grade education or less tended to value the importance of child's freedom to a greater extent than did those mothers with more education. No significant differences were found for the demographic variables race, religion, and guardian of child.

Frequency of Functional Continuity. The responses to the subscale Frequency of Functional Continuity with society were compared with the demographic variables identified above through the use of the \underline{t} -test. Significant differences were found for age ($\underline{t} = 3.14, p < 0.05, d.f. = 87$) and education ($\underline{t} = -2.5, p < 0.05, d.f. = 90$).

Inmate mothers who are older tended to report a greater frequency of activities related to the child's functional continuity with society than did younger mothers in prison. Statistical testing also indicated that mothers with more than an eighth grade education reported a greater frequency of activities related to the child's functional continuity with society than did those mothers with less education. No significant differences were found for the demographic variables race, religion, and guardian of child.

Satisfaction With Functional Continuity. Differences between responses on the subscale Satisfaction With Functional Continuity were measured by the use of the t -test. Those scores were compared to the demographic variables identified above. Statistical differences were found for education ($t = -2.6, p < 0.05, d.f. = 90$) and guardian of child ($t = 2.1, p < 0.05, d.f. = 87$).

Findings for educational level indicated that inmate mothers with more than an eighth grade education were more satisfied with child's functional continuity with society than mothers with less education. Additional findings indicated that inmate mothers whose children are being taken care of by grandparents or by children's fathers tend to report greater satisfaction with child's functional continuity with society than those mothers whose children are under the guardianship of foster homes, institutions, or cared for by others. No significant differences were found for the demographic variables age, race, and religion.

Correlations Among Eight Subscales

Pearson Product-Moment coefficient correlations were calculated to obtain more precise estimates of the direction and degree of relations between the four "importance" subscales, and their relating two "frequency" subscales, and two "satisfaction" subscales. Since correlations involved more than one variable, standard tables for obtaining the significance of r were not used. Kerlinger (1973) has suggested that an r of 0.30, which is statistically significant, may point to an important relation. In the present analysis only those r 's which are statistically significant and are 0.30 or more will be interpreted as indicative of important relationships. Table VI presents a summary of the results.

The relationship between the subscale Importance of Communications between inmate mothers and their children and the subscale reflecting mothers' frequency of mother-child communications was examined. The calculated coefficient was 0.59 with 93 cases, indicating that a positive relationship did exist between communications importance and communications frequency. The relationship between the mothers' perceptions of the importance of communications between mother and child and the importance of the child's socialization was also examined. The calculated coefficient was 0.41 with 92 cases, indicating that a moderate relationship existed between these two scales. Data failed to indicate a statistically significant relationship between Importance of Communications and the other subscales examined.

The relationship between Frequency of Communications and satisfaction with child's socialization process during mother's imprisonment was examined. The calculated coefficient was 0.32 with 92 cases, indicating

TABLE VI

CORRELATION BETWEEN IMPORTANCE OF (1) COMMUNICATIONS, (2) NURTURANCE, (3) SOCIALIZATION, (4) FUNCTIONAL CONTINUITY AND FREQUENCY OF (1) COMMUNICATIONS AND (2) FUNCTIONAL CONTINUITY; SATISFACTION WITH (1) NURTURANCE QUALITY AND (2) SOCIALIZATION PROCESS

Correlation Subscales	1	2	3	4	5	6	7
1. F R Subscale 1 Communications, Importance of N =							
2. F R Subscale 2 Communications, Frequency of N =	0.59*						
3. F R Subscale 5 Nurturance, Importance of N =	0.29	0.04					
4. F R Subscale 6 Nurturance Quality, Satisfaction With N =	0.26	0.21	0.22				
5. F R Subscale 7 Socialization, Importance of N =	0.41*	0.18	0.13	0.28			
6. F R Subscale 8 Socialization, Satisfaction With N =	0.26	0.32*	0.17	0.64*	0.27		
7. F R Subscale 13 Functional Continuity Frequency of N =	0.12	0.30*	0.04	0.43*	0.48*	0.45*	
8. F R Subscale 14 Functional Continuity, Satisfaction With N =	0.14	0.19	0.12	0.58*	0.38*	0.59*	0.70*

* $r > 0.30$ and $p > 0.05$

F R Subscale = Family Relations Subscale

that a small positive relationship did exist between frequency of communications and mothers' satisfaction with child socialization process. An examination of the relationship between Frequency of Communications and frequency of child's functional continuity with society revealed a coefficient of 0.30 with 91 cases. This indicates that a small positive relationship did exist between reported frequency of communications between mother and child and frequency of child's functional continuity with society. There were no significant relationships between Frequency of Communications and other scales.

Data failed to indicate statistical significance at $\underline{r} > 0.30$ for relationships between the subscale Nurturance Importance and any other subscale examined. It should be noted that $\underline{r} = 0.29$ was found when examining the relationship between the subscales Nurturance Importance and Communications Importance.

The subscale Nurturance Satisfaction was found to relate significantly to three subscales, Socialization Satisfaction ($\underline{r} = 0.64$), Frequency of Functional Continuity ($\underline{r} = 0.43$), Satisfaction With Functional Continuity ($\underline{r} = 0.58$). Data failed to indicate a statistically significant relationship with the other four subscales being compared.

A positive correlation ($\underline{r} = 0.48$) was found between the subscales Socialization Importance and Frequency of Functional Continuity and between Socialization Importance and Satisfaction With Functional Continuity ($\underline{r} = 0.38$). As previously reported, a positive relationship was found between Socialization Importance and Communications Importance. No significant relationship was found between the subscale Socialization Importance and the remaining three subscales which were examined.

The relationship between the subscale Socialization Satisfaction and

the subscale Frequency of Child's Functional Continuity With Society was examined. The calculated coefficient was 0.45 with 92 cases, indicating a moderate relationship existed between these two subscales. The relationship between the mothers' satisfaction with child's socialization process during mothers' imprisonment and mothers' satisfaction with child's functional continuity with society was also examined. The calculated coefficient was 0.59 with 91 cases, indicating that a positive relationship existed between these two subscales. As previously reported, a positive relationship was also found between Socialization Satisfaction and two other subscales, Communications Frequency and Nurture Satisfaction. Data failed to indicate a statistically significant relationship with the other two subscales being compared.

A fairly high positive correlation ($r = 0.70$) was found between Frequency of Functional Continuity and mothers' reported satisfaction with child's functional continuity with society. As previously reported, a positive relationship was found between Frequency of Functional Continuity and the four subscales, Frequency of Communications, Satisfaction with Nurture Quality, Importance of Socialization, and Satisfaction With Socialization Process. No significant relationship was found between the subscale Frequency of Functional Continuity and the one remaining subscale.

Summary

This chapter has presented statistical analysis and interpretations of the data collected for this study. Four statistical techniques were used to test the two research questions and the two general expectations.

The testing of the two expectations indicated the following

statistical analysis of variance results:

1. There were no significant differences between inmate mothers' perceptions of her functions concerning her children and the length and/or type of security on the following dependent variables:
 - a. importance of communications between mother and child
 - b. importance of nurturance
 - c. mothers' satisfaction with the quality of nurturance child is receiving during mothers' incarceration
 - d. mother's satisfaction with child's socialization process while mother is in prison
2. There were statistical differences in the way inmate mothers serving different lengths of time perceived the importance of the child's relationship to the family and difficulty of adjustment to mother's role at release.
3. There were statistical differences between inmate mothers' perceptions of her functions concerning her children by the type of security on the following dependent variables:
 - a. frequency of communications between mother and child
 - b. importance of affection and love
 - c. importance of child's socialization process during mother's imprisonment
 - d. frequency of problem solving or help provided to child by mother during mother's imprisonment
 - e. importance of child's functional continuity with society
 - f. importance of child's freedom
 - g. frequency of child's functional continuity with society

- h. satisfaction with child's functional continuity with society

The analysis of the t-test on the dependent variables by demographic variables indicated the following results:

4. There were statistical differences between inmate mothers' perceptions of her functions concerning her children by the demographic variables, race and educational level, on the following dependent variables:
 - a. frequency of communications between mother and child
 - b. difficulty of transition to mother's role at release
 - c. importance of affection and love
 - d. importance of nurturance
 - e. mother's satisfaction with quality of nurturance child is receiving during mother's imprisonment
 - f. importance of child's relationship to family and others
5. There were statistical differences between inmate mothers' perceptions of her functions concerning her children by age and educational level on the following dependent variables:
 - a. importance of child's relationship to family and others
 - b. importance of child's freedom
 - c. frequency of child's functional continuity with society
6. There were statistical differences between inmate mothers' perceptions of her functions concerning her children by the categories of persons serving as the child(ren)'s guardians on the following dependent variables:
 - a. importance of communications between mother and child
 - b. mother's satisfaction with child's socialization process

during mother's imprisonment

- c. satisfaction with child's functional continuity with society
7. There were statistical differences between inmate mothers' perceptions of her functions concerning her children by religion on the following dependent variables:
 - a. frequency of communications between mother and child
 - b. importance of nurturance
 - c. mother's satisfaction with quality of nurturance child is receiving during mother's imprisonment
 - d. importance of child's socialization process during mother's imprisonment
 8. There were statistical differences between inmate mothers' perceptions of her functions concerning her children by educational level on the dependent variable frequency of child's functional continuity with society.
 9. A positive correlation coefficient existed between the following dependent variables:
 - a. importance of communications and frequency of communications between mother and child
 - b. frequency of communications between mother and child and mother's satisfaction with child's socialization process during mother's imprisonment
 - c. frequency of communications between mother and child and frequency of child's functional continuity with society
 - d. mother's satisfaction with quality of nurturance child is receiving during mother's imprisonment and (1) mother's

- satisfaction with child's socialization process during mother's imprisonment; (2) frequency of child's functional continuity with society; and (3) satisfaction with child's functional continuity with society
- e. importance of child's socialization process during mother's imprisonment and (1) frequency of child's functional continuity with society and (2) satisfaction with child's functional continuity with society
- f. mother's satisfaction with child's socialization process during mother's imprisonment and (1) frequency of child's functional continuity with society and (2) satisfaction with child's functional continuity with society
- g. frequency of child's functional continuity with society and satisfaction with child's functional continuity with society

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

This study was designed to investigate the perceptions of inmate mothers concerning their mothering functions in relation to their children. More specifically, the study was designed to examine relationships between the differences in inmate mothers' perceptions of these functions and the type and/or length of imprisonment.

The purpose of the study was to examine the perceptions of inmate mothers concerning their functions in relation to their children as measured responses to subscales reflecting 14 selected mothering-related variables. These variables were as follows:

1. importance of communications between mother and child
2. frequency of communications between mother and child
3. difficulty of transition to mother's role at release
4. importance of affection and love
5. importance of nurturance
6. mother's satisfaction with quality of nurturance child is receiving during mother's imprisonment
7. importance of child's socialization process during mother's imprisonment
8. mother's satisfaction with child's socialization process during mother's imprisonment

9. frequency of problem solving or help provided to child by mother during mother's imprisonment
10. importance of child's functional continuity with society
11. importance of child's relationship to family and others
12. importance of child's freedom
13. frequency of child's functional continuity with society
14. satisfaction with child's functional continuity with society

Essentially, the intent of the study was to test the following general expectations:

1. The length of imprisonment is negatively related to the intensity of inmate mothers' perceptions of her functions in relationship to her children.
2. The type (degree of security) of imprisonment is negatively related to the intensity of inmate mothers' perceptions of her functions in relationship to her children.

The review of literature provided insight for the development of the conceptual framework and appropriate rationale which led to the generation of the two research questions and the two stated research expectations. The conceptual framework (based on structural-functionalism theory, role theory, and the social psychology of attitudes) led to the suggested theorem that perceptions of functions are directly related to the social context within which they occur. That is, not only do mothers' perceptions of their roles vary, but they vary according to the social settings of their existence. Work roles then, determine the perceptions of a person's functions. In addition, the inmate mother enters prison with certain preconceived ideas about her functions as a mother, and there will continue to exist the need to perform mothering

functions while she is institutionalized. The functions which she does provide as a part of the family will depend largely upon the degree to which she is restricted (minimum, medium, or maximum security) from interaction with the family. Furthermore, the perceptions of functions will depend upon the length of confinement. While her importance as a functioning member of the family unit may continue to be recognized, the intensity of such role orientation will be inversely related to the length of confinement.

Data were secured from respondents in four prisons for females in the state of Oklahoma. These correctional facilities included one maximum security, one medium security, and two minimum security prisons. The data collected by the researcher during visits to the prisons took place during a two-week period in January, 1979. The median age of the respondents was 27 years. These respondents have an educational level with a median of 11 years in school. The subjects had 78 male children for a mean of 0.84 and 66 female children for a mean of 0.71.

Of the 119 persons regarded by prison authorities to be mothers, 93 or 80 percent responded. The questionnaires were then coded, and all data were key punched onto computer data processing cards. The researcher analyzed the collected data utilizing programs from SAS (Statistical Analysis System) and Fortran Program Testat with subroutines PRTS and CCDS. All assumptions were supported or rejected at the 0.05 level of significance.

The collected data were analyzed by four appropriate statistical techniques: (1) frequency counts and percentages for comparison of demographic data of nominal level, (2) t-test to compare demographic variables and each of the 14 subscales, (3) two-by-four analysis of

variance to determine whether a significant relationship existed between each of the 14 mothering-related variables with each of the independent variables--length of imprisonment and type of imprisonment, and (4) coefficient correlations to calculate the relationship between eight of the 14 mothering-related variables.

Summary of the Findings

The findings of this study were as follows:

EXPECTATION ONE: The length of imprisonment is negatively related to the intensity of inmate mothers' perceptions of her functions in relation to her children. Employing subscales reflecting 14 selected mothering-related variables, analysis indicated that there were no significant differences between inmate mothers' perceptions of their functions concerning their children and the length of imprisonment on the following 12 substrate variables:

1. importance of communications
2. frequency of communications
3. importance of affection
4. importance of nurturance
5. satisfaction with nurturance quality
6. importance of socialization process
7. satisfaction with socialization process
8. frequency of problem solving
9. importance of functional continuity
10. importance of freedom
11. frequency of functional continuity
12. satisfaction with functional continuity

There were, however, statistical differences on two of the 14 substrate variables:

1. difficulty of transition
2. importance of family relationship

EXPECTATION TWO: The type (degree of security) is negatively related to the intensity of inmate mothers' perceptions of her functions in relation to her children. Analysis of the 14 selected mothering-related variables (subscales) indicated that there were significant differences between inmate mothers' perceptions of their functions concerning their children and the type (degree of security) of imprisonment on eight of the 14 substrate variables:

1. frequency of communications
2. importance of affection
3. importance of socialization process
4. frequency of problem solving
5. importance of functional continuity
6. importance of freedom
7. frequency of functional continuity
8. satisfaction with child's functional continuity

The empirical test generally substantiated the second expectation of this study. There were, however, six variables which did not show any differences:

1. importance of communications
2. difficulty of transition
3. importance of nurturance
4. satisfaction with quality of nurturance
5. satisfaction with socialization process

6. importance of family relationships

Additional findings revealed that there were statistical differences between inmate mothers' perceptions of their mothering functions by the demographic variables age, race, and educational level. Findings also indicated that there were statistical differences between the inmate mothers' perceptions of functions and the independent variables-- religion and the categories of persons serving as the child(ren)'s guardian. Those dependent variables which showed statistical differences by race, age, and educational level were as follows:

1. frequency of communication
2. difficulty of transition
3. importance of affection
4. importance of nurturance
5. satisfaction with quality of nurturance
6. importance of family relationships

Further findings revealed that there were statistical differences between inmate mothers' perceptions of their functions concerning their children by age and educational level on the dependent variables:

1. importance of family relationships
2. importance of child's freedom
3. frequency of child's functional continuity with society

Additional findings also indicated that there were statistical differences between inmate mothers' perceptions of their functions concerning their children by (1) categories of persons serving as child(ren)'s guardians and (a) importance of communications, (b) satisfaction with child's socialization process during mother's imprisonment, and (c) satisfaction with child's functional continuity with society;

and (2) educational level and frequency of child's functional continuity with society.

Further findings revealed that there were statistical differences between inmate mothers' perceptions of their functions concerning their children by religion on the dependent variables:

1. frequency of communications
2. importance of nurturance
3. satisfaction with nurturance quality
4. importance of child's socialization process

Additional findings indicated that there were positive relationships between the following subscale pairs:

1. communications importance and communications frequency ($\underline{r} = 0.59$)
2. communications importance and socialization importance ($\underline{r} = 0.41$)
3. communications frequency and socialization satisfaction ($\underline{r} = 0.32$)
4. communications frequency and functional continuity frequency ($\underline{r} = 0.30$)
5. nurturance satisfaction and socialization satisfaction ($\underline{r} = 0.64$)
6. nurturance satisfaction and functional continuity frequency ($\underline{r} = 0.43$)
7. nurturance satisfaction and functional continuity satisfaction ($\underline{r} = 0.58$)
8. socialization importance and functional continuity frequency ($\underline{r} = 0.48$)

9. socialization importance and functional continuity satisfaction
($\underline{r} = 0.38$)
10. socialization satisfaction and functional continuity frequency
($\underline{r} = 0.45$)
11. socialization satisfaction and functional continuity satisfaction ($\underline{r} = 0.59$)
12. functional continuity frequency and functional continuity satisfaction ($\underline{r} = 0.70$)

Conclusions

The foregoing statistical analyses have dealt with the 14 Family Relations Subscales which were designed to measure inmate mothers' perceptions of their functions concerning their children by length and/or type of imprisonment. Appropriate test results have been reported and conclusions have been drawn from those findings pertinent to the major thesis problems of investigation. Those findings and conclusions now warrant generalizations.

One of the major problems of interest in this study is the effect of length of imprisonment on inmate mothers' perceptions of their functions, as measured by the 14 Family Relations Subscales, concerning their children. The results of this study indicated that statistically significant differences existed among inmate mothers' perceptions of these functions and the length of imprisonment on only two of the 14 substrate variables: (1) difficulty of transition to mother's role at release and (2) importance of child's relationship to family and others.

Those mothers imprisoned for longer time periods perceived greater difficulty in adjustment upon their release. This may be a reaction to

the secure environment in which she is living or it may be that these mothers have been led to believe that they are "bad" mothers and should not be raising children. If indeed, they have perceived this as reality, or defined the situation as so, then longer periods of incarceration may cause them to doubt themselves even more, thus, causing them to feel more difficulty of transition to mother's role at release than do those mothers who have served for a lesser period of time. These findings are consistent with those of Daehling and Hyne (1978) whereby the one major concern primarily expressed by mothers was that of family readjustment. Evidently, this lengthy type of separation is threatening to a most important relationship and hampers the mother's return to the community. Before imprisonment, the inmate mother is often the sole mean of support of the children. During incarceration, this mother provider may have become totally dependent upon the institution to provide for all her needs. Hence, she no longer has to scuffle to make ends meet. Those mothers serving longer sentences in prison may recognize this dependency and, thus, perceive a greater difficulty in transition to mother's role at release.

Mothers imprisoned for more than nine months perceived the child's relationship to family and others to be more important than did those mothers serving less time. It may be that these mothers who have been in prison longer feel that their children need the companionship of others who can help to physically provide for the child and to be the child's "significant other" while the mother is away for a long time. If the mother's role is that of cohesiveness (Ogburn and Nimkoff, 1955), then it may be that the mother serving longer sentences view the family as important because without her presence, other family members are

working as a substitute to hold the family together.

The empirical tests showed that length of imprisonment had no effect on mothers' perceptions of her functions concerning her children for 12 of the 14 Family Relations Subscales. These findings are equally important in that the mothers who have been in prison for varying lengths of time responded consistently in a manner which showed no variability. Length of imprisonment did not appear to make any differences among inmate mothers' responses to those variables which were directly related to importance and quality of nurturance, love, and socialization of their children. These findings are supportive of Winch's (1971) proposition of an enduring care relationship between mother and child. Apparently, these mothers have been socialized to regard child-care as a very important function of mothers, therefore, time in prison does not prevent them from perceiving these functions as important. Imprisonment may in fact lend itself to mothers' tendencies to perceive these functions as being more important than they would under ordinary conditions. Their imprisonment may indeed contribute to sharp memories and importance of their families and children (Chandler, 1973).

Another view in which the invariability of the responses might be found rest in the hypothesis of reinforcements dispensed on a time interval schedule. This schedule may provide for the possibility that the object of the inmate mother is child-reinforced by occasional telephone calls, visits by the children, and general societal expectations. Their attitudes may be conditioned whereby they have learned dispositions in which to respond. The mother may also be an actor whereby she is subsumed in her role by the manner in which others show they expect her to

respond. This absence of variability between length of imprisonment and mothers' perceptions of her functions is most supportive of the Banauch (1978) hypothesis that the relationship between length of time of imprisonment and inmate mothers' perceptions may be more theoretical than real.

Further findings of this study has led to the conclusion that inmate mothers in different levels of security varied in their perceptions of their functions in regard to their children. Those mothers in maximum security scored lower on all Family Relations Subscales than did those mothers in other types of security prisons.

The mean score for mothers in minimum security were higher on all but one substrate variable, importance of freedom, in which case mothers in medium security had a higher mean. However, the mean scores for mothers in medium security on each of the seven other substrate variables were very close to the mean scores of mothers in minimum security and, thus, cannot be discounted.

It can be concluded then, that for this study, mothers in minimum and medium security perceived their functions on eight mothering-related variables to be very similar. Most of these variables measured the importance and frequency of socialization, affection, and communications.

It may be that mothers in minimum security have more access to their children and are reinforced by the fact that they are in a security situation which is perceived by society as "treatment" centers. "Treatment" carries a connotation of illness, thus these mothers are perceived as needing help and not perceived as "hard-core criminals." In return, mothers in minimum security might also perceive themselves the same way and thus if they are not "hardened" criminals, they can

concentrate their time on other roles, such as mothering.

Even though in many cases these mothers had originally served time in maximum or medium security, the possibility remains that they are presently redefining their roles--one in which they can and do provide for the basic care of their children while imprisoned. This is consistent with the findings of Lindsey and Aronson (1968). The conceptual bridge between the social structure and the role behavior of inmate mothers is the concept of role expectation. Their positions as mothers are defined in terms of actions and qualities which are expected of them now that they do have a greater opportunity to have more contact with their children (Chandler, 1973). Consequently, they perceive their roles as such and, hence, proceed to fulfill it. Many of these mothers are also allowed passes to go home and spend some time with their families. These passes are very similar in nature to the furlough program highlighted by Markly (1973) which he found to be successful in strengthening family ties. The visits then allow mothers and their children to spend some time together before the mother is completely forgotten.

It may be that this time allows the mother a rejuvenation of her traditional role and validates her perceptions of her traditionally-defined functions as mother which in turn influences her to believe and behave accordingly. The amount of affection and concern shown by her children also reinforces her perception of her mothering-related functions.

Each of the minimum security prisons and the medium security prison are located in major cities which provide easy accessibility for family to visit. This may also be an influential factor in validating the

inmate mother's behavior and perception of her functions concerning her children.

Many of these mothers are on outside work programs. This may also be a factor in that negative self-concepts are reduced, thus allowing them to concentrate on other important areas. Flynn (1971) posited that women in prison are often the sole support of their children. Personal and self-sufficing programs aid in reducing negative self-concept and offers pride in one's ability to provide for one's children, again, reinforcing perceptions of mothering-related functions.

Inmate mothers in medium security may perceive their functions very similar to mothers in minimum security because the possibility of release or going to minimum security seems more realistic to them than it does for mothers in maximum security. Zalba (1964) found that even though inmate mothers' personal histories cast doubt on their ability to provide adequate mothering, these mothers continued to express interest and concern for their children. This interest and concern may then be heightened as the possibility of release or being sent to minimum security (where they can eventually receive passes) increases.

Zalba (1964) posited that the mother's role is more crucial for the mother herself and separation from this mothering role strikes at her personal identity and self-image as a woman. It may be possible that those mothers in medium security are over the shock of imprisonment and can concentrate on their role more so than mothers in maximum security who must cope with the "shame" of being in a prison for the "worst" kind or "hardened" criminals.

Recommendations

Based on the findings and conclusions of this study, the following research recommendations are made:

Since a new instrument was employed to measure inmate mothers' perceptions of her functions concerning her children, additional testing of the instrument need to be undertaken. Testing for validity and reliability of this instrument should be undertaken with larger groups of respondents selected by stratified random samples across the United States. Furthermore, the results of this study need further consideration before generalization can be made. The size of the population group and the use of population makes generalization tenable.

Since the results of the present study alluded to the idea that perceptions of mothering-related functions may be related to factors other than length and/or type of imprisonment (e.g., age, race, and educational level), more detailed research needs to be undertaken to determine whether these independent variables are more powerful than controlled security variables in predicting inmate mothers perceptions of her mothering-related functions. Attention should also be extended to the refinement of "mothering" functions in order that a clear conceptualization of these functions are readily recognized.

An expansion of this study would provide impetus for further research to be undertaken in order to determine if these perceptions are universal among inmate mothers. Any future research in this area need to consider the possibility of comparing the perceptions of inmate mothers' functions of "mothering" with the perceptions of mothers in similar groups of restricted and crisis circumstances (mental hospitals,

prolonged medical hospitalization, separated and divorced mothers whose children are living with their father, and widows with children).

Any further research undertaken in this type of environment needs to seek conditions which are more conducive to respondents' physical presence and mental set in answering the questionnaire. These responses should be collected at a particular time and place when no other prison-related activities are taking place which might bring pressure to bear upon the respondent. Prison officials might want to consider further research into this area and seek the aid of case managers, prison social workers, psychologists, and trained intake personnel to administer the instrument over varying periods of time in order to determine if length and type of imprisonment might show direction upon inmate mothers' perceptions of her functions concerning her children.

Additional data gleaned from an analysis of the data indicated that inmate mothers had certain needs and desires which they felt would be helpful to them as mothers if fulfilled. Prison officials and student interns on regular intern programs can work together in the establishment and running of nurseries and layrooms for inmate mothers' children. Faculty and staff of higher education can provide assistance in program planning and educational activities for mothers in prison. Parks and recreations might find another source of willing subjects to participate in recreational programs.

Parenting groups might be held in prisons to help those mothers who are about to return to the community to deal with their fears about their relationships with their children. Additional services which could be useful, the need for which should be substantiated through further research, is that of legal services to mothers in prison.

Further research and services are also suggested to verify a need expressed by some of the subjects for skills in handiwork be taught to inmate mothers who are on very limited budgets and would still like to be able to make clothes and toys for their children.

Analysis showed that correlations existed between many of the dependent variables. Further reserach in this area of exploration need to be undertaken in order to determine the causes of these correlations.

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APPENDIX A

RESEARCH INSTRUMENT

WOMEN PRISONERS
AND THEIR PERCEPTIONS
OF MOTHERHOOD

The entire population of mothers in Oklahoma prisons has been chosen to be the focus of a research project designed to measure the perceptions of mothers in prisons concerning their children. From the information you will supply on this questionnaire, we expect to discover how security institutions can better anticipate the concerns of mothers in prisons and an understanding of how particular concerns are resolved.

Please answer each question as accurately as possible. The information that you will give will be used exclusively for research purposes and will not be connected with your name in any way. Your responses to all items in this questionnaire will be kept ANONYMOUS. Please do not put your name on this questionnaire.

Thank you for your assistance in this research.

Ramona T. Clark, M.S.W.
Ph.D. Candidate
Department of Family Relations
and Child Development
Oklahoma State University

1. Age at last birthday _____
2. Ethnicity/Race
 - _____ 1. Black American
 - _____ 2. Indian American
 - _____ 3. Mexican American
 - _____ 4. White American
 - _____ 5. Other _____
3. What is the last grade in school you have completed? _____
4. How many children do you have?
 - _____ 1. boys
 - _____ 2. girls
5. What is your religious preference?
 - _____ 1. Catholic
 - _____ 2. Jewish
 - _____ 3. Muslim
 - _____ 4. Protestant
 - _____ 5. Other _____
 - _____ 6. None
6. Which of the following best describes the place where you grew up?
 - _____ 1. Rural area
 - _____ 2. Small town
 - _____ 3. Small city (2,500 - 25,000 people)
 - _____ 4. City (or suburb of a city) of 25,000 - 100,000
 - _____ 5. City (or suburb of a city) of over 100,000
7. What was your marital status before imprisonment?
 - _____ 1. Single
 - _____ 2. Married
 - _____ 3. Common law
 - _____ 4. Divorced
 - _____ 5. Separated
 - _____ 6. Widowed
 - _____ 7. Living together
8. What is your present marital status?
 - _____ 1. Single
 - _____ 2. Married
 - _____ 3. Common law
 - _____ 4. Divorced
 - _____ 5. Separated
 - _____ 6. Widowed
 - _____ 7. Male friend living at home
9. How far does your family live from this institution? _____
10. What is your present offense? _____
11. If you have been sentenced before, what offenses? _____
12. What is the total length of your current sentence? _____ (months)
13. When did you start this sentence? (date sentence began) _____
14. When do you expect to be paroled? (number of months) _____
15. Name of prison _____
16. How many times have you been imprisoned? _____
17. How long have you spent in prison for this sentence? _____ (months)
18. How long have you spent in prison for all sentences? _____
19. Which prisons have you been in while serving this sentence? (Please name them in order served)
 1. _____
 2. _____
 3. _____
20. Type of prison in which you are presently incarcerated.
 - _____ 1. Minimum security - Are you allowed to leave the facility? ___ yes ___ no
 - _____ 2. Medium security
 - _____ 3. Maximum security

Most of this questionnaire is designed to measure your thoughts about the relationship between you and your children. It is very important that you answer the following questions as accurately as possible. Tell us how you really feel. There are no right or wrong answers.

Please rate the scale of importance from zero for no importance to you, to four for extremely important. Indicate the degree of importance to you by circling the appropriate number.

	None	Little	Some	Much	Most
21. Thinking about your children's needs.	0	1	2	3	4
22. Letters from your children.	0	1	2	3	4
23. Telephone calls from your children.	0	1	2	3	4
24. Telephone calls from your children's guardians.	0	1	2	3	4
25. Visits from your children.	0	1	2	3	4
26. Visits from your children's guardians.	0	1	2	3	4
27. Discuss your children with other mothers.	0	1	2	3	4
28. Discuss your children with counselors.	0	1	2	3	4

Please circle the appropriate number in the scale of how often you do the following activities or how often the following activities occur.

	Never	Yearly	Monthly	Weekly	Daily
29. Think about your children's needs	0	1	2	3	4
30. Receive letters from your children.	0	1	2	3	4
31. Receive telephone calls from your children.	0	1	2	3	4
32. Receive telephone calls from your children's guardians.	0	1	2	3	4
33. Visits from your children.	0	1	2	3	4
34. Visits from your children's guardians.	0	1	2	3	4
35. Discuss your children with other mothers.	0	1	2	3	4
36. Discuss your children with a counselor.	0	1	2	3	4

Please circle the appropriate number in the scale to indicate the degree of difficulty or problems you expect to have.

	None	Little	Somewhat	Much	Extremely
37. To get back with your children.	0	1	2	3	4
38. To re-establish your home as a location for your family.	0	1	2	3	4
39. To get a job.	0	1	2	3	4
40. To get enough money to support your family.	0	1	2	3	4

41. How much does each of your children need your expression of love? Please indicate by writing in the appropriate number as follows:

- 1. Extremely, very much
- 2. Somewhat, often
- 3. Not very much, little
- 4. Not at all, none, never

Child (initials only)	Sex	Age	Amount of love needed (write in appropriate number)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please circle the responses below which best reflect your feelings from zero for no importance, or not at all, to five for extremely important, or very much.

	None	Little	Some	Much	Most	Very Much
42. In general, how happy are your children?	0	1	2	3	4	5
43. Having your children love you.	0	1	2	3	4	5
44. Your children being concerned about you.	0	1	2	3	4	5
45. Your children to be happy.	0	1	2	3	4	5

The categories listed below are important in identifying your concerns and opinions. You are asked to express your feelings about each category by indicating whether you feel it is (1) Most important, (2) Of much importance, and so on. Please circle the appropriate number.

	None	Little	Some	Much	Most
46. Supervision of your children.	0	1	2	3	4
47. Food for your children.	0	1	2	3	4
48. Clothing for your children	0	1	2	3	4
49. The health of your children.	0	1	2	3	4
50. Activities which your children participate in.	0	1	2	3	4
51. The amount of time your children spend at home.	0	1	2	3	4

52. In most families children show different amounts of love, affection, and concern for their Mother. Please tell me how you think your children feel about you, by writing in the appropriate number as follows:

- 1. Not at all
- 2. Very good
- 3. Good
- 4. Not very good
- 5. Bad

Children (initials only)	Sex	Age	Amount of love, concern expressed for mother (write in appropriate number)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please mark the scale from zero for very poor to four for outstanding to indicate the kind of support and supervision you feel your children are getting.

	Very poor	Rather poor	Fairly good	Quite good	Outstanding
53. Being supervised	0	1	2	3	4
54. Being provided adequate food	0	1	2	3	4
55. Being provided adequate clothing	0	1	2	3	4
56. Being provided health care	0	1	2	3	4
57. Being provided recreational activities	0	1	2	3	4
58. Being encouraged to spend enough time at home	0	1	2	3	4

The following statements have no right or wrong answers. Please mark the scale of importance from zero for no importance to four for extremely important as follows:

While I am away from home, I would rank the importance of the following as:	None	Little	Some	Much	Most highest
59. Provision for punishing misbehavior of my children.	0	1	2	3	4
60. Checking up on how my children are getting along.	0	1	2	3	4

	None	Little	Some	Much	Most highest
61. Provision for rewarding good behavior or deeds of my children.	0	1	2	3	4
62. Talking with my children.	0	1	2	3	4
63. Confiding in my children.	0	1	2	3	4
64. Recognizing family gatherings (birthdays, funerals, anniversaries).	0	1	2	3	4
65. Helping my children be individuals.	0	1	2	3	4
66. Defending my children when they are accused of wrong doing.	0	1	2	3	4
67. Providing for my children's safety.	0	1	2	3	4
68. Helping my children solve problems.	0	1	2	3	4
69. Explaining things to my children so they can do a task.	0	1	2	3	4
70. Helping my children identify problems.	0	1	2	3	4

Please mark the scale of satisfaction from one for not at all satisfied to four for very much satisfied.

	Not at all satisfied	Little, not very satisfied	Often, somewhat satisfied	Very much, extremely satisfied
71. Adequacy of person taking care of my children.	1	2	3	4
72. Opportunities I have in checking on how my children are getting along.	1	2	3	4
73. Ways my children are presently being rewarded for good behavior.	1	2	3	4
74. Ways my children are presently being punished for misbehavior.	1	2	3	4
75. Way my children are presently being cared for.	1	2	3	4
76. Relationships my children have with friends of their own age.	1	2	3	4
77. Way my children take responsibility (for chores) at home.	1	2	3	4
78. Believing my children if they denied doing something wrong.	1	2	3	4
79. My present opportunity to provide for their safety.	1	2	3	4

Please mark the scale of how often you do the following activities from zero for never to four for always.

	Never	Seldom	Somewhat	Regularly	Always
80. Talk with your children.	0	1	2	3	4
81. Confide in your children.	0	1	2	3	4
82. Your children confide in you.	0	1	2	3	4
83. Defend your children when they are accused by a neighbor (acquaintance) of doing wrong.	0	1	2	3	4
84. Explain things to your children to help them solve a problem.	0	1	2	3	4
85. Help your children to recognize or identify problems.	0	1	2	3	4
86. Help them in problem solving.	0	1	2	3	4
87. Who is taking care of your children (Example: husband, grandparent(s), foster home, guardian, etc.). _____					
88. What other person (beside you) does your children identify with the most? (Example: father, grandparent, brother, teacher, friend). _____					
89. Are your children having any problems now where they need your help? _____					
				1. Yes	2. No
90. If you answered yes to the above question, are you able to help them? (Do not answer if you checked no to number 86). _____				1. Yes	2. No
91. Do you have any children who have rejected you? _____				1. Yes	2. No
92. Do you have any children you have rejected? _____				1. Yes	2. No

Please mark the scale of importance from zero for no importance to four for extremely important as follows:

Degree of importance:	No, None 0	Little 1	Some 2	Much 3	Extremely, Most highest 4
	None	Little	Some	Much	Most highest
93. Helping my children with school work.	0	1	2	3	4
94. Keeping up with my children's progress in school.	0	1	2	3	4
95. My children's going to church.	0	1	2	3	4

	None	Little	Some	Much	Most highest
96. My children believing in Good.	0	1	2	3	4
97. Being honest with my children	0	1	2	3	4
98. My children's having right and wrong morals explained to them.	0	1	2	3	4
99. My children visiting other family members.	0	1	2	3	4
100. My children giving help to other family members.	0	1	2	3	4
101. My children being close to their brothers and sisters.	0	1	2	3	4
102. My children associating with friends and neighbors.	0	1	2	3	4
103. My children having freedom to do what they want.	0	1	2	3	4
104. Helping my children handle freedom.	0	1	2	3	4
105. My children learning to do things on their own.	0	1	2	3	4
106. My children being able to solve their problems.	0	1	2	3	4

Please mark the scale of how often the following activities happen from zero for never to four for always.

	Never, not at all	Seldom	Somewhat often	Regularly	Always
107. You find out about your children's progress in school.	0	1	2	3	4
108. Your children attend religious services.	0	1	2	3	4
109. You explain morality to your children.	0	1	2	3	4
110. Your children visit other family members.	0	1	2	3	4
111. Your children are around their friends and neighbors.	0	1	2	3	4
112. You really understand what your children are asking.	0	1	2	3	4
113. You explain something when your child is puzzled.	0	1	2	3	4

Please use the following scale to answer question 125.

- 1. very bright or intelligent
- 2. Moderately bright or intelligent
- 3. Average
- 4. Below average
- 5. Slow, slow learner

125. How do you rate each child on problem solving?

Child (initials only)	Sex	Age	Ability to learn
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

126. What do you believe is the one most important thing a mother can do for her children? _____

127. Are you doing this thing? _____ 1. Yes _____ 2. No

128. What do you want most for your children? _____

129. Name the one most important thing being in prison has prevented you from doing for your children. _____

130. What kind of services would you like for prison officials to provide in regards to your children only?
 A. _____
 B. _____
 C. _____

131. Would you like to have an opportunity to participate in study groups or other means for learning more about families and children? _____ Yes _____ No

132. If you have been sentenced before, do you feel that having been in prison hampered you as a mother when you returned home? _____ Yes _____ No

Explain _____

How _____

133. How do you feel about your own childhood? Did your parents treat you:

Very well _____ Poor _____

Good _____ Awful _____

So-so _____

134. Has there been fighting in your own family:

None _____ Much _____

Little _____ All the time _____

Some _____

APPENDIX B

PROGRAM TEST ITEM ANALYSIS FOR EACH SUBSCALE

SUBSCALE ORGANIZATION AND CORRELATION OF RESEARCH
 VARIABLES USED IN FAMILY RELATIONS SUBSCALE
 (USED IN ITEM AND SCALE ANALYSIS
 IN TESTAT)

Subscale I. Alpha Coefficient = 0.84

Importance of Communications

Item	Question	R
1	Thinking about your children's needs	0.42
2	Letters from your children	0.73
3	Telephone calls from your children	0.74
4	Telephone calls from your children's guardians	0.77
5	Visits from your children	0.78
6	Visits from your children's guardians	0.78
7	Discuss your children with other mothers	0.58
8	Discuss your children with counselors	0.65

Subscale II. Alpha Coefficient = 0.74

Frequency of Communications

Item	Question	R
1	Receive letters from your children	0.53
2	Receive telephone calls from your children	0.69
3	Receive telephone calls from your children's guardians	0.65
4	Visits from your children	0.71
5	Visits from your children's guardians	0.72
6	Discuss your children with other mothers	0.54
7	Discuss your children with a counselor	0.62

Subscale III. Alpha Coefficient = 0.91

Difficulty of Transition

Item	Question	R
1	To get back with your children	0.85
2	To re-establish your home as a location for your family	0.91
3	To get a job	0.89
4	To get enough money to support your family	0.90

Subscale IV. Alpha Coefficient = 0.01

Importance of Affection

Item	Question	R
1	In general, how happy are your children?	0.60
2	Having your children love you	0.44
3	Your children being concerned about you	0.59
4	Your children to be happy	0.38

Subscale V. Alpha Coefficient = 0.75

Importance of Nurturance

Item	Question	R
1	Supervision of your children	0.70
2	Food for your children	0.83
3	Clothing for your children	0.75
4	The health of your children	0.57
5	Activities which your children participate in	0.62
6	The amount of time your children spent at home	0.55

Subscale VI. Alpha Coefficient = 0.94

Satisfaction with Nurturance

Item	Question	R
1	Being supervised	0.87
2	Being provided adequate food	0.90
3	Being provided adequate clothing	0.91
4	Being provided health care	0.91
5	Being provided recreational activities	0.82
6	Being encouraged to spend enough time at home	0.85

Subscale VII. Alpha Coefficient = 0.94

Importance of Socialization

Item	Question	R
1	Provision for punishing misbehavior of my children	0.53
2	Checking up on how my children are getting along	0.61
3	Provision for rewarding good behavior or deeds of my children	0.80
4	Talking with my children	0.76
5	Confiding in my children	0.79
6	Recognizing family gatherings (birthdays, funerals, anniversaries)	0.80
7	Helping my children be individuals	0.83
8	Defending my children when they are accused of wrong doing	0.76
9	Providing for my children's safety	0.86
10	Helping my children solve problems	0.90
11	Explaining things to my children so they can do a task	0.91
12	Helping my children identify problems	0.79

Subscale VIII. Alpha Coefficient = 0.90

Satisfaction with Socialization

Item	Question	R
1	Adequacy of person taking care of my children	0.75
2	Opportunities I have in checking on how my children are getting along	0.71
3	Ways my children are presently being rewarded for good behavior	0.86
4	Ways my children are presently being punished for misbehavior	0.86
5	Ways my children are presently being cared for	0.75
6	Relationships my children have with friends of their own age	0.81
7	Ways my children take responsibility (for chores) at home	0.65
8	Believing my children if they denied doing something wrong	0.59
9	My present opportunity to provide for their safety	0.69

Subscale IX. Alpha Coefficient = 0.90

Frequency of Problem Solving

Item	Question	R
1	Talk with your children	0.79
2	Confide in your children	0.86
3	Your children confide in you	0.89
4	Defend your children when they are accused by a neighbor (acquaintance) of doing wrong	0.81
5	Explain things to your children to help them solve a problem	0.92
6	Help your children to recognize or identify problems	0.94
7	Help them in problem solving	0.83

Subscale X. Alpha Coefficient = 0.84

Importance of Functional Continuity

Item	Question	R
1	Helping my children with school work	0.84
2	Keeping up with my children's progress in school	0.80
3	My children's going to church	0.74
4	My children believing in God	0.75
5	Being honest with my children	0.69
6	My children's having right and wrong morals explained to them	0.74

Subscale XI. Alpha Coefficient = 0.74

Importance of Family Relationships

Item	Question	R
1	My children visiting other family members	0.75
2	My children giving help to other family members	0.85
3	My children being close to their brothers and sisters	0.71
4	My children associating with friends and neighbors	0.70

Subscale XII. Alpha Coefficient = 0.76

Importance of Freedom

Item	Question	R
1	My children having freedom to do what they want	0.73
2	Helping my children handle freedom	0.86
3	My children learning to do things on their own	0.78
4	My children being able to solve their problems	0.73

Subscale XIII. Alpha Coefficient = 0.86

Frequency of Functional Continuity

Item	Question	R
1	You find out about your children's progress in school	0.67
2	Your children attend religious services	0.68
3	You explain morality to your children	0.81
4	Your children visit other family members	0.70
5	Your children are around their friends and neighbors	0.79
6	You really understand what your children are asking	0.74
7	You explain something when your child is puzzled	0.79

Subscale XIV. Alpha Coefficient = 0.89

Satisfaction with Functional Continuity

Item	Question	R
1	The progress my children are making in school	0.70
2	The type of religious influence I want them to have	0.70
3	My honesty with my children	0.73
4	My children's morale	0.75
5	The amount of closeness among my children	0.75
6	The amount of freedom my children have	0.81
7	The way my children handle their freedom	0.84
8	The way my children do things on their own	0.80

APPENDIX C

INMATE MOTHER'S POEM

My Life Is Wasted

I've wasted my life
And it's costed me my son
I love so very much.

No longer with a home
Not even a place to roam,
I know that I'm to blame,
For bringing shame to my name,
And now I must pay for the wrong I've done.
There's no money on earth
That could pay for the hurt
That he suffered
While I'm away,
Tell him I did wrong,
That Mama cannot come home
But I love him and cherish
him just the same.

VITA²

Ramona Theresa Clark

Candidate for the Degree of

Doctor of Philosophy

Thesis: INMATE MOTHERS: THEIR PERCEPTIONS OF THEIR MOTHERING FUNCTIONS

Major Field: Home Economics--Family Relations and Child Development

Biographical:

Personal Data: Born in New Orleans, Louisiana, August 7, 1937, the daughter of Mr. and Mrs. Robert F. Collins. Married Wesley Clark, August 16, 1958.

Education: Graduated from Xavier University Preparatory High School, New Orleans, Louisiana, in 1955; received the Associate of Arts degree from Parkland Junior College, Champaign, Illinois, in 1970; received the Bachelor of Arts degree in Social Welfare from California State University, Sacramento, Sacramento, California, in 1973; received the Master of Social Work from California State University, Sacramento, Sacramento, California, in 1975; completed the requirements for the Doctor of Philosophy at Oklahoma State University with a major in Home Economics--Family Relations and Child Development, May, 1979.

Professional Experience: Appointed a high school librarian in the International High School, Bangkok, Thailand, 1971; Assistant to the Substance Abuse Coordinator, Department of Mental Health, Sacramento, California, in 1973; Assistant to the Field Director of County Personal Health, Sacramento, California, in 1974; appointed as an Undergraduate Adviser in the College of Arts and Sciences Office of Student Services at Oklahoma State University in 1975; appointed Undergraduate Sociology Adviser in 1977 and Adviser and Instructor in Sociology in 1978 to present at Oklahoma State University, Stillwater, Oklahoma.

Professional Organizations: Omicron Nu, Phi Delta Kappa, Kappa Delta Pi, Chi Gamma Iota, American Association of University Women, Business and Professional Women.