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EDUCATION FACILITIES AND MOTIVATION OF TEACHERS & STUDENTS AT CORRECTION CENTERS: THE CASE OF GOBA, DELOMENA AND SHESHAMENE OROMIA IN ETHIOPIA

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ABSTRACT

The main objective of this study was to assess the status of Correction Centers' education. To achieve this objective institution based qualitative design was employed for three correction centers: Goba, Delomena and Sheshamene Oromia. Data was collected from Correction Center heads, education coordinators, prisoners, education office heads and counselors. Different data collection tools such as interviews, focus group discussion, and observation were used. Analysis was done qualitatively via arranging data thematically according to objectives of the study. The research found that the education delivered in the Correction Centers was inadequate. All Centers had no budget for education program and left the education to the mandate of the education office. Goba Correction School had better education services. More specifically compared to government hired teachers at Sheshamene Center, prisoners who serve as unpaid teaching assistants were highly committed. Therefore, it will be a good idea if Oromia Correction Center Commission reevaluate its plan and support Correction Center education without leaving the mandate to the nearby education office.

KEY TERMS: Correction Centers, prison, education, teachers' and students' motivation, Ethiopia

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INTRODUCTION AND BACKGROUND

The existing literature indicates that, imprisonment is one life event that may occur during the life course. As a result, for some individuals, it takes up a considerable portion of their lives to cope with it (Kazemian & Travis, 2015). Bayliss (2003) noted that the community assumed that incarceration is both revenge and rehabilitation. For example, research identified that correction does work in the sense that it locks people up so that the offenders cannot then commit crimes at least against the general public (Opperman, 2014). This scholar also capitalized that this way of treatment did not change the behavior of prisoners. Therefore, offenders reoffend upon release.

Jung's (2011) research in USA prison on men offenders' found that prison sentence will not only punish criminals for crimes committed, but will also make it far more difficult for ex-prisoners to reenter society as productive citizens. Similarly, the trend in Nigerian correction centers shows that rather than deterring crime, correctional and rehabilitative institutions are increasing the risk of subsequent criminal behavior due to its ineffective intervention methods (Esiri, 2016).

Ample research findings suggested that educated people are less likely to engage in crime activity than uneducated ones. For instance, Lochner and Moretti (2004) found that punishment is likely to be more costly for the more educated as incarceration implies time out of the labor market. Other findings also indicated that an increase in an individual's educational attainment is likely to be associated with increased earnings, which is in turn associated with a decreased level of criminal activity. The resulting improvement in social skills can make it easier for inmates to find and hold a job upon release, which in turn reduces their likelihood of re-offending (Bazos & Hausman, 2004).

Furthermore, according to Clark (2016) education nurtures positive settings for a prisoners in which they can experience a constructive forward looking ethos and the prospect of continuing in educational settings on release has the potential for drawing individuals into positive and away from negative settings associated with criminal activity.

Indeed supporting offenders to gain knowledge, skills and competences forms an important stepping stone in their journey towards rehabilitation and reintegration into society (Hawley, Murphy & Souto-Otero, 2013). Research has shown that the condition in South African correction centers was found to be promising and much better than Nigerian rehabilitation centers. For instance, Quan-Baffour and Zawada (2012) have found that with the acquisition of relevant knowledge and skills, prison inmates could re-unite with their families and engage in useful socioeconomic activities to earn a decent living instead of engaging in crime.

However, studies also show that the current trend of prison population level of education is low. For instance, a study conducted in Norway shows that a significant number of inmates' educational level was far lower than for the general population (Hetland, Iversen, Eikeland, & Manger, 2015). Having this experience in mind one can imagine the educational background of the majority of Ethiopian prisoners.

As a result, it was argued that providing equal opportunities and participation in education for correction centers are among the keys areas in which primary education should be provided (Clark, 2016). However, study conducted by Diseth et al. (2008) among 534 inmates under education in Norwegian corrections identified some of the major problems encountered by inmates such as inadequate access to computer equipment and facilities, the security routines in the correction, transfer while serving sentence, disturbances in Corrections, and inadequate access to literature.

STATEMENT OF THE PROBLEM

McMann (2016) illustrated the benefit of education for behavioral modification of inmates that prison education is either a way of serving/passing time or it has a far more socially and individually useful role to play. In harmony with this argument, Opperman (2014) strongly insisted that by ignoring their' needs, locking them up, and then discharging them with no basic skills and with continuing drug habits, the institutions have created a cycle of crime at great cost to the taxpayer. In another study by Clark (2016) in the absence of correction education, the identities and narratives in correction reinforce offender's criminal identity rather than promoting any pro-social positive alternatives.

Study conducted in Portugal by Rosario et al. (2016) has found that correction context favors particular forms of learning. The teachers and educators enrolled in Correction-based educational programmes must be knowledgeable of the inmates' understanding of learning and the value the prison place on learning as such knowledge helps to explain the prisoners' motives for engaging in learning activities. Likewise, Hurkmans and Gillijns (2012) have found that mentoring is affected by the professional culture of the institute and the correctional environment. These scholars also insisted that the major problems for mentors are that the organizational circumstances in which they work.

With regards to teaching strategies at correction classroom Costello (2009) came up with four strategies of teaching suited for offenders at correction centers: listen carefully to local experts, take care in establishing boundaries and share ones passion for learning are also akin for correction center teachers while working in the center. For example, according to UN (2005) all prisoners should have access to education, including literacy programmes, basic education, vocational training, creative, religious and cultural activities, physical education and sports, social education, higher education and library facilities. Ethiopia is also one of the countries who signed this agreement so far for the benefit of its nation. For instance, before five years in its first growth and transformation plan, there was an intention that ...“all inmates will become productive and law abiding citizens through civic, ethics, academic and professional trainings” (MoFED, 2010, p. 62). As it was indicated in the Ethiopian Ministry of Education document before two years ago, the priorities of the education and training system in Ethiopia are to provide equal opportunities and participation for all, with special attention to disadvantaged groups (Ministry of Education, 2015). Contrary to this fact, it has been unfortunate that education in correction centers did not get much attention by policy makers. For instance, in the newly written document by Ministry of Education the correction centers education was sidelined by Ministry’s plan. Therefore, this research intended to achieve the following objectives:

1. To examine teaching-learning facilities in the Correction Centers.
2. To analyze teachers’ motivation in teaching in the Correction schools.
3. To investigate students’ motivation in the teaching-learning processes of Correction schools.

MATERIALS AND METHODS

Study design

For an in-depth investigation of Correction Center education, institution based qualitative design was employed. As Willig (2008) wrote it qualitative data collection techniques need to be bottom up to allow participant-generated meanings to be heard. Therefore, we adopted this strategy as we began data collection first from prisoners-learner then step by step to Center heads and district education offices.

Study population

All inmates attending formal school and staff members found in the Correction Centers namely, Delomena, Goba and Sheshamane formed the population of this study.

Sampling procedures

Through purposive sampling methods, three centers were selected from two zones. Delomena and Goba Correction Centers were chosen from Bale whereas Sheshamane Correction Center was also included from west Arsi zone. By similar technique of sampling, the respective heads of the three selected centers, counselors, education coordinators, school principals, three teachers, inmates from each Correction Center, education office heads (both zonal and Districts level) and zonal level Correction Center heads were selected.

Data collection instruments and methods

Interview protocol

It was designed to obtain information from head of selected Centers, counselors, education coordinators, school principals, education office heads and zonal level Correction Center heads. A semi-structured interview protocol was adopted and developed based on: (i) instruments used by UNESCO (2005) in assessing implementation of primary education, (ii) Oromia regional state perspective plan for universal primary education (USAID, 2005), (iii) Diseth et al.(2008) instrument for evaluation of Education of Correction inmates, (iv) Ayers’s (1979) model for Correction education programs and guidelines for operation, and (v) Fox’s (1998) interview questions for educators and students and observation check list was used for the qualitative study.

The first few questions in the interviews served to capture respondents' demographic information. In addition, questions concerning participants’ opinions regarding teaching-learning facilities, students’ and teachers’ motivation are included in the interview protocol.

The protocol followed an open ended format and the interviewers used probes to seek more detail, clarification, or examples. Each interview was scheduled to last approximately one hour and the interview was digitally recorded. In the interview questions for inmates, examples of questions included: What are the problems you face while studying at Correction school? What do you think of the learning environment in the Correction School? In the interview questions for teachers and counselors, examples of questions include: What is it like to be a teacher/

counselor in Correction schools (as compared to teaching/working in regular schools/)? What frustrates you as a teacher/counselor in Correction school? The counselors were interviewed about how Correction education changes the overall aspects of inmates' psychological makeup.

Observation

The criteria for determining what elements must be observed during interaction between the Correction educators and their students were determined based on Knowles' cited in Fox (1998) principles and practices of adult education that indicate specific learning expectations and teaching processes appropriate to adult educator/adult learner interaction. Thus, Knowles' observation check list was adapted to observe the teaching-learning process in the classrooms.

Focus group discussion

Focus group discussion guide was held with prisoners and teachers. Participants were told that the discussion was informal and that everyone had a right to contribute to the discussion. All sessions were recorded, labeled with the name of the school and particulars of the FGD.

Data quality assurance

Semi-structured interview and focus group discussion questions were transcribed in Afan Oromo language and then translated to English to check for consistency. This was done by language experts. To check the validity of the tools, it was shown to two senior instructors who were experts on the area in the College of Education and Behavioral Studies. Besides, the interview protocol was test-administered to five police working in the head office of Bale zone Correction Centers who have long experience on working with prisoners.

Data analysis

The interviews were recorded and fully transcribed. This was undertaken side by side by researchers during data collection time. Thematic analysis was used to identify the prominent thematic areas from the data. The following themes were formed: teaching-learning facilities and teachers' and students' motivation. Then themes and categories were compared among the different respondent groups.

Ethical considerations

Ethical approval letter was received from Madda Walabu University Research, Community Engagement and Technology Transfer Vice President's office. Then after, it was given to each zone Correction Centers head office to get their permission. Likewise, the purpose of the study was explained to the study participants to have consent from them. According to Correction Center rule and regulation, without their consent no one can enter to the compound with his/her cellphone or any electronic media, so request was made to allow the use of it during interview session and focus group discussion.

RESULTS

Teaching-learning facilities at Correction Schools

Facilities used for teaching-learning process at Correction Center schools are too much complicated. Since the nature of the problems is different from one center to another, there are issues which are similar at all the three Correction Schools. On the other hand, there are many problems which are peculiar to the respective schools.

According to a coordinator of education in Sheshamene Correction School, there was a shortage of input of education. A 42 years old male who has been incarcerated and stayed there for ten years at a center argued that there was absence of books and any learning guides. Besides, from his experience he elaborated that the Center did not support the school. In addition to this, he explained that the school grant given by donor was not used for education purpose.

As a result, focus group discussion participants at Sheshamene Rehabilitation Center revealed that since the majority of them came from poor family backgrounds, they could not afford to buy learning materials such as pens, pencils, exercise books and other necessary materials used for education. The town education office head did not hide the reality as there was a shortage of facilities such as classrooms, tables, chairs, and library and other necessary facilities.

The district education office head explained that his office assumed as if they were supporting other parts than working their duties. This is because as one of the education coordinator of the center reported that there was the problem of organizational structure to manage education.

Among the three schools, education at Delomena School range from non-existent to inadequate. The researchers observed there were no chairs and tables. Students sit on a long wooden block and write by placing their exercise book on their knees. Even teachers themselves did not have chairs. Teachers wrote on broken black board which was not comfortable to write on. Moreover, this school was working without school principal. As a result, one can imagine how a school undertakes its teaching and learning processes in absence of leader who can monitor activities at the school. The Center vice head noted that the district education office gave this obligation to the nearby school principal found in the Woreda town. However, the assumed school director did not come to Correction school to assist.

On the other hand, Goba Correctional primary school was much better compared to Sheshamene and Delomena as far as teaching facilities were concerned. For instance, teachers who participated in focus group discussion revealed that there were enough classrooms even if previously established for office use. However, we observed that the class was not appropriate for teaching and learning. Moreover, some of the classrooms had no light or windows and some of the classes are too large whereas others were too narrow.

Again relatively this school is working with the Woreda education office and with other non-governmental educational stakeholders. Unlike other schools, it was reported by school director that the school bought chair, tables and other office facilities by aids given by donors based on the number of students. However, the school director argued that students were sitting in the class without exercise books, pens and pencils. Goba town education office head totally disagreed saying his office has been providing surplus exercise books, pen and pencils via dealing with concerned stakeholders found in their area.

Conversely, analysis of inmates report was consistent with the experiences of school director negating district education office head. For instance, according to key informants, library was closed by the command of former head of Bale Zone Correction Centers administration. Moreover, any materials used for teaching physical education subject such as handball, football and others were not ready for students. According to the school principal, even if she reported this case to Correction Center administration and Goba town education office, due to lack of cooperation between these two stakeholders the problem was not solved.

She further explained that because of the former Bale Zone Correction Center leadership problem, the school has no right to use the play field for physical education subject. There was an attempt by school principal to own a plot of land used for physical activities and school income generating. However, the new Correction Center head insisted that the land was registered by Oromia Correction Center Commission within a short period of time. More specifically the response of Goba education office is much more discouraging since the town administration need the compound for market purposes where Goba Correction Center than for educational purposes.

Motivation of teachers in teaching at Correction Schools

Study suggested that teachers' motivation varied from center to center. To begin from Sheshamene Correctional School, it was reported that at times, the education office did not assign hard working teachers. The Center education facilitator reported instead of this, they assign misbehaving teachers who were inefficient in public schools. For instance, this key informant assumed that those teachers who were teaching in this Correction School look as if they were sent for punishment than teaching students. In addition to this, coordinator in Shashemane Correction School replied that, since the nature of work place is too harsh, these teachers were demotivated to do their work effectively.

Furthermore, it was found that the Center was not monitoring teachers who were assigned by the Woreda education office. As per the principle of Ethiopian primary and secondary schools academic schedule per day students have to learn six subjects but inmates said they were doing one subject a day. The district education office head did not deny this reality. According to this official, the Correction Center and his office did not give attention to this sector. Above all the Center totally left the issue of education to Woreda education office

To fill shortage of teachers the school has been using inmates who were teachers before incarceration. However, according to students and Center education facilitator tangible experience, these para-teachers have no incentives from the Center and education office as well. This coordinator also reported that there was a case when some committed peer teacher left students while he finished his correction commitment in the middle of the academic year. As a result, education was interrupted for 2 to 3 months. Students who were focus group discussants agreed that compared to government hired teachers, unpaid peer teachers were devoted.

Goba teachers were a bit effective in their teaching career. As per the response of a school director the majority of teachers taught detainees for a long period of time as the minimum and maximum years of teaching experiences were five and ten years respectively. The responses of students were much more similar with their director as their teachers were committed.

Teachers themselves who were focus group participants at Goba Correction School have given their students a role model as individuals like Mandela and inmate who achieve well via overcoming challenges of detention by learning to motivate them. More importantly, in harmony with these results, students had a view that their teachers were not only teachers but also they were fathers, mothers, counselors and relatives. For example, according to the experience of these interviewees during holidays teachers have been contributing from their pocket and spend the joyful day with their students. Opposite to Goba teachers, the performances of Delomena Correction School teachers was not good because the teachers were not punctual and committed to teach inmates student.

Motivation of students in the teaching-learning processes of Correction Schools

Data received from the students at Sheshamene Correction School show that, their motivation was low due to different reasons. For instance, as education coordinator explained it, the environment is not conducive for learners to engage deeply in education by doing their homework, writing notes and preparing for examinations. Furthermore, according to the interview held with prisoners, students highly exposed themselves to different drugs since they could get it easily in the Center. For example, these interviewees were reported that chewing *khate*, smoking cigarette, tobacco sniffing and shisha smoking were common inside the Correction therefore, many more new inmates were developing these habits and other malpractices. We asked them the way via which these things get the Center. The following means were reported by one key informant:

...through the hands of policemen, via the hands of prisoners who engaged on work qand comeback with it at night and by inmates who freely stay the whole day out of the Center and join the center during night.

Students had a view that they were participating in education simply for the sake of being in school. They were used to this Oromo proverb “*Harka taa’e irra harka udaan laaqa wayyaa*” which is equivalent to English proverb ‘Something is better than nothing.’

Regarding students’ motivation at Goba Correction School the finding suggests that students had attitudinal problems by assuming that the education program did not help them. Consequently, the participants preferred to engage themselves in unskilled work or traditional work like making rope, working different handcrafts and the like to solve their immediate financial problems. School principal at Goba Correctional School explained students’ motivation in two ways. First, there were prisoners arrested while attending education and came to the center. So these people needed education. On the other hand, others were people who stopped education for a long period of time so may not be that much motivated to learn.

Every person has the right to learn according to Ethiopian constitution. However, the attention given to female students was very low in Correction Centers. According to Goba Correctional School director, a year earlier there were 13 female prisoners attending education before they shifted to the main center where there was no formal education.

DISCUSSION

The current finding indicated that correctional education did not get much attention by concerned education stakeholders. This can be seen in many ways. If we take input needed for education we find that these schools lack many resources required for teaching and learning process. Mainly the above problems could be attributed to lack of clear accountability among stakeholders and Correction Centers. Bayliss (2003) noted that the community assumed that incarceration is both revenge and rehabilitation.

The responsible organ doesn’t assign hard working and disciplined teachers for Sheshamene Correction School. For instance, Hurkmans and Gillijns (2012) suggested the qualities that correction school teachers should have as he/she must be connected to a vision of good teaching in the same way as outside correction.

Goba Correction teachers’ motivation was relatively good when compared to the two schools. Perhaps this could be attributed to two reasons. First this school was opened much earlier than the Delomena and Sheshamene Correction School. Second since its location is in the middle of the town teachers who have long experience could prefer it than go to rural schools where there is no light and access to transportation facilities. The present study is in harmony with the work of Costello (2009) that correction teachers have to work with local experts, take care in establishing boundaries and share one’s passion for learning.

If we take students’ motivation in Sheshamene Correction School, it was too poor. Moreover, the majority of them exposed themselves to different drugs and not to education. In harmony with this argument, Opperman (2014) strongly insisted that by ignoring their’ needs, locking them up, and then discharging them with no basic skills and with continuing drug habits, the institutions have created a cycle of crime at great cost to the taxpayer.

CONCLUSIONS

If we rank the schools according to availability of facilities Goba Correction School is better than Sheshamene and Delomena whereas Sheshamene takes second place and Delomena follows. In Correction Schools teaching-learning facilities are too much complicated. This is mainly because the existing organizational structure has created a communication problem among concerned stakeholders to discharge their respective obligation in the matters of correctional education. Still the respective Centers and Oromia Correction Center Commission

have no budget used for this sector however giving education for offenders is a moral obligation to make good use of prison life.

Regarding teachers' motivation, except Goba in the other two schools teachers' motivation was found to be poor. Compared to government hired teachers at Sheshamene, prisoners who serve as unpaid teaching assistants were highly committed.

In general because of internal and external factors students' motivation was less. In nut shell, though providing education for inmates is one of the most important intervention strategies that nurture good outlook among special populations, the education that has been delivered in these Corrections was inadequate.

IMPLICATIONS FOR SOCIAL WORK

Since education is a key intervention program for prisoners the respective Correction Centers should work hard with other partners via upgrading their primary schools to secondary schools so that they will get opportunity to complete secondary school. It is better if the Centers alongside other government office provide a pilot of land for schools which is used for agricultural activities to increase the income of Correction Center education. Concerned education stakeholders should give attention to education at risk. All of the emphasis given for other schools should be given to Correction Center education. Rather than constructing many buildings for keeping prisoners, it is better if the respective centers build sufficient classrooms, library, recreation centers and offices for teachers. The respective district Education offices should hire enough teachers and other staff.

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