

Management of Education Services in Prisons: A Case Study

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Abstract: In this paper we assess the management of education services in Uganda prisons, taking a case study of Luzira Upper Prison. Specifically, this study established the kind of education services provided to inmates in Luzira Upper prison, as well as sought to establish the relationship between jail term and the type of education services offered to inmates in Luzira Upper prison. The study adopted both qualitative and quantitative approaches to gather the necessary data. With a single case study design. A questionnaire and an interview guide were used to collect data from inmates accessing education services, teachers, Prison Warders and senior prison staff purposively selected who composed the sample. (n=104) The study findings pointed to Vocational trainings, basic education in form of general subjects; creative art teaching lessons to the inmates among others. To establish whether jail term had a relationship with type of education service in Luzira Upper Prisons a correlation was computed, examined and interpreted using the Chi-Square Test. The results also pointed to a positive relationship between jail term and type of education program undertaken at Luzira Upper Prison by the inmates as indicated by ($p = 0.565$). This relationship is significant since the significance of 0.565 is discovered to be greater than 0.05. The study concluded that management of prison education services has a well-established curriculum with both vocational and academic courses being offered, the policy of voluntary participation to education is a major shortcoming leading to recidivism. We concluded that government needs to effectively increase finances to mitigate shortages arising from the education provision to inmates, strategically plan an expansion of the curricula to include skills targeting psycho social aspect in a restricted environment to allow complete rehabilitation after the inmate tenure. The study recommended that ministry of education and sports should not only make inmate education compulsory to all inmates but also take the leading role in adopting prison schools in on the list of community public schools in Uganda.

Key Words: Education Services, Prisons, Management, Luzira upper prison,

I. INTRODUCTION

Globalization necessitates a rather more knowledgeable and regularly trained population that is suitably skilled to meet job requirements. Government initiatives for prison education respond to and reaffirm this employment-focused agenda, as the majority of inmates are likely to re-enter mainstream society (Prins. Stickel & Kaiper-Marquez 2020, p.171). Parallel to this economic need, those who learn are better prepared to assume accountability for, their communities as pro-active participants (O'grady & Hamilton, 2019, p. 81).

Subsequent to the above ideology, European Convention on Human Rights and the United Nations International Covenant on Economic, Social, and Cultural Rights recognize education as a human right (Fajonyomi, 2019) The United Nations Standard Minimum Rules for the Treatment of Prisoners, the Recommendations on Education in Prison, and the revised European Prison Rules of 2020 are all legal instruments that deal with the right to education of prisoners (Brosens, Marynissen, Lemmers & Croux (2021, p.2; Halimi, Brosens, De Donder & Engels 2017).

In a similar observation, Higgins (2021, p.144) argues that education in jail is a human right protected by a number of European and international treaties, including the Basic Principles for the treatment of prisoners, which specifies that all prisoners shall have the right to participate in cultural activities and education aimed at the full development of the human personality. Section 28 of the European Prison Rules recognizes the right of every person in prison to "access to educational programs that are as thorough as possible and that meet their individual needs while taking into account their aspirations (Fajonyomi 2019, p.124).

Education as a quality metric for correctional services has received increasing attention in the literature (Eide & Westheim 2020,p.316.) It has been defined as "transformative," "life-changing," and "empowering," provides a powerful framework for change for all members of society. As a result, one of the goals of prison education is for inmates to be "transformed" by contributing financially to society and becoming aware of their social responsibilities as citizens (O'grady & Hamilton, 2019, p. 80).

Education is an effort to prepare learners to have the abilities, attitudes, and skills they will need in their regular activities. Instructors are supposed to be able to empower the potential of intelligence, emotional attitudes, and skills through the learning process in order to have these qualities. Effective learning, in theory, places learners in the role of learning subjects. In this form of learning, the instructor makes an attempt to encourage active participation from learners by allowing them to create understanding, experience, attitudes, and abilities physically, mentally, and actively in order to attain optimal learning and learning outcomes (Solichin, Muhlis & Ferdiant 2021, p. 945).

The goal of inmate education is to improve inmates' conduct so that they can live in harmony with other inmates and,

eventually, with the general public, with the ultimate goal of “ending the cycle of crime” (McAleese & Kilty 2020). As a result, it is widely regarded that inmates' adult education plays a critical reforming function and contributes to effective social reintegration. (Tzatsis, Anagnou, Efthymios, & Iosif 2019, p. 377).

It is thought that an effectively managed education program, ex-prisoners will be rehabilitated after serving their sentence because of the correctional training they got while in prison. It's imperative to observe that ex-prisoners, on the other hand, have a habit of recidivism. This raises a number of questions about the nature of the training that convicts receive while incarcerated. It also raises questions about whether institutions for teaching inmates for reintegration, resocialization, and remolding their behavior have been established and well managed. An ex-life convict's is marked by scorn, a lack of friendship, a sense of belonging, safety, love and affection, among others. There is an immediate and pressing need to look into the management of programs aimed at reforming convicts and how they are implemented (Ismaila, 2020, p.298) (Solichin, Muhlis, & Ferdiant 2021, p.947).

As a realistic technique of establishing genuine paths to achievement; prison education can provide offenders with chances, enlighten them, widen their horizons, and increase their self-confidence (Tzatsis, et al 2019, p. 378). It can also raise their knowledge of alternatives, providing them the option of reading about a life away from crime. Inmates who are educated can achieve full engagement in society as valued and contributors to society (Ismaila, 2020, p.300).

As a result, it is critical to remember that prison education programs not only give inmates the "chance to learn to read, write, work with numbers, and engage in conversation with a satisfactory level of assurance," but also "provide a method for increased access to the levers of power and authority in society and possibly acquiring a new language, a new set of skills, and thus a new identity" (McAleese, S & Kilty, J., M. 2020, p. 276).

Inmates' education is meant to better their lives both while they are incarcerated and after they are released which calls for effective planning, of course, not everyone sees the purpose of convicts' education in the same way. While some academicians believe that the primary goal of inmate education is to lessen the destructive effects of incarceration on convicts, Magos (2014) emphasizes the transformative power of education in prison, as well as believes that offenders' education should prepare them for professional rehabilitation and work after they have served their term (Tzatsis, et al 2019, p. 123).

Additionally, without a doubt, correctional education has a high value and several benefits not only for the inmates, but also for society as a whole. To be precise, effectively managed Inmates' education, leads to enhanced self-esteem. Inmates who have participated in a prison educational program have a 13 percent better likelihood of finding

professional work than those who have not (Jones, Tveit, Asbjornsen, Eikeland, Hetland & Manger 2021).

Supplement to the above argument, convicts' education helps to mitigate the negative repercussions of their imprisonment, compensate for the inmates' previous incomplete and poor educational experiences prior to their imprisonment, finally rehabilitate them (Tzatsis, et al 2019, p. 122).

There are various reasons why inmates should be educated. Education for all, even those who are incarcerated, is an important aspect of civilized society that helps to the overall development of the individual. There is now growing recognition of the necessity of teaching convicts in order to improve their quality of life and prevent recidivism. (Jones, et al 2021, p.2)

Inmate education can be thought of as the practice of freedom, whereas imprisonment is the expression of restriction. With such a discrepancy, it's impossible to imagine how true inmate education could be feasible within the confines of a prison (Manger, Eikeland, Asbjornsen (2019, p.713). It is "inherently complex" to provide education in prison just because, prison is inherently harmful as it depersonalizes, institutionalizes, and dissociates the individual. For jail teachers and students, operating in such an oppressive setting presents obstacles (Jones, et al 2021, p.2). O'Donnell and Cummins (2014) discuss the difficulties that prison teachers confront in retaining their professional integrity while avoiding the prison establishment's coercive and controlling goals which makes it very crucial to structure strategies to ensure it effectively managed. To make this possible, jail education "must respect the student's integrity and freedom of choice." This freedom ought not be limited to the choice to engage, but should also include freedom of expression, critical thinking, interaction, participation, and free speech (Roth, et al 2017, P.20). An adult education ethos emphasizes past, present, and future potential, giving a setting where autonomy is embraced and nurtured, whereas the jail is typically predicated on danger and restriction (Higgins 2021, p.151; Prins. Et al 2020, p. 171)

Subsequent to the above, Luzira Upper prison is not exceptional, and similar existing setbacks challenge ones thinking as to whether learning as a rehabilitation strategy can take place in a coercive highly controlled environment to guarantee a broad, diverse, and flexible curriculum that takes into account their knowledge, abilities, and experiences, as well as their social and cultural environment, get well prepared for future careers characterized by experimentation, critique, and reflection once they get released. The need to understand the kind of education services provided by the Uganda prisons to inmates in Luzira Upper prison, as well as the necessity to establish the relationship between jail term and the type of education services offered by the Uganda prisons to inmates in Luzira Upper prison interested the researchers to conduct the study.

II. METHODS

To determine the opinions of participants, this study used a case study. In the natural setting of the Luzira upper prison, detailed and in-depth information was obtained. (Oz & Arastaman 2022, p.135; Creswell, 2018, p.97; Gaikwad, 2017:3434) Participants were asked the identical questions, from which case-based descriptions and themes were produced (Shaban, Considine, Fry & Curtis 2017:19)

Data Quality and control

The credibility, transferability, dependability, and confirmability criteria were utilized to determine the level of data trustworthiness during the process of assessing and checking the validity of interview data (Bingolbali & Yavuz 2021, p.359) while the Cronbach's Alpha co-efficient index aided the measure of the reliability of the questionnaire.

Data collection and analysis

A questionnaire and interview guides were utilized to conduct in-depth interviews. The data was coded and categorized into themes and theme categories from the interview transcripts. The relevant data categories were acquired, and then the relationship between those categories was discovered (Watkins, 2017, p.3). The stage of data phrases was used to filter the material that was relevant to the study (Hawkins 2018, p. 494).

Ethical Considerations

The reality that Inmates as part of the human integration was unavoidable in this study, the researchers were cleared by the Uganda Christian University Research Ethics committee (UCUREC), prison authorities, as well as the individual participants who consented to participate in the study (Tugumisirize & Masagazi (2021, p. 2657).

III. RESULTS AND DISCUSSION

Participation of inmates in the education services offered

The researcher wanted to know whether inmates participated in the education services provided in prison, the responses given were as shown in table 1

Table 1: Participation in the Prison education programs by inmates (n = 55)

Response	Frequency	Percent
Yes	55	100
No	0	0
Total	55	0

Source: field data 2021

From the responses given (see table 1), all fifty-five inmates participated in one or another form of education provided by the prison. The purpose of asking this question was to find out the level of participation in the education programs by inmates which will have a direct bearing to manpower and physical

facilities required to train the inmates, this in turn will determine if the inmates are well-rehabilitated.

The study inquired from the inmates the education services offered in Luzira Upper prison. The feedbacks from the respondents were measured on a four-point Likert scale, with measurement 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. To make easy interpretation, ranges of values were re-assigned to each scale in a legend as reflected in table 2.

Table 2: Interpretation of the responses

Value	Level of agreement	Interpretation
4.01 – 5.00	Strongly Agree	Very satisfactory
3.01 – 4.00	Agree	Satisfactory
2.01 – 3.00	Disagree	Fairly satisfactory
1.01 – 2.00	Strongly Disagree	Not satisfactory

Table 3: Findings on the education services provided by Uganda Prisons to inmates in Luzira Upper Prison (N=55)

Statements	Mean	Std. dev
	In my prison, normally provides vocational trainings to the inmates	4.60
Basic education (general subjects) tends to be provided to the inmates/prisoners in my prison	3.64	1.086
In my prison, inmates/prisoners get access to creative art teaching lessons	4.53	.622
In my prison, involved in teaching health and safety information to prisoners/inmates	4.32	.872
In my prison, normally get involved in provision of technology advancement skills	2.32	1.041
In my prison, inmates/prisoners get equipped with life skills and healthy living	4.53	.622
In my prison, counselling has been regularly provided to inmates/prisoners	4.05	.998
In my prison, normally directly involved in provision of sanitation and hygiene education	3.88	.615

Source: field data 2021

From the field study, the education services provided by Uganda Prisons to inmates/prisoners in Luzira Upper Prison were mentioned.

From the field study, respondents agreed that in Luzira Upper prison, Uganda prison normally provides vocational trainings to the inmates (mean=3.88); followed by basic education (general subjects) tend to be provided to the inmates/prisoners in my prison (mean=3.64), and inmates/prisoners get access to creative art teaching lessons (mean=4.53). This means that in addition to basic education that follows Curriculum as prescribed by the National Curriculum Development Center well-articulated by the MoES, Luzira Upper Prison also provides vocational training courses to equip inmates with technical and vocational skills.

Respondents revealed that in Luzira Upper prison, it is involved in teaching health and safety information to prisoners/inmates (mean=4.32), normally get involved in

provision of technology advancement skills (mean=2.32), and inmates/prisoners get equipped with life skills and healthy living (mean=4.53). This means that there is emphasis in teaching of health and safety skills to inmates in Luzira Upper Prison so as to equip them with skills of handling emergencies.

Last but not least, respondents agreed that in Luzira Upper prison, counselling has been regularly provided to inmates/prisoners (mean=4.05), and lastly the study revealed that respondents agreed that they are normally directly involved in vocational training (Mean=4.60) as another description of education services provided by Uganda Prisons to inmates/prisoners. These findings clearly show that most of the inmates prefer vocational courses because they are of above school going age or due to the length of their jail terms while majority of those who serve short terms are therefore appropriate for short vocational courses. This means that counselling services and skills have been given to inmates to equip them with such skills so as to help their colleagues in the prison when need arises.

Correlation Analysis

Correlation results between jail term and type of Education service

To establish whether jail term has a relationship with type of education service in Luzira Upper Prisons a correlation was computed, examined and interpreted using the Chi-Square Test. The results are detailed in the table 4 below

Table 4: Correlation between Jail term and type of education program at Luzira Upper prisons

	Value	df	Sig. (2-tailed)
Pearson Chi-Square	2.035 ^a	3	0.565

Results in Table 4 above indicate that there is a positive relationship between jail term and type of education program undertaken at Luzira Upper Prison by the inmates as indicated by (p = 0.565). This relationship is significant since the significance of 0.565 is greater than 0.05.

Correlation between Uganda prison Education services and Prison inmates

To test if there was a significant relationship between education services and Uganda Prisons inmates, a correlation analysis was conducted using Pearson’s correlation coefficient and significance statistics. The findings are presented in table 5 below.

Table 5: Correlation Matrix between education services provided by Uganda Prisons and inmates

	Education Services	Uganda Prisons inmates
Education Services	Pearson Correlation	1
	Sig. (2-tailed)	
	N	55

Uganda Prisons inmates	Pearson Correlation	.315**	1
	Sig. (2-tailed)	.000	
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the Pearson’s correlation coefficient $r = 0.315^{**}$ between education services and Uganda Prisons inmates suggesting that the two variables had a weak positive relationship and were statistically significant at 0.000. The implication was that development of Uganda Prisons inmates depends on how education services is undertaken by conducting thorough requirement definition, commodity categorization analysis and engaging stakeholders during planning. The findings also mean that the gaps in education services provision compel the development of Uganda Prisons’ inmates’ participation. This also implied that there are other activities that are conducted in order to develop a Uganda Prisons inmates’ participation other than only education services.

Simple Regression Analysis

A simple regression analysis was conducted to establish the combined predictive of requirement definition, education services and Uganda Prisons inmates in Luzira Upper Prison; and also, to establish if the relationship was causal and if so, which among the variables was the most significant predictor of the variance in education services.

Table 6: Summary of a simple regression results

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.315 ^a	.099	.092	.66358		
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.044	.208	5.011	.000	
	Education services	.346	.093	.315	3.706	.000
Dependent Variable: Participation of Uganda Prisons inmates						

Table 6 shows adjusted R^2 of 0.092 suggesting that dimensions of education services and Prisons inmates all predict 9.2% of the variance in participation of Prisons inmates in Luzira Upper Prison and they were the most significant predictors. Other variables, other than education services predict the remaining variance of 90.8%. The standardized coefficient results for education services Beta- $\beta_1 = 0.315$, $t = 3.706$, Sig. = 0.000 suggest that education services is a significant predictor of participation of Uganda Prisons inmates in Luzira Upper Prison since a unit increase

in education services results in 0.315 participation of Uganda Prisons inmates which is significant ($t= 3.706$, $sig = 0.000$ which < 0.01). Therefore, top management in Uganda Prisons needs to commit themselves by encouraging different stakeholders involved to provide education services.

Education services provided by Prisons to inmates in Luzira Upper Prison

Interview Responses regarding the education services provided by Prisons to inmates in Luzira Upper Prison by teachers

The researcher went ahead to interview teachers and prison top officials responsible for the education services in Luzira Upper Prison so as to find out the education services provided by Uganda Prisons to the inmates and they gave various responses:

From the field study, interviewed participants noted that Uganda prison normally provides vocational trainings to the inmates. Interviewed teacher had this to say;

mmm ...we train them in vocational subjects this entails practical and theoretical skills, the main skills in this fields are farming, carpentry and joinery, metal welding and fabrication, bricklaying and construction, tailoring, weaving, embroidery, shoe making, spinning, salon training and art among others.' (TC1001)

The arguments reflected in the above transcript implies that vocational courses provide training opportunities and career advancement avenues for the inmates once released from prison.

The study revealed that basic education (general subjects) is also provided to the inmates in Uganda prisons. One interviewed teacher further noted that;

...functional Adult Literacy is provided to interested learners who have never been to school or only attended preliminary (infant) schooling. We use it to introduce such prisoners into formal or vocational education programs within the prison and concentrates on practical issues such as hygiene and sanitation, rights of children and women, counting and basic arithmetic, among other topics.' (TC1006)

This means that functional adult literacy (FAL), provides skills in reading, writing and numeracy to adults. It is integrated with practical knowledge and skills and in the prison context, it is provided to interested learners.

Another teacher had this to say when interviewed;

We also use the curriculum issued by NCDC.... It is the basic education we study from primary, secondary and tertiary education following a proper curriculum have been implemented. There is emphasis on formal, non-formal and informal public and private activities intended to meet basic learning needs of inmates of all ages and stages of education. (TC1006)

This means that the system offers Primary education (P.1 to P.7), which leads them to Prison secondary Education at both Ordinary and Advanced Levels, diploma and degree courses in Entrepreneur and small business management in collaboration with Makerere University Business School, basic law courses, counselling and vocational studies.

The study findings further noted that inmates in get access to creative art teaching lessons. Interviewed teacher in response, noted that;

Teaching of creative art here in Luzira provide guidelines on how to teach and learn dance, drama, visual arts and music in a more animated, vibrant and practical manner so as to allow each inmate to reach his full potential as well as explore they're in born talents. (TC1004)

This means that creative art helps inmates in Luzira Upper Prisons grow in physical, social, cognitive and emotional development. Inmates also practice imagination and experimentation as they invent new ways to create art.

The study further noted that in Luzira Upper prison, teachers are involved in teaching health and safety information to prisoners/inmates. One of the interviewed teachers further noted that;

Due to the risks involved here on a daily basis, teaching of health and inmate safety skills in Luzira Upper prison tend to be a significant part of prison life and keeping inmates safe, and is essential within our teaching and learning environment. We discovered that its worth for inmates to learn to understand and manage day to day risks, whilst enhancing learning and innovation. (TC1009)

This means that there is emphasis in teaching of health and safety skills and information to inmates in Luzira Upper Prison so as to equip them with skills of handling emergencies. Health and safety programs and initiatives to prevent or minimize injuries and illness in schools and departmental workplaces. These health and safety issues are best managed by implementing a risk management approach which provides a systematic framework for identifying hazards and controlling the risks.

Last but not least, it was noted that in Luzira Upper prison, counselling has been regularly provided to inmates/prisoners. Counselling services and skills have been given to inmates to equip them with such skills so as to help their colleagues in the prison. Interviewed participants noted that;

Inmates tend to be equipped with professional counselling skills and techniques so as to build relationships with individuals that empower them to accomplish mental health and wellness, education and career goals. (TC1003)

This means that inmates have been equipped with skills in individual and group counselling with more focus on promoting their growth and mental health of themselves and

fellow inmates. Indeed, it is a collaborative relationship between the counsellor and their client.

IV. DISCUSSION

Education in Uganda prisons is voluntary and factors that are considered before enrolling inmates to academic courses include; length of sentence, level of education and interest. Similar to the above argument, Ssentalo (2018) asserts that getting education puts prisoners' life on track. Also, Barber and Mourshed (2017) proclaims that education services provided to prisons give prisoners a chance to learn and attain new skills, gain more knowledge and build more work-based experience which could have helped those prisoners to stay away or avoid engaging themselves in criminal activities after getting released from prison.

Findings from the study show that Luzira Upper prison has a well-established curriculum with both vocational and academic courses being offered. In similar argument Baïke (2017) noted that Luzira Prison with both female and male sections has prisoners equal to or above 3,000 with some 35percent of these prisoners getting enrolled in their education services/systems both at primary level and secondary level of education or tertiary or university program and others join institution training in trade especially carpentry, plumbing and tailoring. Indeed, in Uganda, there are about 200 prisons offering the same education curriculum which mirrors the national curriculum as developed by the National Curriculum Development Center.

Study findings further implicate that the curriculum offered in Luzira Upper prison was the same as that offered in ordinary schools outside prison education services like Functional Adult Literacy (FAL) which is a program that provides skills in reading and numeracy to adults integrated with practical knowledge and skills is witnessed as a program offered in Luzira Upper Prison. In the prison context, Functional Adult Literacy is provided to interested learners who have never been to school or only attended preliminary schooling and it is used to introduce such prisoners into formal or vocational education programs within the prison. These findings are in synonymous with ideologies as forwarded in Owakubaruhó (2016) that basic education especially numeracy, literacy and in addition to a second language like English are education services provided in Luzira incarceration center to inmates. With the presence of such education services, many prisoners have been offered a second opportunity at success which tends to be beyond life in prisons. Some of them have come out of prisons to become renown entrepreneurs.

Results from the study further indicate that after Functional Adult Literacy, prisoners are encouraged to join primary education, which leads to Ordinary and Advanced Levels. The above revelation is a manifestation of Ssentalo (2018) who maintains that formal education is fully adopted by Uganda Prisons Service and teachers by profession have been appointed to head the school system in prisons, with a mandate to establish schools with a defined direction within

prisons. Furthermore, inmate education services in conjunction with the Ministry of Education and Sports have recognized, granted and aided the school and named it Upper Prison Secondary School-Luzira in 2010 although its observed that the financial muscle funding such initiatives is still low and responsible for the education management setbacks currently observed in the prison.

Results further indicated that vocational training programmes are offered in Luzira Upper prison and these include farming, carpentry and joinery, metal welding and fabrication, bricklaying and construction, tailoring, weaving and embroidery. Similarly, Agiresaasi (2014) noted that the initial idea was to impart vocational skills to the inmates which included tailoring, carpentry and modern farming, among others and this has been going on since prisons started and the main goal of imparting these vocational skills was not for education purposes but rather for production.

The Uganda prison services also offers diploma and degree courses in Entrepreneur and small business management through collaboration with Makerere University Business School. For instance, Makerere University, which is the largest public university in Uganda has been involved in offering a university program. This has been done through a center it manages and operates at the main prison-Luzira. In such education services provided by Makerere University, inmates can now take various diploma or degree courses in social sciences, business administration, education, public administration and management related fields.

V. CONCLUSIONS

Based on the findings and conclusion, the following are the conclusions:

Luzira Upper Prison has a well-established curriculum with both vocational and academic courses being offered. These education programs include Functional Adult Literacy, primary education, secondary education and vocational training programs.

The policy of voluntary participation to education is a major shortcoming which creates a major loophole for recidivism to occur as many inmates leave prisons having not received any form of education and this is due to the high number of inmates who lack adequate education.

To improve the inmate education services in Luzira upper and other prisons, there is need for provision of adequate physical resources, human resources especially qualify teachers, giving education priority than other work and also strengthen the partnership between prison and the Ministry of Education and Sports institutions.

VI. RECOMMENDATIONS

Based on the findings and conclusion, the following recommendations are made:

The study recommended that government needs to effectively increase finances to mitigate shortages arising from the education provision. Much as restriction and security dominate the daily functioning of prisons, management of incarceration centers such as Luzira upper prison need to strategically plan an expansion of the curricula to include skills targeting a wide range of psycho social aspect in a restricted environment in order to allow complete rehabilitation during and after the inmate tenure in the prison centers.

It is further recommended that ministry of education and sports should not only make inmate education compulsory but also take the leading role in the administration of education in prisons by adopting prison schools in Uganda on the list of community public schools in Uganda so as prison schools enjoy the privileges like other schools.

We further recommend that inmates who perform well should be recruited by the government on completing their prison term as this will encourage more to take up education as another way of preventing them from re-engaging in criminal activities. Standard classes should also be built for learning in each incarceration centers which will increase enrolment of the inmates.

ACKNOWLEDGEMENTS

The authors of this study would be immensely grateful for the commissioner General of Uganda prisons for as well as the study participants for their contributions to this study.

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