

**AN EVALUATION OF THE ROLES OF EDUCATORS IN
CORRECTIONAL CENTRES IN NAMIBIA**

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ANNETY KANYANSO SINALUMBU

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Main Supervisor:

Dr. A. Möwes

Co-supervisors:

**Dr. L. Mostert
Prof. R. Zimba**

ABSTRACT

In this study, the roles of educators in correctional centres in Namibia were investigated. At independence, the Namibian legal system with regard to prison services underwent drastic changes. There was a fundamental shift from a philosophy of punishment and isolation, to a correctional and community re-integration approach. Thus, the Government of the Republic of Namibia has shown a clear commitment towards rehabilitation of prisoners by educating functionally illiterate inmates through literacy and distance education.

To achieve this objective, the new prison system established its own tailor-made educational treatment programmes with appointed educators (educationists and promoters) to provide oversight of the correctional education reform process. Against this background, this study was conducted to evaluate the roles of educators in promoting inmates' acquisition of skills and behaviour change.

A questionnaire was administered to a stratified sample of 603 educators. Some of the major findings based on the perceptions of educators were the following:

- Educators carried out various roles and responsibilities under the identified four broad categories, namely: organization, personnel management, policy making and exercising control in their respective correctional centres. The majority of the educators were perceived to have been successful in the execution of their daily duties and responsibilities.
- All the educators (educationists and promoters) were also perceived to have been aware of the importance of possessing the qualities and abilities highlighted in this study.
- The majority of the educators concurred that they were also faced with the following multiple obstacles: lack of funds, lack of teaching and learning materials, lack of workshops and in-service training, and classrooms not conducive for teaching. These obstacles hindered the optimal performance of their duties.

Inmate learners who are confined to correctional institutions should have access to quality education.

It is therefore imperative that the educators (educationists and promoters) are familiar with the current programme, practices and develop plans and set timelines to reach full compliance with the aims of the Namibian correctional education programme.

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DEDICATION

This thesis is dedicated to my father, Henson Tobolo, who enabled me to obtain the education I have today. His wisdom, love and integrity will always serve as a source of inspiration to me.

DECLARATIONS

I, Annety Kanyanso Sinalumbu, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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CHAPTER 1

1.1 BACKGROUND TO THE STUDY

The pre- independence Namibian legal system had for many years been attached to that of the apartheid South African regime. The apartheid South African laws, which date back to the last century and consolidated by the first Union Parliament in 1910 (Institute for African Alternatives, 2002) were applied to Namibia which was regarded as its fifth province. The popular political uprising of the masses against apartheid policies through mass demonstrations, strikes, etc. resulted in the South West Africa government tightening the screws of oppression in order to maintain the apartheid system. For instance, many people were jailed for deliberately and openly breaking various apartheid laws, namely sitting on whites-only benches, entering whites-only sections in post offices, etc (Institute for African Alternatives, 2002).

Many of those people arrested faced fierce repressive measures by the police who were given absolute legal powers to detain suspects at will. A large proportion of the sentenced population was hanged, whipped and imprisoned for life. However, since there were no checks and balances in the legal system, those convicted were either killed or committed suicide while in detention (Prison Administration in South Africa, 1969).

After Independence, the new Namibian Government established the Ministry of Prisons and Correctional Services, which is currently known as the Ministry of Safety and Security (with the Department of the Namibian Prison Service) with a different

perspective of running its affairs. Hence, on 21 March 1995, His Excellency the former President Sam Nujoma proclaimed the new vision of the new Ministry as follows:

“The new Ministry of Prisons and Correctional Services will concentrate on the efficient running of prisons with emphasis on the correctional and rehabilitation functions” (Shikongo, 2000: 1). This political directive embodies a fundamental shift from a philosophy of punishment and isolation, which was prevalent during the South African rule, to a correctional and community reintegration approach. Furthermore, this is a clear commitment by the government of the Republic of Namibia towards rehabilitation of prisoners.

To enforce these constitutional requirements, Prisons Act, Act No. 17 of 1998, was passed and empowered the Minister of Prisons and Correctional Services to direct, coordinate and supervise the activities of the Prison Service. The Ministry of Prisons and Correctional Services saw the importance of introducing rehabilitation programmes as one of the services rendered by the Namibian Prison Service in order to equip inmates with attitudes, behaviours, knowledge and skills which would make them useful members in societies after imprisonment.

Thus, the focus of the Namibian Prison Service has since its establishment been to educate most inmates who are functionally illiterate through literacy and distance education. To date five hundred and thirty (530) inmate learners were enrolled in Adult

Basic Education (literacy), and ninety four (94) inmate learners were registered with local and international institutions of higher education in various academic fields. For example, a substantial number is enrolled with the Namibia College of Open Learning (NAMCOL) in courses that lead them to acquire junior and senior secondary certificates, (Namibian Prison Service annual report 2005/2006).

In fact, the 2002 Namibian Prison Service (Curriculum Guide for Non-Formal Correctional Education) outlines the main aims and goals of the programme as follows:

To prepare the inmate learners to obtain qualifications of internationally recognized standards that will provide entrance to tertiary institutions, so that they develop knowledge, understanding and values as a solid foundation for academic and for a creative, meaningful and productive post imprisonment life (Namibian Prison Service, 2002: 4).

Moreover, the Namibian Prison Service is presently building a new prison system, which is fully capable of providing correctional programmes focused on reducing the re-offending behaviour of prisoners. This means that there is a process of developing treatment interventions directed towards changing prisoners and thereby preventing future criminal behaviour of the treated individual prisoner. It is important to note here that this transformation process can only be achieved through educational programme.

Since the establishment of the correctional education programme, many changes have taken place in the correctional education system. Firstly, educators serving as instructional leaders have been appointed to oversee the reformatory educational process. Secondly, a new educational learner-centred philosophy equivalent with that implemented in formal education has been introduced. Thirdly, physical punishment and the usage of leg irons have been abolished. Last, but not least, continuous assessment and the use of English as a medium of instruction has been introduced (Namibian Prison Service, 2002).

1.2 STATEMENT OF THE PROBLEM

The imposition of sanctions as a method of regulating the conduct of the prisoners is older than the formation of the Department of Prisons and Correctional Services. Contravention of the community code has called forth retribution which at times was harsh and extreme. Before independence, the view was dominant that those offences against the community should be met with the collective condemnation of that community and that the accusation should be in the form of severe physical punishment coupled with moral condemnation. This meant that a prisoner was always, even after his physical punishment, regarded with hatred. However, with the passing of time, the emphasis shifted, and the deterrent nature of punishment as a means of ensuring an orderly society, grew in importance. Until recently in 1995, the severest punishment imaginable was regularly imposed for prisoners which today are considered as comparatively trivial in civilized communities. It was argued that sanctions must be

such as to frighten, and so they formed part of society's reaction to prisoners. With the changes in standards for adult and juvenile correctional educational system, the policy of punishing merely to frighten has lost much of its appeal, and the emphasis has gradually shifted to reforming those violating the rules of society, and to giving them the opportunity of becoming full and useful members of society again. This holds true for Namibia where a progressive policy has been followed, based on using incarceration not merely for detaining the prisoners and, of course, protecting society, but as an opportunity for rehabilitating him/her so that he may again take his/her place in that society with better hope of success. This aim is formulated as stated earlier, (Shikongo, 2000). Today, there are educators serving as instructional leaders in all correctional centres to oversee the reformatory educational process.

Economists and other social scientists have long viewed education as the solution to many social challenges including productivity, inequality, economic growth, health status, overpopulation, political participation, welfare dependency and reduction of criminal behaviour (Haveman and Wolf, 1984). Thus education is viewed as an investment in human capital that has both direct payoffs to the educated individual as well as external benefits for society as a whole. Since independence, the Namibian education system has attempted to do exactly all of the above. Today education has become a special focus for restructuring the Namibian economy. However, in spite of huge investments in improving the educational situation, namely through the purchase of educational resources for learners, school performance has remained disappointingly

low. Empirical evidence shows that part of the problem is that educators' roles in the education system have not been adequately addressed (Ministry of Education, 1993). For instance, *Toward Education for All* (Ministry of Education, 1993), a blueprint for Namibia's entire education system laments the inadequacy of educators in terms of quality, efficiency and effectiveness.

Analogous to the explanations above, the Namibian Prison Service is no exception. Educators are the most important people in the correctional centres, as they are faced with young offenders. Their major responsibility among others is to guide the inmate learners through the best possible skills and educational behaviour change. Roe and Drake (1989: 94) "agree that educators do not operate in a vacuum, but utilize their skills and perform their roles by interacting with the inmate learners within the correctional centres". The quality of those interactions has a significant impact on the overall effectiveness of the educator's leadership, which can be manifested in outcomes of the inmate learners' achievements. Therefore, it is important that educators in the correctional centres concentrate on the accomplishment of the educational goals of the Namibian Prison Service. This could be achieved through a comprehensive integration of teaching methodologies and materials. If educators are to do their job effectively, they should not remain static, but change with time and development.

In the final analysis, the basic assumption is that each educator should perform the said roles. Therefore, there was a need to find factors that influenced correctional service

educators to undertake their official roles in correctional centres. Based on the research findings an attempt was made to recommend strategies and a plan of action to remedy the situation.

1.3 RESEARCH QUESTIONS

The research attempted to find answers to the following questions in order to evaluate the roles of the educators in correctional centres in Namibia. These were:

1. What roles and responsibilities did educators play in correctional centres?
2. How well did educators perform these roles?
3. What leadership qualities, abilities, knowledge and skills did educators possess in correctional centres?
4. What were the major obstacles encountered by the educators when performing their roles?

1.4 SIGNIFICANCE OF THE STUDY

Generally, the study's aim was to contribute to the knowledge base of the various stakeholders in the Ministry of Safety and Security in Namibia. Specifically, the study had the following objectives: Firstly, it hoped to help educational administrators in the Department of the Namibian Prison Service to identify the areas of instructional leadership where educators need immediate assistance and further training.

Secondly, the research findings attempted to raise awareness of the roles and responsibilities of the educators with regard to the need for skills training for inmate learners as a means of long-term poverty reduction. This means that treatment programmes, especially education and artisan training for self-employment, for instance, plumbing and pipe-fitting, metalwork and fabrication, carpentry, bricklaying, plastering, tiling and painting to mention a few, will help them to develop knowledge, understanding and values, become creative and have practical skills as a solid foundation for productive post imprisonment life.

Thirdly, to help educators to understand the importance of self-evaluation and goal setting, as well as understanding the need for research as a needs assessment system that can be used to determine inmate learners' needs. According to the researcher's understanding, the educators would be able to cater for every inmate learner's learning requirements. Fourthly, to achieve effective learning and to show the leadership styles that can result in improving the institutions' effectiveness; to recommend relevant learner-centred education methods and continuous assessment strategies that can be used in teaching inmate learners; to reiterate the roles of educators in correctional centres; and lastly, but not least, to recommend possible solutions to the problem of inmate learner underachievement. It was also hoped that the research findings would help the administrators of the Ministry of Safety and Security to determine whether a particular leadership style is appropriate and what part of that style needs to change in order to improve their effectiveness as leaders.

1.5 LIMITATIONS OF THE STUDY

Since the researcher was not able to visit all the thirteen correctional centres, the study was limited to only four centres. Several limitations were encountered during the study period:

1. Time constraints. Since the collection of data had to be completed within a month, there was pressure on the researcher to meet the deadline dates in order to proceed to the next stage of the research design. As a result the sampling frame had to be developed in such a way that manageable data were collected.
2. Financial constraints. The researcher experienced financial setbacks in terms of logistical arrangements, accommodation and meals and the purchase of stationery.
3. The other crucial limitation was that due to some personal circumstances, some educators had difficulties in answering the entire questionnaire. Though insignificant in numerical terms, some respondents did not answer some of the questions.
4. Furthermore, the scarcity of related literature in Namibia on the research topic forced the researcher to a certain extent to rely on relevant primary and secondary sources from other countries.

1.6 THE DEFINITION OF TERMS USED IN THE STUDY

An inmate learner: An inmate is a person living in a prison (Delahunty, Hawkins and McDonald, 1991: 644). For this study, this is a person involved in the learning process imparted by the educators in correctional centres.

Educators: An educator is any person who educates (Oxford dictionary, 1991: 385). For this study, educators are both the educationists and promoters teaching inmate learners in correctional centres.

Educationist: An educationist is also known as the principal of an institution. He/she is a professional person responsible for promotion, development, maintenance and improvement of the institution (Auala, 1989). In a similar definition, Hawkins (1988: 641) describes the educationist “as the person with authority in an organization or the head of a certain institution”. For this study, an educationist is a professionally qualified teacher with a minimum of category C in the formal sector in the Ministry of Education. He/she is the head of the education section within a correctional centre.

Promoter: A promoter is also known as a teacher. A person selected among inmates in correctional centre, who is motivated and available to teach literacy classes and who is accepted by the Namibian Prison Service (Namibian Prison Service, 2002).

Prison: This is a place where people are kept or locked up as a punishment for crimes they have committed or while awaiting trial (Oxford dictionary, 1991: 989). Currently, the Namibian prisons have been referred to as correctional centres.

Correctional centre: This refers to any prison that renders activities in the treatment of prisoners. It also includes training in various fields, aimed at uplifting the literacy, qualifications and skills which would enable inmates to earn an honest living after their release (Ministry of Prisons and Correctional Services, 2001).

1.7 ORGANISATION OF THE STUDY

This study will be organized in the following manner:

1. **Chapter 1:** This chapter outlines the background to the study, the statement of the problem, the research questions, the significance of the study, the limitations of the study and the definition of terms used in the study.
2. **Chapter 2:** This chapter deals with the various literature reviewed in the study and highlights the questions being addressed.
3. **Chapter 3:** In this chapter, the methodology of the study focusing on the research design, population, sampling technique, research instrument, pilot study, data collecting procedures and data analysis will be dealt with.

4. **Chapter 4:** This chapter is based on the results of the study.

5. **Chapter 5:** The detailed outcomes of the research will be discussed in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of the literature review is to place the current research into perspective. Namibia obtained its Independence in 1990 and not very much has been written about the role of educators in correctional centres between then and now. At present the only sources of information on educational treatment are the Prisons Act. No.17 of 1998, the Policy Document and Mission Statement of the Namibian Prison Service, the Namibian Prison Service Charter and some newsletters from the Namibian Prison Service. Since there is little, if any, prior research on this topic undertaken in Namibia, this research project aims at filling the gap in the literature. This study may become vital in the Namibian correctional centres where correctional education programme is being established.

The first section in this chapter looks at the aims and a description of the correctional education programme; entry requirements for different phases and their curriculum frame works. The second section focuses on the roles and responsibilities of the educators in the Namibian correctional centres. The third section provides an overview of literature regarding the studies done on leadership qualities, abilities, skills and knowledge expected from the educators in correctional centres as well as the training educators receive during in-service training, and the last section is about obstacles experienced by educators in correctional centres.

2.2 EDUCATIONAL PROGRAMME IN THE NAMIBIAN CORRECTIONAL CENTRES

In this section, the educational aims and a description of the programme in correctional centres, entry requirements for different phases, as well as the curriculum framework of the programme are discussed.

2.2.1. The aims of the educational programme in the Namibian correctional centres

The aims of the educational programme embody a certain ideal that has to be pursued. Realistically and clearly formulated aims in the educational programme are not only significant in providing direction and support, but are also essential in determining the effectiveness of educators in the Namibian correctional centres. Meaningful evaluation of educators would therefore entail determining whether the aims that are set are practically realized by the educators.

The official aims of the educational programme for the Namibian Prison Service are formulated as follows in the policy document, Namibian Prison Service (2002):

To achieve a broad and balanced command of knowledge, skills and attitudes in the cognitive, affective and psychomotor domains that will:

- enable inmate learners to communicate effectively in speech and writing in English and in another language of Namibia;
- develop competence in English as the official language for the purpose of education and public life;
- promote basic numeric skills and enable inmate learners to apply mathematics in

every day life;

- promote moral development, awareness of one's own beliefs and opinions and respect for others;
- foster the inmate learner's awareness of local, regional and national needs of Namibia, and contribute towards development after imprisonment;
- Prepare the inmates to obtain qualifications of internationally recognized standards that will provide entrance to tertiary institutions.

The above aims imply that educators are expected to perform a variety of activities in order to arm inmate learners with necessary skills and knowledge.

2.2.2. A description of the educational programme in the Namibian correctional centres

The Namibian Prison Service is determined to succeed in its goal of educating inmate learners so that they may complete lawfully in the community after their release from the correctional centres. To this end, the following educational phases are available in correctional centres:

- Adult Basic Education
- Adult Junior and Secondary Education
- Post Secondary Education

Each educational phase provides inmate learners with opportunities to acquire education appropriate to their needs, achievement and ability.

2.2.2.1. Adult Basic Education: Adult Basic Education is available at all correctional centres, and is available in English as the official language as well as in other mother tongues.

- **Entry requirements:** Stage one is for those inmate learners who are unable to read and write at all. Stage two is for the inmate learners who have gone through stage one or those inmates who know how to read and write their own language but without fluency. Stage three is for inmate learners who have completed stage two or those persons who read and write a local language with fluency but not Basic English. The satisfactory completion of the three stages of the Adult Education programme is considered equivalent to the completion of grade four of formal education. Adult Upper Primary Education is for inmate learners who have completed the three stages of the National Adult Education. The satisfactory completion of the Adult Upper Primary Education is also considered equivalent to the completion of grade seven of formal education.
- **Curriculum Framework:** Adult Basic Education phase consists of phases one to three as well as Adult Upper Primary Education.

2.2.2.2. Adult Junior and Secondary Education (grades 10 and 12)

Adult Junior and Secondary Education have the objective of improving the level of adult basic education. The Namibian College of Open Learning (NAMCOL) courses are

being made available through correspondence to the inmate learners facilitated by the correctional educators (educationists and promoters).

- **Entry requirements:** The entry requirement to Adult Junior Secondary Education will depend on the inmate's performance in the summative assessment at the end of Adult Upper Primary Education. In order to be allowed to take a subject at International General Certificate of Secondary Education (IGCSE) or Higher International General Certificate of Senior Secondary Education (HIGCSE), the inmate learner must have a Junior Secondary Certificate.

- **Curriculum framework:** The main areas of learning for Adult Junior Secondary Education are classified as follows: Social and Economic; linguistic and literacy; mathematical; spiritual; moral and ethical; physical and natural scientific. While for Adult Senior Secondary Education, inmates can specialize in certain fields of study and encounter a wide variety of learning through subjects. This phase leads to internationally recognized certificates, provided in conjunction with the University of Cambridge Local Examination Syndicate as a step towards establishing a localized certificate senior secondary education. The curriculum options are as follows:
 - (a) The curriculum and examination leading to the International General Certificate of Secondary Education (IGCSE), and

- (b) The curriculum and examination leading to the Higher International General Certificate of Senior Secondary Education (HIGCSE).

2.2.2.3. Post Secondary Education (Tertiary phase)

Post Secondary Education has an objective of meeting the educational needs of inmate learners who have completed secondary level and wish to prepare for their release by improving their educational level. Inmate learners may enroll in any university correspondence course in their correctional centres or participate through the day parole programme in lectures at universities close to their centres. The provision of such post secondary educational opportunities recognizes that the inmate learners must become complete human beings. They must have an increased understanding of themselves, of their fellow citizens and of the world in which they will eventually live and work.

- **Entry requirements:** The IGCSE and HIGCSE are recognized by many institutions in Namibia and in other countries for entry to tertiary education. However, different institutions have different entry requirements, and even within the same institution such as a university, there may be different requirements from faculty or department to department.
- **Curriculum framework:** Different institutions have different curriculum framework (Namibian Prison Service, 2002).

2.3. THE ROLES AND RESPONSIBILITIES OF EDUCATORS IN THE NAMIBIAN CORRECTIONAL CENTRES

It would be apt in including this section to take a look at the roles and responsibilities of educators. These responsibilities are part and parcel of the implementation of the educational programmes and are therefore also part of the official aims of the educational programmes. There is an employment policy document for all educators in the Namibian Prison Service. The researcher wants to investigate whether the educators in the Namibian correctional centres implement the educational policy document. The roles and responsibilities of the educators are summarized below:

2.3.1. The roles and responsibilities of the educationists in the Namibian correctional centres

Four broad categories according to Namibian Prison Service (2002) can be identified, namely: organization, personnel management, policymaking and exercising control.

2.3.1.1 Organization

Educationists should:

- Ensure that the subject syllabi are analyzed and interpreted very well.
- Give guidance to promoters with regard to all aspects of the subject teachings.
- Co-ordinate the purchases of educational materials.
- Seek contact with and involve partners in the programme, for instance, the Directorate of Adult Education in the Ministry of Education.
- Teach as per required number of periods per week.

2.3.1.2 Personnel Management

As related to this category, educationists should:

- Keep records of inmate learners, enrolments, attendance and available materials as well as carry out other monitoring and evaluation activities.
- Motivate and recruit inmate learners for education and recruit them.
- Supervise studies and ensure the effective control of the examination papers for grades 10 and 12 learners.

2.3.1.3 Policy

Educationists should:

- Give regular in-service support and advice on teaching and lesson preparation to other educators, including holding monthly planning educational meetings with all the staff.
- Attend workshops and meetings as required.
- Evaluate and adapt all subject policy documents continually to keep pace with the changing needs, situations and developments.

2.3.1.4 Exercising control

Educationists should:

- Ensure that physical facilities are effectively used and properly managed.
- Analyze the subject results and rectifying any deviations in the subject pedagogy by planning remedial measures.
- Organize yearly achievement tests, compile results and distribute certificates.

2.3.2. The roles and responsibilities of the promoters in the Namibian correctional centres

The Namibian Prison Service Policy (2002) outlines the duties of the Promoters as follows:

- Teaching as per required number of periods per week.
- Doing lesson preparations.
- Recording inmate learners' work
- Regular reporting to the educationist.

- Attending meetings and training sessions organized by the educationist.
- Attending to tasks and duties as allocated by the educationist.

2.4. THE LEADERSHIP QUALITIES, ABILITIES, SKILLS AND KNOWLEDGE EXPECTED FROM EDUCATIONISTS IN THE CLASSROOM SITUATIONS IN CORRECTIONAL CENTRES

Numerous studies have been undertaken in different parts of the world that touched on some of the factors associated with the roles expected from the educationists in the classroom situations in correctional centres as well as in classrooms in general (Elmore, 1996; Keller, 2001; Roe and Drake, 1980). In this section, the researcher would discuss the following headings: Leadership styles, Managerial skills and professional correctional development. These qualities are expected from educationists.

2.4.1 Leadership styles: According to Keller (2001) more than 40 studies in the United States of America had looked at the effectiveness of the roles of educationists in correctional centres. About half of the studies found that educationists of the better institutions demanded high-quality teaching and tracked inmate learner achievement. Keller (2001) furthermore suggests that power sharing is an important ingredient in the educationist's effectiveness. The role of an educationist in classrooms, according to Elmore, (1996) should both be working with juvenile and adult inmate learners. He further said that the educationist should understand the mission of the institution, promote it, use an educational agenda and make it known to others. The kind of leadership style displayed by educationists should determine the kind of training on

instructional leadership that they need. Therefore, the effectiveness of the educationist's leadership style depends on the amount of control available in the situation.

Roe and Drake (1980: 94) suggested four different leadership styles. These different leadership styles can be distinguished as follows:

- **Democratic leadership:** “This is a leadership style which deals with getting commitment from the group members to do a specific task and helps with suggestions as needed. It means that even the subordinates are involved in the decision-making process based on shared ideas without any enforcement”.
- **Autocratic leadership:** “This type of leadership style is based on arbitrarily assigned tasks on a continuing basis. It means that there is no participation of subordinates in decision-making because everything goes together with enforcement by (with) the use of coercive power. This is an authoritarian type of leadership”.
- **Laissez-faire leadership:** “It is a very passive way of leadership, which results in every one doing as he\she wishes. There is no control and when the leader leaves the subordinates to do the work, they also discontinue the work. The leader assumes that the subordinates know everything and he leaves them alone to do their individual performances, no effort in working together towards establishing and accomplishing common goals.

- **Transformational leadership:** Mosley (1996) cited by Bruyns, Gericke, Kriel and Malan (1997) noted that the theory of transformational leadership theorists, represent a paradigm shift to a more visionary and empowering leadership style. The following three factors are an integral part of transformational leaders, namely: Charisma, individualized consideration and intellectual stimulation. Charismatic leaders are described as those who manage to achieve a feeling of pride, respect and esprit de corps (team spirit) amongst their followers. They have a gift for focusing on what is really important. Individualized consideration means that the leader pays personal attention to individuals and promotes their development with delegated assignments. Intellectual stimulation is promoted through the leader's vision and new fresh ideas. According to Bruyns et al., (1997), a transformational leadership approach is characterized by inspiration, empowerment, teamwork, openness, freedom and group orientation.

The researcher is with the opinion that the democratic leadership would be suitable if used in correctional centres since it accommodates every subordinate in the decision making process.

2.4.2 Managerial skills: Various studies have been conducted on the managerial skills that the educationists should possess (Marlow 2001 and Keller 2001). Most of these studies found that a qualified educationist should have the following managerial skills: “educationally knowledgeable, innovative, a clear focus and vision, able to sell the

institution, a good manager, interested in using and applying research to improve the institution, possessing good conflict resolution and mediation skills (Keller, 2001: 6)”.

Furthermore, Marlow (2001) maintains that the educationists must lead the way in developing a positive learner attitude towards learning since quality attitudes help inmate learners to become increasingly proficient in attaining knowledge and skills. McEwen, (2001), recommended a number of steps that educationists should follow in order to improve their leadership skills. These steps have been tested by practitioners and validated by research. They are: establish and implement instructional goals; be there for your staff; create an institutional culture and, create a climate conducive for learning; communicate the vision and mission of your institution; set high expectations for your staff; and lastly maintain positive attitudes toward inmate learners and other staff.

2.4.3 Professional development: Professional development is very vital in the sense that it ensures quality teaching in correctional centres. The educationist professional development programme and its projects should be characterized by the recognition that teaching is a complex, non-routine, and responsive endeavour. Effective adult teaching must be tailored to specific learning goals, the strengths and the needs of each individual inmate learner, the dynamics of the class, and other factors. To that end, the educationist preparation programmes, the induction efforts, and the ongoing professional development opportunities should best be aligned to each other and to the agreed-upon

teaching standards. As a system, Prison Services should be geared to help the educationists become knowledgeable and flexible practitioners, be able to learn continuously from each other and from their own practice as evidenced in student work (Bruyns et al., 1997).

2.5. THE LEADERSHIP QUALITIES, THE ABILITIES, THE SKILLS AND THE KNOWLEDGE EXPECTED FROM THE PROMOTERS IN THE CORRECTIONAL CENTRES

Each promoter is expected to be an ‘expert’ in his or her own subject area. As a leader, a promoter needs certain social skills associated with problem – solving and organizing one’s time and priorities (Betts, 1983). Additionally, Bruyns et al., (1997) is of the opinion that the following are personal qualities that any leader should possess:

“Perceive accurately the existence of an area in need of improvement; a strong commitment to improving instruction; ability to create an atmosphere of trust; encouragement and a sense of humour and lastly, ability to supply ideas and information.”

He further described a promoter as a person who should possess the following additional qualities and abilities: Have skills, drive, intelligence and a strong character; be sensitive towards individuals and groups; use human resources techniques; use time effectively; have leadership qualities such as: honesty and sincerity, obedience of the

law, respect other people, confidentiality, courage and objectivity, helpfulness, self control and last, but not least, truthfulness.

2.6. THE IMPORTANCE OF TRAINING FOR EDUCATIONISTS AND PROMOTERS

New correctional education staff (educationists and promoters) should be provided with pre-service orientation and training in the procedures and principles of providing educational services in a correctional setting. All correctional employees have specific responsibilities as employees of public safety facilities. Pre-service training is as essential for educators as for other staff to ensure the safe operation of the broader facility as well as of the education programmes within that facility.

In addition to the general pre-service training for all correctional personnel with inmate contact, new educators need to have specialized orientation and training relative to their specific teaching and related duties. For instance, in areas such as principles of adult or remedial education, individualized scheduling and programming, competency based materials and curricula, teaching learning principles (teaching methodologies), screening, assessment and evaluation, team building, supportive environment as well as record keeping.

Ethnic and cultural minorities are often over-represented in correctional populations. It is therefore essential that the pre-service training is designed to ensure that all staff is

sensitive and knowledgeable of the needs, interests and culture of inmate learners of different races, ethnic origins, religions and language. The pre-service training should take up several hours during the first year of employment for all educators having direct contact with inmate learners (Randy, 1988).

2.7. THE OBSTACLES EXPERIENCED BY THE EDUCATIONISTS IN THE CORRECTIONAL CENTRES

Educationists encounter a number of problems in their daily activities. A study by Bruyns, Gericke, Kriel and Malan (1997) identified the following problems: an inability to communicate the plans correctly and to motivate promoters to work according to the plans; unjustifiable deviations from the plans; lack of enough time for teaching purposes due to various activities that take place in prisons as well as the lack of prison knowledge to deal with the stressed inmate learners. The other problem is the confusion about the environmental conditions showing whether the inmate learners are demotivated and discouraged, and the fact that the classrooms are not so conducive for learning and teaching purposes.

In a study done by Nandjembo (1997), similar problems amongst educators were identified. The problems such as lack of time for follow-up visits in-order to monitor the teaching and the learning progress; lack of transport and financial constraints to run workshops and in-service training; lack of the stature to earn the respect of those they supervise, lack of training mostly for their work, and lastly, lack of the teaching and the

learning materials to do the job. As indicated earlier, this however, also seems to be the case with the educationists in the correctional centres.

2.8. THE OBSTACLES EXPERIENCED BY THE PROMOTERS IN THE CORRECTIONAL CENTRES

Bruyns, Gericke, Kriel and Malan (1997) indicated that promoters experience the following problems: an inability to take good decisions; a lack of knowledge and skills; a resistance to change and unsystematic planning. Through the researcher's experience as a chief educationist, she also realized that promoters face problems such as: not recognizing teaching and learning as the main business of the education section in the prison services; failing to foster standards for teaching and learning that are high and attainable; failing to monitor the progress of inmate learners; failing to promote an atmosphere of trust and sharing, and lastly, although most of the promoters in correctional centres know what to say about leading an educational section, they may not know how to actually do it. Therefore, the correctional training that promoters receive often does not prepare them to be democratic leaders in the correctional centres.

2.9 SUMMARY

This chapter provided an overview of literature regarding the roles of educators in the Namibian correctional centres. The chapter looked at the aims of the educational programmes; the roles and responsibilities of educators (educationists and promoters). A discussion on prior research studies done on qualities, abilities, skills and knowledge associated with the educators was also included. Furthermore, attention has also been paid to obstacles encountered by educators in correctional centres.

CHAPTER 3:

RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the research process and the kind of tools and procedures that were used. It describes the research design, population, sample, instrumentation, data collection procedure, and finally data analysis.

3.1 RESEARCH DESIGN

A research design is defined as a set of guidelines and instructions to be followed in addressing a research problem (Mouton, 1996:107). Similarly, Mouton (2002) describes a research design as a process that focuses on the end product: what kind of study is being planned and what kind of results are aimed at? The main function of a research design is to enable the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of eventual results.

A quantitative design was used to collect data for this study. In quantitative designs, it is important to distinguish between non-experimental and experimental types. There are four types of non-experimental designs: Descriptive, correlational, survey, and ex-post facto. In a non - experimental design, there is no manipulation of conditions. Rather, the investigator makes observations or obtains measures from subjects in order to describe something that has occurred. For the purpose of this study, it was decided to use a quantitative non-experimental design that involved a survey, because surveys are methods of data collection in which information is gathered through oral or written

questioning (Sarantakos, 1993). Since this is the basis of the structure in which non-experimental research operates, this option was chosen as a viable research design for this study.

In line with the above, Babbie (1992) defined evaluation research as a process of determining whether the intended result was produced by using experimental or quasi-experimental designs. It is also based on formative evaluation since it determines the degree of mastery of a given learning task and to pinpoint the part of the task not mastered. This research is based on testing opinions/views of the educators in terms of their roles, qualities and abilities, pre-service training received as well as obstacles experienced in correctional centres. It is therefore not an evaluation research since it does not describe evaluation procedures nor does it use evaluative methodologies (Best & Kahn, 1998).

3.2 POPULATION

The target population was thirteen correctional centres (11 urban and 2 rural correctional centres). Altogether there were 603 educators (17 educationists and 586 promoters) across those centres.

3.3 SAMPLE

Systematic stratified sampling method was used to select promoters and correctional centres so that each promoter and correctional centre had an equal and independent chance of being selected. The researcher compiled separate lists according to the number of promoters and correctional centres. Since systematic stratified sampling draws every n th element from an existing list beginning at a randomly chosen point, for example every 10th person (Lee, Forthofer and Lorimor, 1989), the researcher randomly selected every 5th name on the list of promoters as eligible for inclusion in the sample. The researcher ended up working with 117 promoters. This constituted about 20% of the target population. The procedure for the selection of each centre to be studied was determined by selecting every 2nd centre appearing in the list. Four correctional centres (30.7%) were included in the study. These were: Divundu rehabilitation centre which is situated in a rural area, while Windhoek, Hardap and Oluno correctional centres which were situated in urban areas. Since the number for the educationists was small, the researcher ended up working with 16 educationists across the centres.

3.4 RESEARCH METHODOLOGY

Data was collected through a structured questionnaire, which was administered by the researcher. The questionnaire derived its content from the research problem, research questions and literature review that were given earlier by the researcher. The questionnaire was divided into five sections. The first section assessed information on the background variables of sex, age, qualification, teaching experience and class size.

The second section assessed the educators' views regarding their roles and responsibilities. The third section assessed the educators' views regarding their leadership qualities, abilities, skills and knowledge. The fourth section addressed the obstacles that prevented educators from performing their job effectively. Finally, the fifth section solicited additional comments from educators on the services rendered in the correctional centres.

3.5 RESEARCH PROCESS

The researcher administered the questionnaire to 133 educators (117 promoters and 16 educationists) in four sampled correctional centres. On the 27th of May 2005, permission was obtained from the Commissioner of Prisons and Correctional Services after clarifying the purpose of the study (see Appendix B: RE: Permission to conduct an educational research project in five correctional centres). The researcher explained the purpose of the study to each head of the centre and sampled educators. To protect the subjects' right to privacy and voluntary participation, the researcher negotiated with respondents for their direct consent to participate in the study. Secondly, to observe the issue of participants' anonymity, their names were not used in any study material. Lastly, the researcher assured respondents that information given in questionnaires would be treated with confidentiality. Respondents were assured that the questionnaire data collected would only be used for research purposes and that no other unauthorized person would have access to the data.

3.6 PILOT STUDY

The researcher conducted a pilot study in the Walvis Bay correctional centre. A pilot study was thought necessary in this investigation for the following reasons:

- To find out whether the questions were clear;
- To find out whether the instrument would elicit the type of data anticipated by the researcher;
- To determine whether the type of data obtained could be meaningfully analyzed in relation to the stated research question.

Additionally, the pilot study was carried out to provide criteria for determining the reliability and validity of the instrument. One educationist and nine promoters completed the draft questionnaire. Results of the pilot study showed that the instrument would be suitable for the present study and all items in the questionnaire would be clear to the respondents.

3.7 DATA ANALYSIS

The questionnaires for this study were cleaned and processed for computer entry by the researcher. The private analysis statistician in Windhoek, Namibia analyzed the data by using SPSS (Statistical Package for Social Sciences). Descriptive analyses such as frequencies and percentages were used to compare the proportions of the subjects' responses. Open-ended answers from the respondents were studied closely and carefully

so as to develop an insight into them. Similar responses were grouped together. They were manually transcribed in the most objective way possible.

Additionally, the chi-square test was used to determine whether there were significant relationships and/or differences in responses based on the variables of sex, age, qualification, teaching experience and class size.

3.8 SUMMARY

This chapter focused on the research process and the kind of tools and procedures used in the study. It described the methods that were used to collect and analyze the data. Data was collected using the questionnaires, and the appropriate statistical test used in this study was the chi-square. The questionnaires were coded, and the data were entered into the computer using the Statistical Package for Social Sciences (SPSS). The researcher also used descriptive statistics such as frequencies and percentages to present the data. The open-ended questions were analyzed by means of grouping the responses according to the consistent themes.

CHAPTER 4

RESULTS

This chapter presents the descriptive and inferential results on the educators' responses of their roles and responsibilities in correctional centres in Namibia. After this, a report on the educators' leadership qualities and abilities, knowledge and skills needed in correctional centres is presented. Lastly, a report is given with regard to the obstacles encountered by the educators when executing their duties. Tables have been used in most instances for clarity, ease of understanding and interpretation.

4.1 BACKGROUND CHARACTERISTICS OF THE EDUCATORS

Tables 1 and 2 provide the frequency and percentage of the background variables of the educators who responded to questionnaires. Variables will be discussed in the order of appearance in the questionnaire (see appendix A).

According to table 1, of the sixteen valid cases that participated in the study, ten (62.5%) educationists were males, while six (37.5%) were females. According to results, the majority of the educationists eight (50.0%) fell in the age category of 26-34. This was followed by those whose ages were within the range of less than 26 years, three (18.8%), 35-39 years, two (12.5%), 40-49 years, two (12.5%), and 50-59 years, one (6.3%). Responses regarding the highest qualification revealed that eleven (68.8%) had a teaching diploma, two (12.5%) had a degree and additional qualifications, one (6.3%) had a degree, one (6.3%) had a certificate and one (6.3%) had grade 12 or less.

According to responses regarding the educationists' teaching experience, the data revealed that five (31.3%) taught less than 1 year, five (31.3%) had taught for 1-5 years, three (18.8%) had taught for 6-10 years, two (12.5%) had taught for 11-15 years, while one (6.3%) had taught for more than 16 years. This shows that the majority of the educationist (62.6%) had less than 5 years of teaching experience. Responses regarding the average class size per educationist revealed that two (12.5%) had 6-10 inmate learners, four (25.0%) had 11-15 inmate learners, five (31.3%) had 16-20 inmate learners, and five (31.3%) had more than 20 inmate learners per class.

Table 1: The frequency distribution of background variables of educationists

Characteristic	Category	F*	%
Gender	Male	10	62.5
	Female	6	37.5
Age	Less than 26	3	18.8
	26-29	4	25.0
	30-34	4	25.0
	35-39	2	12.5
	40-49	2	12.5
	50-59	1	6.3
Highest qualification	Degree + additional post graduate	2	12.5
	Degree	1	6.3
	Diploma	11	68.8
	Certificate	1	6.3
	Grade 12 or less	1	6.3
Experience (years)	Less than 1 year	5	31.3
	1-5 years	5	31.3
	6-10 years	3	18.8
	11-15 years	2	12.5
	More than 16 years	1	6.3
Class size	6-10	2	12.5
	11-15	4	25.0
	16-20	5	31.3
	More than 20	5	31.3

Table 2: The frequency distribution of the background variables of the promoters

Characteristic	Category	f*	%
Gender	Male	72	66.7
	Female	35	32.4
Age	Less than 26	24	22.2
	26-29	24	22.2
	30-34	38	35.2
	35-39	8	7.4
	40-49	14	13.0
Highest qualification	Degree + additional post graduate	4	3.7
	Degree	1	0.9
	Diploma	16	14.8
	Certificate	56	51.9
	Grade 12 or less	31	28.7
Experience (years)	Less than 1 year	27	25.0
	1-5 years	56	51.9
	6-10 years	17	15.7
	11-15 years	4	3.7
	16-20 years	3	2.8
	More than 20 years	1	0.9
Class size	Less than 5	4	3.7
	6-10	19	17.6
	11-15	33	30.6
	16-20	27	25.0
	More than 20	25	23.1

Table 2 shows that there were more male (66.7%) than female (32.4%) promoters in the correctional centres. The data also revealed that twenty-four (22.2%) of the promoters were within the range of less than 26 and 26-29 years respectively. This was followed by fourteen (13.0%) of the promoters in the age range of 40-49 years, while eight (7.4%) promoters were in the age range of 35-39 years.

Responses regarding the highest qualifications obtained by the promoters revealed that fifty six (51.9%) had a teaching certificate, thirty one (28.7%) held grade 12 or less, sixteen (14.8%) had a diploma, four (3.7%) had an additional postgraduate qualifications, and one (0.9%) had a degree only. With regard to the promoters' teaching experience, the data revealed that twenty seven (25.0%) taught less than 1 year, fifty six (51.9%) had taught for 1-5 years, seventeen (15.7%) had taught for 6-10 years, four (3.7%) had taught for 11-15 years, while three (2.8%) had taught for 16-20, and one (0.9%) had taught for more than 20 years. This shows that the majority of the promoters eighty three (51.9%) had between 1 and 5 years teaching experience.

Regarding the average class size per promoter, four (3.7%) promoters had less than 5 inmate learners, nineteen (17.6%) had 6-10 inmate learners, thirty three (30.6%) had 11-15 inmate learners, twenty seven (25.0%) had 16-20 inmate learners, and twenty five (23.1%) had more than 20 inmate learners per class.

4.2 THE RESULTS RELATED TO THE ROLES AND RESPONSIBILITIES OF THE EDUCATORS IN THE CORRECTIONAL CENTRES

In this section, roles and responsibilities of educationists and promoters are examined. Included in this analysis are the responses on their views on how well the educationists and the promoters performed the specified roles.

4.2.1 The roles and responsibilities of the educationists in the correctional centres

Answers to this question were obtained from the educationists' responses to a list of roles and responsibilities given by the researcher. Educationists had to indicate the extent to which they performed the various roles and responsibilities.

Table 3 illustrates that the majority of educationists were either (often or very often) involved in most of the required roles and responsibilities. Overall educationists were most frequently involved in eight of the activities, namely: to ensure effective control of examinations (87.6%), assess inmate performances (87.5%), deliver necessary teaching/learning materials and consult with other stakeholders (68.8%) respectively, interpret and analyze syllabi (66.7%), provide information on new educational policies (60.0%), urge promoters to use in-service training, and coordinate purchases of educational materials for inmate learners (56.3%) respectively.

Roles where educationists were less frequently involved were: to discuss teaching methods with promoters (43.8%); to collect information regarding educational matters (40.0%), to consult families of inmates on educational matters (31.3%), observe promoters (26.7%) and the organization of social events (6.3%).

Table 3: The roles of the educationists

Roles of educationists	Never		Sometimes		Often/very often		Total	
	N	%	N	%	N	%	N	%
Ensure effective control of examination papers	1	6.3	1	6.3	14	87.6	15	100.0
Assess inmate performances	1	6.3	1	6.3	14	87.5	15	100.0
Deliver necessary teaching/learning material	1	6.3	4	25.0	11	68.8	16	100.0
Consult with other stakeholders	2	12.5	3	18.8	11	68.8	16	100.0
Interpret and analyze syllabi	2	13.3	3	20.0	10	66.7	16	100.0
Provide information on new educational policies	1	6.7	5	33.3	9	60.0	15	100.0
Urge promoters to use in-service training	1	6.3	6	37.5	9	56.3	16	100.0
Coordinate purchases	1	6.3	6	37.5	9	56.3	16	100.0
Discuss teaching methods	1	6.3	8	50.0	7	43.8	16	100.0
Collect information regarding educational matters	1	6.7	8	53.3	6	40.0	16	100.0
Consult families of inmates on educational matters	2	12.5	9	56.3	5	31.3	16	100.0
Observe Promoters	1	6.7	10	66.7	4	26.7	16	100.0
Organize social events	1	6.3	14	87.5	1	6.3	16	100.0

Note: Total N's in this table are less than 17, because of missing values.

A Chi-square analysis of the data revealed that there were no significant differences found in educationists' responses with respect to gender, teaching experience and class size. Although a significant difference was found for the variables of age and qualification, still it did not reveal important trends/patterns and as such are not reported on.

4.2.2 The roles and the responsibilities of the promoters in the correctional centres

Answers to this question were obtained from promoters' responses to a list of the roles and the responsibilities given by the researcher. The promoters had to indicate whether they never, sometimes, often or very often carried out such roles. The results are summarized in table 4.

Table 4: The roles of the promoters

Roles of promoters	Never		Sometimes		Often/very often		Total	
	N	%	N	%	N	%	N	%
Do lesson preparations	2	1.9	14	13.2	90	84.9	107	100.0
Assess learners' performance	1	.9	19	17.8	87	81.3	107	100.0
Record learner's work	1	1.0	20	20.0	79	79.0	106	100.0
Teaching required periods per week	3	2.8	31	29.0	73	68.3	103	100.0
Observed by educationists	30	28.0	36	33.6	41	54.2	107	100.0
Discuss teaching methods	32	29.9	29	27.1	46	43.0	100	100.0
Organizing social events	27	25.2	41	38.3	39	36.5	105	100.0
Attend meetings organized	24	22.4	45	42.1	38	35.5	107	100.0
Are helped to use what you have learnt	42	40.0	30	28.6	33	31.4	107	100.0
Receive necessary teaching materials	10	9.7	64	62.1	29	28.2	107	100.0
Attend training sessions	40	37.4	41	38.3	26	24.3	107	100.0

Note: The total N's in this table are less than 108, because of the missing values.

The tasks in which promoters were most frequently involved (often/very often) were: lesson preparations (84.9%); assessment of learners' performances (81.3%); recording of learners' work (79.0%), and teaching the required periods per week (68.3%). The promoters were less frequently involved in the discussion of the teaching methods (43.0%); being observed by the educationists (38.4%); organizing of the social events (36.5%); attending the meetings organized (35.3%); are helped in using what they learned (31.4%); receiving necessary teaching materials (28.2%), and attending training sessions (24.3%).

A Chi-square analysis of the data in table 4 revealed statistically that there were no significant differences found regarding the promoters' gender and class size. A significant difference was found for age, qualification, and teaching experiences (see tables 5-9).

Table 5 shows that more promoters (age 40-49 years) and those promoters aged less than 26 compared to other age groups often and very often (frequently) teach required periods per week. The picture was reversed in table 6 where younger promoters (age 34 and younger) compared to other age groups frequently did lesson preparations as part of their responsibilities. With an increase in age there was a decrease in the frequency of lesson preparation.

Table 7 indicated that younger promoters (age 39 and younger) as compared to the older promoters often and very often record learners' work as part of their duties. These differences were found to be statistically significant.

Table 5: Teaching required periods per week by age

Age	The frequency of the teaching required periods per week							
	Never		Sometimes		Often/very often		Total	
	N	%	N	%	N	%	N	%
Less than 26			4	16.7	20	83.4	24	22.4
26-29			10	43.5	13	56.5	23	21.5
30-34	2	5.3	14	36.8	22	57.9	38	35.5
35-39	1	12.5	1	12.5	6	75.0	8	7.5
40-49			2	14.3	12	85.7	14	13.1
Total	3	2.8	31	29.0	73	68.3	107	100.0

Note: Total N's in this table are less than 108, because of missing values.

Note: Chi-square = 26.830; df = 12; p<0.05

Table 6: Do lesson preparations by age

Age	The frequency of the teaching required periods per week							
	Never		Sometimes		Often/very often		Total	
	N	%	N	%	N	%	N	%
Less than 26			2	8.3	22	91.6	20	83.3
26-29			1	4.5	21	95.4	5	22.7
30-34			4	10.5	34	89.4	20	52.6
35-39	1	12.5	3	37.5	4	63.0	3	37.5
40-49	1	7.1	4	28.6	9	64.3	5	35.7
Total	2	1.9	14	13.2	90	84.9	53	50.0

Note: Total N's in this table are less than 108, because of missing values.

Note: Chi-square = 41.078; df = 12; p<0.05

Table 7: Record of learners' work by age

Age	The frequency of the teaching required periods per week							
	Never		Sometimes		Often/very often		Total	
	N	%	N	%	N	%	N	%
Less than 26			7	29.2	17	70.8	24	24.0
26-29	1	5.0	3	15.0	16	80.0	20	20.0
30-34			3	8.3	33	91.7	36	36.0
35-39			1	12.5	7	87.5	8	8.0
40-49			6	50.0	6	50.0	12	12.0
Total	1	1.0	20	20.0	79	79.0	100	100.0

Note: Total N's in this table are less than 108, because of missing values.

Note: Chi-square = 30.713; df = 12; p<0.05

Table 8: Discuss the teaching methods by qualification

The highest qualification	Frequency for discuss teaching methods							
	Never		Sometimes		Often/very often		Total	
	N	%	N	%	N	%	N	%
Degree+	2	50.0	2	50.0			4	3.7
Degree			1	100.0			1	.9
Diploma	9	56.3	1	6.3	6	37.5	16	15.0
Certificate	17	30.4	11	19.6	28	50.0	56	52.3
Grade 12 or less	4	13.3	14	46.7	12	40.0	30	28.0
Total	32	29.9	29	27.1	46	43.0	107	100.0

Note: Total N's in this table are less than 108, because of missing values.

Note: Chi-square = 34.343; df = 12; p<0.05

The variable of qualification indicated in table 8 shows that more promoters with grade 12 or less (40.0%), certificates (50.0%), and diplomas (37.5%), compared to promoters with higher qualifications (0.0%) often and very often) discuss teaching methods with the educationists as part of their responsibility. This difference was found to be statistically significant.

Table 9: Those who discuss the teaching methods by teaching experience

Teaching experience	The frequency for those who discuss the teaching methods							
	Never		Sometime s		Often/very often		Total	
	N	%	N	%	N	%	N	%
Less than 1 year	14	51.9	3	11.1	10	37.0	27	25.2
1-5 years	15	26.8	19	33.9	22	39.3	56	52.3
6-10 years	2	11.8	4	23.5	11	64.7	17	15.9
11-15 years					3	100.0	3	2.8
16-20 years			3	100.0			3	2.8
More than 20 years	1	100.0					1	.9
Total	32	29.9	29	27.1	46	43.0	107	100.0

Note: Total N's in this table are less than 108, because of missing values.

Note: Chi-square = 38.467; df = 15; p<0.05

When the variable of teaching experience was applied to analyze the data, it was found that there was a general increase regarding the discussion of teaching methods up to experience of 15 years by promoters. However, with those promoters having 16 years and more experience, there was a drastic decrease in discussing teaching methods with the educationists. This difference was found to be statistically significant (see table 9).

4.3 THE RESULTS RELATED TO QUALITIES, ABILITIES, SKILLS AND KNOWLEDGE EXPECTED FROM THE EDUCATORS IN CORRECTIONAL CENTRES

In this section, the educators' (educationists and promoters) responses regarding the qualities, the abilities, the skills and the knowledge expected from them were presented. In addition, a question was presented with regard to the training received by the educators in the correctional centres.

4.3.1 Qualities and abilities of the educationists in the correctional centres

The answers to this question were obtained from the educationists' responses to a list of qualities and abilities given by the researcher. The educationists had to indicate how important they viewed the suggested qualities and abilities. There was a four point scale for each quality /ability. So the educationists could indicate how important they viewed the suggested qualities and abilities. Generally, the educationists regarded the suggested qualities as very important.

In table 10, the qualities and abilities are placed from the most important to least important: Fifteen educationists (93.8%) highlighted the qualities: An example of good practice, obedient to the law and good communication as very important. This was followed by honesty and sincerity. Fourteen educationists (87.5%) cited these qualities as very important for educationists. Thirteen educationists (81.3%) quoted intelligence as a very important quality for the educationists.

Respect for other people, to be a good listener, to be courageous, to be able to see and cope with obstacles and to be a good conflict solver were cited fourth on the list. Twelve educationists (75.0%) indicated these qualities as very important. To empower others, to be friendly, to be helpful, to be visionary were the fifth and were regarded as very important qualities for as many as (68.8%) of the educationists.

To be inspirational was the sixth one on the list. About 62.5% educationists cited this quality as very important. To be an innovator and to have a strong character were cited the seventh on the list. Seven educationists (56.3%) indicated these qualities as very important. To be honest, to be sensitive, to be tolerant and to be patient, as well as to be time conscious were indicated the eighth. Fifty percent cited these qualities as very important (see table 10).

Table 10: Qualities and abilities of the educationists

The qualities and abilities of the educationists	Very important		Important		Not very important		Slightly important		Total	
	N	%	N	%	N	%	N	%	N	%
Exemplar of good practice	15	93.8	1	6.3						
Obedient to the law	15	93.8	1	6.3					16	100.0
Good communicator	15	93.8	1	6.3					16	100.0
Honest and sincere	14	87.5	2	12.5					16	100.0
Intelligent	13	81.3	3	18.8					16	100.0
Respect other people	12	75.0	4	25.0					16	100.0
Able to see and cope with obstacles	12	75.0	4	25.0					16	100.0
Courageous	12	75.0	4	25.0					16	100.0
Good conflict solver	12	75.0	4	25.0					16	100.0
Friendly	11	68.8	5	31.3					15	100.0
Empower others	11	68.8	4	25.0	1	6.3			16	100.0
Helpful	11	68.8	5	31.3						
A visionary	11	68.8	5	31.3					16	100.0
Inspirational	10	62.5	6	37.5					16	100.0
Strong character	9	56.3	7	43.8					16	100.0
Innovator	9	56.3	7	43.8					16	100.0
Sensitive	8	50.0	8	50.0					15	100.0
Tolerant and patient	8	50.0	8	50.0					16	100.0
Time conscious	8	50.0	8	50.0					16	100.0

Note: N's in this table are less than 17, because of missing values.

A Chi-square analysis of the data in table 10 revealed statistically that there were no significant differences found regarding educationists' age, qualification, gender, teaching experience and class size.

4.3.2 The responses related to training that the educationists received in correctional centres

This section presents information about the training programmes that the educationists undertook from the time they joined the Department of the Namibian Prison Service. In addition, the section highlights the perceived effectiveness of such training programmes

on the performance of the educationists as well as the timing and the duration of future similar staff development programmes.

Six questions were asked in this section. To protect the subjects' right to privacy and voluntary participation, the researcher negotiated with respondents for their direct consent to participate in the study. About ten (62.5%) of the respondents said that they received orientation courses such as curricula, teaching methodologies, screening, assessment and evaluation, writing of reports and classroom observation upon their appointment as educationists, while six (37.5%) said that they have not received such courses. When the educationists were asked about the effectiveness of the course, seven (43.8%) responded that the induction course received was very effective, while six (37.5) indicated that it was slightly effective. Only three (18.7%) indicated that it was not effective at all.

On the question of whether additional training programmes were necessary for the educationists, the majority of the educationists, nine (56.3%) indicated that they needed refresher workshops, five (31.3%) indicated that they needed staff development, and two (12.5%) indicated that they needed frequent in-service training during which time they would regularly be informed about the new teaching techniques and the other current developments in the field of teaching and learning for inmate learners.

When educationists were asked about whether or not they attended in-service training courses, nine (56.2%) respondents said that they had attended in-service training on correctional services before, while seven (43.8%) reported otherwise.

Based on the question of whether or not skills were acquired during in-service training, results showed that educationists acquired the skills below. Based on the frequency of responses, the researcher ranked the skills in table 11 as follows: Teaching methods, demonstration of lessons and classroom observation were selected most. About eight (100.0%) of educationists indicated that they have acquired the mentioned skills. Seven (87.5%) of educationists indicated that they obtained the skills of writing reports and assessing performances. Five (62.5%) of educationists cited curriculum development as a skill acquired. Three (37.5%) educationists acquired the skill of conducting educational research and, only one (12.5) educationist used the learner centred method of teaching (See table 11).

Table 11: The skills acquired during the in-service training by the educationists

Skills acquired during in-service training	Yes		No		Total	
	N	%	N	%	N	%
Teaching methods	8	100.0			8	100.0
Classroom observation	8	100.0			8	100.0
Demonstration of lessons	8	100.0			8	100.0
Writing of reports	7	87.5	1	12.5	8	100.0
Assessing performances	7	87.5	1	12.5	8	100.0
Curriculum development	5	62.5	3	37.5	8	100.0
Conducting educational research	3	37.5	5	62.5	8	100.0
Other: Using the method of teaching	1	12.5	7	87.5	8	100.0

A Chi-square analysis of the data in table 11 revealed that there were no significant differences found in educationists' responses with respect to gender, age, qualification, teaching experience and class size.

Another question was asked with regard to the duration of the in-service training programme for the educationists. Here, the respondents were expected to indicate whether a planned in-service training programme should take place one week per term, one week per year or a fortnight per year. The majority of respondents (62.5%) stated that the in-service training programme should take place one week per term, while only six (37.5%) indicated a fortnight per year.

4.3.3 Qualities and abilities of the promoters in the correctional centres

The promoters were presented with nineteen items to which they were expected to indicate whether such qualities and abilities were very important, important, slightly important or not very important. To be honest and sincere was considered as one of the most important qualities needed by promoters. Eighty four percent highlighted this quality as being important. To be a good communicator was the next important quality. Seventy six promoters cited this quality as very important. Seventy five percent of the promoters quoted an exemplar of good practice as an important quality. Being a good listener, respect for other people and to have quality attitudes were cited by seventy five percent as very important. Seventy eight promoters quoted friendliness as a very important quality for promoters. To have educational knowledge was mentioned by

seventy-six promoters as very important. To be tolerant and to be patient were highlighted by sixty eight percent as very important. The qualities of being intelligent and good leaders were cited by seventy one promoters as very important. To be time conscious was regarded as very important by sixty six percent of promoters. Sixty-nine promoters cited the quality of being sensitive as very important. To be a good conflict solver was quoted as very important. Sixty-six promoters cited to be courageous as very important. To be there for learners and to be inspirational were highlighted by fifty-nine percent of promoters (see table 12).

Table 12: The qualities and the abilities of the promoters

The qualities and the abilities of the promoters	Very important		Important		Slightly important		Not very important		Total	
	N	%	N	%	N	%	N	%	N	%
Be honest and sincere	90	84.1	17.0	15.9					107	100.0
Be an exemplar of good practice	81	75.7	25.0	23.4	1	0.9			107	100.0
Be a good communicator	80	76.9	76.9	20.0	4	3.8			104	100.0
Be a good listener	79	75.2	24.0	22.9	2	1.9			105	100.0
To respect other people	79	74.5	24.0	22.6	3	2.8			106	100.0
The good attitudes	79	73.8	73.8	27.0	1	0.9			107	100.0
Be friendly	78	74.3	23.0	21.9	4	3.8			105	100.0
Have a sound knowledge	76	71.0	27.0	25.2	4	3.7				100.0
Be tolerant and patient	72	67.9	67.9	28.0	4	3.8	2	1.9	106	100.0
Intelligent	71	66.4	66.4	32.0	4	3.7			107	100.0
Be good leaders	71	67.6	29.0	27.6	5	4.8			105	100.0
Be time conscious	70	66.0	66.0	26.0	8	7.5	2	1.9	106	100.0
Be sensitive	69	65.1	30.0	28.3	4	3.8	3	2.8	106	100.0
Be a good conflict solver	68	64.8	64.8	30.0	7	6.7			105	100.0
Be courageous	66	62.3	33.0	31.1	5	4.7	2	1.9	106	100.0
Be there for learners	63	59.4	59.4	38.0	2	1.9	3	2.8	106	100.0
Be inspirational	63	58.9	58.9	36.0	7	6.5	1	0.9	107	100.0
Be a visionary	58	55.2	55.2	40.0	5	4.8	2	1.9	105	100.0
Be an innovator	53	50.0	43.0	40.6	10	9.4			106	100.0

Note: Total N's in this table are less than 108, because of missing values.

When the data pertaining to the qualities and abilities that promoters perceived as being important were analyzed according to gender, class size, age, qualification and teaching

experience the picture that follows emerged. In general, the variables of age, gender and class size did not significantly influence promoters' views regarding the qualities and abilities needed for promoters. A significant difference was found for qualification (see table 13).

Table 13: Being courageous by qualification

The highest qualification	The Frequency of the courageous									
	Very important		Important		Slightly important		Not very important		Total	
	N	%	N	%	N	%	N	%	N	%
Degree+ post graduate	1	25.0	3	75.0					4	3.8
Degree			1	100.0					1	.9
Diploma	6	40.0	7	46.7			2	13.3	15	14.2
Certificate	38	69.1	13	23.6	4	7.3			55	51.9
Grade 12 or less	21	67.7	9	29.0	1	3.2			31	29.2
Total	66	62.3	33	31.1	5	4.7	2	1.9	106	100.0

Note: Total N's in this table are less than 108, because of missing values.

Note: Chi-square = 23.449; df = 12; p<0.05

With regard to the highest qualification, the data in table 13 revealed that more promoters with teaching certificates (69.1%) and those with grade 12 or less (67.7%) considered the quality of being courageous as very important compared to those promoters with diplomas (40.0%), and those with postgraduate qualifications (25.0%). The difference was also found to be statistically significant.

4.3.4 The responses related to training that the promoters received in the correctional centres

This section highlights the views of promoters on the effectiveness of training programmes on their performances as well as the timing and duration of future similar staff development programmes.

The data obtained from the question of whether promoters received orientation courses that include: curricula, teaching methodologies, screening, assessment and evaluation, writing of reports, classroom observation and supportive environment, revealed that sixty five (60.2%) of the respondents said they attended an induction course in the practical aspects of teaching when they were officially appointed as promoters at their respective correctional centres, while forty three (39.8%) indicated that they have not attended such courses. Furthermore, on the question of the course effectiveness for the promoters, forty five percent of respondents said that they found the orientation course very effective. On the question of the additional training programmes necessary for the promoters, fifty three (49.1%) of the respondents indicated that they wanted more refresher workshops/programmes so that they could be more effective in the execution of their teaching responsibilities, while twelve (11.1%) indicated that they wanted the initial training. When promoters were asked about whether they attended in-service training programmes, forty nine percent of promoters indicated that they attended in-service training programmes, while the same number indicated that they have not attended such programmes.

On the question of whether or not skills were acquired during in-service training, results showed that promoters acquired the following skills: Teaching methodology of learner centred which was cited the highest. Fifty (89.3%) promoters indicated that they acquired teaching method skills. Forty seven (83.9%) promoters cited that they obtained the skill of demonstration of lessons. The skill of team work was indicated by forty six (82.1%) promoters. Thirty four (60.7%) promoters indicated that they obtained the skill of assessing performances. Twenty six (46.4%) promoters cited writing of reports as another skill acquired. Curriculum development and classroom observation were mentioned sixth on the list. Seventeen (30.4%) promoters acquired these skills. Conducting educational research was cited by ten (17.9%) promoters. The learner centred approach was the last and only one (1.8%) promoter indicated that this skill was acquired (see table 14).

Table 14: The skills acquired during in-service training by the promoters

The skills acquired during the in-service training	Yes		No		Total	
	N	%	N	%	N	%
The teaching methodology, e.g, teacher centred method	50	89.3	6	10.7	56	100.0
The demonstration of lessons	47	83.9	9	16.1	56	100.0
Team work	46	82.1	10	17.9	56	100.0
Assessing performances	34	60.7	22	39.3	56	100.0
The writing of reports	26	46.4	30	53.6	56	100.0
The classroom observation	28	50.0	28	50.0	56	100.0
Curriculum development	17	30.4	39	69.6	56	100.0
Conducting educational research	10	17.9	46	82.1	56	100.0
Other: The learner-centred method	1	1.8	55	98.2	56	100.0

A Chi-square analysis of the data in table 14 revealed that there were no significant differences found in the promoters' responses with respect to gender, age, qualification, teaching experience and class size.

With regard to the question of the duration of the in-service training programme for promoters, the majority of the respondents seventy five (69.4%) were of the opinion that the in-service training programmes should be conducted one week per term annually. On the question of whether or not they needed more efficient promoters, only 41.7% of respondents felt that there was a need for more efficient promoters in the correctional centres.

4.4 THE RESULTS RELATED TO OBSTACLES EXPERIENCED BY THE EDUCATORS IN CORRECTIONAL CENTRES

The educationists' views regarding obstacles that prevent them from performing their job effectively, as well as those pertaining to promoters are presented in this section.

4.4.1 The obstacles that the educationists experienced in the correctional centres

The researcher inquired about the opinions of educationists concerning obstacles they experienced in the correctional centres. Respondents were required to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed to each of the provided statements. Research results (see table 15) revealed that educationists encountered the following obstacles that are mentioned in sequential order: Lack of funds to run

workshops (73.3%), lack of workshops (73.3%) and in-service training (73.3%) were mentioned by the majority of respondents. Classrooms that are not conducive for teaching and learning were the next frequently mentioned by eight educationists (53.3%). The obstacle that occupied the third position on the list was a lack of teaching/learning materials. Six educationists (40.0%) quoted this obstacle. Being unable to communicate educational plans was cited by five educationists (33.3%). The lack of time for follow up visits was mentioned by four (26.7%) promoters. Confusion about the dangerous conditions in the correctional centres, and lack of time for teaching purposes were indicated by three (20.0%) educationists. Deviation from the educational plans; lack of knowledge to deal with stressed inmates; the lack of stature to earn the respect; the transfer of inmates without notice; too much work/extra duty, and lack of proper direction were each cited by one (6.7%) educationist.

Table 15: Obstacles experienced by educationists

The obstacles of the educationists	Strongly agree		Agree		Disagree		Strongly disagree		Not mentioned		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Lack the workshops and the in-service training	11	73.3	1	6.7	2	13.3	1	6.7			15	100.0
Lack funds	11	73.3	3	20.0			1	6.7			15	100.0
Classrooms not conducive for teaching	8	53.3	3	20.0	3	20.0	1	6.7			15	100.0
Lack teaching /learning materials	6	40.0	7	46.7	1	6.7	1	6.7			15	100.0
Unable to communicate the educational plans	5	33.3			7	46.7	3	20.0			15	100.0
Lack of time for follow-up visits	4	26.7	2	13.3	8	53.3	1	6.7			15	100.0
Lack of time for teaching purposes	3	20.0	3	20.0	8	53.3	1	6.7			15	100.0
Confusion about dangerous conditions	3	20.0	3	20.0	8	53.3	1	6.7			15	100.0
Lack knowledge to deal with stressed inmates	1	6.7	6	40.0	6	40.0	2	13.3			15	100.0
Transfer of inmates without notice	1	6.7							5	83.3	6	100.0
Too much work/extra duties	1	6.7					1	6.7	4	66.7	6	100.0
Deviation from the educational plans	1	6.7			12	80.0	2	13.3			15	100.0
Lack stature to earn respect	1	6.7	2	13.3	10	66.7	2	13.3			15	100.0
No proper direction		6.7					1	6.7	4	66.7	6	100.0
Lack transport							1	6.7	5	83.3	6	100.0

Note: Total N's in this table are less than 17, because of missing values

When the data pertaining to the obstacles experienced by educationists were analyzed according to age, qualification and class size, no significant differences was found. The analysis of data revealed that only the variables of gender and teaching experience seemed to influence educationists' views with regard to obstacles experienced in the correctional centres.

With regard to gender, the data revealed that more females (83.3%) than males (33.3%) indicated that educationists do not perform their jobs effectively due to a lack of time for

teaching purposes. This difference was found to be statistically significant (see table 16).

Table 16: Lack of time for teaching purposes by gender

Gender	Frequency of lack time for teaching purposes									
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Male			1	33.3	7	77.8	1	11.1	9	60.0
Female	3	50.0	2	33.3	1	16.7			6	40.0
Total	3	20.0	3	20.0	8	53.3	1	6.7	15	100.0

Note: Total N's in this table are less than 17, because of missing values

Note: Chi-square = 8.576; df = 3; p<0.05

When the variable of teaching experience was applied to analyze the data, significantly more educationists with less than 1 year of teaching experience (100.0%), those with teaching experience of 1-5 years (80.0%) and those with teaching experience of 6-10 years (66.7%) compared to those with 11-15 years (50.0%) indicated that a lack of workshops and in-service training are major obstacles in the correctional centres. This difference was found to be statistically significant (see table 17).

Table 17: Lack of workshops and in-service training by teaching experience

Teaching experience	The frequency for lack of workshops and in-service training									
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 1 year	4	100.0							4	26.7
1-5 years	4	80.0					1	20.0	5	33.3
6-10 years	2	66.7			1	33.3			3	20.0
11-15 years	1	50.0			1	50.0			2	13.3
More than 20 years			1	100.0					1	6.7
Total	11	73.3	1	6.7	2	13.3	1	6.7	15	100.0

Note: Total N's in this table are less than 17, because of missing values

Note: Chi-square = 21.568; df = 12; p<0.05

4.4.2 The obstacles that the promoters experienced in the correctional centres

The researcher also inquired about the opinions of promoters concerning obstacles they experienced in correctional centres. Again respondents were required to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed to each of the provided statements. Research results (see table 18) revealed that promoters encountered the following obstacles that are mentioned in a sequential order: The lack of workshops and in-service training were cited by the majority of respondents (46.7%). The lack of teaching/learning materials was mentioned by forty-four (40.7%) promoters. The obstacle that occupied the third position on the list was classrooms not being conducive for teaching. Forty promoters (37.0%) highlighted this obstacle. Confusion about the dangerous conditions in correctional centres and the lack of stature to earn respect were cited by twenty six promoters (25.0%) as obstacles. The fifth one was the lack of knowledge and skills. Twenty two (21.2%) promoters regarded this as an obstacle. Not enough time on planning was mentioned by twenty (18.50%) promoters as an obstacle.

Resistance to change was cited by sixteen (15.8%) promoters as an obstacle. Considering education as unimportant and poor recognition were mentioned by eleven (10.3%) promoters as obstacles. Lack of cooperation was cited by four (13.3%) promoters as an obstacle. Poor recognition was regarded by three (10.0%) promoters as an obstacle. Too much work/extra duties were highlighted by two (6.7%) promoters as an obstacle. Failing to promote trust and sharing was regarded by seven (6.5%) promoters as an obstacle. Being unable to take good decisions were mentioned by five (4.6%) promoters as an obstacle. Low gratuity was the last on the list, and only one (3.3%) promoter cited this as an obstacle (see table 18).

When the data pertaining to obstacles experienced by promoters were analyzed according to class size, no significant differences were found with regard to this variable. The data revealed that only the variables of gender and age seemed to influence promoters' views with regard to obstacles experienced by them (see tables 19-22).

Table 18: The obstacles experienced by the promoters

The obstacles of the promoters	Strongly agree		Agree		Disagree		Strongly disagree		Not mentioned		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Lack workshops/in-service training	50	46.7	34	31.8	15	14.0	8	7.5			107	100.0
Lack teaching/learning materials	44	40.7	41	38.0	14	13.0	9	8.3			108	100.0
Classrooms not conducive for teaching	40	37.0	23	21.3	33	30.6	12	11.1			108	100.0
Confusion about dangerous conditions	27	25.0	14	13.0	43	39.8	24	22.2			108	100.0
Lack stature to earn respect	26	24.1	14	13.0	45	41.7	23	21.3			108	100.0
Lack knowledge and skills	22	21.2	23	22.1	25	24.0	34	32.7			104	100.0
Not enough time on planning	20	18.5	22	20.4	35	32.4	31	28.7			108	100.0
Resistant to change	16	15.8	14	13.9	48	47.5	23	22.8			101	100.0
Consider education as not important	11	10.3	3	2.8	23	21.5	70	65.4			107	100.0
Failing to promote and trust and sharing	7	6.5	10	9.3	45	42.1	45	42.1			107	100.0
Unable to take good decisions	5	4.6	28	25.9	39	36.1	36	33.3			108	100.0
Lack of cooperation	4	13.3					1	3.3	25	83.3	30	100.0
Poor recognition	3	10.0	2	3.3			3	10.0	23	76.7	30	100.0
Too much work/extra duties	2	6.7		6.7			4	13.3	22	73.3	30	100.0
Low gratuity	1	3.3	1				9	30.0	20	66.7	30	100.0

Note: Total N's in this table are less than 108, because of missing values

The variable of gender revealed that more male (83.4%) than female (67.6%) promoters reported a lack of workshops/in-service training as an obstacle in their work. This difference was found to be statistically significant (see table 19).

Table 19: The lack of workshops/in-service training by gender

Gender	The frequency for the lack of workshops/in-service training									
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Male	39	54.2	21	29.2	5	6.9	7	9.7	72	67.9
Female	10	29.4	13	38.2	10	29.4	1	2.9	34	32.1
Total	5	4.7	28	26.2	38	35.5	36	33.6	107	100.0

Note: Total N's in this table are less than 108, because of missing values

Note: Chi-square = 13.298; df = 3; p<0.05

The data also revealed that more male promoters thirty two (44.4%) compared to female promoters seven (20.0%) reported that classrooms are not conducive for teaching and learning purposes. This difference was found to be statistically significant (see table 20).

Table 20: Classrooms not conducive for teaching by gender

Gender	The frequency for classrooms not conducive for teaching									
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Male	32	44.4	19	26.4	13	18.1	8	11.1	72	67.3
Female	7	20.0	4	11.4	20	57.1	4	11.4	35	32.7
Total	39	36.4	23	21.5	33	30.8	12	11.2	107	100.0

Note: Total N's in this table are less than 108, because of missing values

Note: Chi-square = 17.982; df = 3; p<0.05

Table 21: The lack of teaching/learning materials by gender

Gender	Frequency for the lack teaching/learning materials									
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Male	36	50.0	26	36.1	5	6.9	5	6.9	72	67.3
Female	7	20.0	15	42.9	9	25.7	4	11.4	35	32.7
Total	43	40.2	41	38.3	14	13.1	9	8.4	107	100.0

Note: Total N's in this table are less than 17, because of missing values

Note: Chi-square = 12.458; df = 3; p<0.05

A Chi-square analysis of data further revealed that more male (50.0%) than female (20.0%) promoters cited lack of teaching/learning materials as another obstacle. This difference was found to be statistically significant (see table 21).

The data also showed that significantly more promoters in the age categories of 35-39 years (100.0%), 40-49 years (92.9%), and 30-34years (57.9%), compared to promoters in the age categories of less than 26 years (41.6%), and 26-29 years (41.6%) cited classrooms that are not conducive for teaching as an obstacle. This difference was also found to be statistically significant (see table 22).

Table 22: The classrooms are not conducive for teaching by age

Age	The frequency of classrooms are not conducive for teaching									
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 26	9	37.5	1	4.2	11	45.8	3	12.5	24	22.2
26-29	8	33.3	2	8.3	8	33.3	6	25.0	24	22.2
30-34	19	50.0	3	7.9	13	34.2	3	7.9	38	35.2
35-39	2	25.0	6	75.0					8	7.4
40-49	2	14.3	11	78.6	1	7.1			14	13.0
Total	40	37.0	23	21.3	33	30.6	12	11.1	108	100.0

Note: Total N's in this table are less than 108, because of missing values

Note: Chi-square = 58.911; df = 12; p<0.05

4.5. ADDITIONAL COMMENTS ON THE ROLES OF EDUCATORS IN CORRECTIONAL CENTRES

Under this section, the additional comments on the roles of educators (educationists and promoters) in the correctional centres will be covered.

4.5.1 Additional comments on the roles of educationists in the correctional centres

The data solicited through the questionnaire were supplemented and enriched with data obtained through this open-ended question. After the question had been explained and read out, the educationists completed the open-ended question in writing. This approach was added to develop a general understanding of the respondents' perceptions regarding their roles in the correctional centres. The open-ended question gave the respondents the opportunity to mention other additional roles that were not covered in the questionnaire. However, the respondents shared similar roles to the ones mentioned in the questionnaire, for instance: assessing inmate performances, delivering necessary teaching/learning materials, and ensuring effective control of examination papers. The

overwhelming majority of the respondents (84.2%) reported that ensuring effective control of examination papers was one of the roles of educationists. However, a few educationists (15.8%) also suggested that a monitoring system be put in place to ensure effective control of examination papers.

4.5.2 The additional comments on the roles of promoters in correctional centres

Promoters' responses on the additional comments on their roles in correctional centres also identified a number of similar roles to the ones mentioned in the questionnaire, such as: doing lesson preparations; assessing learners' performances; recording learners' work; teaching required periods per week; observed by educationists; discussing teaching methods; organizing social events; attending meetings organized by educationists; helped to use what they have learnt; receiving necessary teaching materials and attending training sessions, and again as reflected in the Namibian Prison Service Education Policy (2002).

4.6 SUMMARY

This chapter provided a descriptive summary and analysis of the results of the survey conducted in order to determine the relationship between the background variables, the educators' roles and the responsibilities, their qualities, abilities, skills and knowledge, the obstacles which prevent them from performing their duties effectively, as well as the additional comments on the roles of educators in the correctional centres.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

An effort was made in the previous chapter to analyze and report the results of the collected data. The objective of this chapter is to interpret the results of the study, to examine the possible implications as well as to make recommendations based on these results. To do that, the discussion of the results will be carried out by following the research questions that the study sought to address. These were:

- What roles and responsibilities did the educators play in the correctional centres?
- How well did the educators perform these specified roles?
- What leadership qualities, abilities, knowledge and skills did the educators possess in the correctional centres?
- What were the major obstacles encountered by the educators when performing their roles?

The answers to the first two questions will be discussed together.

5.1 THE DISCUSSION OF THE RESULTS RELATED TO THE ROLES AND RESPONSIBILITIES OF EDUCATORS IN THE CORRECTIONAL CENTRES

The roles and responsibilities of the educationists will be discussed first. This will be followed by a discussion on the roles and responsibilities of the promoters.

5.1.1 Discussion of the results related to the educationists' roles and responsibilities as well as their perceptions on how well they had performed them:

The answers to this question were obtained from the educationists' responses to the thirteen roles and responsibilities. The findings of this study have provided some evidence that the majority of the educationists were most frequently involved in ensuring effective control of examinations; assessing inmate performances; delivering necessary teaching/learning materials; consulting with other stakeholders; interpreting and analyzing syllabi; providing information on new educational policies; urging promoters to use in-service training, and coordinating purchases of educational materials for inmate learners (see table 3). These findings correspond with those roles and responsibilities suggested by the Namibian Prison Service Education Policy (2002). The policy also indicates the importance of ensuring effective control of examinations; coordinating purchases of educational materials and seeking contact with and involving partners in the programme as part of the roles and responsibilities of the educationists. It is thus clear that the majority of the educationists were very much involved in the execution of their daily duties and responsibilities.

However, the educationists were less frequently involved in roles and responsibilities such as: discussing teaching methodologies with promoters; collecting information regarding educational matters; consulting families of inmates on educational matters; observing promoters, and lastly, organizing social events. The message that could be

communicated here is that the educationists were neglecting these roles and responsibilities since they were very much involved in the execution of their daily duties and responsibilities as indicated earlier. The correctional authorities should however, pay attention to these roles and responsibilities because they are as important as the other roles mentioned above.

5.1.2 The discussion of the results related to the promoters' roles and responsibilities and how well they have performed them

The findings of this study have provided some evidence that the majority of the promoters were most frequently writing lesson preparations; assessing learners' performance; recording learners' work; teaching required periods per week as observed by educationists (see table 4). These findings are in line with those indicated in the Namibian Prison Service Education Policy (2002). The policy confirms that the roles and responsibilities such as teaching as per required number of periods per week; writing lesson preparations and recording inmate learners' work was also perceived as important roles and responsibilities of the promoters. It becomes clear that the majority of the promoters were very much involved in the execution of their daily duties and responsibilities. This signifies that the majority of the promoters were in the phase of actual implementation of the syllabi and the performance measurement of inmates.

Promoters were, however, less frequently involved in discussion of the teaching and learning methodologies; observation by the educationists; organization of the social

events; attendance of meetings organized by educationists; assistance in the use of what they learned; reception of necessary teaching materials and attendance of training sessions. This finding shows that there could be no cooperation (team work) between educationists and promoters as well as among promoters themselves. As a result, the correctional authorities need to look into this aspect and see how this gap could be reduced.

When analyzed according to age, the results showed that more promoters aged 40-49 years as well as those promoters aged less than 26 years compared to other age groups frequently taught required periods per week (see table 5). The message that could be communicated here is that more experienced promoters (older promoters) regard their teaching responsibilities as very important. Being responsible in their duties might also help them to get released earlier from correctional centres. Similarly, less experienced promoters (younger than 26 years) could see this as a good opportunity for parole. It could also be that less experienced promoters would find these activities useful in helping them to make up time in correctional centres and keep them out of frustrations.

The results also showed that younger promoters (age 34 and younger) compared to other age groups frequently wrote lesson preparations as part of their responsibility (see table 6). This could mean that younger promoters feel less competent to present lessons. Due to that, they want to build confidence in themselves, enhance their learning skills, and maintain a commitment to their roles and responsibilities by writing out their lesson

preparations. The older promoters might feel that they are more experienced in the subject content and do not need to do lesson preparations.

Results further show that the younger promoters (age 39 and younger) as compared to the older promoters (often and very often) recorded learners' work as part of their duties (see table 7). The message that could be deduced here is that younger promoters perceived recording learners' work as relevant to them since they intended to develop confidence in themselves. The older promoters might feel that they do not need to do it anymore due to their many years of experience in doing it.

When analyzed according to qualification, the results showed that promoters who have lower qualifications (often and very often) met to discuss the teaching methods compared to those who hold higher qualifications (see table 8). The above findings could communicate a message that promoters with certificates lack knowledge about teaching methods since they were not exposed to such methods compared to their counterparts who are higher qualified.

When the question about discussion of teaching methods with educationists were analyzed according to teaching experience, the results showed that promoters with fifteen years and less of teaching experience frequently discussed teaching methods. However, there was a drastic decrease (zero percent) with those promoters having sixteen years of teaching experience and more (see table 9). The message that can be

deduced here is that promoters with 15 years teaching experience and less see a need to approach the educationists to discuss teaching methods. They also understand the importance of discussing some teaching methods. Promoters with sixteen years teaching experience and more might not see the need to discuss teaching methods with the educationists since they might be seen as incompetent. It could also be that educationists were not always willing to assist the older promoters having sixteen years and more of teaching experience since it could be expected from them that they should know how to teach effectively.

5.2 THE DISCUSSION OF THE RESULTS RELATED TO THE EDUCATORS' LEADERSHIP QUALITIES, ABILITIES, KNOWLEDGE AND SKILLS

The discussion of the results related to the educators' leadership qualities, abilities, knowledge and skills will be done in the following manner: firstly, there will be a discussion of the results related to the educationists' leadership qualities, abilities, knowledge and skills followed by a discussion pertaining to promoters. Included in this section, is a discussion of the results related to the training that the educationists and promoters received in the correctional centres.

5.2.1 The discussion of the results related to the educationists' leadership qualities, abilities, knowledge and skills

The data obtained on this subject as perceived by educationists revealed the top nine qualities of an effective educationist, namely: an exemplar of good practice, a good communicator, a custodian of rule of law, honesty and sincerity, intelligence, respect for other people; a good listener; courageousness; ability to see and cope with obstacles and a good conflict solver. This finding corresponds with findings from Keller (2001) who reported that a good manager should possess good conflict resolution skills. Louis, (1998) also concluded that the educationists must make significant changes in each other' expectations. The findings of Louis (1998) and McEwen, (2001) also recommended managerial skills such as: be there for your staff, set high expectations for your staff, and maintain positive attitudes towards inmates and other staff. Similarly, Roe and Drake (1980) reported that leadership styles and the personal qualities epitomize a democratic system of decision-making process that leads to the implementation of best practices and group productivity. The message that could be deduced here is that despite the awareness of the importance of possessing the above-mentioned qualities and abilities, it may not be a guarantee that they have them all. Therefore, there is a need for more workshops in order for them to be able to know, understand and possess these qualities and abilities since quality attitudes help inmate learners to become increasingly proficient in attaining knowledge and skills.

5.2.2 The discussion of the results related to the training that the educationists received in the correctional centres

On the six questions asked in this section, the data confirmed this result and demonstrated that the majority of educationists agreed that they received orientation courses upon their appointment as educationists. These orientation courses include: principles of adult or remedial education, individualized scheduling and programming, competency based materials and curricula, teaching learning principles (teaching methodologies), screening, assessment and evaluation, team building, supportive environment as well as record keeping (Randy, 1988). This could have helped the educationists to build confidence and enable them to make informed decisions.

The second question was about the effectiveness of the course. The majority of educationists confirmed that the induction course received were perceived to be effective, while six educationists indicated that it was slightly effective, and only three educationists cited that it was not effective at all. The conclusion that could be made is that the induction programme was perceived as to have been providing adequate and resourceful training to the educationists at the pre-enrolment stage.

The third question asked whether additional training programmes were necessary for the educationists. The majority of the educationists indicated that they needed refresher workshops. Five educationists indicated that they needed staff development and, only two educationists said that they needed frequent in-service training. The results showed

that they were more urged to learn about new skills and strategies in correctional education programmes.

The fourth question was on whether or not they attended in-service training courses on correctional services before. The majority (nine) of the respondents reported that they attended several in-service training programmes as part of their professional development. The present literature on professional correctional development corroborates with this finding. For instance, it states that the educationists' preparation programmes, induction efforts, and ongoing professional development opportunities should best be aligned to each other and to the agreed-upon teaching standards and systems (Bruyns et al., 1997). Therefore, one could deduce that the slightly improved performance of the educationists has been due to on-the-job training received. One could also conclude that the programmes have given them the ability to develop higher-level competencies. Two thirds of the educationists suggested that in-service training programmes should be conducted one week every year.

The fifth question asked whether or not skills were acquired during in-service training. The results showed that the majority of educationists had the perception that they acquired skills during the in-service training such as the ability: to use various teaching methods; to conduct demonstration of lessons; and to carry out classroom observations. Writing reports and assessing inmate learners performances were selected the least. This could mean that there was still a need to learn more about the skills of writing reports

and assessing inmate learners' performances. The data further revealed that the majority of the educationists had the perception that the only skill lacking was of conducting educational research (see table 11). The above findings communicate a message that there was a need for additional knowledge about conducting educational research in order to improve the educational situations in the Namibian correctional centres. Another suggestion that could be put forward here is that there is a wonderful opportunity to introduce and educate these educationists towards conducting educational research.

The curriculum development was another skill mentioned on the list, and only five educationists perceived to have gained this skill through in-service training. The message that could be communicated here is that the majority of the educationists lack knowledge and understanding in executing their daily duties. Lastly, only one educationist perceived to have acquired the skill on how to teach in a learner centred way. This could mean that there was a need for more workshops about learner-centred education.

5.2.3 The discussion of the results related to the promoters' leadership qualities, abilities, knowledge and skills

The data gathered for this question demonstrated that all promoters confirmed the importance of the qualities and abilities given (see table 12). The data obtained on this subject revealed the following qualities and abilities of an effective promoter, namely: honesty and sincerity; an exemplar of good practice; a good communicator; a good listener; respect for other people; have good attitudes; friendliness; a sound educational knowledge; tolerance and patience; intelligence; good leadership; time consciousness; sensitivity; a good conflict solver; courageousness; being there for learners; inspirational; visionary, and innovative. These results are in agreement with Bruyns, (1997) who also indicated some personal qualities that any leader should possess, such as: to have an ability to create an atmosphere of trust; encouragement and a sense of humour. Betts, (1983) also suggested that a leader needs certain social skills associated with problem – solving and organizing one's time and priorities. This could mean that the majority of promoters are perceived to have been aware of the importance of the leadership qualities, abilities, knowledge and skills that any leader should possess. However, the majority of promoters expressed that frequent and timely in-service training on leadership qualities be held in order for them to know and understand these qualities and abilities.

When analyzed according to qualification, the results revealed that significantly more promoters with grade 12 or less compared to those promoters with teaching certificates,

diplomas and degrees, considered courageousness as a good quality. The above findings communicate a message that promoters with grade 12 or less want to prove to themselves and others that they are capable of learning the importance of courageousness since they still need more knowledge and understanding on how to acquire this quality in contrast to their counterparts with advanced academic qualifications.

5.2.4 The discussion of the results related to the training that the promoters received in the correctional Centres

On the six questions asked in this section, the data confirmed this present result. The message that could be communicated here is that induction courses had prepared the promoters to become useful human resource persons in correctional centres.

The second question was about the effectiveness of the course. Forty-five promoters confirmed that the induction course received were effective. This result indicates that the effectiveness of a learning programme is dependent on the Department of Prisons and Correctional Services to provide such an induction course.

The third question asked whether additional training programmes were necessary for the promoters. The majority of the promoters indicated that they needed refresher workshops, while twelve promoters indicated that they needed frequent in-service

training. This result shows that more refresher workshops and in-service training for promoters are still needed.

The fourth question asked whether or not they have attended in-service training courses on correctional services before. The majority of promoters reported that they have attended several in-service training programmes as part of their professional development. This result shows that the Department of Prisons and Correctional Services is committed in providing such training at an early stage.

The fifth question asked whether or not skills were acquired during in-service training. The results showed that the majority of promoters acquired skills such as the ability: to use various teaching methods; to conduct demonstration of lessons; team working; assessing performances; writing reports; developing the curriculum and observing the classrooms. The message that could be communicated here is that promoters are perceived to have been equipped with adequate information on skills in order to build their self-esteem and to develop a strong identity with the Namibian Prison Service.

Conducting educational research and learner-centred method were mentioned the least. The message that could be communicated here is that some promoters still lack proper teaching skills to run their educational programmes effectively. Another suggestion that could be put forward is that there was a need for more workshops about conducting educational research and how to teach in a learner-centred way.

5.3 THE DISCUSSION OF THE RESULTS RELATED TO OBSTACLES THAT EDUCATORS ENCOUNTERED WHEN PERFORMING THEIR ROLES

This section addresses two issues: firstly, the discussion of the results related to the major obstacles encountered by educationists in correctional centres when performing their roles and the discussion on the results related to the major obstacles encountered by promoters.

5.3.1 The discussion of the results related to the major obstacles that the educationists encountered when performing their roles in the correctional centres

The data gathered for this question, revealed that the majority of educationists concurred that they were faced with multiple obstacles such as: lack of workshops and in-service training; lack of funds; classrooms not conducive for teaching; lack of teaching/learning materials; inability to communicate educational plans; lack of time for follow up visits; confusion about the dangerous conditions in the correctional centres; lack of time for teaching purposes; deviation from the educational plans; lack of knowledge to deal with stressed inmates; lack of stature to earn respect; the transfer of inmates without notice; too much work/extra duties; lack of proper direction, and lack of transport (see table 15). This finding corresponds with those found by Nandjembo (1997:56) who reported that problems such as lack of financial resources to run workshops and in-service training, lack of training mostly for their work, and lack of teaching and learning materials to do

their job were also experienced by educators. A study by Bruyns, Gericke, Kriel and Malan (1997) also identified obstacles such as: classrooms not conducive for teaching and learning purposes and lack of knowledge to deal with the stressed inmate learners. The message that could be communicated here is that it is important that the Department of Prisons and Correctional Services should give increased attention to these obstacles. A possible solution for these problems could be to allocate more of its annual budget on the correctional education programme, to allocate teaching and learning materials, and to send the educationists on regular in-service training programmes.

When analyzed according to gender, the data seemed to show that more female than male educationists strongly agreed that educationists do not perform their jobs effectively due to lack of time for teaching purposes (see table 16). The message that could be communicated here is that female educationists are more involved in other responsibilities as compared to their male counterparts and as such needs extra time. It could also be that they put more effort in their work and thus need extra time or that they are given more responsibilities as compared to their male counterparts.

When analyzed according to teaching experience the results showed that a significant number of educationists with less than 15 years of teaching experience indicated that lack of workshops and in-service training were the major obstacles experienced in the correctional centres (see table 17). This could mean that educationists with less than 15 years of teaching experience have just completed their pre-service training and they still

need more in-service training in order for them to be able to provide adequate and resourceful information to the inmate learners. They also understand and realize the importance of workshops that would fully equip them with the new teaching and learning methodologies as well as strategies.

However, in order to improve both the pedagogical and administrative situation at correctional centres, the data supports the implementation of more refresher workshops or in-service training and other staff development programmes. The data further revealed that the majority of educationists were of the opinion that they should receive in-service training in correctional services education. The message that could be communicated here is that the majority of the respondents believed that in-service training adequately equips educationists to deal with diverse educational needs in the classrooms. Another deduction that could be made is that educationists in correctional centres are either not qualified enough to manage correctional centres effectively and, thus, something is needed to be done in order to promote successful learning in these centres.

5.3.2 The Discussion of the results related to the major obstacles that the promoters encountered when performing their roles in the correctional centres

The data obtained from this question revealed that the majority of the promoters concurred that they were faced with multiple obstacles that are mentioned in a sequential order such as: lack of workshops and in-service training; lack of teaching/learning materials; classrooms not being conducive for teaching; confusion about the dangerous conditions in correctional centres and the lack of stature to earn respect; lack of knowledge and skills; not enough time on planning; resistance to change; considering education as unimportant; lack of cooperation; poor recognition; too much work/extra duties; failing to promote trust and sharing; unable to take good decisions, and low gratuity (see table 18).

The above results are in agreement with those found by other researchers such as Bruyns, Gericke, Kriel and Malan (1997). They also found that promoters experienced obstacles such as lack of workshops and in-service training as well as the lack of knowledge and skills. The message that could be communicated here is that there is a great need for the authorities to seriously look into this matter and come up with possible solutions to these obstacles. One possible solution to these obstacles could be that the Department of Prisons and Correctional Services should conduct more workshops/in-service training for promoters about correctional education in Namibia.

The data further showed that more male promoters indicated the obstacle of lack of workshops/in-service training than the female promoters (see table 19). A possible explanation for this finding could be that workshops are not often organized for male promoters. It could also be that male promoters realized the importance of workshops/in-service training in their daily responsibilities.

The data further revealed that more male than female promoters cited classrooms not conducive for teaching as a major obstacle (see table 20). The literature has revealed that there was no rehabilitation programmes offered in the past (Institute for African Alternatives, 2002). It could thus be the case that correctional facilities were not built for rehabilitation purposes as it was meant for incarceration of prisoners only. One possible solution to this obstacle could be that the Ministry of Safety and Security should build proper conducive classrooms meant for rehabilitation of inmate learners.

Lastly, the results further showed that more male promoters compared to the female promoters cited lack of teaching and learning materials as an obstacle (see table 21). The message that could be communicated here is that male promoters are less creative compared to their counterparts who might be in a position to develop their own teaching and learning materials.

5.4 DISCUSSION OF ADDITIONAL COMMENTS ON THE ROLES OF EDUCATORS IN CORRECTIONAL CENTRES

The responses to additional comments on the roles of the educators in correctional centres were presented.

5.4.1 Discussion of additional comments on the roles of educationists in correctional centres

The literature have provided evidence that roles such as: assessing inmate performances, delivering necessary teaching/learning materials, and ensuring effective control of examination papers were some of the educationist' roles reflected in the Namibian Prison Service Education Policy (2002). This finding was confirmed by educationists' responses to open-ended question whereby a major portion of them were of the opinion that roles such as: assessing inmate performances, delivering necessary teaching/learning materials, and ensuring effective control of examination papers were again some of the educationists' roles in correctional centres. This shows that special attention should therefore be paid again to these roles for successful implementations.

5.4.2 Discussion of additional comments on the roles of promoters in correctional centres

The results obtained from the questionnaire and open-ended question of this study revealed that the majority of promoters indicated that doing lesson preparation; assessing learners' performances; recording learners' work; teaching required periods per week;

observed by educationists in classrooms; discussing teaching methods; organizing social events; attending meetings organized by educationists; to be helped to use what they have learnt; receive necessary teaching materials and attend training sessions were the promoter' roles in the correctional centres as indicated in the Namibian Prison Service Education Policy (2002). Since there is justification and need for such roles, responsible administrators must give explicit consideration to the above mentioned roles. It is therefore, imperative that frequent and timely in-service training be held to ensure that the information about the roles of promoters is up to date and executed accurately.

5.5 THE RECOMMENDATIONS

The recommendations that follow emanate from the results reported earlier:

5.5.1 It is clear from the findings that the overwhelming majority of educationists agreed that they executed many of their roles and responsibilities. However, there were some of the roles such as: discussing teaching methods with promoters; collecting information regarding educational matters; consulting families of inmates on educational matters; observing promoters, and lastly, organizing social events in which the educationists were less frequently involved. It is therefore, recommended that the Department of Prisons and Correctional Services should take cognizance of the evaluation of such roles and

responsibilities as expressed in this study and implement them all successfully.

5.5.2 It is also important that the promoters give increased attention to all of their roles and responsibilities reflected in this study and more in particular to roles such as: organization of the social events, receipt of necessary teaching materials and attendance of training sessions in which promoters were less frequently involved.

5.5.3 As noted earlier, the majority of the educationists and promoters were of the opinion that good leadership skills make effective leaders. It is therefore, recommended that the Department of Prisons and Correctional Services should design and implement a management and leadership training programme for educationists and promoters aimed at equipping them with the necessary leadership skills.

- It is further recommended that the educators (educationists and promoters) are trained in current teaching and learning approaches so that they can appropriately respond to the needs of the inmate learners.

5.5.4 It is recommended that the Department of Prisons and Correctional Services should take note of the obstacles highlighted by this study. Among others these are the following:

- **Lack of teaching and learning materials.** It is recommended that in future the budgetary allocation systems be re-organized so that adequate materials are purchased and delivered on time.
- **Unfavorable classrooms for teaching and learning.** The lack of adequate and well-equipped classrooms hampers effective teaching and learning and undermines the new philosophy of the Namibian Prison Service on the rehabilitation of inmate learners. The teaching and learning environment should be conducive so that the inmate learners could perform better in the classrooms. Since well-trained staff would like to have well equipped classrooms, these facts are an important facet in ensuring quality education for the inmate learners. Therefore, there is thus a great need for the authorities to seriously look into this matter and come up with possible solutions to this obstacle.

- **Lack of support from the members of the Namibian Prison Service.** One of the major obstacles that educators indicated was the lack of support from the members of the Namibian Prison Service. Although some educators may be able to bring some change in correctional centres, it seems that to tackle obstacles effectively, appropriate support strategies should also be devised at the level of the Ministry of Safety and Security. A possible recommendation is that senior managers in the Namibian Prison Service should offer supervisory guidance to educators in the implementation of the rehabilitation measures as outlined in the Curriculum guide for Non-Formal Correctional Education.

5.5.5 Finally, despite budgetary constraints that may be cited, it is recommended that financial resources are requested to meet specified needs.

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APPENDIX A

QUESTIONNAIRE

THE EDUCATIONISTS QUESTIONNAIRE

Dear Respondent

I am a student at the University of Namibia, carrying out a research project on the roles of the educators (educationists and promoters) in the correctional centres in Namibia. Your centre has been chosen as a source of information for my research.

I will be grateful if you could take some of your precious time to assist me in this study, by completing this questionnaire. The information gathered from the respondents could be used to help the educational administrators in the Namibian Prison services to improve the educational system in correctional centres. Furthermore, the information could be utilized in these centres to improve the Inmate's educational performance.

NB: All the information in this study project will be treated strictly confidential and the respondents' results will only be known to the researcher.

INSTRUCTIONS

1. Do not write your name.
2. Please answer all questions.
3. Write answers in the spaces provided **OR** mark with an **X** in the appropriate box.

SECTION A: BIOGRAPHICAL DATA

In this section, I would like to know just a little about you, so that I can see how the different people feel the about issues. In the following questions, please mark with an X, or write your answer in the space provided, as requested.

1. In which correctional centre are you currently employed?

Windhoek Central correctional centre	1	
Divundu rehabilitation centre	2	
Hardap correctional centre	3	
Oluno correctional centre	4	
Other (please specify).....	5	

2. Indicate whether you are:

Male	1	
Female	2	

3. Which one of the following age categories applies to you?

Less than 26	1	
26-29	2	
30-34	3	
35-39	4	
40-49	5	
50-59	6	
60 or more	7	

**4. Indicate your highest qualifications achieved:
(Please mark only one qualification)**

Degree + additional post – graduate qualification	1	
Degree	2	
Diploma	3	
Certificate.....	4	
Other (please specify).....	5	

5. How many years' teaching experience do you have (completed years)

Less than 1 year	1	
1 – 5 years	2	
6 -10 years	3	
11 – 15 years	4	
16 – 20 years	5	
More than 20 years	6	

**6. What is the number of inmate learners in the classes you teach?
(Please mark only one category)**

Less than 5	1	
6 – 10	2	
10 – 15	3	
15 – 20	4	
More than 20	5	

SECTION B: ROLES OF EDUCATIONISTS

Please indicate your response by making a **CIRCLE** around the number that you choose at the right hand side of each question.

Key: 1 - **Never**
2 - **Sometimes**
3 - **Often**
4 - **Very often**

NO		Never	Some- times	Often	Very Often
1.	Do you interpret and analyze the subject syllabi?	1	2	3	4
2.	How often do you observe promoters in classrooms?	1	2	3	4
3.	How often do you coordinate the purchases of educational materials for inmate learners?	1	2	3	4
4.	How often do you help the promoters to use what they have learnt during in-service training courses and/or workshops?	1	2	3	4
5.	How often do you deliver all the necessary teaching/learning materials for inmate learners?	1	2	3	4
6.	Do you ensure effective control of the examination papers for inmate learners?	1	2	3	4
7.	How often do you discuss teaching methods with the promoters?	1	2	3	4
8.	How often do you provide information to the promoters on new educational policies?	1	2	3	4
9.	Do you collect information regarding educational matters of inmate learners?	1	2	3	4
10.	How often do you consult with the other Stakeholders on educational matters e.g. Ministry of Education	1	2	3	4
11.	How often do you consult the families of the inmate learners on educational matters?	1	2	3	4
12.	Do you assess inmate learners' performances regularly?	1	2	3	4
13.	How often do you organize social events for inmate learners?	1	2	3	4

SECTION C: THE QUALITIES AND THE ABILITIES OF THE EDUCATIONISTS

The following items concern the qualities and abilities of an effective educationist. Rate these suggested qualities and abilities according to what you believe is an important/not important quality of an effective educationist. (Circle only one number for each item).

An educationist must:

NO		Very Important	Important	Slightly important	Not very important
1.	Be honest and sincere	1	2	3	4
2.	Be an exemplar of good practice	1	2	3	4
3.	Be obedient to the law (law abiding)	1	2	3	4
4.	Empower others	1	2	3	4
5.	Be respected and respect other people too	1	2	3	4
6.	Be an innovator	1	2	3	4
7.	Be a good listener	1	2	3	4
8.	Be friendly with other people	1	2	3	4
9.	Be sensitive towards individuals and groups	1	2	3	4
10.	Be courageous	1	2	3	4
11.	Be able to see obstacles which the promoters have to cope with	1	2	3	4
12.	Be inspirational	1	2	3	4
13.	Be helpful	1	2	3	4
14.	Be intelligent	1	2	3	4
15.	Be a good conflict solver	1	2	3	4
16.	Be a good communicator	1	2	3	4
17.	Be tolerant and patient	1	2	3	4
18.	Be time conscious	1	2	3	4
19.	Be a visionary	1	2	3	4
20.	Have a strong character	1	2	3	4

SECTION D: THE OBSTACLES OF THE EDUCATIONISTS

To what extent do you agree or disagree with the following reasons that might account for why educationists are not performing their jobs effectively. (Circle one number for each item).

As an educationist, I do not perform my job effectively because I:

NO		Strongly Agree	Agree	Disagree	Strongly disagree
1.	Am unable to communicate the educational plans to the Chief Educationist correctly	1	2	3	4
2.	Deviate from the educational plans without reasons	1	2	3	4
3.	Lack time for teaching purposes	1	2	3	4
4.	Lack time for follow-up visits in order to monitor teaching/learning progress	1	2	3	4
5.	Lack funds to run workshops	1	2	3	4
6.	Lack knowledge on how to deal with stressed inmate learners	1	2	3	4
7.	Am confused about the dangerous environmental conditions	1	2	3	4
8.	Teach in classrooms which are not conducive for teaching/learning purposes	1	2	3	4
9.	Lack the stature to earn the respect of those I supervise	1	2	3	4
10.	Lack teaching/learning materials to do the job	1	2	3	4
11.	Lack workshops and in-service training	1	2	3	4
12.	Others (specify).....	1	2	3	4

SECTION E: Training

- 1. Were you given an induction (orientation) course in the practical aspects of teaching when you were officially appointed as an educationist in the correctional centre?**

Yes	1	
No	2	

If your answer to question 1 is **yes**, please answer questions 2 to 3. If **NO**, Please go to question 4 and continue with the rest of the questions.

- 2. To what extent did the course help you to become a more effective correctional educationist?**

Very much	1	
Slightly	2	
Not at all	3	

- 3. What additional training programmes do you feel are necessary for the educationist? (circle one number for each item)**

a.	Initial training correctional teaching	1	
b.	Refresher workshops (to be informed Regularly about new techniques, Development, etc.	2	
c.	Other (specify).....	3	

- 4. Have you ever attended an in-service training course on correctional services?**

Yes	1	
No	2	

If your answer to question 4 is **yes**, please answer question 5 below and continue with the rest of the questions.

5. Indicate with an (X) the skills you have acquired during the in-service training course you attended. (circle more than one)

1.	Curriculum development	1	
2.	Teaching methods	2	
3.	Demonstration of lessons	3	
4.	Writing of reports	4	
5.	Assessing the inmate learners' performances	5	
6.	Classroom observation	6	
7.	Conducting educational research	7	
8.	Others (specify).....	8	

6. How do you think the in-service training programme should be offered? (circle one number for each item).

Concentrated in a short period (e.g. one week per term)	1	
One week per year	2	
Two weeks per year	3	
Other (specify).....	4	

PROMOTERS QUESTIONNAIRE

Dear Respondent

I am a student at the University of Namibia, carrying out a research project on the roles of the educators (educationists and promoters) in the correctional centres in Namibia. Your centre has been chosen as a source of information for my research.

I will be grateful if you could take some of your precious time to assist me in this study, by completing this questionnaire. The information gathered from the respondents could be used to help the educational administrators in the Namibian Prison services to improve the educational system in the correctional centres. Furthermore, the information could be utilized in these centres to improve the Inmate's educational performance.

NB: All information in this study project will be treated strictly as confidential and the respondents' results will only be known to the researcher.

INSTRUCTIONS

3. Do not write your name.
4. Please answer all questions.
3. Write answers in the spaces provided **OR** mark with an **X** in the appropriate box.

SECTION A: BIOGRAPHICAL DATA

In this section, I would like to know just a little about you, so that I can see how different people feel about issues. In the following questions, please mark with an X, or write your answer in the space provided, as requested.

1. In which correctional centre are you currently sentenced?

Windhoek Central correctional centre	1	
Divundu rehabilitation centre	2	
Hardap correctional centre	3	
Oluno correctional centre	4	
Other (please specify).....	5	

2. Indicate whether you are:

Male	1	
Female	2	

3. Which one of the following age categories apply to you?

Less than 26	1	
26-29	2	
30-34	3	
35-39	4	
40-49	5	
50-59	6	
60 or more	7	

**4. Indicate your highest qualifications achieved:
(Please mark only one qualification)**

Degree + additional post – graduate qualification	1	
Degree	2	
Diploma	3	
Certificate.....	4	
Other (please specify).....	5	

5. How many years' teaching experience do you have (completed years)

Less than 1 year	1	
1 – 5 years	2	
6 -10 years	3	
11 – 15 years	4	
16 – 20 years	5	
More than 20 years	6	

**6. What is the number of inmate learners in the classes you teach?
(Please mark only one category)**

Less than 5	1	
6 – 10	2	
10 – 15	3	
15 – 20	4	
More than 20	5	

SECTION B: THE ROLES OF THE PROMOTERS

Please indicate your response by making a **CIRCLE** around the number that you choose at the right hand side of each question.

Key: 1 - **Never**
2 - **Sometimes**
3 - **Often**
4 - **Very often**

NO		Never	Some- times	Often	Very often
1.	Do you teach as per required number of periods per week?	1	2	3	4
2.	How often are you observed in the classrooms by the educationists?	1	2	3	4
3.	How often do you do lesson preparations?	1	2	3	4
4.	How often do you receive the necessary teaching/learning materials for inmate learners?	1	2	3	4
5.	Do you record the inmate learners' work?	1	2	3	4
6.	How often do you discuss teaching methods with the educationists?	1	2	3	4
7.	How often are you helped by the educationists to use what you have learnt during in-service training courses and/or workshops?	1	2	3	4
8.	How often do you attend meetings organized by the educationists?	1	2	3	4
9.	How often do you attend training sessions organized by the educationists?	1	2	3	4
10	Do you assess the inmate learners' performances regularly?	1	2	3	4
11.	How often are you involved in organizing the social events for inmate learners?	1	2	3	4

SECTION C: THE QUALITIES AND THE ABILITIES OF THE PROMOTERS

The following items concern the qualities and abilities of an effective promoter. Rate these suggested qualities and abilities according to what you believe is important/not an important quality of an effective promoter. (Circle only one number for each item)

Promoters must:

NO		Very important	Important	Slightly important	Not very important
1.	Be honest and sincere	1	2	3	4
2.	Be exemplars of good practice	1	2	3	4
3.	Have a sound knowledge	1	2	3	4
4.	Be good leaders	1	2	3	4
5.	Be respected and respect other people too	1	2	3	4
6.	Be an innovators	1	2	3	4
7.	Be good listeners and very helpful	1	2	3	4
8.	Be friendly with other people	1	2	3	4
9.	Be sensitive towards individuals and groups	1	2	3	4
10	Be a visionary	1	2	3	4
11.	Always be there for their inmate learners	1	2	3	4
12.	Be inspirational	1	2	3	4
13.	Have good attitudes to help inmate learners to become increasingly proficient in attaining knowledge and skills	1	2	3	4
14.	Be intelligent and have a strong character	1	2	3	4
15.	Be good conflict solvers	1	2	3	4
16.	Be good communicators	1	2	3	4
17.	Be tolerant and patient	1	2	3	4
18.	Be time conscious	1	2	3	4
19.	Be courageous	1	2	3	4

SECTION D: THE OBSTACLES OF THE PROMOTERS

To what extent do you agree or disagree with the following reasons that might account for why promoters are not performing their jobs effectively. (Circle one number for each item).

As a promoter, I do not perform my job effectively because I:

NO		Strongly Agree	Agree	Disagree	Strongly disagree
1.	Do not spend enough time on planning	1	2	3	4
2.	Am unable to take good decisions	1	2	3	4
3.	Am failing to promote an atmosphere of trust and sharing	1	2	3	4
4.	Lack knowledge and skills	1	2	3	4
5.	Am resistant to change	1	2	3	4
6.	Lack workshops and in-service training	1	2	3	4
7.	Am confused about the dangerous environmental conditions in correctional centre	1	2	3	4
8.	Teach in classrooms which are not conducive for teaching/learning purposes	1	2	3	4
9.	Lack the stature to earn the respect of those I teach	1	2	3	4
10	Lack teaching/learning materials to do the job	1	2	3	4
11.	Do not consider education as very important	1	2	3	4
12.	Others (specify).....	1	2	3	4

SECTION E: TRAINING

- 1. Were you given an induction (orientation) course in the practical aspects of teaching when you were officially appointed as a promoter at the correctional centre?**

Yes	1	
No	2	

If your answer to question 1 is **yes**, please answer questions 2 to 3. If **NO**, Please go to question 4 and continue with the rest of the questions.

- 2. To what extent did the course help you to become a more effective correctional promoter?**

Very much	1	
Slightly	2	
Not at all	3	

- 3. What additional training programmes do you feel are necessary for you? (Circle one number for each item).**

a.	Initial training in correctional teaching	1	
b.	Refresher workshops (to be informed regularly about new techniques, development, etc.	2	
c.	Other (specify)	3	

- 4. Have you ever attended an in-service training course on the correctional services?**

Yes	1	
No	2	

If your answer to question 4 is **yes**, please answer question 5 below and continue with the rest of the questions.

5. Indicate with an (X) the skills you have acquired during the in-service training course you attended. (Circle more than one)

1.	Curriculum development	1	
2.	Teaching methods	2	
3.	Demonstration of lessons	3	
4.	Writing of reports	4	
5.	Team work	5	
6.	Classroom observation	6	
7.	Conducting educational research	7	
8.	Assessing the inmate learners' performances	8	
9.	Others (specify).....	9	

6. How do you think the in-service training programme should be offered? (Circle one number for each item).

Concentrated in a short period (e.g. one week per term)	1	
One week per year	2	
Two weeks per year	3	
Other (specify).....	4	

APPENDIX B
REQUEST FOR PERMISSION

P.O. Box 6058
Ausspannplatz
Windhoek
Namibia
18 May 2005

TO: The Commissioner of prisons
Mr. E. Shikongo
Department of the Namibian Prison Service
Private Bag 13281
Windhoek

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN THE FIVE CORRECTIONAL CENTRES IN NAMIBIA

I am a Master of Education student at the University of Namibia. In order to fulfill the Master of Education requirements, I would like to conduct an educational research for my dissertation.

My research topic is: "An evaluation of the roles of the educators in the correctional centres in Namibia". This study will involve all the educators (educationists and promoters).

The study will attempt to find out whether educators in the correctional centres perform their roles effectively by concentrating on the accomplishment of the educational goals of the Namibian Prison Service. It is therefore, hoped that this study will help the

educational administrators in the Namibian Prison Service identify the areas of instructional leadership where educators need immediate assistance and further training. The study might also raise the awareness of the educators about the need for skills training for inmate learners since this serves as a means of long term poverty and illiterate reduction.

It is also hoped that the findings will reveal relevant information which can be useful to the Namibian Prison Service.

I intend to carry this research at the following correctional centres: Divundu Rehabilitation centre, Windhoek, Hardap, Oluno and Elizabeth Juvenile centres.

My supervisors are: DR. A. D. Möwes (Tel: 061-2063258)

DR. L. Mostert (Tel: 061-2063724)

Prof. R. F. Zimba (Tel: 061-2063647)

Your permission to conduct the proposed research will be appreciated.

Yours Sincerely

Annetty. K. Sinalumbu

M.ED student, Faculty of education

UNIVERSITY OF NAMIBIA