

The Impact of Rehabilitating Strategies on Learning of Inmates: Evidence from Central Prison, Khairpur

Shabana Abdul Jabbar Phulpoto^a, Mahnaz Aslam^b, Prof. Dr. Muhammad Yousuf Sharjeel^c, Noman Ali Samo^d, Abid Ali Ujjan^e, Shehzad Haider^f,
^aSindh Education and Literacy Department, Junior School Teacher, ^bAssistant Professor university of Turbat, ^cDepartment of Teacher Education, Federal Urdu University of Arts, Science and Technology, ^dAssistant Manager Training, The Citizen Foundation (TCF), ^eSZABIST Social Sciences Scholar, Faculty of Social Sciences, ^fLecturer-Department of Education, LUAWMS-Lasbela,
Email: ^ateachersp7@gmail.com, ^bmahnazbaloch1313@gmail.com, ^cyousufsharjeel@hotmail.com, ^dnomanalisamo4@gmail.com, ^eabidaliujjan43@gmail.com, ^fwarrriors.uthal@gmail.com

Despite the current attention on the corrective rehabilitation process for inmates within prisons, a number of studies regarding learning factors have been carried out. This study was designed as a case study and data was drawn with the help of a semi-structured interviews of inmates within Central Prison Khairpur. Positive and negative factors involved in inmates' learning were analysed. Results of the study show that there are few positive factors involved in improving inmate's learning while the large number of negative factors affect their social, psychological and economic development. The results support the corrective measures by the authorities in the central prison in Khairpur. These factors are suggested to take this study further into future research in the field of corrective rehabilitation process within the region.

Key words: *Factors of Learning, Corrective Rehabilitating Education, Central Prison Khairpur*



Introduction

This research is based on a case study approach and qualitative data is used; the study seeks to present an exclusive description of factors affecting prisoner learning within the prison environment. Prisoner education is a major action that aims at providing hope to bring change and offer choices for a better career which may help in their future life. All the actions related to correctional service have five components: (1) understanding of human rights, (2) awareness of certain laws regarding dealings with people, (3) making-up for released prisoners, (4) bringing normalcy, and (5) prevention from further crime actions. These five components provide incentives to criminals that are the central point for rehabilitation by positive experiences within the prison. In the criminal service, the formal education system is a long-term exercise for the rehabilitation process in Pakistan. Rehabilitation through education benefits in employment and helps ex-prisoners to manage a successful life in society.

Batiuk, Lahm, McKeever, Wilcox, & Wilcox (2005) are of the opinion that prison is generally known as a crime school, it destroys in a great manner more than heals. In this manner, it can be said that the learning within the environment of prison, proves to be as 'the school for crime' and harms character due to amalgamation and as the result of social changes. One of the most important elements of prisoner education is mastery over life and prevention of crime after ending incarceration. Behan (2014) is of the opinion that prisoners' education also promotes the ability of prisoners to set their goals and polish their skills. Prisoner education is aimed at enhancing social aptitude by imparting and transferring values that people are not only capable of taking responsibility for themselves, but also others. More attention is given to the prisoner re-entry issue due to some key factors. Czerwinski König & Zaichenko (2014) evaluated youth and adult education in prisons. Such factors are the rising rates of imprisonment over ten years, and released prisoners face conditions which tend to encourage a lesser achievement rate. Findings from the literature indicate social support, treatment of substance abuse, employment, and mental health related programs provide effective and seemingly positive outcomes, which impact post-release life. As suggested by the literature, prison educational programs help inmates make future plans, construct life goals and enable them to achieve those goals by involving them in practical work to improve positive behaviour, which is the major component of prison education. According to experts, goal formation brings changes through motivation.

Background of the Study

This study aimed to analyse the impact of corrective rehabilitation strategies affecting inmate motivation to learning in the prison education. Calvó-Armengol, & Jackson (2010) stated that there are similarities in prisoners and general educators' attitudes towards participation in educational programs. They believe that education is a means of achieving a particular goal (an extrinsic motivation), or they participate in the learning (an intrinsic motivation). Escapism from the prison environment and doing something useful that may also help in sentence reduction are among the primary factors that guide inmates' participation in educational



programs. It also appeared that motivation is largely informed by personal and situational factors, based on identifying differences according to offenders' educational and professional background. The prisoner educational programs decrease the recidivism ratio by bringing change with inmates' behaviour. Such programs promote education, morals, and skills of work, ethics, confidence and support in successful transitions at reentry.

Problem Statement

Khairpur prisoners are less educated than the other prison populations. The average literacy rate of Khairpur district is 35.5 i-e., 7 in males and 19.7 in females according to a report by Public Departments. The average level of prior education of prisoners is recorded at the time of entrance in primary education. Regarding this, they experience difficulties with reading and writing during learning in prison. According to the available statistical information of Central Prison Khairpur, this prison has been mostly overcrowded since its formation in 1949. According to the current statistics Central Prison, Khairpur has 1000 individual capacity but the existing population is 1212. Although, prisoners have accessed education and training programs, the ratio of trained and educated individuals at release is 0 percent over the scale.

According to Costelloe and Warner (2014), most prisoners face various health problems due to malnutrition, lack of paramedical staff and other health-related issues. After 2010, a healthy dietary system has not been obtained and cooked food supplied to the prisoners through contract on a yearly basis for the provision of safe and hygienic food is questionable. According to the annual recorded funds, 143 rupees per inmate is the allocated daily food allowance per prisoner. Due to the poor allocation of budget, prisoners are mostly served vegetables and various pulses daily while once or twice, meat is given to them in a week. Although, compared to other prisons the food is of good quality but other supplementary foods like milk, seasonal fruits and sweets are rarely granted. This dietary imbalance may cause anemia, high blood pressure and heart related diseases among the prisoners. On the other hand, paramedical staff are not assured to be present. Four doctors are posted currently within the prison hospital, but just two doctors are serving properly. However, a big allocation of funds is provided for the health department, but regarding overcrowding issues, it is supposed that existing insufficient health facilities and less facilitated diagnosis centers provide irregular services which may cause various health problems. These health issues may affect physical and psychological performance during prisoner learning.

Bloom (2006) has raised some critical questions pertaining to prisoners' education and training while in confinement. Prisoners are facing similar conditions of education and training systems. The prison industry is currently working properly in Central Prison Karachi, Hyderabad and Sukkur where skill-based education is imparted effectively and skills based training offers different expertise to prisoners for their learning after release. Allocation of provided funds for machinery is 0.947 million (2013-14). Due to lack of funds for raw material and machinery, funds are not utilised properly while the vocational work has been carried out on the basis of

self-help resulting in undesirable production of manufactured products. Statistically there is a learning limited scale of trade. Only tailoring, mechanical work, handicrafts are being taught whereas major trades such as textile, carpets, carpentry, smithy are neglected fields in Central Prison, Khairpur. Regarding the poor conditions of the education and training system, the ratio of trained and educated individuals at the release is (0) percent over the scale.

Research Objectives

1. To identify factors that encourage inmates towards corrective education
2. To identify factors which inversely impact on inmates' motivation towards learning
3. To analyse present educational facilities for the inmates
4. To analyse effectiveness of present curriculum for education of inmates.

Research Questions

1. What are the factors that encourage inmates towards corrective education?
2. What factors inversely impact inmate motivation towards learning?
3. What are the present educational facilities for the inmates?
4. How effective is the present curriculum for education of inmates?

Literature Review

Human societies have been facing deviant behaviours of some people which are always found to be against generally-formed social norms. These deviant behaviours are mostly referred to as crime in different countries. These offenders of crime are subjected to punishment. The institutes for traditional education aim to impart a successful integration of people within society. Similarly, the purpose of corrective education helps offenders at re-entry or re-integration into society. Education for correction, work programs and, vocational training is a major rehabilitative factor of correctional centers. Promoting the provision of education, morals, and skills of work, ethics, confidence and support in successful transitions at the reentry are the key factors of inmate education.

In Pakistan, traditional methods are used in the criminal justice system. The system of justice in Pakistan is based on a systematic combination of colonial and pre-colonial frameworks and on the various frontiers; it is framed by the Islamic constitutional interpretation. With the reference of Pakistan constitution 1973, provincial government has the responsibility of crime control and measures of prevention along with justice administration, while the ratifying of criminal laws and training for criminal justice personnel is run under the jurisdiction of the Federal Government. According to experts, recent literature reviews of the found qualms in the effectiveness of such programs in reducing recidivism. This literature review deals with the factors affecting inmate learning. These factors can be categorised in two major components, positive factors and negative factors.

Positive Factors

Basic Facilities in the Prison

One of the most common factors is the proper provision of basic facilities. Overcrowded prisons are of global concern. Over 60% of countries all over the world are exceeding their prison capacity. Overcrowding not only affects certain requirements of prisoner capacity, but also affects their health and hygienic measures, nutritional values, use of available resources, separate prisoner accommodation according to the category of prisoners and, similarly inmate safety and security measures. Also observed is the problems in learning and pedagogic aspects of prisoners.

In the Pakistani context, current census results shows that the total population of Pakistani prisoners is 77275 in which female prisoner ratio is 1.6%, juveniles' ratio is 1.7% while the foreign prisoner ratio is 1.2% and the ratio of the overall prisoner population is 38% (per 100,000 of national population). To face overcrowding and other related issues, the Government of Pakistan has constituted various commission and committees to improve the living conditions of inmates. Because the female prison population is low i.e., 900, overcrowding is not a problem in women's prisons. But the prison system is found to be involved in corruption and dysfunctions which results in breakdown of social, cultural and political rules in Pakistan. The major reason behind ill management is infrastructure and overcrowding in the prisons.

Rewards

According to UNESCO recommendations, education is considered to be a basic human right. According to experts in the field, to achieve socioeconomic means, poor education resulting shortcoming of labour market opportunities makes inmates dependent on charity increasing the burden on society. Some studies revealed that the majority of prisoners want to continue education in Norway. Recidivism may be an advantage to inmates because of financial benefits. There is large proportion of former prisoners that are less educated even in the basics of education. They have low levels of basic education and technical work skills, health issues, and other factors affect their employment. Legitimate employment would prove to be the economic motivation for the prevention of crimes, and also may form positive social networks by ex-prisoner coalition and their experience (Gillis, Shoup & Sicat,2001).

Negative Factors

Peer Pressure

Social science experts are of the opinion that peer programs aimed to engage in community settings impart education in school to address a various health problem. As the peer concept is

taken in a positive manner, it has also a negative impact on the inmates' learning programs. A wide variety of peer programs influence largely on decision making and choices to be involved in any behaviour. Either they choose to indulge in criminal behavior, adopting their life styles, following social circle and trends within prison such as drugs, smoking and other abusing habits. There are three schools of thought to elaborate the concept. Criminal behaviour is suppressed within prison due to experience of unpleasant life style in prison and the negative impact of social stigma within the incarceration. This is the only means for prevention from further criminal acts. The second, viewpoint of the "schools of crime", have just the opposite impression that prisons increase deviant behavior. In this sense, the inhumane and barren acts with a psychologically destructive nature may increase the number of offences unlikely to recidivate at releasing the prisoner from prison. The third is labeled as minimalist behaviour which challenges that incarceration has minimal effect on offenders. By this view, prisoners consider they have essentially entered prison with some sort of antisocial behaviour and attitudes which can hardly change during the period of incarceration.

Insufficient Facilities

Education is widely considered as the mean of assimilation and economic mobility to other disadvantaged family members according to history of U.S.A. While the contradictory discussions have been the matter of concern about the issues of prisoner reentry and development of workforce, health issues, housing and, issues of safety for public remain ignored matters. The role of education, within the prison and post-prison, is pivotal. As a matter of fact, the incarcerated population face a high rate of learning disabilities including behavioural disorders, mental and emotional disturbance. These are common issues which remain, in the result of misdiagnose or undiagnosed and when they are not treated systematically, they cause difficulty in learning for the inmate that is also experienced in the general education system. Unfortunately, similar problems are often evident in correctional facility centers. The nature of the educational program, curriculum, methods of teaching, quality of instructions and staffing varies from one program to another, and between facility to facility.

A review of the literature by Hammett, Roberts & Kennedy (2001) reveals a lack of research in the area of prisoner learning. Particularly, there is lack of research about factors affecting inmates learning within Centre Prison Khairpur. Therefore, some researchers hold the view that future studies of prisoner motivation for education within incarceration must focus on two major areas (a) finding factors that affect readiness in educational programs and how these factors affect willingness of inmate participation and reasons behind incompleteness of education, (b) how to design an effective educational program which increases inmate motivation.

Theoretical Framework

The theoretical framework regarding factors related to the participation of inmates in education is the push–pull point of view, a traditional and imported framework. According to sociological perspective, push–pull plays a most vital role in increasing motivation for education. Researchers have adopted this perspective to increase knowledge about inmate participation in rehabilitative programs and its risk factors.

This study presents the theory and practice grounded on work by some great thinkers in the field of prison education. Cooksey & Gates' s model of prisoner learning is one of them. The model of prisoner learning represents five interrelation interacting systems (learning, social, individual, organisational, and environmental). This prisoner-learning model shows a potentially non-linear non-equilibrium-oriented angle on the central theme. From this approach, we can observe prisoner learning as shown through interchanging within the various systems where the contribution is more than for any other systems. Complexity of interaction forces is present in each system and produces changes itself between the system. These five systems are influenced by interaction of prisoner learning. Therefore, interactional changes within this learning systems impact on prisoner learning. Due to the complex interplay of changes, prisoner learning is in a stable state of flux (Wilson, Gallagher, & Mackenzie, 2000).

Research Methodology

A qualitative research method was used for this research. This is a case study which is formulated for obtaining insight of the prison-learning phenomenon. According to Pauline V. Young, the case study is a comprehensive study of a social unit as an individual, a group, a social institution, in the district or a community.

Research Population

The research population is the prisoners of Central Prison and Rehabilitation Facility Center, Khairpur. According to experts, a population is the entire group that you want to draw conclusions about."

Sampling Technique

Purposive sampling was used in a qualitative design for the selection and categorisation of cases with rich information based on specific phenomenon of interest. However, there are different sampling strategies, but criterion sampling is used most commonly in achieved research. Purposive sampling is an intentional selection of participant, the maximal variation sampling. Maximal variation sampling requires that the researcher sample individuals that differ on some characteristic. The purposive sampling technique was adapted to this study to enable deep insight of the subject matter. This sampling technique is based on a non-probability



technique whereas participant selection in this technique accords with their expertise, perceptions and relationship with the study objects. Through recent studies, selected participants in this sample, have a close relationship with expertise in work related to vocational and technical, involvement in educational phenomenon. The sample size comprised $n = 10$ participants. Five inmate participants and five teachers as senior prisoners were selected by using a stratified sample size for the participant selection. The in-depth interviews were conducted through a semi-structured strategy.

Process and Data Tool

The head of the prison in Khairpur was informed through an official notification for the visit and interviews of the prisoners. Professional protocols were followed as required by the jail manuals for visitors and guests. The data was collected through the semi-structured interviews from ten participants. A semi-structured interview was conducted for five teachers-mentors of different classes and vocational training. While the prisoners were asked semi-structured questions, that the choice of an in-depth interviews method is used for deep understanding for better results of prisoner education by obtaining thoughts and experiences. This approach helps in analysis of different aspects of learning barriers affecting prisoners' education. The interviews lasted approximately 90 minutes for each participant. All participants were male and aged between 18 – 40 years.

The inductive research approach was selected by purpose. According to critics in social sciences, philosophical research has been classified in three major branches; critical, interpretive, and positive assumption. At the start of the study, specific observation was made to draw conclusion to accord with the approach. The study started with keen observation. To achieve the objectives of the study, in-depth interviews were designed. In-depth interviews are based on the aim to identify personal views, feelings, emotions and attitude concerning the subjectivity of the study. The interviewer has direct contact with the person who is being interviewed. Another expert says that though it reduces chances of non-response ratio, direct contact is also necessary for the interviewer to create skills of conducting an interview successfully. The semi-structured questionnaire was devised for data collection which proved to be the researcher's guide for the interviews. A number of questions were designed to attain research objectives. The purpose of adopting an inductive approach was to study any context in which active effort of research is observed, and it is found to be the best approach for collecting small samples. However, generalised theory production and observation-based small group study is the major weakness of the inductive method, while the study results' reliability is ever remained unanswered.

Qualitative Data Analysis

The data was analysed through the grounded theory approach. The discovery of theory from the systematically collected data through social research is called grounded theory (*Glaser &*

Strauss, 2009). Through reviewing the data of repeated themes, coding was done on the emergent themes with the help of keywords. Then concepts were formed through grouping the codes hierarchically. After that, the concepts of categorisation through the identification of relationship was done. Finally, the categories were created through the grounded theory process and links between them was found to develop a new theory.

Importance of Education for Prisoners

Latif, Uzair-ul-Hassan, & Parveen (2018) carried out an indigenous study based on educational opportunities for juveniles in the province of Punjab. The prisons are used for rehabilitation and correction of inmates of prison and the task of rehabilitee and correction is carried by educational programs. Prison education is complex in its nature. In prison, why do we offer educational courses? Whose interest and what purpose do they provide? These are the most sited questions about prisoner learning and these questions remain most difficult and complex to answer. These questions are broader in the sense of imprisonment which is the form of sentence, and related to theories associated with crime and criminals appear to be popular in all times. Ideologies and approaches related to prison education in general prisoners are assumed and expected that they will be able to live better and effective lives on release. Where do we fit prisoner education impact in the learning scheme? Is it part of a reformation program or treatment program? (Michael, Vaughn, Leo Carroll, 1998).

According to Reuss (1999), the main aim of prison education is to offer different knowledge for different people. It may also be a humane behaviour within hard circumstances. The custodian may consider prison as prisoner occupation area and security squads may take prison as an intimidation. Today, life improvement is the first object of being within incarceration and prisoner who is engaged in educational experience may not remain successful for long term in their practices. An effective interaction with peer group is the constant benefit, center of attention, learning of skills without outer interruption, without hurting somebody's feelings and without anti-social behavior. These are the benefits which can be achieved by inmate education, (Reuss 1999).

Education for Prisoners

Transferring skills has the positive impact of prison education. As König (2014) asks in his research what do we mean by prison education? We can better explore this if we think about what is not prison education. Hence, the old concept of prison education was unable to be differentiated between training and education. But now prison education must be clarified in its core distinction because in this context, prison education is work training or training for life. Though, technical work is not less important than general education, it is not similar by nature and importance. Therefore, it must be differentiated between general education and training before referring to provision education within the prison. Professional and vocational skills programs are admirable actions, which also help in decreasing repeated criminal behaviour.

This is the prison's responsibility to provide such an environment that may bring positive change in an individual's behaviour and juveniles' moral development. Provision of facilities and training, educational opportunities, social and psychological, mental and moral development of juveniles is the significant role of institutions to transform them into productive citizens of Pakistani society. This finding conforms to the research by Gendreau, Cullen & Goggin (1999).

Component and Syllabus for Inmates

The analysis and review of the current curriculum followed in the prison revealed that an old curriculum is being taught to juveniles which proved to be ineffective for their understanding, development and mainstreaming functions. No provision of learning material was observed within the prison institutions for all inmates. Some juveniles reported that books of the old syllabus are provided. Some juveniles articulated: the government is providing books which are not up to the mark so that we mostly have to buy books by ourselves (Latif, Uzair, & Parveen, 2018).

Perceptual Analysis from Interviews

Data from interviews with all participants was coded and categorised after transcription with the help of assigning colours to the participants. Prisoners were assigned blue color; senior prisoners were assigned green and custodians were assigned yellow. These colours and coding of the data was arranged in separate portions. Data was arranged in order and assigned codes (Peugh & Belenko 1999). Codes were organised in the shape of themes. According to the relation among responses and correlation with participant views, themes were analysed. The analysis of data gathered from various perspectives has an imperative impact on transferring difficult subject matter.

Findings of the Study

Teachers at the prison stated that most of senior inmates often avoided enrolment in educational programs due to prior failure experiences. According to available data, the average level of prior education of prisoners recorded at the time of entrance is primary education. Regarding this, they had reading and writing difficulty during the learning at Central Prison Khairpur. prisoners had the view that starting education at this stage of life is not fruitful. They said they preferred enrolling in vocational education or in religious education. They only focused on religious education and transferred their knowledge among other prisoners, which helped in character formation and improved moral values. To some extent, this met reduction in their sentence duration, on the completion of the Holy Quran or any other courses. Most of inmates benefitted from educational programs in the shape of sentence reduction. Therefore the developing moral values and reduction in sentence were the positive factors effecting inmates' learning. This factor is critically observed by Bhutta (2017).



Manger, Eikeland, Diseth, Hetland & Asbjørnsen (2010) are of the view that prison inmates' educational motives are essential to measure whether they are pushed or pulled. Most prisoners who had benefited from sentence reduction could leave positive impression on new prisoners' minds for attending educational and vocational programs. They encouraged new prisoners to develop technical abilities and also guided them in making handicrafts. With the help of concerned authorities, they arranged exhibitions of their work within Khairpur Prison as well as out of city. It helped in re-organisation of their work. It was also beneficial for monetary purposes. Positive peer influence was the major factor effecting inmate learning. Through the involvement in vocational work, most of inmates had financial benefits. Not only did they earn money for their regular needs, but they could also financially support their families. Involvement in vocational works was a major factor that affected inmate's learning. Financial support was also found as a factor that affected inmates' learning. The Prisoners responded that there were three major institutional factors that affected their performance including overcrowded barracks, lack of material and tools, and unpaid employment or insufficient marketing for handicrafts.

Prisoners also responded that availability of essential resources such as the library, gym and multimedia sources (radio, television, and computers) were the factors that improved positive elements among the inmates' behaviour. These elements helped to decrease depression and frustration. Most of inmates were interested in reading newspapers in their routine life. Partially, they were using mobile phones or internet facilities. They were provided these facilities by their self-findings. While, few of them were funded through the Higher Education Contribution Scheme or the post-graduate equivalent program. Multimedia resources were major factors involved in inmates' learning.

The duration of sentence was also considered as a serious issue in inmates' learning. Prisoners' sentenced for one or less year could hardly enrol in an educational program. Short-sentenced inmates' involvement in any learning program was rarely observed, but it had a positive impact on others. Active participation of new inmates in learning programs helped in promoting learning motivation for senior prisoners and it also helped in frustration reduction. Active participation of new prisoners was a major factor affecting inmates' learning.

Teachers responded that good staff support in learning with the latest styles of working were promoted following new procedures. Teachers further concluded that due to political influence in prison systems, capable and committed custodians always were tolerated with various problems. They were either transferred or made to change their nature of duties which affected their efficiency. Sincere and cooperative custodians were the factors affecting inmate's learning, Golembeski & Fullilove (2008) affirmed that cooperative custodians help keep the prison environment safe and secure with effective relationship management. They found that prisoners face a large number of issues related to learning during the incarceration. These issues, including some serious experiences such as poverty backgrounds, psychological

problems which affected cognitive development, disappointment in previous educational experiences such as failure in exams, teacher mistreatment, early trauma, illiterate family background, and family issues such as parent separation or parental death and, living within criminal environment were responsible for slow learning within prison.

The factors involved in vocational training were common issues such as working manually and lack of proper assistance as identified by Hughes (2009). Lack of modern technical tools or prohibition of sharp tools within working hours hindered their performance. These sharp tools such as scissors, cutters, even blades or erasers could be used in dangerous activities. It may also be risk for inmate's safety. Mostly inmates avoided taking part in vocational work due to lack of self-practice that spoiled abilities of creativity. Lack of technical assistance and tools were the major factors affecting inmates' learning. The psychological problems affected inmates' intellectual abilities due to depression and anxiety. These psychological problems caused the inmates to indulge in the use of drugs for temporary relief. Teachers responded that mental health issues or intellectual disability was not taken seriously by the authorities; therefore, education hardly could be run within the prison. Psychological issues were found more commonly within new prisoners. Use of drugs was one of the major factors affecting inmates' learning. In addition, most of the prisoners stated that some other psychological issues such as domestic stress, financial problems, illness of relatives, insecurity threats caused depression. These psychosocial issues were major factors affecting inmates' learning.

The findings of Heidi, Bonner, Frank, Rodriguez and Sorensen (2017) also confirm that a large number of inmates stated that they felt great stress at the loss of autonomy, lack of privacy and embarrassment within the prison. Being incarcerated, prisoners were completely dependent on the authorities. Their wishes did not matter to any one, so they mostly remained frustrated and annoyed which led them to rebellious attitudes. Since, the teachers responded that the state of imprisonment could put negative impact on the prisoners' attitudes, they mostly healed negative beliefs from their companions. Peer pressure was one of the major factors affecting inmates' learning. Teachers also responded that enforcement of inmates to undesired vocational trainings or educational programs caused deviant behaviour, which affected skill development. Prisoners believed that monotonous, old and, traditional ways of practice kept them as disadvantageous from the available learning opportunities. Inmates also stated that unavailability of latest tools, required material and lack of good marketing for handicrafts caused disappointing behaviour. Lack of monetary benefits was one of the major factors affecting inmates' learning.

Teachers stated that dominance of individuals' group negatively influenced inmates' physical or psychological balance. The pressure group worked for their self-motives, did not cooperate with other inmates and did not share provided raw material with other participants. They got extra leniency from authorities, which resulted in frustration and disappointment among the other participants. Moreover, misdealing of pressure groups affected creativity in learning

within technical and educational programs. Respondents stated that in group work, dominant participants embraced others with taunting and mimicry during group activities. Many prisoners felt uncomfortable with others while doing collective activities. Teachers and prisoners believed that peer pressure was one of the major factors affecting inmates' learning.

Teachers perceive that some institutional factors are also responsible for affecting learning of inmates. These institutional factors include accountability, responsibility, resources, money, time, school curriculum and learning environment. Prisoners' responded that there were three major institutional factors affecting their performance including overcrowded barracks, lack of materials, tools and, un-paid employment or insufficient marketing for handicrafts. Such elements related to institutional problems are the major factors affecting inmate's education. Jonson & Cullen (2015) in their research on prisoner reentry programs have also highlighted that some factors are usually neglected in the education and training of prisoners across the States.

Teachers stated that dealing with the functional classes, some security measures should be adopted strictly. A compromise of security may cause many problems related to inmates' safety. Use of razor-sharp tools to work independently and fluently may result in the possibility of misuse of it. These tools including scissors, pliers, screw driver, claw hammer and, cross-cut saw etc were strictly prohibited to be used autonomously during practice. Even the blade of pencil sharpener could be used in attacks on custodians or on contrary prisoners. Prisoners' criminal attitudes make minor conflicts into serious subjects, often they can attack with the sharp tools that may result in serious injury. Similarly, it may also be reason of trial to break out prison at the point of any precarious tool. Mostly frequent use of handicraft sharpen tools may cause security risks so that some disciplinary actions should be taken such as preservation training materials and assurance of strict observation. Lack of practice with technical tools is one of the major factors affecting inmate's learning.

Moreover, lack of required material may cause decrease in creative and innovative abilities among prisoners. Old and traditional methods used in handcrafting have been applied in most of the technical programs. These traditional means of handicrafts result in low marketing and lack of inmate's motivation to take up technical work. Provision of vocational and educational training was found to be a major gap between labour and the market. Still, this gap appears as an affective factor for future employment. Most of the prisoners did self-funding to pursue a variety of required material. The authorities presently spend less budget on buying latest tools and variety of raw material for technical and vocational programs is a major factor affecting inmates' learning.

Teachers stated that it is mandatory for prisoners who wish to carry vocational education to be in the same prison over one year. By virtue of the admission criteria in vocational work, the long sentence is mandatory for the inmate learners. Such long-term courses are obliged to be commented on with their work consistently with mental health in completion of vocational or

education programs. Such programs including farming, technical project, lingual courses etc cannot be completed in a short time. Prisoners and teachers reported that incompleteness of long-term learning programs is the major factor effecting inmates' learning.

Most prisoners expressed difficulty in adapting prison culture and rules for the various units. Inmate placement issues and misbehaviour of managerial bodies among the prisoners may cause frustration among inmates. It could be very difficult for prisoners and could be a serious issue for inmates because prisoners mostly lose their patience and self-control when in prison. Situational barriers are often directly attached to organisational or institutional practices and measures which were beyond the control of learners. Persons are sent to prison as punishment, not for punishment. Inmates' placement is one of the major issues in inmates' learning. Prisoners stated that the institutional barriers are mostly very difficult to face for them because they are reliant on management bodies for their needs. They have certain limitations to accessing these facilities. It is not possible that individuals' influence can make changes in the system, since; they have limited rights to approach their basic needs. Prisoners reported that getting specialised treatment for some serious health issues including heart disease, kidney problems and other complicated diseases which were not attended to in time. Prisoners mostly were referred to the prison hospital first then they could be passed on for special treatment in hospitals after a couple of weeks acting in accordance with proper legal procedure. Teachers reported that weak eye-sight and poor hearing problems also hindered the learning process. Nutrition was remaining an issue in most of cases; prisoners have little food choice, which mostly comprises of heavy and fatty meals and can be harmful for blood pressure and diabetic patients. Lack of a balanced diet was reported, which can lead to various health issues. Prisoners stated that there was no sports and gymnasium facility. Unhealthy diet and health problems are major factors affecting inmates' learning.

Prisoners reported that there was lack of access to the basic resources and this promoted feelings of "Isolation". These resources including separate classrooms for each course, forums for participation in groups, library opportunities, access to multimedia on a regular basis such as radio, television and internet access. Teachers stated that there were minimum chances of demonstration in collective progress. Prisoners rarely met chance to participate in controlled outdoor activities for the learning purpose.

Recommendations

1. Educational programs should be designed based on positive factors drawn from this study.
2. Educational programs should be designed which decrease negative factors for inmates.
3. Separate classrooms should be allocated for different courses.
4. Specific time should be allocated for the internet facility.
5. Specific forums should be formulated for young prisoners.
6. Duration of sentence also should be included in future studies.



Conclusion

This research analysed factors affecting inmate's learning. It also explored the nature of variance between positive and negative factors. The study highlighted social, psychological and economic factors, mostly inmates' experience which impact on their learning. Similarly, the prison environment also was observed to generalise common issues in the field of education, technical and vocational work. This study is aimed at outlining for future research to analyse learning factors of age, qualification and gender basis. Teachers the prison face frustrations with very massive brakes and every day quarrels among the prisoners lead to inconsistency in education process. Prisoners show great concern over the lack of teachers' pre-planning for instructions and formative assessment during the classroom. Prisoners' movement during the classroom and out of class remain always a significant barrier to prisoners' learning. Prison management limit prisoners' movement, resulting in lack of collaboration and this splits communication within the class which hinder effective academic progress of prisoners. Custodians mostly prefer to show harsh behaviour rather than support learners. The inmates are compelled to enrol in unwanted courses where they could perform their best performance. Due to political influences in the prison system, capable and committed custodians are tolerated but this results in various problems.



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