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DEDICATION

To my beloved wife Albetinah C. Malubila, my children Davy, Chitati, Lubona, Lumba, Chohe and Ernest whose love and courage I admire. Always Remember that "There is no sweet without sweat". To my mother Bena Lumba for her everlasting love and commitment To my education. To my elder brother Patrick Manchishi Malubila for taking over full responsibility of my education after the death of my father in 1963.

ACKNOWLEDGEMENT

I am greatly indebted to the following people for their assistance without whom my research work would not have been successful.

Dr. E.C. Mumba - Head of Department for Supervising my work with a motherly heart from the initial stage up to the end.

Dr. M. Kamwengo for his encouragement in my research. Dr. P.C. Manchishi for assisting me materially and providing a lot of encouragement.

I wish to thank all members of staff for being so kind to me.

May I also thank the Commissioner of Prisons Mr. C. Katepa for helping materially and financially. I thank my sponsors to this course (DVV) in certificate and Government in the Diploma programme.

I would like to thank H.M. Muwowo and Mr. P. Shaloba for being very understanding during my two year study programme.

I thank all those who assisted me in one way or another whose names I have not mentioned to make my work a success.

Lastly but not the least I thank Miss. Lydia Masumbu who contributed greatly in discussing and typing this report.

ABSTRACT

The study was designed to investigate factors that contributed to the high drop out rate among inmates attending Continuing Education Classes at Mukobeko Maximum Security, Kabwe Medium and Kabwe Female Prisons.

The total population of the study composed of students, teachers and supervisors. The researcher used random sampling method and picked 100 inmate students, 20 teachers and eight supervisors. Out of 100 inmate students 95 returned well completed questionnaires and 5 did not.

The researcher collected data using the questionnaires techniques and analysed them critically using tables of frequencies and percentages. Quantitative techniques were used to analyse data from the open-ended questions on the questionnaire. The study revealed that the following were some of the factors that contributed to high drop out rate among inmate students:-

- (i) Lack of Education materials
- (ii) Lack of qualified teachers
- (iii) lack of library facilities
- (iv) lack of time to attend classes after hard labour.
- (v) Transfer of inmate students from one prison to another.

The study recommended among others the following:-

- (a) Government should increase funding the Education programmes in prisons in order to buy

enough Education Materials.

- (b) Teachers allowances should be increased to attract more qualified teachers.
- (c) Minimise transfer of inmate students from one prison to another.
- (d) Improve library facilities.

CHAPTER ONE

INTRODUCTION

HISTORICAL BACKGROUP

Prisons are known to be as old as man himself. Gnesis 39:19 tells us of Joseph's imprisonment in Egypt two thousand years before the birth of Christ. There are also references to large underground Chambers used as a prison in the Greek Literature of seventh century B.C. when Pilate said "let there be prison in the city, one for the safe keeping of prisoners awaiting trial and sentence, another for the amendment of disorderly persons and vagrants, those guilty of misdemeanours, a third to be situated a way from the rehabilitations of persons and to be used for the punishment of the felon."

In Britain, reformation or correction of the people confined in prison began after 1823, Lionel (1952:34). This measure was taken to try and reform inmates through education. At that time the nature of reformatory was a combination of religion and learning of skills. This Act, when introduced brought tremendous stimulus to more progressive approach to inmates reformation through Education Programme.

In the United States, the first reformation was opened at Elmira, New York in 1876 with William E. Brockway as superintendent. Much emphasized at its inception also, was the goal of teaching men vocational skills, in addition to raising

their general literacy level. The full time teachers in the reformatory became a new type of prison employees, Glaser (1964:260).

The design of Zambia's Prisons were strictly meant as mere centres for punishment to the offenders by the British Colonialists. They were not designed as centres of reformation. However, after independence and on 26th July 1974, the former President Dr. K.D. Kaunda visited Mukobeko Maximum Security and Kabwe Female Prisons where he made an announcement that prisoners should be provided with political and basic Education to enable them reform. Tembeya (1984:13) dissertation. The announcement was made when he opened the Annual Senior Prison Officers Conference in Kabwe.

In the book, Humanism in Zambia and a guide to its implementation Part 11, (1973:27) Kaunda says:-

"In our endeavour to create a humanist society, it is important to us to remember that, it is a duty of every Zambian to help the party make the Zambian revolution a success. Historically, prisons throughout the world were primarily intended as places for punishing social misfits. However, in our philosophy of humanism, we reject the concept of punishment. We do not believe in punishing people for the sake of punishment, we believe in reforming them."

Reformation has become the government's first priority. The Ministry of Education has continued to look at the plight of Prisoners Education. While the government through the Ministry of Education was busy restructuring the Education Programmes in

prisons, the inmate drop out in Continuing Education classes has continued to increase. This brought great concern among education administrators in prisons. Hence the undertaking of the research to find out the causes of the high drop out rate.

STATEMENT OF THE PROBLEM

The Ministry of Education in conjunction with the Ministry of Home Affairs decided to formalise the Education Programmes in prisons in 1975. The first Education Officers to be seconded to prisons were sent in March, 1975. Their main responsibility was to organise Education Programmes under the auspices of the Department for Continuing Education.

The government came up with such arrangements after discovering that most of the inmates had very poor educational background. As a way of reforming them whilst in prison, education therefore, was very important. Experience showed that mere punishment to prisoners without reformation, did not deter them from committing more crimes. They simply had no means of livelihood in the open society. As a result, the only alternative which remained to them was to commit another offence so that they go back to prison.

The involvement of inmates in academic and skills training programmes was another way of enabling inmates find jobs upon their release from prisons, and hence indirectly reduce crime.

Currently, it has been observed that there was high rate of dropouts due to various reasons. Only very few out of the large population took part in the Education Programmes. At the beginning of each year, in term one, there was a marked increase in enrolments, but as they came to the end of the year or at the beginning of term three, the enrolment started to decrease at a fast rate. According to Tembeya (1984), in his dissertation, he outlined that:

"When education was just introduced inmates flocked, but due to one reason or another, the enrolment fluctuated."

This was the main concern not only to prisons education organisers, but the Ministry of Education as a whole. It was in this vein that a study was conducted to determine factors that contributed to the drop out rate among inmates attending continuing Education classes at Mukobeko Maximum Security, Kabwe Medium and Kabwe female Prisons.

PURPOSE OF THE STUDY

The purpose of the study was to determine factors that contributed to the high dropout rate among the inmates attending continuing Education classes at Mukobeko Maximum, Kabwe Medium and Kabwe Female prisons in Kabwe.

The following items were the other main focal points for the study:

- (i) Instructional materials
- (ii) Trained manpower to handle classes
- (iii) Negative attitudes by serving prison officers towards prisoners education.
- (iv) Random transfer of prisoners from one prison to another.
- (v) Classroom accommodation
- (vi) Funding of the Education Programmes in prisons.

OBJECTIVES OF THE STUDY

For the purpose of the study, the researcher's main aim was:-

- (a) To establish the reasons behind the high drop out rate among inmates attending Continuing Education Classes.
- (b) To assess as to what extent the prison authority was trying to correct the situation.
- (c) To establish whether the high rate of drop-out was as a result of lack of qualified teachers.
- (d) To establish whether inmate apathy to attend classes was as a result of hard labour before classes.
- (e) To establish whether transfers affect students learning.

RELEVANCE OF THE STUDY

The issues of inmates' high drop-out rate from Continuing Education classes was a worry to prison service. There was no study undertaken to ascertain why there was a high rate of drop-out at Maximum Security Prison, Kabwe Medium and Kabwe Female Prisons. There was therefore, need to investigate factors that contributed to high drop-out rate at the three prisons. Hence the need for the study.

Other studies on the same topic were conducted at Lusaka Central Prison and Milima Prison in Kasama by Gondwe and Chibesa respectively. There was need to effectively mobilize inmates to attend classes if their education standards were to improve. Upon release, the Ex-convicts could play a very important role to the development of this country. This of course included women convicts who were involved in various skills training programmes. The government's quick action in the restructuring of the skills and academic education programmes in prisons would greatly help produce responsible citizens upon their release.

Suitable solutions to the problem under study would greatly be meaningful if the actual factors were diagnosed and analysed from time to time through research programmes like this one.

The recommendations of this study would assist relevant authorities to evaluate their past performance and see if they could improve for the better. It would also be of great

importance to Non-Governmental Organizations and other interested parties to see what part they could play in order to improve the prisoners education. In the last analysis both the prisoner and indeed the nation as a whole would benefit.

ASSUMPTION OF THE STUDY

The assumption concerning the high drop-out rate among inmates in Continuing Education classes were:

- (a) In adequate instructional materials for both teachers and students.
- (b) There could have been no sufficient trained personnel to teach and manage Continuing Education Classes effectively.
- (c) Lack of concern over the prisoners education by some administrators.
- (d) The abrupt transfers to inmates from one prison to another might have been a contributing factor to high drop-out rate.
- (e) Short term of sentence could be a contributing factor.
- (f) Hard labour before afternoon classes could be the cause.
- (g) Lack of proper screening of the prisoners qualification at the time of admission to prison.
- (h) Poor classroom accommodation.

LIMITATION OF THE STUDY

This study was confined to three local prisons within Kabwe. The local prisons concerned were, Mukobeko Maximum Security, Kabwe Medium and Kabwe Female Prisons. This reduced transport costs and time to collect the data.

DEFINITION OF TERMS

- Academic Classes - These are classes based on subjects that are taught to develop the mind rather than provide practical skills. In this study, they include grades, 5,6,7,8,9 and 12 which offer subjects like Social Studies, Maths, English, Environmental Science, Religious Education, Civics, History and Geography.
- Admission - The first day a convicted prisoner enters a prison.
- Continuing Education - These are classes which are organised by the Ministry of Education through the Department for Continuing Education in which people recognised as adults by their respective communities continue with their studies.
- Drop-out - In this study, implies the early withdrawal of inmates from academic programmes despite having the ability to complete an Educational Programme.
- Enrolment - To make the prisoner become a member of Continuing Education class.
- Gang - A group of prisoners assigned for a

particular work.

- Inmate
 - Male or female prisoner
- Lock-up
 - Total number of prisoners at each prison.
- Reformation
 - In this study, it implies, the change of values, knowledge and from bad attitudes to good attitudes due to education rendered to the prisoner.
- Rehabilitation
 - According to this study, it is a system aimed at enhancing the inmates knowledge behaviour and attitudes so that he is able to conform to social and economic patterns of life outside the prison world.
- Sentence
 - Period of being in prison.

CHAPTER TWO

LITERATURE REVIEW

In all societies there are and always have been groups of people who do not benefit from the Social, Cultural and Economic opportunities which others enjoy. Their exclusion may be unconscious or semiconscious, as well as an act of deliberate policy. Ethnic minorities, indigenous peoples, women and girls, landless labourers and the handicapped, are some of the obvious groups which can suffer from discrimination as a result of cultural factors, and in many cases they exist in conditions of poverty and physical need, Sutton P. (1992).

Sutton further states that "Prisoners are one of the marginalised groups in society, but in their case they have consciously and intentionally been deprived and placed on the fringe of society because they have committed crimes against persons, property, accepted social values or the dictates of a political regime". However, this does not mean that their temporary incarceration is a sufficient response to the phenomenon of criminality. Eventually nearly all prisoners become ex-offenders and are released into the society in which they offended. They came back from Prison as they left to prison with no improvement to their education. This was sad development because there was no corrective measure taken.

In some parts of the world prisons were known and are still known as centres of punishment. They play the role of custodial. Thus, making sure that the prisoner was punished in accordance with the ruling of the Court. From one country to another and at different levels, Education in Prisons is now recognised as a basic human need, and as a human right. It can therefore be argued that imprisonment, even if it is viewed as justified punishment should not bring with it additional deprivation of civil rights, which include education. There has been a change of approach to inmate treatment by some governments. they focus on correctional role. Emphasis is on reformation and rehabilitation of inmates. According to Cosman (1993), states that "Education in prison means the activity of reforming, developing or assisting in the development of individual prisoner, particularly in their intellectual and effective aspects".

In order for a prisoner to lead a meaningful and successful life upon release, Education in prisons becomes a very important pre-requisite. It is a pre-requisite to prepare the inmate attain certain desirable qualities. Nyampandu (1988), states that "it is the function of the prison to find means of shaping interests, attitudes and ideas of the individual inmates". It is in this regard that over recent years concern has grown both at the national and local level, among practitioners and researchers and at the international level within the council of Europe, the

United Nations and non-governmental organisations, to ensure that Education of high quality and an appropriately broad range is recognised as an obligatory and integral part of prison activities.

Before and some few years after independence, prisoners were regarded as providers of cheap labour in Zambia. They were looked upon as outcasts, public disgrace and perpetual misfits of society. On 26th July, 1974, the former president of the Republic of Zambia Dr. K.D. Kaunda visited Mukobeko Maximum Security Prison, Kabwe Medium and Kabwe Female Prisons. during his visit, he announced that prisoners should be accorded chance to basic education and political education. This was the first official recognition of basic education in Prisons (Times of Zambia July 27, 1974).

According to Dr. Kaunda (1973, 27) states that "In our endeavour to create a humanist society, it is important for us to remember that it is the duty of every Zambian to help the party make the Zambian revolution a success. Historically prisons throughout the World were primarily intended as places for punishing social misfits. According to Penologists, there are three main aims for imprisoning offenders:

- (a) to prevent the convict from committing further offences and thereby protect the public;
- (b) to inflict hardship on the convict and make the society feel that the punishment is commensurate with the offence the person committed; and

(c) to reform the convict so that, on his release, he will be a law abiding citizens".

However, Dr. Kaunda said in the philosophy of Humanism, we reject the first two concepts. We do not believe in punishing people for the sake of punishing them". He further asked what use were prisons if they did not help prisoners change their attitudes towards society. What use would they be if they did not teach inmates useful skills which they could use once they have been freed. There is need to change the prisoners into good citizens through the provision of basic and political education.

- Education opens the new horizons. It helps people see things which they would otherwise not see. This is more important especially to a prisoner. It reveals to the prisoner talents which he/she did not suspect he had. It may also help change one's outlook on life.

Dr. Warren (1971) once said "teach men and women how to live and then give conditions that will enable them so to live, and there will be little use for penal institutions. But teach them by example how others live, and make it impossible for them to enjoy such life legitimately, and they will strive to obtain it illegitimately". Further this was amplified by another author who said "the purpose of prison training is not primarily to inculcate particular skills, but rather train the whole man. Thus, produce in the prisoner an attitude of mind, a desire to work well for the sake of good work rather than a vocational skill - Fox L.W. (1952).

The Education programmes at the three institutions understudy range from literacy to G.C.E. 'O' Levels. The enrolment of inmates is voluntary. Besides, they do not pay for their tuition. Examination fee is paid for them by Ministry of Home Affairs. They do not pay from their own pockets.

A large number of inmates are capable of learning given the necessary guidance. Unfortunately most of them leave before completing their academic year. There are varying reasons for this. Some of the reasons are:-

- (a) inadequate educational materials for inmates -
such as exercise books, pens, pencils and text books;
- (b) Lack of qualified teachers to teach high level
classes;
- (c) Transferring from one prison to another;
- (d) Short term stay in prison.

Lichter, O (1962) outlines that:

"Drop out is a complex problem to which there is no simple solution".

When there is a high drop rate among inmates due to inadequate facilities accorded to education programmes in prisons, the inmates tend not to change in knowledge ideas and attitudes towards society. Government efforts to fund education programmes in prisons tend to be wasted due to high rate of dropouts.

Lichter (1962) states that:

"Dropouts represent a tragic waste of the resources

at a time when the country needs their fullest productivity".

Admittedly, the problem of dropouts does not only affect prisons. It affects other institutions as well. Cehs (1970) in the publication of the Dutch Bureau for Central Statistics:

"Shows the seriousness of the dropout problem in Netherlands, where approximately four out of every ten male students in various faculties fails to pass their examination".

A number of studies have been conducted by various educational researchers to try and establish the factors that contribute to the dropout rate among students attending various educational programmes. The findings show varying reasons. Tennebaum (1962) states that:

"The teacher student relationship in class and physical illness can impinge seriously on school dropout".

This fact was seen at Mukobeko and Kabwe Female Prisons where some Uniformed officers are teachers. The prisoner tends to be in constant fear because of the type of relationship that exist between them. He/she is not free to ask as much as he/she would like to.

The situation at the three institutions understudy, thus, Mukobeko Maximum Security, Kabwe Medium and Kabwe Female need serious attention by all relevant authorities. Otherwise the government effort to put more resources in order to enhance the quality of education for inmates will go to waste. The rate of dropouts seem to increase each academic year than decrease.

CHAPTER THREE

RESEARCH METHODOLOGY

This was a case study aimed at investigating factors that contributed to the high drop out rate among inmates attending classes at Mukobeko Maximum Security, Kabwe Medium and Kabwe Female Prisons.

- (a) Population: There were many prisons throughout the country. The number of prisoners throughout the country was quite large. The study involved three prisons only within Kabwe Urban. These were Mukobeko Maximum Security Prison, Kabwe Medium Prison and Kabwe Female Prison. The total population of inmate students at the three prisons was about two hundred.

Sample Population

For the purpose of this study, the researcher involved hundred inmate students. Out of hundred sampled, ninety five handed in their completed questionnaires and five did not unfortunately. Of the ninety five, forty one came from Mukobeko Maximum Security Prison, thirty five from Kabwe Medium and nineteen from Kabwe Female. The low number of female inmate students in the sample was as a result of low inmate unlock at

the institution. The sampling was done to teachers and supervisors.

Instruments

The instruments used in this research were as follows:

- (a) Questionnaires for inmate students
- (b) Questionnaires for teachers
- (c) Questionnaires for supervisors

Each questionnaire was analysed separately.

Research Design

As mentioned earlier in the Chapter, the research design used was a case study. The design was chosen in order to study a small population in details and in depth, thereafter, the findings were generalised to a large population of the Prison Education Community. Another advantage was that time and resources were minimised by studying a small population.

Data Collection Procedures

In order to collect enough information in the investigation into the factors that contributed to high drop-out rate among inmates attending Continuing Education classes at the three prisons in Kabwe, three different types of questionnaires were administered. These were distributed as follows:

- (a) 100 questionnaires to inmate students. Out of

100, 95 handed in the questionnaires and were well complete.

(b) 20 questionnaires to teachers

(c) 08 questionnaires to supervisors

Use of informal discussion and records available was conducted. The instruments were administered confidentially.

DATA ANALYSIS

The data collected was analysed manually. Analysis of information was done by use of tables.

Frequency distribution of responses to each question were also presented in a table form and then converted into percentages, which in most cases were worked out to the nearest figures.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS OVERVIEW

This research attempted to investigate factors that contributed to the high drop-out rate among inmates attending Continuing Education Classes at Mukobeko Maximum Security, Kabwe Medium and Kabwe Female Prisons.

Data analysis has been done by using tables of frequencies, and percentages. In some cases, questions have been combined according to categories, while in certain circumstances where respondents differ vehemently, separate categories have been made. The tables of the data have been put into three parts.

- (a) questionnaire for students
- (b) questionnaire for teachers
- (c) questionnaire for supervisors.

The objectives of the study were:

- (a) To establish the reasons behind the high drop-out rate among inmates attending Continuing Education classes.
- (b) To assess to what extent the prison authority was trying to correct the situation.
- (c) To establish whether the high rate of drop-out was as a result of lack of qualified teachers.
- (d) To establish whether inmate student's apathy

to attend classes was as a result of hard labour before classes.

- (e) To establish whether transfer of inmate students from one prison to another caused high drop-out rate.

STUDENT QUESTIONNAIRE

Table 1 indicates that 80% of the students enrolled were males and 20% were females. This may be due to the fact that females normally do not engage in crime and are therefore few in prisons.

As shown from the table, there were more male inmate students than female inmate students. From 76 male inmate students, 41 were from Mukobeko Maximum Security Prison and 35 from Kabwe Medium Prison. 19 female inmate students came from Kabwe Female Prison.

Table 1: Sex Distribution

SEX	FREQUENCY	PERCENTAGE
Male	76	80
Female	19	20
TOTAL	95	100

Table II Age Distribution

The table shows that there were 11 percent students under 20 years of age, 56 percent between 21-30, 23 percent between 31-40 and 10 percent 41 and above.

The table shows that there were more students between the age of 21 and 30. This also implies that crime is higher or prevalent between ages 21-30. Those 41 years and above were very few at each of the three prisons and a few attended classes.

Table 2 Age Distribution

AGE	FREQUENCY	PERCENTAGE
Under 20	10	11
21-30	53	56
31-40	22	23
41 and above	10	10
TOTALS	95	100

Table 3 shows that 19 percent were grade 5 students, 25 percent were grade 7 students, 12 percent were grade 8 students, 30 percent were grade 9 students and 14 percent were GC.E 'O' level students.

According to table 3, there were more inmate students enrolled in grade nine than in any other class. This was seconded by grade 7 class which had 25%. One would safely conclude that

most offenders came to prison with at least a grade seven or eight qualification. It was also within this range of qualifications where an employment was mostly experienced. hence the increase in crime. The tables shows that there were more drop-outs at the level of grade 7 and 9. This therefore explains why there was high population of juveniles in prisons.

Table 3: Student Academic Qualification

GRADE	FREQUENCY	PERCENTAGE
5	18	19
7	24	25
8	11	12
9	29	30
GCE 'O' Levels	13	14
TOTAL	95	100

LEARNING ENVIRONMENT

According to table four, 81 percent accept that there were time tables in their classes and 19 percent deny the existence of time tables in their classes.

The table indicates that the classes were well organised through proper display of time tables.

On starting time of classes, 100 percent said that they started classes in the afternoon. This explains that all classes

at the three institution started classes in the afternoon after prisoners' labour.

Table 4: Class Time Table

RESPONSE	FREQUENCE	PERCENTAGE
Yes	77	81
No	18	19
TOTAL	95	100

SUBJECTS ON THE TIME TABLE

The students were asked whether there were some subjects appearing on the time table which were not taught, 55 percent said that all the subjects on the time table were being taught and 45 percent indicated that some subjects were not being taught due to lack of teachers. Some of the subjects cited as not being taught were, Geography, Human and Social Biology and Environmental Science in the primary sector.

SATISFACTION OVERSTARTING TIME OF CLASSES

The data shows that 57 percent were not happy with the starting time of classes, while 43 percent indicated stisfaction with the starting time of classes. Those stisfied could have been students who do their labour within the prison premises.

The dissatisfaction of others was as a result of late knocking off from their gang labour. The delay in knocking off and consequent delay in taking their lunch, causes them to delay in going to classes. This may be the reason why inmate students drop out from classes before completing their academic year.

GANG LABOUR INTERFERENCE WITH CLASSES

According to table 5, 63 percent accepted that hard labour interfered with their classes and 37 percent say that hard labour did not interfere with their classes.

Going by the response on the table, there was need to give inmate students enough time to prepare themselves for classes. They found it quite difficult to attend classes while very tired from work. This therefore caused a drop-out in classes.

Table 5: Gang Labour Interference with the running of classes.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	60	63
No	35	37
TOTALS	95	100

Inmate students were asked if they would perform better if given enough text books, 100 percent of the respondents said that they

would perform well if only there were enough text books. It appeared from the response that there was a critical shortage of text books from the three institutions.

The respondents further explained that they did not have enough time for study. Table 6 shows that 30 percent indicated that they had enough time for study and 70 percent indicated that they had no enough time for study.

The tabulation on the table implies that one of the reasons for the drop-out rate was lack of study time. As said earlier in table 5, students tended to come to classes quite very tired and others chose not to go to classes.

Table 6: Sufficient Study Time

RESPONSE	FREQUENCY	PERCENTAGE
Yes	28	30
No	67	70
TOTALS	95	100

Table 7 shows that 27 percent agreed that they sit comfortably in class, while 73 percent said that they did not sit comfortably in class.

The discomfort in sitting arrangement in class, could have been one of the causes for a drop-out in classes. The researcher found that most inmate students were sitting on the floor and

using their laps for leaning the paper to write their notes. The sitting arrangement was not conducive for learning.

Table 7: Comfort in Class Sitting Arrangement

RESPONSE	FREQUENCY	PERCENTAGE
Yes	26	27
No	69	73
TOTALS	95	100

SUITABILITY OF DESKS IN CLASSES

While desks would be very suitable for class use, the dormitories arrangement did not accomodate the use of desks. However, the respondents indicated that there was need for desks. 80 percent of the respondents agreed that desks were necessary for their comfort in class. 20 percent said there was no need for desks. Inmate students have a problem of writing properly due to lack of desks.

Table 8: Suitability of Desks in Classes

RESPONSE	FREQUENCY	PERCENTAGE
Yes	76	80
No	19	20
TOTALS	95	100

CLASSWORK

According to the respondents, the class work was not difficult as such. 79 percent said the class work was not difficult and 21 percent said that the classwork was difficult.

From the researchers view point, there were more unqualified teachers than qualified ones. Chances were that students could be learning things below their standards or much above their standard. Hence the high rate of drop outs. This point was supported by their supervisors.

In addition to lessons offered by the teachers, inmate students suggested that there was need for radio lessons. This would help them to catch up in topics where the teacher did not teach. From the data collected, most respondents prefer radio lessons as another way of increasing their knowledge.

To the contrary most inmate students did not feel shy to attend classes. 81 percent of the respondents said that they did not feel shy to attend classes. 19 percent indicated that they felt shy to attend classes as prisoners. The data therefore showed that the respondents did not feel shy to attend classes. This was a good development for learning.

TEACHERS HARSHNESS TO INMATE STUDENTS

Most of the respondents (inmate students) mentioned that there was no harshness of teachers to inmate students. 75 percent said that teachers were not harsh to them and only 25

percent said that teachers were harsh to them.

From the data, it goes without saying that the learning Environment means they asked questions freely and shared ideas with their teachers freely.

At the three prisons, the inmate student relationship with the Education supervisor was quite good. 60 percent said it was very good, 14 percent said it was good, 20 percent said that it was fairly good, and 6 percent said it was bad.

According to respondents, their relationship with the supervisor was very good. There was good coordination.

SUPERVISOR ATTENDING TO INMATES EDUCATION PROBLEM

The respondents indicated that supervisors attended to their problems each time there was one. 79 percent stated that the Education supervisor attended to their problem, while only 21 percent said that the supervisor did not attend to their problems whenever such a problem arose.

LEARNING FACILITIES AND MATERIALS

Table 10 shows that 81 percent of the respondents said that they had library facilities and 18 percent of the respondents stated that there were no library facilities.

Although the response of inmate students indicated more percentage to having library facilities, the researcher discovered that at Kabwe medium and Kabwe female, there was just

a small room where teachers' hand books were being kept. The rooms had only one table for the supervisor.

Table 10: School Library

RESPONSE	FREQUENCY	PERCENTAGE
Yes	77	81
No	18	19
TOTALS	95	100

Table 11: Time to use the Library

RESPONSE	FREQUENCY	PERCENTAGE
Yes	34	36
No	61	64
TOTALS	95	100

Table 11 shows that the students did not have enough time to use the library. 64 percent of the respondents said that they did not have enough time to use the library. 36 percent indicated that they had enough time to use the library.

The results from the table shows lack of enough time to use the library. This could be one of the causes for a drop-out among inmate students.

Table 12: Good Performance Given Enough Test Books.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	95	100
No	0	0
TOTALS	95	100

From table 12, all students said that if they were given enough time to use the text books, their performance could be much better.

From the results, one would say that lack of text books in each subject and the limited chance to use them if any, brought poor results and discouragement among the learners. Hence the drop out.

TEACHERS PERFORMANCE

On the performance of teachers at the three institutions, most respondents indicated that they were very satisfied with their teaching 43 percent indicated that they were very satisfied with the teaching, 35 percent were simply satisfied with the teaching and 22 percent indicated that they were unsatisfied.

FUTURE ASPIRATIONS

Most inmates indicated that the Education they were getting in prisons would prove useful when they got out of prison. 98

percent said the Education they were getting would be useful and only 2 percent said that it would not be useful to them after their discharge from prisons.

The response showed that inmates were aware of the importance of Education after their release from prisons.

TEACHERS QUESTIONNAIRES

Table 1 Sex Distribution

SEX	FREQUENCY	PERCENTAGE
Male	19	95
Female	01	05
TOTALS	20	100

Table 1 shows that there were 95 percent male teachers and 05 percent female teachers.

The increase in percentage of the male teachers was due to the fact that two prisons were only for male inmates and only one for female inmates. Female teachers are not allowed to teach in male prisons. At the same time male teachers are not allowed to teach in female prisons. Hence the female prison was being run by a female Education supervisor and one teacher.

TEACHERS' BACKGROUND

Table 2 Distribution According to Academic Qualification

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
Grade 7/Standard 6	0	0
Form 11, Grade 9/10	01	05
Form V, Grade 12 G.C.E 'O' Levels	19	95
TOTAL	20	100

Table 2 shows that there was no teacher with grade 7/standard 6 qualifications. 05 percent of the respondents indicated that they had form 11/grade 9 or grade 10 certificate, and 95 percent of the respondents had a form V/grade 12 or G.C.E 'O' Certificates.

Table 3: Distribution According to Professional Qualification.

PROFESSIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
Primary Teachers Certificate	08	40
Diploma	02	10
Degree	01	5
Others	09	45
TOTALS	20	100

Table 3 shows the distribution of teachers according to their professional qualification. As per table 40 percent were primary school trained teachers, 10 percent were Diploma holders and 05 percent were degree holders. 45 percent did not have any specific professional qualification.

From the data collected, it appeared that most of those who did not hold any professional qualifications were inmate teachers. The inmate teachers appeared to be the majority because of shortage of trained teachers at the three institutions. The researcher was informed that the shortage of trained teachers was caused by the delay or non payment of part-time teachers salaries. As a result, most of them stopped teaching as a protest to the Government for non payment of part-time teachers' salaries.

The withdraw of trained teachers from teaching in prisons, left more untrained teachers handling senior classes. This situation caused some inmate students to withdraw from classes. Hence causing a high drop-out rate. This situation is clearly seen on table III, where 45 percent of the teachers were not professionally trained.

TEACHING AND LEARNING ENVIRONMENT

Classes at the three institutions ranged from literacy to G.C.E 'O' levels.

There were a minimum of 10 students in each class. However, records in the registers showed that there were more students

enrolled at the beginning of the year than towards the end of the year. This was due to one students dropping out during the course of the year.

Table 4 **Reasons for leaving class before end of year.**

FACTORS	FREQUENCY	PERCENTAGE
No encouragement	01	05
Long Term Sentence	0	0
Lack of Knowledge on the Importance of Education	02	10
Early Discharge	01	05
Transfers	10	50
Frustrations by Fellow inmates	01	05
Lack of Interest	01	05
No Reason	02	10
Lack of Communication with the family	01	05
TOTALS	20	100

Table 4 shows factors that contribute to students dropping out before end of year. As per table the main cause of drop out was transfers with 50 percent of the respondents emphasizing on the same.

STARTING TIME TO CLASSES

When asked if classes started exactly at the expected time, 95 percent said that they started classes later than the expected time, 5 percent said that they started at the exact time.

These results show that at all the three prisons, starting time of classes was not observed. This may have been a discouraging factor to many inmate students.

Table 5: Reasons for a No answer in question 9

FACTORS	FREQUENCY	PERCENTAGE
Late Opening of Cells	13	65
Late Knocking off from Gangs	03	15
Taking Lunch Late	02	10
Use of domitories as classes	0	0
No reason (Nil)	02	10
TOTALS	20	100

Table 5 shows that the main cause, of starting classes late was late opening of cells by officers on duty. This was shown by 65 percent indicating late opening of cells, 15 percent late knocking off from gangs, 10 percent late taking of lunch and 10 percent found no reason why classes started late.

The constant delay in opening classes on time seriously affected the drop-out rate.

TEACHERS' RECEIPT OF COOPERATION FROM A SUPERVISOR

Teachers received co-operation from their supervisors 95 percent indicated that they received the required co-operation from their supervisors. Only 05 percent indicated that they did not receive co-operation from their supervisors. This therefore is a good indicator that there was a good working relationship between teachers and their supervisors.

EDUCATION MATERIALS FOR STUDENTS

Majority of the respondents said that they did not have enough education materials. 85 percent indicated insufficient education materials and only 15 percent said that there was sufficient education materials.

Going by the data given, lack of educational materials was seen as one of the contributing factors to a high drop-out rate.

The lack of education materials by students was the same as lack of teachers handbooks. 90 percent of the respondents attributed poor teaching to lack of teachers' handbooks.

CONSTANT NUMBER OF STUDENTS IN CLASS UP TO
THE END OF THE YEAR

From the above data, it is evident that the enrolment in each
school was fairly constant. In fact, it was already seen that

Table 6: The minimum number of students required per class

NUMBER	FREQUENCY	PERCENTAGE
10	15	75
15	03	15
20	02	10

Table 6 shows that 75 percent of the respondents state that the minimum number of inmate students was ten, 15 percent state the minimum as 15 and 10 percent state that the minimum was 20.

According to the table, 10 is the minimum number of students to start a class.

MORE STUDENTS AT THE END OF THE YEAR

When asked whether they usually had more students at the beginning of the year, 80 percent said that they had more students at the beginning of the year than at the end of the year. 20 percent said they did not have more students at the beginning of the year. The result imply that as they draw nearer to the end of the year, the nummber of students in class reduces due to some drop out.

CONSTANT NUMBER OF STUDENTS IN CLASS UP TO THE END OF THE YEAR.

Most of the respondents explained that the enrolment in each class did not remain constant. Infact it was already seen that

there were more students at beginning of the year than at the end of the year. The decrease in the enrolment was attributed to the drop out rate.

REASONS FOR DROP OUT

Table 7: Causes of Drop Out

FACTORS	FREQUENCY	PERCENTAGE
Transfers	13	65
Poor Teaching	01	05
Little Time	04	20
All of the Above	02	10

Table 7 attributes the drop-out rate to transfers. 65 percent was attributed to transfers, 05 percent poor teaching, 20 percent little time reserved for learning and 10 percent was attributed to all the other three factors, thus, transfers, poor teaching and lack of enough time for learning.

TEACHER/STUDENT RELATIONSHIP

Table 8: Class Relationship with Students

CLASS RELATIONSHIP	FREQUENCY	PERCENTAGE
Very Good	08	40
Good	10	50
Fairly Good	02	10
Poor	0	0
TOTALS	20	100

Table 8 shows 40 percent saying that the relationship with teachers and students was very good, 50 percent say it was merely good, 10 percent say it was fairly good and nobody said it was poor.

From the table, one would deduce that the relationship was merely good but not very good. In the researchers opinion, the relationship was not as good as expected. There is a big percentage gap between, very good and merely good.

STUDENTS MOVEMENT

Although the attendance of students tended to be poor at the end, most teachers tended to encourage students to attend classes. 90 percent said that they encouraged students to attend classes and 10 percent said that they did not encourage students to attend classes.

Teachers concurred with students that transfers took place to inmate students. 80 percent of the respondents agreed that transfers disturbed the smooth running of classes and 20 percent said that transfers did not disturb the smooth running of classes.

The inference could be drawn from the figures that the drop-out rate among inmate students was as a result of transfers. The respondentss (teachers) did indicate that they had inmates students being transfered to other prisons and to make matters worses to stations where such classes did not exist. This trends brought dissappointment to teachers who were eager to see their inmate students complete their academic year.

GENERAL COMMENTS FROM TEACHERS

In order to reduced drop out rate, teachers at the three institutions had the following suggestions to make:

1. Restrict transfers of inmate students where necessary.
2. Supply teachers with enough education materials.
3. Starting time of classes should be observed.
4. Syllabi in all subjects should be made available.
5. Provision of text books to students should improve.
6. Students to Knock off early from their labour that has
7. Inmate students to be given their own domitories and out in order not to be disturbed during their studies.

8. There should be assessment tests to inmates before they were allocated to classes.
9. Inmates on long term sentence only should be enroled.
10. Improve the teaching techniques to attract interest from students.
11. Students should have their meals in time in order to enable them attend classes.
12. Inmate teachers should concentrate on teaching and not manual labour.

SUPERVISORS QUESTIONNAIRE

Background

Table 1: Sex Distribution

SEX	FREQUENCY	PERCENTAGE
Male	06	75
Female	02	25
TOTAL	08	100

Table I shows that there was 06 males representing 75 percent and 02 female supervisors representing 25 percent.

From the data shown on the table, there were more male supervisors than female supervisors. The reason was that two prisons were for male inmates only and female officers would not work there as supervisors.

Table 2: Academic Qualification Distribution

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
Standard 6/Grade 7	02	25
Form II/Grade 9/Grade 10	03	37.5
Form V, Grade 12 G.C.E 'O' levels	03	37.5
TOTALS	08	100

LEARNING ENVIRONMENT

At the three prisons, classes ranged from literacy to GCE 'O' levels. The enrolment is normally very high at the beginning of the year and becomes low towards the end of the year.

Table 3: Causes for withdraw from classes.

CAUSES	FREQUENCY	PERCENTAGE
Illness	03	38
Transfers	05	62
Expiry of Sentence	03	38

Table 3 is showing that some of the causes of drop-out rate was illness, transfers and expiry of sentence. 38 percent said illness, 62 percent of the respondents said transfers and another 38 percent attributed the drop out rate to expiry of sentence.

From the researchers findings, transfer of inmates from one prison to another was seen as the major problem. This was highlighted by inmate students response to the three factors.

PROFESSIONAL QUALIFICATIONS

The professional qualifications for most of the supervisors was that of primary school teachers certificate 62.5 percent had a primary school teachers certificate, 12.5 percent had advanced primary school course.

This implies that there was need to train more supervisors in adult education. There were different classes opened at different prisons. The enrolment of inmates was dependent on the students demand for such a subject. This was more common in the G.C.E 'O' level subjects. It was observed through the students response that there were more inmate students enroled at the beginning of the year than they were towards the end of the year. This was as a result of student drop out due to one reason or another.

One of the causes of inmate withdraw from classes was transfers. Students were randomly transfered to other stations without due regard to education programme that students were

involved in. Normally the new stations they went to, found that such classes did not exist.

On admission of the prisoner, the prison authority made sure that they were screened to ensure that they attended the right classes.

TEACHER PART-TIME SALARIES

Adult Education supervisors stated that, the irregular payment of part-time teachers' salaries, resulted into many teachers who were experienced to stop teaching.

Table 4: Teachers part-time salaries

RESPONSE	FREQUENCY	PERCENTAGE
Yes	01	12
No	07	88
TOTAL	08	100

The table shows that there were some irregularity in the payment of part-time teachers salaries. 88 percent of the respondents stated that part-time teachers' salaries was not paid in good time and only 12 percent stated that the money was paid in good time. The delay in paying teachers by the ministry of Education, has caused resignations by teachers to teach such classes.

SUPERVISION

Most of the Education supervisors talked to, expressed concern over the non payment of part-time teachers salaries. They attributed the high drop out rate by inmate students to non availability of teachers. The supervision of classes was made difficult due to lack of teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OVERVIEW

SUMMARY

The prisons education in Zambia started as far back as 1975. Government found it necessary to give academic education and skills training programmes to inmates as a way of trying to reduce crime. Most of the inmates who did not have proper qualifications joined classes of their own choice willingly. Government realised that mere punishment without reforming a prisoner through education did not deter him from further criminal activities. Therefore properly qualified teachers were made available to inmates. Payment of part-time teachers salaries used to go on smoothly.

However, as days went by there was a sharp decline in the payment of part-time teachers salaries, as a result of this, most teachers stopped teaching in Prisons Continuing Education Classes.

This turn of event caused a significant drop in students attending classes. It can also be seen from the discussion in chapter four that the contributing factors to high drop out rate were lack of proper classroom accomodation, lack of desks, transfers, hard labour, which inturn made them too tired to

attend to classes in the afternoon. Late opening of Cells used as classrooms contributed to students apathy in going to classes. Further, lack of trained teachers discouraged the students more. Late taking of lunch and lack of enough education materials contributed to high drop out rate of inmate students.

OBJECTIVES

In this study, the objective were as follows:-

- (a) To establish the reasons behind the high drop out rate among inmates attending Continuing Education Classes.
- (b) To asses to what extent the prison authority was trying to correct the situation.
- (c) To establish whether the high rate of drop out was as a result of lack of qualified teachers.
- (d) To establish whether inmate apathy to attend classes was as a result of hard labour before classes.
- (e) To asses if transfers of inmates from one prison to another was the cause of high drop out rate among inmate students.

CONCLUSIONS

This research has yielded some useful data which can be used to find solutions to the high drop out rate among inmate students.

From the results of the study, the following conclusions are made:

- (a) The employment of unqualified teachers has caused a high drop out rate among inmate students.
- (b) Lack of study materials made learning difficult for inmates students.
- (c) Transfers of inmate students to other stations caused a high drop out rate.
- (d) As a result of hard labour, students failed to go to classes because they were too tired to do so.
- (e) Late taking of lunch meant that inmate students went to classes very late.

RECOMMENDATIONS

From the findings of the study, it was necessary to make the following recommendations:

For Practitioners

- (a) Inmate students should be given separate cells to avoid loss of books, pens and pencils allegedly stolen by non inmate students sharing the same cell.
- (b) There should be more education materials to give to students.

- (c) Inmate students who go for their hard labour should knock off in good time so that they are able to attend classes.
- (d) All inmates who are on short term sentence (those less than one year) should be engaged in skills training programmes than academic. Inmate students tend not to complete their programme in that academic year because of the short term of sentence.

Policy Makers

- (a) The prison service should embark on sending prison officers to train as teachers in order to reduce dependence on teachers from near by schools to the Prison. In addition, this will help to control the behaviour of inmate students by virtue of their training as prison officers.
 - (b) The service should start building or renovating classroom blocks so that they can fit in desks. This will help students to sit comfortably and write properly.
 - (c) Government should increase the allocation of funds for Education Materials which will include the buying of desks.
 - (d) In order to enhance effective management of Adult Education in Prisons, Government should include
- for the inmates who were below the required standards.

in the recruits syllabus some contents on the need for Adult Education to inmates. They should be made to appreciate Governments efforts in this regard.

- (e) In order to reduce drop-out rate to the minimum, the Commissioner of Prisons should make a deliberate move to put to a halt over the transfer of inmate students.
- (f) There was need to improve the library facilities and time for the use of the library.
- (g) Government should pay part-time teachers' salaries promptly if they were to be encouraged to continue teaching. The researcher further recommends that the payment of part-time teachers' salaries be the responsibility of the Ministry of Home Affairs and not the Ministry of Education as the case has been.
- (h) All Education Supervisors at each prison be trained teachers to enhance effective inspection on their fellow teachers' work.
- (i) To encourage more teachers to teach in prisons, Government should increase part-time teachers salaries.
- (j) If Education was to be meaningful and properly maintained, the programmes should be made compulsory for inmates just as other activities taking place in prisons are. Especially those whose academic qualifications were below the required standards.

FOR FUTURE RESEARCHERS

It is in the interest of the development of Education programmes in prisons that future researchers should try to make a follow up of the recommendations made in this research and assess if they were implemented. If not, they should be able to find other measures to improve the Education programmes in prisons.

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APPENDIX I

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

STUDENT QUESTIONNAIRES

STUDENT INMATE QUESTIONNAIRE

Dear Respondent,

You are kindly requested to answer all the questionnaire. The information provided will be helpful to solve our current problem.

INSTRUCTIONS

Fill in the required information in the space provided. Put a tick against your best answer. Where possible write a word as requested. Do not write your name on the questionnaire. The information obtained will be treated confidentially.

EXAMPLE.

Are you aware that there are Continuing Education classes in this prison?

(a) Yes [] (b) No []

The answer is certainly Yes and that is why there is a tick against it.

NOW ANSWER THE FOLLOWING QUESTIONS.

1. Sex Male Female

2. Age Under 20
21 - 30
31 - 40
41 and above

3. Grade Five
Seven
Eight
Nine

..... G.C.E 'O' Level

4. Do you have a class time table?
(a) Yes [] (b) No []

5. What time do you start your classes?
(a) Morning
(b) Afternoon

6. Are there subjects on the time-table which are not taught?
(a) Yes [] (b) No []
7. If the answer to question 6 is Yes state the subjects.
.....
.....
.....
8. Are you happy with the time you start your classes?
(a) Yes [] (b) No []
9. Does your Gang labour interferes with your classes?
(a) Yes [] (b) No []
10. Does your prison have a school library?
(a) Yes [] (b) No []
11. Do you have enough time to use the library?
(a) Yes [] (b) No []
12. Do you understand English?
(a) Very well
(b) Well
(c) Fairly well
13. Do you have enough teachers?
(a) Yes [] (b) No []
14. Are you satisfied with their teaching?
(a) Very satisfied
(b) Satisfied
(c) Unsatisfied
15. Would you prefer all teachers to be fellow inmates?
(a) Yes [] (b) No []
16. Would you prefer outside teachers?
(a) Yes [] (b) No []
17. Do you think the education you are getting will help you after release?
(a) Yes [] (b) No []
18. Do you think you can perform better if, given enough text books?
(a) Yes [] (b) No []
19. Are you given enough time for study.
(a) Yes [] (b) No []

20. Do you sit comfortably during your class?
(a) Yes [] (b) No []
21. If the answer is No would desks be suitable to your learning.
(a) Yes [] (b) No []
22. Is your classwork too difficult for you?
(a) Yes [] (b) No []
23. Would you prefer to have radio lessons so that you are up to date with current affairs?
(a) Yes [] (b) No []
24. Do you feel shy to attend classes?
(a) yes [] (b) No []
25. Are teachers harsh with you?
(a) Yes [] (b) No []
26. Are you discouraged by some officers to join classes?
(a) Yes [] (b) No []
27. Are your exercise books safe in your domitories?
(a) Yes [] (b) No []
28. What is your relationship with the education supervisor?
(a) Very good
(b) Good
(c) Fairly good
(d) Bad
29. Does your Supervisor listen to your education problem?
(a) Yes [] (b) No []
30. Is your class performance affected by transfers?
(a) Yes [] (b) No []

END

THANKS FOR YOUR PARTICIPATION

APPENDIX II

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

TEACHERS' QUESTIONNAIRES

Professional qualification

- (a) Primary Teacher's Certificate
(b) Diploma
(c) Degree

What class do you teach?

- (a) Primary
(b) Grade 8
(c) Grade 6
(d) Grade 7
(e) Grade 8-9
(f) Grade 10-12

How many students do you have in your class?

How many students are leaving your class
each year?

- (a) Yes [] (b) No []

TEACHERS' QUESTIONNAIRE

Dear Respondent,

Kindly answer all the questions in this questionnaire. This exercise will help us solve our problem.

INSTRUCTIONS:

Fill in the required information in the space provided. Put a tick against your best answer. Where possible write a word or sentence as requested. Do not write your name on the questionnaire. The information will be treated confidentially.

EXAMPLE:

Are there female student inmates in your class?

(a) Yes [] (b) No []

The answer is No and that is why there is a tick against it.

Now answer the following questions:

1. Sex Male Female
2. Academic qualification
(a) Grade VII/Standard 6
(b) Form ii/Grade 9/Grade 10
(c) Form V/Grade 12/G.C.E 'O' Levels
3. Professional qualifications
(a) Primary Teacher's Certificate
(b) Diploma
(c) Degree
4. What class do you teach?
(a) Literacy
(b) Grade 5
(c) Grade 6
(d) Grade 7
(e) Grade 8-9
(f) Grade 10-12
5. How many students do you have in your class?
6. Have you had any student inmates leaving your class since you started teaching?
(a) yes [] (b) No []

7. How many have so far left?
8. What are the major reasons for leaving class before the end of the year?
.....
9. Do you start your classes at exactly stated time?
(a) yes [] (b) No []
10. If the answer in (9) is No, what are the reasons?
.....
.....
11. Do you receive good co-operation from your supervisor?
(a) Yes [] (b) No []
12. Are you given enough education materials for your students?
(a) Yes [] (b) No []
13. Do you have enough teacher's handbooks?
(a) Yes [] (b) No []
14. What is the minimum number of students required per class?
.....
15. Do you usually have more students at the beginning of the year?
(a) Yes [] (b) No []
16. If the answer in (15) is yes, is the class the same up to the end of the year?
(a) Yes [] (b) No []
17. If the answer in (16) is No what is the cause of the decline?
(a) Transfers
(b) Poor teaching
(c) Little time
(d) All of the above
18. Are you qualified for the classes you are handling?
(a) Yes [] (b) No []
19. If you are an inmate teacher, are you qualified for the class(es) you teach?
(a) Yes [] (b) No []

THANKS FOR YOUR PARTICIPATION

20. Are you employed on full or part time teaching?
 (a) Yes [] (b) No []
21. What is your class relationship with students?
 (a) Very good
 (b) Good
 (c) Fairly good
 (d) Poor
22. Do you mark the students' exercise books in good time?
 (a) Yes [] (b) No []
23. Do you encourage inmates to attend classes as a teacher?
 (a) Yes [] (b) No []
24. Are you a Prison Officer seconded to teach students?
 (a) Yes [] (b) No []
25. Have you had student inmates in your class transferred to other prisons?
 (a) Yes [] (b) No []
26. Do you think abrupt movements from one prison to another affect the withdraw of student inmates from classes?
 (a) Yes [] (b) No []
27. Do you enjoy your work?
 (a) Yes [] (b) No []
28. In your own view, what is your feeling when a student withdraws from class? (Give reasons)

29. Have you ever reported to your supervisor over the withdrawal of students from classes?
 (a) Yes [] (b) No []
30. What do you suggest must be done to minimise the student drop out rate in your class?

END

THANKS FOR YOUR PARTICIPATION

APPENDIX III

SUPERVISORS QUESTIONNAIRE

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

SUPERVISORS QUESTIONNAIRES

SUPERVISORS QUESTIONNAIRE

Dear Respondent,

Kindly answer all the questions in this questionnaire. This exercise will help us solve our problem.

INSTUCTIONS.

Fill in the required information in the space provided. Put a tick against your best answer. Where possible write a word or sentence as requested. Do not write your name on the questionnaire. The information obtained will be treated confidentially.

EXAMPLE.

Have you had student inmates dropping out of all the classes in your section?

(a) Yes [] (b) No []

The answer is certainly Yes and that is why there is a tick against it.

NOW ANSWER THE FOLLOWING QUESTIONS

1. Sex Male Female
2. Age under 20
 21 - 30
 31 - 40
 40 and above
3. Academic qualifications
 (i) Standard Six/Grade VII
 (ii) Form II Grade 9/Grade 10
 (iii) Form V/Grade 12/G.C.E
 No []
4. Proffessional qualifications
 (i) Primary Teachers' Certificate
 (ii) Advanced Primary Certificate
 (iii) Diploma
 (iv) Degree
 (v) None
 No []
5. What classes do you offer at your station?

6. The total enrolment at the beginning of every year is
(a) Stable
(b) High
(c) Low
7. The total number towards the end of the year is:-
(a) Low
(b) Same
(c) High
8. Do the majority of student inmates give up learning in the end and towards the end of the year?
(a) Yes [] (b) No []
9. What are the causes if the answer to number 8 is yes?
(a)
(b)
(c)
10. Do you have full-time teachers at your station?
(a) Yes [] (b) No []
11. How many trained teachers do you have at your station? (state the number).
12. How many untrained Teachers do you have? (state the number).
13. Is the number of teachers at your station encouraging?
(a) Yes [] (b) No []
14. Do you have a library?
(a) Yes [] (b) No []
15. Are some of the books found in the library relevant to the subjects being taught at your station?
(a) Yes [] (b) No []
16. Do you have enough Teachers' and students handbooks?
(a) Yes [] (b) No []
17. Are newspapers, magazines, radios and TV sets made available for teachers and student inmates to use?
(a) Yes [] (b) No []
18. Are students given enough time to prepare for classes?
(a) Yes [] (b) No []

19. Have you experienced abrupt transfer of student inmates?
 (a) Yes [] (b) No []
20. Do students on transfer join classes at the new station?
 (a) Yes [] (b) No []
21. In your own view, do you think transfers of student inmates contribute to the drop out rate in your section?
 (a) Yes [] (b) No []
22. Do you submit proposals of teaching and learning materials that teachers need to Prisons headquarters.
 (a) Yes [] (b) No []
23. If the answer to question 22 is Yes, how often are submissions?
 (a) Weekly
 (b) Monthly
 (c) Termly
 (d) Yearly
24. Are funds readily available to enable your section purchase all the required items at any time?
 (a) Yes [] (b) No []
25. How often does your Education Officer receive allocations from Government?
 (a) Monthly
 (b) Termly
 (c) Yearly
26. In your own view, what are the other causes for the drop out rate of student inmates in your section?

27. Do you have enough classroom accommodation?
 (a) Yes [] (b) No []
28. How is the attitude of prison officers towards the inmate Education?
 (a) Very good
 (b) Good
 (c) Fairly good
 (d) Poor

29. As a supervisor, do you hold meetings with your students?
(a) Yes [] (b) No []
30. Are the teachers Punctual?
(a) Yes [] (b) No []
31. If you have inmate teachers, are they given enough time to prepare themselves for classes?
(a) Yes [] (b) No []
32. Are Education materials supplied to your stations in good time?
(a) Yes [] (b) No []
33. Are teachers paid their Part-time teachers' salaries in good time?
(a) Yes [] (b) No []
34. Do inmate students have their lunch in time in order to allow them attend classes?
(a) Yes [] (b) No []
35. On admission of a Prisoner, do you screen them properly to determine his/her qualification?
(a) Yes [] (b) No []

END

THANK YOU FOR YOUR PARTICIPATION

RESEARCH BUDGET

1. STATIONERY:-(i)	2 packets of stencil @ K17,500	K35,000
(ii)	4 reams of Dup. paper @ K8,500	K34,000
(iii)	3 tubes of Dup. Ink @ K8,500	K25,000
(iv)	2 bottles of correcting fluids	K 8,000
(v)	2 reams of typing paper @ K8,500	K17,000
(vi)	1 ream of photocopying paper	K 8,500
(vii)	Typing costs	K15,000
(viii)	Duplicating costs	K15,000
(ix)	Binding costs, four copies	K25,000
(x)	Photocopying costs	K16,000

SUBTOTAL K164,500

2. TRAVEL/TRANSPORT

K 7,500

Miscellaneous (pens, pencils, etc.) K 10,000

TOTAL K380,500

10% contingencies K 38,050

GRAND TOTAL K418,550

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RESEARCH TIME FRAMEWORK 1995

DATE	ACTIVITIES
15 - 30 March, 1995	Project approved by Supervisors.
22 May-June 6, 1995	Project topic submission to the head's office.
6 June-14 June 1995	Writing of the Research Proposal.
15 June, 1995	Submission of the research proposal.
23 June - 8 July, 1995	Data Collection
13 July - 30 Aug. 1995	Data Analysis
1 Sept-15 October, 1995	Writing of the final research report.
18 October, 1995	Presentation of the final research report.

