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**A Phenomenological study of the motivation barriers and enablers experienced by
prisoners in terms of their participation in educational programs.**

**A thesis
submitted in fulfilment
of the requirements for the degree
of
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THE UNIVERSITY OF
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Abstract

An exploratory study, building on current international literature and research, examining motivational barriers and motivational factors New Zealand prisoners experience when making choices regarding prison education programme participation. International research has posited several theories which contribute to understanding why prisoners do and do not regard education highly. This research is building on these understandings providing a unique, New Zealand prisoner insight. Qualitative interviews were conducted with 15 prisoners at the Spring Hill Corrections Facility in the Waikato region. Discussions showed prisoners experience several barriers preventing motivation to participate in prison education, these include, dispositional barriers, institutional barriers and situational barriers, self-stigma, fear of education, low self-esteem and self-efficacy towards learning activities. Extrinsic and intrinsic motivation factors were found to promote motivation, these included, avoiding boredom, gain a career post release and a desire to learn the content. Family/whanau proved to be a strong motivational factor for this cohort.

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Preface

My personal interest in prison education began while conducting volunteer work at the Spring Hill Corrections Facility as a Howard League of New Zealand literacy tutor in 2017. During my work with prisoners, teaching the basics of literacy in the prison learning environment, it was evident learning and education is at times, not regarded highly by the prisoners residing within the facility. This was evidenced by the mixed motivations towards the activity of learning the basic skills of reading and writing among prisoner students. It became a goal of mine to understand the educational motives of prisoners in New Zealand.

Prior to my work within Spring Hill Corrections Facility I had lived an academic life within the University of Waikato for three and a half years as a Social Sciences undergraduate and graduate student, where learning and education had become my life passion. My position as a sessional assistant with the School of Psychology granted me the privilege to teach undergraduate students a basic understanding of psychological practice and theory. I learned that educators observe students' enthusiasm or lack of enthusiasm for learning and engagement with education. The students I had the pleasure of teaching in the University environment displayed dedication, discipline, and thirst for academic knowledge. However, this thirst for learning is not necessarily experienced by other adult populations in society, particularly adult prisoner populations. It is a familiar understanding that prisoner populations in New Zealand, and internationally, share the commonality of being sub-populations whose educational attainment is exceptionally low compared to that of general populations. In my opinion, this indicates prisoner populations are those most in need of educational intervention and support. Many studies have found that providing educational intervention and support is salient for reintegration success, however if self-motivation is lacking towards educational tasks, reintegration success could be compromised.

The university learning experience is a 'user pays' commodity in that students pay to experience academic challenges. The cost to educate a prisoner in foundational literacy and numeracy programmes, based on the 2016/2017 Department of Corrections budget is approximately \$1200 per prisoner (The Ministry of Justice ,

2016). The effect of this low-cost education can be substantial as the Department of Corrections indicates that for every 14-29 prisoners participating in an education programme, one fewer prisoner will be reconvicted post-release from prison. It is evidenced the reconviction rate in New Zealand can be reduced by up to 5.9 percent with employment and education programme engagement (The Ministry of Justice , 2016).

Through my personal, academic and educational experiences, I developed understanding of the individual life successes that learning and educational attainment can provide. My goal attainment behaviour and personal discipline practices are fostered while my self-esteem and self-efficacy are improved with every educational success. Given all these positive personal experiences I have discovered with educational achievement, it became a personal desire to understand what prevents prisoners from pursuing learning and achieving success academically. It also became a personal research goal to understand why the prisoners I was working with were motivated to learn at that specific moment in their lives. What factors shaped their decision to re-engage with education within the challenging prison environment? Why is the prison learning environment more appealing than the adolescent learning environment?

International researchers have provided thorough analysis on factors which promote educational motives and demotivation factors while incarcerated, however an investigation into the educational motivations and demotivation factors of New Zealand prisoners has not been conducted. This study will qualitatively explore the motivational barriers and motivational factors experienced by New Zealand prisoners when deciding to participate or not participate in foundational, prison education programmes.

Chapter 1

Following on from this is an explanation of the knowledge gap in current prisoner educational motivation research. The potential benefits the findings from this research could provide for the prisoners themselves and the various stakeholders in the prisoner educational and rehabilitation framework will also be briefly discussed. The theoretical framework which has aided in the formulation of motivational barrier and motivational factor theories will also be outlined. The background of prisoners and their educational achievements pre-incarceration is also included in this chapter. Prison education development and its current status is outlined, along with a breakdown of benefits of prison education attainment. This chapter concludes with a section defining motivation and its relevance within educational and learning contexts.

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Knowledge Gap in Current Research

It is currently unknown if New Zealand prisoners experience motivational barriers towards participating in prison education in New Zealand. It is also unknown what personal experiences have led to the formation of educational motivational barriers for prisoners. Prison education participation is a voluntary venture for prisoners in New Zealand therefore should motivational barriers be experienced by this cohort, it is currently unknown what factors might minimise motivational barriers to support participation. Given the relationship between education and future life prospects like future employment, what factors would motivate men in prison to further their participation in education? What are the barriers? This study will explore these questions with men in New Zealand prisons who are participating in or have completed education courses while incarcerated.

In New Zealand there are approximately 10,000 prisoners residing in facilities across the country. In 2017/2018 over 8000 educational assessments were conducted by educational tutors, with 6500 prisoner learning pathways prepared. During the 2017/2018 period, over 3000 prisoners received a learning qualification, with over 1100 National Certificate in Educational Achievement qualifications and over 2000 short course qualifications being granted (Department of Corrections , 2018a; The Ministry of Justice , 2016). While these statistics do illustrate positive participation and inclusion in educational courses during incarceration, there remains a large population of prisoners who are not participating in educational interventions, reflective of their educational pathway assessments and needs, suggesting that motivational barriers to education participation exist.

These statistics suggest up to a third of prisoners may not be engaged in much needed educational intervention. Over 1500 prisoners who have been assessed have yet to have their learning pathway prepared (Department of Corrections , 2018a). This statistic further recognises the potential presence of educational motivational barriers among some prisoners. It is important to recognise the existence of motivational barriers as international research suggests motivational barriers could also be unconsciously applied to other life pursuit opportunities by these cohorts. Social functioning, finding employment, and interaction with pro-social supports could all be compromised by motivation barriers (Corrigan, Larson, & Rüsche, 2009; O.-J. Eikeland, 2009).

To explore the existence of motivational barriers for prisoners and gain insight into their formulation, this research will qualitatively investigate prisoners lived experiences of education experiences both pre and during incarceration. The findings aim to provide an anecdotal understanding of the educational experiences and personal encounters of the New Zealand prisoner population which have potentially led to the development motivation barriers affecting educational and potentially other life functioning opportunities.

The flip side of these statistics also indicate prisoners are able to self-motivate towards education programme participation while in prison, as demonstrated by a third of prisoners achieving qualifications of some description during one financial year period (Department of Corrections , 2018a). This research will also explore factors which perpetuate motivation for prisoners during their incarceration. It is important to explore these factors as this provides rehabilitators, Department of Corrections and adult education providers knowledge into ‘what works’ within the criminal correctional framework. The individual factors and/or mechanisms prisoners apply to foster the pursuit of educational interventions and life improving/functioning opportunities within the challenging environment of prison, will enable professionals to better intervene with their prisoner clients. Service providers could spot the ‘red flags’ of prisoner demotivation sooner with their clients. Current practices of service providers could be amended or development of new strategies for refining the delivery of motivational and rehabilitative programmes for incarcerated individuals could be achieved with findings from this study.

To conclude this research is providing insight into a knowledge gap as the prison environment can be considered challenging for prisoners’ self-esteem, confidence and most importantly motivation. It is not currently known if educational motivational barriers exist for prisoners and how these potential barriers are minimised during incarceration. These findings aim to expand on current international knowledge on educational motives of prisoners by providing a unique New Zealand prisoner culture perspective. Due to this study being exploratory in nature differences in educational life experiences between varying ethnicities of New Zealand prisoners have not been accounted for in the current study. Ethnicity

is not accounted for as this project is only focusing on the motivational barriers to participation and enablers of motivation of a small number of New Zealand prisoners. International research on this topic has not explored ethnicity of prisoner participants. Should the experiences of a larger sample size be explored in future research, demographic and ethnicity variables will be included. By exploring self-motivational barriers and the mechanisms prisoners use to overcome barriers as a single, construct and a process, without alternate comparable variables, we can observe a link with broader issues such as self-confidence, skill attainment competence, mastery, and identity. Identifying barriers and mechanisms to overcome barriers, may also enable the prisoners themselves to better understand how they perceive and process life experiences, leading to the formulation of motivational barriers and later motivational factors.

Theoretical Framework for this Research

Motivation as a Construct

Due to many programmes and interventions for prisoners being voluntary ventures, it is necessary for prisoners to be self-motivated to engage with educational programmes for the rehabilitative aspect to be successful. It is the aim of this study to explore if there are factors which prevent self-motivation to participate in prison education and which factors promote education motivation. To explore motivational factors, it is first important to gain a definition of motivation through differing theories and how the construct of motivation finds a relationship to education.

Motivation is derived from the Latin term 'motivus' which means 'a moving cause'. Modern research into human motivation has typically focused on the question of 'what creates a human action'. Ahl (2006) states that motivation is a quality which is primarily residing within the individual (Ahl, 2006). The Encyclopaedic Dictionary of Psychology defines motivation as the processes that energises and directs behaviour, attempting to explain why people behave in a particular way. Motivation provides the explanatory link between the internal and external stimuli and behavioural responses to the stimuli (Graham, 2006). According to Deci and Ryan (2000) motivation can be treated as a singular construct, however, people can be motivated by a number of differing factors with highly varied experiences and consequences (Deci & Ryan, 2008b)

Motivation is defined as the process by which behaviours are initiated then guided and/or driven. Motivation is the obvious or unobservable cause for why actions occur, it more often can only be inferred by a persons' behaviour. Maslow's theory of human motivation outlines several factors required to satisfy human needs when choosing to exercise action in tasks. He stipulates, 'classifications of motivations must be based upon goals rather than upon instigating drive or motivated behaviour' (p. 371) (Maslow, 1943). Maslow further adds 'motivations are only one class of determinants of behaviour. While behaviour is almost always motivated, it is also almost always biologically, culturally and situationally determined as well' (p.371)(Maslow, 1943). When developing a theoretical approach for this research Maslow's motivation theory, outlines and describes the unique position prisoners face when actioning demotivation and motivation towards prison education participation. Prisoners are a unique sub-culture with varying challenges outside and within the prison environment, these challenges and experiences have the potential to affect motivation goals along with drive and motivated behaviour

Maslow's 1943 paper provides 'general-dynamic' theory of human motivation. Maslow states that humans are motivated by a hierarchy of five basic needs, physiological; security; belongingness; esteem; and self-actualisation. Physiological needs are those required for human survival; safety needs provide the individual with a sense of security and well-being; belonging needs are where acceptance from social supports is required; esteem is the requirement for self-esteem and respect; and self-actualisation is the achievement of full potential by the individual.

Maslow describes these needs as being both unconscious and conscious to humans and can shift on the hierarchy from culture to culture. What is unconsciously or consciously a basic need in one culture may not be considered a need or needed in another. Maslow's motivation theory is important to consider in relation to prisoner educational motivation because, as previously indicated, prisoners do not readily engage with education or typically complete their adolescent education compared to non-offending populations. This indicates many prisoners may not regard educational pursuits and/or attainment as a conscious human need or necessary to individual survival. While Maslow's description of motivation is drawing on both

human need and survival instincts, many other theories and definitions of human action have followed (Hall, 2006; Maslow, 1943).

When considering a definition of motivation within an educational framework Zimmerman, Bandura and Martinez-Pons (1992) state ‘academic self-regulation is concerned with the degree to which students are metacognitively, motivationally and behaviourally proactive regulators of their own learning process. Self-regulated learners are not only distinguished by their pro-active orientation and performance but by their self-motivative capabilities’ (pg. 664). The authors further add environment, parental influence, past academic performances act as an influencer on motives for academic tasks, reinforcing motivation is not always observable (Zimmerman, Bandura, & Martinez-Pons, 1992).

Motivation is pivotal for success in and related to educational pursuits as evidence of self-motivation in students can significantly affect how, and if, academic curriculum content is learned. Should a student be motivated to learn mathematics, the student’s ability to learn mathematics will be affected positively. Murayama (2018) states humans are generally motivated to learn to accomplish two different goals, to master materials and develop competence (mastery goals) or to perform well in comparison to others (performance goals). Mastery goals and performance goals use different types of motivation with similar quantity of effort (K. Murayama, 2018).

Murayama, Pekrun, Lichtenfeld, and Vom Hofe (2013) aimed to determine if self-motivation could predict long-term learning success and growth in students by measuring self-motivation and learning strategies against the academic achievement in mathematics of German students in grades 5-10. The intelligence of the student was also considered in this research. Results indicated that a higher presence of self-motivation coupled with developed learning strategies, positively predicted mathematics achievement. Interestingly it was found that intelligence capability of the student was not a predictor of student growth in mathematics achievement (Kou Murayama, Pekrun, Lichtenfeld, & vom Hofe, 2013) From Murayama et. al.’s findings it is evident that student self-motivation for learning can have significant positive effects on the academic outcomes of the student, regardless of intelligence of the individual student.

To further explore the underpinning factors which shape prisoners developed education and learning motivations and motivation barriers, existing international prisoner education motive themes were investigated. Pre-existing research of prisoner motivation barriers and motivation factors from Europe, the United States and the United Kingdom have been utilised in this research. Costelloe (2003) has previously indicated prisoners' motives for pursuing educational opportunities are uniquely different to the educational motives of non-offending populations (Costelloe, 2003).

Past experiences with education, prisoner learning difficulties, peer influence all have affected international prisoners' capability to motivate towards participating in prison education programmes. These are more clearly defined as a mixture of institutional, dispositional and situational barriers. Stigmas and self-stigma experiences were also discussed in international research demotivating prisoners in educational pursuit (M. F. Cooper, 2016; Corrigan et al., 2009; Manger, Eikeland, Diseth, Hetland, & Asbjørnsen, 2010; T. Manger, O. J. Eikeland, & A. Asbjørnsen, 2018). It is theorised for this current study New Zealand prisoners could experience a varying range of factors which affect motivation towards prison education programme participation.

In developing theories on factors which perpetuate educational motivation, it was conceptualised again through international research, prisoners are motivated to engage in and complete tasks by a varying number of factors. The push/pull dimensions were one of the most prevalent motive theories found when shaping the learning and education motivation factors theory for this current study. Several varying internal and environmental factors can perpetuate motivation to pursue educational activity based on this theory. These factors can include avoiding adverse outcomes or punishment, passing time, alleviating boredom, or an internal desire to learn specific educational content. Intrinsic and extrinsic motivation factors bear similarity to push/pull dimensions of motivation. Intrinsic motivation is often found to produce more high-quality learning and achievement, whereas extrinsic motivation will often see a student with little enthusiasm and motivation for an educational task. International research also indicates prison education programmes and the educational tasks undertaken within the programmes can also

be a motivating factor during incarceration (Evans, Pelletier, & Szkola, 2018; Froiland & Oros, 2014; Gee, 2006; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010; Ryan & Deci, 2000).

Previous international research has been utilised to shape the conceptual and theoretical underpinnings for this study of educational motivational barriers and motivational factors potentially experienced by New Zealand prisoners. Further discussion on all motivational barrier and motivational factor theories and literature is provided in Chapter Three's literature review.

Prisoner Background and Educational Achievements

The Department of Corrections annual report of 2017/2018 indicates many individuals entering the corrections system in New Zealand have often been exposed to a varying array of negative life experiences. Exposures to gang activity, crime, poverty, substance use, and domestic violence for sustained periods of their lives are common occurrences for individuals who become incarcerated in New Zealand. It is also indicated these individuals are more likely to have poorly managed health conditions, mental illness and typically do not access health care when needed. Many who enter the corrections system are unemployed, homeless or living transient. Negative life experiences can also have a detrimental effect on the educational attainment of that individual. Research has illustrated that many New Zealand prisoners are from low socioeconomic backgrounds and have faced many challenges in their growth and development years (Ioane & Lambie, 2016). Prisoner background and their educational achievements prior to becoming incarcerated will be discussed.

Prisoner Background

In an analysis of the criminal youth justice system in New Zealand, several key developmental, behavioural and environmental factors were found to influence youths into criminal activity and away from educational pursuit. Anti-social peers, disengagement with schooling and education, and substance abuse are prevalent experiences among youth offenders. Many youth offenders will often indicate substance abuse as being a precursor to criminal activity, with over 80 percent of youth offenders appearing before the youth court reporting having a substance abuse problem (Johnson, 2015). The Department of Corrections further support

this knowledge by stating over 90 percent of prisoners have a lifetime diagnosis of a substance abuse disorder (Department of Corrections , 2016). Substance use disorder will prevent a youth from pursuing academic endeavours and other positive life functioning opportunities.

Sutherland (2011) furthers this understanding, indicating many youth offenders are born into anti-social families where a lack of effective parenting skills is a contributing factor (Sutherland, 2011). Bonta and Andrews discuss the social influence criminal parents have on their developing children. They report intergenerational crime or having a criminal father was the best predictor of a son's involvement in criminal activity coupled with low family income (Andrews, 2010). A study of 220 prisoners from New York showed 79 percent of prisoners did not complete high school. Most of the prisoners in this research blamed their poor socioeconomic conditions and poor role models during developmental years for their premature exit from education institutions and involvement in criminal activity (Vacca, 2004). These factors have been shown to negatively affect long term functioning capabilities of individuals who have lived and developed in these negative environments. In turn, affecting educational and employment attainment.

Ioane and Lambie (2016) discuss the risk factors influencing New Zealand Pacifica youth offenders' engagement in criminal activity. Exposure to poverty for long periods of an individual's developmental life can result in low educational attainment, which inadvertently leads to young offenders engaging in anti-social behaviour (Ioane & Lambie, 2016). This is consistent with the previously discussed Department of Corrections annual report stating experiences of poverty, pre-incarceration, are prevalent for New Zealand prisoners. Ioane and Lambie discuss the link between socioeconomic status and education, stating it is likely experiences of low socioeconomic status for New Zealand prisoners prior to imprisonment can contribute to their educational attainment and success being detrimentally affected during adolescence, particularly if these experiences are persistent for a sustained period of their developmental life (Ioane & Lambie, 2016).

Undiagnosed mental illness is also a common factor in the background of New Zealand prisoners. Over 90 percent of New Zealand prisoners are currently or have lived with mental illness in their lives. Female prisoners are more likely to have a

lifetime diagnosis of post-traumatic stress disorder compared to male prisoners. (Department of Corrections , 2016). Many prisoners will enter prison with co-morbid conditions, often being a correlation between mental health, substance abuse, depression/anxiety, psychosis, and post-traumatic stress disorders (Bowman, 2016). A lifetime diagnosis of mental illness has potential to detrimentally affect the capability of an individual to pursue functional life opportunities, such as education and employment.

Due to the previously discussed experiences occurring, prior to incarceration, prisoners also have less vocational skills to offer employers. A lack of necessary vocational skills can lead to difficulty for individuals to compete in the workforce resulting in many offenders or prisoners having lived with long-term unemployment. Factors such as mental illness, learning difficulties and a lack of education attainment can contribute to prisoners not being able to obtain employment pre or post incarceration (Rahpael, 2011; The Ministry of Justice , 2016).

According to Newbold (2011) prisoners are likely to experience feelings of alienation from society, have lacked structure during their developmental years, lacked parental role models, and have been denied job prospects. Gangs are often linked to social exclusion and urban poverty. In 2018, 36 percent of all prisoners had gang connections, with 70 percent of Maori prisoners having gang connections. This indicates many prisoners have a background in gang affiliation prior to incarceration in New Zealand (Newbold & Taonui, 2011).

A 2001 longitudinal study examined the youth development and violent behaviour of n=808 Seattle children from 10 to 18 years of age. Interviews were conducted with participants at age 10, 14 and 18 to monitor their behaviours throughout adolescence. Findings illustrated that violent behaviour was strongly influenced, from the age of 10, by involvement with anti-social peers within and outside gangs, along with school connectedness. This illustrates many violent offenders begin offending early in childhood, therefore it is likely that many violent offenders in New Zealand prisons have a long history of committing violent crimes prior to incarceration with little or no motivation to pursue education (Herrenkohl et al., 2001).

It is widely known the long-term outcomes of children in pursuits relating to socially inclusive and constructive behaviours is more often attributed to the resources accessible through the family nucleus. Developing children are not independent, they are reliant on a system of available resources to first survive, then to thrive as individuals. The level of these resources available is determined by the circumstances of the family, particularly the parent's employment participation, the parent's life cycle stage and their life style choices. These circumstances are also affected by the human capital of the parents, the knowledge and skills attained by parents, and social capital which should provide economic and social support for the family. It is the level of family resources which directly affects child outcomes in health, education and, most notably crime and justice. Should a child not receive adequate resources coupled with healthy social support during developmental years, or develop in an environment reflective of deprivation, the child's education will be detrimentally affected, as well as there being an increased likelihood of activity in criminal and justice systems later in adulthood (Statistics New Zealand, 2012).

Educational Achievements

Following the developmental, behavioural and environmental characteristics of prisoners pre-incarceration, prisoners' educational background is considered an influencer to an individuals' decision to turn to crime. It was recognised in Sutherlands (2011) qualitative research into the school experiences of 25 youth offenders that learning difficulties, truancy and a lack of motivation or desire to comply with school rules contributed to academic difficulty being experienced in the school environment. Sutherland (2011) further states, students who do not perform well academically are more likely to turn to crime than those who perform well academically (Sutherland 2011).

This understanding is supported by evidence from the New Zealand 2013 national Census on academic achievement of offending and non-offending populations. In 2013, 66 percent of New Zealand prisoners had no formally recognised educational qualification under the NZQA framework, while only 23 percent of the non-offending population expressed having never obtained a formally recognised educational qualification. Bowman (2014), indicated 71 percent of prisoners had literacy levels that could be characterised as "below the level at which a person is

able to cope with the demands of everyday life and work in a complex, advanced society.” These statistics illustrate many New Zealand prisoners have not achieved adequate educational standards during their high school and adolescent education (Bowman, 2014; Statistics New Zealand, 2013). These statistics illustrate many prisoners share the commonality of not having attained academic success. A lack of academic success has potentially supported their choice to engage in criminal activity at a young age.

The pattern of low educational achievement of prisoners continues through to the present day. The Department of Corrections 2017/18 annual report has illustrated 57 percent of prisoners have literacy and numeracy below that of NCEA Level One competency. Women in prison are no exception to low educational attainment with over 50 percent of women in prison leaving school before year 13 (Bentley, 2017; Department of Corrections, 2018a). Bentley (2017) states women prisoners lack the educational and vocational skills which allows them to compete with men in the labour market. Of the total female prison population, around 60 percent of the population and 70 percent of Maori female prisoners have literacy and numeracy capabilities deemed inappropriate to complete NCEA Level One (Bentley, 2017). Literacy and numeracy inability in adults is an implication as full life opportunities and potential cannot be realised, further supporting many adults choices to engage in criminal activity.

International research into prisoner education backgrounds illustrates similarities in prisoner educational capability and backgrounds. Manger and Eikeland (2004) investigated the educational backgrounds of all prisoners in Norwegian prisons. It was found over 92 percent had only completed the compulsory nine years of schooling in Norway. Some prisoners had not attended secondary school during adolescence. These findings illustrated the school system failed to be attentive to the needs of Norwegian young people. It also revealed that most prisoner participants had come from high-risk environments and had displayed both antisocial behaviour and criminality from a young age (O. Eikeland et al., 2009).

Drotos and Cilesiz (2016) state low socio-economic status students are more at risk of not completing their education compared to students with wealthier or educated parents (Drotos & Cilesiz, 2016). Research from the United Kingdom supports

this understanding, as educational inequalities among socially disadvantaged students surface in the early, pre-school years of a child's education and continue through their primary and secondary education years. For example, analysis of the 'Growing up in Scotland' survey showed vocabulary differences in children from low and high-income households at age three. High-income household children had an advantage of 13-months in vocabulary and 10 months in problem solving abilities by age five. As disadvantaged children in Scotland move through their education, academic capability gaps continue to widen. Findings from the same survey revealed 72 percent of children from deprived backgrounds, and 84 percent from least deprived households perform well or very well in literacy standards. By age 14, 62 percent of students from a deprived background will perform well or very well compared with 90 percent from least deprived backgrounds (Ellis, Thompson, McNicholl, & Thomson, 2016).

The Post Primary Teachers Association of New Zealand [PPTA] describe similar academic capabilities for low socioeconomic status students in the New Zealand education system. Researchers identified New Zealand students from the highest socioeconomic status families average more than two years in their achievement relative to students from lower socioeconomic families (Easton, 2013). Again, it is further recognised there are many factors which can affect students' academic capability causing implications for future pursuits.

According to Bishop, Berryman, Cavanagh and Teddy (2009) Maori students are overrepresented in low educational achievement statistics compared to non-Maori students. Maori students in New Zealand schools are three times more likely to be suspended from school; are overrepresented in special education programmes for behavioural issues; overrepresented in low stream educational courses; leave school earlier with no formal qualifications; and are less likely to pursue tertiary education (Bishop, Berryman, Cavanagh, & Teddy, 2009).

Temcheff, Serbin, Martin-Storey, Stack, Hodgins, Ledingham and Schwartzman (2008) have discussed indirect pathways between crime and education. It is evident lower levels of education of parents can lead to an increased likelihood of unsuccessful parenting and family life. Temcheff et.al. indicate childhood

antisocial behaviours are more likely to occur with experiences of poverty and low educational attainment (Temcheff et al., 2008).

From what has been discussed on backgrounds of offenders in New Zealand and internationally, there is a relationship between the factors which precipitate anti-social behaviours and low educational achievement in youth/adult offenders and prisoners. Experiences of poverty for long sustained periods during a young person's developmental years can detrimentally affect their capability of obtaining adequate success during their adolescent education. It is evident many prisoners have potentially been let down by numerous key developmental factors which influence and lead to their criminal behaviour occurring. These include educational institutions, home environments, family/whanau influences, and peer associations. As stated in the Department of Corrections annual report of 2017/2018 many individuals enter the Department of Corrections framework from environments where multiple experiences of deprivation are prevalent.

Maori/Cultural Considerations in Educational Attainment

From a New Zealand understanding, motivational barriers within New Zealand students can manifest from the preconceived understandings and attitudes of New Zealand educators, especially relating to Māori students. Education sector professionals can hold lower expectations for Māori students, this can be detrimental to their long-term learning capability and achievement. This lower expectation is evidenced in the education completion and non-completion of education statistics between Māori and non-Māori New Zealanders (The Ministry Of Education, 2019).

In 1978 over 70 percent of Māori high school students left school without any formal qualifications compared with 30 percent of non-Māori high school students. By 1991 this gap had closed significantly with 40 percent of Māori students having attained no formal qualifications compared to around 15 percent of non-Māori students. In 2013 over 450,000 European students did not complete a level of education, ranging between level 1 NCEA to Doctorate degree. In 2013 almost 120,000 of 390,000 Maori students did not complete a level of education. Statistics show in 2018 almost 69,000, European, students completed formal education with attained qualifications, while only 29,750 Maori New Zealanders completed their

education with formal qualifications gained. The disparity of educational achievement is noticed particularly in tertiary qualifications gained. In 2013, over 200,000 European New Zealanders gained a Bachelor degree while only 27,000 Maori New Zealanders attained the same qualification (The Ministry Of Education, 2019). Educational disparity between prisoners of Māori and non-Māori decent is also evidenced by the number of participants in learning support programmes. Given over 50 percent of the New Zealand prisoner population is Maori, it is likely a lack of educational attainment has contributed to this high statistic.

Development and Status of Prison Education in New Zealand

Educating prisoners is a focus of the Department of Corrections in modern prisoner management and rehabilitation. It is recognised prisoners are a sub-population of the adult population in need of vocational and educational intervention to improve their chances of employment reduce the likelihood of reoffending post-release (The Ministry of Justice , 2016). While the Department works collaboratively with employers to secure employment opportunities for their offenders, it is also an obligation to provide educational intervention to its prisoners during incarceration. This section will briefly discuss the development of prisoner education in New Zealand prisons.

As earlier indicated during the 1950s and 1960s basic education in literacy was provided in some New Zealand prisons, however, by 2005 these programmes were no longer operational (Devine, 2007). The Corrections Act of 2004 outlines the educational responsibilities and obligations of the Department in the provision of educational programmes and resources to its prisoners. The Act states prisoners have an entitlement to education that the prison manager believes will assist in (i) his or her rehabilitation, or (ii) a reduction in his or her offending; or (iii) his or her reintegration into the community (Department of Corrections , 2018b; Moriarity, 2014) . Section 52 of the Corrections Act outlines as follows:

The chief executive must ensure that, to the extent consistent with the resources available and any prescribed requirements or instructions issued under section 196, rehabilitative programmes are provided to those prisoners sentenced to imprisonment who, in the opinion of the chief executive, will benefit from those programmes (Department of Corrections , 2018b)

With the obligations of the Corrections Act, the DOC worked collaboratively with the Ministry of Justice and the New Zealand Government to reduce reoffending in New Zealand by 25 percent in 2017. Prior to 2013, through a contract with Workforce Development, the Government aimed to have 2000 prisoners per year receiving literacy and numeracy training. Given it was known literacy and numeracy incapability is a prohibitor to successful reintegration, this initiative would ensure a larger number of prisoners were accessing literacy and numeracy training to improve their long-term reintegration outcomes. It was believed those prisoners on remand or serving shorter sentences would also be given greater access to educational and learning services within the prison environment. These actions would also ensure the Department were meeting the obligations of the Corrections Act 2004.

By 2014, the DOC implemented several initiatives to build New Zealand prisons overall capability to better assess, then address the prisoner learner needs, and to improve the provision of educational pathways for academic and/or vocational progression within the prison environment (The Ministry of Justice , 2016).

The most effective DOC educational needs assessment implemented and operational is the Education Assessment and Learning Pathway (EA/LP). The EA/LP gains insight into the current capabilities of the prisoner by examination of the prisoner's New Zealand Qualifications Authority [NZQA] record of learning and through an assessment of the prisoner's literacy and numeracy capabilities. Post EA/LP assessment, a learning pathway is then co-developed with the prisoner addressing their individual learning needs and providing the education curriculum plan to fulfill their long-term educational goals. It is reported in 2015/2016 over 5000 EA/LP assessments were conducted with prisoners by education tutors from the DOC (Banks, 2017).

To help provide educational programmes to prisoners, in 2014 external Tertiary Education providers in New Zealand became able to bid for funding for the delivery of foundation qualifications in education and vocation in New Zealand prisons. Education providers able to bid for funding included Polytechnics and Private

Training Organisations. Successful providers included the Te Wānanga o Aotearoa and Methodist Mission.

The inclusion of external education programme providers resulted in prisoner enrolments in education programmes rising to 1700 from 900 per year. It is understood this significant increase in prisoner learner numbers is due to learner choice in educational programmes being significantly improved with more organisations providing educational services. These organisational collaborations with DOC and greater access to educational funding for prisons have seen more programmes in National Certificate in Educational Achievement [NCEA], vocational pathways, trades, and Te Reo Māori language included into the DOC educational programme framework for prisoner learners.

To assist prisoners who require educational improvement in literacy and numeracy, the Te Wānanga o Aotearoa [TWoA] has been the primary external provider of the Intensive Literacy and Numeracy programme [ILN] or Everyday Skills programme since 2015. Over 1200 prisoners per year access literacy and numeracy education through this provider alone. Enrolment information obtained from DOC's Hayley Bell (Senior Advisor, Education Programmes) shows in 2015/16 a little over 16 percent of participants completed this programme, 2016/17 saw 48 percent of prisoners finish the programme and 72 percent completion in 2017/18. She states prisoners can be enrolled more than once to complete the programme. It the purpose of this research to explore the experiences of prisoners currently participating in or who have completed the Te Wānanga O Aotearoa's ILN/Everyday Skills programme.

Prisoner students eligible for the programme must demonstrate a priority for intensive literacy/numeracy intervention. The TEC Literacy and Numeracy Adult Assessment Tool [LNAAT] is used to assess prisoner's current literacy/numeracy capability. Prisoners assessment scores are then measured against the Literacy/Numeracy Scale to determine their level of capability. There are six Steps in the scale Step 1 indicating the prisoner is of low capability, Step 6 indicating high capability. Priority entry to the programme is given to prisoners who record LNAAT test results at Step 1 or 2 on the Literacy and/or Numeracy Scale. Prisoners who have previously participated in the programme but then moved to another

prison site or unit are also given priority entry. The student-to-tutor ratio in these programmes is six-to-one to ensure this service is most effective for prisoner students. Prisoners will typically engage in the programme for up to 100 hours or for five to 20 weeks, with LNAAT tests taking place at 25-hour intervals and then at the Kaiako discretion. Once a prisoner student increases their literacy/numeracy score to Step 3 if they are Step 1 or 2, or Step 4 if they are Step 3 the prisoner will be eligible to progress to higher learning or vocational opportunity within the prison. Should the prisoner not reach the required Step 3 improvement, the Education Tutor, prisoner Case Manager, and ILN tutor will determine if an academic extension is required and able to be granted so the prisoner can continue within the course beyond 100 hours to progress to Step 3 (Department of Corrections , 2018c).

The Howard League for Penal Reform has also provided education programmes to prisoners across New Zealand. The Howard League relies on the services of volunteer tutors, assisting over 200 prisoners to re-engage with learning and education (The Howard League for Penal Reform New Zealand, 2018). The Howard League also provides learning support focused on English language, driver license training, and drug and alcohol rehabilitation to prisoners. Te Reo Māori and Curriculum Vitae construction classes are also taught by the Howard League. (Bowman, 2014). In reference to learning support, the foundational literacy and numeracy programmes are viewed as the crucial ‘entry point’ for initial engagement and progression to rehabilitation, education and reintegration opportunities for prisoners (Banks, 2017).

Prison education programmes have become a significant and salient tool in the rehabilitation process and reintegration of prisoners, it is necessary to understand the educational motives of prisoners. Specifically, what factors contribute to educational motivation and which factors contribute to educational demotivation. As previously discussed, many prisoners lack foundational education achievements and academic capability prior to incarceration. Further understanding into their educational experiences pre and during incarceration may provide insight into their academic motives throughout their lives. The potential benefits for prisoners who re-engage with education during incarceration will now be discussed.

Benefits of Prison Education Attainment

Skill Attainment

The development of prisoners' skills and independence is a foundational benefit of prison education achievement. Prisoners gain the basic, practical skills which can be applied in the community and social context when released from prison. Prior to entering prison many prisoners lack the literacy and numeracy capability to cope with everyday tasks required of a functioning adult in the community. These tasks include filling in and completing forms, writing letters and, producing Curriculum Vitae's to present to prospective employers (Bowman, 2014). The foundational skills learned by prisoners can foster their personal independence and self-worth during and post incarceration. Some prisoners who re-engage with foundational education courses will continue into higher academic courses during their incarceration or post release. This illustrates that skill attainment and mastery achieved through prison education can have flow on effects for some prisoners (Vacca, 2004).

Employment Prospects

Andrews and Bonta (1994) state prisoners are less educated with fewer marketable job skills than the non-offending population (Andrews & Bonta 1994). The New Zealand Human Rights and Prisons report of 2011 informs us that the education programmes provided in prisons have both a rehabilitative function and improve employment opportunities for the prisoner post release. Employment can be an opportunity not afforded to those with a criminal or incarceration history. The report also states ex-prisoners who have been involved in educational programmes are more likely to be employed than others, and their recidivism and re-imprisonment rates lower (Stanley, 2011).

Harley et.al (2014) also state the education level of ex-offenders is yet another barrier to employment. Ex-offenders have lower levels of educational attainment than the general household population even when released from prison. The previously discussed New Zealand census statistics from 2013 report 66 percent of prisoners have no formally recognised qualification compared with 23 percent of the non-offending population. Harley et.al (2014) reports prison education programmes address two possible causes of crime, incarceration and recidivism the prisoners lack of job skills and their lack of education (Department of Corrections , 2018a; Harley, Cabe, Woolums, & Turner-Whittaker, 2014). MacKenzie (2006)

adds to this, indicating through meta-analysis that prisoners who participated in either academic or vocational education programmes were 13 percent more likely to obtain employment post release from prison than those prisoners who did not complete a prison education (MacKenzie, 2006)

New Zealand research has also indicated similar findings on prisoner employment prospects through educational attainment. While it has been observed that vocational programmes are more successful with gaining an ex-prisoner employment, the difference between the success of education and vocational programmes is not significant. Indicating both forms of education and training are beneficial to the ex-prisoner gaining and maintaining employment post release (MacKenzie, 2006; The Ministry of Justice , 2016).

Psychological Well-Being

Self-esteem and self-efficacy, relating to a prisoners' self-belief in their ability to succeed in approaching goals and tasks is also improved through achieving academic or vocational success. The New Zealand Human Rights and Prisons report of 2011 stated education increases self-esteem and leads to better prisoner behaviour (Stanley, 2011).

Spark and Harris's (2005) research into Australian female prisoners' motives and experiences of prison education found prison education programme participation is a way of positively focusing the mind. Positive mental health, a bolstering in self-esteem, and improvements to self-confidence were other noted benefits to education participation. The emphasis on self-care of the prisoner is illuminated in the findings of this research. The prisoner students reported seeing education participation as a type of 'therapy' within the somewhat damaging environment of the prison. Prison education has the capacity to 'take their minds off their problems' (Spark & Harris, 2005).

Pike (2014) reported prisoners and ex-prisoners have a more positive identity, community belonging, higher self-efficacy and self-esteem while the building of resilience was also achieved. The action of learning to study and belonging to the learning community enabled the students to adopt a pro-social personal identity which fostered positive psychological well-being. Resilience was developed through overcoming barriers to learning, which also enabled the ex-prisoners to face challenges post-release, improving their potential for successful social re-

integration into the community (Pike, 2014). MacKenzie (2006) further adds, educational programmes can increase a prisoner's social cognitions, their ability to problem solve and self-belief in their ability to control events in their lives they once may have experienced little control over (MacKenzie, 2006).

Benefits in the Prison Environment

Prisoners participating in prison education are contributing to the efficient functioning of the prison community. Educated prisoners are reportedly less likely to be involved in violence and misconduct for the duration of their incarceration. Programmes which focus on the prisoners behavioural complexities progress and achievements, such as educational programmes, were more effective in reducing institutional violence among prison populations (Auty, Cope, & Liebling, 2017; Halimi, Brosens, De Donder, & Engels, 2017). Vacca (2004) adds, appropriate prison education leads to a more humane and more tolerable prison environment in which to live and work, not only for the prisoners but also for the prison staff (Vacca, 2004).

Qualitative research by Cooper (2016) into the prison education experiences of African American ex-prisoners found this that those who re-engaged with prison education were productive within the prison environment and not stagnated and bored. The follow-on effect was that prison education has allowed these men to be productive both in and out of the prison environment post release. Some prisoners reported having access to educational resources while in prison which were not able to be accessed pre-incarceration, including University and scholarships support. These positive experiences have positive impact for future prisoner learners who wish to re-engage with education during their incarceration (M. F. Cooper, 2016) .

United States research reported many prisoners who are offered education courses in prison are generally satisfied with a preference for more educational activities and more opportunities to learn being expressed. Prisoner learners requested more focus on reading and mathematics curriculums which illustrates a preference for general education curriculum subjects. Connection with educators was also more positive within the prison learning environment (O. Eikeland et al., 2009; Gee, 2006)

Benefits to Society

The financial costs to society outside of prison are reduced through prisoners attaining educational successes. Obtaining education while incarcerated lowers the

likelihood a prisoner will remain unemployed and reliant on state financial assistance. Research from Australia investigating the link between the length of time a prisoner will rely on state financial support post release, illustrated a correlation between education and financial support dependency. It was determined the more classes completed while the prisoner was incarcerated the shorter the time the ex-prisoner was on welfare. This research indicates an economic benefit to society through this reduced dependency on state financial support (MacKenzie, 2006; The Ministry of Justice , 2016)

A lower prevalence of recidivist offending is often reported to be a benefit to prisoners participating in and obtaining education while incarcerated. A prisoner and education and employment brief report from DOC in 2016 found of 16 education and training programmes assessed, 10 programmes were positively associated with a reduction in reoffending in New Zealand prisons. The three programmes most significantly contributing to this reduction were Engineering, Internal Service programmes (farming, food preparation), and education (The Ministry of Justice , 2016).

Makaris, Steiner and Travis (2010) state in their research exploring the relationship between risk factors and recidivism offending, prisoners who fail in school are less likely to successfully re-enter society, fostering the understanding reinvestment into prison educational and vocational programmes is warranted (Makarios, Steiner, & Travis, 2010).

Davis, Bozick, Steele, Saunders, and Miles (2013) study showed former prisoners who have participated in education programmes during incarceration were 43 percent less likely to reoffend, compared with those prisoners who did not seek educational intervention (Davis, 2013; Evans et al., 2018). This finding illustrates prisoners who participate in education programmes during their incarceration have improved likelihood of achieving life success following their release. Vacca (2004), a teacher of literacy in a university programme in a New York prison, stated the prisoners who graduated with four-year degrees from the 'University without walls' programme, provided by Skidmore College, did not return to prison post release (Vacca, 2004).

To conclude, it is evident from national and international research that prisoner education has many benefits to the individual and the community. The role prison education plays in the rehabilitation and reintegration process is to provide opportunities otherwise unattainable for ex-prisoner's post release. Extra positive effects include psychological benefits and self-confidence attained through skill mastery. The prison community is also positively affected with reported reductions in violence and misconducts. Overall, a more tolerably inclusive environment for prisoners to rehabilitate and function within is evident with the inclusion of educational programmes for prisoners.

CHAPTER 2:

Literature Review

Literature and previous research was sought and utilized relating to prisoners' individual and collective experiences of motivational barriers in education participation; dispositional, situational and institutional barriers; experiences and prevalence stigma and self-stigma in prisoner populations; potential experiences of shame of academic capability; and educational fear among prisoner populations.

The databases used in the search included PSYCInfo, Web of Science, Scopus, all access via the online library with The University of Waikato. Various New Zealand Government and Department of Corrections websites were also accessed for literature. Past issues of the *Practice* journal produced by Department of Corrections was also utilised in information searches. The *Practice* journal by Department of Corrections contains pertinent articles relating to prisoner rehabilitation provided by specialist researchers in the correctional field. This chapter will discuss relevant literature found in the review search. Firstly, theories in negative, psychological perceptions and experiences of prisoners which could aid in the formulation of motivational barriers will be discussed. Secondly, the theories which may see a prisoner develop motivation to re-engage and participate within prison education programmes will be discussed in detail.

Barriers of Self-Motivation

Dispositional, Situational and Institutional Motivational Barriers

The first part of this research is exploring the motivational barriers which can potentially prevent a prisoner from participating in prison education programmes during incarceration. Cross (1981) has classified three barrier categories which affect motivation and participation in education activity for adult and prisoner learners, dispositional, situational and institutional barriers. The factors within these categories operate prior, to and during the learning process for many adult learners. Dispositional, situational and institutional barriers have been explored from international prisoner and adult learner perspectives. The potential existence of these barriers have been briefly explored in New Zealand prisons from specific educational contexts and diplomatic review, however, a wider understanding is yet to be gained (Cross, 1981; MacKeracher, Learning, Suart, & Potter, 2006).

Cross (1981) describes dispositional barriers as the psychological, motivational or internal barriers. Dispositional barriers also account for the attitudes, beliefs and values the prisoner has which prevents their participation. These may include the prisoner's difficulties in reading, writing, mathematics or learning disabilities experienced by the prisoners (e.g. prisoner states "I can't read"). These can also include past negative experiences with education, and stigma related to being incarcerated or having a criminal record (Cross, 1981; MacKeracher et al., 2006).

Situational barriers arise from a life situation unique to the individual. These can include environmental factors often uncontrolled by the prisoner, such as prisoner release date (e.g. "I will be released before the education course is completed"), prison location, financial difficulty, transportation difficulty or family commitments.

Finally, the institutional barriers are recognised as the limitations experienced by prisoner students due to the facility policies or procedures which systematically promote the disadvantage of certain groups of people. Institutional barriers can include lack of resources within a facility or institution to provide adequate or desired education to the prisoners (e.g. "The education course I am interested in is not provided here"), lack of teaching staff and the facilities inability to provide

information to the prisoners on the educational courses available. Prison staff are often tasked with providing prisoners information with prison education programmes available to them, however some studies report prisoners are at times unaware of the prison providing education programmes (e.g. “I did not know education courses were available for me”) (Brosens, Croux, & De Donder, 2018; Cross, 1981).

Manger, Eikeland and Asbjørnsen (2018) outline the typical prisoner identity affected by dispositional, situational and institutional barriers preventing motivation towards and participation in prison education. The authors recruited a sample of Norwegian prisoners ($N=838$) who did and did not participate in prison education programmes. A questionnaire containing 21 likert scale items or statements were presented to assess perceived barriers to prison education. Demographic data was also collected to determine the prisoners' ages, genders, educational levels, the length of their prison sentences and if they experienced learning difficulties.

Findings indicated 73 percent of prisoners in Norway expressed a desire to participate in prison education programmes, however, only 43 percent of Norwegian prisoners actually do so. Prisoners who wished to participate in prison education perceived more institutional barriers than situational barriers. Male prisoners are reportedly more likely than female prisoners to perceive institutional and dispositional barriers. Prisoners who had not completed their education during adolescence perceived more barriers overall than prisoners who had completed some high school or tertiary education. It was also reported that prisoners who experience learning difficulties perceived institutional barriers to the same degree as prisoners no learning difficulties. Prisoners who experience no learning difficulty experienced the fewest barriers to participation, this is possibly testament to these prisoners' capability to cope with challenges learning may present. Finally, the most significant result was found in the length of sentence against perceived barriers. Prisoners with a reported sentence term of more than five years had a higher score for perceiving institutional barriers compared to those who have a sentence of three months or less (T. Manger, O. Eikeland, & A. Asbjørnsen, 2018) The authors suggest the findings from this research are not generalisable to the Norwegian prisoner population due to the research being conducted with prisoners

in a remand facility. It is believed this research needed to be conducted with prisoners from institutions where sentences had already been imposed as the educational motivations expressed by the prisoners may have been different. According to Titaev (2013) it can be expected that these barriers are less commonly experienced where final sentences are being served and a greater number of educational opportunities are offered to the prisoners (Titaev, 2017).

Borsens, Croux, and DeDonder (2018) conducted similar research into dispositional, situational and institutional barriers experienced by prisoners with Belgium prisoners being the focus of this research. Borsens et. al. included two additional barrier categories to explore; informational barriers and having other preferences. Informational barriers are described as the prisoners having no prior knowledge of the education available, while having other preferences barriers refers to the prisoner having other desirable activities to complete (e.g. going to work or having visitors). A questionnaire was distributed to ($N=486$) male and female remand prisoners, containing items on prisoner demographics and possible barriers to education experienced.

Findings concluded only 29 percent of remand prisoners had participated in some prison education. Of the 71 percent that did not participate, 56 percent found situational barriers hindered their participation. Some prisoners choose not to participate in the education programmes as they had just arrived in the facility (38.4). Almost 40 (37) percent preferred other activities including working/vocational activities, seeing visitors or courtyard time. One in four prisoners experienced informational barriers while in remand prison. Some Belgium remand prisoners did not have knowledge of the educational courses available to participate in (11.4). Institutional barriers were experienced by almost a quarter of the prisoners (23.6). Just over eight percent (8.1) requested to participate in prison education programmes, however they did not receive a response on their eligibility from the prison authorities. Almost 12 (11.4) percent did not feel like taking educational classes.

When compared to the demographic factors preventing participation, prisoners with a lower educational attainment level were more likely to experience preference barriers. Prisoners who did not speak fluent Dutch were more likely to experience

informational barriers compared to those fluent in Dutch. Just as the findings in Manger et al.'s study indicated, this study also found sentence length of the prisoner dictated their participation or non-participation in prison education. Prisoners with a short sentence length participated less in education programmes. Institutional barriers were experienced by Belgium prisoners with a longer sentence length, while those with a shorter sentence length experienced situational barriers. (Brosens et al., 2018).

According to the New Zealand Human Rights and Prisons review of 2011, there are often issues with educational and vocational programme availability for those prisoners serving shorter sentences as generally, these prisoners are unable to access programmes. This action is reflective of both situational and institutional barriers. The review also outlines many institutional barriers potentially experienced by New Zealand prisoners. These include lockdowns; prisoner transfers; poor libraries; lack of educational material; waitlists for programmes; lack of teaching staff; and the security classification of the prisoner. She states 'the right to employment and the right to education can be downgraded as lockdown periods mean that activities are compressed into a shorter 'working day' (Stanley, 2011). An institutional barrier such as a lockdown period is seeing the provision of education programmes to prisoners become less of a priority. It is theorised prisoners could experience demotivation to participate in education programmes due to the shorter workday within the programme. Prisoners could develop a motivation to pursue other activities which keep them occupied for longer periods of time (e.g. vocational opportunities) to combat the boredom experienced within the lockdown period.

Moriarity's (2014) research explored prisoners experiences of the Adult Literacy and Numeracy Programme delivered in New Zealand prisons. By using qualitative interviews, Moriarity found New Zealand prisoners experienced similar barriers to that of the Norwegian and Belgium prisoners. Over half of her participants reported having difficulty understanding the work in the programme. This is reflective of dispositional barriers. Some prisoners also demonstrated specific learner attitudes such as being disinterested in the topic, and learner behaviours were also barriers which demotivated and prevented prisoner learning from occurring. These barriers are also an indication of dispositional barriers (Moriarity, 2014).

Kitiashvili, Abashidze and Zhvania (2016) investigated Georgian ethnic minorities barriers to higher educational pursuits. The authors found a lack of language skills was the critical barrier to engaging with learning and education. This is a similar experience as indicated by Belgium remand prisoners in Brosens et.al. (2018) research. A lack of language understanding excluded them from higher educational opportunities and decreased their employability. It is reported those who do not speak the dominant language of the community can feel excluded, invisible and inferior in status to other students, inadvertently affecting their motivation to pursue education. It is stated the lack of knowledge of Georgian language has a negative impact on the level of satisfaction with education and limits the students access to information. Poor quality educational materials also contributed to dissatisfaction among respondents. These responses from the participants are reflective of institutional and dispositional barriers, preventing participation in educational pursuit (Kitiashvili, Abashidze, & Zhvania, 2016).

It is important to explore these motivational barriers as it is possible these same theories of self-demotivation could be transferred to other life experiences of prisoners both before and after incarceration periods. For example, prisoners or offenders may be demotivated to participate in other functioning behaviours (finding and maintaining employment and housing) due to these self-motivational barriers perpetuating while being experienced. Through understanding these barriers to participation in prison education programmes, it could be evident these same barriers could negatively affect the psychological motivation of New Zealand prisoners towards participating in prison education programmes.

Stigma and Self-Stigma

Definitions of Stigma and Self-Stigma

Erving Goffman (1963) simply defines stigma as an attribute or “mark” of an individual and/or group which is socially discrediting. The negative attribute or “mark” can designate the individual as different from others, reducing them from a typical individual to a discounted individual in the wider societal context. The negative attributes or marks can eventuate for those affected individuals through a range of lived experiences, circumstance, quality or person. The individual and/or group is distinguished as different from society (Goffman, 1963; MacLennan, 2016).

Stigma manifests and occurs for individuals and/or groups when awareness of a socially constructed, often negative stereotype toward the individuals and/or groups is adopted, then perceived as an accurate understanding of their identity by the wider society or the community (Goffman, 1963). Negative stereotypes are social constructs which represent collectively agreed upon understandings of individuals and/or groups. Stereotypes are efficient mechanisms for the application of stigma as those not stigmatised can quickly generate impressions and expectations of individuals who belong to a stereotyped group (Corrigan & Watson, 2002).

Stigma is typically experienced in two different forms, public stigma and self-stigma. Corrigan and Watson (2002) describe public stigma as the general reaction a wider population has towards those individuals and/or groups who are stigmatised, while self-stigma is the self-imposed prejudice which stigmatised individuals believe of themselves (Corrigan & Watson, 2002). It is important to note public stigma is only attributable when the discrediting mark is conspicuous to the non-stigmatised. Visible conspicuous marks can include ethnicity or physical deformities. Visual or conspicuous marks can act as a signal to discredit individuals who possess them before any social interaction has occurred. Concealable, discrediting marks are what fuel self-stigmatisation. Concealable marks can include religion and sexual orientation (MacLennan, 2016).

In research by Moran (2012), Russian female ex-prisoners stated that only conspicuous stigma could enable discrimination action by others. Others in the community could tell by the women's appearance (e.g. poor dental health, missing teeth, tattoos) the women had been in prison. This in turn made the ex-prisoners afraid of others in the community and potential discrimination inflicted due to their ex-prisoner status. However, in the minds of the ex-prisoners, concealable stigma operated as a constant reminder of their 'ex-con' status, assisting to their internalization of stigma associated with imprisonment (Moran, 2012).

Currently, there is little research relating to experiences of stigma among New Zealand offenders and prisoners. Research into the public attitudes of violent and sex offenders in New Zealand has uncovered news media playing a role in the conception of public attitudes towards sex offenders, even when cynicism about the

credibility of the media was present. Willis et. al (2013) states all groups, male and female, education or little education, held negative attitudes towards sex offenders (MacLennan, 2016; Willis, Malinen, & Johnston, 2003).

Labelling theory is relatable to stigmas and can explain how discrediting, concealable and non-concealable marks, identities, behaviours and conceived public attitudes influence stigmas and behaviours. Labelling theory defines how the identity and the behaviour of individual and/or group are influenced by the label they are given by society. In relation to prisoners or criminals, when society has labelled an individual a criminal and the individual accepts the criminal label as part of their personal identity that individual will then live and behave according to the criminal label at times by exhibiting deviant behaviour. Deviant behaviours are social constructions through labelling theory. A deviant or criminal act can only be viewed as deviant if the society or culture it occurs in accepts the action as deviant. The internal adoption of the deviant label by individuals and/or the external attribution of the deviant label to individuals and/or groups can further perpetuate experiences of stigmatisations (Goffman, 1963; Lebel, 2012; MacLennan, 2016).

Extensive research exists on stigmas and the impacts on individuals and groups who experience stigmas. Those living with mental illness, those diagnosed with HIV/Aids, women in the sex industry, homosexual populations, criminal offenders or those with a criminal history, prisoners and ex-prisoners experience the perception and attribution of self-stigma and public stigma to their identities more often than those not associated with these groups in society. Research by Link et. al., (1989) found up to 70 percent of those diagnosed with a mental illness strongly agreed that persons living with mental illness are stigmatised by others in society (Link, T. Cullen, Struening, E. Shrout, & P. Dohrenwend, 1989). Through past research we can observe the negative impact stigmatisation has on individual's motivation to pursue life opportunities (Corrigan & Watson, 2002).

The impacts of experienced stigmas on motivation

According to MacLennan (2016) the impacts of stigmatisation is profound as those who are stigmatised have been made outcasts and ostracised to such a degree that they experience a loss in status and are no longer seen as part of society. This occurs when the non-stigmatised designate the stigmatised as outsiders by creating an out-group for the stigmatised, thereby separating them from their communities.

Research into women prisoners' experiences of stigma and self-stigma post-release by Zaitzow (2011) has indicated 'what happens in jails does not stay in jails and prisons', women feel clearly 'marked out' as inmates. They believe they have a hypothetical tattoo on their forehead proclaiming them as 'ex-con' (Moran, 2012).

When community separation occurs, the stigmatised can experience impacts including loss in status, social banishment, emotional distress, low social status, poverty, poor mental and physical health, discrimination and emotional distress. A reduction in access to living necessities such as housing, obtaining employment and education can also be experienced when stigmatisation occurs. These experiences lead to a devaluation of the self, creating a demotivation to participate in society as a fully functioning individual. This can be seen in those living with mental illness as help-seeking behaviours for their disorders are impacted. It has been indicated nearly two thirds of those with mental illness do not seek treatment for their disorder due to perceived and actual stigmatisation. (Clement et al., 2015; MacLennan, 2016).

A meta-analysis of stigma's effects on help-seeking actions of those living with mental illness by Clement et.al., (2015) found stigma may deter help-seeking due to multiple barriers. Some may want to avoid the label that receiving formal care may bring in order to escape the public stigma, or they may have the desire to avoid experiencing self-stigma such as shame or embarrassment. Help seeking may also be avoided by the stigma attached to help-seeking action itself, anticipated discrimination and internalised stigma (Clement et al., 2015). Prison education programmes can be viewed as a rehabilitative effort to improve the educational outlook of prisoners. It is possible educational help-seeking avoidance and mental-illness avoidance bear some similarities related to feelings and experiences of stigmas.

Even if individuals are not exposed to overt discrimination resulting from stigma, they may internalize negative perceptions, affecting their likelihood of challenging or addressing devalued status. This can also lead to reduced self-confidence and esteem (Campbell & Deacon, 2006; Goffman, 1963; Moran, 2012). Corrigan et. al., (2009) also suggests the fear of rejection, due to the application of self and public stigmas, can see individuals not pursuing life opportunities for themselves.

Corrigan, Larson and Rusch's (2009) paper examines the impacts self-stigma can have on goal attainment behaviours. The impact is defined as the 'why try' effect. The 'why try' model consists of four interacting processes (1) A personal reaction to the stereotype of mental illness, (2) the internalisation of the attitude, (3) the undermining of personal self-esteem and self-efficacy; (4) the failure in self-motivation to pursue behaviours related to life goals and opportunities. Corrigan et.al.,(2009) states those living with mental illness often decide to not engage in opportunities that would hasten work, housing and other personal aspirations. The disengagement from treatment for mental illness is also often observed in these cohorts, a behaviour that can be explained by the 'why try' model. Due to prisoner populations potentially experiencing stigma and self-stigma, it is possible Corrigan et.al., 'why try' model could contribute to explaining stigma's influence on developments of motivational barriers towards prison education programmes for prisoners (Corrigan et al., 2009).

The flip side of this has seen some stigmatised and self-stigmatised individuals become hostile due to the prejudice and discrimination they have experienced, leading to feelings of self-empowerment to change their perceived identities in society. This is typically seen in research in mental illness sufferers who experience self-stigmatisation (Evans et al., 2018). Stigma will not always be a disadvantage. Stigmatisation can be a platform for group mobilisation, actioning social change and resistance such as seen with Aids/HIV activists and gay marriage legislation campaigners (Campbell & Deacon, 2006).

LeBel's 2011 research on former prisoners from New York investigated the perceptions of stigma and the factors related to these perceptions. LeBel investigated three stigma measurement approaches perceived stigma; self-stigma; and enacted stigma. Perceived stigma is defined as the anticipation of stigma to be applied by a community to the individual and/or group. Enacted stigma is the action or exposure to actual instances of prejudice or discrimination against the stigmatised individual. Perceived and self-stigmas examine anticipated social rejection or discrimination, whereas enacted stigma concentrates on the exposure to the actual instances of rejection or discrimination occurring.

Male and female former prisoners ($N=229$) completed a written questionnaire containing items of what they believe non-offending populations think of prisoners as a group, also, what the former prisoners thought of themselves. Items included questions on the typical stereotypes applied to the character of prisoners (e.g. dangerous, dishonest, feared, and untrustworthy). A seven-point Likert scale was used to indicate the degree to which the participants agreed with the item statements. The questionnaire also asked questions of actual experiences of social rejection in the community experienced by the former prisoners. A six-indicator scale measured experiences of rejection of the former prisoners. Instances of rejection included finding a job, keeping a job (paid employment and voluntary), finding housing, obtaining loans or licences, maintaining relationships with friends and being shunned or avoided by others. A five-point Likert scale measured the frequency of these experiences occurring for the participants.

Findings show perceived stigmatisation for being identified as a group of former prisoners was considerably higher than self-stigma experiences. It was also indicated that the actual occurrences of enacted stigma or social rejection for having identified as a former prisoner was considerably lower than the perceptions of social rejection occurring for the former-prisoners. A quarter of the former-prisoners in LeBel's study often encountered stigmatisation when pursuing life opportunities to enable functioning within the community, such as seeking employment and housing. More than a third of this sample stated disclosure of their criminal history on applications for housing and employment had often been avoided due to the fear of discrimination or rejection.

LeBel's research has highlighted former prisoners goal attainment behaviour, particularly in social contexts, is compromised due to personally perceived stigma and the fear of enacted stigma occurring. With goal attainment behaviour affected, it is evident stigmatisation experiences can impact on the self-motivation of ex-prisoners to pursue opportunities to enable functioning in the community (Lebel, 2012). Like LeBel's research it is theorised New Zealand prisoners could experience motivational barriers resulting from self-imposed or perceived stigmas, having a criminal history, living with learning difficulties, or poor reputation as a student during adolescent education (Lebel, 2012).

An example of a stigmatisation leading to educational motivational barriers experienced in the educational context could be seen in a student who has been suspended, excluded or expelled from their educational institution due to serious misconducts. Research indicates many individuals who become involved with criminal activity during adulthood have experienced suspension or expulsion from their school during adolescence. Wolf and Kupchik (2017) refer to this phenomenon as the 'school to prison pipeline' whereby those who experience a form of exclusion from classrooms will experience flow on negative effects, including academic difficulties, criminal involvement and eventual dropout from school completion. Authors state that when a student faces the most serious form of academic punishment, being suspension or expulsion, the student is overtly and covertly labelled 'deviant' by peers, teaching staff and themselves. This inevitably leads to stigmatisation and disengagement from educational pursuits thus perpetuating a demotivation and disinterest to engage with education activity.

In their exploratory study, Evans, Pelletier and Szkola (2017) investigated the parallel experience of incarceration and participation in higher education and how both affect the self-perceptions along the self-stigma empowerment continuum. Qualitative interviews with 18 formerly incarcerated participants provided insight into the effect's incarceration can have on prisoner self-stigmatizing attitudes as well as the empowering effect education has on the prisoner. Negative effects include feelings of shame resulting from their identification with the stigmatized group and avoidance of social encounters. Many prisoners reported social avoidance and not pursuing educational opportunities during the early stages of their sentence. It was during the later stages of their sentence which saw the participants choose to engage in prison education programmes, in turn seeing a reduction in experiences of self-stigmatisation for the prisoner participants (Evans et al., 2018).

Research into the possible experiences and effects of stigma on New Zealand prisoners is very limited. MacLennan (2015) gave voice to experiences and impacts of stigma of New Zealand ex-prisoners. Most notably the experiences were while prisoners were making, or have made, the transition from the institution to the community. The author adopted the phenomenological approach and utilised qualitative interviews with 15 participants to explore these experiences. Five

themes on the impacts of stigma experiences emerged loss of personhood; fear; unemployment; prevarication; and deception; and ostracism. It was found many participants would lie about their incarceration history to gain employment, fears and anticipation of rejection from employers and the community was evident, and feelings of being easily recognised as prisoners was also discussed by ex-prisoners. The author indicated there was little difference in the effects of stigma between those prisoners who had been released for a few weeks and a few years. Most prisoners in this research expressed frustration and anger of stigma-related situations they found themselves in. Many were also angry at the treatment they received in prison by staff for their criminal or deviant status. This research is salient in acknowledging the existence and effects of stigma phenomena in New Zealand prisoner populations. (MacLennan, 2016).

As earlier stated, little research exists into currently incarcerated prisoners' experiences of stigmas. It is an aim of this research to determine if stigma is still experienced by New Zealand prisoners pre and during incarceration and, if experienced, stigmas impact on prisoners' motivation to pursue educational opportunities during their incarceration period. It is evident from previous research into the experiences of the stigmatised, stigma can affect individuals and/or groups in either positive or negative ways.

Low Self-Esteem and Low Self-Efficacy of Prisoners

A common after effect of stigma and self-stigma experiences is low self-esteem and self-efficacy. Coopersmith (1967) defines self-esteem as a psychological concept which refers to the evaluation an individual makes, in relation to themselves, to indicate the extent to which they see themselves as capable and worthy (Coopersmith, 1967). Self-esteem is a concept of personality. Low self-esteem in an individual indicates the individual sees themselves as incapable in activity or task and unworthy of the adopting the task to complete.

Low Self-Esteem in Prisoners

When examined in the context of prisoners and prison environments, low self-esteem can manifest in prisoners due to the extreme nature of institutionalization. Prisoners are denied their basic rights, loss of control over day-to-day existence, and are living in cramped conditions which serve as reminders of their compromised social status (Kamoyo, 2018). For some prisoner's, low self-esteem and self-efficacy can be carried with them into the prison when starting their

sentence due to their stigmatized status of being recognised as a criminal in the community. Research has also found children who have parents in prison are more likely to experience poor academic performance and low self-esteem. These children are also six times more likely to become criminally involved and incarcerated during their lifetime. This indicates that some prisoners may have experienced a life-time of low self-esteem prior to incarceration (Gonzalez, Romero, & Cerbana, 2007).

Low self-esteem in individuals can reduce the likelihood of goal attainment behaviours being planned, pursued and achieved. Low self-esteem impacts detrimentally on an individual's self-motivation to achieve, especially of those who are experiencing or have experienced negative personal and environmental stressors such as incarceration. Some national and international research has provided insight into prisoners' perceptions of their self-esteem.

Research by Bevan and Wehipeihana (2015) focused on New Zealand women who had previously served sentences managed by the DOC, received rehabilitation intervention, then gone on to reoffend. The factors which drove their reoffending were explored through qualitative interviews. Authors found that the offending was influenced by 'internal factors', described as how women see their role in society and the extent to which they think they can live a crime-free life. The findings suggested many female offenders have low self-esteem (pg. 33). Low self-esteem has manifested through experiences of trauma and crime, their limited financial means and their sense of self-worth linked to fulfilling relationship commitments. Bevan and Wehipeihana (2015) also state that female prisoners are often prevented or unmotivated to seek practical and emotional support to lessen their chance of reoffending due to low self-esteem. Even when the female prisoner has viable support networks, shame and guilt associated with not coping within their environment resulted in a barrier to asking for help (Bevan & Wehipeihana, 2015).

Research from France by Blatier (2000), explored the effects of different types of imprisonment on self-esteem. It was found that the type of incarceration sentence (convicted in prison, prisoner accused and awaiting trial, or convicted and on assignment) altered prisoners' socio-cognitive state of mind. The longer a prisoner is incarcerated the lower their self-esteem. Also, the more isolated a prisoner, the

lower their self-esteem. Blatier (2000) made the assumption based on these findings that the higher a prisoners self-esteem, the less likely it is the prisoner will reoffend (Blatier, 2000). This research indicates self-esteem for prisoners is low, further reinforcing that prisoners are likely to view themselves as incapable and demotivated to pursue opportunities of rehabilitation during their incarceration period.

Evans et.al(2018) investigated Norwegian prisoners experiences of incarceration, participation in higher education and how these affect self-perceptions along the self-stigma empowerment continuum. The authors used qualitative interviews with 18 prisoners to explore the empowerment that education participation has for prisoners. The interviews revealed that transitioning into prison and prison life itself damages a person's self-esteem and self-confidence. The psychological impact of stigmatisation from being incarcerated lasts long after a prisoner is released from prison. It was found those previously incarcerated had reduced self-esteem, hopelessness about the future, and a sense that others look down on those who have been incarcerated. Low self-esteem and low self-confidence were most prevalent among prisoners in the beginning of their prison sentences. As previously mentioned, many prisoners early into their sentence did not pursue educational programmes available to them, it was only in the later stages of their sentence that prisoners began to explore these activities. These findings indicate that low self-esteem and low self-confidence can be a demotivating factor preventing participation in prison education programmes (Evans et al., 2018).

A descriptive survey design study investigated the effects of imprisonment on self-esteem perspectives of n=291 female prisoners across four prisons in Kenya. A small number of prison wardens were also purposefully selected to participate in this research (n=4). Questionnaires, qualitative interviews, and observation schedules were used to collect data on the prisoners' experiences. It was found that imprisonment influenced prisoners' self-esteem. Since entering prison, many of the female prisoners in this study experienced feelings of worthlessness, a decrease in coping capability, lack of pride in their life, devaluation, and a fear of stigmatisation post-release. Surprisingly, prisoners stated their concern for the treatment they received from prison staff. Prison staff reportedly treated the prisoners with disrespect and would talk rudely to them. The author states that this

degradation contributed to the prisoners viewing themselves with little value, fostering and perpetuating feelings of low self-esteem among this cohort. The authors state imprisonment was a significant determinant of the prisoners' low level of self-esteem (Kamoyo, 2018).

In relation to education capability Hopkins, Clegg and Stackhouse (2016) explored the perspectives of young offenders in England on their literacy and communication skills. Their study investigated the perceptions and experiences of ($N=31$) young offenders when using their literacy skills and verbally communicating with others. Young offenders were recruited from a youth offending service to participate in qualitative interviews and focus groups exploring these topics. The participants reported experiencing difficulty in understanding others when conversing verbally, coupled with a lack of social support and disrespect from others. The youth offenders in this research were often subject to high authority figures such as teachers and police officers, embarrassing and putting down the young offenders. It is possible these negative communication behaviours of high authority figures has directly contributed to the self-esteem of this cohort being negatively impacted. It was further reported that social avoidance of situations is often engaged in to combat their communication and literacy difficulties. Young offenders often experienced verbal disputes with authority figures and avoided using positive communication techniques to resolve these disputes. Confiding in others about personal difficulties was also avoided by respondents in this cohort. Through Hopkins et.al research it is evident that motivation to participate in educational and communication activity is affected by negative perceptions and experiences with communication and literacy (Hopkins, Clegg, & Stackhouse, 2016).

Low Self-Efficacy in Prisoners

According to Bandura (1982), self-efficacy plays an important role in motivation and learning. Self-efficacy is a belief system where the individual has a perceived expectation of their capability to perform a task. Self-efficacy functions as a person's predictor and mediator for task adoption and completion. In relation to education task adoption and completion, students develop their personal efficacy beliefs from various sources. Bandura states experiences of mastering tasks, vicarious experiences, emotional experiences and social or verbal persuasions account for the development for self-efficacy beliefs. Self-efficacy translates to a personal understanding that one can successfully carry out a given academic task at

a desired level. Self-efficacy is a self-perception, concerned with direct judgement of how well an individual can execute courses of action required to deal with prospective situations (Bandura, 1982).

According to Bandura (1982) efficacy judgements will often determine how much effort will be exerted towards, and how long persistence will occur, in the face of aversive experiences. Individuals who entertain doubt about their capabilities when faced with challenges, (such as prisoners low self-esteem towards education capabilities) slacken their efforts or give up altogether, whereas those with a strong sense of efficacy will exert greater effort to master challenges (Bandura, 1982). In the context of prison culture, normal life challenges which may compromise a prisoner's self-efficacy are different and may assume different meaning compared to those of the non-offending individuals. Prisons are often structures with the purpose of limiting personal comforts and liberties of prisoners. With prisoners among the most stigmatised in society, and least educated, it can be challenging for the prisoner to develop or improve self-efficacious beliefs (Allred, Harrison, & O'Connell, 2013).

Oen Jonesa, Mangerb, Eikeland and Asbornsen (2013) explored the self-efficacy of Norwegian prisoners in relation to education participation. Authors wanted to determine if actual reading, writing and spelling ability and self-efficacy in these educational tasks predicted participation in prison education. A larger questionnaire was completed by 600 prisoners to determine efficacy, with a sub-sample of 92 prisoners completing reading, writing and spelling tests to determine their ability level in these academic aspects. Findings concluded self-efficacy in writing predicted participation in education, whereas efficacy beliefs in reading did not. When compared with specific demographic variables, the authors concluded that the level of education of the prisoner and efficacy beliefs in reading did have a significant relation to prisoners' participation in education. Actual skills such as reading by speed and word dictation did not predict education participation. The authors determined efficacy beliefs in writing better predicted education participation, compared to efficacy beliefs in reading, due to student difficulties in writing being more obvious than reading difficulties. Differences in language also contribute to how the prisoners perceived their capability in reading and writing. Authors state many of the prisoners do not speak the native Norwegian in this

research, making generalising the findings to wider prisoner populations difficult (Jonesa, Mangerb, Eikeland, & Asbjørnsen, 2013).

To conclude, in their 2011 report into prison education and training in Europe, Costelloe and Langelid (2011) reported low self-esteem can impede prisoners from participating in prison education programmes. For self-esteem and self-efficacy towards educational pursuits to improve in individuals, the individual must possess self-worth. Self-worth can only be accomplished through embracing and completing challenges which result in success being obtained (Kamoyo, 2018). For prisoners to gain self-worth through academic engagement, it is salient to understand if, and which, motivational barrier factors are perpetuating educational and learning disengagement. If these barriers can be identified it is possible the educational motivations of prisoners can be fostered, perpetuating participation in academic programmes, thereby encouraging potential improvements in prisoner students' self-esteem and self-efficacy in goal attainment behaviours.

Fear of Education as a Motivational Barrier

Another factor possibly contributing to educational motivational barrier theory is prisoners potentially developed fear and/or anxiety towards education and learning. Research suggests many offenders, prisoners and ex-prisoners have had negative experiences of learning and the education environment during childhood and adolescence. It is theorised in this research, past, negative educational experiences have inadvertently led to manifestation and perpetuation of fear towards education participation in the prison environment. This fear results in the prisoner avoiding engagement in education and learning during incarceration. Negative experiences of education prior to incarceration can occur either within or outside of the young students control (Golding, 2002; Parkinson & Steurer, 2004).

Prisons are considered by many to be a foreign and unnatural environment for an individual to be placed. Placement in prison can cause the individual to experience a reaction of 'culture shock', whereby the environment provides situations in which the individuals 'background of meanings' does not equip him to cope with the world he or she finds themselves in (pg.188). More often a fear of violence, coupled with lack of privacy, depersonalisation and confinement can foster experiences of culture shock, stress and anxiety for many prisoners. These factors coupled with prisoners being encouraged to undertake tasks to aid their rehabilitation and reintegration

efforts (such as education programmes) further perpetuate culture shock. Silverman and Vega (1990) administered four measures of state, personality and stress to prisoners (N=783) in several different Florida State prisons. The results of these measures were then compared against demographic variables of prisoners to determine if relationships between demographic variables and perceived and/or reactive institutional stress, anxiety existed. It was believed, age, gender, ethnicity, marital status and education were demographic variables which could impact on how prisoners perceive and react to stress of the prison environment. Findings determined education capability of the prisoner was shown to be a salient and positive factor to minimise stress and anxiety experienced by prisoners. Prisoners with higher education (GED and high school graduates) had greater anger control than those with no education. Authors stated prisoners with more education displayed more maturity with dealing with feelings of anger and anxiety (Silverman & Vega, 1990). This finding illustrates prisoners with little education may not be equipped with coping with the pressures of both the prison environment or the pressures of a prison learning environment. Especially if the learning environment is a trigger of anxiety or stress for the prisoner.

The understanding prisoners with little education may not be able to cope with the challenges of a prison learning environment due to stress and anxiety can be further expanded upon by exploring Golding's understanding of prisoner learners. Golding states educational barriers preventing any group of adult learners can include fear of being ridiculed in front of their peers, fear of failure, low self-esteem, lack of motivation and the negative perceptions of past educational experiences (Golding, 2002). The additional institutional stress as discussed in Silverman and Vega's research could possibly add to these educational barriers, hindering motivation for learning in the prison classroom. It is established most prisoner populations have a low educational attainment prior to incarceration compared to non-offending populations, and participation in many prison education programmes is voluntary. With these understandings and information from previous research it is suggested in this current study many prisoners could have potentially developed a fear of education and learning due to a varying range of factors (Parkinson & Steurer, 2004).

Vacca (2004) also supports Golding's education prevention barrier. Prisoners have little adolescent education or formal qualifications, many cannot read. Prisoners are likely to have poor self-confidence with regard to learning and negative attitudes towards education because they viewed their early educational experiences as unpleasant (Vacca, 2004). It is reported students fears of academic failure and appearing 'stupid' in front of their peers can prompt differing defence strategies to minimise the personal and psychological harm some students expect in learning situations. Jackson (2010) reports procrastination and avoidance of engagement in educational activity is a common defence for these students. However, this action will inevitably lead to academic failure. It is evident fear of the educational environment is a common demotivator for many students participating in education (Jackson, 2010).

A phenomenological study by Sanger, Moore-Brown, Montgomery, Rezan and Keller (2003) explored the experiences of 13 female, young offenders (aged 13 to 17 years). These offenders were identified as having language impairments. In depth interviews revealed the offenders experienced difficulty with expressing themselves verbally and listening attentively, despite them understanding what constitutes good and poor communication. Communication was most difficult between students and teachers in classroom environments coupled with difficulty in reading work presented to them to complete. Task avoidance in reading and communication for this cohort was a prevalent coping strategy for their inability to communicate effectively. It was indicated requests for assistance from students with completing their tasks often remained ignored by teaching staff. Most of this cohort illustrated they were often ridiculed by others for their inabilities. It is possible these experiences have inadvertently led to negative attitudes towards education, subsequently perpetuating a fear of learning, later affecting their self-motivation for participating in education (Sanger et al., 2000).

Investigation into the educational life histories of nine Irish prisoner learners, aged between 18 and 21 found negative experiences of education during adolescence was prevalent. Many of the prisoner learners in this study had reported leaving school early or being expelled from the institution. Many participants cited negative experiences of teachers, the teaching methodologies, and the atmosphere in the learning environment of the schools they were attending. Their current engagement

with prison education was reportedly positive compared with their adolescent educational experience. This illustrates prisoner learners have been let down the external education institutions during adolescence and prefer the learning environment of the prison (Maunsell, 2014). Goffman (1963) indicates prisoners who enter prisons with negative understandings of the outside world, could experience impact on life within the prison (Goffman, 1963). For these prisoners, their motivation to reengage with learning and education upon entering prison, could have been negatively affected due to their adolescent experiences of adolescent education.

Qualitative research from Hall (2006) explored the educational history of prisoner students and found interesting reoccurring themes. Hall describes the history of the prisoner student as a 'pervasive history of negative educational experiences. It was indicated, many of the prisoners' adolescent school experiences were experiences of regret relating to past behavioural decisions within the learning environment. School for this cohort of prisoners was a place where they were either influenced by the 'wrong crowd' or they 'acted out' and ended up in trouble. Seven of the ten participants in this research admit, association with the wrong crowd was the cause of much of their trouble in school. Many of the prisoners reported abusing and selling drugs at a young age, which led to them dropping out of school young, not completing their education. It is possible, these negative experiences within adolescent school environments, could resonate within the adolescent through to adulthood leading to fear and negative perceptions of education programmes in prison and demotivation to re-engage with education during incarceration (Hall, 2006).

Some areas of educational research have concentrated on test anxiety perpetuating fear in education. Diseth, Eikeland, Manger and Hetland (2008) report test anxiety experienced by prisoners who are gaining education during incarceration is a factor of educational concern for prisoners. Test anxiety, test fear or unease is the actual emotional arousal a student experiences when taking a test. This emotional response is accompanied by persistent worry of the consequences of failing the test. Often test anxiety is linked to an individual's perceptions of their own academic self-efficacy and confidence. Test anxiety is an important self-motivational barrier to consider as a student will often question "can I do the task?" or "why am I doing

the task?’ and “how do I feel about this task?”. Questions of academic competency capability can inadvertently demotivate a student perpetuating through fear of failure.

The authors explored the relationship between motivational variables (e.g. test anxiety, intrinsic value and self-efficacy), the prison course experience (education quality and workload) and the learning difficulties of the prisoners themselves. With regard to test anxiety, findings showed, many prisoners reported the learning experience within the programme, literacy difficulty, numeracy difficulty and short time length remaining on their sentence as perpetrators of test anxiety. The prisoners who reported these difficulties had experienced motivational disturbance to their educational experience compared with prisoners who did not experience literacy, numeracy and sentence length concerns. The authors conclude from these findings the learning environment is important for maintaining the motivation of the student. If motivation is not maintained within the learning environment, the learning strategies and prisoner learning capabilities may be detrimentally impacted (Diseth, Eikeland, Manger, & Hetland, 2008).

Lambie and Randell (2013) state prior to incarceration, many youth offenders often receive inadequate adolescent education in the community compared to their non-offending youth peers. It is believed this is occurring due to many youth offenders living with learning and cognitive problems which see them excluded from quality education, further perpetuating a negative perception of schools and education, fostering a fear of education and learning (Lambie & Randell, 2013).

These findings illustrate prisoners are characterised by higher than normal levels of fear, stress and/or anxiety. Prisoners are also characterised by higher levels of these psychological phenomena in the educational environment pre-incarceration. It is observed, prisoners have varying forms of negative experience during childhood and adolescence which potentially manifest and perpetuate a fear and anxiety of education and learning. This section has illustrated, forms of punishment, learning and communication disabilities, fear of ridicule from peers and negative peer influence can precipitate fear and anxiety of learning and educational environments for students, in turn demotivating participation in adult education programmes. It is theorised in this research project, New Zealand prisoners may have experienced

similar negative experiences within their adolescent learning environments enabling fear of learning to occur, causing demotivation and avoidance of educational engagement in prison.

Factors which Support Prisoners Motivation to Participate in Prison Education Programmes

This paper has discussed possible factors which can prevent prisoners being motivated to education programmes during incarceration. However, what is often overlooked in prisoner research is the factors which foster development of and perpetuate self-motivation for prisoners to pursue and engage in education during their incarceration. Previous research has indicated educational behaviour is a product of intentional choice, however more insight into the educational motives and intentions within the prison environment is necessary. Like motivational barrier factors, it is believed there are factors which could contribute to a developed motivation to pursue learning and engagement within prison. Prison is a challenging environment, it is salient to understand if motivational factors for prisoners exist within the environment and which factors minimise barriers of educational motivation for prisoners. This information is relevant to correctional industry service development, programme planning and deployment of resources and teaching methodology (Manger, Eikeland, & Asbjørnsen, 2013; Manger, Eikeland, Diseth, Hetland, & Asbjørnsen, 2010). The factors which may potentially contribute to the motivation barriers and perpetuation of self-motivation within the prison environment will now be discussed.

Intrinsic and Extrinsic Motivation Factors

Intrinsic and extrinsic motivation theory is valuable in shedding light into how individuals are motivated to pursue education. There are specific individual and environmental factors within intrinsic and extrinsic motivations which aid in illuminating how individuals can be motivated to pursue specific tasks. This section will explain the distinctions between intrinsic and extrinsic motivation and how the factors within the underlying theories foster prisoners' educational motivations. Through intrinsic and extrinsic motivation theory, prisoner's decisions to participate in education may be heavily influenced by the prison environment, past experiences in education, belief systems or future desires. Prisoners may be unconscious of these factors when deciding to participate in educational pursuits.

Intrinsic and extrinsic motivation theory and factors do bear some similarity to the push/pull dimension of motivation. This section will define how these motivational theories are related and coupled to the minor factors of influence within the theories. International research will further support our understanding and explanation as to why these theories and factors need consideration in developing theory for this current study.

Intrinsic Motivation

Deci and Ryan (2000) define intrinsic motivation as the act of doing an activity for its inherent satisfaction rather than for some separable consequence. The personal feeling of fun and the joy of experiencing challenge through engagement in the task is the motivating force for engagement with the task. Operationally, intrinsic motivation has been defined as the motivation for behaviour of 'free choice'. They further add personal growth, building relationships with others and being generative for the community are intrinsic goals because these goals are more directly linked with the personal satisfactions of basic psychological needs task mastery, competence and human relatedness. Intrinsic motivation manifests as a psychological contentment with the task of education for the prisoner. Intrinsically motivated prisoners' decision to participate in education programmes is the result of positive beliefs towards education, personal satisfaction of learning new knowledge and, an understanding the pursuit will assist with reintegration efforts post release (Manger et al., 2013).

Experimental researchers Ryan and Deci (2000) have investigated intrinsic motivation by exposing their participants to a task under varying reward/non-reward conditions (e.g. receiving a reward for completion or not). After a specific time period with the task, the experimenter will then inform the participants it is no longer a requirement they work on the initial provided task. The participant is then left in the room with distractor tasks. The participant then has a period of 'free choice' as to whether to return to working on the task or engage in a distractor task. Deci and Ryan (2000) found participants were more intrinsically motivated by spending more time with the initial task instead of the distractor task. The element of 'free choice' to complete the task has been operationally defined as the behavioural factor of intrinsic motivation. In relation to this study, the action of exercising 'free choice' to participate in educational pursuits would see a prisoner exhibiting intrinsic motivation (Ryan & Deci, 2000).

Intrinsic motivation has been linked to many positive outcomes for students due to the element of 'free choice'. Most importantly the fostering of learning motivation in students and a greater likelihood of educational success is often observed in students who exhibit factors of intrinsic motivation. Froiland and Oros (2014) longitudinally examined the effects of intrinsic motivation, perceived competence and classroom engagement on reading development of fifth to eighth grade students in the United States. It was hypothesised by the authors, intrinsic motivation/perceived competence and classroom engagement in the fifth grade will both predict reading achievement in the eighth. Their findings showed intrinsic motivation/perceived competence coupled with classroom engagement both predicted positive reading growth from fifth grade to eighth grade (Froiland & Oros, 2014).

From Foiland and Oros findings it can be observed intrinsic motivation to learn, is a key factor which contributes to the development of reading and educational achievement in students. It has also been discussed by Manger et al (2010) intrinsically motivated individuals bear similar motivational characteristics to those who are motivated by pull factors of the push/pull dimension of motivation. Students who are intrinsically motivated to learn find educational activities interesting and enjoyable. Additional intrinsic motivation factors include obtaining employment or accomplishing future goals; a desire for self-development or challenge and to foster self-empowerment.

Like non-offending students, prisoners who are intrinsically motivated learners, display optimal motivation in the learning environment. These minor, intrinsic motivational factors include learning for the sake of personal fulfilment, and because the task of learning is inherently interesting and enjoyable. For prison learner's intrinsic motivation to engage in education is a positive characteristic seeing prisoner students seek and master educational challenges. Froiland and Oros (2014) further add when students understand the connection between learning in classrooms and achieving future goals, greater academic achievement is more likely to occur. The pressure of receiving external rewards, or external encouragement will not affect the prisoners desire and motivation to engage in educational pursuit

(Froiland & Oros, 2014; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010; Ryan & Deci, 2000).

Narratives from Hall's (2006) research into prisoners' perspectives of correctional education showed prisoners displayed intrinsic motivations in varying forms. Hall (2006) conducted one-on one, interviews with ($N=10$) male, prisoner students from Southern State Penitentiary in United States. The prisoners in this sample were students participating in the General Education Development [GED] programme during their incarceration period. The GED is the foundational high school education equivalency programme for adults' post-high school in the United States. For Hall, three major themes emerged from discussions success, regret and rethinking the correctional educational experience. For prisoners in this study to feel successful and motivated in their educational pursuits' success had to be measured more intrinsically and in varying forms other than by simply gaining employment. They reported their' academic motivation and success is derived from being able to overcome obstacles, having no worries, learning and putting God first. These factors of motivation are all intrinsic motivation factors (Hall, 2006)

It is believed some prisoners in New Zealand prison education programmes may show intrinsic motivation for participating in education programmes in the prison environment. It is not known specifically if or which minor, intrinsic motivation factors could perpetuate intrinsic motivation for learning. Based on the international research discussed it is theorised these minor factors could include participating as there is an attraction to the task, learning to obtain employment during or post incarceration, desire for self-development and empowerment or to foster self-empowerment, or feel competent with a specific task. The extrinsic motivation theory will now be discussed.

Extrinsic Motivation

The contrasting, extrinsic motivation is operationally defined as an individual participating in an activity to attain some separable outcome. An individual's participation in and possible completion of the task has now been given an instrumental value. Deci and Ryan (2000) state extrinsically motivated behaviours are those executed because they are instrumental to some separable consequence, these behaviours can also vary in the extent to which they are represent self-determination and autonomy. As seen in intrinsic motivation, extrinsic motivation

also bears resemblance to push/pull factors of motivation (Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010; Ryan & Deci, 2000). The similarities between intrinsic/extrinsic and push/pull factors will be discussed in the following section.

Deci and Ryan (2000) provide examples of extrinsic motivation. One example is a student doing homework as they fear parental sanctions, while another student completes homework for the belief it is valuable for their chosen career. Both homework tasks have separable outcomes with instrumental value. The first example involves fear of sanction and compliance behaviour, while the latter example illustrates personal choice is supporting completion of the task (Deci & Ryan, 2008b; Ryan & Deci, 2000).

Murayama, Pekrun and Lichtenfeld (2013) examined how perceived control, extrinsic and intrinsic motivation predicted long-term mathematical achievement in children over five years in Germany. Over 3500 children submitted data for a longitudinal study from age five to ten, to investigate the development of mathematical achievement. Authors theorised extrinsic motivation would positively predict initial achievement, whereas intrinsic motivation would be a positive predictor both initial and growth rate achievement. Findings revealed mathematical achievement for young students was positively predicted by perceived control, intrinsic motivation and deep learning strategies. Intelligence was not a predictor of mathematical achievement alone. As theorised extrinsic motivation only predicted initial achievement in students not long-term achievement. From this study it is evident extrinsic motivation has short term benefits for students, whereas intrinsic motivation is beneficial for long-term success in academic pursuits (Kou Murayama et al., 2013).

An exploratory study was conducted with long-term prisoners in Belgium to gain understanding on their motivational orientations to participate in prison education programmes. The authors chose a methodology of written survey. The survey for this study was adapted from the Parsons and Langenbach (1993) Education Participation Scale [PEPS]. Four motivational subscales from the PEPS were explored; cognitive control, goal orientation, activity orientation and avoidance posture. Background characteristics and demographic information was also

collected. The authors also included empty space at the conclusion of the survey, so prisoners could add extra motives they may have experienced. A total of ($N=23$) prisoner survey results were used in the findings of this study due to their current participation in educational programmes. Authors indicated from findings, prisoners in this study are only slightly influenced by extrinsic motivational factors of goal orientation, avoidance and activity orientation. Goal orientation, an extrinsic subscale, was the most influential motivating factor encouraging prisoners to engage in education programmes. The minor extrinsic motivation factors identified under the goal orientation subscale included; making it easier for prisoners to find employment post release; to have a wider range to find work; to build a new and good life; to prove themselves to their family or satisfy family request; to build their own house; to use their time in prison optimally and because one has enough spare time. It was also determined from this study the extrinsic motivation factors of avoidance posture and activity orientation were limited motivations for prisoners (Delaere, De Caluwé, & Clarebout, 2013)

In connection to prisoner educational motivation, extrinsically motivated prisoners could pursue educational opportunities with less enthusiasm or little interest than those demonstrating intrinsic motivation. Prisoners could be extrinsically motivated to participate in education and learning through external regulations, to satisfy an external demand (parole application) or obtain an externally imposed reward (to obtain privileges). It has been shown by some international research, because prisoners are controlled and somewhat alienated by their environment, their motivations and behaviours to pursue tasks could be externally regulated as a result, further perpetuating extrinsic motivation (Ryan & Deci, 2000).

Manger et al. (2010) describes the internal belief systems of prisoners, which influence the manifestation of either intrinsic or extrinsic motivation. Prisoners who are extrinsically motivated will engage with an educational task as a 'means to an end' approach, often coupled with an understanding their educational pursuit has no benefit to their rehabilitation or reintegration outcomes. Manger et.al. (2013) describes the minor, extrinsic motivational factors as being to escape regular prison routines; to avoid boredom; to gain employment; to avoid discipline or to earn rewards (such as parole, certification or qualification). As previously illustrated in this review of literature, prisoners can experience low-self-esteem and self-efficacy

towards the task of learning. With this knowledge, given the restrictions and challenges of being incarcerated, prisoners with low self-esteem and self-efficacy could be motivated to begin educational programmes without clear learning intentions or goals to accomplish (Manger et al., 2013).

Hall's (2006) research also found extrinsic motivation factors to participate in prison education were evident for United States prisoners. Extrinsic motivation factors for these prisoners included satisfying family, specifically their parents and their children on the outside. Some prisoners reported a desire to show capability in remaining dedicated to achieving educational goals to their developing children. Family and children influence reflects extrinsic motivation towards education participation. Some prisoners were motivated to 'get outta here', indicating they were participating in education to achieve release from the institution. Achieving release through education participation is a motivation factor reminiscent of extrinsic motivation. Many prisoners discussed their potential careers outside of prison and inside of prison. Due to some prisoners never being eligible for release in this study, some prisoners had vocational aspirations within the prison (kitchen work, rap musician within the prison community and welder). Prisoners required foundational, educational qualifications to achieve these vocational successes within the institution. Others described carpentry, entrepreneurial and flooring installation as being career options for when release from prison is achieved. The prisoners in this research stated their motivation for engaging in education was to achieve career success in these fields both inside and outside the prison, these motivational factors are extrinsic motivation factors. As Manger et al (2013) discussed prisoners are extrinsically motivated towards education participation by gaining employment and earn rewards such as prison release (Hall, 2006; Manger et al., 2013).

Deci and Ryan (2008) describe the challenge for educators is to understand the different minor factors of extrinsic motivation, so negotiation and promotion of autonomous learning desires can be realised for the prisoner student. By accomplishing a shift towards autonomous learning motives from extrinsic motivation, the task of learning becomes inherently more enjoyable for the prisoner student (Deci & Ryan, 2008b).

Manger, Eikeland and Asbjorsen (2012) distributed a written questionnaire survey amongst over 1600 (750 participating in prison education, 898 not participating) Norwegian prisoners, to investigate the prominent factors of extrinsic and intrinsic educational motives of prisoners. These factors were then loaded against demographic factors of prisoners to determine if educational motive predictors were evident in this sample. The prisoners were presented with 15 possible reasons for beginning education programmes in prison. Some reasons within the survey were respective of extrinsic motivation factors. These factors included beginning an education to; make it easier to find a job; to prepare for life post release; to avoid prison work; peer influence to pursue education. Results showed both extrinsic and intrinsic factors were evident. The strongest extrinsic motivational factor for education participation in this sample is to prepare for life upon release. The strongest intrinsic motivation factor among this sample was to acquire knowledge and skills. Demographic factors indicated gender and past educational level and experience has no relation to prisoners' participation in education programmes. Age was shown to be a strong predictor of educational participation with older prisoners less likely to participate in prison education programmes (Manger et al., 2013).

To conclude extrinsic and intrinsic motivational factors manifest for individuals through either internal or external influence. These influences impact on the motivational desires of the individual towards educational pursuit. While some researchers have explored intrinsic and extrinsic motivational factors of international prisoner samples, knowledge on if New Zealand prisoners are motivated to participate in prison education intrinsically or extrinsically is lacking. It is theorised intrinsic and extrinsic motive factors could play a role in prisoners decision making process to reengage with education programmes during their incarceration period. Manager et. al.'s (2010) research also speaks to the overlapping nature of intrinsic and extrinsic motivational factors with the Push/Pull dimension of motivation. The similarities between the extrinsic and intrinsic values and factors will now be discussed through the Push/Pull dimensions.

Push-Pull dimension of motivation

The push-pull dimension of motivation has beginnings from sociology of education, describing prisoners' motives to begin an education as individual decision pathways in educational participation. Researchers have found the push-pull theory of

motivation can explain why different cultures and populations of students are motivated to begin or re-engage with education and learning. Like intrinsic and extrinsic motivation, Push/Pull theory of motivation is concerned with the minor factors contributing to educational intentions and motives of the student (Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010).

Pull motivation theory of human motivation is observed as the individual participating in or completing an activity or behaviour as they feel drawn to do so. When examined from a prisoner and educational context, the pull theory assumes the prisoner is faced with multiple options, will weigh the options then choose according to anticipated future rewards as opposed to avoiding adverse consequence. Gambetta (1987) states learning motivation will occur as the students will be attracted to the task itself. Future concerns and possibility of employment during and post release or interest for learning the course content will draw and motivate the prisoner towards education (Gambetta, 1987; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010). Based on these descriptions of pull factors it is apparent pull factors can bear resemblance to intrinsic motivation factors.

The push factor of the push-pull motivation theory is described as a behaviour or an action an individual will force themselves to complete. At times, in reaction to external forces of the environment or situation of the prisoner. The push factor involves external factors which support a prisoner's internal desire towards an alternate activity, away from some other factor or activity. For example, a prisoner may be actively engaging in education classes to avoid prison work or discipline. Prisoners who do not find desirable motivational factors for themselves, will use the threat of an adverse outcome to provide them with the previously lacking self-motivation towards the alternative task. More often, self-motivation to participate in or complete the activity is fostered with knowledge the prisoner will be relieved of an alternate undesirable outcome (Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010). While we can observe the similarities between pull factors and intrinsic motivation, push factor theory bears resemblance to extrinsic motivation factors.

Costelloe (2003) found Irish prisons experience motivation towards education via factors within the push-pull dimension of motivation. Costelloe utilised qualitative

interview discussions to identify educational motivation and participation factors. Push factors identified by prisoners in this research included boredom alleviation; improving their employment prospects on release; making constructive use of their time and; to help their case when making their next court appearance.

Pull factors identified by prisoners included fostering and promotion of a sense of self-empowerment; to harbour a sense of personal achievement; to make their families feel proud of them and; to pursue old interests or develop new interests. The most common education participation motive factor discussed in this cohort was to alleviate boredom (push factor) during incarceration coupled with self-development promotion (pull factor). Costelloe went a step further in this investigation by linking the demographic characteristics of the prisoner to the educational motivations experienced. Findings indicated older, Irish prisoners expressed a desire to be more prepared for the labour market post release (pull factor). Younger prisoners, many of whom reported to be school dropouts, stated prison education programmes were a way of passing the time while incarcerated (push factor). Costello also discovered some prisoners' motivation into prison education programmes initially originated from push factors, but soon developed into pull factors, through their developed interest in the subjects studied during their participation in the programmes (Costelloe, 2003).

Manger, Eikeland, Diseth, Hetland, and Asbjornsen (2006) continued research into the push-pull motivation factors. A total of 467 Norwegian prisoner students, who had completed education in prison, responded to a written questionnaire containing items exploring the prisoners' educational history, personal background and their educational motives. Like Costello's (2003) research the personal demographic characteristics of the prisoner were measured against the factors of motivation. The authors theorised educationally disadvantaged prisoners are more likely to be motivated by push factors. Academically strong prisoners will be motivated through pull factors. From a possible fifteen factors, only three factors motivated Norwegian prisoners to participate in prison education programmes. To prepare for life post release from prison; social reasons unique to the prison context and; to acquire knowledge and skills. It can be observed social reasons unique to the prison context are push factors, while to prepare for life post release from prison and to acquire knowledge and skill constitute pull factors. When examined against the

demographic factors of prisoners, similar findings to Costello's (2003) research observed with Norwegian prisoners.

Younger Norwegian prisoners were motivated to participate in prison education programmes as a method of passing time and for reasons unique to the prison context, predominantly motivated by push factors. Norwegian prisoners with a low educational attainment background also reported push factors for being motivated to participate in prison education. These factors were social reasons and reasons unique to the prison context. Prisoners with low educational background also scored significantly lower in being motivated by pull factors (to acquire knowledge and skills) when compared with higher educational attainment prisoners. Prisoners with higher academic capability are predominantly motivated by the pull factor, to start an education to acquire skills and knowledge. Length of incarceration was also a prisoner factor considered in this investigation. Prisoners with a longer incarceration period are more motivated to start and education for pull factors also. Typically for reasons regarding concerns for their future post release or because they have a genuine interest in the subject they are studying. Costello and Manger et al.'s research into prisoner push-pull educational motivations have provided some consistent findings. Their combined research is significant as it indicates some motivational consistencies based on the characteristics of the prisoner and their push- pull motivations. As previously discussed the pull factor of acquiring skills and knowledge is the same as the intrinsic motivation factor. The push factors of being motivated for reasons unique to the prison context and to pass time are related to extrinsic motivation factors (Costelloe, 2003; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010).

The previously acknowledged research from Manger Eikeland and Asbjornsen (2009) exploring educational motives of Norwegian prisoners spoke to intrinsic and extrinsic motivation factors. As discussed, their findings indicated Norwegian prisoners were predominantly motivated to engage with education during incarceration for intrinsic or pull reasons (to plan for the future, to prepare for life upon release, competence building, and acquiring new knowledge and skills). The scores for future planning and competence building intentions of prisoners were relatively high compared to the scores for push factor or extrinsic motivation factor of escapism. The authors state these findings are consistent with prisoners

experiencing push and pull factors towards participating in prison education programmes (Manger et al., 2013).

Halimi, Brosens, DeDoners and Engels (2017) provide insight of the educational motives of prisoner from a remand facility in Belgium. The prisoners in this study are awaiting trial or sentencing, their time within the remand facility is limited. Focus groups coupled a literature search were utilised to gain theory insight, which aided the development of a written questionnaire. The questionnaire was then distributed to over 480 prisoners ($N=486$) to explore the factors which foster prisoners' participation in educational programmes along with the individual demographic characteristics of the prisoners. Only 29 percent of the prisoners in this sample reported participating in prison education programmes before or during the study. The Bronfenbrenner ecological model was adopted in this study to establish distinction between micro or individual motivational factors and meso or environmental motivational factors. Micro educational goals or motives were related to pull factors, while the meso goal orientated categories are representative of the environmental interactions or push factor motives of the prisoners. It was found Belgium remand prisoners are motivated to learn to 'obtain a diploma or certificate' or to 'make plans for the future', both pull factors or motivation. The micro motive of 'feeling normal' was a distinct finding among this sample of prisoners. Prisoners wanted to feel like normal people within the challenging prison environment. Education participation enabled normalisation to occur. The only significant push factor reported among this sample was prisoners indicating they were engaging with prison education due to someone recommending they participate (Halimi et al., 2017).

This chapter has so far illustrated intrinsic and extrinsic motivational factors in conjunction with push/pull factors of educational motivation. In New Zealand more research is required to determine which motivational factors contribute to prisoners deciding to re-engage with prison education programmes. We understand prison to be an environment which presents unique, personal challenges to prisoners. Given these challenges, prison education programmes could be considered undesirable to many prisoners. The international studies presented provide valuable theories into what factors and variables influence the decision-making pathways of prisoners when they choose to engage in prison education programmes. Based on

international theories of intrinsic and extrinsic motivation coupled with push/pull factors we can assume there may be some of these factors evident in New Zealand prisoners. What is unknown is if and which individual factor and/or educational experiences shaped their decision to participate in prison education programmes. By understanding what factors contribute to a prisoner participating in prison education, delivery of interventions, programmes and approaches to learning could also be adapted to promote learning development within this cohort.

Education as a Motivating Factor to Foster Participation in Prison Education Programmes

International research has also reported participating in education programmes during incarceration can be a motivating factor for some prisoners to begin or continue with their learning. This section will briefly describe research supporting education as a motivation factor.

Evans, Pelletier and Szkola (2017) explored the influence prison education programmes had on reducing the negative impacts of self-stigma in former prisoners. The authors discussed the negative impacts of self-stigma for former prisoners included low self-esteem, low self-confidence, poor attitudes and motivations. Using qualitative interviews with ($N=18$) former prisoners, Evans et. al (2017) reported higher education participation and academic success can be a motivating factor for prisoners to engage with education. Engagement with education negates the detrimental psychological and behavioural impacts of prisoner self-stigmatisation. The former prisoners discussed self-empowerment obtained through education participation. Feelings of empowerment helped to counter the negative effects of self-stigma which often resulted from living with a criminal conviction history or being incarcerated. The participants discussed being motivated to pursue positive opportunities along with a desire to be a functioning and contributing member of their communities, through education participation. For the participants of this research, education had other benefits including accumulation of knowledge, a greater chance to attain employment post release, time management skill development and most importantly the self-motivation to develop and strive for goals. Overall education created a transformative change in the self-perceptions of the former prisoners, creating a self-motivation to pursue education and self-empowerment. As previously discussed the self-motivation to participate in prison education did not occur upon entering prison. Many

participants in this research were motivated to pursue education later in their prison sentence. This understanding from Evans et.al. (2018) research can purport the theory, education as an activity, can foster self-motivation of prisoners to participate in prison education programmes (Evans et al., 2018)

Owens (2009) also investigated the effects of education programmes on former prisoners' ability to face re-entry challenges. Qualitative interviews were conducted with ($N=13$), New York prisoners who had completed or were currently enrolled college/university degree programmes while incarcerated. It was found prisoners in this study were aware of challenges which they could face when attempting to re-enter the community. These included facing stigmas both resulting from their prisoner label and ethnicity, difficulty obtaining employment, acceptance of time lost in the community. Findings showed education experience aided formerly incarcerated individuals to access employment opportunities by providing credentials which counter the effects of stigmas and community acceptance. The authors speak to the high demand for academic credential validation in the United States career market. This illustrates higher education provides confidence and self-empowerment for former prisoners while acting as a therapeutic intervention for effects of stigmatisation, low self-esteem and self-efficacy. Knowledge academic credentials would be earned, motivated the prisoners to complete their education, providing them with confidence to reintegrate successfully. These findings are reminiscent of the narratives from Evans et.al (2018) where education programmes foster motivation to continually engage with the programme through self-empowerment (Owens, 2009)

The Department of Corrections

The Department of Corrections was formed in 1995 and operates in collaboration with the New Zealand Government's, Ministry of Justice to improve the long-term rehabilitation and reintegration outcomes offenders sentenced to a custodial or community-based sentence. The DOC adopts a modernised, rehabilitative and reintegrative approach to prisoner and community offender management.

Currently the Department is responsible for the sentence management of over 9000 prisoners in 17 prisons and around 30,000 offenders through over 100 Community Corrections hubs across New Zealand. With the formation of Department of Corrections, it was the priority to transform prisons into 'working prisons' where

education and vocation training are the core of rehabilitation, reintegration processes and services for offenders. Offenders in community-based sentences also work in vocational and educational programmes to improve employment opportunities while completing their sentences (Department of Corrections , 2018e).

The Department has designed and implemented many of its own rehabilitation programmes, to help offenders and prisoners address their offending behaviours. Rehabilitation programmes are often a compulsory component for completion of the offender's sentence. Programmes provided by the Department include motivational, Tikanga Maori, psychological treatment, parenting skills, drug and alcohol treatment, female offender programmes, sex offender programmes and youth offender programmes. The Department also works in collaboration with external community programme providers of rehabilitation programmes to provide offenders with as many offending related programmes as possible. (Department of Corrections , 2018d).

This modern approach to prisoner and offender management is the opposite to the early operations of prisons in New Zealand during the 19th and 20th century. Prisons were the most severe form of punitive sentencing, whereby the offender was fully excluded from society with little rehabilitative focus. In modern prisoner and offender management, the support of victims' rights, the reduction of reoffending, the effective use of sentencing periods, compliance with sentence orders and, ensuring the humane and safe management of offenders and prisoners are the services the Department is essentially focused on providing. A safe and just New Zealand society is the overarching outcome the Department works at providing.

The New Zealand Qualification Framework

The New Zealand education system consists of three levels from childhood through to adulthood. Early childhood education begins from birth to age five, primary and secondary education is engaged in by students until 19 years of age. Tertiary education includes University and vocational training education, and is considered adult education in New Zealand (The Ministry Of Education, 2019).

School attendance and participation is compulsory for New Zealand children from ages six to 16. Most children in New Zealand will begin their schooling at five

years of age. A mixture of state, state integrated, and private schools provide the delivery of the national education curriculum to school children. Most schools in New Zealand are state owned and funded, teaching the secular (non-religious) curriculum.

The core learning area subjects are engaged in by students, through their primary and secondary learning. The basic curriculum format for New Zealand students consists of several learning area subjects English, the arts, health, and physical education, languages, mathematics and statistics, science, social science, and technology (The Ministry Of Education, 2007). Each learning area is part of a broader education programme which aims to lay the foundation for a later specialised education for the student during final secondary school years.

Academic achievement of each student is measured through the National Certificate of Educational Achievement [NCEA] curriculum. The NCEA curriculum will begin in Year 11 of a student's high school education (age 14 to 15 years of age), ending in Year 13 (17 to 18 years of age). The NCEA is the most salient curriculum of the adolescent student's educational career as the NCEA qualifications set the standard for a more specialised focus on future adult career and/or education direction post-secondary school. The NCEA achievements of students are recognised by employers, while also being used for selection criteria into tertiary institutions such as Universities and Polytechnics in New Zealand and internationally. (The New Zealand Qualifications Authority, 2018b)

There are three levels of the NCEA certificate, Level One, Two and Three. The difficulty of the NCEA levels will increase with the age of the student. (The New Zealand Qualifications Authority, 2018a, 2018b). The benefit of the NCEA framework is the student can complete the required levels at any stage of their education. For example, Level one NCEA subjects, typically completed in Year 11, may be completed by a student in Years 12 or 13 if desired or previously unachieved during their Year 11 academic year. Students' academic achievements in NCEA are recorded in the student Record of Achievement which is moderated by the NZQA (The New Zealand Qualifications Authority, 2018a, 2018b)

Secondary school students who leave high school with NCEA qualifications have a greater chance of obtaining employment and receiving a higher income. Successful personal outcomes for students who achieve NCEA qualifications while in secondary school is gaining capabilities and values which will be required as adults for successful living, working, and continued learning. The goal of the Ministry of Education is to have New Zealand students leave their secondary education with useful knowledge, skills and a formal qualification. It is intended that the knowledge gained during secondary education will be the most salient for the student to obtain employment and function within an adult society successfully.

Chapter Three

Methodology

This chapter begins with discussion of the Phenomenological Approach which has guided this studies theories, methodology and analysis will be outlined. The research questions and objectives for this project are then established. The definitions and processes of qualitative interviewing and thematic analysis are also discussed, as these were the methods of data collection and examination for this project. Discussion of the alternate methodological approaches deemed unsuitable for this project are then explored. The data gathering procedure for this study is then discussed in detail. Application processes, ethical considerations, the interview discussion procedure, privacy and confidentiality, and data analysis procedures are disclosed in this chapter section.

Methodology

Research Questions and Objectives

With consideration of existing international research methodologies and findings, questions were formulated for this study to explore education motives in a small population of New Zealand prisoners. The specific research objectives are divided into two separate motivational constructs to explore. First the possible existence and identity of educational motivational barriers;

Do New Zealand prisoners experience self-motivational barriers towards participating in educational programmes while incarcerated? If so, What is the identity of experienced self-motivational barriers experienced?

What are the psychological pathways of prisoners when self-motivational barriers are formulated towards prison education programmes?

What is the severity of self-motivational barriers experienced towards prison education programmes?

What is the prevalence amongst prisoner populations of self-motivational barriers towards prison education programmes?

Second the factors which support motivation to participate in prison education programmes;

What are the factors which foster prisoner self-motivation when choosing to participate in prison education programmes?

Is self-motivation to participate in prison education programmes derived internally (from individual experience of the prisoner) or externally (from prison staff, educators, peer or social support systems, family/whanau)?

Does participation in prison education programmes foster motivation for continued participation?

Do prisoner attitudes towards reoffending change resulting from academic participation, attainment and success?

Methodology Considerations

Phenomenological Approach

This study has adopted a phenomenological approach in developing the initial themes for exploration on prisoner education motivations. Given little research currently exists on educational motivations from New Zealand prisoner perspectives, it was necessary to gain a broad understanding and description of international prisoners' educational experiences prior to formulating a research strategy for this study. International research would provide the knowledge to shape the research objectives, theories, discussion themes which could emerge during interviews with participants. Potentially held assumptions on prisoners' experiences could also be extinguished with broad background knowledge allowing researcher objectivity to remain intact throughout the process.

Due to the exploratory nature of this study a Phenomenological approach in theme development was salient to determining the theoretical and methodological direction of this research. According to Moustakas (1994) Phenomenological research is suited to studying smaller sample numbers of participants, especially when utilising qualitative interviewing as data collection methodology. With qualitative interviewing the interview transcripts are then examined to determine which theoretical themes emerge from the discussions, thereby also preserving researcher objectivity. MacLennan's (2016) adopted a three stage Human Scientific Phenomenological approach when researching New Zealand ex-prisoners' experiences of stigma. (1) collect verbal data; (2) read the data; (3) examine and divide the data into parts. MacLennan's research illustrates an effective methodology in keeping with phenomenological approaches and sharing lived experiences. The current study will utilise Phenomenological approaches then combine with Thematic Analysis [TA] to answer the following research objectives (MacLennan, 2016; Moustakas, 1994).

Quantitative Approaches

While many of the studies discussed in the preceding Literature Review utilised qualitative approaches, for the current study quantitative approaches were also deemed unsuitable. Much of the research discussed showed international

researchers used a Likert Scale approach within written surveys. Also, larger participant sizes were reported in these studies. Manger et.al (2013). Delaere et.al (2013) utilised quantitative approaches for data collection, specifically Likert Scale survey, in their studies, however their chosen methodology is unsuitable for the current study.

For this study, it was recommended a smaller participant size be interviewed ($N=15-20$). The prisoners in this research were also enrolled in the Everyday Skills or Intensive Literacy/Numeracy programme. This indicated it was highly likely the participants in this research could experience difficulty with reading and interpretation of written survey formats. Prisoners in this programme may not be fluent in English language. These factors determined quantitative data collection approach unsuitable for this current study (Delaere et al., 2013; Manger et al., 2013).

Focus Groups

Focus group discussions was a data gathering methodology considered for this study. Focus group discussions were chosen methodologies for research projects mentioned in the preceding Literature Review section. Gee adopted focus group discussions coupled with written survey (2006) to seek insight into educational motives of prisoners. Borsens et.al. (2018) also utilised focus groups with the purpose of theme information gathering for construction of the written questionnaire. The written questionnaire became the chosen methodology for Borsens at.al. (2018) study. While focus groups allow for a richness of discussion among several participants and is kinder on data gathering time for the Researcher, the Department of Corrections Research Evaluation and Steering Committee recommended using one-on-one, semi-structured interviews. It was determined a richness of lived, educational experience of individuals would be obtained with greater discussion depth with prisoners discussing their experiences in a private setting, thereby deeming focus groups unsuitable for this current study (Brosens et al., 2018; Gee, 2006)

Qualitative interviewing

In keeping with a phenomenological approach, it was determined the most appropriate data gathering methodology to explore the research objectives was qualitative, semi-structured one-on-one interviews with prisoners. Semi-structured interviews allow the researcher to modify the line of enquiry and follow up interesting responses while preserving the underlying research motives during the

interview process. MacLennan (2016) utilised qualitative interviewing in her research to examine previously unexplored phenomenon in a New Zealand prisoner context gaining a broad understanding into a previously limited researched phenomenon of stigma experiences (MacLennan, 2016). Like MacLennan's (2016) research, the current study benefited from using qualitative interviewing as a richness of prisoner lived experience was obtained, more substantially than if a quantitative methodology had been used. Evans et.al (2018), Costello (2003) and Hall (2006) all utilised qualitative interviewing to gain a richness of understanding into prisoner experiences. As discussed in the preceding Literature Review their research was successful, conducted within and outside of prison environments and with similar criterion sample. With these factors in consideration qualitative, semi-structured interviews with prisoners for this research was deemed appropriate (Costelloe, 2003; Evans et al., 2018; Hall, 2006).

Thematic analysis

Thematic analysis was deemed the most appropriate data analysis methodology for this study. The methodology is also the recommended for inexperienced researchers, its simplicity in analysis is evident through Braun and Clarke's (2017) six, analytical steps of thematic analysis; Becoming familiar with the data; Generate the initial codes; Search for themes within the codes; Review the themes; Define the themes; Write up the findings (Braun & Clarke, 2006).

Thematic analysis speaks to the formulated research questions by allowing the researcher to identify, analyse and report patterns or themes which have emerged from each of the interview transcripts. Thematic analysis is theoretically informed research which still enables new theories not otherwise known to researchers to be evidenced. Existing theories are not tested against the interview participants during the data gathering process, only explored and confirmed through analysis.

Reoccurring narratives are drawn from interview transcripts to shape research themes, defining the findings, thereby determining the phenomenon's existence. Clarke and Braun (2016) state 'the aim of Thematic Analysis [TA] is not simply to summarize the data content, but to identify, and interpret, key, but not necessarily all, features of the data, guided by the research question (but note that in TA, the research question is not fixed and can evolve throughout coding and theme development)' (pg. 297). Codes and themes are generated from the qualitative data.

Codes are the smaller units of analysis capturing the interest of the research question. The codes are then built into the larger themes or patterns of meaning. Themes speak to the core concept or idea of the research question/s by providing the analytic observations and framework (Braun & Clarke, 2006; Clarke & Braun, 2017; Walker, Egan, Jackson, & Tonkin, 2018). The coding and theme template for analysis can be built from the theories developed through phenomenological investigation pre-data collection. However, given the flexibility of thematic analysis, coding and theme templates can be amended should untheorized, new and relevant information present to the researcher when analysing interview transcripts.

Grounded Theory

Compared with TA, Grounded Theory [GT] is considered more analytical in its approach rather than exploratory. While grounded theory follows similar methodology with coding templates like thematic analysis, grounded theory tests existing theories against the interview dialogue data, allowing for little flexibility into newly emerging codes and larger themes. Grounded theory operates through theoretical sampling where a 'core category' is pre-conceived before coding, theoretical saturation of the core category is then engaged in, with the aim of producing theory generations grounded within the interview data. Once the core category is completely saturated and thoroughly explored within the interview data the theory is then produced. Given the researchers inexperience with qualitative data interpretation, the accuracy of data interpretation at the coding stage, and subsequent theoretical saturation could have been compromised using a grounded theory approach. Theoretical assumptions are made prior to beginning the interview process. Researchers are somewhat more bounded in their interpretation of interview data themes using grounded theory, due to previously held theoretical assumptions. While grounded theory bears similarity to thematic analysis in methodological approach, grounded theory is more restrictive in its interpretation of data and unsuitable for the exploratory nature of the current research study (Flick, 2018)

Research Strategy

Upon consideration of each, previously discussed, methodological approach, it was determined a phenomenological approach was the best method for investigating and developing potential themes for investigation with the participants. The strength of one-on-one qualitative interviewing was decided the best method for exploring, a richness of lived educational experiences of the participants. The use of qualitative

interviewing was also the recommendation of the Departments Research, Evaluation and Steering Committee. Thematic analysis was deemed the most appropriate analysis method for the current study. As previously discussed, thematic analysis is recommended for inexperienced researchers as it allows the researcher to identify, analyse and report patterns or themes which have emerged from each of the interview transcripts. It also enables new theories not otherwise known to researchers to be evidenced. Given this research is exploratory these methodological approaches are the strongest for the current study.

Ethical Considerations

Research within prisons and with prisoners poses many challenges. Carbone-Lopez (2016) states the prison environment presents itself with unique challenges for researchers. Gaining access to enter the prison, building rapport with prisoners and conducting interviews with prisoners are stages of the data gathering process which can present an array of challenges and obstacles for inexperienced researchers (pg.550) (Huebner, 2016).

Department of Corrections Research Application Process

Discussed by Patenaude (2004), the greatest challenge facing qualitative researchers is negotiating and gaining entry to the field. For this current study, two separate applications to undertake research proposals were submitted to the Departments Research and Evaluation Steering Committee. The initial application was submitted in July 2018, the full application followed in August 2018. Both applications required approval from the Committee for the research to be conducted. Full research approval was granted in September 2018. Gaining access into SHCF required further approval from sources within the prison. The Prison Director provided approval for the research project to be conducted within SHCF. The Security Manager provided consent for an electronic recording device to be used within the facility. Both approvals were obtained in February 2019.

Ethical Considerations

An application for Human Research Ethics consideration was also submitted to The University of Waikato Human Research and Ethics Committee. The application was presented to the committee in September 2018 with approval obtained in November 2018. The potential risks to the prisoner participants were discussed in the committee's application. These risks included potential psychological distress when discussing histrionic experiences such as negative educational experiences, stigmas, learning difficulties etc. Cultural awareness and considerations were also

important to consider when engaging with participants, so offence or embarrassment would not be experienced by the participants during the interviews.

The potential risks were mitigated via several methods and considerations. The researcher for this project is familiar with the prison environment and prisoner challenges from past engagement as a literacy and numeracy tutor at SHCF. The experience of the researcher allowed for familiarity and connection to be established with the participant through common experience within a shared environment early into each interview meeting. This was accomplished using whakawhanaugatanga, which will be further explained later in this chapter. Also, the Academic Supervisor of this study is a Clinical Psychologist who has worked extensively with prisoner populations. Consistent communication and consultation was engaged in between the Supervisor and Researcher for the pre and post data collection dates to ensure consistent interview risks were mitigated for the researcher and prisoners.

The physical safety of the researcher was also considered. Spring Hill Corrections Facility has over 600 cameras with constant monitoring from Corrections Officers. The Researcher also received a Personal Duress Alarm [PDA] upon arrival at each interview day. The PDA is a small device, carried on the body of the Researcher, with a button the Researcher was able to press if distress within the prison is experienced. A Corrections Officer would respond with one minute if the alarm is activated. The alarm was not activated during data collection.

Privacy and Confidentiality

The privacy of the participants and the interview transcripts was protected. Pre-interview each participant was asked if they wished to use a pseudonym name as opposed to their own name for the duration of the interview. Each participant declined. The interview transcripts and audio data were protected within OneDrive online encrypted storage. This data is only accessible via protected password known by the researcher. All written consent forms are kept within a locked filing cabinet only accessible via key at the residence of the researcher

Data Collection Procedure

The data collection process was conducted at Spring Hill Corrections Facility [SHCF] in Te Kauwhata Waikato. Four interview dates were scheduled for Wednesday mornings between February 13 2019 and March 13 2019. Permission

was granted to enter the prison between 0900 and 1200 to conduct interviews with participants. The interviews were conducted in an area of the prison commonly referred to as 'The Spine'. The Spine is a long block of classrooms and offices where the educational and vocational learning programmes are delivered to the prisoners.

Recruitment

The participants were recruited with assistance from Donna Gaskell at SHCF. Ms Gaskell selected each participant based on the criteria they had participated in or completed the Everyday Skills or Intensive Literacy/Numeracy programme provided by Te Wānanga O Aotearoa. The research topic was explained to each potential participant prior to them attending the interview discussion (See appendix A for Participant Recruitment Poster). If the potential participant consented to participate and attend a research interview, all research details, participant consent forms and information sheets about the research were also provided to the participant (See Appendix B for Participant Information Sheet, see Appendix C for Participant Consent Form).

Participants

The participants were ($N=15$) prisoners, currently participating in or past students of the Everyday Skills or Intensive Literacy/Numeracy programme. All participants had been sentenced, with most fluent in English, two were English Second Language participants [ESOL].

Participants ages ranged from 20 to 45. Two students were aged over 40, with most ranging between 20 and 28. The ethnicity of participants ranged from two Pacific Island, two of Pakehea/European decent, with the remaining 11 being Māori or a mixture of Māori and Pacific Island decent.

Technical Constraints

Every prison has their own system of operations which maintain the order and structure of its residents and safety of staff. Each morning at SHCF, the prisoners who attend programmes or vocation are released from their units at 0845, into a 'sterile zone' before being released into the complex to attend programmes. This occurs for all prisoners at the same time. Programmes conclude at 1200 before lockdown for lunch. Programmes taking place in the Spine included educational ILN, computer competency, NCEA classes and behavioural intervention programmes.

Interviews for this research were conducted in Programmes Area One, Classroom Two. Programmes Area One is located at the far end of The Spine building. There are also two other classrooms and an office in this Area behind a large steel grate door. This is a technical constraint of this study as both the researcher and participant were locked in a somewhat un-noticeable area of The Spine. This location made gaining the attention or communicating with Corrections Officers difficult for transitioning participants in and out of interviews.

Interview Room

Classroom Two was equipped with three tables, several chairs, a white board and a teaching desk. Prior to beginning the interview discussions, the classroom was arranged in keeping with accordance with Department of Corrections safety procedures. The interview table was moved to be situated near the door, with the researchers chair nearest the door and the participants chair across the table with furthest away from the door. Each participant was escorted by a Corrections Officer to Programmes Area One then escorted to Classroom Two. The participants were welcomed into the Classroom by the researcher then requested to sit at the table.

Interview Discussion Procedure

Whakawhanaugatanga was then conducted with each participant prior to beginning the formal interview to introduce, connect and build a working rapport with the participant. As seen in MacLennen (2016) Whakawhanaugatanga is a Māori custom of sharing information to build a kinship relationship and identity between strangers. Often it is best illustrated through shared experiences. The research topic; the research objectives; a breakdown of motivation and theory; the methodology for the data collection; research process; possible discussion themes which could emerge during the interview; what would happen with the data; ethical considerations; participant withdrawal process was then outlined with the participant. Participants were then asked if they understood the aspects of the study and if they wished to continue their participation. With confirmation of participation, information sheets were presented, along with a written participant consent form to complete and sign. The signing of the consent forms indicated the participants were consenting to participate in the research study (See Appendix B for Participant Information Sheet, see Appendix B for Participant Consent Form). Prior to beginning the discussion, the participants were asked if they wished to begin with a Karakia (prayer).

The interview discussions were recorded on an Endeavour, 4GB (GiggaBite), USB, voice recorder. Each interview was conducted one-on-one (See Appendix D for Interview Themes and Questions). The interview record times ranged between eight and 32 minutes. Once the interview was concluded the participant was then escorted to the large grill door where a Corrections Officer was then called to escort the participant back to their unit or vocational activity. Classroom two contained a 'push to call' button which connected with SHCF Master Control Centre and providing intercom contact with Corrections Officers. When the previous participant left the next prisoner was then called for by Corrections Officers, received at Programmes Area One, introduced to the researcher and research process, interviewed, then returned to Corrections Officers. This was the process for all 15 prisoner participants across the four weeks of interview days. As previously discussed, there was often a long wait when transitioning participants as gaining attention of Corrections Officer was at times difficult, given the location of the classroom.

Data Analysis

All audio interview recordings were transcribed into written format. The written transcripts were then imported to the NVivo version. 12 qualitative data analysis programme. NVivo 12 enables researchers to build coding label templates which in turn build the basis for theory themes to be determined. Narrative pieces of interview transcripts which are reminiscent of code labels are selected within the programme, then imported into each code label. NVivo 12 provides the researcher with a quantitative output of which codes are more prevalent than others in the participant sample. A cross check analysis with literature then determine which code label is relevant to potential themes. NVivo 12 ensures accuracy with interpretation and analysis of interview transcripts is achieved.

An example of this process within the current study is analysis of the code label 'To avoid boredom'. All transcripts were read, to find references in the narratives or words or phrases identical to or related to 'boredom', or 'get out of unit because of boredom', or 'better than doing nothing'. These narratives and others similar indicated participants were participating in prison education programmes to avoid boredom. These phrases were selected in the NVivo then imported to the code label

'To avoid boredom'. This code label was then cross checked against literature to determine the code to be relevant of the Extrinsic Motivation theme.

Chapter Four

Findings

This research is exploring and identifying motivational barriers preventing New Zealand prisoners from participating in prison education programmes. Also explored is the factors which motivate prisoners to participate in education programmes during their incarceration. All 15 prisoners interviewed shared the commonality of having completed or were currently participating the Intensive Literacy Numeracy Programme [ILN], or Everyday Skills Programme provided by the external educator Te Wānanga O Aotearoa. The programme is structured to provide prisoners with intensive teaching and learning of basic reading, writing and numeracy capability.

Currently there is minimal literature exploring the educational motives of prisoners participating in educational programmes in New Zealand prisons. However, international research was able to provide some possible background themes for exploration relating to educational motives and barriers of prisoners. From the 15 semi-structured interviews several key themes emerged within motivational barrier and motivational factor contexts indicating New Zealand prisoners experience educational motive barriers and motive factors. Presented now is a breakdown of the key theme findings with 15 New Zealand prisoners. These findings will determine the identity of educational motivational barriers and factors. The prevalence and severity of these barriers will also be evidenced through these findings.

There were several major motivational barrier themes evident from examination of the prisoner interview narratives. As theorised from international and national literature review, dispositional, situational and institutional motivation barriers are preventing motivation to participate in prison education programmes. Self-stigma related to past behaviours, social labels obtained, and academic capability was also evident among this cohort. Surprisingly, past trauma and fear of education experience was also an educational demotivator for many prisoner learners in SHCF. Many prisoners also discussed low self-esteem and low self-efficacy negatively affecting educational motivation when exploring their educational opportunities pre and during incarceration.

Motivational factors promoting participation in education programmes were also evident for prisoner learners. Extrinsic Push/Pull motivation factors included a mixture of boredom alleviation, obtaining career or reward along with family/whanau motivation. Intrinsic Push/Pull motivation factors were also consistent themes in the interview narratives. Self-empowerment, desire for personal challenge and interest in gaining new knowledge through attraction to educational tasks and gaining employment during incarceration were intrinsic push/pull motivation factors evident in this cohort. Education participation was a surprisingly strong factor encouraging prisoner motivation to participate in education programmes. Prisoners interviewed discussed positive teaching staff, peer support in units and in classrooms and the all-round positive educational experience fostered their enjoyment of learning and continued motivation to participate in the programme.

During the interviews, references to 'Levels' is in reference to 'Steps' of the literacy/numeracy scale. The themes evident within the narratives will be discussed in detail through this chapter.

Motivational Barriers

The following section will discuss the Motivational Barriers which initially prevented a small group of SHCF prisoners from choosing to participate in educational programmes in prison.

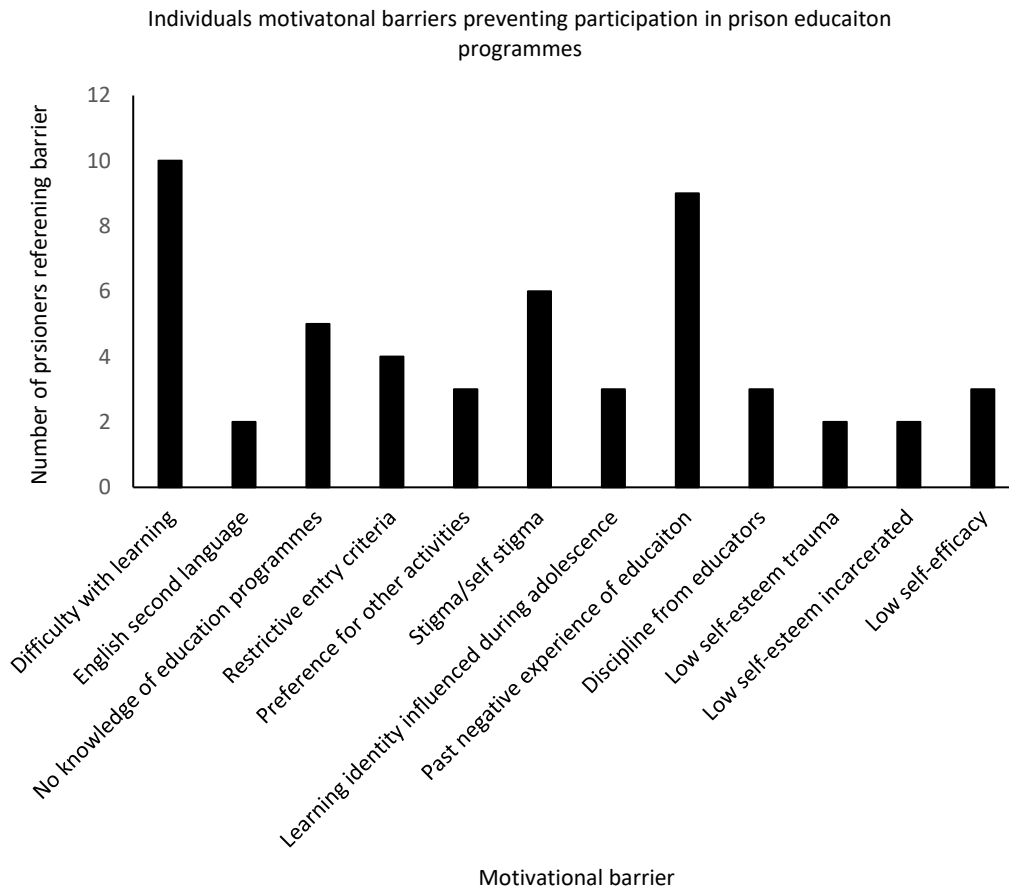


Figure 1; Graph identifying and describing the prevalence of individual motivational barriers which prevent prisoners' participation in education programmes

It is evident from this graph the most prevalent motivational barriers include difficulty with learning, past negative experience of education, stigma/self-stigma and no knowledge of educational programmes. These individual motivational factors have prevented motivation from developing to participate in prison education programmes for some prisoners interviewed.

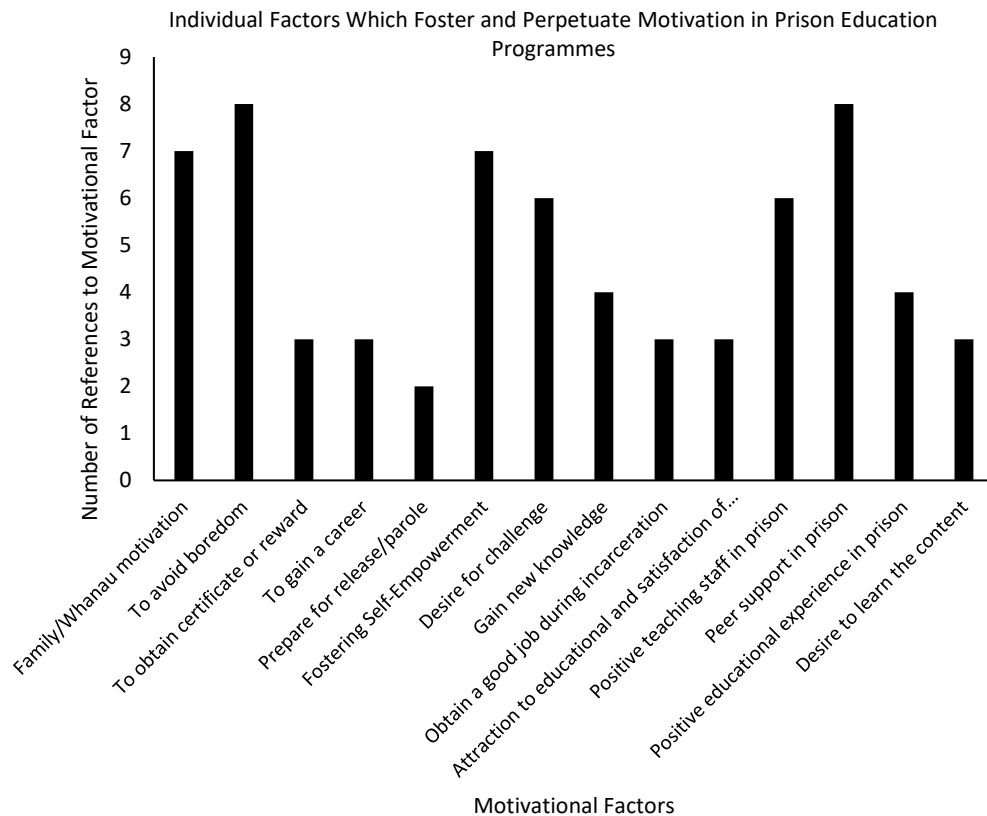


Figure 2; Graph identifying and describing the prevalence of individual motivational factors which supported prisoners' choice to participate in education programmes during incarceration

Dispositional Barriers

Dispositional barriers are defined as the psychological, motivational or internal barriers of the individual. Dispositional barriers also account for the attitudes, beliefs and values the prisoner has which prevents their participation. These may include the prisoner's difficulties in reading, writing, mathematics or learning disabilities experienced by the prisoners (e.g. prisoner states "I can't read"). These can also include past negative experiences with education, and stigma related to being incarcerated or having a criminal record.

Difficulty with learning

Ten of 15 prisoners interviewed indicated they experienced difficulty with learning and education during adolescence. Learning difficulty prevented these prisoners from wanting to participate in prison education programmes. From these narratives, it is evident a negative perception of education and learning has been developed through personal learning difficulties.

Interviewer: Can you tell me about your experiences in those programmes?

Charlie: They were very hard.

Interviewer: Very hard?

Charlie: Yes.

Interviewer: In what way?

Charlie: Cause I didn't know how to read or spell, I didn't know what a pronoun was or a verb.

Interviewer: How did you feel before, when you didn't know that stuff?

Charlie: Shy, like I didn't really want to do it.

Many were disinterested in learning during childhood and adolescence, paying little attention during class or not listening to teachers when being taught curriculum content. It was also evident from the narratives their difficulties with learning or with specific subjects were not addressed until adulthood when they became incarcerated.

Interviewer: Was there any reason why you didn't engage in school?

Bryan: I have got a short attention span, I hate being stuck in classrooms all day.

Interviewer: Why do you think you didn't listen back then?

Charlie: I don't know I just didn't want to learn I think, yeah.

Interviewer: How were your experiences with the teachers at school when you were growing up compared to the teachers here in prison?

Krome: At school I never used to listen I just used to get a detention, just cause I was never doing any work I would just sit there and just look at the floor or lie down.

Specific subjects indicated learning difficulty during childhood or adolescence may be restricted to one subject and causing demotivation to continue learning for some prisoners. Mathematics difficulty prevented many prisoners from being motivated towards education participation pre-incarceration.

Interviewer: Was there anything about school work you didn't like when you were younger?

Cedrick: Just maths.

Interviewer: What didn't you like about it when you were a kid?

Cedrick: Too much numbers.

Interviewer: Knowing you were good at reading and writing but still not completing the courses, do you remember what got in the way of completing the course, was it the classes, the content, the teachers, do you remember?

Sione: It was just a bit hard and it was got to do with like maths and it was hard.

As previously stated, difficulty with learning was the most prevalent dispositional barrier theme to emerge from the interview discussion transcripts with ten of the 15 prisoners discussing learning difficulties with adolescent and prison education.

English Second Language

Two prisoners stated their language difficulties prevented them from wanting to pursue education. Due to English being their second language, these participants had unique descriptions of their demotivation to pursue education. Ioane indicates his language difficulty and his intellectual capability is a preventer of him learning.

Ioane: I am talking what I need what I want there for four times and that is how I know they are not clear with me and say I am stupid, it's not clear I know, that means, things to me I am a stupid.

Penitito had similar experiences he indicates he did not like school when he was young as his English language capabilities are not adequate for the learning environment. He also states his self-confidence was low due to him not being able to speak English.

Interviewer: You never went to school?

Penitito: Nah, when I'm young, cause I'm going to learn speaking my language before school, not anymore, I don't like school.

Interviewer: Did you feel confident before you could speak English?

Penitito: No, nah.

Institutional Barriers

Institutional barriers are recognised as the limitations experienced by prisoner students due to the facility policies or procedures which systematically promote the disadvantage of certain groups of people. Institutional barriers can include lack of resources within a facility or institution to provide adequate or desired education to the prisoners (e.g. “The education course I am interested in is not provided here”), lack of teaching staff and the facilities inability to provide information to the prisoners on the educational courses available.

No Knowledge of Education Programmes

It was disclosed by some prisoners they were informed by their Case Managers as to what education programmes were available. Prior to Case Manager intervention prisoners had no prior knowledge of the existence of education or learning programmes they could participate in.

Interviewer: Did you know about all these programmes before your Case Manager told you?

Zion: No.

Interviewer: No idea?

Zion: No.

Other prisoners did not know what programme they were enrolled in until either Corrections Officers informed them, or they arrived at the classroom.

Interviewer: When you got to prison how did it develop that you wanted to go to the literacy and numeracy programme?

Anthony: I just didn't know they just sent me down for an assessment.

Interviewer: For ILN?

Anthony: Yeah.

Interviewer: Who told you about the Everyday Skills course, how did you know about it?

Kurtis: Oh, they just said, you got a course and they told me to come down here.

Interviewer: Who told you about the Everyday Skills programme?

Cedrick: The officers in my unit they told me I had a programme to do.

Restrictive Entry Criteria to Programmes

Some prisoners discussed the restrictive criteria exercised by the prison which denies them entry to the education programmes. Prisoners in New Zealand remain on remand until sentenced. Only sentenced prisoners are granted access to education, vocation and rehabilitative programmes.

Anthony: *I can't do any other programmes cause I am not sentenced, just that literacy one I got to do.*

Interviewer: *Was the literacy programme the only one you did?*

Anthony: *Yeah, that is the only one I can do literacy and numeracy.*

Interviewer: *You can't do anymore programmes?*

Anthony: *Not until I get sentenced apparently.*

It can be observed by Anthony's narrative, sentencing of prisoners plays a role in opening avenues to programme participation. Bryan had a different experience preventing him from entering prison education programmes. He indicates he was in limbo for the initial stages of his sentence, being segregated and in a high security area as a low risk prisoner and requiring an override to gain entry to education programmes.

Interviewer: *Could you tell me about your experiences in prison so far?*

Bryan: *I was in segregation for the first six months, in high security, in that high security we were offered no courses, and because I am classed as a low risk offender, if I needed to access courses I had to be overridden, to get on courses it was pretty hard.*

Situational Barriers

Situational barriers arise from a life situation unique to the individual. These can include environmental factors often uncontrolled by the prisoner, such as prisoner release date (e.g. "I will be released before the education course is completed"), prison location, financial difficulty, transportation difficulty or family commitments.

Preference for Other Activities

Some prisoners stated they preferred other activities to education programmes or school during adolescence. Ioane stated he preferred to vocation work to education programmes while Jacob preferred to commit crimes as he was attempting to become a drug dealer before being incarcerated.

***Ioane:** But my job is waiting for me to done my programme and I straight to work that is good for me, for me to leave my programme, same time to work and same time to come in here I start at 9 o'clock or I start a work at 9 o'clock.*

***Interviewer:** Oh I see you needed to stop programmes so you can do work instead?*

***Ioane:** Yes.*

***Interviewer:** How did you feel about learning before coming to prison?*

***Krome:** I never bothered to learn before coming to prison, I never bothered to learn anything the only thing I knew how to do was just rob, see that was the only brainy thing I was good at, so I never used to study or anything.*

***Interviewer:** It sounds like it you have shifted schools growing up, you have had substance abuse, you had a rough upbringing in your family, you and your ex have had problems so with all of that you obviously are staying the course, was education ever on the cards for you?*

***Jacob:** I just had another set of views in my head, yeah I just thought that I was going to be this big time drug dealer and go down that road.*

***Interviewer:** 14 that's quiet young, so you never went back to school?*

***Roy:** Yip, I went to a different school, same thing happened, ended up getting expelled then my Nan was getting sick so I thought I should stay home and look after her cause she had cancer, then she passed away then I just changed from there, ever since then I never went back to school until I came in here and done this course, yip.*

Stigma/Self Stigma

Stigmas and Self-Stigma is defined as an attribute or “mark” of an individual and/or group which is socially discrediting. The negative attribute or “mark” can designate the individual as different from others, reducing them from a typical individual to

a discounted individual in the wider societal context. The negative attributes or marks can eventuate for those affected individuals through a range of lived experiences, circumstance, quality or person. The individual and/or group is distinguished as different from society

Narratives from the interviews showed many prisoners experienced self-stigma, resulting from different experiences. This stigma resulted in prisoners not wanting to engage in their adolescent education. Krome reported he carried shame of not learning and not wanting to apply for courses while in prison.

Interviewer: You never used to engage or apply yourself, you didn't get into the act of studying?

Krome: Yeah, I didn't have the courage to apply for like courses and that, just ashamed of myself and annoyed, so I didn't have the guts to apply for courses and basic stuff, yeah.

Interviewer: As someone who is in prison how did you view yourself before starting the Everyday Skills reading one-on-one?

Krome: When I first came to Everyday Skills I didn't want to do it cause it was back to Primary School and High School. I didn't want to do it so I only came for like a week, the other thing was I was shamed, but I just knew it was picking my head up and doing my best with getting a bit of knowledge, and I asked for one-on-one for extra help.

Despite Ioane's best effort he describes his experiences he discloses he is unable to communicate effectively with others due to English being his second language. He believes others see him as stupid as he cannot speak English well, even when it is not overtly stated by others' he is stupid. This is an example of perceived stigma.

Ioane: I am talking what I need what I want three or four times and that is how I know they not clear with me and say I am stupid, it's not clear I know, that is means umm, think to me I am a stupid.

Jacob experienced a different form of self-stigma, he developed a self-stigma through others identifying him as a substance dealer before entering prison. This affected Jacob through low self-esteem and self-worth, always feeling he had to live

up to this status by providing substances to others.

Jacob: I got more self-worth now, I had low self-worth and low self-esteem, always felt I had to prove something to people always felt I had to have something for people to hang around me, yeah.

Prisoner Label Stigma

Perceived stigma and self-stigma experiences were also evident with Ioane reporting he believes other see him as stupid due to him being incarcerated.

Interviewer: So you don't learn very well cause you are older and your brain finds it a bit tough and a bit hard?

Ioane: Yes its tough and hard to learn now.

Interviewer: Why is your brain finding it tough?

Ioane: But I think with me but some people look at me and say I am a stupid man, I know I am in jail that's they look at me and I don't know anything.

Learning Identity Influenced During Adolescence

Three prisoners interviewed discussed briefly how their identities were shaped during adolescence, preventing them from developing motivation to learn. Charlie disclosed he was the identified 'bad boy' and subsequently seeing himself as a bad person.

Interviewer: Just didn't want to work, didn't want to listen, fell in with the wrong friends?

Charlie: I ended up being the bad boy.

Interviewer: How did you view yourself before coming to prison?

Charlie: A bad person.

Roy was easily influenced by his peers. He describes developing relationships with anti-social peers, then getting into trouble, subsequently leading to expulsion from his school. The action of being excluded, prevented Roy from learning, and has influenced his learning identity, later developing the perception school was not good for him.

Interviewer: Why didn't you do much schooling?

Roy: It was too much, met some cheeky fellas, got mixed up and got into trouble and got kicked out expelled.

Interviewer: Is that while you were growing up?

Roy: Yeah just the cheeky fellas in there.

Roy further adds;

Roy: School, wasn't, school wasn't good for me but the people at school I didn't like the people, cheeky fellas, they got cheeky to me and they pushed my boundaries, my limit and then fight with them and get kicked out yip.

Fear of Education

Research suggests many offenders, prisoners and ex-prisoners have had negative experiences of learning and the education environment during childhood and adolescence. It is theorised in this research, past, negative educational experiences have inadvertently led to manifestation and perpetuation of fear towards education participation in the prison environment. This fear results in the prisoner avoiding engagement in education and learning during incarceration.

Past Negative Experiences of Education

Nine out of 15 prisoners reported negative experiences of school during adolescence, themes included being bullied, ridiculed, fighting with other students, truancy and being bored. We see from Kurtis's narrative he states he didn't like school and attributes that dislike to having negative experiences within the environment.

Interviewer: What was learning like for you as a kid growing up?

Kurtis: I didn't like going to school.

Interviewer: What was it about going to school that you didn't like?

Kurtis: I had no friends, yeah, nah just didn't like going to school, I thought they didn't explain shit properly.

Zion reports perpetual truancy was his memory of school. He indicates boredom within the classroom fuelled his avoidance of school as an adolescent.

Zion: *I just went to school, eat lunch and smoke, I didn't like it much that is why I was bunking.*

Interviewer: *Why did you not want to go to class, any particular reason?*

Zion: *It was boring, boring as.*

Interviewer: *How did you feel about learning and school before prison?*

Zion: *I didn't like it, I didn't turn up, didn't like it at all.*

Discipline From Educators During Adolescence

Three prisoners discussed experiencing strict punishments such as exclusion or expulsion from educational institutions during adolescence. This action created not only a physical and proximity barrier to the learning environment and obtaining education, but a motivational barrier was also created within the prisoners.

Interviewer: *Did being excluded impact on how you felt about learning and going to school?*

Sione: *Yes it did.*

Interviewer: *How did it make you feel?*

Sione: *It made me feel like, you know it stopped me from learning and at that point I realised I fully messed it up, what I done.*

Krome was also excluded from high school at a young age, preventing him from learning and again, creating a physical barrier which perpetuated a motivational barrier to participate in education.

Krome: *Yes, I got kicked out of school in Year Six no school, no one would take me, so I had to wait till high school, first year at high school I got suspended, and the it was my last chance I got kicked out at Year 10 so I never really made it to NCEA Level 1.*

Interviewer: *Wow I see, that is quite a broken time at school, thank you for telling me, that is a lot of interruption, so you never really continued to school path?*

Krome: *No.*

Krome further indicates his motivations were low during his time in the adolescent learning environment. He was punished within the environment for disengaging during class time.

***Krome:** At school I never used to listen I just used to get a detention, just cause I was never doing any work I would just sit there and look at the floor or lie down.*

Low Self-Esteem

Low self-esteem can manifest in prisoners due to the extreme nature of institutionalization. Prisoners are denied their basic rights, loss of control over day-to-day existence, and are living in cramped conditions which serve as reminders of their compromised social status. The next section discusses these prisoners manifestation of low self-esteem and how it has prevented them from engaging in education opportunities during adolescence and during incarceration.

Low Self-Esteem from Experiences of Trauma

Two prisoners spoke of past trauma leading to their motivation for learning and education being detrimentally affected. Anthony has an accident which saw him spend a considerable amount of time absent from school. He discusses how seizures impacted on him, he would avoid school to not experience the peer ridicule from seizures.

***Interviewer:** So you before you came to prison what was school like for you as a kid?*

***Anthony:** I did a little bit of primary school and then I had an accident, I got hit off my bike by a truck, I spent most of my time in hospital.*

***Interviewer:** How old were you when that happened?*

***Anthony:** I was like 10.*

***Interviewer:** So you spent a lot to time in hospital after that?*

***Anthony:** Like two years in hospital yeah two years I was in hospital, it was a brain injury.*

***Interviewer:** Did that impact on your learning?*

***Anthony:** Yeah cause after that, if I got too hot in class I would have a fit and then if I think too much or if it was too much for me I would have a fit. I would not go to school.*

Interviewer: *How were your teachers with this?*

Anthony: *They did their best but in the end I just ended up leaving home and not going to school.*

Interviewer: *What made you feel like you needed to avoid school? Was it the seizures, or the teachers?*

Anthony: *Everyone laughing at me.*

Interviewer: *Were the teachers not helpful?*

Anthony: *No people laugh at me in playground and stuff like that.*

Interviewer: *How did that make you feel?*

Anthony: *Terrible, I never had any friends I just kept to myself and before you know it I just stopped going to school, my parents never knew, my parents saw me leave for school but I just didn't go and then just go somewhere anywhere.*

Interviewer: *So did you ever feel like you wanted to learn the content at school, like reading writing maths? Or did that not come into you mind?*

Anthony: *No not really, I just thought stay away from that kid cause they laugh at me cause of my problems ahy, I was like nah I don't want to hear that so I just didn't go to school for that reason.*

Anthony stated he felt “terrible” and “never had any “friends”, it can be observed from this narrative Anthony’s self-esteem is negatively impacted, in turn leading him to avoid education by not attending school.

Interviewer: *You had a few fears in your mind, a fear of school, your parents, your living situation, you have lived in a constant state of anxiety school wasn't a thought.*

Anthony: *It was not a thought.*

Interviewer: *Do those feelings about school remain today?*

Anthony: *Pretty much even when I am in the unit and when people are giggling and laughing the freaks me out like Oh shit even though it is not me Oh fuck they are laughing at me and I put my head down.*

Low Self-Esteem from Being Incarcerated

Two prisoners described their self-esteem being low after becoming incarcerated, and before attending ILN or Everyday Skills. Mark and Sione describe their low confidence affecting their motivation to participate in prison education. Mark was

down on himself due to life choices and being in prison. Mark did not want to participate in programmes, while Sione was motivated to participate because of low self-confidence and low self-esteem. Sione also indicates he wanted to keep busy during his incarceration.

Interviewer: As someone who is in prison how did you view yourself before stating Everyday Skills?

Mark: I was actually quite down on myself, cause I have struggled with my addiction for quite a few years and I am coming out the end of it before I was in prison, me I came up here for drink driving, and ummm, I was beating myself up quite a bit cause it was a slip, after I don't know three or four years I didn't see a police officer let alone be in trouble for anything where my past is all drink dumb stupid dumb violence, (laughs) you know all that real bad shit I had a kid and got a partner and decided it was time to grow up a little bit, yeah a little bit of a mishap.

Interviewer: How confident were you before prison education?

Mark: I wasn't, I didn't even want to go to any.

Interviewer: Would you say you are a more confident person with all the learning you have done?

Sione: No

Interviewer: How was your confidence before learning?

Sione: It was a bit poor, yeah I just keep telling myself keep busy and just do as much as I can.

Low Self-Efficacy

Self-efficacy plays an important role in motivation and learning. Self-efficacy is a belief system where the individual has a perceived expectation of their capability to perform a task. Self-efficacy functions as a person's predictor and mediator for task adoption and completion. This section will now focus on the educational, self-efficacy of this small group of prisoners.

Three prisoners discussed their feelings of low self-efficacy with academic capability. The prisoners in this research described experiences of avoidance, feeling "dumb" and stating academic curriculums are "too hard". It is possible these

factors of low self-efficacy related to academic capability can impact on prisoners' motivation to participate in education programmes.

Interviewer: Why do you think it was you didn't want to do the school work when you were younger?

Tyrek: Too hard.

Interviewer: Too hard, ok, what was hard about it?

Tyrek: Everything my understanding of work was difficult.

Interviewer: Can you describe how you felt about your abilities of reading, literacy and numeracy, before starting LIN and one on one?

Krome: Before?

Interviewer: Yes before you started.

Krome: I couldn't read or make sense when I'm reading, I couldn't spell.

Interviewer: How did you feel about that?

Krome: I felt pretty rat shit, but I felt pretty dumb, pretty dumb, and, yeah just felt pretty dumb, don't know how to explain it, it's just that.

Interviewer: how confident were you about learning before coming to prison?

Krome: I wasn't confident, cause I knew nothing about learning,

Motivational Factors

The following section will discuss the Motivational Factors which supported the SHCF prisoners choice to participate in educational programmes in prison.

Family/Whanau Motivation

Family/Whanau motivation factors are defined as the social supports the prisoners has outside of the prison environment. These social supports have a positive influence in the prisoner choosing to participate in education programmes during their incarceration period.

One of the largest educational motivation factors to emerge from the interview discussions was family/whanau as a motivation to pursue education during incarceration. Seven of fifteen participants discussed how their family were positive influences in them reengaging with learning during their incarceration.

Some prisoners discussed children as being a major influence while other expressed shared pride between themselves and their family/whanau for them achieving academic success in the ILN and Everyday Skills.

Interviewer: Have you told your family you are doing courses in prison?

Cedrick: Yip.

Interviewer: What do they think about you learning and being able to do maths?

Cedrick: They are happy.

Interviewer: How does that make you feel knowing your family are happy?

Cedrick: Proud of myself for doing for learning how to do maths.

Interviewer: What made you change when you got to prison, what made you want to learn in prison?

Charlie: Cause of my kids sake.

Interviewer: What is it about your kids that made you want to learn?

Charlie: My kids used to come back from school, would ask me to read and I couldn't read it.

Interviewer: So, you wanted to learn how to read so you could read to your children?

Charlie: Yes.

Interviewer: That's beautiful, how do you feel about your reading ability now?

Charlie: Not too good, but I'm still a bit shy at reading sometimes, but it doesn't take me long to, I just need someone to help me out.

Interviewer: Do you feel that you would be competent enough to read to your children now?

Charlie: Yip (laughs) yeah.

Interviewer: Good, how does that make you feel?

Charlie: Proud of myself.

Extrinsic Push/Pull Factors

Extrinsic motivation is operationally defined as an individual participating in an activity to attain some separable outcome.

To Avoid Boredom

Most of the prisoners reported experiencing boredom during their incarceration period. Many stated they disliked being in the unit and wanted to keep busy. Bryan is a unique case, he discloses he deliberately failed his 25-week reading, assessment so he could spend more time out of the unit. Bryan believed if he had passed the test he would have been ineligible to continue in the programme.

Interviewer: During your time in high security, what was that like for the first six months?

Bryan: Yeah, during the first six months basically you lay idle you can't do anything and its quite restricting if you are on a short sentence like me, two and half years.

Interviewer: So which prison education programmes are you currently working in?

Bryan: Everyday Skills, ummm, I didn't pass my reading.

Interviewer: You didn't pass your reading?

Bryan: No, but I passed my numeracy

Interviewer: Well done, that must feel good?

Bryan: Yeah, we have a test at 25 hours, I deliberately failed that test just so I can stay out the unit in the morning.

Interviewer: You deliberately failed?

Bryan: Yeah, otherwise I would be in the unit the whole time doing my thing, I just want to get out the unit.

Interviewer: Wow thank you for sharing that with me.

Bryan: I told my tutor what I done, cause after we do the first test at 25 hours, we get an additional 75 hours reading and writing and that on top, it just gets you out the unit.

Bryan later adds

Interviewer: So, can you describe your motivation for working in prison education, how have you felt motivation wise?

Bryan: My only motivation to do these courses would be to get out the unit, I'm not really bettering at my reading, by being here I don't like being in the unit, it is just

time out. And the courses I want to do I can't do because of my criteria, it's just one of those things.

Kurtis, Sione and Tyrek and also disclosed their desire to be out of the unit and avoid boredom. Coupled with the desire to avoid boredom was reasons of their own. Sione stated he is easily influenced to engage in problem behaviour by his peers when he is bored in the unit, while Kurtis is avoiding being angry and getting into trouble.

Interviewer: Would you say you felt more motivated to do learning and education while in prison?

Kurtis: Yeah cause, it gets me out of the unit and stuff.

Interviewer: You don't like being in the unit?

Kurtis: Sometimes doing the same old thing gets boring and you start getting angry you know you get into trouble.

Sione: Umm, yeah it's just that we got a lot of time on our hands we just need to use it wisely, the thing is I can while I am in here.

Interviewer: Do you get bored quite easy in here?

Sione: Yeah and that is a high-risk situation for me in here.

Interviewer: Being bored?

Sione: Yeah just boredom.

Interviewer: What happens when you are bored?

Sione: Like I just do like absolutely nothing some friends come and ask me come lets do this and I just like have nothing to do so I just go along with it.

Interviewer: Ok, what made you interested now while you were in prison?

Tyrek: I just wanted to get out of the unit and do something.

Interviewer: Were you a bit bored in the unit?

Tyrek: Yeah, just something to do.

Interviewer: Ok, you spend a lot of time in the unit here?

Tyrek: That all you do, in the unit 24/7.

To Obtain a Certificate or Reward

Several prisoners discussed their desire to obtain a certificate or qualification. The pride which is associated with obtaining a physical recognition of their educational efforts is resonated through the receiving a certificate or reward. Ioane spoke of several certificates which he carries with him in the prison to show to others. His favourite is his horticulture certificate, he took the class specifically to receive the certificate. Charlie discussed the pride he felt when he received his certificates for programmes completed.

Interviewer: *So before you started you were on level one or two?*

Charlie: *Level two.*

Interviewer: *And you needed a level three or four to get the job in the kitchen?*

Charlie: *Yes I completed it, I got to level four in both of them (laughs).*

Interviewer: *Fantastic, how did that make you feel?*

Charlie: *Oh, real proud, they sent me my certificates.*

Interviewer: *Why do you like horticulture?*

Ioane: *I like the certificate, I like to show anywhere I go.*

Interviewer: *Was there anything else you wanted to say about this class?*

Ioane: *But I done this I get my certificate.*

Krome: *I come to jail and It's given me the opportunity to come back to school, coming back to high school. Just make me brainy sort of, so when I get out I can start my NCEA level one, that's why I wanted extra help with the one on one.*

To gain a career

Three of 15 prisoners disclosed their motivation to participate in prison education is to gain a career. Mark, Ioane and Roy all discuss future aspirations. Ioane speaks relatively poor English, it was somewhat evident from his narrative he has desire to be a builder and can accomplish this by engaging in prison education programmes. Mark and Roy have career aspirations also.

Ioane: *I am bus driving truck driving it is good money, and arr I'm a carpenter I am learning a course called YMCA carpentry I am doing a job with a carpenter but I want I work with carpenter to build up my skills but I'm after the skills after course and learning the maths and measure but doing is not really good, but now I am high*

level I am building a building and working in New Zealand I repair the housing, I'm labourer with that to build a house by myself, that is good, good money.

Interviewer: *Wow so you were interested more in the practical stuff?*

Mark: *Yeah as soon as I left school, I was into it I enjoyed learning.*

Interviewer: *So after you left school what was the aspects about learning that you enjoyed compared to when you were at school?*

Mark: *I think it was because I was actually doing something as I was learning I could see why and how I wasn't just learning. When I was 12 my Dad threw me a book about welding, I couldn't weld but I could see how to weld, the temperatures and things. He said, 'here read this you won't be able to weld when you've done it but you've got to be able to understand the how and why first', so I read this book he got me and taught me how to do everything piece of cake.*

Interviewer: *Do you think you will keep learning in the future?*

Roy: *I want to cause it will benefit me in the long run so yip cause I want to be a builder so I got to learning how to read instructions and measure it.*

Prepare for Release or Parole

Some prisoners mentioned their parole and release being a priority for participating in education programmes. Sione specifically indicates he wanted to fulfil requirements which could advance his application for parole. Jacob indicates his future is important to him and prison life is becoming undesirable.

Interviewer: *You said before your daughter was your main motivator was there anything else that is motivating you to do the programme?*

Jacob: *Just for my future, umm, you know there's, I been in for 19 months now you know everything stops when you are here you know umm then menus the foods crap you now it's like they just give us enough to survive, you know really like umm, yeah I'm over it.*

Interviewer: *So what has stopped you from doing more literacy and numeracy while you are here?*

Sione: *Umm, not sure but umm, since my parole has come up I just worry about doing the things that parole has required to do so that is what I have been focusing on like my spare time I try fit in another courses licence, literacy and numeracy and that is like a extra umm, bonus for the parole can see that I have done what they have required me to do and they have required me to do a little bit extra and I have done AOD too, so yeah I try get that fit in as much as I can to fit in my time.*

Interviewer: *So, how did you know there was a life skills programme to do?*

Quintin: *Umm, through my Case Manager, she arrr, cause I've only got like a month and a bit to go now, now, then I get released, my Case Manager is trying to find me stuff to do before I get out.*

Intrinsic Push/Pull Factors

Intrinsic motivation is defined as the act of doing an activity for its inherent satisfaction rather than for some separable consequence. The personal feeling of fun and the joy of experiencing challenge through engagement in the task is the motivating force for engagement with the task.

Fostering Self-Empowerment

Seven of 15 prisoners reported feelings of self-empowerment, feelings of pride and accomplishment through participating in prison education. Many reported they felt motivated to participate through experiencing these feelings. Krome discloses his motivation being fostered through his personal understanding of knowledge being powerful to him.

Interviewer: *Can you described your motivation for learning towards education and learning, how motivated did you feel after starting?*

Krome: *I feel motived to, I just thought to myself knowledge is power, I just took everything in and wanted to learn as much as I can while I'm in here, got nothing else to do I want a bit of knowledge.*

Krome later adds

Interviewer: *How confident were you about learning before coming to prison?*

Krome: *I wasn't confident, cause I knew nothing about learning.*

Interviewer: *Have you learnt about your ability to learn since being in prison?*

Krome: *I learnt so much in prison, I learnt like heaps of stuff, how to read properly, learnt how to spell how to make sense, how to count properly.*

Interviewer: *How is that for your confidence now?*

Krome: *Now that I learnt all that I am pretty confident, with normal stuff with reading and literacy and all that, yeah confident as now.*

Interviewer: *Wow I am happy for you that is really cool, has being in the ILN and one-on-one changed the way you see yourself as a person?*

Krome: *Yes I've come a bit brainer and confident I know how to read and make sense, yeah know how to sound words out and spell, and I never knew I learnt so much, but ummm, I just made myself committed to become brainer and educated that's it.*

Interviewer: *That's ok, can you describe about your abilities in learning and education before starting life skills?*

Quintin: *Ummm, I thought I would be doing a lot better, yeah, if I had of participated more in school I probably would have done better (laughs). Sometimes I look back and I regret leaving school early, things might have been different, I don't know.*

Interviewer: *How do you feel about your abilities now?*

Quintin: *I like that there's something new to learn.*

Interviewer: *Yeah, you mentioned earlier, you like the learning of percentages.*

Quintin: *Yeah, I like how I find the percentage of a lump sum then break it down into monthly payments, or yearly then month, then down to weeks.*

Interviewer: *Do you feel good or bad about doing that?*

Quintin: *Nah I feel good, it will probably help me in the long run, I'll just work it out myself for when I buy my own house.*

Interviewer: *Excellent, that's cool how confident were you about yourself as a person before Skills as a person?*

Quintin: *At first, I was probably not that confident, as I leaned a few more things my confidence has built up, yeah. Yeah, it's getting used to everyone.*

Interviewer: *Everyone being, your classmates?*

Quintin: *Yeah, classmates, environment faces people.*

Interviewer: Has learning and education changed the way you view yourself a person in prison? Do you think you have changed since you started life skills programme?

Quintin: Yeah, I changed a little bit.

Desire for Challenge or Self-Development

Six of the 15 participants reported their desire to challenge themselves in educational pursuit or foster self-development as a motivational factor. Krome discusses embracing the opportunity to learn what he never learned in school, challenging himself to become more 'brainy'. Cedrick and Sione enjoyed the challenge of improving their mathematical capability while also keeping busy.

Interviewer: Cool, can you tell me about your experiences and your time in these classes?

Krome: It's all right I'm really doing this, cause I never made it through school, I come to jail and it's given me the opportunity to come back to school, coming back to high school. Just make me brainy sort of, so when I get out I can start my NCEA level one, that's why I wanted extra help with the one on one.

Interviewer: That's a really good goal, to start your NCEA level one, yeah that's great you said that you want to be more brainy, what do you mean by that?

Krome: Just learning the stuff I never leant, like it's sort of like school but I never, coming here its made me learn how to read write and spell, so I'm learning quite a bit in these classes.

Interviewer: What sort of things did you enjoy about it?

Cedrick: Umm, just umm, getting my maths up anyway, that was one of my weaker subjects back in school.

Interviewer: What made you join the literacy and numeracy when you got to prison?

Sione: Umm, I just yeah I just wanted to stay busy and try to get my literacy and numeracy up to standard like the basics and stuff.

Sione later discloses he felt dumb compared to others in the Everyday Skills class. He wanted to improve his numeracy capability to keep up with others, indicating a desire to grow and self-develop.

Interviewer: How did you feel about not knowing how to do maths before going to everyday life skills, how did that make you feel?

Sione: Umm, dumb, cause arr, people in my class they were all good at maths, yeah then I was arr struggling.

Interviewer: So did you feel that you wanted to get better so you could keep up with everyone else?

Sione: Yeah.

Gain New Knowledge

Four of the 15 prisoners discussed their necessity learn new skills or enjoyment with gaining new knowledge through the ILN or Everyday Skills programme in prison. Ioane discussed his enjoyment with learning English language, improving his ability to communicate. Quintin disclosed his delight of learning how to calculate percentages. Quintin reports he enjoys learning different academic skills.

Interviewer: So talking about Everyday Skills course, how did you like that one?

Ioane: I am happy there, I am happy there, I'm happy to learn that, it is good for me to learn but it's good for my second language it not very good, but I am speaking I want to tell someone what I need and want I want to let me know what I am talking about that's all and it's good to know what my writing about something I need to like medical I write a form to tell them what I'm I am not feeling well I can do it but it's all right, but some it's not.

There is some confusion in Ioane's narrative due to his limited English language capability, however it is believed Ioane is disclosing he feels good for learning new language skills in the Everyday Skills course.

Interviewer: Before you did Everyday Skills how did you feel as a person?

Ioane: *I feel good because it help me with something I don't know because the part of language I not understand like bastard and single person tense I not understand that and it start form there when I'm speaking and using the bastard you know.*

Interviewer: *Do you find that your confidence is improved, cause you weren't doing it when you were younger?*

Quintin: *Yeah, I never did that when I was young. I like this more.*

Interviewer: *You like the content you are learning in prison more compared to what you learned when you were at school?*

Quintin: *Yeah, we are just learning different things.*

To Obtain a Good Job During Incarceration

Some prisoners indicated improving their academic capability was necessary to improve their chances of gaining employment while in prison. Charlie stated he wanted to gain a Step three in maths and reading to work in the prison kitchen. A job which he later obtained. Kurtis disclosed getting job was his main motivation for engaging with an education programme.

Charlie: *Plus I needed to learn how to do some reading, and maths, because I really needed to do it cause I really wanted the job down in the kitchen, and I had to have level three and level four for reading and in maths to get down in the kitchen so that really motivated me to get a out the unit job, yeah (laughs) then I got the job then I ended up losing my job.*

Interviewer: *So before you started you were on level one or two?*

Charlie: *Level two.*

Interviewer: *And you needed a level three or four to get the job in the kitchen?*

Charlie: *Yes I completed it, I got to level four in both of them (laughs).*

Interviewer: *Who told you about the ILN programme was it your Case Manager?*

Charlie: *No it was myself, yeah cause I've been in the jail a few times and I done it before I left then when I come back in I asked my Case Manager if she could get me another job, then they turned me down cause I had to get my levels up, so I asked her if she could put me back on ILN, straight back on there, did what I had to do. You had to sit your assessment every 25 days, I sat my one in 15 days (laughs).*

Interviewer: Why did you want to learn when you got to prison?

Kurtis: Cause I had too, to get a job.

Attraction to Educational Tasks and Satisfaction of Learning

Several prisoners discussed their attraction to the task of learning. Some found this motivation after they begun participation in the Everyday Skills programme, illustrating a transformative shift from demotivated to motivated to participate. Quintin discusses his interest in learning, specifically percentages. He indicates this interest was not evident for him during adolescence. He enjoys the content and the learning experience more in prison. Krome describes wanting to learn and achieve at the highest level he can during his time in prison.

Interviewer: Do you think you will keep learning once one-on-one is finished, once ILN is finished, do you think you will keep learning in the future to get more brainy?

Krome: Yes, I want to learn to level 3, yeah, maybe level 4 if I can.

Interviewer: Do you find the programme is helping your learning confidence a bit, cause you weren't doing it when you were younger?

Quintin: Yeah, I never did that when I was young, I like this more.

Interviewer: You like the content more in prison compared to school as a kid?

Quintin: Yeah, we are just learning different things.

Interviewer: How do you feel about your abilities now?

Quintin: I like that there's something new to learn

Interviewer: Yeah, you mentioned earlier, you like the learning of percentages?

Quintin: Yeah, I like how I find the percentage of a lump sum then break it down into monthly payments, or yearly then month, then down to weeks.

Education Participation

Participating in education programmes during incarceration can be a motivating factor for some prisoners to begin or continue with their learning. This section will discuss the prisoners' narratives supporting the factors of education participation as a motivating factors for continued participation.

Positive Teaching Staff in Prison

Seven prisoners reported positive experiences with the Everyday Skills teaching staff. Encouragement and influence from Everyday Skills teaching staff fostered motivation for learning for some of the prisoners. Anthony was motivated to learn due to the extra assistance he received from teaching staff. He was provided with extra course material to revise in his own time. Zion reported enjoying the ‘kick back’ nature of the teachers in prison compared to the ‘grouchy’ teachers he experienced during adolescence.

Interviewer: Yes, cause you said earlier you finished the whole 200 hours of the programme what kept you going to the programme putting in the effort and doing the work and classes?

Anthony: At first like I come a couple of times then I was, no they said ‘you have to go you have to go’, most of the time I was just coming cause I have to go then sometimes when I did come and the stuff they were teaching me was, stuff she was doing I sort of knew something about it and I was like oh yea ok, and then when it was time to go back at 1130 I would ask ‘oh miss can you print this out for me so I can take it back to the unit?’ she would say ‘sure’ then the next day I would come the work that we had done the day before she had printed it out for me and I take it back to the unit and my cell mate helped me.

Interviewer: Oh wow so you got a bit of extra help?

Anthony: Yeah I would come today then she would have it ready for me for the next day, cause tomorrow I take the work from the day before and take that back to the unit.

Interviewer: What was it like with teachers at school compared to teachers in prison?

Zion: They like, in school, they are more like grouchy, but here it is kick back.

Interviewer: You like the relaxed approach of the teachers?

Zion: Yeah, they were tense.

Peer Support in Prison

A surprising motivating factor to emerge from the interview discussions was peer support from other prisoners. Prisoners participating in Everyday Skills or ILN experienced a peer comradery within their classroom, alleviating any previously held reservations about participating in education programmes. Peer support and encouragement was also experienced within the unit by some prisoners further fostering motivation to learn and engage with the content.

Interviewer: So, knowing those little things, you said at the beginning that you couldn't keep up with the class, how was that for you?

Anthony: It felt awkward for me but then I got back to the unit, cause she used to give us homework and I used to just leave it on the table, it was my cell mate he looked at my homework he looked at my papers and said, 'what's this my bro?' 'oh homework, I can't even read' and he said 'come on bro, sit down, I will help you', and that is why I started wanting to come cause when I was getting back to the unit at night time he was helping me, he was reading it for me and he was helping me, he was giving me the answers, but he wasn't giving me the answers I had to think of them, 'which one of these sounds right to you?' like I got it wrong but he was doing it on another paper yeah and 'no, no, we cross this one out cause we know it's wrong' so he wrote it's out of these ones, it took a while but it was good, it was good.

Interviewer: You are quite self-motived?

Anthony: Yeah, I was and it made it even better cause my cell mate was willing to help me, that was like primary school stuff he wasn't judging me and that made me feel good. Just with his help, he would sit down with me every night and help he would be like where's your homework I would say I don't want to do it and he would say, 'get it my bro the more we do this the more better it gets for you'.

Interviewer: Were you a confident person before doing Everyday Skills?

Cedrick: No cause it's my first time in prison and when I first come in I was pretty quiet.

Interviewer: Did doing Everyday Skills help with confidence?

Cedrick: Yip

Interviewer: In what way?

Cedrick: It's like umm, it was some of my class mates I was in Everyday Skills with they are in my unit as well and we are pretty close now.

Interviewer: Why did you like it in Everyday Skills?

Cedrick: Arr, it's just, I could ask my mates for help and umm if I don't know the answer, I just ask them for an example of how to do it, yeah.

Positive Prison Education Experience

A transformative shift from a dislike of learning environments to an enjoyment of learning environments is evident in some of the narratives of the prisoners in this study. Bryan reported feeling forced to come to ILN in the initial stages of his participation, he later found enjoyment for being in the classroom with his peers.

Interviewer: What are your thoughts on the prison learning environment, for example what are your thoughts of the teachers the classrooms the peers in your class?

Bryan: Yeah, it's entertaining, and generally once the other guys get to know you, you can have a good laugh, cause we're forced to come in, it's sort of like we walk in with a little bit of an attitude, but like, you realise, you relax, yeah, a friendly atmosphere. The teachers are good.

Sione: It's like similar but a bit different from learning in here and out there but yeah other than that its cool.

Interviewer: You like it?

Sione: Yeah its cool.

Interviewer: You like the content your learning?

Sione: Yeah anything new, you take back something and try and remember it.

Chapter Five

Discussion

Prison education programmes provide foundational learning opportunities of significant value to prisoners. Prisoners who require literacy and numeracy improvement are often products of the failings of the adolescent educational system. As discussed in preceding chapters of this thesis, prison education programme participation numbers in New Zealand prisons remain low. It was theorised New Zealand prisoners' motives towards education participation are inhibited by varying factors. The aim of this study was to determine if motivational barriers towards education participation exist for New Zealand prisoners. In determining the existence of motivational barriers, the identity of these barriers will be known along with the prevalence and severity of the educational motive barriers experienced. This research also aimed to determine what are the factors which promote educational motivation for prisoners during their incarceration. Prison is an environment presenting challenges such as social isolation, institutionalisation, and disconnections from normality. The exploration and determination of factors which foster prisoners' motivation and choice to pursue education within this environment as opposed to during adolescence was a secondary aim of this study.

It became evident through examination of interview discussions the current research findings are consistent with international literature and findings of prisoners' educational motives. Relevant educational motive theories from earlier research will be discussed in purport of New Zealand prisoners' education motives evident in the narratives. The identity of the motivation barriers and factors, the severity of barriers and their prevalence amongst the cohort will be discussed. This section will also identify factors which foster educational motivation for these prisoners while they are incarcerated. The following chapter presents the current studies research objectives and the key findings which relate to these objectives and relevant theories in support of the findings.

Motivational Barriers Preventing Participation in Prison Education Programmes

Do New Zealand prisoners experience self-motivational barriers towards participating in educational programmes while incarcerated? If so, What is the identity of experienced self-motivational barriers experienced?

Dispositional Barriers

It was proposed New Zealand prisoners do experience motivational barriers preventing their participation in prison education programmes. As found in international research, dispositional, situational and institutional, barriers were evident for international prisoners. For New Zealand prisoners it was also evident dispositional, situational and institutional minor factor barriers also affected motivation to participate in education programmes during incarceration.

Cross (1981) discussed dispositional education barriers affect motivation of the prisoner through pre-existing attitudes beliefs and values the prisoner holds from past negative experiences with education and learning. Identified dispositional barriers which affect motivation include learning difficulties in reading, writing and/or learning disabilities (Cross, 1981; MacKeracher et al., 2006). Moriarity's (2014) research into New Zealand prisoners' experiences of the Adult Literacy and Numeracy Programme [ALN] also reflected the findings of Cross (1981) identifying dispositional barriers. Moriarity stated over half of the participants in her research reported having learning difficulties in ALN. Learning difficulties were also supported with specific learner attitudes reflecting poor or no motivation and disinterest in learning (Cross, 1981; MacKenzie, 2006; Moriarity, 2014)

Ten of the 15 prisoners interviewed for the current study disclosed they experienced learning difficulties and/or difficulties with understanding the curriculum content while participating in Everyday Skills/ILN in prison. Learning difficulties were experienced pre-incarceration during their adolescent education which contributed to the development of negative attitudes towards education. This is evident with some prisoners stating they were "*shy*" and "*did not want to do it*" when they first entered the programme, or they had a "*short attention span*" and "*hated being stuck in classrooms all day*". These narratives indicate their attitudes towards learning

were negative affecting motivation to participate in education during childhood, adolescence and at times, during their early participation in Everyday Skills/ILN. Specific subjects, such as mathematics, were acknowledged by prisoners as being too difficult to engage in during their adolescent education. As is consistent with Moriarity (2014) it is observed learning difficulties are often coupled to poor or no motivation and disinterest in learning. The narratives from 10 of the 15 prisoners interviewed reflect this understanding (Moriarity, 2014).

Borsens et.al. (2018) indicated prisoners who did not speak fluent Dutch were more likely to experience informational barriers compared to those fluent in Dutch. A lack of English language capability was evident while interviewing some prisoners and discussed as a barrier to education participation by prisoners in this study. Borsens et.al (2018) also described being student with little Dutch language capability, prohibited their capability to learn, affecting their self-esteem, thereby creating a demotivation to want to engage in education. While Borsens et.al (2018) described a lack of Dutch language as being an informational barrier as Belgium remand prisoners had no prior knowledge of education available to them in prison. The narratives from the prisoners in the current study indicate their ESOL capabilities are more reflective of a dispositional barrier preventing motivation to learn. The ESOL prisoners reported they experienced little confidence in school during adolescence due to inadequate language capabilities. It was stated by two prisoners they felt “*stupid*” and did not want to pursue educational opportunities when they were younger. These attitudes are carried into adulthood perpetuating demotivation for learning and education. This finding is also consistent with experiences of Belgium and Georgian ethnic minorities.

The prisoner narratives are also consistent findings from Moriarity’s (2014) in her assessment of prisoners’ experiences in the ALN programme in New Zealand prisons, whereby prisoners experienced difficulty understanding the work in the programme, fuelling disinterest and demotivation for participating. Cross’s (1981) definition of dispositional barriers preventing participation in prison education is highly evident from the narratives in the current findings from SHCF prisoners, again where difficulty with reading, writing or learning disabilities perpetuate negative learning attitudes and beliefs in prisoners (Brosens et al., 2018; Kitiashvili et al., 2016; Moriarity, 2014)

Institutional Barriers

Institutional barriers were recognised as the limitations experienced by prisoners due to the facility policies or procedures which promote the disadvantage of prisoners. A lack of teaching staff, the lack of provision of desired programme or the prisons inability to provide information on education programmes available (Manger, Eikeland, Asbjørnsen, & Langelid, 2006a). However, research from Borsens et.al (2018) included informational barrier as a category preventing participation in education programmes in prison. Informational barriers were described as having no prior knowledge of education available to participate in, very similar to Manger et.al. (2018) definition of an institutional barrier preventing participation in prison education programmes.

There was consistency with prisoners in the current study reporting being very briefly informed of the availability of foundational education programmes to participate in or not informed they were enrolled to participate in the Everyday Skills/ILN programme. When prisoners were asked who informed them of the educational programmes some acknowledged “*the Officers*” or “*no-one*”. It was also evident from these discussions the Case Managers of the prisoners did not inform them of their enrolment into and their necessity to engage in the Everyday Skills/ILN programme. Prisoners were also uninformed of the curriculum content for the Everyday Skills/ILN programme prior to their participation.

By examining the current findings in relation to prior international research and definitions of institutional and informational barriers, it is evident institutional and informational education participation barriers exist for New Zealand prisoners. New Zealand prisoners, like the Belgium and Norwegian prisoners, have little opportunity to develop their motivation and exercise their agency or ‘free choice’ in seeking academic pursuits during incarceration as there is little or in some cases no knowledge of the programmes (Brosens et al., 2018; Manger, Eikeland, Asbjørnsen, & Langelid, 2006b)

Stanley’s (2011) findings from the New Zealand Human Rights and Prisons review of 2011 indicated there can be various issues with provision of education programmes. It was reported the security classification of the prisoner was a restrictive criterion preventing prisoners from participating in prison education

programmes. This restriction can impact negatively on the motivation of prisoners. Four of 15 prisoners discussed institutional restrictions preventing them from learning. Bryan reported it is “*quite a hassle*” to gain access to participate in educational programmes being in a high security segregation. He stated more options for learning became available to him once his security classification changed from high to low. These findings reflect prisoners’ motivation to engage in prison education programmes could be stifled creating a motivational barrier due to the restrictive entry criteria of the programme. Stanley’s (2011) review and the interview narratives from the current study suggest institutional barriers in the form of restrictive entry criteria are demotivating prisoners to pursue education during incarceration (Stanley, 2011).

Situational Barriers - Having other preferences

Having other preferences barrier, affecting education motivation was illustrated in Borsens, Croux and DeDonder (2018) as prisoners desire to complete other activities. Alternate activity preferences included having visitors or vocational commitments (e.g. working in prison laundry or kitchen). It was discussed, a preference for other activities will see a prisoner demotivated to participate in education while incarcerated. As previously discussed in the Literature Review, 37 percent of prisoners in Borsens et.al. (2018) study preferred to participate in other activities over education programmes. The current research finding adds to Borson’s et.al. (2018) with the understanding a preference for other activities is evident for prisoner students before they become prisoners. We see through the historical education pathway of prisoners in the current study, a preference for activities other than education existed prior to and during their time in prison. Four of 15 prisoners discussed a preference for other activities pre and during incarceration. Ioane, Krome, Jacob and Roy’s narratives all disclosed other activities which were of greater interest than education and learning. For Roy expulsion from high school saw family commitments take precedence over learning during adolescence, Ioane pursued vocational opportunities within the prison while Jacob and Krome pursued illegal careers pre-incarceration. As with Borsens et.al (2018) a preference for other activities was consistent with prisoners who exhibited a lower educational attainment level. Given the prisoners in the Everyday Skills/ILN programme are receiving foundational literacy/numeracy tutelage, it is evident these prisoners have experienced learning difficulties pre-incarceration, influencing their demotivation to pursue education and engage in alternate activities

either legal or illegal. Demotivation for educational pursuit has persisted for a considerable period of time for prisoners until becoming incarcerated and joining Everyday Skills/ILN (Brosens et al., 2018).

Stigma and self-stigma

Public, perceived and self-stigmas have negative effects on the motivation for help seeking behaviours of those stigmatised. Labelling theory coupled with stigma theories, also provided further insight into understanding how negative identity development and perceptions of society fuel self-stigmatising beliefs for deviants or prisoners. Self-stigmatising beliefs have the potential to prevent motivation of goal attainment behaviours such as education attainment.

The prisoners in the current study indicated deviant labels carried through adolescence have affected their motivation to pursue needed education during adulthood. Prisoners interviewed for the current study disclosed their demotivation to pursue education in prison due to negative self-perceptions of academic capability shaped from the labels adopted during adolescence. Prisoners indicated their label of 'deviant', "*bad boy*", or their relationships with peers who expressed anti-social behaviours or attitudes saw their behaviour reflect these labels. These actions meant educational pursuits were not desired during adolescence and deviance became their social norm until becoming incarcerated. As discussed in the literature review section, labelling theory describes the individual as accepting of their criminal label as part of their personal identity, that individual will then live and behave in accordance with that label (Goffman, 1963; Lebel, 2012; MacLennan, 2016)

Narratives from several of the prisoners interviewed are also consistent with Corrigan et.als (2009) theory of the 'why try' effect. The 'why try' effect will see an internalisation of the adopted label or self-stigmatisation resulting in an undermining of personal self-esteem and self-efficacy thereby self-motivation to pursue behaviours related to life goals and opportunities is diminished. Roy and Charlie indicated they did not want to work in school during adolescence due to falling in with the wrong friends and carrying a deviant label. Roy stated, '*cheeky fellas*' were a distraction often prompting him to fight and later become expelled from school. This deviant label which fuelled violent behaviour influenced Roy

and Charlies learning identity. Roy was unmotivated to pursue educational opportunities due to ‘cheeky fellas’, being expelled and carrying a deviant label creating a self-stigmatising perception and a label he lived too. Roy stated ‘cheeky fellas’ pushed his boundaries, which resulted in violent altercations, later seeing him excluded from the school. It is evident Roy and Charlie’s narratives are consistent with Corrigan et. al’s (2009) findings where labelling, the ‘why try’ effect and self-stigmatisation see life goals and opportunities diminish. (Corrigan et al., 2009; Goffman, 1963; Lebel, 2012; MacLennan, 2016).

Perceived self-stigma was evident in narrative from Jacob, Ioane and Krome. Each prisoner held different perceptions of how others in society viewed them, contributing to their perceived self-stigma. It was clear from Ioane’s narrative he does experience perceived stigma from being labelled prisoner. He stated “*But I think with me but some people look at me and say I am a stupid man, I know I am in jail that’s they look at me and I don’t know anything*”. He also disclosed he feels stupid due to him being recognised as ESOL and struggling to communicate effectively in English language. There was difficulty with understanding parts of Ioane’s narrative, it is unclear as to if his self-stigmatisation stemming from being identified as ESOL prevented him from pursuing education programmes during prison.

Krome indicated he experienced feelings of shame in needing to attend Everyday Skills or ILN, due to his learning capability being that of a Primary or High School student. He stated he ‘*did not have the guts to apply for courses and basic stuff*’. When compared with understandings from Clement et. al (2015) and MacLennan (2016), it is evident Krome feels a self-stigmatisation relating to his academic capability. The authors state impacts from self-stigmatisation include emotional distress and loss in status relating to education, further impacting on the affected individual’s capability to seek treatment or intervention for the source of the stigma. Krome disclosed he attended Everyday Skills/ILN for a week due to his feelings of shame. Self-stigmatisation related to experiences of shame of current academic capability has potentially demotivated Krome to pursue much needed academic interventions (Clement et al., 2015; MacLennan, 2016).

Fear of education

Nine of the 15 prisoners interviewed for the current study discussed varying aspects and experiences of their adolescent education which were undesirable. These experiences created negative attributions and perceptions of classrooms and learning experiences. Kurtis and Zion described boredom and lack of friendship for not attending school during their youth. Sione and Krome both disclosed being excluded from their school as punishment not only created a physical barrier to education but demotivated them from participating in any further educational activity.

Golding (2002) presents several educational barriers, affecting motivation further preventing adult learners from education participation. These include fear of being ridiculed in front of their peers, fear of failure, low self-esteem, lack of motivation and negative perceptions of past educational experiences. It is evident negative experiences of education during the prisoners' youth has created demotivation to pursue their education during their incarceration at Spring Hill. Vacca (2004) further supported Golding's (2002) findings stating prisoners have little adolescent qualifications, they are often unable to read, have poor self-confidence for learning coupled with negative attitudes towards education. Kurtis's narrative clearly describes a negative attitude towards education, he stated "*I didn't like going to school*". The factors described by authors are consistent with the Spring Hill Prisoners narratives which indicate fear of education and learning environments can perpetuate from negative adolescent experiences within learning environments. Jackson (2010) also discussed procrastination and avoidance of engagement in educational activity is a common defence for many fearful students leading to academic failure (Golding, 2002; Jackson, 2010; Vacca, 2004). It was disclosed by some prisoners' ridicule from fellow students and as adults has perpetuated their fear of education. Sanger et.al. (2000) reported young students who are ridiculed for their inabilities in the classroom can often result in behaviours such as task avoidance. Diseth et. al. (2008) reported the learning environment is critical for maintaining the motivation of the student. As previously stated, if motivation is not maintained within the learning environment the learning strategies and prisoner learning capabilities may be compromised (Diseth et al., 2008).

Three prisoners discussed being excluded or expelled from school during adolescence, creating a physical barrier and a proximity barrier to the learning environment. This barrier also manifested into a motivational barrier for some prisoners in the current study. As previously discussed, Krome was excluded in Year 10 and never obtained NCEA Level 1. Prior to being excluded, Krome indicated his motivation for learning was low, he was punished with detention for looking at the floor or lying down. Maunsell (2014) reported negative experiences of teachers, teaching methodologies and the atmosphere within the learning environment can impact on the motivation of the learner. The prisoners in Maunsell's research indicated they preferred the learning environment of prison compared to adolescent education as their prison learning experienced was positive. Goffman (1963) further adds prisoners who enter prisons with a negative understanding of the outside world, could experience negative impact on their life in prison (Goffman, 1963; Maunsell, 2014). It is evident the negative experience of being disciplined during adolescent education has seen prisoners in the current research demotivated to pursue adult education within the prison environment. Hall (2006) further supports this understanding stating 'pervasive history of negative educational experiences' is what defines the adolescent educational experiences of prisoners. School was a place for many prisoners to 'act out' or 'end up in trouble'. These experiences during adolescence have resonated throughout the prisoners adolescent and adult life and inadvertently demotivated prisoners from learning and educational pursuit. Silverman and Vega (1990) provide insight by adding, prisoners with little education may not be equipped to cope with the pressure of both prison and learning. Especially if the learning environment is a trigger for stress or anxiety for the prisoners (Silverman & Vega, 1990). The trigger of stress and anxiety for prisoners learners will result in demotivation for the task and avoidance behaviour from the task (Golding, 2002; Parkinson & Steurer, 2004).

Low Self-Esteem from Experiences of Trauma

An unexpected finding from the narratives was prisoners developing low self-esteem resulting from experiences of trauma. Anthony disclosed he attended primary school until the age of 10. He was hit by a truck while on his bike resulting in a brain injury. Anthony spent two years in and out of hospital recovering. During his childhood and adolescence Anthony experienced seizures if he needed to concentrate within the classroom. Anthony also revealed his teachers were not

helpful and peers laughed or ridiculed him for his disability. Anthony admitted he would avoid school stating he felt “*terrible*” as he had few friends and would “*keep to himself*”.

The trauma of experiencing ridicule with lack of authoritative intervention to prevent peer ridicule from occurring saw Anthony develop low self-esteem, specifically within educational environments. It is evident a fear of seizures and fear ridicule as a result from other students resulting from the seizures perpetuated his fear of schools and learning environments thereby demotivating him from wanting to learn.

As discussed, research from Bevan and Whipeihana (2015) it was also found low self-esteem in female prisoners manifests through experiences of trauma, seeing them unmotivated to pursue practical and emotional support. Shame and guilt associated with low self-esteem were often barriers to asking for help. It is evident through Anthony’s narrative the trauma of his accident removing him from the learning environment for a long period of time, the fear of seizures he experienced, the fear of ridicule from his peers with little intervention from teaching staff has seen low self-esteem develop for Anthony. Low self-esteem demotivated Anthony from wanting to improve his education capability. It is evident he engaged in avoidance behaviour with education and learning to cope with the effects of low self-esteem he experienced. Golding (2002), Parkinson and Steuer (2004) support this understanding by stating students will often evade school as a coping strategy for avoiding feelings of fear towards education or learning, anti-social encounters with peers (such as bullying), or a dislike of learning (Bevan & Wehipeihana, 2015; Golding, 2002; Parkinson & Steurer, 2004).

Low Self-Esteem from being Incarcerated

A common reoccurring theme in international literature was prisoners experiencing low self-esteem due to their prisoner label and incarceration. Two prisoners of the 15 prisoners in the current study also discussed this phenomenon affecting their motivation to pursue education and/or other rehabilitative interventions. Mark disclosed he was not confident prior to participating in the ILN or Everyday Skills programme and stated “*I wasn’t (self-confident) I did not want to go*”. Mark further added he “*was beating myself up quite a bit cause it was a slip*”. He slipped in

reoffending, seeing him incarcerated after almost four years of not offending. Sione also experienced low self-esteem and low self-confidence for being incarcerated indicating “*it was a bit poor*”.

International research discussed low self-esteem and self-confidence occurring for prisoners while they are incarcerated. As previously stated, Bevan and Whipeihana (2015) discussed these phenomena occurring for New Zealand, female prisoners’ pre-incarceration. Bevan and Wehipeihana (2015) report low self-esteem and self-confidence for these prisoners manifested from experienced of trauma, criminal activity, limited financial means and their sense of self-worth being linked to fulfilling relationship commitments. Female prisoners in this research were unmotivated to seek practical and emotional support to lessen their chance of reoffending. The authors believed their reoffending was fuelled by experiences of low self-esteem (Bevan & Wehipeihana, 2015). It is evident Anthony, Mark and Sione have all developed low-self-esteem and self-confidence which is unconsciously demotivating and/or preventing them from pursuing their education, both pre and during incarceration.

Evans et.al (2018) add to these understandings indicating transitioning into prison changes a person’s self-esteem and self-confidence. It was reported in this research low self-esteem and low self-confidence were most prevalent among previously incarcerated Norwegian prisoners at the beginning of their sentences and did not pursue educational programmes available to them because of low self-esteem and low self-confidence. It was only in the later stages of the sentence that prisoners made the choice to engage with prison education programmes, seeing a transitional shift in motivational behaviour towards learning (Evans et.al. 2018).

Low Self-Efficacy – Doubt in Current Academic Capability

Three of 15 prisoners interviewed discussed low self-efficacy relating to academic capability. As stated by Bandura (1982) self-efficacy plays an important role in promoting motivation and learning behaviours. Students will develop their self-efficacy for educational tasks through personal belief systems related to adoption and completion of educational tasks. As seen in Jonesa et.al. (2013), the level of educational achievement of prisoners and efficacy beliefs in reading did affect prisoners’ choice to participate in prison education programmes. The narratives

from Tyrek and Krome disclose their experiences of low self-efficacy is related to their adolescent school curriculum being “*too hard*” and “*too difficult*”. Bandura (1982) indicates individuals who entertain doubt about their capabilities when faced with challenges, slacken their efforts or give up altogether. Tyrek briefly discussed experiences of avoiding school and learning during adolescence as the curriculum was too hard for him. Tyrek and Krome’s narrative indicated challenge and difficulty with educational tasks has been experienced both pre and during incarceration. Jonesa et.al (2013) establishes prisoners are amongst the least educated, the level of education a prisoner has obtained will predict their motivation and willingness to participate in prison education programmes. Self-efficacy in writing predicted prisoners’ participation in programmes, whereas reading self-efficacy did not. It was believed this was due to writing difficulty being more overt to others than reading difficulty. Given the prisoners in the current research are receiving or have received foundational learning assistance in Everyday Skills/ILN it can be determined low self-efficacy in reading and writing could act as a motivational barrier preventing Krome and Tyrek’s participation in education pre and during incarceration. These findings are consistent with Bandura’s (1982) understanding of self-efficacy and demotivation, where individuals who entertain doubt about their capabilities when faced with challenges will slacken their efforts or give up altogether (Bandura, 1982; Jonesa et al., 2013).

What are the psychological pathways of prisoners when self-motivational barriers are formulated towards prison education programmes?

Examination of the interview narratives has shown several psychological pathways in which motivational barriers are formulated for prisoners when choosing not to participate in prison education programmes.

It was consistently reported by this cohort negative experiences of education during childhood and adolescence have impacted on the prisoners’ choices to disengage from educational pursuits until incarceration. Negative experiences which influence the psychological pathway towards motivation barriers being formulated included punishment (expulsion, exclusion, detention), peer ridicule, difficulty with learning the curriculum during adolescence, learning difficulties, poor connection with teaching staff during adolescence. It is reflection of these experiences which

influence prisoners' decision to disengage from educational pursuit, perpetuating motivation barriers.

Many of the prisoners also discussed the negative labels (“deviant”, “bad boy”) they obtained during their adolescence and within the educational environments, which promoted their negative self-perceptions. Negative self-perceptions resonated with many of the prisoners and remained psychologically ingrained with the prisoners from adolescence through to adulthood. Given many of these self-perceptions were obtained in school and learning environments, it is evident these self-perceptions have influenced the educational motives of prisoners as their perceptions of themselves and the learning environment is negative.

Low self-efficacy and low self-esteem relating to a lack of academic capability created the understanding for many prisoners in this study they were unable to learn new content. Self-confidence for learning was low among this cohort, seeing persistent, negative, internal dialogues towards education and learning activity. Many stated they were “*not good at learning*” and “*did not like school*”. Again, it is evident negative internal dialogues are psychologically ingrained in the prisoners thinking patterns and beliefs systems. It is also consistent many negative schemas related to learning have been obtained in the adolescent learning environment, perpetuating low self-esteem and low self-efficacy. This creates the decision pathway where avoidance of the trigger or source for negative schemas is the best determined the best option by the prisoner learners when choosing to not participate in education programmes. Hopkins, Clegg and Stackhouse (2016) report young offenders who have negative experiences during adolescent education, will engage in avoidance of the environment to combat the triggers of the negative schemas (Hopkins et al., 2016).

For Anthony, the psychological pathway precipitating his demotivation towards education was the negative effects experienced from a brain injury. Negative effects included being removed from the learning environment for a considerable period of time to recover, creating an unfamiliarity with the environment. This was coupled with seizures during classroom interactions resulting from the brain injury. This saw his peers ridicule him sparking fear and further disengagement and unfamiliarity with the classroom and educational environments. Anthony reported

avoidance of education was the behavioural response to respond to the psychological fear of ridicule.

No knowledge of the availability of prison education programmes created confusion and uncertainty for the participants within this programme. It was evident motivation to participate in Everyday Skills/ILN was unable to develop for some prisoners due to no knowledge of being enrolled in the programme. It was only the surprise of arriving at the classroom where some prisoners learned they were participating in the programme.

What is the severity of self-motivational barriers experienced towards prison education programmes?

The severity of self-motivational barriers was evident in this cohort again through childhood and adolescent experiences. Many prisoners interviewed discussed motivational barriers towards education participation beginning in childhood and adolescence, perpetuating through to adulthood and remaining evident until the prisoner became incarcerated.

It is evident motivational barriers are not highly severe as motivational barriers for many prisoners interviewed soon diminished after participation in the Everyday Skills/ILN programme commenced. The positive learning environment, the activity outside of the unit, the comradery from peers in the classroom saw a transitional shift away from motivational barrier to motivation to participate. This is also evident in findings from Evans et.al. (2018) where self-empowerment gained from learning and academic achievement fostered motivation to continue with learning and seeking further academic achievement. In Evans et. al (2018) ex-prisoners also experienced reduced feelings of self-stigmatisation from their incarceration status.

Motivational Factors Fostering Participation in Prison Education Programmes

What are the factors which foster prisoner self-motivation when choosing to participate in prison education programmes?

Extrinsic-Push/Pull Motivation Factors

International literature operationally defined extrinsic motivation factors as individuals participating in activities to attain a separable outcome. Extrinsic motivation also bore resemblance to the push factors of motivation

Deci and Ryan (2000) discussed prisoner extrinsic motivation will see a prisoner pursue educational opportunities with less enthusiasm or little interest in educational task. Prisoners who are extrinsically motivated typically pursue education to satisfy external demand (support a parole application, avoid punishment).

To Avoid Boredom

The prisoners interviewed for the current study discussed a desire to avoid boredom during their incarceration period. Many stated their main motivation factor was to be outside of the unit. Eight of the 15 prisoners interviewed disclosed being “*bored*” and boredom in the unit was a motivating factor in choosing to participate in Everyday Skills or I/LN. Bryan presented a unique understanding, disclosing he deliberately failed his 25-hour reading competency assessment to remain enrolled in Everyday Skills/ILN programme. He stated, “*My only motivation to do these courses would be to get out the unit, I’m not really bettering my reading, by being here I don’t like being in the unit, it is just time out.*” Bryan’s motivation for failing was to gain time outside of the unit as well as to avoid boredom and being isolated for the duration of the day. Sione and Kurtis indicated boredom in the unit is a high risk situation for them during incarceration, disclosing they are likely to get into trouble if they are bored.

With most prisoners in the current study discussing boredom as a motivator for education participation, it is evident this finding is consistent with international research. Manger et.al. (2013) described Norwegian prisoners minor, extrinsic motivational factors as being to escape regular prison routines; to avoid boredom;

to gain employment; to avoid discipline or to earn rewards (such as parole, certification or qualification). Manger et.al. (2010) further adds prisoners who are extrinsically motivated or who pushed into participating through external influence will pursue the opportunity with less enthusiasm or little interest. This is highly evident in the narrative from Bryan. Costelloe's (2003) prisoner research on the push/pull dimension of motivation also sights avoiding boredom is a push factor of motivation, bearing strong similarity to extrinsic motivation. Costelloe (2003) found younger Irish prisoners would engage in prison education programmes as a way of passing the time, to alleviate boredom (Costelloe, 2003; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010).

Manger et. al. (2013) further adds prisoners with low self-esteem and self-efficacy could be motivated to begin educational learning programmes without clear learning goals to accomplish, further feeling pushed to participate (Manger et al., 2013).

To Obtain a Certificate or Reward

Several prisoners discussed their desire to obtain certificate or reward as a factor precipitating and perpetuating their motivation to pursue education in prison. Ioane and Charlie spoke of their pride from completing programmes and receiving certificates for their participation. Ioane carried his certificates in a shoulder bag when he ventured out of the unit. He liked to show others his accomplishments, "*I like the certificate, I like to show anywhere I go*". Krome's narratives discussed wanting to achieve NCEA level one. Halimi et. al (2017) found Belgium remand prisoners are motivated to learn to obtain a certificate or diploma or to make plans for the future. These minor factors of motivation were determined to be reminiscent of pull factors of motivation for Belgium prisoners. The findings from the current study and Halami et.al (2017) are also consistent with international research from Manger et.al. (2003) whereby prisoners are motivated to participate in education programmes during incarceration to earn rewards, rewards being parole, certification or qualification (Halimi et al., 2017; Manger et al., 2013)

To Prepare for Release or Parole and Gain a Career

Quintin, Jacob and Sione all reported preparing for release or Parole hearings as motivating factors for participating in education. It is evident prison life is or has

become undesirable for these prisoners. Jacob stated he participates “*Just for my future, umm, you know there’s, I been in for 19 months now you know everything stops when you are here you know*”. Findings from Manger et.al (2013) Norwegian prisoner research indicated the strongest extrinsic motivational factor among this cohort was to prepare for life upon release. Quintin stated, “*I’ve only got like a month and a bit to go now, now, then I get released, my case manager is trying to find me stuff to do before I get out*”.

Sione’s narratives discuss specifically completing activities to fulfil requirements which could improve his Parole application. He discloses “*literacy and numeracy and that is like a extra umm, bonus for the where the parole can see that I have done what they have required me to do*”. Again, these narratives are consistent with international research findings from Manger et. al (2013) and Hall (2006) where prisoners in Norway and United States are extrinsically motivated to participate in prison education to better chances for parole or to prepare for life upon release.

Three of the 15 prisoners discussed gaining a career as a motivating factor in participating in the Everyday Skills programme. Mark discussed welding ambitions, while Ioane and Roy discussed carpentry. These prisoners understood education participation was a necessity to obtain their desired career. Narratives in the current study are also consistent with international research findings on Norwegian prisoners from Manger et.al (2006). This cohort reported preparing for life post release as an extrinsic motivating factor for participating in prison education during incarceration. From Manger et. al. (2006) preparing for life post release is a pull factor of motivation. Delaere et.al (2013) also reported minor extrinsic motivation factors for Belgium prisoners included; making it easier to find employment post release, and to build a new good life. Halimi et.al. (2017) further supports these findings, reporting Belgium prisoners are motivated to participate in prison education to make plans for the future, a pull factor of motivation. It is evident in the narratives from the prisoners at SHCF, there are similarities in motivational factors to international prisoner cohorts (Delaere et al., 2013; Halimi et al., 2017; Manger et al., 2006b).

Family/Whanau Motivation

Almost half of the prisoners interviewed in the current study discussed their family/whanau as a motivating factor to reengaging in education and learning during their incarceration. It was evident children were a main motivating factor. When asked why their motivation towards education and learning changed during incarceration, children were recognised as being the factor which precipitated and perpetuated motivation towards Everyday Skills/ILN. Charlie indicated his desire to be able to read to his children was his motivation for engaging with Everyday Skills/ILN. Cedrick stated his family are “*happy he is learning to do maths*”, invoking a sense of pride in Cedrick, further motivating him to learn.

Hall’s (2006) research found extrinsic motivation factors to participate in prison education for United States prisoners included satisfying family, especially their parents and children on the outside. Like the prisoners in this research, the prisoners United States prisoners expressed a desire to show academic capability and remain dedicated to achieving educational goals to their children. While Hall discusses family motivation as being an extrinsic motivation factor, Costelloe (2003) describes family motivation as a pull factor of motivation. Irish prisoners in Costelloe’s (2003) research described wanting their families to feel proud of them (Costelloe, 2003; Hall, 2006).

Culture identification influencing motivation

As previously discussed, over 50 percent of the prisoner population identify as Maori. It is an important consideration, over half of the participants in this research identified as Māori and they are participating in learning support programmes during their incarceration. Also, previously discussed was the low academic expectation many educators in New Zealand have of Māori adolescent and adult students in the educational system. The intrinsic motivation to participate in education has potentially been negatively affected by social and educational disadvantage of Maori people in New Zealand. It should be considered, attending adolescent education in New Zealand as a Māori, having a preconceived low expectation attached by educators to Māori students, could affect the educational motives of the adolescent student, seeing these motives affected into adulthood (The Ministry Of Education, 2019).

This disadvantage could have a wider reaching negative impact in the form of self and public stigmatisation, a lowering of self-efficacy with educational capability and promote inability to function successfully as an adult in the community. As evidenced by the narratives of the participants in this research, extrinsic motivational factors are primary motivators for Māori and non-Māori prisoner students choosing to engage in education during prison. It is only after consistent engagement and participation in education programmes occurs, we see a transactional shift to more intrinsic motivational factors.

Intrinsic Push/Pull Motivation Factors

Participating in Everyday Skills/ILN is an action which alleviates undesirable surroundings of prison. As previously stated Deci and Ryan (2000) define intrinsic motivation as the act of doing an activity for its inherent satisfaction rather than for some separable consequence. More often, the personal feeling of fun and the joy of experiencing challenge through engagement in the task is the motivating force for participation in the task (Deci & Ryan, 2008a).

Fostering Self-Empowerment

Seven of 15 prisoners at SHCF reported experiencing self-empowerment, feelings of pride and accomplishment through participating in Everyday Skills/ILN. Krome discussed in his narrative his increase in self-confidence through participating in the programme. He reports “*Yes I’ve come a bit brainer and confident I know how to read and make sense, yeah know how to sound words out and spell, and I never knew I learnt so much, but ummm, I just made myself committed to become brainer and educated that’s it*”. It is evident from his narrative he experienced low self-confidence and low motivation to participate in the programme, however continued participation fostered his motivation to learn as he states he was “*committed to become brainer*”. It is also evident, his self-empowerment for learning became grew stronger. This is also evident in Quintin’s narrative, he states “*At first, I was probably not that confident, as I leaned a few more things my confidence has built up, yeah. Yeah, it’s getting used to everyone.*”

It is evident transitional shifts in motivation can occur, prisoners can go from being demotivated to becoming motivated to participate in the programme. Manger et. al. (2010) discuss intrinsically motivated individuals bearing similarity to those who

are motivated by pull factors of the push/pull dimension of motivation. Evans et.al (2017) also discuss feeling of empowerment through participating in prison education programmes helped to mitigate the negative impacts of self-stigma which often occurs for prisoners and ex-prisoners. The authors report education programmes in prison created a transformative change in the self-perceptions of former prisoners, creating a self-motivation to pursue education and further self-empowerment. The self-empowerment did not occur upon entering prison or upon entering the programme. The prisoners in this research and Evans et.al (2018) experienced self-empowerment from educational participation either later in their sentence, later in the programme or post release from prison (Evans et al., 2018; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010). Costelloe (2003) further adds Irish prisoners also experience a transitional shift from push to pull motivation factors. Participating to avoid punishment or boredom, to participating for enjoyment or for interest to learn content presented. The most common education participation motive factor discussed in this cohort was to alleviate boredom (push factor) during incarceration coupled with self-development promotion (pull factor) (Costelloe, 2003).

The Desire for Challenge or Self-Development

Further fostering self-development, six of the 15 prisoners interviewed in the current study reported a desire to challenge themselves in educational pursuit and/or foster self-development. Krome, Cedrick and Sione report they not only wanted to stay busy by also wanted to improve their foundational academic capabilities. Sione stated *“I just yeah I just wanted to stay busy and try to get my literacy and numeracy up to standard like the basics and stuff”*.

Costelloe (2003) found the most common motivating factor for Irish prisoners to engage in prison education programmes was to self-develop. Costelloe (2003) reports self-development motivation is a factor reminiscent of a pull factor of motivation. Costelloe (2003) further added many prisoners motivation originated as a push factor, but soon developed into a pull factor after continued engagement. This is evident in Krome’s narrative where he discloses he never made it through school, becoming incarcerated provided him an opportunity to complete his foundational education to later progress to NCEA Level 1 (Costelloe, 2003).

Gain new Knowledge, Attraction to Educational Tasks and Satisfaction of Learning

Intrinsic motivation is also evident in four of the 15 prisoners' narratives where gaining new knowledge was a motivating factor in deciding to participate in Everyday Skills/ILN. Quintin and Ioane both discussed the content being the main motivator for engaging in the course. For Ioane it was English language development while Quintin enjoyed learning different content to adolescent education. Gambetta (1987) states learning motivation will occur as the student will be attracted to the task itself. Interest for learning the course content will draw and motivate the prisoner towards education participation. Again, this motivational factor is not only reminiscent of intrinsic motivation, it is also reflective of a Pull factor of motivation (Gambetta, 1987; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010).

Pull factors and intrinsic motivation for learning was also seen in narratives from Quintin and Krome. These prisoners discussed enjoying the task of learning and had developed specific interests in education, not evident prior to prison or Everyday Skills/ILN. Quintin reported he liked the prison education programme more than his adolescent education as he is learning different content, specifically finding percentages. As previously discussed, research from Evans et.al (2018), Costelloe (2003) and Manger et.al (2010) will see extrinsic or push motivation factors develop into pull or intrinsic motivation factors. The interest and satisfaction for learning and education was not evident during adolescence however, it a satisfaction and self-motivation for learning developed during engagement with the programme (Gambetta, 1987; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010).

To Obtain a Good Job during Incarceration

Obtaining a good job during their incarceration was important to some prisoners in the current study. Charlie reported he needed to improve his literacy and numeracy capability, so he could obtain employment in the prison kitchen. A position he gained then later lost due to misconduct. He discussed "*when I come back in I asked my case manager if she could get me another job, then they turned me down cause I had to get my levels up, so I asked her if she could put me back on ILN, straight back on there, did what I had to do. You had to sit your assessment every*

25 days, I set my one in 15 days (laughs)". Currently this finding is unique as no current literature speaks to incarcerated prisoners being motivated to engage in education programmes to gain employment within the prison. The current international literature states prisoners are more motivated to pursue education to obtain employment post release from prison. When Charlies narrative is examined with current literature, gaining employment during incarceration is discussed in Gambetta (1987) research. Gaining employment during incarceration is reflective of intrinsic motivation and a pull factor of motivation (Gambetta, 1987; Manger, Eikeland, Diseth, Hetland, & Asbjornsen, 2010).

Education Participation as a Motivating Factor

Positive Teaching Staff in Prison

Many prisoners interviewed reported positive experiences with the Everyday Skills teaching staff. The encouragement from the staff fostered the motivation for prisoners to attend the course. Anthony reported the extra assistance he received from his tutor was the motivating factor keeping him attending the course. Zion reported the tutors in prison are "*less grouchy*" in comparison to his adolescence educators. Currently no literature discusses the positive influence prison educators have on the fostering of motivation for prisoners to attend prison education courses. This is a unique finding from prisoners at SHCF and is complementary to the educators with Everyday Skills/ILN programmes in New Zealand prisons.

Peer Support in Prison

Another unique finding, fostering prisoner educational motivation was peer support both in the classroom environment and within the prison units outside of the classroom. While Anthony disclosed, he received extra assistance from educators within the prison classroom, he further adds his cell mate would also foster his motivation by providing additional assistance with his homework tasks. He stated, "*It felt awkward for me but then I got back to the unit, cause she used to give us homework and I used to just leave it on the table, it was my cell mate he looked at my homework he looked at my papers and said 'what's this my bro?' 'oh homework, I can't even read' and he said, 'come on bro, sit down, I will help you', and that is why I started wanting to come cause when I was getting back to the unit at night time he was helping me*". While findings from this research have so far been supported by international literature, currently there is no literature which supports

the understanding fellow prisoners are a motivating factor in educational participation. As previously discussed in Manger et.al (2006) prisoners can be motivated via the push factor of social reasons unique to the prison context, however this is more reflective of the challenges within the prison environment, not the comradery between cell mates.

As previously discussed over 52 percent of the New Zealand prison population identify as Maori. Maori are a collectivist culture whereby those in the community work together to achieve a positive outcome. With a high proportion of New Zealand prisoners being Maori, the same collectivist values are possibly attributed to their lived experiences with their unit peers in prison. The positive encouragement and influence from peers of the same ethnicity could contribute to the transitional shift in motivation to engage in education during incarceration.

Positive Prison Education Experience

The previously discussed transformative shift from demotivation to motivation for learners at SHCF has also occurred through the positive learning experiences the prisoners have had while participating in Everyday Skills/ILN. Bryan discusses the comradery among prisoners in the programme and the teaching staff, while Sione disclosed the prison programme is a bit different to learning in the community. The positive educational experience for prisoners in SHCF has fostered intrinsic motivation for this cohort. Deci and Ryan (2000) reflect this understanding indicating intrinsic motivation manifests as a psychological contentment with the task of education for the prisoner. Intrinsically motivated prisoners' decision to participate in education programmes is the result of positive beliefs towards education, personal satisfaction of learning new knowledge and an understanding the pursuit will assist with reintegration efforts post release. It is evident the positive, educational experiences some prisoners have discussed are a motivational factor for continued participation within the programme. In addition, Manger et.al (2010) state intrinsically motivated prisoners will find educational activities more enjoyable and interesting. As previously discussed, the findings of this research indicate prisoners at SHCF participating in Everyday Skills/ILN have displayed a desire for self-development, self-empowerment and are enjoying the challenge for educational tasks, these are all positive characteristics of intrinsically motivated students (Deci & Ryan, 2008b; Manger et al., 2013).

Are the educational motive factors derived internally (from individual experience of the prisoner) or externally (from prison staff, educators, peer or social support systems, family/whanau) for New Zealand prisoners when choosing to participate in prison education programmes?

Educational motive factors are a mixture of internal and externally derived phenomena. Internally derived education motive factors included boredom, desire to self-develop, self-empowerment. Boredom avoidance was the most prevalent internally derived factor promoting education motivation among this cohort. Interestingly, family/whanau encouragement was found to be the second most significantly referenced, externally derived, motivation factor for participating in prison education programmes. Family/whanau encouragement was referenced in Hall's (2006) research, stating the extrinsic motivation factors of satisfying family especially children and parents on the outside. Prisoner comradery and positive teaching staff are strong external motivating factors promoting engagement in Everyday Skills/ILN.

Prison Case Managers and staff are less likely to assist with motivating prisoners to engage in prison education programmes.

Does participation in prison education programmes foster motivation for continued participation?

Through examination of the interview transcripts it was evident prisoners' motivation for continued participation in prison education programmes is fostered. Motivation for continued participation was especially evident through the narratives describing family/whanau motivation; boredom avoidance; peer support in prison; fostered self-empowerment; desire for challenge; and positive teaching staff.

A transitional change from motivation barriers towards learning and education was evident when prisoners considered the rationale as to why they chose to participate in Everyday Skills/ILN. Some prisoners also disclosed their enjoyment of the adult learning environment when compared to the adolescent learning environment. Fostered motivation for continued participation was reflected in narratives from Krome, indicating he will continue learning in the future.

Interviewer: *Do you think you will keep learning when ILN is finished, do you think you will keep learning in the future to get more brainy?*

Krome: *Yes, I want to learn to level 3, yeah, maybe level 4 if I can.*

Do prisoner attitudes towards reoffending change resulting from academic participation, attainment and success?

Six prisoners disclosed their views on crime and their offending behaviours had changed post engaging in the Everyday Skills/ILN programme. Some prisoners indicated they had transferred their commitment from this programme to other areas of health and well-being as is seen in Mark's narrative. Many prisoners had not shared the same attitude shift away from pro-criminal attitudes, this is evident in

Interviewer; *How have your thoughts on crime changed since starting Skills?*

Quintin; *Yip, its changed, not really a criminal person to be honest, but changed a little bit*

Interviewer; *How have your views on offending or crime changed since being in Everyday Skills?*

Mark; *Umm, my offending is drug and alcohol stuff, so yeah, I have been here for six months now I have noticed the difference, I noticed I've done a lot of fitness training since I have been in here, that attitude, just my everyday well being and health, I mean I have stopped smoking I smoked since I was 12 years old, for 15 years as a smoke.*

Interviewer; *So, has your views on crime or anything like that since e you have done the programmes in prison?*

Zion; *Nah, to be honest, probably cause I'm still young so I reckon when I get older I will probably realise, and wake up.*

Conclusions and Limitations

As previously stated by Zimmerman et.al (1992), past academic performances can act as an influencer on motives for academic tasks, there by indicating, motivation is not always observable (Zimmerman et.al.1992). This study has found many indicators which precipitate and perpetuate motivational barriers towards education participation for different individuals. When examined as a collective it is observed, many prisoners do share common experiences of education both pre and during incarceration which foster motivational barriers. Identified barriers included a range of dispositional, situational, institutional, stigmas, low self-esteem and low self-efficacy factors.

Secondly, identifying the motive factors which foster participation in education programmes was also an aim of this study. It was evident motivational factors were a mixture of extrinsic push/pull and intrinsic push/pull factors, coupled with positive educational experience during incarceration and family/whanau influence.

This study has found some new motivation barrier and motives fostering factors which contributed to pre-existing international understandings of prisoner educational motives during incarceration. A unique finding of this research is many barriers towards education are developed for New Zealand prisoners' pre-incarceration through experiences during their adolescent education.

The smaller sample size, of 15 participants was a limitation of this research. Should this research be continued in future, a larger sample size, coupled with quantitative measures could render considerably more information. This would allow for more comparisons between demographic factors and motivational barrier/motivational fostering factors to be conducted. This was conducted in much of the international research and increased the richness of findings.

Research in prisons also presents with a unique set of challenges. Gaining access to the environment and participants is a long process, coupled with the movement restrictions for prisoners within the prison. Prisoners are limited with when they can move within the prison environment, making transitioning between interviews difficult. There was often a considerable period time between participants arriving and leaving when the interviews were being conducted. This meant only a limited

number of participants could be interviewed for this research making it difficult to generalise the findings to greater prisoner populations. However, given the consistency with findings to international research it could be concluded these findings are generalisable to other New Zealand prisoner populations.

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Appendix A

Research Participants Wanted



School of Psychology



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Researcher: Selena Clark

This is my Master of Social Science thesis research supervised by Dr [Armon Tamatea](#)

This study has received ethical approval from the School of Psychology Research and Ethics Committee, University of Waikato. Approval has also been granted by the Department of Corrections Research and Evaluation Steering Committee [RESC].

WHY DO SOME PRISONERS WANT TO STUDY IN PRISON AND WHY DO SOME NOT WANT TO STUDY

I am asking for volunteers to talk with me about their experiences of why they don't want to study in prison and why they decide to start studying in prison. To take part it is recommended you are over 18 years of age and currently studying in a prison education programme.

What is the study about?

This study is first looking at what experiences might stop a prisoner wanting to learn while in prison. Secondly, what experiences help prisoners decide to start learning within the prison environment.

What does taking part in this study involve?

In this study you will be requested to join a one on one, interview discussion with the myself. In the interview we will discuss, your experiences of school as a kid, why you liked school, why you didn't like school, also how and why you decided to study and learn in prison. You are welcome to decline to answer any questions or leave the interview, or from the withdraw study for up to one week after the interview. The interviews are expected to take around an hour of your time, are audio recorded and confidential. If you would like a copy of your interview in writing, your details and interview discussion may be sighted by other staff.

If you would like to take part in this study, please inform your PCO or educator

Any information you require relating to this research please contact the research supervisor [Dr. Armon Tamatea](#) by phoning; (07) 838 4466 ext.: 5157

This research project has been approved by the School of Psychology Research and Ethics Committee of the Faculty of Arts and Social Sciences, University of Waikato. Any questions about the ethical conduct of this research project may be directed to your PCO or case manager. Your queries will then be passed onto the research staff associated with this project. You will receive a response as soon as possible.

Appendix B



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato



SCHOOL OF PSYCHOLOGY

BARRIERS OF SELF-MOTIVATION OF NEW ZEALAND PRISONERS PARTICIPATING IN PRISON EDUCATION PROGRAMMES

Participant information sheet

Thank you for volunteering to participate in the interview discussion. Your contribution to this research will be included in a Master of Social Science Research Thesis. This is an opportunity to discuss your experiences of education and self-motivation. The interview is expected to take no longer than one hour of your time and the discussion will be audio recorded. You are welcome to request the assistance of a support person for the duration of the interview. The interview will explore themes relating to;

- (1) The education and learning experiences of prisoners before entering prison and while in prison.
- (2) The identity, severity and prevalence of self-motivational barriers when choosing not to study in prison education programs.
- (3) What factors lead prisoners to decide to start learning and education within the prison environment.

It is expected findings from this study will indicate New Zealand prisoners do experience some barriers to participation in education, which may include, stigma, self-stigma, shame of current academic capabilities and fear of participation in education based on past experiences. It is believed factors which help prisoners decide to learn again could include family/whanau support, case manager or peer influence, preparing for a future outside of the prison, to pass time in prison or for social support from peers.

The interview discussion will be audio recorded. Your confidentiality is of paramount concern and will be protected during the interview process as a pseudonym name will be provided for you during the interview discussion. Your information provided in this interview will be translated into written transcripts and stored using a safe, encrypted online data storage system, Microsoft OneDrive. This information will be stored for no longer than seven years, the research supervisor and the lead researcher will have access to this information. Your transcript will only be accessed for the compiling of this research thesis and for academic peer review if necessary.

An information sheet of the research findings, a copy of research article publication in the *Practice* journal (the *Practice* journal is a Department of Corrections publication, containing

articles which give insight into work conducted with prisoners and offenders), or a copy of the written transcript of your interview can also be provided to you if requested. Your interview transcript will be sent to you via the mail. The possibility for DOC staff to read the content of your interview is highly likely.

Your participation in this interview is voluntary and you are welcome to withdraw from the interview and/or decline to answer any questions. If you wish to withdraw your transcript from the results of the study, you may do so for up to one week, after receiving your transcript. Please inform your PCO or phone the research supervisor if you wish to withdraw your transcript. The researcher welcomes you to ask any questions relating to the research procedure and processes.

If you would like to participate, please complete the written Participant Consent Form, this will be provided to you by the researcher. Your interview can begin once this form is completed.

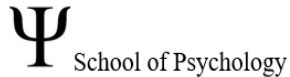
The findings from this research will be published as a thesis for submission as part of a Master of Social Science degree in February 2019.

The supervisor for this project is Dr. Armon Tamatea, with any queries relating to this research project and to withdraw your participation post interview, please phone at number (07) 838 4466 extn: 5157

This research project has gained approval from the Department of Corrections and has ethical approval from the University of Waikato Ethics Committee.

This research project has been approved by the School of Psychology Research and Ethics Committee of the Faculty of Arts and Social Sciences, University of Waikato. Any questions about the ethical conduct of this research may be presented to your PCO or case manager to forward to the research staff. A response to your query will be provided as soon as possible.

Appendix C



PARTICIPANT CONSENT FORM

Research Project: Motivational barriers of prisoners preventing participation in prison education programmes and what factors contribute to prisoners re-engaging with learning and education while incarcerated.

A completed copy of this form will be retained by both the researcher and the participant. Please read through this form carefully, if you require assistance to read the form or have any questions please inform the researcher.

Please complete the following checklist. Tick (✓) the appropriate box for each point.	YES	NO
1. I have read the Participant Information Sheet (or it has been read to me) and I understand it.		
2. I have been given sufficient time to consider whether or not to participate in this study		
3. I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form and information sheet		
4. I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without penalty		
5. I have the right to withdraw my participation from the interview during the interview. I also have the right to request my interview transcript be withdrawn from the research for up to one week after the completion of my interview.		
6. I know who to contact if I have any questions about the study in general.		
7. I understand that the information supplied by me could be used in future articles which discuss the study topic.		
8. I understand this interview discussion will be audio recorded.		
9. I understand that my participation in this study is confidential and that no material, which could identify me personally, will be used in any reports on this study.		
10. I wish to receive a written summary of the research findings		
11. I wish to view the written transcript of my interview discussion prior to publication of the research thesis.		
12. I understand the DOC staff may view the written transcript of my interview discussion via the processes of prisoner mail services. This is keeping with DOC mail regulations.		

Declaration by participant:

I agree to participate in this research project and I understand that I may withdraw at any time. If I have any concerns about this project, I may contact the convenor of the Psychology Research and Ethics Committee (Dr Colin McLeay, phone 07 838 9174, email: colin.mcleay@waikato.ac.nz)

Participant's name (Please print): _____

Signature: _____

Date: _____

Declaration by member of research team:

I have given a verbal explanation of the research project to the participant, and have answered the participant's questions about it. I believe that the participant understands the study and has given informed consent to participate.

Researcher's name (Please print): _____

Signature: _____

Date: _____

Appendix D

Proposed Themes and Questions for Interview Discussions

Questions are subject to change after consultation with Research advisors (post Ethical approval being granted) and the Research Supervisor. Questions are also a guideline for the discussion, the participant may discuss different themes relating to educational experiences during the interview discussion, deviation from the interview script may occur during the interview discussion. Consultation on the item/question development will also be sought from Maori and Pacific Research Unit at the University of Waikato prior to conducting the interview discussions.

Interview procedure

1. Introductions of interviewer and participant (whakawhanautanga)
2. Opportunity for participant to begin discussion, invite Karakia
3. Presentation and discussion on interview information sheet and participant written consent form
4. Signing of consent form by interviewer and participant
5. Begin recording
6. Interview Discussion

Themes and Questions for discussion as follows;

Opening discussion;

1. Can you tell me about your experiences in prison so far?
(Prompts: positive/negative time incarcerated, vocational experience, educational experiences, social experiences with peer, staff, environment)

Education experiences;

1. Which prison education programs are you currently working in? Literacy/numeracy, NCEA
2. Can you tell me about your experiences in the/these education programs you are working in? (Positive/negative experiences, staff, peers, workload – exploring current dispositional, situational motivation or demotivation for continuing education in prison, is motivations fostered by continued participation?)
3. How did you become interested in the prison education programs?
(Exploring factors which foster self-motivation in prison environment, DOC staff, peers, whanau/family, self-interest)
4. Can you describe your experiences of education during your childhood and adolescence?
(Exploring possible existence of fear or shame of academic capability or past educational experience preventing initial participation in prison education programme) – how long did your experiences last? Did these experiences shape how you view education in adulthood?

5. How have your experiences of education/school been different in prison compared to when you were growing up/kid?
(Exploring the individual mechanisms which possibly prevent participation in education, possible positive current academic experiences)
6. How were your experiences with teachers at school compared to teachers in prison?
(Exploring the individual mechanisms which foster motivation, possible past experiences having negative impact on education motivations, possible positive experiences fostering motivations)

Barriers to motivation and factors which motivate relating to education;

1. Can you describe your motivation towards education and learning before coming to prison?
(Exploring identity of barriers to motivation of prisoners, why interest in education could be lacking, or why motivated) – What experiences may have contributed to you having this view?
2. How did you view yourself as a prisoner before starting the education programme?
(Exploring the possibility of low self-confidence, stigmas in the individual promoting motivation barrier) Follow on prompts – how long did you experience these views?
3. Can you describe your motivation towards education since being in prison and working in the prison education programmes?
(Exploring the psychological pathways of motivational barriers and self-motivational attitudes towards education) – what changed your views, how long did it take for your views to change?
4. What has helped motivate you to join the prison education programmes?
(Exploring personal factors which foster motivation and interest in education)
5. How do your whanau/family view your learning and education?
(Exploring personal factors which foster motivation and interest in education)
6. What are your thoughts on the prison learning environment?
(Fostered motivation due to learning environment)
7. Can you describe how you felt about your educational abilities before starting the education programme?
(possible existence of shame of academic capabilities preventing participation)
8. How would you describe your self-confidence before and after prison education?
(Exploring possible attitude changes towards education)
9. Has learning and education in prison changed the way you view yourself as a prisoner?
(Exploring possible attitude changes towards individual resulting from educational attainment)
10. Have your views on offending or crime changed since being in education programmes?
(Exploring possible attitude changes towards criminal conduct since educational attainment)

Closing of interview

1. Invitation for further questions
2. Express thanks and gratitude for the participants time and contribution
3. Closing Karakia if requested