

Examining the Motivation and Financing of Student Prisoners Studying Through Distance E-Learning: A Case Study

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ABSTRACT This study examines the determinants and sources of support for jailed persons who turned students who are engaged in distance e-learning while in jail in Namibia. A purposeful sample of 12 jailed persons was selected based on their active participation in e-learning courses. Data was collected using audio-recorded interviews, which were then transcribed verbatim by a proficient transcriber fluent in English. The transcribed data was scrutinised using an interpretive paradigm to understand the experiences and challenges encountered by the participants. The investigation revealed that individuals who engage in distance education while incarcerated experience significant discouragement due to financial constraints, lack of assistance from relatives, and administrative obstacles within the prison system.

INTRODUCTION

The purpose of this study is to thoroughly investigate the motivation and financial challenges encountered by incarcerated students pursuing education via distance e-learning within a Namibian prison. Verma and Vanguri (2024) suggest that supervisors, in their capacity as teachers, should offer students instruction on effective study techniques, career advancement, study skill development, research methodology, critical evaluation of information sources, and safeguarding against plagiarism and misinformation.

Ultimately, this study aims to contribute valuable insights that can inform strategies to better support the academic and rehabilitative efforts of these learners. Education has long been acknowledged as a crucial element in the rehabilitation process, playing a significant role in reducing recidivism among inmates. The advent of distance e-learning has opened new possibilities for prisoners, enabling them to pursue educational opportunities despite the inherent limitations of prison life. However, the effectiveness of these educational endeavours is significantly influenced by the prisoners' motivation to engage in learning and their

access to the financial resources necessary to sustain their studies. This research delves into the motivations that drive student prisoners to engage in distance e-learning, as well as the financial obstacles they face in sustaining their educational pursuits. By examining these critical factors, the study aims to uncover the specific challenges that incarcerated learners encounter and to identify the key elements that either facilitate or impede their educational progress within the confines of the prison environment. The findings from this study will provide valuable insights that can inform policies and practices aimed at enhancing the educational opportunities and outcomes for prisoners, ultimately contributing to their successful reintegration into society.

Objective

The purpose of this study is to examine the motivation and financial barriers faced by jailed students in Namibian prisons who are engaged in distance e-learning for educational purposes.

Literature Review

Motivation and Financial Factors Impacting the Experiences of Student Prisoners Studying through Distance E-Learning

The experiences of incarcerated students engaging in distance e-learning are greatly impacted by both motivational and pecuniary consider-

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ations. These factors are essential in influencing the educational paths and results of this susceptible group.

Motivation is a crucial catalyst for jailed individuals to participate in online education. Studies have indicated that inmates are more likely to participate in online education programs when they are internally motivated by factors such as the aspiration for self-improvement and the pursuit of personal growth (Radulovic and Odalovic 2020). According to Manger et al. (2010), prisoners who have an intrinsic motivation to improve themselves and gain new abilities are more likely to continue and achieve success in their distant learning pursuits. Moreover, external incentive factors, such as the possibility of being released early or having better career opportunities after release, can also encourage inmates to engage in distance education (Parra-Cardona et al. 2019). Prisoners are more likely to be motivated to participate in and successfully finish their remote learning programs when they see a concrete advantage or reward linked to their educational accomplishments.

Nevertheless, the limited financial resources experienced by jailed individuals might create substantial obstacles to their educational opportunities. Prisoners frequently have financial constraints, and the expenses related to distance education, such as tuition fees, course materials, and technical needs, might be a barrier (Parra-Cardona et al. 2019). Insufficient financial assistance or limited access to funds might restrict the educational prospects for incarcerated individuals, resulting in feelings of dissatisfaction and demoralisation (Radulovic and Odalovic 2020). Prison officials and authorities have a vital role in tackling the financial difficulties experienced by incarcerated students. Granting subsidies, scholarships, or access to educational grants can mitigate the financial strain and facilitate greater prisoner involvement in online education programs (Parra-Cardona et al. 2019). In addition, collaborations between prisons and educational institutions can enable the deployment of technology and resources essential for efficient remote education (Huzar and Kassem 2022). Both motivational and financial variables have a big impact on the experiences of student prisoners who are studying through distance e-learning. The educational development and outcomes of this demographic can be either facilitated or hindered by intrinsic and extrinsic motives, as well as access to

financial resources. Tackling these concerns through focused interventions and legislation can aid in the effective assimilation of distance education in the prison setting.

Motivation and Financial Challenges Faced by Student Prisoners

Student prisoners have considerable obstacles in pursuing higher education while incarcerated, including difficulties in maintaining motivation and budgetary limitations. Although higher education has the potential to reduce recidivism and improve post-release outcomes (Farley et al. 2016; Ministry of Justice 2019), incarcerated students typically encounter multiple obstacles that can hinder their motivation and ability to access educational opportunities. A key obstacle encountered by incarcerated students is the task of sustaining motivation and active involvement in their academic pursuits. Being imprisoned can have a detrimental effect on a person's morale and sense of empowerment, leading to feelings of isolation and a diminished belief in their ability to succeed (Hannson and Oscarsson 2008). The absence of internet tools and restricted physical mobility inside the jail setting might exacerbate emotions of frustration and disconnection (Farley et al. 2016). Moreover, the regular transfers of inmates, which many students encounter, might interrupt their educational continuity, hence posing challenges in maintaining a consistent learning trajectory (Farley et al. 2016). This volatility may result in a feeling of uncertainty and a perceived lack of control over their educational objectives, further eroding their motivation.

Student prisoners also encounter substantial financial hardship when it comes to completing higher education. Student prisoners often depend on inadequate personal cash or assistance from family and friends to finance their tuition, course materials, and other educational expenditures (Hancock and Raley 2013). This can provide a significant challenge for students coming from disadvantaged economic circumstances, as they may already have limited access to financial resources prior to being incarcerated. In addition, the scarcity of job prospects for convicts can provide challenges in obtaining the financial resources required to support their educational endeavors (Hancock and Raley 2013). The financial strain might exacerbate stress and worry, so further impeding the stu-

dent's capacity to concentrate on their academic pursuits. Another major obstacle faced by incarcerated students is the limited availability of financial resources. Imprisoned individuals frequently have minimal or nonexistent income, making the expenses associated with tuition, supplies, and other educational costs unaffordable (Runnel 2009). To tackle these financial issues, the following solutions might be utilised.

Obtaining Financial Support

It is advisable for educators and administrators to actively pursue and submit applications for grants, scholarships, and other financing opportunities that are specifically tailored for jailed individuals (Harlow 2003). This encompasses government initiatives, philanthropic organisations, and collaborations with local community groups.

Creating Efficient and Affordable Methods of Delivering Goods and Services

Integrating distant learning, online courses, and other technology-driven solutions can effectively decrease the expenses linked to conventional face-to-face teaching (Tewksbury and Stengel 2006). This can involve utilising open-source materials and capitalising on pre-existing digital resources.

Offering Comprehensive Support Services

Apart from monetary aid, incarcerated students may necessitate additional types of assistance, including academic guidance, tutoring, and vocational counseling (Runnel 2009). These comprehensive programs can assist students in overcoming obstacles and enhancing their likelihood of achieving success. To address the obstacles of motivation and financial difficulties faced by incarcerated students, a comprehensive and multi-dimensional strategy is necessary. Teachers and school leaders must utilise tactics that tackle both internal and external concerns, such as fostering internal drive, offering valuable feedback, obtaining financial resources, and adopting efficient delivery approaches. By implementing these tactics, higher education institutions can more effectively assist jailed individuals in their endeavour to achieve academic and personal development.

Another major obstacle faced by incarcerated students is the insufficient availability of financial resources. Imprisoned individuals frequently have

minimal or nonexistent earnings, and the expenses associated with tuition, supplies, and other educational costs might be a hindrance (Runnel 2009).

Strategies for Mitigating Motivation and Financial Challenges

Imprisoned individuals have unique challenges when it comes to pursuing higher education. The main challenges are a lack of motivation and financial limitations (Harlow 2003; Tewksbury and Stengel 2006). This paper aims to examine strategies for efficiently tackling these challenges and provide concrete examples to support the proposed solutions.

To address these challenges, it is crucial for prisons, educational institutions, and governments to implement regulations that support the motivation and financial needs of students who are jailed. This may entail allowing access to online resources through secure internal network systems, guaranteeing uninterrupted educational possibilities despite frequent moves, and offering targeted financial assistance or scholarships for jailed students (Hansson and Oscarsson 2008; Farley et al. 2016). Mentorship programs and peer-to-peer support networks play a crucial role in sustaining the motivation and engagement of student prisoners. They help these individuals' overcome obstacles and remain dedicated to their educational goals (Hancock and Raley 2013). In order to fully utilise the profound impact of higher education within the prison system, educational institutions and policymakers should prioritise addressing the challenges of motivation and financial limitations faced by incarcerated students. Ultimately, this will result in improved rehabilitation outcomes and a reduction in recidivism.

Providing convicts with access to higher education opportunities is a vital factor in rehabilitating them and reducing the probability of them committing further crimes. The case study explores the benefits of remote learning and online learning for incarcerated inmates, as exemplified by The Open University's program (The Open University 2019). Research has shown that offering jailed inmates the chance to engage in higher education can significantly reduce their likelihood of committing another crime. Another important part involves addressing the underlying factors that may have influenced an individual's criminal behaviour, such

as mental health disorders, substance abuse, or lack of social support (Bahr et al. 2010). Rehabilitation programs that include evidence-based therapies, counselling, and social services can help offenders acquire the essential skills and resources needed to successfully reintegrate into the community upon their release (Duwe and Clark 2014).

Furthermore, the inclusion of vocational training and assistance in job placement can greatly improve an individual's prospects of securing employment upon release, so playing a vital role in reducing the probability of reoffending (Lockwood et al. 2012). Rehabilitation programs can alleviate the economic influences that often contribute to criminal behaviour by providing offenders with important skills and aiding their integration into potential employment opportunities. Furthermore, the active involvement of the community and the establishment of strong support networks can significantly influence the rehabilitation process. By involving family members, mentors, and community organisations in programs, offenders can develop positive relationships and access the essential resources needed for a successful reintegration into society (Bazemore and Stinchcomb 2004).

Efficient rehabilitation and decreased reoffending rates are impacted by various factors and require a comprehensive strategy that precisely addresses the unique needs of incarcerated individuals. Rehabilitation programs could disrupt the pattern of imprisonment and facilitate persons in leading fruitful lives devoid of criminal activities through provisions such as access to advanced education, treating fundamental problems, offering vocational training and assistance in finding employment, and encouraging active participation in the community. One significant challenge encountered by jailed persons who became students is maintaining their motivation and perseverance in their academic endeavours. The prison environment can be discouraging and depressing, marked by limited access to resources, distractions, and a lack of educational support (Runnel 2009). To address this problem, instructors can employ the following strategies.

- ♦ To foster intrinsic motivation, educators should give priority to the goal of helping prisoners turned students understand the personal benefits of education and its ability to improve their life once they graduate (Runnel 2009). This can be achieved through the

provision of counselling and mentoring services, along with the presentation of successful graduates who have effectively employed their degree to secure employment and reintegrate into society.

- ♦ Consistent and positive comments on students' performance could help maintain their interest and engagement (Tewksbury and Stengel 2006). Teachers should offer positive reinforcement, identify aptitudes, and provide guidance for areas of improvement.
- ♦ Integrating experiential learning entails offering practical, hands-on learning experiences that are closely aligned with students' interests and career goals. Research conducted by Runnel in 2009 has demonstrated that this strategy effectively increases motivation and encourages active involvement. For example, occupational training programs or internships offer students the chance to witness and encounter the practical consequences of their study.

To address these financial concerns, the following solutions could be employed:

- ♦ In order to secure adequate financial resources, educators and administrators should aggressively seek and apply for grants, scholarships, and other funding options that are expressly designed for incarcerated children (Harlow 2003). This includes government programs, charity organisations, and partnerships with local community groups.
- ♦ Developing streamlined and cost-effective approaches for transporting and providing products and services, such as by using distance learning online courses and other technology-driven solutions, it is possible to significantly reduce the costs associated with traditional in-person instruction (Tewksbury and Stengel 2006). This can involve leveraging open-source content and exploiting pre-existing digital resources.
- ♦ Providing extensive assistance services that cover every facet of an individual's requirements. In addition to financial help, incarcerated students may require supplemental support such as academic mentoring, tutoring, and vocational counseling (Runnel 2009). These comprehensive programs can help students overcome challenges and increase their chances of reaching success.

In order to overcome the challenges of motivation and financial constraints experienced by jailed persons who turned students, it is imperative to implement a thorough and multifaceted approach. Educators and administrators must employ strategies that take into account both internal and external factors, including promoting intrinsic motivation, providing meaningful feedback, securing financial resources, and implementing effective delivery techniques. By employing these strategies, higher education institutions can better support incarcerated individuals in their pursuit of academic and personal growth.

Research Question

The study aimed to answer the following research question:

What is the influence of motivation and financial considerations on the experiences of incarcerated students studying through remote e-learning in a jail in Namibia?

METHODOLOGY

Data Collection

A purposeful sample of 12 inmates was selected based on their active participation in e-learning programs. The data collection approach entailed conducting audio-recorded interviews, which enabled a comprehensive analysis of the participants' experiences and perspectives. The interviews produced important qualitative data, which were then transcribed verbatim for study.

Data Analysis

The author obtained the exact word-for-word transcriptions of the interviews, which were conducted by a proficient transcriber fluent in English, for scrutiny. The author utilised an interpretive framework to analyse the transcribed material and gain a more profound comprehension of the experiences and challenges faced by the student inmates. This research enhanced the understanding of the participants' perspectives particularly focusing on the importance they attributed to their educational experiences throughout their incarceration.

RESULTS

Participant 1 said, "We are not having access to e-learning during the nighttime".

Participant 2 said, "We don't have more time for e-learning on a laptop".

Participant 3 said, "We do not have the resources like libraries and so on".

Participants also said, "Our minds were not trying to read more, we relied on somebody to explain or to facilitate the things so we could better understand". This is one of the factors which can discourage somebody from studying on their own, because it is difficult to understand.

Participant 4 said, "Lack of motivation from self, lack of motivation from let me say from the side of the institution".

Participant 5 said, "The other is lack of clarity whereby the lecturers either, the lecturers or the students' support staff has to offer if it is not clear between from their side for the student, it can also discourage the student".

Participant 6 said, "The factors that can discourage us are that we don't have time or keep the opportunity to ask questions that we don't understand at that time when you are doing your interviews".

Participant 7 said, "The distance mode is quite challenging, but it is doable. Especially financially, maybe you find that everyone wants to help you in the payments and sometimes you find some things that you cannot do on your own, especially in research".

Participant 8 said, "First of all it will be the internet, secondly the treatment from the officers also".

Participant 9 said, "The first one you find that sometimes people also associate us with the wrong people, for instance that you associate with the person who tried that but did not have the vision".

Participant 10 said, "If you associate with the right people. The factor that can discourage one, is once you do not have a device it is an internet device modem".

Participant 11 said, "First of all, and mostly it is contributed by the power shutdowns, especially those challenges are mostly around remote areas or urban areas where you have access to the internet".

Participant 12 said, "You know when there are power shutdowns, because of some security reasons one could not be accorded like the students who are outside. Firstly, financial constraints, sec-

only there is no support from your family, there is no other person who can assist you. Thirdly it is the bureaucracy. That is also part of the e-learning challenges that we have”.

DISCUSSION

One major challenge faced by incarcerated distance learning students is the restricted access to e-learning materials during specific time periods, especially at night (Participant 1 said, “We are unable to use e-learning at night”). The limited accessibility of resources can significantly hinder the learning process, as students may be unable to engage with course materials and activities at their desired time (Farley et al. 2016). Furthermore, students sometimes have a limited timeframe for participating in e-learning activities on their laptops. Participant 2 stated that they do not have any extra time available to allocate towards e-learning on a laptop. The time constraint faced by students presents a challenge in completing their homework and engaging with the course material in a productive manner (Pike and Williams 2021).

Distance learning students in prisons face the added challenge of having limited resources, such as the lack of libraries (Participant 3 said, “We have a shortage of resources like libraries and similar facilities”). The absence of physical and digital library resources can impede students’ ability to participate in research, obtain additional learning materials, and improve their understanding of the course topic (Huzar and Kassem 2022). Furthermore, students may encounter difficulties in autonomous learning and understanding due to inadequate facilitation and explanation. According to Participant 3, “We are not inclined to do extra reading. Instead, we prefer to rely on someone to explain and help us comprehend the content better”. Due to the absence of direct interaction and direction from instructors, students may encounter challenges in understanding the course material and resolving conceptual difficulties (Pike and Williams 2021). Lack of motivation, from both the individual and the institution, might hinder the attainment of success in distance learning programs within prisons (Participant 4 said, “Inadequate self-motivation, as well as a deficiency in institutional motivation”). The lack of institutional support and the individual’s own motivation might create a challenging environment for children to achieve academic excellence (Mohr and Shelton 2017).

Lack of explicitness in instructions and inadequate assistance from professors and staff might undermine students’ motivation. Participant 5 voiced their worry, claiming that ambiguous instructions from professors or support personnel can demotivate students. Efficient communication and assistance from the institution are crucial for the achievement of distance education in prisons (Huzar and Kassem 2022). Prisoners who are engaged in distance learning face difficulties in seeking clarification and receiving timely responses to their queries. Participant 6 emphasised this issue by pointing out that a discouraging factor is the limited time or chance to seek clarification during interviews. Students may encounter challenges in resolving uncertainty or misunderstanding when they lack immediate feedback and interaction with teachers (Pike and Williams 2021).

Financial constraints can pose a substantial barrier for jailed persons who became students engaged in distance learning. (Participant 7 said, “The distance learning approach is rigorous, but attainable”). Especially in financial problems, one may find that others are willing to help them with payments. Occasionally, one may come across certain jobs that they are incapable of completing on their own, especially in the field of research. The costs associated with course materials, equipment, and other considerations can limit the accessibility of remote learning for incarcerated individuals (Mohr and Shelton 2017). Furthermore, insufficient internet connectivity and disrespectful conduct from officers may undermine the morale of students (Participant 8 said, “The main concern is primarily the problem of unreliable internet access, followed by the unsatisfactory treatment from officers”). Limited and unstable internet connectivity, along with the antagonistic attitudes and actions of correctional facility personnel, can impede the educational progress of students engaged in remote learning (Huzar and Kassem 2022). Establishing relationships with the wrong people might impede the acquisition of knowledge (Participant 9, “At first, one may encounter individuals who tend to associate with a misguided group, such as those lacking a clear purpose”). Unfavourable social circles can significantly harm the academic progress and drive of jailed students who are pursuing distance learning (Mohr and Shelton 2017). In addition, the lack of internet-enabled devices can present a significant barrier (Participant 10 stat-

ed, “If you have connections with the right people...”). A lack of internet equipment, such as a modem, can be a deterrent for someone. Insufficient technology can limit students’ ability to engage with online course materials and resources (Farley et al. 2016).

Power outages, especially in rural areas, might impede the educational advancement of jailed students who are engaged in distance learning. According to Participant 11, power shutdowns, especially in isolated or urban districts with inadequate internet connectivity, are the primary causes that cause this hindrance. Unfavourable social circles can significantly harm academic progress and drive jailed persons who turn to students who are pursuing distance learning (Mohr and Shelton 2017). In addition, incarcerated distance learning students may experience demotivation as a result of insufficient familial support and bureaucratic hurdles. Participant 12 highlighted that power shutdowns, frequently enforced for security purposes, can hinder jailed students from accessing the same level of support as students who are not in prison. First and foremost, the main hindrance is a lack of sufficient financial resources. Furthermore, there is an absence of familial assistance. Furthermore, there is no accessible aid from any other person. In addition, the bureaucracy is another important factor. This is also a constituent of the challenges the students encounter in e-learning. Imprisoned individuals encounter extra challenges while attempting to engage in distance education because they lack a social network and must navigate complex administrative procedures (Pike and Williams 2021).

Participants in this study identified limited access to e-learning resources as a significant obstacle. Some participants were unable to use gadgets or the internet at night (Participant 1), while others faced restrictions due to limited usage time (Participant 2) or lacked access to libraries and educational resources (Participant 3). This result corresponds with the findings of Mdakane et al. (2024), who identified restricted internet access, inadequate infrastructure, and the lack of internet-enabled devices as primary barriers to e-learning in South African prisons. The digital divide, particularly within prisons, perpetuates educational marginalization (Mdakane et al. 2024).

A significant theme was the necessity for aided learning. Participants reported challenges in self-directed learning, depending significantly on elucida-

tions from instructors or facilitators (Participant 3). This difficulty underscores the significance of human assistance in digital learning contexts, especially for students with diminished academic confidence or computer competence (Berglund et al. 2025).

Participants consistently observed a lack of adequate motivation, both intrinsic and institutional. The institutional atmosphere, lack of incentives, and absence of acknowledgment for academic advancement sometimes diminish motivation (Gourgourini 2025). Participants noted ambiguous communication from lecturers or support personnel (Participant 5), which may hinder student involvement and result in uncertainty and disengagement (Reth and Seng 2025).

The absence of real-time contact, including the capacity to pose questions during assignments or interviews (Participant 6), together with budgetary limitations (Participant 7), were identified as substantial obstacles. Studies indicate that delays in feedback and the lack of synchronous communication hinder motivation among jailed students (Mdakane et al. 2024).

Social and environmental obstacles exacerbate the e-learning experience. Participants reported inadequate treatment by officers (Participant 8), affiliation with uninspired peers (Participant 9), and absence of essential gadgets such as modems (Participant 10). These parameters correspond with the findings of Ballaret (2025), who examined the impact of stigma and social dynamics on reintegration following incarceration.

Power outages (Participants 11 and 12), bureaucratic inefficiency, and insufficient familial support were further issues. Gourgourini (2025) asserts that erratic environmental factors and institutional rigidity impede academic advancement. The lack of supporting family structures can restrict emotional and logistical assistance, which is essential for academic perseverance (Ballaret 2025). Notwithstanding these challenges, certain participants regarded distance learning as “feasible,” emphasizing resilience and the significance of peer or familial support—underscoring a potential avenue for intervention via improved, human-centered support frameworks (Badejo and Chakraborty 2025).

CONCLUSION

The incarcerated students’ engagement in remote e-learning is predominantly influenced by

their motivation levels and financial circumstances. Motivation plays a crucial role in driving individuals to pursue education for the sake of personal growth, rehabilitation, and preparation for life after release. Their devotion to learning in the jail setting is significantly motivated by the desire to acquire knowledge, enhance opportunities, and attain a sense of normalcy. Conversely, financial constraints can either enable or impede access to educational resources and opportunities. Students who are incarcerated often have challenges in fully participating in e-learning programs due to their limited financial resources, which hinder their ability to obtain necessary resources, technology, and support services. Moreover, the financial strain of schooling could worsen the difficulties encountered by convicts, potentially resulting in decreased involvement or diminished graduation rates. In summary, motivation is essential in helping jailed students overcome the challenges of remote education. However, it is essential to address financial barriers to provide fair access and optimal outcomes for this specific population of students. By comprehending and resolving these challenges, educational programs can enhance their ability to meet the requirements of incarcerated students, therefore facilitating their rehabilitation and successful reintegration into society.

The testimonies provided by the participants underscore the primary obstacles encountered by incarcerated students who are involved in remote e-learning. An ongoing issue is the limited availability of essential resources, such as access to online learning at late hours, computers, libraries, and internet gadgets, which greatly impedes their capacity to study well. The lack of sufficient assistance from educational institutions and families intensifies these difficulties, making it difficult for students to maintain their drive. Moreover, the participants noted that ambiguous instructions from teachers and the lack of rapid opportunity to ask questions pose substantial obstacles to comprehending the content, perhaps resulting in irritation and deterring further investigation. These students have additional challenges in their academic journey due to financial limitations, electricity disruptions, and the treatment they receive from correctional officers. These factors worsen their situation. Notwithstanding these hindrances, certain participants recognised that although remote learning is difficult, it still remains a feasible choice for

resolute individuals. Nevertheless, to successfully overcome these challenges, it is imperative to tackle the underlying systemic problems pertaining to the availability of resources, support networks, and motivational factors. This will ensure that jailed students may fully utilise the advantages offered by e-learning opportunities.

RECOMMENDATIONS

Prisons should ensure uninterrupted availability of e-learning tools, even during nighttime hours. Policies should mandate the supply of e-learning tools and resources that align with students' schedules. One could consider prioritising either the construction of digital libraries or the improvement of physical library access in prisons. Policies should give priority to ensuring that research materials are distributed fairly to all students, regardless of their geographical location. Distance education programs should include structured facilitation sessions during which instructors can provide advice and explanation. Efforts should be made to establish policies that encourage regular interaction between students and educators. The policies should give priority to the importance of encouraging initiatives and offering institutional support for incarcerated students. This may entail providing incentives for outstanding academic performance or allocating additional resources for those who exhibit proactive conduct. Institutions must ensure that course instructions and communications are clear and tailored to meet the specific needs and constraints of the custodial environment. An effective approach may involve conducting regular evaluations to verify that students possess a comprehensive understanding of their academic content. Prison education programs should incorporate financial assistance, such as scholarships or subsidies, to offset the expenses related to course materials and technology. Additionally, policy should take into account the deployment of supportive strategies aimed at mitigating the financial difficulties faced by incarcerated students. Rules mandating universal access to critical technology, such as internet-enabled devices, for all students are crucial as a core aspect of their educational resources.

Institutions should investigate adaptable and non-synchronous learning technologies that can meet the temporal limitations of individual pupils.

Implementing offline viewing capabilities on laptops would be a pragmatic and logical approach. An efficient automated system that rapidly delivers course materials and supplementary resources to readily available devices could effectively address the issue of restricted access to conventional libraries. Introducing peer-led study groups or mentorship programs in correctional facilities may mitigate the absence of direct instructor participation, thus promoting a more cooperative learning atmosphere. Prisons should regularly provide stimulating courses and foster a hospitable atmosphere that motivates criminals to persist in their educational pursuits. In order to enhance students' understanding of their tasks and objectives, educational institutions may consider implementing clearer communication strategies and offering comprehensive support. Universities can collaborate with corporate companies to offer financial assistance or supply necessary resources, thus ensuring the inclusion of all students in remote education. To ensure that every child has the necessary resources to succeed academically, one possible approach would be to establish a program for lending gadgets or collaborate with technology companies to grant access to technical devices.

LIMITATIONS

The study was conducted in one prison in Namibia, and it cannot be generalised. The participants were males only.

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