

**Exploring work-related experiences of correctional officers in the Namibian correctional
service**



A report on a study project presented to

The Department of Social Work

School of Human and Community Development

Faculty of Humanities

**In partial fulfillment of the requirements for the degree Masters of Art in Occupational
Social Work**

Student: Diana Manga Chipango

Supervisor: Dr. Ajwang Warria

9 June 2016

DECLARATION

I hereby declare that this research report is my own original and unaided work and that I have correctly referenced all sources utilized. This research report has not been submitted previously for any degree or examination.

Diana Manga Chipango

ACKNOWLEDGEMENTS

I would like to extend my genuine appreciation and sincere gratitude to the following people who have all contributed in some manner to this research:

- To the Lord for his faithful love strengths, wisdom and knowledge and caring throughout my study journey and always having a victorious plan for me.
- My supervisor, Dr. Ajwang Warri, for her understanding and continued support throughout my studies as a supervisor and a mentor, for sharing her expertise and knowledge with me. Your guidance, support and encouragement motivated me and helped me grow as a professional.
- My family, most parent Charles, Linta, Daphne, Teddy, Joyline, Spencer, Donnel, without forgetting a woman that has supported me when I thought of giving up Mirjam Nampweya she has always stood by me when I needed her. Thank you for all your support, encouragement, and love and for keeping me in your prayers.
- To the Namibian correctional service for allowing the opportunity of conducting my study with its employees, a special thank you to the participants for sharing their life stories with me that have significantly contributed to the completion of this study.

DEDICATION

I dedicate this research report to all professional occupational social workers who are passionate about bringing about change in the lives of others and working towards improving the working conditions of employees in the workplace. I would like to further dedicate this research report to the Chipango family as this is the first masters in the family. It's ours not mine alone

LIST OF ACRONYMS

NCS	Namibian Correctional Service
OSW	Occupational Social work
EAP	Employee Assistance Programmes
PEF	Person –Environment-Fit
CO	Correctional Officer
CMO	Case Management Officer
CF	Correctional Facility
OC	Occupational Challenges
PIE	Person-in-Environment
USA	United States of America
HIV/AIDS	Human immune deficiency syndrome/ Acquired immune deficiency syndrome
SUPT	Superintendent
S/SUPT	Senior Superintendent
A/COMM	Assistant Commissioner

TABLE OF CONTENTS	Page
CHAPTER: OREINTATION TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE PROBLEM AND RATIONALE OF THE STUDY.....	2
1.3 SIGNIFICANCE OF THE STUDY.....	3
1.4 GOAL AND OBJECTIVES OF THE STUDY	4
1.5 RESEARCH QUESTION.....	4
1.6 RESEARCH METHODOLOGY	4
1.7 LENS OF APPROACH: Person-Environment Fit.....	5
1.8 DEFINITION OF KEY CONCEPTS	7
1.8.1 Occupational experiences	7
1.8.2 Correctional systems	7
1.7.3 Correctional Officers (Case Management Officers)	8
1.9 ETHICAL CONSIDERATIONS OF THE STUDY	8
1.10 LAYOUT OF THE STUDY	9
1.11 CONCLUSION	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 INTRODUCTION	10
2.2 BACKGROUND OF PROFESSION	10
2.2.2 Characteristics of the profession	11
2.2.3 Background education and training for correction officers	12
2.3 DEVELOPMENT OF INDUSTRY	13
2.3.1 Establishment of correctional agencies.....	13
2.3.2 Functional system	14
2.3.4 The structure of correctional work.....	14
2.3.5 Legislation.....	15
2.3.5.1 Establishment of Legislation.....	15
2.3.5.2 Operational Approach	17
2.4 CHALLENGES OF THE PROFESSION.....	19
2.4.1 Challenges experienced by correctional officers	19
2.4.1.1 Shift work.....	19

2.4.1.2 Supervision	19
2.4.1.3 Job Autonomy	21
2.4.1.4 Administrative practices	21
2.4.1.5 Role ambiguity	22
2.4.1.6 Role conflict.....	22
2.4.1.7 Lack of trust	23
2.5.3 The Impact of the challenges experienced challenges	23
2.5.3.1 Individual level	23
2.5.3.2 Group level.....	25
2.5.3.3 Organizational level.....	25
2.5.4 Coping mechanisms	25
2.5.4.1 Individual interventions	25
2.5.4.3 Organizational interventions.....	27
2.5.5 Interventions programmes designed for correctional officer.....	37
2.6 CONCLUSION.....	28
CHAPTER THREE: RESEARCH METHODOLOGY.....	29
3.1 INTRODUCTION	29
3.2 RESEARCH APPROACH	29
3.3 RESEARCH DESIGN	30
3.4 SAMPLING AND PARTICIPANTS	31
3.4.1 RESEARCH INSTRUMENT.....	32
3.4.1.1 PRE-TESTING THE RESEARCH INSTRUMENT	33
3.4.2 DATA COLLECTION PROCEDURE.....	34
3.4.3 DATA ANALYSIS.....	35
3.4.4 REFLEXVITY	36
3.4.5 ETHICAL CONSIDERATIONS.....	37
3.5.5.1 Do no harm	37
3.4.5.2 Confidentiality	37
3.4.5.3 Deception of participants	38
3.4.5.4 Informed consent	38
3.4.5.5 Anonymity	39

3.4.6 TRUSTWORTHINESS OF THE STUDY	39
3.4.6.1 Credibility	39
3.4.6.2 Dependability	40
3.4.6.3 Confirmability	40
3.5 LIMITATIONS OF THE STUDY	40
3.5.1 Sampling	40
3.5.2 Participants.....	50
3.6 SUMMARY OF THE CHAPTER.....	40
CHAPTER FOUR: RESULTS AND DISCUSSION ON FINDINGS.....	40
4.1 INTRODUCTION	41
4.2 DEMOGRAPHIC INFORMATION	41
4.3 KEY THEMES THAT EMERGED FROM THE DATA COLLECTED	42
4.4 DISCUSSION OF FINDINGS	43
4.4.1 Reason for becoming a correctional officer	43
4.4.2. Work Related Challenges experienced by correctional officers	48
4.4.3 Coping Mechanisms used by correctional officers	56
4.5 CONCLUSION	61
CHAPTER FIVE: MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS	62
5.1 INTRODUCTION	62
5.2 GOAL AND OBJECTIVES OF THE STUDY	62
5.3 SUMMARY OF THE FINDINGS OF THE STUDY	62
5.3.1 Reasons for becoming a correctional officer	62
5.3.2 Work-Related challenges experienced by correctional officers within the Namibian correctional service	63
5.3.3 Coping Mechanism used by correctional officers.....	63
5.4 RECOMMENDATIONS	64
5.4.1 Training.....	64
5.4.2 Occupational Social Work Practice	64
5.4.3 Research.....	65
5.5 CONCLUDING REMARKS.....	65

REFERENCES	66
APPENDIXES	84
LIST OF FIGURES	91
Table 1a.....	17
Table 4.1.....	52
Table 4.2.....	54

CHAPTER ONE

OREINTATION TO THE STUDY

1.1 INTRODUCTION

Correctional institutions all over the world have been and continue to experience overcrowding of inmates as a result of increased crime that is reaching alarming rates. Moreover, the majority of correctional bodies worldwide have gradually moved away from the traditional intervention of imprisoning convicted persons towards a more rehabilitative oriented objective of helping prepare inmates for social reintegration into society, which has led to changes in roles within the correctional bodies. Crime in Namibia seems to be on the increase (New Era, 2007). According to Smith (2012), records from the World Health Organization (WHO) database reported a 27.4 homicide per 100,000 inhabitants each year. Sources of crime in Namibian include, human trafficking, gender-based violence, rape, murder, robberies (houses and business), mugging and theft.

In response to the above-mentioned escalating crimes in the country, the criminal justice system in Namibia has been re-structured to enable correctional officers to effective the fight against crime. The Namibian criminal justice system includes several major sub-systems comprising public institutions and their staff such as the police, other law enforcement agencies, the prosecuting authorities in the lower and superior court departments and the correctional service. These institutions and individuals are tasked with enforcing the criminal law's uniformed rules and procedures in all 14 political regions of the country, through executing their respective mandates. The Namibian correctional service operates as an integrated part of the justice system with the ultimate goal of contributing to the protection of society by providing reasonable, safe, secure humane custody of offenders in accordance with universally acceptable standards in their rehabilitation, reformation and social reintegration as law abiding citizens (Nakuta & Cloete, n. d).

The Namibian correctional service is mandated to provide safe custody of offenders through rehabilitative interventions and ensuring their successful reintegration into the community (Prison Act of Namibia, No 9 of 2012). In implementing the Prison's Act, there were significant changes recommended by the Namibian correctional service, such as the name change, role

change, renaming of positions and changes in job prison wardens to correctional officers with the adoption of the correctional strategy. The offender risk management correctional strategy guides the design and implementation of the rehabilitation process (Thomas, 2010). When offenders are arrested by the police and sentenced by the courts they are sent to correctional facilities with the aim of removing them from society to serve a sentence of their crime and correction is further aimed at helping them address their criminogenic behavior through rehabilitative programs. Correctional officers are tasked with the responsibility of helping offenders adjust to the correctional environment and facilitate the rehabilitation process. According to Finney et al. (2013, p. 4), correctional officers are “the employees who are responsible for keeping the facility safe and secure, maintaining the population of inmates and helping to facilitate their rehabilitation”. Correctional officers (Case management officers in Namibia) have the central responsibility of assisting offenders through their rehabilitation process such as, help offenders set offender correctional treatment plans, motivate offenders during rehabilitation and assisting them re-establish contact with their families. They also help them establish and pursue their educational goals as well as attending to the daily challenges in the offender’s living units. It is against this background that the researcher studied work-related challenges experienced by correctional officers when performing their duties.

1.2 STATEMENT OF THE PROBLEM AND RATIONALE OF THE STUDY

The concern for employees’ wellbeing in the workplace has transformed with the focus shifting from just employees with challenges to focusing on every employee. Research shows that due to the remarkable changes in the correctional environment, restructuring of positions, roles and responsibilities these changes have resulted in an increase of job demands (Adams, 1999; Griffin, 2005; Liebling, 2006). Subsequently, job demands have been associated with work burn-out in individuals’ physical and mental resources in correctional services (Misis, Kim, Cheeseman, Hogan & Lambert, 2013; Morgan et al., 2012; Schaufeli & Peeters, 2000). As a result of such challenges, an increasing concern on the wellbeing of employees in high risk occupations have been observed in the most occupational sector with correctional services being no exception (Griffin, 2006).

A number of studies focusing on the field of corrections have managed to identify the challenges experienced by correctional officers looking at burnout and job satisfaction in the United States of America. (Morgan, Van Haveren & Pearson, 2002; Senter, Morgan, Serna-McDonald &

Bewley, 2010), the job demands and the resulting occupational stress in Australia (Brough & William, 2007; Finney, Stergiopoulos, Hensel, Bonato & Dewa, 2013; Marzuki & Ishak, 2011; Millson, 2000). Extensive research has been carried out in South Africa with specific focus on correctional facilities and not necessarily on correctional officers' experiences. Some of the recent studies conducted include prisoner rehabilitation (McAree, 2011), women's pathways to crime, incarceration (Arts, Hoffman-Wandered & Moul, 2012), offender rights during rehabilitation (Muthaphuli, 2008) and, prison privatization (Goyer, 2001). Literature search on studies conducted on correctional officers in South Africa indicates that research with or on correctional officers has focused on the psychological strength of correctional officers (Botha & Pienaar, 2006), challenges facing probation officers working with juvenile offenders (Volsak, 2000) and the professional role of correctional officers in rehabilitating offenders (Gumada, 2007; Mambi, 2005; Matetoa, 2013).

In Namibia, research on occupational challenges has mainly focused on HIV/AIDS in the workplace (Namibian Employees Federation, n. d), health workers (Iipinge, Hofmiek, Van der Westhuizen & Pendukeni, 2006), personal and work related problems of employees at the social security commission (Shigwedha, 2010) and occupational health challenges within Uranium institute (Swiegers 2012). Studies conducted within the correctional service have primarily been on the workforce training and development within the sector (Metsola, 2007). There is very little research on occupational experiences of Namibian correctional officers yet it would be crucial to understand the complexity realities that they experience within their work environment. This is the knowledge that this study seeks to fill.

1.3 SIGNIFICANCE OF THE STUDY

Occupational social work interventions are designed to be responsive to the dynamic changes of the workplace in an attempt to keep the workplace a vibrant and functioning organization (Nalini, 2011). The proposed occupational social work study strives to establish an understanding of the occupational experiences of correctional officers in Namibian. This research study was aimed towards enhancing the responsiveness of the Namibian correctional service to the occupational challenges experienced in a manner that creates a conducive balance in an employee's life both at work as well as at home. In addition the proposed study was aimed at laying a foundation for further research in the area of occupational social work. Furthermore,

it is anticipated that the recommendations will be useful in the development of effective occupational interventions for correctional officers within the Namibian correctional services.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to explore the work-related experiences of correctional officers at a correctional facility in Namibia. To achieve the above-mentioned aim, the following study objectives were formulated:

- i) To explore correctional officers' motivation for joining the Namibian correctional service
- ii) To explore work-related challenges experienced by correctional officers working in a correctional facility.
- iii) To investigate the coping mechanisms used by correctional officers in a correctional facility.

1.5 RESEARCH QUESTION

What work-related experiences do correctional officers encounter in their workplace?

1.6 RESEARCH METHODOLOGY

In an effort to explore work-related challenges encountered by correctional officers in Namibia, a qualitative explorative research was employed in this research. A case study research design was used. The sample consisted of 14 participants drawn from a correctional facility located in North East Namibia.

In-depth semi structured individual face to face interviews were conducted with participants. A voice tape recorder was used to collect the shared data. To ensure triangulation in the study, four key informants were interviewed. The research tool used in the study was pretested using one correctional officer who was excluded from the actual study. The participants may have provided a social desirable response; the researcher works for the same organization has a more senior position and is a social worker by profession. The provision of desirable responses might have been a way of voicing their challenges to senior management on the work related encountered at grass root level. The collected data was transcribed in verbatim and thematic analysis was used.

1.7 LENS OF APPROACH: Person-Environment Fit

According to Edwards, Caplan and Harrison (1998), the fundamental premises of the Person-Environment theory (PIE) arises from the disjuncture between the person and the environment. The core elements of the theory depicts two basic distinctions central to PIE fit. The first one and most basic distinction is between the person and the environment which is the prerequisite causation between the person and the environment. The second distinction is between the objective and subjective representation of the person and environment. In addition a good fit usually results in positive outcomes for the employees and the organization whereas a poor fit generally results in negative outcomes

The misfit of the PIE theory within the subjective P-E leads to two sets or outcomes. One set of outcomes comprises psychological, physical and behavioral strains defined as deviations from normal functioning. The psychological strain includes dissatisfaction, anxiety, dysphonia or complaints of insomnia or restlessness. On the other hand, the physiological strains include elevated blood pressure, elevated serum cholesterol, and compromised immune system and functioning behavioral symptoms of strain include smoking, overeating, absenteeism, and frequent utilization of health care services. The cumulative experiences of strains over time can lead to mental and physical illnesses such as chronic depression, hypertension, coronary heart disease, peptic ulcer and cancer, (Salleh, 2008). Conversely, sustained good P-E fit can produce positive health outcomes.

The second set of outcomes involves efforts to resolve P-E misfit of coping and defense. Coping entails efforts to improve objective P-E fit either by changing the objective person or the objective environment. For example, a person experiencing excess work demands may seek training to enhance his or her abilities or attempts to negotiate a decreased work load with his or her supervisor.

Defense involves efforts to enhance subjective P-E fit through cognitive distortion of the subjective person or environment, without changing their objective counterparts, (Edward et al. 1998). A person may respond to role overload by overestimating his or her abilities or downplaying or ignoring excess demands. In addition the defense may include the denial of experienced stain, such that the person acknowledges subjective P-E misfit but discount its resulting negative impacts on health. Defense mechanisms such as denial can be adaptive, particularly when the objective person and

The P-E-F from the perspective of the person and the organization, the person's functioning and survival depends on the fulfillment of needs, the effectiveness and of an organization depends on the fulfillments of demands in places on its employees. These demands are manifestations of the needs of the organization, and employee abilities may be viewed as supplies by which the needs of the organization may be translated into position descriptions that articulate specific job demands and human resources personnel may seek to fulfill these needs by attracting, selecting and relating a supply of qualified employees. Analogously, needs expressed by employees place demands on an organization and supplies received by employee reflect the organization's ability to meet these demands. Thus organizations that are able to meet demands that signify salient employees needs may experience less turnover than organizations that cannot meet these demands, (Beauregard & Henry, 2009).

According to Ahmad (2010), the P-E-F embodies the attitudes, behavior and other individual level outcomes results not from the person or environment separately, but rather from the relationship between the two, (Caplan, 1987). Organizations and their members thus have a fundamental stake in how well characteristics of the person and the environment of the organization fit one another. In addition, organizations strive to select persons who will best meet the demands of the job, adopt to training and change in the job demands and remain loyal and committed to the organization. While on the other hand, prospective employees wish to join organizations which utilize their particular abilities and meet their specific needs. The achievement of these goals in a systematic manner requires a taxonomy of characteristics of actual and potential organizational members and of the organizational environment and its tasks, (Caplan, 1987).

The (P-E-F) theory was useful in exploring and understanding the work-related experiences encountered by correctional officers. The study used of the P-E-F theory in an attempt to create a theoretical understanding of the work-related experiences and challenges encountered by correctional officers. In addition, the study focused the theoretical discussion to the P-E-F theory which specifically pays attention towards the fit between the employee and the employment. Further, the study aimed to establish the impact the misfit has on employees as a result of the environment (Cornhell, 2006). The divides between Micro and Macro issues or personal and social issues could become less distinct as the interaction between the individual and the environment are fully integrated. The (P-E-F) fit theory lays a foundation for the relationship

between a worker and the employing organization and helps explain the perceptions, attributes, views, intentions and behavior of correctional officers. There need to be congruence between the attribute of the person and the environment. The Person and Environment theory is based on an interactional perspective, states that an interaction between an individual and their environment helps shape various outcomes.

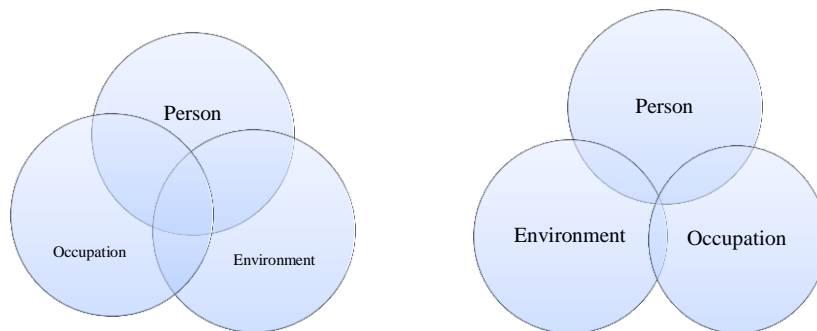


Figure 1 (a) Maximized fit,

(b) Minimized fit

The theory further explains that the closer the overlap between the three components, the greater the balance in a person's occupational performance which reflect a maximized fit. On the other hand a narrow overlap in the three components influences a lower balance in a person's occupational performance indicating a minimized fit in the environment.

1.8 DEFINITION OF KEY CONCEPTS

1.8.1 Work-related experiences

Occupational experiences may be seen as individually crafted distinct and uniquely felt experiences that are purposefully chosen by individuals to achieve and shape identity. Occupations allow expressions and reconstructions of those identities and may be restorative; promoting a sense of rejuvenation that extends beyond the time of participation. On the other hand, in the absence of occupation, individuals may struggle with identity loss, (Watters, Pearce, Backman & Suto, 2013). In this study, occupational experiences explored were those experienced by the correctional officers and their coping mechanisms employed.

1.8.2 Correctional systems

Corrections encompass secure detention facilities like jails and prisons, but the term includes programs and personnel. Probation and parole, rehabilitation training, counseling, restorative justice and drug- and alcohol-therapy encompassed programs are all contained within the broad

meaning of corrections (Christensen, 2008). The establishment of correctional systems was with the purpose for corrections to separate criminals from the society in which they would operate. Correctional systems operate as part of the criminal-justice system, providing housing and rehabilitative programs for offenders who have been convicted of crimes that necessitate the loss of freedom for the offender.

1.8.3 Correctional Officers (Case Management Officers)

According to the Namibian Correctional Service Act No 9 of 2012, a correctional officer is an individual responsible for the custody, safety, security, and supervision of inmates in a prison or any other correctional facility. According to Matetoa, (2013) a correctional officer is defined in view of the skills and competencies that he/she is required to possess. Traditionally, terms such as “jailer”, “jail guard”, “prison guard”, and “turnkey” were used to refer to a corrections officer. In this study, correctional officers are officials employed by the correctional facility and are responsible for the care, custody, and control of individuals who have been arrested and are awaiting trial. Correctional officer are officers responsible for the complex role of performing guarding duties whilst also playing a supportive role to the case management officers through making close observation on offender behavior. Case management officers are equally trained officers but are primarily responsible for facilitating the rehabilitation process of offenders. In this study correctional officers and case management officers are used interchangeably.

1.9 ETHICAL CONSIDERATIONS OF THE STUDY

The main ethical considerations adhered to in this study were inclusive of avoiding harm, confidentiality, deception of participants, informed consent and anonymity. The research participants in this study were made aware of the study’s purposes. The participants in the study were issued with consent forms which were explained to the participants before the interview. Additionally participants’ concerns were addressed before the interviews process and the participants were informed that they could withdrawal from the study at any point of the process and that their withdrawal will not have any repercussions. Counseling services were made available for participants who might become emotionally distressed during the study. For the purpose of this study the researcher was granted ethics clearance by the Witwatersrand (Appendix A)

1.10 LAYOUT OF THE STUDY

Chapter one provides an introduction and orientation of the study, with an overview of the rationale of the study.

Chapter two discuss the literature reviewed on the history of correctional occupation, the transformation of the industry, the workplace environment and the challenges of the work environment in Namibian and elsewhere.

Chapter three describes the research designs and methodology that was utilized in the study.

Chapter four presents and discusses the analysis of the data and makes an association with the literature discussed in chapter two.

Chapter five describes the summary of the findings from the study, conclusion and the recommendations that will be forwarded to the Namibian correctional service in relation to the experienced workplace challenges by correctional officers.

1.11 CONCLUSION

This chapter provided an overview of the study by discussing the problem statement and the rationale that highlighted the limitation from previous studies exploring experiences of correctional officers in modern correctional settings. Furthermore, the chapter introduced the aim, objectives and research questions guiding the study. A brief description of the research methodology and ethical considerations were discussed in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of the theoretical and empirical studies that are related to this investigation. This review is aimed at exposing the gap in knowledge that this study intends to fill. The social structures of correction are changing drastically around the issues of offender demographic and the inmate rights movement. The demographic of corrections once again mirror the deep rooted social problems that correctional agencies and correctional staff are increasingly being asked to address (Maghan, 2002). Problems such as overcrowding, gang activities, institutional violence, complexity of operational technology, and insufficient training are listed as key factors in the increasing work-related stress of correctional officers (Misis et al.2013 & Morgan et al, 2002). Many officers and staff find correctional work to be stressful now than ever before, (Mashabela, 2008). Likewise, Christensen (2008) notes that modern corrections environment, no matter by choice or circumstances confines both its employees and imitates.

Corrections no longer operate on a closed system but instead they need to be able to anticipate change and respond rapidly. The bi-polar prisons of the past have been transformed into tri-polar corrections consisting of inmates, officers, and administration drawn together in the interplay of new generation custodial exigencies. This is aimed at making provision for the accommodation of both the internal employees and external communities' concerns, (Micieli, n.d). There is an emergent and important awareness of the organizational development of modern corrections, with regards to the conditions of confinement of inmates and thus the conditions of work for correctional officers and staff, providing a vital framework in the building a workforce that better serves the mission of corrections, maintaining secure, safe, treatments, and humane correctional facilities, (Christensen 2008; Matettoa, 2013; Moon & Maxwell, 2004 & Peak, 2007).

2.2 BACKGROUND OF PROFESSION

According to the Namibian Correctional Service Act, (2012) a correctional officer is a member of the correctional service responsible for the safe custody of offenders. According to Farkas and Manning (1997) correctional officers can be categorized into five types of correctional officers, rule enforcers, hard liner, people worker, synthetic officers, loners, lax officers, with

each basing their orientation towards the rule of enforcement. Within the Namibian context, correctional officers are mainly distinguished by their direct line of work (Correctional Service, 2012). According to Christensen (2008) Finney, Stergiopoulos, Hensel, Bonato and Dewa (2013) and Maghan (2002) correctional officers are regarded as the employees with the primary responsibility of keeping the facility safe and secure, maintaining the population of inmates at the same time helping to facilitate their rehabilitation.

2.2.2 Characteristics of the profession

Correctional staff are the driving force of any correctional facility Hogan, Lambert & Wambold (2006; Hogan, 2005). In addition correctional officers occupy a unique work environment that presents hostile inherent job danger, shift work and mandatory tasks (Cheeseman & Downey, 2012; Lambert, Hogan, Camp & Ventura 2006). This thus makes correctional officers the heart and soul of any correctional facility, further making them crucial for the success and failure of the institution, as they are in the forefront of implementing the designed policies and directives. They form a workforce responsible for the myriad of tasks and duties that need to be accomplished in order for a correctional facility to function effectively (Lambert & Hogan, 2010). According to Moon and Maxwell (2004) and Peak (2007) correctional officers play a vital role in the lives of inmates because of their direct and prolonged interaction. Correctional officers are mainly responsible for maintaining a humane environment in prisons and jails through their daily interaction with inmates and provide significant insight into the problems of prisons and inmates (Atkin-Plunk & Armstrong, 2013; Lambert & Hogan, 2010; Pollock, Hogan, Lambert, Ross & Sundt, 2012).

According to Farkas & Manning, (1997) correctional work is regarded as people work with its primary tool being that of working with human behavior as well as exercising good judgment. Moreover, correctional officers are confronted with an array of inmate personalities, portrayed and evidenced by their behavioral style. Hence, this requires a correctional officer to be knowledgeable and understanding of human behavior and cues. Officers are expected to be alert to cues which may indicate a potential disturbance, conflict, assault, or suicide (Farkas & Manning, 1997). Correctional work is adversarial and conflicting in nature with officers and inmates placed in oppositional roles. It is crucial for prospective correctional officers to have the much needed training that enables them to perform their duties more efficiently and to achieve the expected results by their employer. Therefore the employment of untrained individuals could

cause more harm than good in the modern correctional settings were interaction between officers and offenders are expected to yield pro-social behavior in offenders. As working in a correctional setting effective interactive and communication skills that will enable to correctional officers to interact with offenders. (Farkas& Manning & 1997, Maghan, n.d).

In addition, correctional officers are primarily concerned with overseeing that instructions are undertaken and procedures adhered to timeously (Misis et al. 2013 & Griffins, 2005). The daily regimen consists of a correctional officer, routines, rituals of subordination and domination – these establish patterns of subordination and domination for inmates and officers. Moreover, this is what sets correctional officers apart from other occupations as correctional officers are engaged in guiding, mentoring, facilitating, developing and overseeing offenders (Hemmens & Stohr, 2000). Correctional work is full of uncertainty and unpredictability in which correctional officers are faced with fear and risk of unpredictability on the job (Farkas & Manning, 1997; Hogan, Lambert, Jenkins & Wambold, 2006). It has been noted that correctional agencies/occupation can be a problematic, antagonistic environment in which tension is exacerbated by temptations, challenges, provocations, and even justifications (Finney et al. 2013).

In light of these observation, correctional officers identify organizational factors such as assignment of conflicting roles, ambiguity over duties, and safety concerns as aspects they experience as challenges (Griffins, 2005). Correctional officers working in these unique institutions are faced with the constant strain presented to them by the negative work environment that often results in elevated levels of stress. Armstrong and Griffin (2004) and Lambert and Hogan (2010) explain that occupational-related stress occurs as a result of stressors encountered in the work environment for extended periods of time thereby having numerous negative effects on correctional officers. This was however not yet established within the Namibian context, this is an area the study aimed to explore

2.2.3 Background education and training for correction officers

The criminal justice reformers have suggested that education enhances professionalism of a workforce. Education would significantly allow officers to have more positive interactions with supervisors, coworkers and inmates. In additional this will enhance their abilities to deal more effectively with ambiguities and complexities inherent in the correctional work environment

(Cheeseman & Downey, 2012). In corrections service interpersonal skills can be used to develop relationships, reduce tension, and defuse crises, (Farkas & Manning, 1997).

According to Hartas (2011) and Jurik (1985), correction workforce was a male dominated work environment of uneducated officers with a rural background. The incorporation of rehabilitative functions into the corrections has encouraged the recruitment of college trained staff, preferably individuals who have completed a bachelor's degree (Tomul & Polat, 2013 & Rouse Barrow, 2006). While little literature establishes the educational levels of correctional officers, evidence reflects that the correctional workforce was initially established with the aim of isolating criminals from society and punishing them for their wrong doing (Armstrong and Griffins, 2004). As a result no educational qualification was needed. De Serf (2002) and Kainuwa and Yusuf (2013) indicates that the requisite standards entailed physical strength that would be necessary in the maintenance of order and enforcement of the law.

However as correctional agencies have been evolving in to the modern correctional setting observed where rehabilitation and intervention are to be administered to offenders, there has been an increased incorporation of professionals in the occupation (Maghan, 2002). There has been numerous changes in correctional services aimed at the integration of rehabilitative approaches in correctional institutions. As a result correctional officers are encouraged to have an educational background in the field of criminal justice, criminal law and human science related fields of study such as social work, sociology and psychology (Matettoa, 2013).

2.3 DEVELOPMENT OF INDUSTRY

2.3.1 Establishment of correctional agencies

Early during the colonial era criminal laws involved punishments that were public and involved either quick corporal, tortures or more prolonged humiliation, inflicting pain. Punishments were designed, predominantly to humiliate the offender (Meskell, 1999). Historically corrections was a male dominated work force. This has changed with the force transforming into more gender-diverse workforce (Lambert, Hogan, Alzheimer & Wareham, 2010). Before the mid-1980's evidence show that correctional officers came to work primarily as a blue-collar alternative, (Maghan, 2002). After some relatively good-paying blue-collar work disappeared in communities most individuals were left with little alternatives but prison work (Hemmens &Stohr, 2000, Maghan, McLeish-Blackwell, n.d).

These changes include the recruitment of people from minority communities and women to correction (Jurik, 1985). However, this work environment, regardless of the significant transformation that has taken place continues to be a male dominated occupation because of the high probability of assault between correctional officers and the inmate population.

2.3.2 Functional system

Correctional service nowadays is aimed at correction, through helping individuals who are in conflict with the law who, need to be taught how to be more socially cooperative and generous within their communities (Maghan, 2002). Correctional service serves as a constant threat against all who would oppose what government and corporations do with our collective resources. The administrative and correctional responsibilities of prison wardens are vast and include a wide array of components for which prison wardens are held accountable for by correctional executives (Atkin-Plunk & Armstrong, 2013). The correctional officer's role is much more demanding, broad and rich; being the front line staff they are engaged in guiding, mentoring, facilitating, developing, and watching inmates, moreover engaging social service duties (Hemmens & Stohr, 2000).

Corrections rarely operate solely on the organizational goal of custody with the inexistence of treatment (Hepburn & Albonetti, 1980). Most correctional facilities today combine elements of custody and treatment and the major distinction revolves around the degree to which the treatment goal approaches takes priority over the custody goal. While corrections officers are expected to control inmate behavior they have increasingly been expected to engage with social services such as helping inmates cope with problems associated with incarceration, as well as managing and administrating rehabilitative programs (Jurik, 1985; Moon & Maxwell, 2004).

2.3.4 The structure of correctional work

Correctional agencies function in a bureaucratic fashion; they are hierarchical, paramilitary in character, rule- oriented punishment centered and carry out control largely through informal, negotiated interaction (Richard & Johnson, 2005). Structurally correctional officers are confined to a single physical environment or ecological setting with more or less same types of people, if not exactly (Peak, 2007). Correctional work has a structural aspect that distinguishes it from other occupations, the hierarchical chain of command with its rank structure being a primary divisive factor. Corrections are organized in a bureaucratic fashion with extensive, detailed rules and regulations and documentation of any and all functions. Decision making is centralized

within the organization with those in upper levels of management issuing directives and communication concerning policies and procedures to their subordinates. In short it functions in a top down fashion, (Peak, 2007).

In correctional work there is an administrative emphasis with strong military overtones, such as distinctions of status, rank, chain of command and privileges. The organization encourages homogeneity of its members through uniformity in dress and work actions, conformity to rules, regulations and procedures (Kirke, 2010). The uniformity represents rank and divineness among correctional officers, the assignment of a uniform or a uniform style of formal structure. The ranks shape views about work, sentiments and values (De Camarog, 2012; Maghan et al, n.d; Siebold, 2007 & Richard & Johnson, 2005).

Correctional officers exercise wide discretion in solving inmate problems and handling inmate misbehavior. Correctional officer authority over inmates is legitimate according to prison rules and regulations. The official authority of officers has its bases in legitimate power, which provides its incumbent with the formal authority to command (Corrections Act, 2012). Discipline parallels are that of the military, the line officer is scrutinized as closely as the inmate under his surveillance. The correctional organization does not exist in a vacuum. Its processes are shaped and guided by actors beyond the control group, families of inmates, legislative bodies, however the media and the courts are some of the major external groups which contain the policies and decisions of prison administrator.

2.3.5 Legislation

2.3.5.1 Establishment of Legislation

Correctional staff are agents of the criminal justice system; they constitute a major portion of the criminal justice employees (Lambert, 2003). The Namibian correctional service forms part of criminal justice system which is governed by the Namibian Constitution of the Republic of Namibia. The country adopted a constitution which is the principle of constitutionalism, the rule of law and respect for the human rights of the individual. All other laws in Namibia trace their legitimacy and source from the Constitution (Amoo & Skefter, 2006). The Namibian Constitution empowers the President to appoint and dismiss the chief of the Defense force and the Commissioner General of Corrections. The Namibian constitution creates more of a hierarchical system than parallel with the constitution being the highest in the hierarchy, then legislations followed by customary and common law on the same tier.

The criminal justice system that forms part of the constitution is a set of legal and social institutions that enforce the criminal law in accordance with a defined set of procedural rules and limitations. The criminal justice system includes several major subsystem, composed of one or more public institutions and their staff, namely the police and other law enforcement agencies, prosecuting authorities, the lower and superior courts as well as the department of correctional service. The legal and social institutions are responsible for enforcing the criminal law thus apply uniform rules and procedures in all 14 political regions of the country in executing their respective mandates (Nakuta & Cloete, n. d). The Namibian correctional service operates as an integrated part of the justice system with the ultimate goal of contributing to the protection of society by providing reasonable, safe and secure humane custody of offenders in accordance with universally acceptable standards in their rehabilitation, reformation and social reintegration as law abiding citizens (Nakuta & Cloete, n. d).

The Namibian correctional service under the criminal justice system has the legal custodial responsibility for the correcting the sentenced persons. The correctional service is guided by the Corrections Service Act, No 9 of 2012, Commissioner General's directives and Chapter 3 of the Constitution. The Namibian correctional service was established in 1995 after the post-colonial error of the South African government. Under which the prison were administered under the South African Prison Act 1952. The Apartheid prisons operated on a theory of retributive punishment inherited from the German colonial period. Force served as the primary tool of implementing and upholding the punitive philosophy (www.legislation.gov.uk).

The Namibian correctional service previously known as the Namibian prison service had the primary mandate of being the custodian of offenders legally put under its charge, through administering the court imposed sentences of the offenders. The role of the Namibian correctional service expands to the outside community where the service administrator post-sentence supervision of the offenders (www.ncs.gov.na). Soon after Namibia's independence in 1990, the Namibian prison administration operated under the jurisdiction of the Ministry of Justice and later moved to the Ministry of Home Affairs. A Ministry of Prison and Correctional service was later established in response to concerns of overcrowding and in an effort of doing away with the harsh disciplinary measures that were in place and try and introduce measures of corrections based on the principles of rehabilitation and reform in an effort to move away from a system built primarily on punitive objectives (Legal Assistance Center, n.d).

As a result, of the Prison act no 17 of 1998 was enacted in order for the service to effectively meet and ground itself in its mandate which is the rehabilitation of offenders. Amendments of the Prison Act of 1998 were, changes of words under section 1, 1.1 of the act such as “feters” known as chains of which their use was ruled as unconstitutional by the supreme laws, 1.2 the insertion of the definition of terms offender and inmate, as these terms were favorably in use worldwide against prisoner that is regarded to have a negative connotation, that it is being associated with past punitive characters and objectives of prison. In addition, section 51 (a) of the Amendment Act of 1998 outlines that the prison service will provide a range of rehabilitation programmes designed to address the needs of prisoners and contribute to their successful reintegration into society. Changes were also made towards the naming of prison “members” to officers in order to secure consistency in the Act. Other sections in the amendment Act focused on clearly outlining functions, replacement of sections of the act and roles of officers and institutional boards in the administering of functions.

A new act Service Act No 9 of 2012 act was passed in 2012 and enforced as of the 1st January of 2014. Significant changes are observed in this act such as the change in organizational name from “Namibian Prison Service” to the “Namibian Correctional Service” and renaming of staff titles from “officers” to “correctional officers”. The inclusion of additional roles and functional of correctional officers in line with rehabilitation and reintegration objectives of offenders are observed in the Correctional Service Act, (2012). As a result of passing this act, emphasis was placed on employing professionals and advancing the training of correctional officer to understanding human behavior.

It can be noted that there has been a continuous evolving within the service with regards to its goals and objectives since the establishment of correctional service. The changes have not only been observed in the renaming of the organization but also the functions of the correctional officers from purely punitive security functions to more rehabilitative approaches.

2.3.5.2 Operational Approach

Most correctional facilities worldwide today are moving towards the combined elements of custodial and treatment approach of dealing with offenders with the major distinction revolving around the degree to which the treatment goal takes precedence over the priority of the custody goals (Hepburn, Albonetti, 1980). Namibia along with most correctional agencies worldwide are transforming towards the approach of correcting offenders through rehabilitation.

The organization has adopted an evidence based approach in corrections namely, the “Offender Risk Management Correctional Strategy” which is embedded within the Risk-Needs Responsivity Model (Thomas, 2010). Where offenders upon admission are assessed in order to determine the criminogenic risk and need factor. The focus is on addressing these needs through the cognitive- behavioral treatment approaches (Thomas, 2010). The offender risk management correctional strategy guides the design and implementation of the rehabilitation process (Thomas, 2010). Ward and Maruna (2007) highlights that the concept of risk refers to the possibility of harmful consequences occurring.

In the criminal justice process, risk assessment is the process of determining an individual’s potential for harmful behavior towards him/herself or others. The strategy is aimed towards addressing dynamic risk factors that are responsive to change such as sexual interests/sexual self-regulation, pro-offending attitudes, social affective functioning. While acute dynamics risk factors are those that change and fluctuate from one situation to another such as mood states as well as substance abuse that often signals the onset of offending.

The “Needs” concept explains that an individual whose needs are not met might be said to be at risk of harm, as unmet need is in some ways a harm in itself. As having a need reflects the lack or deficiency of some sort that could influences a negative behavior, (Ward & Maruna, 2007). This high level of need involves peak experiences, creative pursuits, becoming all that one can be. Criminogenic needs include pro-offending attitudes, aspects of anti-social personality, poor problem solving abilities, substance-abuse problems, high hostility and anger as well as criminal associates, (Ward &Maruna, 2007).

Lastly the concept of Responsivity is concerned with how an individual interacts with the treatment environment, covering a range of factors and situations, this involves an individual’s motivation to engage in therapy and to commit to change (Ward & Maruna, 2007). The responsivity principle states that correctional programs should be matched to the offender’s learning style, level of motivation and personal and interpersonal circumstances. As a result it is imperative to select interventions that are capable of facilitating the desired change.

2.4 CHALLENGES OF THE PROFESSION

2.4.1 Challenges experienced by correctional officers

2.4.1.1 Shift work

As a result of constant changes in correctional objective, there is an increased need for more correctional officers and a high expectation to function raising offender capacity and such an increase in the system has resulted in high demand for staffing to which the shortages have become a major concern (Swenson, Weseleski & Hartl, 2008). Shift work has always been an aspect of the correctional system, however due to the increase in inmate's ratio and the demand for ensuring safe custody correctional officers need to be on guard around the clock (Swenson et al 2008). This type of coverage requires fixed and rotational shifts, which has made unique demands and attributed to stress on correctional officers who must be alert when they should be sleeping (Lambert et al., 2006).

Correctional officers need to be mentally and physically alert at all times when inside the perimeter of the correctional institution. Officers are significantly faced with having their integrity constantly tested by the population that they need to safeguard. While at home domestic affairs are not only the reciprocity of their stress, as such individuals tend to release their tension triggered by the stress of work at home, enforcing tightening disciplines at home and spending less time at home on their days off (Micieli, 2008).

2.4.1.2 Supervision

The correctional environment is charged with the central task of supervising and securing the unwilling and potential violent population. Supervisors are the first and most frequent level of management that most correctional employees encounter suggesting that the nature and quality of supervision shapes how one perceives and manages what is expected of them moreover how they perceive their work environment (Lambert, Hogan Altheimer & Wareham, 2010). The poor execution of supervision towards the line staff in corrections often leads to strain and ultimately to burnout (Lambert, Hogan, Barton-Bellessa, 2012). In addition, low levels of work support defined by such environmental characteristics as involvement with work, co-work cohesion, on roles and other climate characteristics can have a negative impact of an employees work moral as well their socialization within the organization (Waters, 1999) Supervision is thus an important aspect of work environment.

Lambert et al, (2012) However the quality of supervision seems to be a challenge and limited service for correctional officer due to a number of factors as a result of their unique occupation, as often supervision is used for reproaching and for discipline rather than providing support. Lambert (2004) highlights that the quality of open and supportive supervision has been associated with higher levels of job satisfaction among correctional officers across a wide range of correctional settings. Supervision in correctional settings tends to have positive and negative impacts on correctional officers as individuals as well as their quality of work, (Bensimon, 2010). It can be argued that the unclear purpose and use of supervision have an influence of how employees function and further affect how they seek out for support from their supervisors, as most would opt to continue working in isolation and unguided out of fear of seeking supervision that would result in their own reprimanding.

In addition a positive attitude toward supervisors was positively correlated with job satisfaction among staff members with an increased work moral, good quality of work and an improved perception of their work environment, (Waters, 1999). Furthermore the inconsistency and poor communication in terms of supervision have been identified as sources of job dissatisfaction, low morale, and negative perception of the work environment. Poor supervision can have an influence on the reduced quality of work and increased work demands, thus leading to the burnout spreading from one employee towards other employees, creating a looping cycle (Mitchell, Mackenzie, Styve & Gover, 2006). Moreover, supervision is aimed at providing guidance, direction, control and feedback to employees. As such, supervisor trust is critical, as it has a negative association with emotional exhaustion, depersonalization and feelings of being ineffective at work if one is not able to meet the supervisor need, (Paoline III, Lambert & Hogan, 2006).

Supervisor support and supervisory consideration aims to help reduce the stress for correctional officers and allow staff to form more positive views of their jobs and to bond with the organization (Lambert & Hogan, 2012). Positive supervision support helps form good relations with coworkers that can help buffer staff from stress caused by the challenges encountered in the workplace. It is further noted that the integration of employees into the organization improves work experience when they have healthy support structures in place (Lambert & Hogan, 2012 & Lambert et al., 2010).

2.4.1.3 Job Autonomy

Job autonomy is defined as the degree of freedom that employees have in making job-related decisions (Schauteni & Peeters, 2000). In correctional settings, job autonomy is based on centralization which is defined as the extent to which the formal power and authority is concentrated in an organization (Lambert, 2004). Role ambiguities seem to not only stem from the lack of discretion but rather a lack of direction, when policies change without explanation or reason. According to Paoline III et al. (2006), when officers feel that their concerns are not being taken seriously, and feel that their decisions are not being supported they tend to develop a sense of confusion and lack of support from their supervisors which worsen the situations (Benefiel, 2013). It can be argued that the immediate support from a supervisor plays a fundamental role in the functioning of an individual, hence influencing motivation or demotivation in their subordinates.

2.4.1.4 Administrative practices

The lack of participation in decision making of low ranking correctional officers seemed to have a negative impact on the level of commitment members have towards the organization, (Lambert et al., 2004). Moon and Maxwell (2004) highlight that correctional officers tend to be wary of administrators who showed more concern of prisoners' rights over the problems that the correctional officers encountered while on duty. The lack of participation in decision making of low ranking correctional officers seemed to have a negative impact on the level of commitment of members to the organization, (Lambert et al., 2004). The negative experience of correctional officers in their line of work has a great impact on their level of commitment towards the organization (Brough & Williams (2007). Organizational commitment is the bond that the employer has with his or her organization which also influences the job satisfaction that employee's experience. Job satisfaction is viewed as the fulfillment or gratification of certain needs that are associated with one's work. (Bensimon, 2010; Lambert and Hogan, 2012; Lambert et al., 2005 & Mitchell et al, 2006).

Lambert et al, (2010) and Lambert (2006) emphasizes that effective commitment is very important for a correctional organization because it represents that the employees have bonded with the organization and wishes to help it meet its goals and objectives, while continuance commitment represents the degree an employee must retain because of the investments with the organization. Ironically the bureaucratic military procedures tend to be unfair in its procedures

even more so unjust in their outcomes that often leads to resentment on the part of employees, creating a rift between employees of low ranking officers with those in management levels that could alternately lead to job-dissatisfaction, (Lambert, 2003).

2.4.1.5 Role ambiguity

Role ambiguity is defined as uncertainty or the lack of information in carrying out duties and responsibilities of a given position (Clarke, 2005; Hogan et al., 2006; Kohli, 2007; Lambert, Hogan, Paoline III, Triplett & Mullings, 1996; Paoline III, et al, 2006;). The demand placed on a person from work factors tend to lead correctional officers into experiencing strain that results in burnout. The conflict between custodial and treatment staff arise from their different roles, in line with the priorities assigned by organizational goals. Schaufeni and Peeters (2000) indicate that role problems are aggravated because the objectives of rehabilitation are usually rather vaguely described making it difficult for correctional officers not to know what is expected of them when it comes to rehabilitating offenders and as a result officers prefer to resort back to the custodial way of doing things which is often in conflict with the treatment goals.

The consequence of divergent and equally incompatible goals is triggered by the absence of clear role expectations or standards by which performance is to be evaluated. An individual attempt to fulfill conflicting role expectations may result in role strain or role conflict (Benefiel, 2013 Bensimon, 2010). In correctional facilities line officers are often expected to remain socially distant while establishing close, supportive relationships with inmates, and are to maintain the rules while exercising lenient rule enforcement, they must preserve their own authority and simultaneously encourage the inmates to make his own decisions (Lambert et al 2005). Often observed is that correctional officers fall back upon their custody role, not only because the role expectations of custody- treatment are ambiguous but because of contradiction within the custody-treatment roles while custody roles can be objectively evaluated treatment goals do not always have clear measurements, and the measurement for treatment goals remain somewhat subjective (Hepburn & Albonetti, 1980; Morgan, 2012).

2.4.1.6 Role conflict

Lambert et al., (2005) establish that role conflict occurs when behaviors for a given job or position are inconsistent with one another. Role conflict is where compliance with one set of pressure makes compliance with another set difficult, objectionable or impossible, (Triplett & Mulling, 1996; Sinead, 2006). This is often measured by quantitative role (overload resulting

from having too many things to do or too little time within which to do them), on qualitative role (overload results when there is a demand on the quality of work, often the expected demands is greater than the ability or resources of the employee) (Moyihan 2005). Moreover the multiple and oftentimes conflicting roles performed by correctional officers are associated with the perception they lack of clarity of what their duties are, which has led to difficulties and confusion on how to deal with inmates (Atkin-Plunk & Armstrong, 2013; Moon & Maxwell, 2004; Paoline III et al, 2006;).

2.4.1.7 Lack of trust

A supervisor trust and management trust play a vital role in the workplace and in the relationship formed with their subordinates (Lambert & Hogan, 2012). The trust in supervisors and management can provide a positive feeling for staff, ultimately resulting in a salient resource for them to accomplish their jobs. Research by Lambert et al. (2010) suggests that the lack of or lowered trust potentially leads to direct strain for staff which can wear over time and lead to burnout. On the other hand with the buffering perspective, supervisor trust and management trust towards subordinates can help correctional staff deal with other work demands much better when they have that trust relationship, which ultimately reduce the chances of suffering from burnout. Trust in supervisors and management may allow staff to be more accepting of work demands and challenges with a positive perception of long- range positive out-comes.

It can thus be contested that, the lack of trust and other work demands, heightens the chances of job burnout, further allowing staff experiencing strain to turn to others for help and guidance. Furthermore it can be argued that trust can enhance an employee's level of confidence that will help them become more successful in the long run. Work- family conflict is a form of inter role conflict in which the role pressures from the work and family domains are mutually incompatible in the same respect, in that participation in the family role is made more difficult by participating in the work role. The challenges from one domain spills over into the other leading to stress in an individual's life (Lambert et al., 2004).

2.5.3 The Impact of the challenges experienced challenges

2.5.3.1 Individual level

Shift work is known to be a major contributing factor towards fatigue, influenced by the unconventional schedules leading to sleep deficit that further leads to fatigue and this adversely affects the cognition, emotions and health of the officers. The cumulative effects of this over 14

days can produce the same deficits as one to two nights of total sleep deprivation (Hogan, 2005 & Lambert, 2010). Gould, Watson, Prince Valliant (2013) have indicated that the lack of sleep decreases the quality of life both at work and home and often results increased psychological withdrawal from the job. Further, the mental performance of an individual such as the cognitive alertness and response to social life is affected by their lack of sleep (McCrathy, Atkinson, Lipsenthal & Arguelles, 2009). Attention and concentration can be impaired such that carrying out routine tasks can produce errors such as wrong key and body counts, misplaced key, inattention to monitoring cameras, and accidentally turning off equipment. The quality of problem solving and decision making is reduced by inadequate sleep especially in complex and changing situations such that officers can find it difficult to comprehend information, fail to understand the consequences of decisions, and struggle with prioritizing multiple tasks. Their thinking can become rigid, and they tend to over rely on previous decisions even when faced with new information (Swenson et al, 2008).

Fatigue-related irritability can result in officers antagonizing inmates, not responding appropriately to inmate's needs, compromising clear personal boundaries and using excessive force, making officers more reactive to teasing and harassment, escalate conflicts and become less resilience to other normal stress of work (McCrathy et al, 2009). According to McCrathy et al., (2009) and Swenson et al, (2008), an extended period of low trust, withheld emotions, cautions relating, and controlling reactions such as behaviors are difficult to shut off when relating to family members. The attitude of correctional officers towards work is adversely affected by the strain caused by their work causing a disruption of family life, personal activities, health problems and burden of workload all contribute to reduced levels of morale, job satisfaction, and commitment which, in turn, is related to sick days, absenteeism and turnover (Moon & Maxwell, 200). It can thus be argued that the buildup of strain in the workplace tend to over flow into their personal life situations. It could further be argues that when an employee's out of work support system does not poses the necessary skills ability to help the individual in dealing with their challenges the Problems or challenges can get aggravated.

According to Lambert, Hogan and Barton (2004) correctional officers working in correctional officers have a higher than expected chance of hypertension, heart attacks, and ulcers and other stress related illnesses than in any other occupation due to the nature of their work. Eventually the health of the correctional employees can suffer to the point that it shortens the person's life,

leading to them having a lower life expectancy compared to the national life expectancy (Lambert & Hogan, 2012; Lambert et al, 2004).

2.5.3.2 Group level

As a result of the challenges encountered in the workplace by correctional officers work tends to affect the communication and interactions between co-workers and with offenders. On the other hand correctional officers who encounter challenges in the workplace tend to withdraw from their spouses, families and social activities as well as effective interaction with offenders which further reduces the effective monitoring and evaluating offender behavior (Gould et al., 2012; Paoline III et al., 2006). Furthermore, Paoline III et al. (2006) suggests that employees who suffer from burnout due to their work challenges often do not treat other staff and inmates in a professional, courteous and polite manner, further creating a hostile work environment for correctional officers to interact with offenders.

2.5.3.3 Organizational level

Organizations that make use of shift work find themselves spending most of their budget allocation on paying overtime as a means of compensating for staff shortage. The adverse effects of shift work impose additional costs to the organization. The indirect cost related to errors, delays, overtime and accidents prove to be expensive to the organization. In addition, correctional officer's compensation claims can be made for health problems that are exacerbated by shift work (Swenson et al, 2008). To a great extent organizations spend huge amounts in paying salaries of Correctional Officers who are on sick leaves and not working. In addition when employees are not able to achieve the organizational goals as expected, the organization's image in the public view is affected and is also unable to attract investor as well as attract employees. Organizations also fail to establish grounds on which other countries to benchmark with them. The organization will have high turnover which will result in a lot of payouts and rehiring of employees, spending most of its time hiring and training new officers each time and not being able to build expertise in its own workforce, (Hogan, 2005, Lambert et al,2010 & Swenson et al, 2008).

2.5.4 Coping mechanisms

2.5.4.1 Individual interventions

Some of the identified coping mechanisms used by correctional officers seem to draw from both positive and negative coping mechanisms, the positive coping mechanisms ranging from

problem-focused approaches which include problem solving and decision making, information gathering, time management and goal setting, while the cognitive efforts involve changing of perception and meaning that the correctional officers have of the situation through the efforts such as cognitive restructuring, minimizing, looking on the bright side of situations, the usage of humor, talking to caring people (Lambert et al. 2010 & Muchinsky,2008). On the other hand efforts such as escaping from their problems through the use of alcohol and drugs with attempts to escape from their problems, (Sinead, 2009). Cynicism among correctional officers is often used as defense mechanism to the conflicting correctional goals of punishment and rehabilitation (Hemmens & Stohr, 2000). Positive comparisons is when individuals compare themselves and their situation to those of significant others or to their own situation (Carver, Scheier & Weintraub, 1989; Buunk, 1998). Optimistic action are responses aimed at altering or eliminating the very source of strain. While selective ignoring is casting about for some positive attributes or circumstances within a troublesome situation (Triplett & Mulling, 1996). Having regular exercise programs reduces stress resistance and increases tolerance in correctional officer; it further helps maintain health and fitness levels that usually is neglected because of lower levels of activity due to fatigue, (Swenson et al, 2008). The occupational social worker could aim at addressing individual needs and fostering adaptation, further linking people with resources and help them cope with their life tasks, (Maribe, 2006 & Zasztrow, 2009)

2.5.4.2 Group interventions

The use of social support systems, such as co-workers, friends and family have been identified as the most used coping mechanism among correctional officers in dealing with the challenges experienced at work. The social support systems tend to have a direct influence on dealing with these challenges, through enhancing health and well-being as it meets important human needs such as security, affection, social contact approval, and belonging, (Sinead, 2009). On the other hand when social support system show disrespect, betray confidence, fail to fulfill expectation or obligation or pass on their own problems the end result tends to increase the overall levels of job stress in employees (Gould et al., 2012; Triplett & Mulling, 1996). Schaufeni and Peeters, (2000) indicates that social support has been identified as a resource that helps individuals cope with job stress through supportive relations with others further providing a function as problem focused coping strategy. Occupational social workers could provide services to people by focusing on certain groups of people with specific needs as identified, services could be rendered through running groups or providing them with training workshops and seminars (Bargal, 1999

& Maribe, 2006). Steiner and Wooldredge (2016) indicated that officers who felt more supported by their co-workers experienced less stress and felt safer than officer who did not experience the support. Thus, the latter resulted in the officers being more vulnerable to assaults from offenders.

2.5.4.3 Organizational interventions

In an attempt to deal with challenges caused by shift work, some facilities schedule lengthy shifts that allows officers to split their duties, spending half the time in direct inmate contact and the other half monitoring halls and performing controls Lambert, 2010. It can be helpful to vary activities during the shift work to avoid boredom of routine and whenever possible to avoid high risk activities during body temperature decline. During the days-off correctional officers return to a daytime lifestyle. Hagan, (2010) suggests that this disrupts the previous nighttime adjustment, which must occur again when the correctional officer returns to work. Officers on rotational schedules face the same adjustment problems when moving from one shift to another (Swenson, 2008).

Training of employees and their families is an effective buffer for many of the effects of shift work. Trainings provides information on effective method of enhancing sleep, safety, health and family challenges, (Lambert et al. 2010; Sinead, 2009 & Swenson, 2008). Moreover, it reduces the risk of turnover within an organization. Some organizations have developed physical fitness programs and educational or training programs aimed at stress reduction techniques (Triplett & Mulling, 1996). The role of an occupation social worker functioning at organizational would mean that the prime focus of the occupation social worker would be to attempt to shape organizational systems to fit the employees (Maribe, 2006; Ramanathan, 2015 & Zastrow, 2009).

2.5.5 Intervention programmes designed for correctional officers

Research reveals that correctional agencies have made efforts to implementing intervention programmes for correctional officers in effort of helping them effectively deal with the work-related experiences encountered while performing their duties. For example, in California, “power to change performance has been identified as “a programme aimed at stress reduction that incorporates a series of emotion-refocusing and restructuring techniques” (McCarty, Atkinson, Lipsenthal & Arguelles, 2009, p. 4). Other studies revealed that corrections in the United States of America made use of intervention programme such as peer support groups and

employee assistance programs. The initial focus of peer support groups was providing aid to correctional officers following critical incidents but has thus expanded to help correctional officers with the day-to-day difficulties faced both on the job and off (Brower, 2013). On the other hand employee assistance programs have been designed to offer professional services to assist work organizations in addressing productivity issues and the employees in identifying and resolving personal concerns such as health, marital, family, financial, substance use, legal, emotional or other issues that affect the job performance (Brower, 2013).

2.6 CONCLUSION

The rapid development and transformation in the occupation of corrections has been influenced by the inclusion of rehabilitation in addressing offender's anti-social behavior. This transformation has significantly changed the outlook of the occupation and has resulted in a number of challenges being encountered. This has also resulted in the hiring of professional and influencing the correctional officers to take on professional roles, resulting myriad functions and responsibilities. These challenges are encountered more at an individual Micro level than at the Meso and Macro level. It is further observed that coping mechanisms seem to draw more on the micro level; providing an indication that when individuals are able to cope with their challenges and that they better adjust to their environment. It also been noted that imbalanced job demands lead to poor fit between an employee and their environment and their occupation. In order to achieve the optimum functioning of employees within their organizations the challenges encountered need to be addressed and officers further supported in their job demands.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the procedures that were used in achieving the aim and objectives of the study. The procedures utilized in the study are inclusive of the approach that was employed as a framework for the study, the selection of the research sample of the population and the research instruments and procedures on how the data collected was analyzed. Furthermore the strength and limitations of the study approach are explored in length and the ethical considerations pertaining to this research are deliberated on.

3.2 RESEARCH APPROACH

For an in-depth understanding of the work-related challenges experienced by correctional officers in a correctional facility a qualitative explorative research was employed to guide this research. Qualitative research is defined as the process through which attitudes and behaviors are best understood within their natural setting as opposed to an artificial setting of experiments, (Babbie & Mouton, 2006). This point emphasis in this approach is not that of isolating and controlling variables but rather connecting and expanding the influence of ordinary language and expression in order to help enhance the researcher's understanding of the social context in which the research participant lives (Blanche, Durrheim & Painter, 2012).

The motive for using the qualitative research approach was to help the researcher gain an in-depth insight into the phenomena being studied, taking into account that little literature has been published on the issue under discussion (Legard, Keegan & Ward, 2003). A qualitative research helps in the exploration and establishment of a basic familiarity of the subject being researched. Babbie and Mouton (2006), Fouche and Schrink (2011) and Rubin and Babbie (2012), suggest that to be able understand the meanings that human beings attach to their social context is effectively achieved by exploring, describing, understanding and explaining their behavior.

The extended period of interaction between the researcher and participants enhanced the relationship between the two and helped the population under study be at ease and permitted them to act normally as they would in their natural environment, this seem to have encouraged them to share more openly. In addition the qualitative research approach emphasized on the active involvement in the data collection process and assisted the researcher to observe the non-verbal data presented by the participants. Greenstein, Roberts and Sitas (2003) and Monette,

Sullivan and DeJong (2005) indicate that qualitative design in social research is based upon the need to understand human and social interactions from the perspectives of the participants in the interaction. In addition the qualitative research approach helped build much the needed trust between the participants and the researcher, as the researcher spend some time among the participants before the data collection process.

On the other hand, Smith and Osborn (2003) highlight that qualitative research design focuses on making sense of human experiences within specific contexts rather that of concentrating on predicting behavior. A qualitative research design was used in this research as the researcher sought to establish the meaning of the phenomena of occupation encountered by officers from the perception of the participants (Creswell, 2009). In other words, the researcher was herself in the shoes of the participants in order to understand the actions, decisions, behavior, practices, and rituals from the perspective of the participants. Using this research approach however was time consuming and required a few re-interviewing sessions of the participants. On the other hands participants were slightly reluctant to sharing some information of their inner environment. An ethics clearance for the study to be conducted was obtained from the University of the Witwatersrand Human Research Ethics Committee (non-medical) (Appendix A).

3.3 RESEARCH DESIGN

For the purpose of this study, a case study research design was used in exploring the work-related challenges experienced by the correctional officers at the Elizabeth Nepemba Correctional facility. A case study is defined as a “holistic inquiry that investigates a contemporary phenomenon within its natural setting (Harling, 2002, p. 1). According to Fouche and Schurink (2011), a case study design enables the researcher to conceptualize and encapsulate human behavior. Baxter and Jack (2008) highlight that the use of case studies ensures that an issue is not explored through one lens but rather through a variety of lenses which allows for multiple facets of the phenomena to be revealed and understood.

A case study was best suited for this study as it enabled the researcher to obtain abundant amount of detailed information of the phenomena that was being investigated. In addition this research design helped set the ground work for future research. The research design also allowed the researcher to retain holistic characteristics of the real-life events. An explanatory case study was used, as it allowed the researcher to gain insight and understanding of the phenomena being studied. This assisted the researcher establish the description of the phenomena being studied.

Moreover it revealed new knowledge that can be used to inform policy development (Baxter & Jack, 2008; Fouche & Schurink, 2011). Furthermore, the research focused on a single case study that is intrinsic in nature because the researcher wanted to learn about the unique experiences of correctional officers from one case based on collections of features (Harling, 2002). This design further allowed the researcher to collect data from participants based on the contemporary instead of the historic information, (Schell, 1992).

The challenges of using this research design was that the researcher had to have prolonged engagement with the research sample over a number of interactions to be able to enable a broader and better understanding of the participant's context in detail but also ensure saturation. In addition, this research design required intense labor cognitively as the researcher had to carefully pay attention to the narrations from the participants.

3.4 SAMPLING AND PARTICIPANTS

A population is the theoretical specified aggregation of the study elements, Babbie & Mouton, 2006). According to Christensen, Johnson and Turner (2011) a population is the full set of elements from which the researcher selects a sample. For the purpose of this study the research population comprised of the correctional officers at one Correctional facility, to which permission of entry was granted by the Commissioner General of the Namibian Correctional Service (Appendix F). The Institution under investigation comprises of a force of 192 correctional officers. The population of case management officers were selected to present the bigger population. For the purpose of this study, a non-probability volunteer sampling also known as the self-selected was applied to this study. This allowed the participants to feel less pressured to participating in the study taking into account they came forth out of their own free will.

Sterba and Foster (2008) indicate that self- selected sampling is when the inclusion or exclusion of sampling is determined by the whether the units agree or decline to participate in the sample, either explicitly or implicitly. Furthermore, self- selected sampling occurs when cases that have self-selected do so due to their feelings and opinions about stated research objective (Welman, Kruger & Mitchell, 2005). The participants willingly shared detailed information that provided the researcher with in-depth data for analysis, providing the study the opportunity to establish unexplored concepts. DeVos et al (2011) indicate that the person that volunteers to participate may, of cause, facilitate the task of the researcher at the same time accelerate the process as they

would have engaged into the process freely and the researcher will not have to constantly probe for information out of them.

The research sample comprised of 14 participants. The correctional officers were recruited from the facility under study which is located in North East of Namibia. The correctional facility was selected because it is one of the correctional facilities where the offender risk management's strategy was implemented in 2010. The inclusion criteria was that correctional officers should have been employed by the correctional facility for at least five years, should have worked directly with adult male offenders and in possession of a minimum of grade 12 high school certificate, and that they should be available during data collection. Participants constituted both female and male officers and holding the rank of case management officer (CMO), also referred to as correctional officers as these are the correctional officers in the foreground of facilitating the rehabilitative interventions of offenders. Taking into account that this was not a comparative study, the study was merely focused on exploring the challenges experienced by case management officers when performing their duties. Three key informants were used in the study and comprised of three correctional officers who were direct supervisors to the case management officers (CMOs) to help ensure the credibility of the data collected.

The participants in the study were provided with participant information sheet and participants consent forms for them to indicate their willingness to take part in the study as well as being audio recorded. Due to the different times of meeting the participants the researcher met with them a day before and verbally explained the purpose of the study and what it was aimed at achieving. Participants showed interest in participating by verbally acknowledging, the researcher then provided them with consent forms which they were requested to complete and sign and give back to the researcher. Having the researcher work for the same department the Namibian Correctional Service as a program officer responsible for delivering rehabilitative programs to offenders made it easier for the participants to trust the researcher which made it easier to access the research site.

3.4.1 RESEARCH INSTRUMENT

For the purposes of this study, semi-structured interview schedules were used for the data collection. Semi structured interviews were utilized because they enabled the gaining of meaningful insight into the beliefs and perceptions to a particular phenomenon. This not only provided the researcher room to probe and build up on the questions asked, but also provided

room for flexibility for the researcher and the participants to revisit aspects that needed to be explored further. In addition this allowed the participants to fully express themselves on a particular topic.

Different semi-structured interview schedules were designed for the participants and the key informants (Appendixes F and G). The semi-structured interview schedules were comprised of open-ended questions. This instrument enabled the researcher to engage with both the participants and key informants. In addition, this allowed the researcher to cover topics that were critical for the purpose of the research whilst allowing for further probing during the discussion (Welman et al., 2005).

According to Legard et al. (2003), semi-structured interview schedules involve a clear list of issues to be addressed during the research. Greef (2011) states that semi-structured interview avail the researcher and the participants more flexibility further allowing the researcher to follow specific interesting avenues that emerged in the process of the interview. The semi structured interview also allows the participants to be perceived as the experts of the subject, thus it allowed for maximum sharing of their story and further assists the researcher in facilitating instead of dictating the interview encounter (Strydom & Delpont, 2011). The closed-ended questions used in the interview instrument, were used to validate the criterion selection of the sample and open-ended questions were used to explore the experiences of participants in relation occupational challenges (Babbie & Mouton, 2006).

3.4.1.1 PRE-TESTING THE RESEARCH INSTRUMENT

Pre-testing of the research instruments provided the researcher with the opportunity to reassess the set questions and also helped the researcher readjust the questions set for the interview before the actual interview was conducted. Pre-testing of the research questions allowed the researcher the opportunity to re-arrange the format of the questions and this helped create a flow of questions that helped obtain as much information from the participants as possible. Strydom and Delpont (2011) notes that pre-testing helps the researcher come to grips with some of the practical aspects of establishing access, making contact and conducting the interview as well as being aware of one's own level of interviewing. In addition, it can be viewed as the dress rehearsal of the main investigation. Creswell (2009) emphasizes that pre-testing the research instrument tool assists in preventing errors that might be noted during the use of the research

instrument and hinder the effectiveness of the tool. Pre-testing of the research instrument further enhanced trustworthiness of the study.

The research instrument was pre-tested to ascertain the applicability of the research tool as to whether or not the questions were feasible and understandable during data collection. The research instrument was pre-tested with one participant from the population where the main participants were sampled (Strydom & Delport, 2011).

3.4.2 DATA COLLECTION

In-depth, individual, face-to-face interviews were used during data collection. The use of interviews permitted the researcher to obtain sufficient data on the problem being researched (Welman et al., 2005), whilst also allowing access to participants' first hand experiences, interpretation and speculative explanations to come through. Greeff (2011) explains that in-depth interviews allows for flexibility through which the researcher can follow up particular aspects that emerge. Face to face interviews helped put the participant at ease as the participants engaged with the researcher one-on-one.

The individual interviews were facilitated by the researcher, with each interview being approximately 25-45 minutes long. The interviews enabled the researcher to gather information until the saturation of data that provided the researcher with sufficient information to describe the phenomena being studied. After each interview, debriefing was conducted with the participants after the interviews to help clarify any misinterpretation of information that might have occurred during the interview process. Furthermore, the interviews were conducted at different locations that were non-threatening, convenient and conducive for the participants which allowed participants to fully express themselves (Greeff, 2011). The researcher ensured that the participants work was not affected by conducting the interview during weekends when they were not working. As a result of not being able to meet some of the participants outside their work places, participants indicated they could be interviewed at their work stations. Permission was thus anonymously obtained from the head of the institution with participants consent to meet and interview the participants during their lunch period.

For the purpose of capturing naturalistic data, a voice tape recorder was used. Greeff (2011) indicates that audio recording provides a fuller record of the data collected compared to the notes during the interview. The information collected during the data collection process was translated

in such a manner that ensured close analysis through the use of quotations thus enabling verification. The interviews were conducted in English and there was an option of using an interpreter however no interpreter were used as all the participants were comfortable communicating in English. The interviews were recorded with the participants consent (Appendix C, D, and E). During the interview process the researcher made written notes of details that were observed in the participant's nonverbal language during the interview. The interviews were further transcribed verbatim by the researcher. In cases where the research participants required counselling due to any emotional distress caused as a result of the interview, free counseling had been arranged with Mr. Velikoshi Tangeni, a counseling psychologist, at +264811488216 or +264816272384 (mobile). However no participants showed signs of emotional distress as a result of the interview and no referral was made.

3.4.3 DATA ANALYSIS

For the purpose of this study the thematic analysis approach was employed. It is an analysis method through which texts are studied. According to Braun and Clarke (2006), thematic analysis is a method of identifying, analyzing and, reporting patterns within the data, In addition, the analysis minimally organizes and describes the data set in detail. Elo and Kynagas (2007) describes thematic-analysis as a research method that has a purpose of providing knowledge, new insight, the representation of facts and a practical guide to guide Thematic analysis involves the following steps and these are the steps that were followed during this study.

The researcher spend some time familiarizing herself with the data collected by repeatedly reading the verbal data before trying to code and search for the meaning. At this point the data collected was transcribed word for word, to help develop and understand the underlying factors contributing to the phenomena being researched. This was done through taking notes on the initial ideas. The initial established ideas where then developed into initial codes. The coding was done manually by creating a table and highlighted codes in the text that was analyzed from the study in different colors and all the data that had the same codes was collated together. Drawing from the long list of code that where developed, the researcher focused on developing the broader level of themes, through the sorting of the different codes into potential themes. The researcher made use of flush cards to sort out the codes which were later moved to a table. Some of the codes became themes while some become sub-themes.

Coding is the process of organizing the material into portions of texts before adding any meaning to the information, (Babbie & Mouton, 2006; Creswell, 2009). According to Blanche, Durrheim and Painter (2012), coding allows the researcher to break down the body of data into labeled meaningful pieces. According to Schurink, Fouche and De Vos (2011), the researcher is guided by initial concepts and developing understandings, but shifts or modifies them as he collects and analyses the data. Coding will give the researcher a fresh view on the data and allows the researcher to compare sections of the texts that appear to belong together (Blanche et al, 2012). In addition the process of coding assisted the researcher in discovering patterns among the collected data, which were then used to point to theoretical understanding of the work-related challenges experienced by correctional officers (Babbie, 2004).

The researcher went on to review the themes that were established to ensure that the extracted data fits into each theme and that a coherent pattern was formed, at this point some of the data that did not fit coherently the researcher had to rearrange it to establish a fit, the researcher then moved on to creating a relationship between the themes. Each analyzed theme further analyzed with its individual narratives to ensure if the narratives fit to the themes was the fitting was established the researcher moved on to naming the themes and wrote up the report.

De Vos (2011) highlights that with themes developed and coding underway, the researcher begins the process of evaluating the plausibility of their understanding and explores them through the data. Newman (2000) indicates that the coding process occurs once all the data has been collected and transcribed. This process assisted the researcher in identifying significant patterns from the collected data during the in-depth interview (Creswell, 2009).

3.4.4 REFLEXVITY

This is an integral process in qualitative research where the researcher reflects continuously on their own actions, values and perceptions that may have impact upon the research setting and can affect data collection and analysis (Morrow, 2005). Reflexivity during this research process allowed a reflection on the researcher's thoughts and feelings encountered during the research process. Dowling (2006) and Lambert (2010), note that reflexivity is a strategy a researcher can use for the understanding the phenomena, under exploration and accurately portraying meaning made by the participants and where self-examination allows assumptions and biases that could affect the study to be understood. Hence the process underlies various attempts to understand the relationship and it's fundamentally a human quality (Mruck & Breuer, 2003).

Conducting this study brought out a sense of pride in the researcher, knowing that the research she was conducting was bridging a gap of an unexplored area within the Namibian Correctional Service. However, the researcher had to be wary of how her position in the organization could influence the response from the participants during the interview. The researcher had to remind them that she was conducting the research as a student and not an employee of the Namibian correctional service. The researcher conducted the research not wearing uniform as the uniform could potentially intimidate the participants. The researcher was equally nervous as she did not know what to expect from the actual interviews if participants would complete or opt to withdraw from the interviews. However the researcher remained calm and allowed the interview process to determine outcome of the interview.

3.4.5 ETHICAL CONSIDERATIONS

Ethical reflections in research are guidelines that are aimed at protect the rights of study participants (Rubin & Babbie, 2012). The ethical considerations adhered to in this study are inclusive of avoiding harm, confidentiality, deception of participants, informed consent and anonymity.

3.5.5.1 Do no harm

Participants were thoroughly informed about the potential impact the study would have on them and that any personal and sensitive information shared by the participant was treated in an ethical manner (Strydom, 2011). In the event that participants experienced any harm as a result of the research process, free counseling had been arranged with Mr Velikoshi, a counselling psychologist however no participant was emotionally distressed by the research process hence no counselling services were considered. In cases where participants experienced any unpleasantness or discomfort of some sort during the data collection process, the interview was to be discontinued and the data to be discarded if the participants withdrew from the study. During this research process no participant chose to withdraw from the study and as a result no data was discarded as all the participants gave full accounts of their stories.

3.4.5.2 Confidentiality

Confidentiality is the right that an individual has to privacy and that of having the final decision as to whom and when their personal information can be disclosed too. Strydom (2011). According to Babbie (2013), confidentiality refers to the handling of information in a confidential manner, while privacy refers to the agreement over the limitation private

information. To ensure that confidentiality maintained the participants' identity information was not revealed at any stage of the research process (Strydom, 2011).

Participants were not forced to reveal information beyond their willingness to share. The researcher informed the participants that the information shared shall only be accessible to the researcher and the research supervisor for academic purposes. To further enhance confidentiality most of the interviews were outside the work environment and the interviews that took place at the workplace were conducted in a quiet and secluded place and this was done during lunch time when most people had left the premises for lunch. Participants during the interview were encouraged not to use or reveal their real identity

3.4.5.3 Deception of participants

Deception of any information with regards to the study was avoided throughout the research process (Bryman, 2004). Strydom (2011) indicates that deception involves withholding information or providing incorrect information in order to ensure participation of participants when they would have otherwise refused. Furthermore deception is when a researcher intentionally misleads participants by way of written or verbal instructions, actions of other people or certain aspects of the setting.

While seeking informed consent from the participants, the researcher clearly outlined the accurate purpose of the study as well as the impact the study might have on them and this was done in order avoid misrepresentation and misunderstanding (Strydom, 2011). During the research process no unforeseen circumstances were encountered by the researcher. During the consent seeking meeting the participants had a lot of questions with regards to the research and their concerns demonstrated fear in the participants but once the researcher was able to respond and ascertain them of the purpose of the study they seemed more at ease and interested to participate in the study

3.4.5.4 Informed consent

It is imperative that participation of individuals in a study should at all times be on a voluntary bases without being forced or manipulated into study. The researcher asked for informed consent from participants prior to the commencement of the study (Strydom, 2011) (Appendixes C, D, E). All information regarding the study was shared with the participants during this time to clear misconceptions that the participants had with regards to the study.

This was aimed to help reduce the participants' fear of participating in the study and making them aware of their rights in the study. This was further done in writing where participants later signed consent forms voluntarily in agreement to participate in the study (Salkind, 2012). The participants were also informed that they could withdrawal from the study at any time without any repercussions against them (Strydom, 2011). However no participants withdrew from the study during this time as all who had consented to wanting to participate in the study did participate completely

3.4.5.5 Anonymity

Participants were assured of anonymity regarding their identity throughout the research process. According to Strydom (2011), anonymity implies that no one, including the researcher, is able to reveal the participant's identity afterwards. This was achieved by allowing participants to use identities other than their own. For participants who provided their actual identities the researcher removed all personal information from the records and interview data transcribed (Strydom, 2011). To further ensure anonymity participants were addressed as officers during the interview process

3.4.6 TRUSTWORTHINESS OF THE STUDY

Trustworthiness is established when findings closely reflect the meaning and interpretation of the participants (Lietz, Langer & Furman, 2006). For the purpose of this study trustworthiness was achieved through credibility, dependability and confirmability.

3.4.6.1 Credibility

According to Morrow (2005) credibility is the idea of internal consistency, with the main concern of ensuring rigor of the study process and how this process will be communicated to others. Credibility in this study was achieved through spending extended period of time with the participants, as this allowed the researcher to observe perspective and allow the participants to become comfortable to the researcher.

To further ensure credibility, triangulation of sources from three different functional levels was used. The three key informants were interviewed to validate the data provided by the participants of the study. The key participants comprised of three supervisors to the main participants, two are immediate operational supervisors and the other is a quality control supervisor. The immediate supervisors have the same elementary paramilitary training as the main participants and the supervisor responsible for quality control has a social work qualification. This helped

provide a rich picture of the attitudes, needs, behavior of the participants under investigation based on the contributions from a range of individuals (Shenton, 2004).

3.4.6.2 Dependability

This is the provision of evidence to audience reflecting that the repetition of the study with similar respondents within the same context would produce similar findings (Babbie & Mouton, 2006). Dependability in this study was attained through careful tracking of the emerging research themes and keeping an audit trail that is a detailed sequence of events of the study activities and processes as the influences of data collection memos, which was later examined by the research supervisor (Morrow, 2005).

3.4.6.3 Confirmability

According to Babbie and Mouton (2006), this is the degree to which the findings are a product of the focus of the study and not that of the researcher. Furthermore, confirmability is based on the perspective that integrity of findings from the study comes from the data collected and the ability of the researcher to adequately bring together the data, analytic processes and findings in such a manner that the reader can confirm the findings (Kiefting, 1991; Morrow, 2005). In this research all the information that was transcribed and coded into themes were extracted from the narrations of the participants and not from the researcher.

3.5 LIMITATION OF THE STUDY

3.5.1 Sampling

Due to the small research sample that represented the correctional officers in the study, the findings of the study cannot be generalized to the entire population. According to Strydom (2011) a sample is a set of entities in which all the measurements of interest to the researcher are represented. Moreover the main interest was in contextualizing the findings, which provided the study with an understanding of the challenges encountered by correctional officers as there was no published data on the subject.

3.6 CONCLUSION

This chapter provided an in-depth discussion on the steps that were taken in conducting the study. The study employed a non-probability sampling in choosing the sample size from the population and used semi-structured interviews to collect data. Generally, the research methodology chosen was in line with the aim and objectives of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION ON FINDINGS

4.1 INTRODUCTION

This chapter provides a discussion on the key findings that emerged from the research study in response to the research questions, aim and objectives of the study. This chapter is aimed at conveying what was discovered after the data was collected and analyzed (DeVos, et al., 2012). This chapter starts off by abstracting the gathered data through providing the demographic details. This chapter further provides outcomes from the data collected and discussion on the findings.

4.2 DEMOGRAPHIC INFORMATION

Table 4.1 Demographic profile of the study participants

Demographic factors	Sub-Category	Number
Gender	Female	5
	Male	9
Age range	30-35 years	3
	36-40 years	7
	41-45 years	4
Highest Grade accomplished	Grade 12	14
Training obtained	Namibian Correctional Service Basic Training	14
	Case management training	14
	Certificate level	5
Years of work experience	6-10 years	3
	16+years	11

As previously mentioned, the study sample comprised of fourteen (14) correctional officers (case management officers) from a Namibian correctional. All the participants that agreed to participate in the study matched the sample criterion of having a minimum of five years within the Namibian Correctional Service as a correctional officer and not less than three years of working as a case management officer. Their ages ranged between thirty to forty five years. All the participants in the study indicated that they had completed grade 12, as their basic

educational level. However all the participants had obtained an elementary six-month paramilitary training which is a prerequisite to become a correctional officer, as well as a basic two-week orientation training on case management.

4.3 KEY THEMES THAT EMERGED FROM THE DATA COLLECTED

To ensure trustworthiness and credibility of the data, the data was collected from four different sources. The data from all four sources was analyzed using the thematic analysis approach. Fourteen sub-themes emerged which addressed the main objectives of the of the study, namely: to explore work-related challenges experienced by correctional officers working in a correctional facility and; to investigate the coping mechanisms used by correctional officers in a correctional facility, as demonstrated in Table 4.2. Below

Table 4.2 Themes emerging from the data analyzed

Themes	Sub-themes
Reasons for becoming correctional officers	<ul style="list-style-type: none"> i) Unemployment opportunities ii) Interest in the uniform iii) Lack of financial support to study further
Work Related challenges	<ul style="list-style-type: none"> i) Lack of resources ii) Lack of support from superiors and management iii) Lack of work related skills iv) Role demands v) Lack of participation in decision making
Coping Mechanisms	<ul style="list-style-type: none"> i) Self-Motivation ii) Acceptance of the situation iii) Suppression iv) Peer support groups

The data collected from the study revealed that the lack of employment opportunities in society was one of the major contributing factors for the participants resorting to choosing the profession under study. Another revealed contributing factor that emerged from the study findings was they became correctional officer because they were attracted to the uniform modeled by correctional officers within their society. On the other hand, data further revealed that the participants chose to become correctional officers, as they could not afford to further their studies due to financial

constraints. The data showed that socio-economic factors had an influence on participants' quest for securing employment in the correctional service sector.

The study further revealed that correctional officers' in particular case management officers encounter challenges of having to perform their duties with limited resources that could enhance the smooth running of their work. Another challenge presented by the study was the lack of support from their management in relation to their work roles. On the other hand the correctional officers revealed that one of the challenges they face is that they are required to render counselling services and professional support beyond their scope of knowledge. Moreover the data revealed that correctional officers were expected to perform roles that should be performed by professionals with a human or social science background training towards offenders as well as perform security duties simultaneously.

4.4 DISCUSSION OF FINDINGS

The themes that emerged from the analyzed data were discussed in line with the initial objectives of the study as outlined in chapter one of the study. The discussion of the themes include reasons for becoming correctional officers, exploring work-related challenges experienced by correctional officers working in a correctional facility, investigating the coping mechanisms used by correctional officers in a correctional facility and determining the interventions put in place by correctional services to assist correctional officers within their work environment.

4.4.1 Reason for becoming a correctional officer

Based on the narrations made by the participants during the interview process results revealed that most of the correctional officers chose to become correctional officers due to scarcity of employment opportunities because of low level academic and professional qualifications. While others become correctional officers because they admired the uniform of correctional officers that they saw within their community. On the other hand, others had always wanted to work in a uniform setting where they could contribute positively towards changing people's behavior and these are discussed below.

4.4.1.1 Unemployment opportunities

Namibia long with many other African countries is a developing country. The Government of Namibia emphasizes poverty reduction in the country. As a result of the pressure on development goals of the country, this has not only mainstreamed the need of skilled work force but has also sidelined individuals with no qualification into securing stable employment. Due to

high demands for skilled workforce, a significant number of individuals have remained unemployed; living in impoverished circumstances. However the increasing economic challenges and job scarcity within work sector have had a significant influence on the type of work individuals resort to choose as a career. As most work sectors seems to give preference for skilled and qualified individuals. The study participants reported to have encountered somewhat similar experiences and have been influenced by similar factors when choosing a job as a correctional officer. Unemployment opportunities were a major influencing factor in participants becoming correctional officers. This is illustrated by the following quotes:

“To be honest I never thought of being a correctional officer, it just came. It is also because I was looking for employment prospects at the time I was just at home and had applied to many organization but it was hard to get work with just your grade twelve, especially if you did poorly, over time I got interested and started liking what I do”. (SUPT Ousie, Female, 45 Years old, 19 years working experience).

“For me when I came in, I didn’t know there will be something interesting, so I was just looking for a job, because I was jobless, I just wanted work in the government and that time only police and the defense force were taking school failures and when corrections advertised I just tried my luck and I got the job, I didn’t even know what to expect from this job but later on as I went through the training and I came to start with my work it became interesting because I came to a realization that its beyond what I thought. It’s not about getting a job and earn money but also have an interest for the people, for now I’m enjoying my work because of the understanding of working with people” (SUPT Hambeleleni, Male 36 years old, 10 years working experience).

“I really didn’t ever see myself working as a correctional officer, after completing grade twelve, and obtaining my certificate in Journalism I tried to get a job in the media sector but it was hard as that time they wanted people who had degrees and had work experience, so for me when the opportunity availed itself, when than the prison service was recruiting I decided to also apply, since I had been struggling to get a job for almost a year just sitting at home doing nothing, I was just a burden at home when I already had children to look after” (SUPT Damereg, Female, 39 years old, 19 years working experience).

The above findings support the research study by Hemmens and Stohr (2000) that revealed that correctional officers came to work primarily as a blue-collar alternative with the scarcity of employment in the community leaving corrections as the alternatives. The individual choice to become a correctional officer was the last resort due to scarcity of jobs in other sectors. Clearly, some individuals continue to be perceived corrections as just another job that does not need specialized skills.

4.4.1.2 Interest in the corrections uniform.

The effects of uniform can be traced back to a school setting and the impact it can have depending on the manner in which it is perceived. Establishing the impact the uniform has on a community is an important aspect as it helps in understanding the influence it has on individuals leading to them seeking employment within the uniform setting. This was one of the major findings shows how the interest to joining the correctional services was more influenced how they perceived the uniform without a significant role played by the wearer of the uniform. It was evident that the majority of the research participants were attracted to how the uniforms were modeled within their communities and as a result, wanted to work within a setting that wore uniform. The reason for joining the corrections as a result of the modeled uniformed is illustrated in the citations below:

“For me really I didn’t know anything about the correctional service to be honest I just used to see them walking in the streets, looking so smart in their uniform and I wondered where they worked, since were originate from there is no correctional institution, I was really impressed, even the way they carried themselves they really looked like tough guys and that I really liked, because in my community police officers and nurses are they only uniformed people I knew, they were well respected by the community.” (SUPT Male, Simuna 31 years old, 10 years working experience).

“When I was in high school, I chose the career choice of being a police officer, growing up in a home were my mother was a nurse made me to want to wear uniform but I did not like hospitals, at that time I would also see people in the uniforms such as the Namibian defense force and the air force and they would look very smart so I really developed an attraction to the uniform, also looking at the displays of different uniforms gave me a sense of pride when I would watch the different forces match on national celebrations in the

country. That made me feel so nice that I wanted to form part of it””. (Vroulike, Female, 36 years old, 20 years working experience).

“When I finished school i was just home really didn’t have much of a plan of what I wanted to do than one day I was walking in town and found that the was a street match happening, and I liked what they were doing and I was impressed with what they were doing. I than started paying attention to them when I would come across their uniform when they were doing their escort duties, seeing them carrying guns and having so much authority and when the advert came out I tried my luck and applied, though I had poor marks but I managed to get in, that time it was not as hard to get into the service as it is today when you need papers”. (SUPT Kamatigona, 32 years old, 10 years working experience).

These findings support the research by Maghan and McLeish-Blackwell (n.d) that found that the integration of uniform seem to have a humanizing effect on the communities. De Camargo (2012) study revealed that individual’s reaction to uniform is automatic through their socialization depending on what an individual is taught from the onset. Similar findings were reported by Richard and Johnson (2005) that found that clothing have a powerful impact on how people are perceived in their clothing. Furthermore they indicated that uniform, in particular, has a profound psychological impact on those who view them; highlighting that clothing has been found to have an even **greater** effect on making first impressions than does personality. Clothing further provides a psychological shortcut to ascertain one’s gender, status, authority and occupation (De Camargo, 2012). In reference to Maghan and McLeish-Blackwell (n.d) and Richard and Johnson (2005) the uniform also serves to establish order and conformity within a community and elicits emotions associated with pride and respect.

4.4.1.3 The Lack of financial Support for further studies

The lack of financial assistance to study further can be grounded into a twofold dimension of an individual, namely, the socioeconomic background of an individual as well as the society in which they live in. One of the most influencing factor into studying further is greatly linked to financial situation, more than the mere interest and knowledge of courses by an individual. On the other hand, the family responsibility further seem to play a role on one having to choose to seek out opportunity for further studies or providing for the family’s basic needs. Being unable to further one’s studies after completing high school seem to have been a major challenge for the majority of participants. Though the majority of participants were able to complete high school

with marks that qualified them to get admission into tertiary education aspects to do with their socioeconomic background forced them to pursue other careers. This is illustrated by the following quotes:

“ After I completed high school, life was hard since we lived in the village with my mother and she was just a cleaner at the school in our village, at that time when I completed my high school got enough points to go to university, my mother and grandmother did not have money to send me to Windhoek to study, I than stayed at home and tried to do some work to earn some money, but at times I had to use that money to help out at home as I had smaller sisters and brothers going to school, at the same time I tried to apply for financial assistance but I did not get. During the second year of just being at home I realized that maybe looking for work will be a best option for me and my mother encouraged me so that I can be able to help at home” (SUPT Mukondi, Female, 35,years old, 10 years working experience).

“For me going to study further was really my wish but it was difficult looking at how my family was struggling. I really wanted to become an accountant all my life but this could not work out because there was just no money to take me to school. Moreover that the university was far from where I lived meaning I had to relocate and look for accommodation to live. I also had a child who needed me to take care of her so for me going to school remained dream. So that is how I ended up joining corrections but ever since I have not made that effort to study further due to the responsibilities of having to help out at home, my parents are old and I need to help out with the children at home as well as my own”. ”(S/SUPT Bondatahe, Male, 42 years old, 19 years working experience).

“Going for further studies for me was a luxury my parents could not afford taking me to school, as they were both unemployed and survived on ploughing the surplus was mainly to help us with basic needs at home. After independence I really just wanted a job, I would say I come from a poor background where it was important to secure employment, though I really wanted to become someone in life but looking after my parents took priority than going to study further, I would have loved to become a motor mechanic but I ended being a correctional officer a career that I started to enjoy as time passed” S/SUPT Mushimaniyana, Male, 45 years old, 20 years working experience).

Results from this study support the research by Hartas (2011) that indicate that as a result of the economic challenges today and the responsibilities individuals have, individuals opt to seek employment over the opportunity to study further. According to De Serf (2002) wage rates have a major impact on poverty, further highlighting that the lack of financial sustainability is often a challenge for individuals coming from disadvantaged backgrounds.

Kainuwa and Yusuf (2013) and Tomul and Polat (2013) highlight that an individual's economic background is known to have an impact on university attendance. The financial needs of an individual at times tends to have a psychological impact on them as they are preoccupied with figuring out other financial needs such as living accommodation, resources of assignments, registration fees and having to take care of their family roles (Rouse & Barrow, 2006). Drawing from the evidence and discussion above it could be argued that a multi-variate relationship between social and economic aspects of living have a significant impact on the accessibility to services.

4. 4.2. Work Related Challenges experienced by correctional officers

In narrating their stories participants were asked to share what they viewed as work-related challenges that they encountered while performing their duties as correctional officers. The findings of this study revealed that the majority of participants viewed lack of resources, lack of support from superiors and management, lack of work related skills, role demands and lack of participation in decision making as challenging factors, hence these challenges are individually discussed below.

4.4.2.1 Lack of resources

The expectation of effective output and quality service is often emphasized within organizations. However the supply and demand remains a challenge, for employees working in an organization. The lack of resources often hinders the output and quality of work someone has to produce and as result this often leaves employees strained as they have to go the extra effort to achieve their given goals, of which they often struggle to perform as expected. The issue of lack of resources was shared by the majority of participants as one of the major challenge for them when performing their duties. This is illustrated by the following quotes:

“There are many challenges when performing my job, but the most one for me is the lack of resources, what I mean by that is that as a case management officer I’m expected to help

offenders with their reintegration plan and link them with their family but I don't even have a working telephone in my office, I have to relay one using the shared one which is in a different division. And considering my caseload it becomes hard really, because sometimes the owner of the phone is busy meaning we have to wait". (SUPT Simuna, Male, 31 years old, 10 years working experience).

"What makes my job a challenge for me is the shortage of resources, you won't believe the facility only has limited number of phones, sometimes when it's the day for my offender to make phone calls to their family I must suspend all my activities for that day and go to the division of Programmes and make use of their phone and at times it's also not working especially if it rains a lot. Just the idea of leaving my office and go to another officer for a service is time consuming while I could have performed that duty in my own office where the offender can call their family while I do something else work related". (SUPT Memekulu Female, 36 years old, 10 years working experience).

"One of the challenges faced by the case management officers one of the most expressed factors as a challenge is that lack of phone lines, as a whole unit's phones are not working making it difficult to help offenders to make calls to their families as it is expected of them to monitor the offender phone calls at this present time with the idea of observing the quality of conversation they have with their families". (S/SUPT Bondatahe, Key Informant, 42 years old, 19 years working experience).

The above findings support the study by Josi and Sechrest (1998) which indicate that the competition for resources to address facility and operational needs is unsurpassed within correctional facilities further making the work of the front line correctional officers' difficult. Research findings from Moynihan (2005) reveals that the lack of resources affects every aspect of corrections management, moreover such lack of resources eliminate any redundancy and leaves the organization susceptible to crisis events. Limited resources within an organization not only affects the functioning of an individual employee and outputs expected but could have a greater impact on the functioning of an organization as a whole.

According to Bakker, Demerouti and Euwema, (2005) the absence of several job resources play a significant role in buffering the impact of several job demands on employees. Drawing from the evidence and discussion, it can be argued that the lack of these resources to aid an

employee's functioning at work not only had an effect on their quality of work but could further have a negative effect on their psychological wellbeing, if there is a persistent misfit of job resources and job demands. According to Edwards, Caplan and Harrison (1998), significant effects arises from the misfit between the person and the environment. The person's functioning and survival depends on the fulfillment of needs and the effectiveness of an organization depends on the fulfillments of demands it places on its employees. These demands are manifestations of the needs of the organization, and employee abilities may be viewed as supplies by which the needs of the organization may be translated into position descriptions that articulate specific job demands.

4.4.2.2 Lack of Support from superiors and management

The lack of support is a factor present in incoherent functional systems that have significant divides within the organizations. Support is vital in an organization for it to function effectively and for employees to feel a sense of belonging. The lack of such support could lead to low morale within the workplace and the goals set not being achieved. This can also be closely alignment with organizations were systems are more observed and adhered to and tend to place little emphasis on employee needs, whilst on the other hand these employees are expected to work effectively. The lack of support from superiors and management was noted as one of the major challenges by a majority of participants. This is illustrated by the following quotes:

“As a case management officer you are expected to know everything. Here at work it's like were belong nowhere, when we are having problems with offenders in the units some of our supervisors and head of institution will stand with offenders and not with us. When offenders go and complain to the office of the head of institution, without even hearing both sides of the story, you will be reprimanded on the spot by the higher authorities”. (SUPT Elias 45years old, 19 years working experience).

“ My job really sometimes makes me feel like I'm being worked out because regardless of what I do I'm wrong, but I'm never guided on how to do it right, even when you follow the SOP [Standard Operating Procedures] to ensure that you handle offenders accordingly, when that offender goes and just complain that you did not help him, his side will be taken over yours, and this happens almost every time so even offenders know that we can't do anything to them because they are protected you even start becoming scared to handle

offenders on your caseload” (Vroulike, Female, 36 years old, 20 years working experience).

“As an immediate supervisor working with case management officers in the unit we see how sometimes more senior officers prefer to take sides with offenders than standing with their fellow members. But when work needs to be done its said case management officers, while at the same time they are not given the necessary support to effectively do their duties”.(S/SUPT Mushimaniyana, Key Informant, Male, 45 years old, 20 years working experience).

The finding of this study shows that the lack of support from supervisor as well as from management, to a great extent, affects the level of commitment and perception that an employee could have towards the organization. This study further complements the study conducted by Griffin (2006) that indicates that if a correctional officer has a poor relationship with his or her coworker would probably cause stress and increased social friction at work. Further adding that without the proper and consistent guidelines and support, an employee can become frustrated (Griffin, 2006).

It is further noted that the integration of employees into the organization improves their work experience (Lambert & Hogan, 2012). In addition supportive supervision is the degree of perceived assistance and backing provided by supervisors to subordinates to help create a positive work environment for the employees (Lambert et al., 2010). Drawing for the evidence and discussion presented above, it can be argued that positive supervision and support for employees can help buffer staff from stress caused by the challenges encountered at the workplace.

4.4.2.3 Lack of work related skills

The gap between the occupational role and employee abilities often pose as a challenge when the gap is significantly immense and little efforts being made to bridge the knowledge and skills gap among employees. The continuous existence of the gap can have significant negative effects on the employee as an individual at the same time on the quality of work produced, leading into the results not being in line with the set standards of operation. A majority of the participants indicated that a lot was expected from them professionally, yet they did not have the required training. They were thus conflicted because they failed to understand their roles clearly versus the expectations outlined. Though a person can learn on the job it however, still remains

important that employees are positioned in line with their skills capacity or should be effectively equipped from the onset of the job, especially when an organization is going through major transition in its functions and roles from merely custodial towards rehabilitation oriented functioning. The lack of work related skills was shared by the majority of the participants as a major challenge for the participants. This is illustrated by the following quotes:

“Being a case management officer is challenging, I say so because it is not what it was it used be like for use before the implementation of this strategy back than all we had to do is lock and unlock offenders. Now I have to provide services to them like counselling, assessing their criminogenic risk factors and it requires us to know how to get the right information from offenders. Sometimes I don’t even know if the questions I’m asking are the right questions. I was only trained for two weeks on how to complete the different assessment tools, it makes it hard when you are not equipped with enough skills to do a good job well and the way it should be done”. (SUPT Simuna, 31 years old, 10 years working experience).

“I’m not that trained in counselling, so I really don’t know the difference between advising and counselling, I might think I’m counselling the offender but in actual fact I’m advising the offender while, in other ways I’m just talking. It becomes is a challenge” (SUPT Damerg, Female, 39 years old, 19 years working experience)

“I’m very critical when it comes to the work produced by case management officers, this is because their work should be of a professional standard. I understand that they do not have a professional of human sciences which makes their work a little hard. I’m very strict when it comes to the quality of work that needs to be done. I tend to give them more pressure, which they feel like it’s quite a lot at times but I have to push for things to be done which was not supposed to be. This tends to demoralize Case management officers”. (A/COMM Damara-seun, Key Informant, Male 36 years old, 10 years working experience, social worker).

The findings from this study corroborate those by Edward, Caplan and Harrison (1998) who indicate that if there is no fit with regards to skills and job description, there is a high likelihood of the employees experiencing occupational stress and getting demoralized. The above findings support results from a study by Josi and Sechrest (1998) who show that the current demand for

well-trained employees is unprecedented in correctional experience. Therefore, imperative that organizations put emphasis on equipping their employees with the needed skills to help them function better in their line of work. It is noteworthy that organizations have a fundamental responsibility to groom its employees in their different line of work

The above findings also indicate that correctional officers are employed in one area and with time and little training, they are expected to perform more professional therapeutic roles which are beyond their scope. This is a cause for concern as it is indicated in the study by Schaufeli and Peeters (2002) which suggests that correctional officers should specialize on their core custodial role instead of combining it with treatment roles.

4.4.2.4 Role demands

With organizations going through significant transformations, employees within the organization such as the correctional service, organizations encounter high ratios of workloads and often are expected to be able to multitask in the workplace. Often these roles would require dual significant effort to complete them. This has an effect not only on the quality of work but further leaves employees' significantly drained and overworked. The majority of the participants in the study raised concern with regards to the demanding roles they have to complete at work over a short period of time. This is illustrated by the following quotes:

“Sometimes when you have to do your day’s work, then one will come and tell you to do something other than what you had planned to focus on, while the other work is waiting for you to complete it as well. When you say I’m busy they will not understand it, you are than viewed you are lazy or refusing a direct order or instruction” SUPT Jacobus, Male, 45 years old, 19 years working experience).

“To be honest the work is sometime so much that one does not know how to handle it at once especially if we are receiving new offenders or a new policy needs to be implemented, we find our self-having to drop our daily routine that is so hectic and attended to the new instructions and still attend to your offenders with no help I tell you” (SUPT Mukondi, Female, 36 years old, 10 years working experience).

“The responsibilities of case management officers are many, let me start by saying case management officers are the ones who are initially classifying inmates to see as to which security classification they belong, so after offenders are classified so each and every

offender will be allocated to a particular case management officer, so meaning the case management officers will be responsible for whatever help the offender's needs, be it the complains that offenders raises to the case management officer for the case management officer to start addressing their problems. Also it depends on the crime that the committed that brought the offender here case management officers are the ones assessing offenders to see what does the offender need in terms of what programs the offender needs to help a particular offender with regards to rehabilitation apart from that case management officers are the ones again to direct referrals to social workers for counselling through my office. They are the ones also doing assessment on remission and parole. (S/SUPT Bondatahe, Key Informant, Male, 42 years old, 19 years working experience).

These findings indicate that the multiple roles of correctional officers can indeed be overwhelming. The above findings support the findings by Paoline III (2006) which indicates that role demands occur when behavior for a given job or position is inconsistent with one another, as correctional officers are required to balance the completing of conflicting functions of custody and treatment. These findings are further supported by Hepburn and Albonetti (1980) who establish that correctional officers who are expected to remain socially distant while establishing close, supportive relationships with inmates, at the same time maintain the rules while exercising lenient rule enforcement, perceive their own authority and simultaneously encourage inmates to make their own decisions experience a challenge

The imbalance in job demands can lead to poor fit between the employees and the environment to which ultimately results in negative outcomes for employees as well and the organization.

4.4.2.5 Lack of participation in decision making

The ability to influence and establish working policies that create conducive working conditions for all is very important. The encouragement and allowing employees to get involved in the decision making on aspects that affect their work, has a significant positive impact on their work attitude. This further has influence on their level of work commitment and also improves their loyalty towards the organization. To a certain extent this helps employees align themselves with the organizational goal more promptly as they would have developed a sense of worth within the organization. The majority of the participants revealed that lack of participation in decision making due to their low rank and this affected their work as they felt “failed” and “insignificant”.

This is illustrated by the following quotes:

“The officer in charge fails me, when as supervisor makes a mistake and does not want to get advice from me but would rather go with his own because I’m a junior officer, When I see a biggest mistake being done by supervisor and I have a solution to it and they don’t want to listen to me they go along with what they think is right and they at the end of the day they fail especially if this is in line with my work or something I’m sure about” (Hmabeleleni, Male, 36 years old, 10 years working experience).

“As case management officers we form part of the middle management were we are supposed to discuss issues and suggest solutions but often the officer in charge does not care to listen to the suggestions others make, he always says that I’m the officer in charge and I will decide what will be done” (SUPT Ousie, Female, 45 years old, 19 years working experience).

“The Case management officers because of their rank only form part of middle management, where we discuss matters happening in the institution, but when they raise their challenges concerning their line of work they are still blamed for whatever is happening to offenders and their suggestions are mostly dismissed to be honest because even senior officers who do not really understand their line of work have a say on their work just because they are senior. Mostly by some top management officers and the officer in charge always ignores suggestions made by my Case management officers” S/SUPT Mushimaniyana, Key Informant, Male, 45 Years old, 20 years working experience).

No matter the position a person holds within an organization, their input can be important in the functioning of the organization and towards the achievement of set organizational goals. In situations where employees such as the correctional officers are snubbed in decision making, they tend to shy away, develop low-esteem and become disinterested in the work. A sense of belonging could be nurtured, if only the top management could listen to the suggestions being put forward. The above findings support the research findings by Paoline III (2006) that indicates that administrative factors such as lack of participation in decision making, can significantly affect staff and they need to be avoided as much as possible in organizations. Drawing from the findings above it can be urged that it is important to allow employees to have an influence in matters that affect their work, as this not only helps to establish working and practical guiding tools but will further enhance the working relationship between employees within organizations.

It is evident that shared influence should be central within an organization over positions of individuals

4.4.3 Coping Mechanisms used by correctional officers

The manner in which individuals deal with challenges can be diverse depending on a number of aspect such as their resilience, individual perception of the situation. It is also important to note that the frequency, intensity and the source of the challenge in one's life to a great extend influences their response to situations. The study looked into the different coping mechanisms used by correctional officers when encountering work-related challenges. These coping mechanisms are outlined and discussed below and they include, self-motivation, acceptance of the situation and Suppression.

4.4.3.1 Self-motivation

Self-motivation could be viewed as an individual's ability to drive themselves past their circumstances. This allows individual to become more adaptable to their situation, based on the self-talk dialogue they have within themselves. Moreover, though this self-talk an individual can be constructive or destructive depending on how they view their situation or circumstances in which they find themselves. A number of participants in the study highlighted self-motivation as a way of dealing with the encountered challenges in the workplace. This is illustrated in the following quotes:

“Usually when I'm faced with challenges I seem to have little control over, I resort to just encouraging myself to remain strong which is sometimes can be very difficult if these challenges are sometimes deliberately done or too often, while some challenges will always be there in our daily work life because they are structural matters, they are a part of our systems, I have learnt that it is how you manage them that matters”. (SUPT Simuna, Male, 31 years old, 10 years working experience).

“For me at times I really just speak to myself and tell myself that this is my job and cannot be weak, because offenders will take advantage of you when you show weakness, Though sometimes when I get home I still go with that anger but I have learn to encourage myself every time” (SUPT Elias, Male, 36 years old, 19 years working experience)

“Some case management officers when you asked them how they are coping with some of the challenges they will just tell you that they are dealing with it in their own way. Some tell you

that this will not break them down, their level of maturity also seem to help them a lot since they are older so they really tend to contain themselves a lot". (S/SUPT Bondatahe, Key Informant, Male, 42 years old, 19 years working experience).

From the findings presented above, it is clear that there is a wide range of self-motivation tactics and techniques applied based on justifications, outcomes and individual life experiences. These findings validates the research by Muchinsky (2000) that demonstrates that coping effectively with the occupational stressors can be positively impacted upon by the individual's resilient nature and intrapersonal resources.

4.4.3.2 Acceptance of the situation

Acceptance of a situation can be viewed of the acknowledgement of the present situation and willing to leave it as it is and not make changes to it. This can be viewed as an employee who simply find a way of fitting into an environment;, unlike where the environment should be have a complementary fit to the employee. Dynamics such as these do not often help yield effective the desired results but often pave a way of moving forward in an organization in a more passive manner. A majority of the participants in the study indicated acceptance of negative work situations as a way of coping with the situation. This is illustrated in the following quotes:

I really have learnt to not pay too much attention to what is going on I just pay attention to my work and ignore what is not so important to me, that way I really just keep to what is asked of me to do. Prisons is stressful sometimes that it's better just to accept it as it is because the more you try and change it you will just fail". (Ousie, Female, 45 years old, 19 years working experience).

"I have just come to accepted the situation as it is before me and do my work the best I can even though I'm always blamed and criticized but I guess it's just its life, work still need to be done at the end of the day, sometimes you even get labeled as lazy" SUPT Kamatigona, 32 years old, 10 years working experience).

"As supervisors we often see that they tend to accept what we tell them to do, I think sometimes this is greatly influenced by the regimental system where orders are passed down to junior officers" S/SUPT Maushimaniyana, Key Informant, Male, 45 years old, 20 years working experience).

The findings from the study support the research by Carver, Scheier and Weintraub (1989) that suggest that acceptance of a situation is however viewed as functional coping response in that a person accepts the reality of a stressful situation regardless of the events or the consequences. Correctional and military settings generally dictate how employees should behave. Similarly Buunk (1998) indicate that acceptance of the situation is an effective coping measure used by individuals to adjust and strive to fit into their work setting.

Based on the findings, by Buunk (1998) it is evident that acceptance of a situation does not deal with the present problem but allows employees to adapt to the current situation even it is not conducive or the consequences might be dire. Though employees may be able to fit into their environment through acceptance of the situation, it however becomes are concern on the employee's wellbeing in the long.

4.4.3.3 Suppression

Individuals that tend to use suppression a way of dealing with encountered challenges entails to some extent not dealing with the feelings they are feeling as a result of the encountered challenge. The use of suppression as a coping mechanism is often used when someone wants to avoid confrontation of a situation. As a result, the person who uses this method as a coping mechanism tends to place their feelings in the background and continue working regardless of how they feel about the situation. This is mostly used when employees feel that voicing how they feel might not help improve the situation. The majority of the participants identified suppression as one of the most used coping mechanisms to dealing with their challenges. This is illustrated in the following quotes:

“For me I have just learnt to keep how I feel to myself because even when you complain about something that is affecting your work you are seen as a problem and you find yourself being labeled by senior officers. For me just ignoring what is happening and doing my work is my priority when I come to work but to be honest at times even if you know that you have a good point you end up just staying quiet because no one will listen to you” . (SUPT Simuna, Male, 31 years old, 10 years working experience).

“In prison sometimes the best thing to do is letting people with authority do what they think is best, we were even trained that do whatever you are told and do later. When you say how

you feel they view it as you begin a junior officer challenging them when they give you instructions. It really does affect a person but sometimes you just learn to ignore such things and continue with your work. The same person makes you hard core and lose your touch with emotions when you go out to people outside” SUPT Jacobus, Male, 45 years old, 19 years working experience.

“One of the things I have observed with most of the case management officers, we tend to observe that they chose to remain quiet when issues are raised even when they need to defend themselves, case management officer are often blamed for whatever goes wrong even when it is not their fault but of another office, it still somehow come back to case management officers the cause of the problem. which can be very frustrating at times and you just see them sometimes going into their office and just asking not to be disturbed and we just at times just give them time to cool off” (S/SUPT Mushimaniyana, Key Informant, Male, 45 Years old, 20 years working experience).

The finding from this study support the findings by Carver, Scheier, Weintraub (1989) that indicate that suppression is a useful psychological mechanism, through which an individual blocks the unwanted information out one their awareness. It is more of a consciously chosen action not to indulge in a conscious thought feeling and action even though they are aware of it. This to a great extend permits the individual to focus on their affairs without being distracted by the every impulse that arises and without having to act on the impulse. It can thus be concluded that an individual is designed to adjust what they are willing to process at a given time and suspend other thought process within their mindset. It further also eludes that for human functioning within a system or environment they need to understand their environment enough to be able to choose how to fit into it.

4.4.3.4 Peer Support groups

A work environment that is supportive acts as a safety net for employees when going through challenges. Such safety nets allow employees to establish a support system in which they can reply on when facing challenges. Peer support groups that are formed informally within the workplace tend to have a positive influences on an individual if they are able to meet a person’s needs but can however cause further harm if there is a misfit in the support group further resulting into more negative behavior. The participants to the study identified peer support groups as one of the informal intervention that they found useful in dealing with their work

related challenges in the workplace. The participants to the study indicated that the majority relayed on the support from their peers to deal with the challenges encountered at work. This is the illustrated in the following quotes:

“Really I always feel better when I talk to my colleges who do the same work as me, I feel understood when I shared my challenges with them. Sometimes we just sit and share with each other and one actually received support and helpful advice”. (SUPT Simuna, Male, 31 years old, 10 years working experience).

“When we sit and share with one another within the unit it helps take the stress for me because I’m speaking to people who understand the pressure in going through”. SUPT Elias, Male, 36 years old, 19 years working experience).

The above illustrated remarks was collaborated with the remarks made by one of key informant in regards to the intervention used by case management officers

*“Sometimes the case management officers tend to meet and help each other, at times you can see them sit and work on a document together, and help each other. Sometimes they simply just talk **and** sharer each other’s birthdays at work, its liked they have their small family here at work”.* (S/SUPT Bondatehe, Key Informant, Male, 42 years old, 19 years working experience).

The above research findings support the findings by Triplett and Mullings (1996) indicate that the use of groups as a social support has a direct enhancement towards their health and well-being, taking into account that it meets important and human needs for security, social contact, approval, belonging and affection. The use of social support systems, such as co-workers, friends and family have been used to deal with the challenges experienced at work. The social support systems tend to have a direct influence on dealing with these challenges, through enhancing health and well-being as it meets important human needs such as security, affection, social contact approval, and belonging. Schaufeni and Peeters (2000) and Sinead (2009) indicate that social support **is** a resource that helps individuals cope with job stress further providing a function as problem focused coping strategy.

4.5 CONCLUSION

This chapter reported on research findings in relation to the literature reviewed. A number of socioeconomic factors were found to be involved in the decision taken by participants in becoming correctional officer. Factors such as lack of employment opportunities, attraction to the uniform, and the lack of financial support to study further were some of the contributing factors for individuals to join the Namibian correctional service. The chapter further discussed the work-related challenges encountered by correctional officers as well as the coping mechanisms used by the correctional officers in the Namibian correctional service. These included the lack of resources, lack of support from superiors and management, lack of work related skills, role demands and lack of participation in decision making. The coping mechanism identified include self-motivation, acceptance of the situation, suppression, and peer support.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides a summary of the main-findings in light of the work-related challenges encountered by the correctional officers while performing their duties in the Namibian correctional service. The study outlines the existing literature on the development of the corrections industry and challenges and impact on correctional officers. A discussion on how the study was conducted, methodology and research design was outlined. In addition, the study provided a discussion the findings and results, with this chapter closing with the main findings and recommendations.

5.2 GOAL AND OBJECTIVES OF THE STUDY

The aim of the study was to explore the work-related experiences of correctional officers at a correctional facility in Namibia. To achieve the above mentioned goal, the following study objectives were formulated:

- i) To explore correctional officers' motivation for joining the Namibian correctional service
- ii) To explore work-related experience of correctional officers working in a correctional facility.
- iii) To investigate the coping mechanisms used by correctional officers in a correctional facility.

5.3 SUMMARY OF THE FINDINGS OF THE STUDY

The overall aim of the study was to explore the work-related experiences of correctional officers (case management officers) in the Namibian correctional service. The study was guided by four objectives which aimed at addressing the overall aim of the study. The themes that emerged from the study are discussed as follows.

5.3.1 Reasons for becoming a correctional officer

Based on the findings of this study one, of the main reasons for becoming a correctional officer is the unavailability of employment opportunities in other sectors and also the fact that they did not possess the qualifications that are required elsewhere. Participants indicated that correctional work was one of the work sector that was much easier to secure a job, as their recruitment criteria was easier to meet compared to other employment agencies. In addition as a result of

personal interest, participants were driven to become correctional officers by the interest developed towards the uniform. Some participants indicated that they admired the uniform as they saw other correctional officers within their community modeled. While others indicated that as a result of admiring the uniform they became more inquisitive to know what the inside of a correctional facility looked like as well as how offenders lived and, as a result this attracted them to become a correctional officer. Others had always wanted to work in a uniform setting, however other employment agencies had a strict recruitment criteria compared to the correctional service that only needed grade 12 qualification. On the other hand, the socioeconomic status of individuals played a role in participants becoming correctional officers. Lack of financial support to study and support families led some participants to seek employment rather than furthering their education. As a result of their socioeconomic background of the participants, they found themselves seeking employment over furthering to tertiary education in order to be financially stable and assist their family.

5.2.3 Work-Related challenges experienced by correctional officers within the Namibian correctional service

Exploring the work related challenges encountered by correctional officers (case management officers), participants indicated that as a result of the work challenges they encountered when performing their duties the lack of resources affected their day to day functioning. Lack of support from superiors and management was one of the challenges that stifled their performance significantly and which often made their work difficult. Participants disclosed that they were expected to perform roles of rehabilitation to which they lacked the necessary skills to do so, which often left them unclear of what they should do. Research participants narrated that they had a challenge of having significant demanding roles as they were expected to perform equally well. This often made it difficult on prioritizing the varied tasks given to them. In addition, the lack of participation in decision making on aspects that greatly affected their work was a challenge that participants eluded as a hindrance to their performance, which affected them both professionally and personally.

5.3.3 Coping Mechanism used by correctional officers

In exploring the coping mechanisms used by correctional officers in response to the challenges encountered when performing their duties. Participants disclosed that they tend to motivate themselves using positive affirmations. While other participants revealed accepting the situation

in which they were working as one of the coping mechanism they often used. This allowed them to work past their challenges, and this was mostly used when it came to situations they could not change or influence differently. Suppression of their feelings strongly was indicted by the participants as one of the coping mechanisms they used, adding on to say they found it easier to suppress their feelings than voice out how they felt about their work situation. Participants further revealed that they relied greatly on the support of their peers as a means of dealing with their work challenges, as to some extent this would ease the burden by just being heard out as the groups allowed them to vent out their feelings. Additionally the participants disclosed that though the peer support group could not change much about structured aspects of the work environments, these groups provided them with significant emotional support.

5.4 RECOMMENDATIONS

The following recommendations have been established for the Namibian Correctional Service based on the findings and conclusions of the study.

5.4.1 Training

Training is a fundamental aspect of building human capacity in the workplace. Findings from the study shows a need for ongoing training of correctional officers on the job to equip them with work related skills, as this will help correctional officers keep abreast with the current interventions that they have to offer to offender. Training will enhance the knowledge and skill levels of those that have been in the organization for extended period of time to help them understand their new roles as this would help them effectively perform their duties. Training services would help bridge the skills gaps such as effective counselling skills, critical analysis of assessments among employees within the organization.

5.4.2 Occupational Social Work Practice

Occupational social workers are concerned about the wellbeing of the employee within their workplace and the best interest of the organization. Occupational social workers are striving to reduce the gap between employee goals and organizational goals to ensure that both the employee and employer have their needs met and that a balanced fit is created. In order to maintain continuous professional practice of ensuring employees wellness within the organization, the Namibian Correctional Service will need to work towards being able to effectively meet the psychosocial needs of employees in a more responsive supportive and not

reactive manner. As it is important that workplace policies overcome divides that create the gap between employee needs and that of the organization, and promote the empowerment of individuals in the workplace, their families and strategies to achieve institutional change. Based on the findings from the study it would be beneficial occupational social workers focuses on providing multi-level intervention to employees that will effectively help them address the encountered challenges in the workplace.

5.4.3 Research

Based on the study, it becomes evident that the lack of research studies makes it difficult to understand the dynamics of working in a correctional setting within the Namibian context. This clearly indicates the need for further research studies to be conducted within the Namibian correctional service to better understand the occupational challenges encountered by the employees of the organization. In addition conducting research studies in the field of corrections as occupation will help bridge the gap in literature on corrections.

Furthermore research would significantly develop evidence-based a strategies on how to enhance working condition of employees within an organization. Research will thus enhance the accuracy of intervention measures established within the organization to mitigate the encountered challenges. In the same light further research could benefit the Namibian Correctional Service better develop responsive programs and intervention that address the immediate and long term challenges encountered of employees.

5.5 CONCLUDING REMARKS

The literature review section demonstrated that little intellectual has been done on experiences of correctional officers in Namibia. Moreover drawing from the findings of this study it becomes evident that as a result of the encountered challenges by correctional officers, their working conditions are worsened by the lack of effective intervention programs in place to address these challenges. It becomes imperative that the Namibian Correctional Service place importance on creating a work environment that is conducive towards its employees in relation to other modern correctional agencies internationally at it strives to be the leading corrections in Africa. It is important that organizations understand that a conducive work environments yield effective results, reduced absentseem, increases job moral, job satisfaction and job loyalty towards the organization.

REFERENCES

- Aams, G. K. (2006). The Current Trend in Correctional Programming in the USA.54. Available: http://www.unafei.or.jp/english/pdf/RS_No54. Retrieved 22 April 2013
- Ahmad, K. Z (2010) Person-Environment Fit: A critical Review of the Previous Studies and a Proposal for future Research. *International Journal of Psychological Studies*. 2 (1). Available: <http://www.ccsenet.org/ijps> Retrieved 15 March 2014
- Armstrong, S. G. & Griffin, M. N. (2004). Does the job matter? Comparing correlates of stress among treatment and correctional staff in prisons, 32, 577-592.
Available: <http://www.sciencedirect.com/science/article/pii/S0047235204000881>. Retrieved 01 October 2013
- Amoo, K., S. & Shefter, I. (2006). The rule of Namibia: The KAF Democracy Report Article 1 (6). Available:
http://www.kas.de/upload/auslandshomepages/namibia/humanRights/amoo_Sheffers.pdf.
Retrieved 18 October 2013
- Atkin-Plunk, A. C & Armstrong, S.G. (2013).Transformational leadership skills and correlates of prison warden job stress, *Criminal Justice and Behavior*, 40(5), 551-568.Available: <http://www.cjb.sagepub.com/content/40/5/551>. Retrieved 18 October 2013
- Artz, L., Hoffman-Wanderer. Y & Moulton, K. (2012). Hard times: Women’s pathways to crime and incarceration. Available: <http://www.ghjru.uct.ac.za/pdf/hardtimes.pdf>. Retrieved 17 November 2013
- Babbie, E. (2013). *The Practice of social Research*. Wadsworth: Cengage Learning
- Babbie, E. & Mouton, J. (2006).*The Practice of Social Research*. Cape Town: Oxford Press.
- Babbie, E. (2004). *The Practice of Social Research*. (9th Ed). Belmont: Wadsworth & Thomson learning.
- Bakker, B.A., Demerouti, D. & Euwema, C. M. (2005). Job Resources Buffer the impact of Job Demands on Burnout. *Journal of Occupational Health Psychology*, 10 (2), 170-180.
Available: doi: 10.1037/1076-8998.10.2.170. Retrieved 14 March 2013

- Bargal, D. (1999). The future development of Occupational Social Work. *Administration in Social Work*, 23 (3, 4), 139-156. Available:
http://www.tanfonline.com/doi/pdf/10.1300.J147v23n03_08. Retrieved 16 August 2013
- Bauer, W. M & Gaskell, G. (2000). *Qualitative Researching with Texts, Image and Sound: A practical Handbook*. London: Sage Publication.
- Baxter, P. & Jack, S. (2008) Quality Study Methodology: Study Design and Implementation for Novice Researchers, *The Qualitative Report*. 13 (4), 544-559. Available:
<http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf> . Retrieved 15 November 2013
- Beauregard, T A. & Henry, L. C. (2009). Making the link between life balance practice and organizational performance. *Human Resource management Review*, 19, 9-22.
Available:[http://www.eprint.ise.ac.uk/25224/making_the_link_between_work_balance_practice_and_organizational_performacce_\(LSERO_version\).pdf](http://www.eprint.ise.ac.uk/25224/making_the_link_between_work_balance_practice_and_organizational_performacce_(LSERO_version).pdf) Retrieved 03 October 2013
- Benefiel, R. (2013). Book Review. Stress and The correctional Officer. *International Criminal Justice*, 22 (1), 86-87. Available: <http://www.ncjrs.gov/pdffiles1/nij/183474.pdf> Retrieved 12 October 2015
- Bensimon, P. (2010). Wellness at work: A matter of choice for a better future. Correctional Service Canada. Available: <http://www.csc-scc.gc.ca>. Retrieved 12 October 2013
- Black, E.S. & Lynch, L.M (2004). What's driving the new economy?: The Benefits of Workplace innovation. *The Economic Journal*, 114 (493), 97-116. Available:
<http://www.onlinelibrary.wiley.com> Retrieved 03 October 2013.
- Blanche, T. M., Durrhem, K. & Painter, D. (2012). *Research in Practice: Applied Methods for the Social Sciences*. (2nd ed.). South Africa: Lebone Publishing Services.
- Botha, C. & Pienaar, J. (2006). South African correctional official occupational stress: The role of psychological strengths. *Journal of Criminal Justice*, 34 (1), 73-80. Available:
<http://www.ncjrs.gov/App/Publications/abstract.aspx?ID234997>. Retrieved 05 February 2014
- Bourbonnais, R. (2007). Psychosocial work environment, interpersonal violence at work and mental health among correctional officers. *International Journal of law and Psychiatry*. (30),

355-368. Available: <http://www.sciencedirect.com/science/article/pii/S0160652707000477>.

Retrieved 03 February 2014

Braun, V. & Clarke, V. (2006). Using Thematic analysis in Psychology. *Qualitative Research in Psychology*. Available: [Http://www.tandfonline.com/loi/uqrp20](http://www.tandfonline.com/loi/uqrp20). Retrieved 06 June 2015

Brough, P. & Williams, J. (2007). Managing Occupational Stress in a High Risk Industry: Measuring the job demands of correctional officers, 34(4), 555-567. Available: <http://www98.griffith.edu.au/dspace/bitstream/handle/10072/18018/433421>. Retrieved 08 June 2014

Brown, L. K. & Benningfield, M. (2008). Death row correctional officers: Experiences, perceptions and attitude. *Criminal justice Review*, 33(4), 524-540. Available: 20 September 2013
<http://www.cji.sagepub.com/content/early/2008/09/03/0734016808322323.full.pdf>

Brower, J. (2013) Correctional officers' wellness and safety literature review. Available: <http://www.ojpdagnosticcenter.org> Retrieved 07 June 2016

Bryman, A. (2004). *Social Research Methods*. (2nd Ed). United States: Oxford Press.

Bukurura, S. (2003). Prison overcrowding in Namibia: The problem and suggests and solution *.Acta Criminological Journal*, 16(1). Available: <http://www.iss.co.za/CJM/corrections/prisonovercrowding/pubs/sufian>. Retrieved 02 September 2013

Buunk, B.P. (1998). Social Comparison and optimism about ones' relational future: Order effects in social judgment. *European Journal of social Psychology*, 28. 777-786. Available: <http://www.onlinrlibrary.wiley.com>. Retrieved 02 September 2013

, D. R. (1987). Person-Environment Fit Theory and Organizations: Commensurate Dimension, time perspectives and Mechanisms. *Journal of Vocational Behaviour*, 31, 248-267. University of Michigan. By academic press. Available: <http://www.deepblue.lib.umich.edu/bitstream/handle/2027.42/.../0000015.pdf>. Retrieved 05 September 2013

- Carlson, R. J., Anson, H. R. & Thomas, G. (2003). Correctional officers' burnout and stress: Does gender matter? *The Prison Journal*, 83 (3), 277-288. Available: <http://www.tpj.sagepub.com/content/83/3/277>. Retrieved 04 June 2013
- Carver, C. S., Weintraub, J. K. & Scheier, M.F. (1989). Assessing Coping Strategy: A Theoretically based Approach. *Journal of Personality and Social Psychology*. 56, (2), 267-283. Available: <http://www.psy.miami.edu/faculty/ccarver/documents/p89COPE.pdf> Retrieved 09 June 2013
- Cheek, E. F. & Miller, M. D. (1983). The experiences of stress for correctional Officers: A double – bind theory of correctional stress, 11,105-102. Available: <http://www.sciencedirect.com/science/article/pii/0047235283900466>. Retrieved 18 September 2013.
- Cheeseman, K. A. & Downey, R. A. (2012). Talking ‘Bout My Generation’: The effect of “Generation” on Correctional Employee Perceptions of work Stress and Job Satisfaction. *The Prison Journal*. 92 (1), 24-44. Available: <http://www.tpj.sagepub.com>. Retrieved 02 March 2013
- Christensen, B. L., Johnson, B.R. & Turner, A. L. (2011). *Research Methods, Design, and Analysis* (11th Ed.). Pearson.
- Christensen, G. E. (2008). Our Systems of Corrections: Do Jails play a role in Improving Offender Outcome?: for the Crime and Justice Institute. Available: <http://www.s3.amazonaws.com/static.nicic.gov/library>. Retrieved 08 May 2013
- Cook, C. L. & Lane, J. (2013). Professional orientation and pluralistic ignorance among jail correctional officers. *International Journal of offender Therapy and Criminology*. XX (X) 1-23. Available: <http://www.ncbi.nlm.nih.gov/pubmed/23422025>. Retrieved 07 May 2014
- Cornhell, K.L. (2006). Person –In- Situation: History, Theory, and New Directions for Social Work Practice, 6. Available: <http://www.canonsociaalwerk.eu.1940>. Retrieved 08 July 2013
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (3rd Ed.). London: Sage Publications.

- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (4th Ed.). London: Sage Publication.
- Delprino, P. R. (2002). Work and family support service for correctional officers and their family members: A national survey. Available: <http://www.ncjrs.gov/pdffiles1/nij/grants/192292.pdf>. Retrieved 09 September 2013
- De Camargo, C. (2012). The Police uniform: Power, authority and culture. *Internet journal of Criminology*. Available: http://www.internetjournalofcriminology.com/decamargo_the_police_uniform. Retrieved 08 February 2016
- De Serf, M. (2002). The effects of family, Social and Background Factors on Children's educational attainment. Available: http://www.digitalcommons.wu.edu/cgi/viewcontent.cgi?article=10098.content=econ_honproj. Retrieved 08 February 2016
- De Vos, S.A., Strydom, H. Fouche, B.C. & Delport, C. S. L. (2011). *Research Grass Roots*. (4th Ed.). Pretoria: Van Schaik Publishers.
- Du Plessis, A. (1990). Occupational social work practice. In Mckendrick, B.W., Drower, J.S., Hoffmann, C.W. & Livingstone, J.B. (1990) *Social Work in Action*. South Africa: Haum-Tertiary.
- Edward, J. R., Caplan, R. D & Harrison, R. V. (1998). Person-environment fit theory: Conceptual Foundations, empirical evidence, and directions for future research In C. L Cooper (Ed.), *Theories of organizational stress* (pp 28-670. Oxford University Press.
- Eraut, M. (2004). Informal Learning in the workplace. *Studies in Continuous Education*.26 (2), 247-273. Available: doi: 10.1080/158037042000225245. Retrieved 02 November 2013
- Farkas, M. A. & Manning, P. K. (1997). The Occupational Culture of Corrections and Police Officers. *Journal of Crime and Justice*: 20 (2), 51-68. Available: <http://www.tandfonline.com/loi/rjcj20> Retrieved 23 May 2015
- Finn, P. & Kuck, S. (2003). Addressing probation and parole officer stress. 23 May 2014 <https://www.ncjrs.gov/pdffiles1/nij/grants/207012.pdf>

- Finney, C., Stergiopoulos, E., Hensel, J., Bonato, S. & Dewa, S.C. (2013). Organizational stressors associated with job stress and burnout in correctional officers: A systematic review. *BMC Public Health*, 13(82). Available: <http://www.biomedcentral.com/1471-2458/1382> Retrieved 06 March 2013
- Fouche, C. B., Delpont, C. S.L. (2011). Writing the Research Proposal. In A. S. De Vos, H. Strydom, B.C .Fouche & C.S. L Delpont (4th Ed.). *Research Grass Roots*. (pp.142-157). Pretoria: Van Schaik Publishers.
- Fouche, C. B., Schurink, W. (2011). Qualitative Research design. In A. S. De Vos, H. Strydom, B.C .Fouche & C.S. L Delpont (4th Ed.). *Research Grass Roots*. (pp.142-157). Pretoria: Van Schaik Publishers.
- French, J. R. P., Jr Rodger, W. L. & Cobb, S. (1974). Adjustment as Person-environment Fit. In G. Coelho, D. Humburg & J. Adams. (Eds). *Coping and Adaption*, p. 316-333. New York Basic Books.
- Gatotoh, A. M., Omulema, E. E. B. & Nassiuma, D. (2011). Correctional attitude: An impetus for a paradigm shift in inmate rehabilitation. *International Journal of humanities and Social Sciences*, 1(4). Avalilabe: http://Profile.uonbi.ac.ke/augustine_gatotoh/files/c. Retrieved 28 June 2014
- Garland, B., Hogan, L. N. & Lambert, E.G. (2013). Antecedents of role stress among correctional staff: A replication and Expansion. *Criminal Justice Policy Review*, 24 (5), 527-550. Available: <http://www.cjp.sgaepub.com/content/24/5/527>. Retrieved 20 April 2014
- Gould, D. D., Watson, L. S., Price, R. S. & Valliant, M. P. (2013). The Relationship between Burnout and Coping in Adult and Young Offender Center Correctional Officer: An Exploratory Investigation. *Psychological Service*, 10 (1), 37-47. Available: <http://www.ncbi.nlm.nih.gov/pubmed/22924799> Retrieved 26 May 2014
- Goyer, C. C. (2001). Prison privatization in South Africa: issues, challenges and opportunities. Available: <http://www.issafrika.org/uploads/momo64.pdf> Retrieved 24 September 2013
- Greef, M. (2011). Information collection: Interviewing. In A.S. De Vos, H. Strydom, B.C .Fouche& C. S. L. Delpont (4thEd.). *Research Grass Roots*. (pp.341-374).Pretoria: Van Schaik Publishers

- Greenstein, R. (2003). *Research Methods Manual. Department of Sociology*. Johannesburg. University of the Witwatersrand.
- Griffin, M. L. (2006). Gender & stress: A comparative assessment of sources of stress among correctional officers, 22 (1), 4-25. Available: <http://www.ncjrs.gov/App/Publication/Abstract.aspx?ID=234547> Retrieved 18 June 2013
- Griffin, M. L., Armstrong, S. G. & Hepburn, R.J. (2005). Correctional officer's perceptions of equitable treatment in the masculinized prison environment. *Criminal Justice Review*, 30 (2), 189-206. Available: <http://www.cjr.sgaepub.com/content/30/2/189.full.pdf> Retrieved 18 June 2013
- Gumada, F. F. (2007). An exploratory study of the attitude and perceptions of correctional officers towards their role in contributing to the offender rehabilitation at Pollsmoor prison in Cape Town. Available: http://www.researchspace.ukzn.ac.za/xmlui/bitstream/handle/10413/3086/Gumada_Fikile_filles_2001.pdf Retrieved 11 March 2013
- Harling, K. (2002). An overview of Case Study. Available: http://www.farmfoundation.org/news/articlefiles/1028-1_harling.pdf. Retrieved 02 November 2013
- Harrison, E. (2009). A New Vision for Employee Health and Wellness in South Africa: What can Occupational Social Work offer?. *The Social Work Practitioner-Researcher*, 21 (3), 370-387. Available: http://www.vanbreda.org/adrian/pub/42_SWPR_OSW_DevelopmentalSW.pdf Retrieved 20 October 2013
- Hartas, D. (2011). Families' Social background matters: Socio-economic factors, home learning and young children's language, literacy and social outcome. *British Educational Research Journal*, 37 (6), 893-914. Available: doi: 10.1080/01411926.2010.506945. Retrieved 02 October 2013
- Hemmens, C. & Stohr M, K. (2000). The Faces of the correctional Role Instrument. *International Journal of Offenders Therapy and Comparative criminology*, 44 (3), 326-349. Available: <http://www.ijo.sagepub.com> Retrieved 12 May 2014

- Hepburn, J. R. & Albonetti, C. (1980). Role Conflict in Correctional Institutions: An Empirical Examination of the Treatment- Custody Dilemma among Correctional Staff. *American Society Criminology*, 17 (4), 444-459. Available: <http://www.onlinelibrary.wiley.com> Retrieved 12 May 2014
- Hogan, N. L., Lambert, E. G., Jenkins, M. & Wambold, S. (2006). Impact of occupational stressors on Correctional Staff Organizational commitment: A Preliminary study. *Journal of Contemporary Criminal justice*. 22 (1), 44-62. Available: <http://www.ccj.sagepub.com> Retrieved 22 June 2015
- Iipingie, N. S., Hofnie, K., Van der Westhuizen, L. & Pendukeni, M. (2006). Perceptions of health workers about condition of service: A national case study. Available: <http://www.albacharia.ma/xmlui/bitstream/handle/123456789/3190/DIS35HRiipingie.pdf?sequence> Retrieved 23 October 2013
- Jurik, N. C. (1985) Individual and Organizational Determinants of Correctional Officer Attitudes towards inmates. *Criminology*, 23 (3), 523-540. Available: <http://www.onlinelibrary.wiley.com> Retrieved 03 May 2015
- Josi, D. A. & Sechrest, D. K. (1998) The Changing Career of the Correctional officer: Policy implication for the 21st century. USA: Butterworth-Heinemann.
- Kainuwa, A. & Yusuf, M. M. B. N (2013). Influence of Socio-Economic and educational background of Parents on their children's Education in Nigeria. *International Journal of Scientific and Research Publications*, 3 (10). Available: <http://www.ijsrp.org/research-paper-1013/ijsrp-p2258.pdf> Retrieved 05 May 2015
- Kratcoski, P. C. (1985). Career Opportunities in Corrections Field. *Journal of Applied Sociology*, 2 (1), 25-31. Available: <http://www.jstor.org/stable/43401252> Retrieved 26 November 2013
- Koo, J. W. & Kim, H. (2006). The factor affecting job stress and psychological well-being of prison officer, 175-178. Availabel: <http://www.science.gov/topicpages/j/job+stress+factors.html> Retrieved 06 June 2013
- Kirke, C. (2010). Military Cohesion, Culture and Social Psychology. *Defense and Security Analysis*, 26 (2), 143-159. Available: <http://www.tandfonline.com> Retrieved 06 June 2013

- Kewksbury, R. & Mustaine, E. E. (2008). Correctional Orientation of Prison Staff. *The Prison Journal*, 88 (2), 207-233. Available: <http://www.tpj.sagepub.com> Retrieved 25 November 2014
- Krefting, L. (1991). Rigor in Qualitative Research: The assessment of trustworthiness. Available: <http://www.ncbi.nlm.nih.gov/pubmed/2031523>. Retrieved 08 March 2015
- Lambert, E.G., Hogan, L.N., Barton-Bellessa, M. S. & Jiang, S. (2012). Examining the relationship between supervisors and management trust and job burnout among correctional officers. *Criminal Justice and Behaviour*, 39 (7), 938-957. Available: <http://www.cjb.sagepub.com> Retrieved 29 May 2013
- Lambert, E.G. & Hogan, N. L. (2012). Wanting change: The relationship of perceptions of organizational innovation with correctional staff job stress, job satisfaction and organizational commitment, 21 (2), 160-184. Available: <http://www.cjp.sagepub.com/content/21/2/160.short>. Retrieved 29 May 2013
- Lambert, E.G., Hogan, N.I., Altheimer, I. & Wareham, J. (2010). The effects of different aspects of supervision among female and male correctional staff: A preliminary study, 35(4), 492-513. Available: <http://www.cjr.sagepub.com/content/35/4/492>. Retrieved 29 May 2013
- Lambert, C., Jomeen, J. & McSherry, W. (2010). Reflexivity: A review of the literature in the context of midwifery research. *Research and Education*. Available: http://www.2.hull.ac.uk/student/pdf/graduateschoolbjm_18_5_reflexivity.pdf. 29 May 2013
- Lambert, E. G. & Cluse-Tolar, T. (2007). This job is killing me: The impact of job characteristics on correctional staff job stress. *Journal of applied psychology in criminal justice*, 3 (2), Available: http://www.dev.cjcenter.org/files/apcj/3_2_correctionalstaff.pdf. Retrieved 15 May 2015
- Lambert, E. G., Hogan, L. N., Scott, D. C., Ventura, A. L. (2006). The impact of work-family conflict on correctional staff. *Criminology and Criminal justice: A preliminary Study*, 6 (4), 371-387. Available: <http://www.crj.sagepub.com/content/6/4/371> Retrieved 29 May 2013
- Lambert, E.G. Hogan, L. N, Paoline III, A. & Clarke, A. (2005). The Impact of Role Stressors on Job satisfaction, and Organizational Commitment among Private prison Staff. *Security Journal*, 18 (4), 33-50. Available: <http://www.palgrave-journal.com/sj/journal/v18/n4> 20 May 2014

- Lambert, E. G., Hogan, L. N. & Barton, S. M. (2004). The Nature of Work- Family Conflict among Correctional Staff: An Exploratory Examination. *Criminal Justice Review*, 29 (1). Available: <http://www.cjr.sagepub.com/content/29/1/145>. Retrieved 20 May 2014
- Lambert, E.G. (2004). The impact of Job Characteristics on Correctional Staff members. *The prison Journal*, 84 (2), 208-227. Available: <http://www.tpj.sagepub.com/content/84/2/208>. Retrieved 24 June 2014
- Lambert, E.G. (2003). The impact of organizational justice on correctional staff. 31, 155-168. Available: <http://www.sciencedirect.com/science/article/pii/S0047235202002222>. Retrieved 16 February 2014
- Legard, R., Keegan, J. & Ward, K. (2003). In-depth interviews. In J. Lewis (Ed.) *Qualitative Research Practice: A guide for Social Science students & Research*. London: Sage Publications.
- Legal Assistance Centre (n.d). Available: <http://www.lac.org.na> Retrieved 13 May 2013
- Levitt, S. D. (1996). The effect of prison population size on crime rates: Evidence from prison overcrowding litigation. Available: <http://www.oxfordjournals.Org/Content/111/2/31doi:10.2307/294668>. Retrieved 15 February 2013.
- Liebling, U. K. A. (2006). Prison in Transition. *International Journal of law and psychology*. 29, 422-430. Available: <http://www.crim.cam.ac.uk/people/academic>. Retrieved 28 November 2013
- Lietz, A. C., Langer, L.C. & Furman, R. (2006). Establishing trustworthiness in qualitative Research in Social Work: Implication from a study regarding spiritually. Available: http://www.academia.edu/1907846/establishing_trustworthiness_in_qualitative_research. Retrieved 15 February 2013
- Lindquist, C. A. & Whitehead, J. T. (1986). Burnout, job stress and job satisfaction among southern correctional officers: Perceptions and causal factors. *Journal of Offender Counselling Services Rehabilitation*, 10(4), 5-26. Available: <http://www.tandfonline.com>. Retrieved 14 May 2014

- Maghan, J. (n.d). Correctional officers in a changing environment. Available:
<http://www.jmfcc.com/corrOfficersChangingEnvironment.pdf>. Retrieved 20 May 2014
- Maghan, J. & McLeish-Blackwell, L. (n.d). Black Women in Correctional Employment. Available:
<http://www.jmfcc.com/black-women-in-correctional-employment.pdf>. Retrieved 17 May 2014
- Mambi, T. A. (2005). Exploratory study on officers at Sevontien prison. Petermaritsburg.
Available: <http://www.uzulu.ac.za/handle/105301662>. Retrieved 25 June 2014
- Marzuki, N. A. & Ishak, K. A. (2011). Towards healthy organization in correctional settings: Correctional officers' wellness, occupational stress and personality, *International Journal of Social Sciences*, 3(2). Available:
http://www.sobiad.org/ejournals/journal_IJSS/archieves/2011_2/najib_ahamad_marzuki.pdf.
Retrieved 25 November 2013
- Maribe, K. L. (2006). Chapter 2: Occupational Social Work in South Africa. Available:
<http://www.wiredspace.wits.ac.za/bitstream/10539/2051/5MaribeKLchapter> Retrieved 19
November 2013
- Matetoa, J.M. (2013). The professional role of the correctional officers in the rehabilitation of offenders. Available:
http://www.uir.unisa.ac.za/bitstream/handle/10500/10343/thesis_matetoa_jm.pdf. Retrieved 19
November 2013
- Matz, K. A., Wells, B. J., Minor, I. K. & Angel, E. (2013). Predictors of turn over intention among staff in Juvenile correctional facilities: The relevance of job satisfactions and organizational commitment. *Youth Violence & Juvenile Justice*, 11(2), 115-131. Available:
<http://www.yvi.sagepub.com/content/early/2012/10/.../1541204012450873>. Retrieved 19
October 2013
- McAree, T. (2011). Prison privatization in South Africa: A case study of Phoenix. Zululand's work in Eshowe correctional facilities. Available:
http://www.phoenix-zululand.org.za/wp-content/uploads/2012/01/tommy-ISP-2_1.pdf.
Retrieved 02 March 2015

- McCarthy, W. D. (2012). Causes of correctional stress and its consequences. Available: <http://www.gradworks.umi.com/15/10/1510124.html>. Retrieved 02 March 2014
- McCarty, R., Atkinson, M., Lipsenthal, L. & Arguelles, L. (2009). New Hope for Correctional officers: An Innovative Program for reducing Stress and Health Risk. *Appl Psychophysiol Biofeedback*. Available: http://www.heathmath.com/wp-content/uploads/2012/04/correctional_officer_APB_journal.pdf Retrieved 06 October 2013
- Metsola, L. (2007). Reintegration of ex-combatants and former fighters: A lens into state formation and citizenship in Namibia, 27 (6). Available: <http://www.jstor.org/stable/4017743>. Retrieved 25 November 2013
- Meskill, M. W. (1999). An American Revolution: The History of Prison in the United States from 1777 to 1877. *Stanford Law Review*. 51 (4), 839-865. Available: <http://www.jstor.org> Retrieved 23 October 2013
- Michieli, J. (2008). Stress and the effects of working in a high security prison. Available: <http://www.ncjrs.gov/pdffiles1/224105.pdf>. Retrieved 12 March 2013
- Misis, M., Kim, B., Cheeseman, K., Hogan, N. L. & Lambert, E. G. (2013). The impact of correctional officer perceptions of inmates on job stress, 1(13). Available: <http://www.sgo.sagepub.com/content/3/2/2158244013489695> Retrieved 16 May 2013
- Millson, W. (2000). Predictors of work stress among correctional officers. Available: http://www.jarwancenter.com/download/english_books/university_dessertation/predictors%20of%20work%20stress%20Among%20correctional%20officers.pdf. Retrieved 15 May 2014
- Mitchell, O., Mackenzie, D. L., Styve, J.G. & Gover, A. R. (2006). The Impact of Individual, Organizational, and Environmental Attributes on Voluntary Turnover Among Juvenile correctional staff members. *Justice Quarterly*, 17 (2), 333-357. Available: <http://www.tandfonline.com/loi/rjqy20> Retrieved 23 October 2013
- Monette, D. R., Sullivan, T. J. & DeJong, D. R. (2005). *Applied Social Research: A tool for the human services*, (6thEd.). Canada: Thomson Learning.

- Moon, B. & Maxwell, S. R. (2004). The sources and consequences of correctional officers' stress: A South Korean example, 32, 359-370. Available: <http://www.Sciencedirect.com/science/article/pii/S0047235204000431> Retrieved 22 November 2014
- Morgan, D. R., Van Haveren, A. R. & Pearson, A. C. (2002). Correctional officer burnout: Further analyses. *Criminal Justice and Behaviour*, 29 (2), 144-160. Available: <http://www.cjb.sagepub.com/content/29/2/144>. Retrieved 12 November 2013
- Morrow, L.S (2005). Quality and Trustworthiness in Qualitative Research in Counselling Psychology. Available: http://www.safranlab.net/uploads/7/6/4/6/7646935/quality_trustworthiness_2005.pdf Retrieved 20 May 2014
- Moynihan, D. D. (2005). The Impact of Managing for Results Mandates in Corrections: Lessons from three states. *Criminal Justice Policy Review*, 16 (1), 18-37. Available: doi: 10.1177/0887403261278. Retrieved 20 May 2015
- Mruck, K. & Breuer, S. (2003). Subjectivity and Reflexivity in Qualitative Research- The FQS issues. *Open Journal Systems*, 4 (2), 23. Available: <http://www.qualitative-research.net/index.php/fqs/airticle/view/696/1504> Retrieved 14 June 2013
- Muthaphuli, P. (2009). Offender's rights with regard to rehabilitation in South Africa. Available: <http://www.uir.unisa.ac.za/bitstrea/hangle/10500/1309/dissertation.pdf?sequence> Retrieved 20 March 2013
- Muchinsky, P. (2000). Emotions in the Workplace: The Neglect of Organizational Behaviour. *Journal of Organizational Behaviour*, 21 (7), 801-805. Available: <http://www.jstor.org/stable/3100314> Retrieved 23 October 2013
- Nakuta, J. & Cloete, V. (n.d). The justice sector and the rule of law In Namibia. Available: http://www.nid.org.na/.../Criminal%20Justice%20Book%20Final%2026_05_11. Retrieved 23 October 2013
- Nalini, R. (2011). *Social work and the workplace*. India, New Delhi: Concept Publishing Company.
- Namibia Employees Federation. (n. d). HIV/AIDS in the workplace, Namibia. Available: <http://www.nef.com.na/workaids.php> 18 June 2014

- Newman, W.L. (2000). *Social Research: qualitative and quantitative approaches*. (4thEd.). USA: Allyn & Bacon.
- Paoline III, Lambert, E.G. & Hogan, N. L. (2006). A Calm and Happy keeper of the keys: The Impact of ACA views, Relations with Coworkers, and policy views on the job stress and job satisfaction of correctional staff. *The prison Journal*.86 (2) 182-205. Available: <http://www.online.sagepub.com>. Retrieved 25 November 2013
- Peak, K. J (2007) *Corrections Personnel Roles and Functions*. Justice Administration: Police, Court, and Corrections Management (5th Ed). Prentice Hall: Pearson Education.
- Pinnegar, & Daynes, (2006).Five qualitative approaches to Inquiry. In J.W. Creswell. (Ed.).*Qualitative inquiry and Research Designs*. Available: <http://www.sage.com/upm-data/Chapter4.pdf>. Retrieved 13 March 2014
- POF Act (2012) Correctional Service Act No 9 of 2012. Available: <http://www.lac.org.na/laws/2012/5008.pdf>. Retrieved 14 June 2013
- Polkinghorne, E. D. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8 (1), 5-23. Available: <http://www.tandfonline.com>. Retrieved 25 November 2013
- Pollock, M. J., Hogan, N. L., Lambert, E. G., Ian Ross, J. & Sundt, J. L. (2012). A Utopian Prison: Contradiction in Terms. *Journal of Contemporary Criminal Justice*, 28 (1), 60-76. Available: <http://www.ccj.sagepub.com> Retrieved 28 September 2013
- Prison Act, No.9 (2012) The Republic Of Namibia. Available: <http://www.lac.org.na/laws/2012/5008.pdf>. Retrieved 23 October 2014
- Punch, F. K. (2005). *Introduction to social Research: Qualitative and Quantitative Approaches* (2nd Ed.). London: Sage Publications.
- Reed, K. D., Hocking, S. C. & Smythe. (2011) Exploring the meaning of occupation: The case of phenomenology. *Canadian Journal of Occupational Therapy*, 78 (5), 303-310. Available: <http://www.o-cjo.sagepub.com> Retrieved 25 October 2015
- Reynolds. L. (2015) Purpose of Corrections. Available: <http://www.ehow.com> 08 February 2016

- Richard, R. & Johnson, M. S. (2005). The Psychological Influence of the Police Uniform.
Available: <http://www.policeone.com/police-products/apprel/undegear> Retrieved 08 February 2016
- Robbins, P. S. & Judge, A.T. (2013). *Organizational Behaviour*. (5th Ed.). England: Pearson
- Rouse, C. E. & Barrow, L. (2006). US. Elementary and Secondary School: Equalizing Opportunity or Replicating the Status Quo. US National Library of medicine National Institutes of Health.
Available: <http://www.ncbi.nlm.nih.gov/pubmed/17036548.Pbmed.gov> Retrieved 08 February 2016
- Rubin, A. & Babbie, E. (2012). *Research methods for Social Work*. (5th Ed.). Canada: Thomson, Brooks/Cole
- Rupple, O. C. & Groenewaldt, A.L. (n.d). Conditions of police cells in Namibia HRDC. Available: <http://www.unam.na/centres/hrdc/conditions%20of%20Police%20cells-Books/Condtions%20in%20Namibia.pdf>. Retrieved 15 May 2015
- Salkind, N. J. (2012). *Exploring Research* (8th Ed). New York: Pearson
- Salleh, R. M. (2008). Life Events, Stress and illness. Malaysian Journal of Medical Science. 15 (4), 9-18. Available: <http://www.ncbi.nlm.nih.gov/pmc/artlce/PMC3341916/pdf/mjms-15-4-009.pdf> Retrieved 12 June 2015
- Savicki, V., Cooley, E. & Gjesvold, J. (2003). Harassment as a predictor of burnout in Correctional officers. *Criminal Justice and Behavior*, 30 (3), 602-619. Available: <http://www.cjb.sagepub.com/content/30/5/602.full.pdf>. Retrieved 23 May 2014
- Schaufeli, W.B. & Peeters, M.C.W. (2000) Job stress and burnout among correctional officers: A literature review. *International Journal of Stress Management*, 7(1). Available: <http://wwwlink.springer.com> Retrieved 20 June 2013
- Schell, C. (1992). The Value of the Case Study as a Research Strategy. *Manchester Business School*. Available: <http://www.finance-mba.com.case%20method.pdf>. Retrieved 02 February 2014

- Senter, A., Morgan, R. D., Serna-McDonald, C. & Bewley, M. (2010). Correctional psychologist burnout, job satisfaction, and life satisfaction, 7(3), 190-201. Available: <http://www.psycnet.apa.org/journals/ser/7/3/190.html>. Retrieved 02 February 2014
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research project. *Education for information*, 22, 63-75. Available: <http://www.xa.yimg.com/kg/groups/7386867/.../trustworthpaper.pdf>. Retrieved 28 October 2014
- Shigwedha, A. A. K. T. (2010). Personal and work-related problems of employees at the social security commission in Namibia. Available: <http://www.wiredspace.wits.acza/handle/10539/8593>. Retrieved 22 May 2014
- Shin, Y. (2004). A Person-Environment Fit model for virtual organization. *Journal of Management*, 30, 725-743. Available: <http://www.jom.sagepub.com/content/30/5/725>. Retrieved 20 may 2014
- Siebold, G. L (2007). The Essence of Military Group Cohesion. *Journal of Armed forces & Society*, 33 (2), 286-295. Available: <http://www.afs.sagepub.com> Retrieved 23 June 2013
- Sinead, R. (2006). Occupational stress and coping among Irish prison officers: An exploratory examination. Available: <http://www.greenhousepress.web.com/Prisonofficeroccupationalstress.pdf>. Retrieved 26 June 2014
- Smith, J.A., & Osborn, M. (2003). Interpretive phenomenological analysis. In J. A. Smith (Ed.) *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage Publications.
- Smith, A. (2012). Namibia's crime shock. Available: <http://www.Namibiansun.com/content/national-news/Namibia%E2%80%99s-crime-shock>. Retrieved 12 October 2014
- Steiner, B & Wooldredge, J. (2016) Individual and Environmental Influences on Prison officer safety. *Justice Quarterly*. DOI. 10.1080/07418825.2016.1164883. Available: <http://dx.doi.org/10.1080/07418825.2016.1164883>. Retrieved 07 June 2016.

- Sterba, K. S. & Foster, M. E. (2008). Self-Selected Sample. Encyclopedia of survey research methods. Available: <http://www.srmo.sagepub.com/view/encyclopedia-of-survey-research-methods/n525.xml>. Retrieved 19 June 2014
- Steward, D.W. & Shamdasani, P. N. (1998). Focus group research: Exploration and discovery. In L. Bickman & D. J. Rog. (Eds). *Handbook of Applied Social Research Method*. Thousand Oaks: Sage Publications.
- Strydom, H. (2011). Ethical aspects of research in the social science and human service professions. In A.S. De Vos., H. Strydom., B.C. Fouche & C.S.L Delpont (4th Ed.). *Research Grass Roots*. (pp.113-129).Pretoria: Van Schaik Publishers.
- Swenson, X.D., Wasleski, D. & Hartl, R. (2008). Shift work and correctional offices: Effects and strategies for adjustment. *Journal of Health Care*, 14 (4), 299-310. Available: <http://www.jcx.sgaepub.com/content/14/4/299.full.pdf>. Retrieved 12 May 2014
- Swiegers, W. (2012). Occupational health challenges within the Uranium Institute. Available: <http://www.aeofnamibia.org/pdf.2012/uranium-institute-waton-swieger.pdf>. Retrieved 12 November 2014
- Takagi, P. (1974). The Correctional System. *Crime and Social Justice*.2, 82-89. Available: <http://www.justor.org>. Retrieved 13 June 2014
- Tewksbury, R. E. & Nustaine, E. E. (2008). Correctional Orientation of Prison Staff. *The prison Journal*, 88 (2), 207-233. Available: <http://www.tpj.sagepub.com>. Retrieved 15 May 2013
- Thomas, A. (2010). A second chance: Name condemning crime, rehabilitating the offender. Available: http://www.southerntimesafrica.com/news_article.pdp?id-926918 18October 2013
- Tomul, E. & Polat, G. (2013). The effects of socioeconomic characteristics of students on their academic achievements in higher education. *Science and Education Publishing*, 1(10), 449-455. Available: <http://www.pubs.sciepub.com/education/1/10/7/index.html> Retrieved 08 February 2016
- Triplett, R. & Mulling, J. L. (1996). Work-Related Stress and coping correctional officers: Implications from organizational literature. *Journal of Criminal Justice*, 24(4), 291-308. Available: <http://www.sciencedirect.com> Retrieved 12 May 2013

- Urban Dictionary (2014). Available: <http://www.urbandictionary.com> Retrieved 23 November 2015
- Volsak, N. (2000). Challenges facing Probation officers working with young persons in conflict of the law. Available: <http://www.eprints.ru.ac.za/2223/>. Retrieved 20 June 2014
- Waters, E. J. (1999). The Impact of Work Resources on Job Stress Among Correctional Treatment Staff. *Journal of Addictions and Offender Counselling*, 20. Available: <http://www.onlinelibrary.wiley.com>. Retrieved 23 October 2014
- Watters, A. M., Pearce, C., Backman, C. L & Suto, M.J. (2012). Occupational Engagement and meaning: The Experience of Ikebana Practice. *Journal of Occupational Science*. Available: <http://www.tandfonline.com/loi/rocc20> Retrieved 25 September 2014
- Ward, T. & Maruna, S. (2007). The risk- Need-Responsivity Model of Offenders Rehabilitation. Social Sciences. Available: <http://www.marisluste.files.wordpress.com/2011/07/riska-modelos-2.pdf>. Retrieved 23 November 2014
- Wells, J. B., Minor, I. K., Angel, E., Matz, A. K., & Amato, N. (2009). Predictors of job stress among staff of correctional facilities. *Criminal Justice & Behavior*, 36 (3), 245-258. Available: <https://www.cjb.sagepub.com/content/36/3/245.refs.html>. Retrieved 26 November 2014
- Welman, C. Kruger, F. & Mitchell, B. (2005). *Research Methodology*. (3rdEd.). Oxford Publications.

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
correctional facility in Namibia**

APPENDIX C

PARTICIPANT INFORMATION SHEET

Date: 2015

Dear

My name is Diana Manga Chipango. A social work student registered for the Master's degree of Occupational Social Work at the University of the Witwatersrand. In partial fulfilment of the degree, I will be undertaking a study to explore the occupational challenges encountered by correctional officers. The study aims to contribute to the body of knowledge and skills of the occupational social worker working in correctional facilities.

It is against this background I would like to invite you partake in the study. Participation in the study is voluntary and refusal to participate will not be held against you in any way. If you agree to participate in the study, a convenient time will be arranged to enable you to narrate your story. The interview will last approximately 45-60 minutes. You are free to refuse to answer any questions that will make you feel uncomfortable. Furthermore you may withdraw from the study at any time, with no consequences and the information collected will be discarded and not used for the research.

Please note that any personal details revealed during the interview will be kept strictly confidential. Personal information will be not included in the study. Participation in the study may create some discomfort during or after the interview, and free counselling services have been have been arranged with Mr Velikoshi Tangeni at +264 81 1488 216 or +264 81 6272 384

For any clarity that you may seek I am available to answer any questions regarding the study. I may be contacted on Telephone +264 66 267088 (tel), + 264 81 8383 716 (cell) or at dianamchipango@live.com (email). This research is supervised by Ms Ajwang Warria Telephone: +27 11 717 4482 (tel). Ajwang.Warria@Wits.ac.za(email).

Thank you for taking time to consider participating in the study.

Yours Sincerely

Diana Manga Chipango

Masters Research Student: University of Witwatersrand.

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
correctional facility in Namibia**

APPENDIX D

CONSENT TO PARTICIPATE IN THE STUDY

This serves to invite you to participate in a study on work-related challenges experiences by correctional officers employed at the Elizabeth Nepemba correctional facility. Please indicate in the right box below by placing a tick showing your interest or disinterest to take part in the study. Kindly provide your contact details if you are interested.

Interested		Not interested	
------------	--	----------------	--

Contact details

Name:

Contact No:

Preferable contact time:

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
Correctional facility in Namibia**

APPENDIX E

CONSENT FORM FOR PARTICIPATION IN THE STUDY

I hereby consent to participate in the research project. The purpose and procedures of the study have been thoroughly explained to me. I understand that my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my responses will be kept confidential at all times.

Participant's name: _____

Signature: _____ Date: _____

Researcher signature: _____ Date: _____

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
Correctional facility in Namibia**

APPENDIX F

CONSENT FORM FOR AUDIO-TAPING OF THE INTERVIEW

I hereby consent to tape-recording of the interview. I understand that my confidentiality will be maintained at all times and the tapes will be destroyed two years after any publications arising from the study or six years after completion of the study if there are no publication.

Name of Participant: _____

Date: _____

Signature: _____

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
Correctional Facility in Namibia**

APPENDIX G

SEMI-STRUCTURED INTERVIEW SCHEDULE: MAIN PARTICIPANTS

Personal/ Identifying Details

1. Gender
2. Age.....
3. Highest Grade accomplished.....
4. Training obtained.....
5. Years of work experience.....

1. In your own words how would you describe your job as a correctional officer? Explore: primary duties as correctional officer, training required, working hours etc. what interested you to become a correctional officer

2. What are some of the work challenges you encounter when performing your duties? Explore: causes of challenges, how often the challenges are encountered etc. taking into account the transformation from the punitive ways of handling offenders to the new objective of rehabilitation

3. How have these challenges affected your work? And you as a person, Explore using examples.

4. Tell me how you have managed to work though these challenges? Explore individual coping strategies and interventions used

5. In your opinion, what do you think would help you and/ or other correctional officers cope much better with such challenges in the workplace?

6. How do see social workers helping you to address your work challenges and make your work place better?

Is there anything else you feel you would like to share regarding your work place challenges, which we have not covered so far?

I would like to take this opportunity to thank you for your time and participation.

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
Correctional Facility in Namibia**

APPENDIX H

SEMI-STRUCTURED INTERVIEW SCHEDULE: KEY INFORMANTS

1. What are some of the key responsibilities of correctional officers?
2. What mechanisms are put in place to help them perform successfully in their duties? What is their respond to these mechanisms?
3. Based on your position as a supervisor, what are some of the challenges encountered by correctional officers brought to your attention? In your opinion what would you say could be some of the contributing factors contributing to these challenges encountered
4. What are some of the affects you have observed as a result of the challenges they encounter?
5. How do you help them in addressing these challenges? How effective do you view these mechanisms you use
6. What interventions are put in place by the organization to address these challenges? In your opinion do you believe these interventions are enough?

Is there anything else you would like to share which you think would be of help to the study?

I would like to take this opportunity to thank you for your time and active participation.

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
Correctional Facility in Namibia**

APPENDIX G

TRANSCRIBED INTERVIEW: PARTICIPANTS

Participant no.2

I= Interviewer

R= Respondent

I: Good morning! it is nice to see you.

R: Morning mem, thank you.

I: Before we start I just wanted to know if you are comfortable and ready to start with the interview or there is anything you like us to address?

R: Yes I'm ready I don't have any problem we can start.

I: Ok, Can you please tell me in your own words how would you describe your job as a correctional officer starting off with, what interested you to become a correctional officer?

R: To be honest I never thought of being a correctional officer, it just came. It is also because I was looking for employment prospects at the time I was just at home and had applied to many organization but it was hard to get work with just your grade twelve, especially if you did poorly, over time I got interested and started liking what I do.

I: What are your primary duties as correctional officer?

R: For me my job as a correctional officer I basically safe guard offenders and while they are in custody I have to make sure that they their basic human rights are not violated. As a case management officer it is my responsibilities to assess offenders, to initially classify them according to their respective security classification level depending on the results of the assessment. It is also my responsibility to assess their criminogenic risk factors that help guide the facilitation of the rehabilitation of offenders.

I: It seems like a very interesting job, tell me what training have you received?

R: Well firstly I received a 6 months basic training which is the basic training for anyone who becomes a correctional officer. But we also got a two week orientation of case management, this was to orientate us on the different assessment tools used in the case management process and how they are used. That all training that I have.

I: In your own words do you feel the training is sufficient enough for you to perform your job?

R: Back than before the rehabilitation strategy was implemented it was fine because we didn't have to use a lot of thinking and spending so much time with offenders but with the current strategy in place it is really difficult as it has become harder, one has to think more and is involved with offenders every day we also have to provide counselling services.

I: What are your working hours like?

R: We work Monday to Friday from 8.00am to 17.00pm but sometimes we are booked to work weekends as weekend heads, mainly responsible for ensuring the lockups and the unlocks of offenders.

I: How often do you work weekends?

R: It really depends on the availability of members, but this happens mostly when we have a shortage of members than we are brought in to come and help out.

I: Tell me how does working over the weekend work for you?

R: To be honest with you it is really hard when we have to work weekends that means no rest for us as case management officer. its working throughout the week into the weekend when it is your turn, one really doesn't get time to rest, and when I have to take my off hours meaning I will be leaving my caseload unattended too and when I come back I will come to find work waiting for me.

I: That seems like a lot indeed.

R: It is abnormal to be honest but when we complain we are perceived as lazy.

I: Hmm! Tell me what are some of the work-related challenges you encounter when performing your duties?

R: There are many challenges when performing my job, but the most one for me is the lack of resources, what I mean by that is that as a case management officer I'm expected to help offenders with their reintegration plan and link them with their family but I don't even have a working telephone in my office, I have to relay one using the shared one which is in a different division. And considering my caseload it becomes hard really, because sometimes the owner of the phone is busy meaning we have to wait.

I: I see! How often would you say you encountered these challenges?

R: For me I would say I experience them on a daily bases.

I: How have these challenges affected your work? And you as a person, Explore using examples.

R: I would say that as a result of most off these challenges, my work is always not up to date because sometimes when I want to help my offender's with calls it will mean I have to leave all

other tasks and just focus on that. On the other hand because our work need to be corrected a number of times we spend so much time working on the corrections than progressing.

I: So tell me how you have managed to work though these challenges?

R: I really have learnt to not pay too much attention to what is going on I just pay attention to my work and ignore what is not so important to me, that way I really just keep to what is asked of me to do. Prisons is stressful sometimes that it's better just to accept it as it is because the more you try and change it you will just fail.

I: In your opinion, what do you think would help you and/ or other correctional officers cope much better with such challenges in the workplace?

R: If we can be provided with working resource such as working telephones that would be nice, and also if we can be provided with more training and refresher training courses to improve our skills to make our work much easier and enjoyable. It would really help us a lot. For me it would also be nice if our supervisors would also allow us to participate in decisions that affect us.

I: How do see social workers helping you to address your work challenges and make your work place better?

R: Presently mostly the social workers working in the Service are just helping offenders and not really there for us officers but we are also having problems we don't know how to handle them and sometime we just counsel ourselves. But I really feel they could help us in dealing with our problems both at work and in our personal lives better.

I: Is there anything else you feel you would like to share regarding your work place challenges, which we have not covered so far?

R: For me there is nothing really at this point, I just want to thank you for the interview it really felt good to have someone show concern about what we a going through, it's like I was in counselling.

I: I'm really glad it made you feel that way, I would like to take this opportunity to thank you for your time and participation.

Exploring the Occupational Challenges Experienced by Correctional Officers at a Correctional Facility in Namibia

TRANSCRIBED INTERVIEW: PARTICIPANTS

Participant no.7

I= Interviewer

R= Respondent

I: Good morning to you sir.

R: Good Morning commissioner.

I: Please just address me informally during this interview as I'm off duty and not acting in any work capacity.

R: Ok thank you.

I: I just wanted to know if we can start if you are ready?

R: Yes I don't have any problem we can start with the interview.

I: Once again thank you for seeing me and agreeing to this interview, ok can you please tell me in your own words how would you describe your job as a correctional officer starting with what interested you to become a correctional officer?

R: For me really I didn't know anything about the correctional service to be honest I just used to see them walking in the streets, looking so smart in their uniform and I wondered where they worked, since were originate from there is no correctional institution, I was really impressed, even the way they carried themselves they really looked like tough guys and that I really liked, because in my community police officers and nurses are they only uniformed people I knew, they were well respected by the community.

I: What would you say are your primary duties as correctional officer?

R: I would say that my primary duties involve me taking care of offenders ensuring that I manage their incarceration, this includes assessing offenders criminogenic risk and needs factors, at the same time classifying and reclassifying offenders on my case load. It also involves me managing the offenders on my case load helping them make calls to their families and helping them develop reintegration plans for when they get released.

I: What training have you received?

R: Like most of all the correctional officer I the basic 6 months basic training which is the training that all undergo who wants to become a correctional officer. Also I was trained for two

weeks in case management to show me how to assess the offenders and how to use the tools apart from the short courses I did on my own that all training that I have undergone.

I: In your own words do you feel the training is sufficient enough for you to perform your job?

R: Before we started with assessing offenders, I would say it was fine and we really didn't have to use a lot of skill but since we started working closely with offenders it has become hard because I'm not trained as a social worker but I'm expected to counsel an offender. I really would say the training is not enough to be honest. Sometimes you really want to help the offenders but then because you really do not have the skills you just get stuck and refer to the program officers who are well trained to do counselling.

I: What are your working hours like?

R: As case management officers we work Monday to Friday from 8.00am to 17.00pm though sometimes we are called in to work weekends as weekend heads when there is a shortage of members.

I: How often do you work weekends?

R: Sometimes but mostly during the festive seasons when officers would have gone on vacation leave also when there is just a general shortage of officer during the weekend.

I: Tell me how does working over the weekend work for you?

R: As a case management officer I would say it is really too much for me, why I say so is because, when I work during the weekend meaning I have to take my off hours during the week when offenders need my assistance the most, also when I take off it means my work just continues to pile up and at the end of the day I have back locks, which is then viewed as me not working.

I: Tell me what are some of the work-related challenges you encounter when performing your duties?

R: There are many challenges when performing my job, but the most one for me is the lack of resources, what I mean by that is that as a case management officer I'm expected to help offenders with their reintegration plan and link them with their family but I don't even have a working telephone in my office, I have to relay one using the shared one which is in a different division. And considering my caseload it becomes hard really, because sometimes the owner of the phone is busy meaning we have to wait.

I: How often would you say you encountered these challenges?

R: Some are daily but some are sometimes like the challenge of superiors not listening to our advice this happens especially when a decision needs to be made that is when it really happens, but the lack of skills I would say it's a challenge on a daily bases because we see offenders daily and you need to help them with their problems.

I: How have these challenges affected your work? And you as a person, Explore using examples.

R: To be honest for me I would say that I really feel helpless because I'm not able to do my job the best way I can because I don't have the needed skills, I sometimes feel discouraged and demotivated, because of not knowing how to do my work well. It also takes me more time in completing the tasks assigned to me which sometimes creates back locks of work and work not being finished on time, I struggle to meet deadlines and I'm often very tired and exhausted.

I: So tell me how you have managed to work though these challenges?

R: Usually when I'm faced with challenges I seem to have little control over, I resort to just encouraging myself to remain strong which is sometimes can be very difficult if these challenges are sometimes deliberately done or too often, while some challenges will always be there in our daily work life because they are structural matters, they are a part of our systems, I have learnt that it is how you manage them that matters.

I: In your opinion, what do you think would help you and/ or other correctional officers cope much better with such challenges in the workplace?

R: It would really be nice if we could be taken on workshops that will help us do our work better, and also be given the opportunity to participate in some decision making especially those that affect our work. And also get more support from other offices, who always prefer to blame case management officers.

I: How do see social workers helping you to address your work challenges and make your work place better?

R: I feel social workers would help us by giving us even group sessions on how to deal with our problems and also help educate us on skills of how to cope with the challenges we are facing as not all of us really know how to deal with our problems.

I: Is there anything else you feel you would like to share regarding your work place challenges, which we have not covered so far?

R: No there is nothing.

I: I would like to take this opportunity to thank you for your time and participation.

**Exploring the Occupational Challenges Experienced by Correctional Officers at a
Correctional Facility in Namibia**

APPENDIX H

TRANSCRIPT OF KEY INFORMANTS

Participant no. 3

I=Interviewer

R= Respondent

I: Good Morning firstly I would like to thank you for taking part in this interview.

R: it is my pleasure really

I: before we can start I just wanted to know if you are comfortable or there is something that you may would still like to ask?

R: No its fine we can start

I: Ok so what are some of the key responsibilities of correctional officers in particular case management officers?

I: They are responsible for a number of activities but first, for the safe custody of offenders and as case management officers they are responsible for managing offenders they are responsible for ensuring that offenders are assessed classified according to the correct security classification as well as reclassify them when they are eligible to move down. Also they are the ones responsible for the assisting offenders whenever offenders have complains that need to be addressed.

I: What mechanisms are put in place to help them perform successfully in their duties?

R: Well firstly I would say at the unit level we have meeting with them daily to discuss matters affecting them and also give them advice and share ideas, these meetings also help to inform them of what is going on in the units. On the hand they also form part of middle management meetings were they get to share information. They also have meetings with the DOIC: Case Management Services weekly, were they discuss the challenges they are facing with regards to their work.

I: What is their respond to these mechanisms?

R: I have noticed that most really respond positively, as some have indicated that the group meeting with DOIC: Case Management Services really helps iron out issues that they do not understand most of the time.

I: Based on your position as a supervisor, what are some of the challenges encountered by correctional officers brought to your attention?

R: As an immediate supervisor working with case management officers in the unit we see how sometimes more senior officers prefer to take sides with offenders than standing with their fellow members. But when work needs to be done its said case management officers, while at the same time they are not given the necessary support to effectively do their duties

I: In your opinion what would you say could be some of the contributing factors contributing to these challenges encountered?

R: The Case management officers because of their rank only form part of middle management, where we discuss matters happening in the institution, but when they raise their challenges concerning their line of work they are still blamed for whatever is happening to offenders and their suggestions are mostly dismissed to be honest because even senior officers who do not really understand their line of work have a say on their work just because they are senior. Mostly by some top management officers and the officer in charge always ignores suggestions made my case management officers.

I: What are some of the affects you have observed as a result of the challenges they encounter?

R: One of the things I have observed with most of the case management officers, we tend to observe that they chose to remain quiet when issues are raised even when they need to defend themselves, case management officer are often blamed for whatever goes wrong even when it is not their fault but of another office, it still somehow come back to case management officers the cause of the problem. which can be very frustrating at times and you just see them sometimes going into their office and just asking not to be disturbed and we just at times just give them time to cool off.

I: How do you help them in addressing these challenges?

R: By talking to them when I notice they are having difficulties mostly in areas where I can give them help and also give them advice in some areas.

I: How effective do you view these mechanisms you use?

R: I would say sometimes they do seem helpful but sometimes not really I would say.

I: What interventions are put in place by the organization to address these challenges?

I would say that by the organization nothing formally is really put in place apart from the efforts made at station level, such as the unit management meetings, the middle management meetings,

and the weekly meeting with the DOIC: Case Management Services. Even though there is an Employee wellness department it is not really functional at this point.

I: In your opinion do you believe these interventions are enough?

R: I really don't think they are enough more needs to be done.

I: Well is there anything else you would like to share which you think would be of help to the study?

R: No I think that was all I had to say

I: I would like to take this opportunity to thank you for your time and active participation.