

**INFLUENCE OF PRISON REHABILITATION PROGRAMMES ON
REFORMATION OF OFFENDERS AT KISUMU MAIN PRISON,
KISUMU COUNTY, KENYA**

BY

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DECLARATION

This research project report is my original work and has never been presented for a degree or any award in any other University.

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DEDICATION

This research project report is dedicated to my daughter Imani Mukolwe and son Fidel Ochami, my friends Sally Achieng and Peter Opiyo, my brothers and sisters and lastly my lecturers.

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ACRONYMS AND ABBREVIATIONS

CBT	Cognitive-Behavioural Therapy
CCTV	Closed Circuit Television
CSO	Community Service Order
FFT	Functional Family Therapy
GC	Group Care
MRT	Moral Recognition Therapy
MST	Multi-Systemic Therapy
MTFC	Multidimensional Treatment Foster Care
SPSS	Statistical Package for Social Science
WSIPP	Washington State Institute for Public Policy

ABSTRACT

The goal of rehabilitation is to prevent habitual offending, also known as criminal recidivism. Rather than punishing the harm out of a criminal, rehabilitation would seek, by means of education reformation programmes, to bring a criminal into a more peaceful state of mind, or into an attitude which would be helpful to society, rather than be harmful to society. This study sought to investigate the influence of prison rehabilitation programmes on reformation of offenders among inmates in Kisumu Main Prison. The study was guided by the following objectives; establishing the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison. Assessing how literacy training and education influences reformation of offenders in Kisumu Main Prison. Examining how social and psychological programmes influences reformation of offenders in Kisumu Main Prison. Determining how access to spiritual religious programmes influence reformation of offenders. The study adopted the theory of punishment based on the notion that punishment was to be inflicted on an offender so as to reform him/her, or rehabilitate them so as to make their re-integration into society easier. This study was guided by descriptive research design. The target population consisted of 2,300 respondents, that is, prison wardens, and the prisoners and NGOs that work with the Kenya Prisons Service. To select the study participatory sample of 369 respondents from the beneficiary population of 2,300 respondents's, fisher's model was employed to calculate the sample size, purposive sampling was done in order to select frequent visiting family members together with prisoners who have participated in the rehabilitation programmes. Data collection was from two main sources; primary and secondary. In using Primary sources data was collected from selected respondents using Focused Group Discussions, Key Informant Interview Guides, Observation list and Questionnaires. Secondary sources included relevant documents and reports. The researcher employed the technique to pick information that was available from these reports. Qualitative data from FGD and KII was analyzed according to the emerging themes and sub themes this was through selection of similar statements hence qualitative findings were synchronized with quantitative findings. Quantitative data was coded to be entered into database and analyzed through descriptive statistics (frequency, percentages, mean, range) were used to describe the population. The study was presented in textual form, bar graphs, charts and tables. The Statistical Package for the Social Sciences (SPSS) computer software was used for analysis of quantitative data. In this study, the researcher followed the ethical principles of respect for persons, beneficence and justice. The researcher's major conclusion was that, prison warden's required qualification today, on top of the physique, for any individual prison officer and their roles should be expanded from mere guarding against escapes to being educator and counselor, which is only possible when the officers are specifically trained. The study generally established that over 70% of the respondents seemed to agree that prison rehabilitation programmes influenced reformation of offenders. It was a concluded that prison lacked nothing in the way of vocational skills and other rehabilitation programmes, and that spiritual guidance help in reformation of offenders The researcher suggested that further research can be carried out on the influence of rehabilitation programmes on the reformation of young offenders at Shikusa Borstal institution.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Rehabilitation is a plan that is broadly accepted to mean a planned intervention which aims to bring about change in some aspect of the offender that is thought to cause the offender's criminality, such as, attitudes, cognitive processes, personality or mental health. A broad definition of rehabilitation refers to social relation with others, education and mandatory skills, and employment. The intervention is likely to make the offender less likely to break the law in future, or to reduce recidivism (Culen and Gundreau, 2000). The goal of rehabilitation is to prevent habitual offending, also known as criminal recidivism. Rather than punishing the harm out of a criminal, rehabilitation would seek, by means of education reformation programmes, to bring a criminal into a more peaceful state of mind, or into an attitude which would be helpful to society, rather than be harmful to society.

A cursory look at the development of the U.S. prison system commences with a study of early 19th Century Calvinist philosophy. The bleak Calvinist outlook considered humans "inherently evil" and dismissed rehabilitation as a waste of time; retribution reigned supreme (Mushlin, 2002). The Quakers broke from this tradition by establishing what is considered America's first prison, the Walnut Street Jail in Philadelphia, which had as one of its main goals the concept of rehabilitation through education (Corley and Barton 2006). The jail, established in 1773, emphasized solitary confinement to better aid contemplation and remorse ("remorse" is the Latin meaning of penitentiary). It also provided basic education and schooled the inmates in the Quaker faith (Rothman, 2002). The stated mission of the Federal Bureau of Prisons The Federal Bureau of Prisons (BOP, 2009) is as follows: "to protect society by

confining offenders in the controlled environments of prisons and community-based facilities that are safe, humane, cost-efficient, and appropriately secure, and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens.”This mission statement evolved from the four main tenets of criminal law: retribution, deterrence, incapacitation, and rehabilitation People look at criminal justice through their understanding of human nature and select which of these four goals is more important to them. The U.S. public and lawmakers have spent over two hundred years debating the merits of each, giving more weight to one or another value according to the relevant economic climate or political mood at the time (Greene, 2009).

From the earliest days of corrections in Canada, changing the behaviour of offenders has been a goal. Before Kingston Penitentiary was opened in 1835, it was thought that removing individuals from the "evil influences" that led them to crime and subjecting them to hard work would not only punish them but contribute to reforming them as well. Over the years, the debate over the role of penitentiaries has continued, as has the debate over the efficacy of rehabilitation. By the 1980s, the rehabilitation programs of the Service consisted mainly of education and mandatory training as well as prison industry jobs. Those efforts were supplemented by inmate self-help groups such as Alcoholics Anonymous and some locally developed programs, such as sex offender treatment programs, which began at the Regional Psychiatric Centres in the Ontario and Pacific Regions in the 1970s. At the time, Correctional Service saw its role as providing rehabilitation opportunities to offenders, who could take advantage of them if they wished. Correctional Service's rehabilitation programs aim to reduce criminal behaviour by dealing with the factors that have led offenders to commit their crimes.

In 1779 the British Government passed the Penitentiary Act, which made the rehabilitation of criminals a function of all prisons. Since then, while imprisonment has remained the central form of punishment in the criminal justice system, the emphasis on correction rather than punishment has steadily increased. Rehabilitation techniques vary according to the nature of the offender, the type of offence committed, and the institution in question. Techniques vary from educational and mandatory training to help the offender learn a skill for use outside the prison, to psychological rehabilitation, dealing with various problems the individual offender may experience. Drug-addicted prisoners can also receive treatment for their condition in some prisons. Rehabilitation takes place both inside prison, and in some cases, once an offender has been released, on Resettlement Programmes. Help continues to be provided in these circumstances by the Probation Service and other agencies, either as a condition of their early release, or to ease the transition into the community.

Most of our knowledge about the impact of rehabilitation programmes comes from studies the developed world-the US, the UK, Western Europe and Australia. Only more recently have some regional organizations begun to write up their interventions with offenders with most taking place in South Africa. Even when countries aspire to bring about rehabilitation or development of prisoners, the realities facing the prison system often make any attempt extremely difficult. Like many developing countries, South Africa is faced with a laundry list of social problems that are inextricably tangled up in one another. This web of issues makes it virtually impossible to know exactly what steps should be taken to solve any one alone. High poverty rates lead to high crime rates, which lead to higher incarceration rates, which in turn subject offenders to environments that make them more likely to reoffend, which costs the government more money, which means there is less left over to help alleviate the poverty.

Positive feedback loops like this one exist in many aspects of South African society, and solutions are very hard to come by.

In a country like Nigeria, many of her citizenry are illiterates and those who manage to have the basic normal education do not have access to information regarding their day to day activities. The media's provisions are not the best for the neo-literates. Hence, criminal behaviours and delinquency are common occurrences in Nigeria. In recent time, armed robbery, kidnapping, drug trafficking, fraud, traffic offence, rape, murder and theft have become more serious to tackle as they have manifested with new methods and techniques (Omisakin, 1998). Today, the nefarious activities of the Boko Haram in terms of bombing, hijacking and life threatening incidences are worrisome. These high rates of criminal behaviours and manifestation with new methods and techniques are of great concern to the society, rehabilitation social workers and other behaviour modifiers.

Although 7 percent of those of the Namibian prison population sentenced in one year are recidivists(ACHPR 2001d), in Mauritius there is a recidivism rate of between 61 percent and 74 percent among prisoners and between 47 percent and 67 percent for females. While there is no empirical evidence of the extent of recidivism in South Africa estimates put the recidivism rate at 66 percent and 94 percent (Muntingh 2001). While these figures are high, they are also an indication that rehabilitation has not been a focus in these countries nor has been achieved. In Kenya, the prison system as it is known today was established by the colonial government since the legal system of the pre-colonial African societies did not have a prisons set up (KHRC 2002). Kenya recognizes the United Nations Standard Minimum Rules for Non-Custodial Measures (Tokyo Rules) of 1990. These rules hold that all prisoners be treated with respect due to their inherent dignity and value as human beings and advocate for the viability of non-

custodial sentences as an alternative to incarceration. Kenya's blueprint, Vision 2030, identifies the rule of law and crime prevention as flagship initiatives that support overall state-building, societal development and social order.

Even when states have accepted the vision of rehabilitation, they have, perhaps, been consumed by more urgent concerns, such as daily living conditions in prisons. Given these enormous odds, the project of rehabilitation is an ambitious one for the continent. However all hope is not lost rehabilitation can be achieved through effective offender reintegration and rehabilitation programmes that not only address the offenders' criminogenic needs but also emphasize community reintegration factors that uphold public safety and harmony by reducing recidivism. It generally holds that transformation can be achieved through rehabilitation even at County or town levels in Kenya as the same laws and procedures apply to the prison institutions. Only through effective rehabilitative programmes and reformation procedures will a country like Kenya achieve peace so that it implies that with rehabilitation programmes, there is affirmed reformation.

1.2 Statement of the problem

Thousands of prisoners across Kenya face conditions that span from being locked up twenty three hours a day to not having a clean facility to bathe and use the toilet, to being packed in a cell with ten other people, to not having hot water or electricity. Prisons are not the best institutions in which rehabilitation may take place, and they do not produce the best results. Extreme conditions of overcrowding, resulting in inadequate sleeping space, lack of proper sleeping mats or beds, lack of ventilation and lighting, and limited time out of the cell, were many factors mentioned in many of the reports of the African Commission's Special Rapporteur on Prisons and Conditions of Detention in Africa. Concerns were also raised about excessive and

inappropriate discipline and punishment, forced labour, and paltry access to medical treatment. These factors have an impact on the mental and physical health of the prisoner and fail to create an environment conducive to rehabilitation. Although the ultimate aim of rehabilitation is to make offenders less likely to reoffend on their release from prison, the intervention also aims to have an impact on offenders' attitudes and behaviours that impact on reoffending and their social interaction with others. The available information tends to suggest that Kenya in general and Kibos Main Prison in particular is not succeeding in contributing to reduction of repeat offending through the use of imprisonment. There appears to be no magic single formula for the effective re-socialization of criminals. An intelligently administered combination of the programs outlined will contribute to this end, but evidence points to the need of a systematic, standardized, and integrated program if we are to expect results in the vital area of correction. Such an integrated program is not now universal. It can thus be said with confidence that there is a substantial body of empirical research that supports the notion that rehabilitative efforts can reform the prisoner. It therefore implies that with efficient rehabilitation programmes, challenges properly handled and new strategies adopted to enable the current rehabilitative programmes, there would be influence on transformation and thus effect on the prisoners as well. Most of the studies conducted on rehabilitation focus on the conditions within prison, how they affect rehabilitation and answer the question does rehabilitation work. These studies fall short of determining whether the existing rehabilitation programmes help in reforming of offenders. Thus this research report sought to establish what extent the existing programmes of rehabilitation in Kisumu Main Prison help in reformation of offenders.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of prison rehabilitation programmes on reformation of offenders among inmates in Kisumu Main Prison.

1.4 Objectives of the study

The study was guided by the following objectives;-

1. To establish the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison.
2. To assess how literacy and education influences reformation of offenders in Kisumu Main Prison.
3. To examine how social and psychological programmes influences reformation of offenders in Kisumu Main Prison.
4. To determine how access to spiritual religious programmes influence reformation of offenders.

1.5 Research Questions

The study sought to answer the following research questions;-

1. What is the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison?
2. What extent does literacy and education influence reformation of offenders in Kisumu Main Prison?
3. What extent does social and psychological programmes influence reformation of offenders in Kisumu Main Prison?
4. What extent does access to spiritual religious programmes influence reformation of offenders?

1.6 Significance of the study

The study sought to examine the influence of prison rehabilitation programmes on the reformation of offenders, a case of Kisumu Main Prison. It was hoped that the results of this study were to be used by policy makers at the ministerial, departmental and prison levels especially when formulating policies and programmes that help in rehabilitation of prisoners. The findings were to help prison authorities and staff in assessing whether they were meeting their goal of rehabilitation. The results of this study would aid in designing programmes that would assist in successful rehabilitation of prisoners by guiding correctional practitioners in the assessment of offenders and transformation of the prison systems globally.

This research sought to indicate where to spend available resources to address gaps in the criminal justice system in especially in the prisons. Prisons (structures, systems, procedures and operations) can be changed or adjusted to ensure improvement in their core mandate which is to facilitate the administration of justice, rehabilitation and safe custody of inmates. Informed decisions with regards to policy changes and the implementation of community based-sentences, rehabilitation and transformation programme could be embraced. The broader community would benefit from this study in that they would learn how to manage inmate populations and devise strategies on how to play a major role in integration of offenders into the community as law abiding citizens.

1.7 Basic Assumptions of the study.

The study relied on the following assumptions; that the respondents were honest and truthful in giving their responses, that participants responded to all the questions, that all the questionnaires would be returned and finally that all factors that interfered with the research exercise for example the weather conditions were constant.

1.8 Limitations of the study

Limitations are the weaknesses, restrictions or problems in a study that may decrease the generalizability of the findings (Burns et al 2005). Number of the limitations anticipated was the case of acquiescence bias, that is, some respondents answered the questions with a certain incline which did not represent the truth, that is, the answers were falsified. Despite this challenge, the researcher focused on the data collection process which minimized errors in the information obtained from the respondents since the researcher only had control over the data collection instruments and not over the respondents and thus this was resolved through randomisation.

Another limitation anticipated was non voluntary participation among the respondents. Despite this challenge, the researcher assured the respondents that the information they provided would be treated with a lot of privacy and that it is purely meant for academic research. The data collection instruments were designed especially in the introductory part in a way that the respondents were assured of confidentiality of the information they provided so that as they responded to the questions, they did it without biased ideas (acquiescence bias).

1.9 Delimitations of the study

This study was basically concerned with the influence of prison rehabilitation programmes on reformation of offenders; a case of Kisumu Main Prison. It was conducted within Kenya in Kisumu County, Kisumu town at Kisumu Main Prison. Kisumu County is in the Western part of Kenya positioned on the shores of Lake Victoria, The largest fresh water lake in Africa. It is a center of trade between the East African countries due to its proximity to their borders. The Constituency lies within longitude $33^{\circ} 20^{\circ}$ and $35^{\circ} 20^{\circ}$ E and latitude $0^{\circ} 20^{\circ}$ s and $0^{\circ} 50^{\circ}$ s. The Study bordered on the Western and the Southern sides by Lake Victoria and on the

Eastern and Northern sides by the main road to Uganda. The Constituency has a mean annual rainfall of 1630mm. (Republic of Kenya, 2009). It was conducted between June 2014 and July 2014 due to the sample size and for the purpose of successful completion of the project, that is, to avail humble time for data collection and analysis of the whole project, this duration was presumed to be holding. The major sub themes of this study included establishing the extent to which mandatory skills training influenced reformation of offenders in Kisumu Main Prison. Assessing how literacy training and education influenced reformation of offenders in Kisumu Main Prison. Examining how social and psychological programmes influences reformation of offenders in Kisumu Main Prison and to determine how access to spiritual religious programmes influenced reformation of offenders.

1.1.0 Definition of significant terms.

Rehabilitation:	Implies to restore to useful life, as through therapy and education or to restore to good condition, operation, or capacity.(Marvin 1991)
Rehabilitation programmes	Things to be done or included in the plan of reforming offenders or inmates.
Prison	Building or institution where people are kept as a punishment for a crime or crimes they have committed or while they are waiting for trial for a crime.
Reformation	Implies to improve the behaviour of an inmate through rehabilitation programmes such therapy, education etc
Offender	A person who is in prison for committing certain crimes
Prison staff	Personnel working in prisons charged with the safe custody and rehabilitation of prisoners.

1.1.1 Organization of the study

The research project report was arranged in five chapters. First, chapter one include introduction to the study which comprised background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, limitations of the study, delimitations of the study, definitions of significant terms and organization of the study.

Second, chapter two examined and reviewed pertinent literature related to the study. It covered the theoretical framework and conceptual framework of the study.

Third, chapter three described research methodology that was used in conducting the study and included research design, target population, sample size and selection, research instruments, validity of the study, reliability of the study, data collection procedures and data analysis technique.

Chapter four deciphers and presents the analysis of the data collected from the respondents.

Chapter five of this study presents the discussion of the results derived from the data presented in Chapter four, the discussion leads into varying conclusions and a number of recommendations are subsequently derived.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed the literature related to comparative assessment on the influence of prison reform programmes on rehabilitation of offenders; a case of Kisumu main prison.

2.2 Theoretical Literature review

While public figures often highlight the public's desire to "get tough" on crime, detailed questioning of citizens indicates that the public also supports the general principles of rehabilitation. American researchers have been aware of this trend for more than 20 years. Roberts (2004) reports that, during the late 1980s, 78 per cent of Americans felt that rehabilitation should be the primary goal when sentencing youth. Moreover, similar results were found earlier in the 1980s and again in the 1990s, indicating stability in public perceptions of rehabilitation (Roberts, 2004). As Cullen (2005) notes, "although the public is punitive and offender treatment has been excoriated repeatedly, Americans still strongly support the view that efforts should be made to rehabilitate offenders" (Cullen, 2005).

Importantly, the general public is particularly supportive of rehabilitation for young offenders. In a survey of Ontario residents, Varma (2000), as in Doob and Cesaroni, (2004) found that respondents feel that the rehabilitation of young offenders is far more important than rehabilitation for adults. Moreover, the public feels that incapacitation and deterrence is less important for youth than it is for adults (Varma 2000, as in Doob and Cesaroni, 2004). When asked to rate the importance of rehabilitation as a purpose of youth sentencing, a sample of approximately 500 Ontarians rated rehabilitation as 8.1, on average, on a scale of 1 to 10, with 1

signifying no importance and 10 signifying high importance (Doob, 2000). A separate group of approximately 500 Ontarians was asked the same question with regard to adults and indicated 7.77 out of 10 (Doob, 2000), which is still high, but not as strong as perceptions about rehabilitation for youth. This stands in stark contrast to a federal government that wants to “get tough” on youth crime. It is possible that the public appreciates the root causes of youth criminality and realizes that the vast majority of young offenders will ultimately return to the community. The public is aware that we can either address the needs of youthful offenders while they are serving sentences – or simply incarcerate them without treatment and hope that they will be deterred.

2.3 Mandatory skills training and reformation of offenders

According Khanka (2007) to Training is the process of teaching the new and or present youth the basic skills they need to effectively perform their jobs. Alternatively speaking, training is the act of increasing the knowledge and skill of an employee for doing the job. Thus, training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and also to apply the required knowledge, skill and attitudes to perform their jobs effectively.

Areas of training are, Knowledge: Training aimed at imparting knowledge to youth provides for facts, information and principle related to the knowledge area. Technical skill: The training in this area aimed at teaching the youth the physical acts or actions like operating machine, working with a computer, using mathematical tools to take decisions, and others. It is some what like induction training. Social skills: The training in this area is broader in scope encompassing many aspects. This category of training aims at the development of individuals and team work. Accordingly, youth are imparted training to acquire and sharpen such behavioural and human

relations skills that help improve inter-personal relationship, better teamwork and effective leadership. Techniques: Training in this area involved teaching youth the manners how to apply knowledge and skills to dynamic situations. Attitudes: This involved orientation or induction programmes that help change the youth's attitudes favorable toward the achievement of organizational goals. Through training programmes youth's attitudes are moulded to render support for the effective completion of company activities and inculcate the spirit of better co-operation and greater loyalty among the youth. Experience: It is not and cannot be taught or imparted in the classroom, it is gained by putting knowledge, skills, techniques and attitudes into use over a period of time in different work situations. Experience makes one perfect.

The UN Standard Minimum Rules for the Treatment of Prisoners (SMR) provide that mandatory training should be provided for prisoners and that this should prepare prisoners for life after release, so that the skills taught should be similar to those that are applicable outside of prison. The rules also caution against mandatory training for the primary purpose of making a profit for the prison out of prison labour. Although there are few opportunities for mandatory training for prisoners in Africa, more prisoners are involved in this kind of training than in the academic or literacy training. This is possibly due to mandatory training's close relationship to useful prison labour. In some countries, work is a compulsory part of the sentence, and sometimes inmates are sentenced to hard labour. In these circumstances, the rehabilitative objectives are not always clear.

Most of the countries referred to in this chapter offered some form of mandatory training in various skills. In Kenya, for instance training was available in carpentry, masonry, tailoring and agriculture (RODI 2004). In The Gambia, some prisoners were sentenced to hard labour in farms, which generates revenue for the prisons (ACHPR 1996b).

In South Africa where skills development is a national priority, the department of labour provided R13 million for occupational training skills benefitting approximately 9% of the prison population during the 2003 academic year. Mandatory skills training were also made available to prisoner in terms of which prisoners were assessed and issued with qualifications by the Sector Education Training Authority. Such training skills includes the building, metal and electrical trades. Twenty five percent of the sentenced prisoners were also involved in production workshops and agricultural activities aimed at supporting the development of the employment related skills (DCS 2004:32-33).

In Tanzania, prisoners serving long term sentences may receive mandatory training at a prison training college. The country boasts that over 6,000 prisoners took various trade tests in a 25 year period. On return to prison, they can practice their building skills as part of the Prisons Building Brigade, which carries out building contracts. In addition, approximately 52% of convicted prisoners participate in agricultural training and 24% in industrial works. However, these programmes exclude female prisoners, those convicted of life sentences and those awaiting execution of the death penalty (pers. comm., ACP of Tanzanian Prison Service, 6 November, 2006).

Prisoners often receive financial benefits from their work in prison, though this is not always directly from the prison services. In Benin, NGOs have helped some inmates to establish various tailoring shops or barber shops in the prison where they can ply their trade to other prisoners. Other prisoners run market gardens, do basket weaving or set up small stalls to sell commodities in prison. These activities are encouraged by the authorities with hope that the prisoners may learn a useful trade. They also reflect the recognition by the authorities that they are unable to provide for the basic subsistence needs of the prison community.

In Ethiopia, prisoners-run committees allocate lots to prisoners so that they can run profitable small businesses. The committees also run a cooperative shop whose profits are used to buy basic necessities for the prison. Prisoners are paid for their work in prison farms though the bulk of their earnings are paid to them on their release (ACHPF 2004b).

2.4 Literacy training and education on reformation of offenders

The majority of prisoners throughout the world come from the most disenfranchised sectors of the community, where they often have a low level of educational attainment and access, and low levels of literacy. This is particularly pronounced in many countries in Africa which have very low education and literacy figures in the general population. Prison-based education and literacy programmes, however, are limited in most countries or are available only to a small percentage of the sentenced prisoner population. Schooling is available in some Ugandan prisons, but prisoners complained that access to higher education was lacking. No school or educational programmes existed at Masindi Prison, despite the fact that it was cited as a model prison. The country has also experienced problems with low school attendance in the general prison population due to the short terms of prison.

Education classes are available only at a juvenile facility in Benin, while Maputo central prison in Mozambique provides academic and mandatory training to prisoners. In the latter case, education is made available to students up to grade seven, but young adults are given preference in access to classes (ACHPR 1997c). Schooling, to a limited grade, is available in many Ethiopian prisons, although classes are often taught by prisoners (ACHPR 2004b). Primary school education is provided at one facility for young prisoners in Tanzania who have not yet completed this education, and those who successfully graduate from the school may be released

by presidential pardon so that they can complete their secondary education at schools in the community (pers. comm., ACP of Tanzanian Prison Service, 6 November, 2006). In some rare cases, long-term prisoners may be helped to receive distance education at secondary or tertiary level.

In South Africa, Section 19 of the Correctional Services Act No. 111 of 1998 makes it a legal requirement for prison services to provide education programmes to all child prisoners who are the age at which they would be subject to compulsory education, and older children who should be given access to educational programmes. Section 41 (2) and the Act states that the sentenced adults who are illiterate may also be compelled to undergo literacy training and may also have the right to participate in other available training programmes. The DCS emphasizes the educational needs of the prisoners so that they have the basic skills needed when they are released from prison. As in other countries in Africa, however, the provision of these services to prisoners falls short of the objectives. Only 5% of the prison population was involved in adult basic education and training programmes and another 7% in the mainstream and correspondence education during 2003 (DSC 2006c: 35). Non-governmental organizations are often brought in by the department to assist with the delivery of training and educational programmes (DSC 2004). In contrast, 13% of the prisoners participate in educational classes in Namibia. Here, most prisons provide literacy classes and primary-secondary level classes recognized by the Ministry of Education. In Namibia, education is not free; prisoners are thus obliged to pay for their education and very few can afford higher-level education (ACHPR 2001d; 30).

2.5 Social and psychological programmes on reformation of offenders

It is important to mention that different programs work for different types of offenders. For example, providing employment opportunities has been shown to work in reducing

recidivism, but only for people who were more than 26 years old (Webster, 2004). Multi-systemic therapy (MST) and multidimensional treatment foster care programs “appear promising in the treatment of severely aggressive adolescents with chronic juvenile justice histories,” with reported decreases in arrest rates of 25 to 75 per cent lower than control groups over one-year to four-year follow-up periods, according to evaluation studies (Connor et al., 2006), and the research is supportive of functional family therapy as well. Scott Henggeler’s has received much attention for producing a model that not only “works” to reduce recidivism, but also is also continuously evaluated and has been successfully replicated in other areas. The main goal of MST is to assist parents in dealing with their child’s behaviour problems. Examples of these problems include poor school performance and hanging around deviant peers. The program serves youth in both the social service and youth justice systems (Greenwood, 2006). MST is usually administered in natural settings, such as the home or school or in the community. The duration of the treatment is four months, including 50 hours of time with a counselor. In addition to the 50 contact hours, counselors are on call for emergency service (Howell, 2003).

MST works with the family to help parents with effective parenting and building social support networks. This approach encourages the extended family to participate, in addition to teachers, school administrators, “and other adults who interact with the youth” (Greenwood, 2006). The research done about the effects of MST is extensive. Three meta-analyses on MST have indicated reductions in recidivism ranging from 16 per cent to 46 per cent when compared with control groups (Aos et al., 2001; Curtis et al., 2004; Littell et al., 2005 as cited in Lipsey and Cullen, 2007). Moreover, MST is considered as one of the best practice programs as reported by the highly regarded Washington State Institute for Public Policy (WSIPP) and The Centre for the Study and Prevention of Violence at the University of Colorado (Leschied, 2007). It has also

been named as a “model” therapy by the Surgeon General’s Report (Greenwood 2006) in the United States. MST has been shown as an effective treatment for delinquency (Howell, 2003), even for serious and violent youth.

First, MST targets for change the ‘empirically established determinants of serious antisocial behaviour’ (Henggeler, 1999). Second, when intervening with youths, there is a reliance on the ‘integration of evidence-based techniques’ (Sheidow et al.’ 2003: 303). Third, there is a continuing commitment to evaluate MST programs to ensure quality control and to understand the factors that shape its effectiveness across types of problem behaviors and settings. In general, MST has enjoyed firm empirical support (Farrington and Welsh, 2002, 2003; Sheidow et al., 2003; cf. Littell, in press as cited in Cullen, 2005). Clearly then, support has been mounting for MST as an effective treatment program for delinquent youth, including violent youth. Evidence-based support has also been mounting for multidimensional treatment foster care, which will be discussed next.

Another rehabilitative programme is Multidimensional Treatment Foster Care (MTFC) which puts delinquent youth into a foster home, either by themselves or with one other adolescent. Foster parents are trained and use behavioural parenting techniques prior to taking a youth into the home (Eddy et al., 2004). During the youth’s stay, foster parents engage in daily phone calls with a case manager and attend group meetings once a week that are run by a case manager (Greenwood, 2006). Youth are treated by an individual therapist while another therapist works with the natural parents. There are no group sessions and youth are discouraged from associating with delinquent peers (Eddy et al., 2004). Program delivery is coordinated and overseen by case managers.

Studies have compared MTFC with treatment in a group home through random assignment and found that MTFC is effective in reducing subsequent arrests (Greenwood, 2006). For example, Eddy et al. (2004) compared the violent recidivism of 42 male youth who were randomly assigned to group care (GC) with 37 male youth who were randomly assigned into MTFC between 1991 and 1995. Group care consisted of homes with six to 15 offenders living together. Although there was variation between the 11 homes studied, most youth participated in individual and group therapy as part of their program (Eddy et al., 2004). These youth were deemed serious and chronic offenders who fell into “the top 1 per cent of local juvenile offenders in terms of total arrests in the past 3 years” (Eddy et al., 2004). Ages ranged from 12 to 17, with an average age of 14.9 at the beginning of the program (Eddy et al., 2004). There were no significant differences between the control and experimental groups in terms of demographics, offence type/history and a number of other factors (Eddy et al., 2004).

Official criminal referrals (i.e., official records of assault, menacing, kidnapping, unlawful weapons use, robbery, rape, sexual abuse, attempted murder, and murder) were coupled with self-report data to obtain a measure of violent behaviour for a two-year follow-up period (Eddy et al., 2004). Findings indicated that MTFC participants had significantly fewer criminal referrals for violence than youth who were in GC (21 per cent versus 38 per cent) according to official referrals and self-report data (Eddy et al., 2004). Moreover, only five per cent of MTFC youth were referred for two or more violent offences, while 24 per cent of GC youth were referred for two or more violent offences (Eddy et al., 2004). A subsequent study found similar program effects for girls (Leve and Chamberlain, 2005). A meta-analysis of MTFC showed a 36 per cent reduction in recidivism when compared with the control groups (Aos et al., 2001 as cited in Lipsey and Cullen, 2007).

In Functional Family Therapy (FFT) rehabilitation, treatment is delivered to youth between the ages of 11 and 18 who have engaged in delinquency, violence or substance abuse (Greenwood, 2006) essentially, the program works on relationships between family members in order to improve the functioning of the family unit as a whole. FFT equips families with tools for problem-solving and effective parenting in addition to building family bonds. Service delivery of FFT consists of a hierarchical structure whereby senior therapists/trainers supervise and monitor teams of four to eight other therapists (Greenwood, 2006). According to Greenwood (2006), FFT “is well documented and readily transportable” (Greenwood, 2006). FFT has been demonstrated as effective in many trials over the last 25 years. Results have held in various settings and with services delivered by different types of therapists (Greenwood, 2006). It was also named as a “model” therapy by the Surgeon General’s Report in the United States. Meta-analysis of FFT for juveniles indicated a 20 per cent reduction in recidivism compared with the control group (Aos et al., 2001 as cited in Lipsey and Cullen, 2007). FFT is cheaper than MST, but not as intensive, and there is no on-call therapist. Both programs take about the same amount of time to complete (four months) (Greenwood, 2006).

Unfortunately, the research support for specific programs within correctional settings is lacking compared with community treatment programs. The institutional programs are not as well defined as MST, FFT, and MTFC, but types of treatment have been looked at, although they may vary in implementation from site to site. Even so, these programs, as cited in the literature (Webster, 2004; Howell, 2003; Greenwood, 2006), suggest that many of the known institutional programs are not what work best for youth, especially seriously delinquent youth. For example, mandatory programs, as noted above, may not be ideal for youth. The same has been said for substance abuse programs within correctional settings for serious and/or violent youth (Lipsey,

1999), although these have shown positive results in other meta-analyses of effective youth and adult treatment (Lipsey and Cullen, 2007). Interpersonal skills training has received support as an effective treatment component (Lipsey, 1999); however, there is little discussion of what this entails or whether it occurs as a program by itself.

Thus, in the case of institutional treatment, there are general principles that have been identified as effective. These principles have been discussed above as part of the review of meta-analyses and will be summarized towards the end of this section of the report. However, there is agreement that “behavioural and social learning approaches fared better than non-behavioural approaches” to treatment in institutional settings (Dowden and Andrews, 2000) and as a result, it is most appropriate to discuss one of these treatments here. Cognitive-behavioural therapy has been selected for discussion because it is one of the most well-defined forms of treatment in the literature and it is widely used on its own or as part of other treatments [such as MST, Moral Reconciliation Therapy (MRT) and the Reasoning and Rehabilitation program (Hubbard, 2007)]. Moreover, this treatment is consistent with Andrews et al.’s (1990) concept of responsivity.

Cognitive-behavioural therapy (CBT) as a rehabilitative programme is an approach that is used on its own or as part of another program. It uses exercises and instruction that are designed to alter the dysfunctional thinking patterns exhibited by many offenders (e.g., a focus on dominance in interpersonal relationships, feelings of entitlement, self-justification, displacement of blame and unrealistic expectations about consequences of antisocial behaviour (Walters 1990); (Lipsey and Cullen, 2007). CBT helps people become aware of the existence of these dysfunctional thinking patterns, or “automatic negative thoughts, attitudes expectations and beliefs, and to understand how these negative thinking patterns contribute to unhealthy feelings and behaviours” (Wolfe, 2007). As such, CBT focuses on one of the most robust correlates of

crime, anti-social attitudes. Moreover, correctional staff can be trained to conduct CBT in a relatively short period of time (Hubbard, 2007). Qualified staff help youth transform negative thoughts into positive ones, and with the emphasis on the connection between thoughts and behaviours, this helps change behaviour as well (Wolfe, 2007). Some of the behavioural techniques used by CBT include role playing, reinforcement and modeling (Hubbard, 2007). This can be related to the RNR model, since using a multitude of techniques is important to meeting the responsivity principle of the RNR model because it allows for a larger scope of varying learning needs/styles to be met for different offenders (Hubbard, 2007).

2.5 Spiritual religious programmes on reformation of offenders.

Rules 41 and 42 of the UN SMR provides that prisoners shall have access to religious practitioners of their choice, that they should be able to attend services of that person and that they should be able to satisfy the needs to religious life. Religious leaders also play a very important role in the spiritual and moral development of prisoners as well as in providing outgoing guidance and support. In some countries, religious organizations provide support and materials for education, training and work opportunities. They may also provide an important link between the family and the prisoner. The role of meditation and yoga as spiritual practices has been found to be beneficial in countries such as Mauritius (Ragabour n.d) and Senegal.

Religious bodies and ministries are prolific in Africa, as they are elsewhere in the world. They are often more visible in the prisons and have a greater access than non-faith based providers. While they do provide badly needed contact with the outside world, as well as a range of services, supplies and support, they come with a particular religious agenda. Their acceptance by the prison authorities indicates greater faith in rehabilitation as measured through religious

conversion rather than through dealing with the many other risk factors associated with offending.

2.6 Theoretical Framework

The study will adopt the theory of punishment based on the notion that punishment is to be inflicted on an offender so as to reform him/her, or rehabilitate them so as to make their re-integration into society easier. Punishments that are in accordance with this theory are community service, probation orders, and any form of punishment which entails any form of guidance and aftercare towards the offender. This theory is founded on the belief that one cannot inflict a severe punishment of imprisonment and expect the offender to be reformed and to be able to re-integrate into society upon his/her release, Marvin (1991). There are four theories of punishment which include the deterrent, retributive, preventive and reformatory theories of punishment. The reformatory theory on which this study is based says that the objective of the theory is to reform criminals. The idea behind the theory is that no one is born as a criminal. This is a product of the social, economic and environmental conditions. It is believed that if the criminals are educated and trained, they can be competent to behave well in the society. The reformatory theory is proved to be successful in cases of young offenders.

2.7 Conceptual Framework

The conceptual framework stipulates that

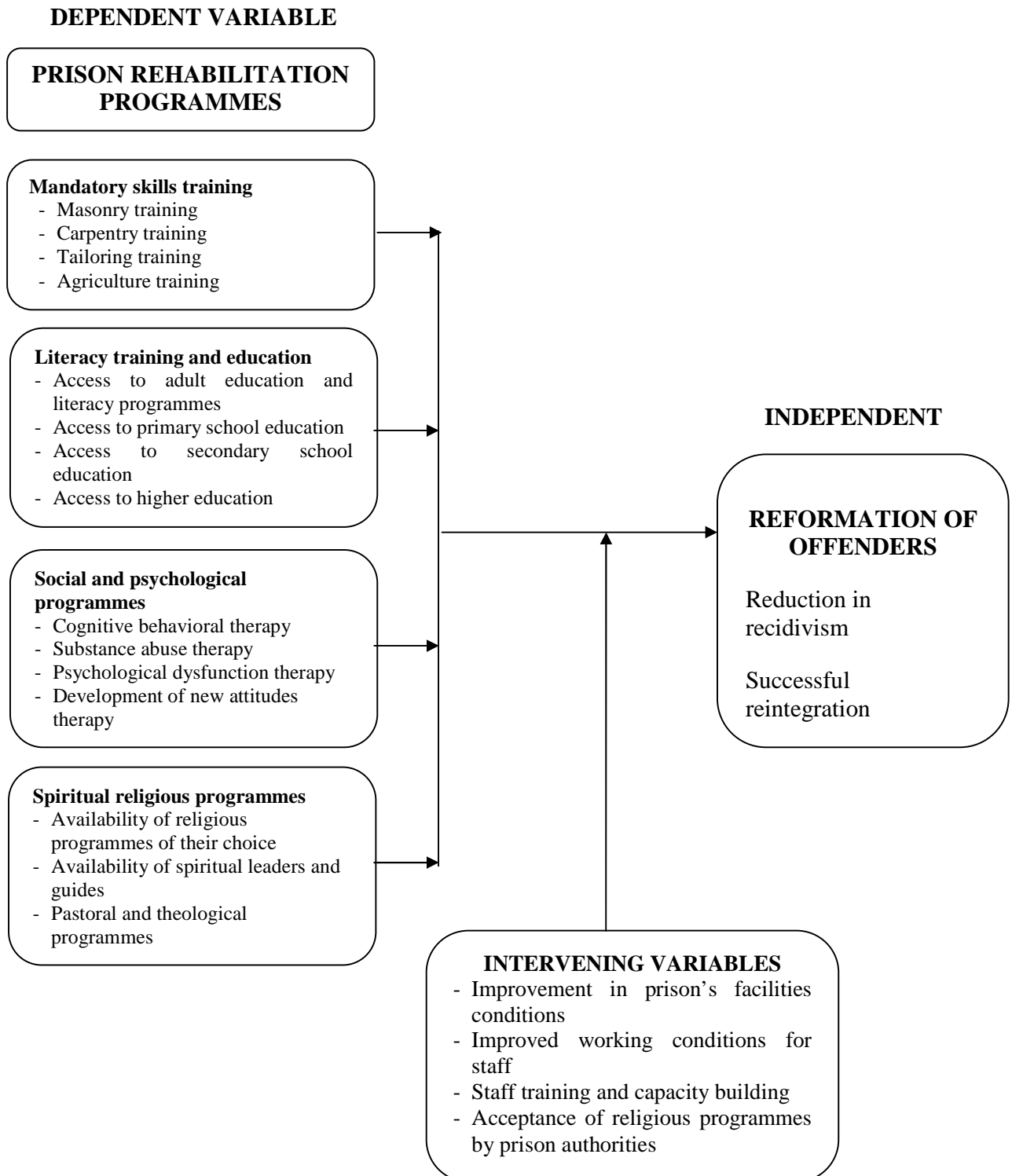


Figure 2. 1: Schematic Diagram

Author, 2014

2.8 Summary of Literature Review

Rehabilitation efforts are an attempt, through treatment or programming, to stop offenders from continuing to offend. Webster (2004) notes that rehabilitation is a crime prevention strategy rooted in the notion that offenders can change and lead crime-free lives in the community (Webster, 2004). While other preventative programmes attempt to sway youth away from getting involved in violence and delinquency before they have done so, rehabilitation programmes target youth who have already engaged in delinquent or violent behaviour. Rehabilitation is also known as tertiary crime prevention (Farrington and Welsh, 2007). Rehabilitative programmes can be provided within or as part of another criminal justice sanction, such as incarceration or probation, but this is not a requirement of rehabilitative programming (Lipsey and Cullen, 2007).

The search for effective measures for the rehabilitation of the offender has led the criminal justice world to look beyond the walls of the prisons for programs in the community, which are effective in complementing the rehabilitative efforts of the penal institutions. Rehabilitation, the philosophy that has gained root in modern penology, is in itself a very useful concept. The prisons however, are choked with cases which could have been best dealt with outside it; either through alternative non-custodial sentences or by preventing the re-offending of some of the convicts through treatment or reformation programs while they were in prison. Many of individuals who criticize that rehabilitation does not work propose that governments should divert the monies they currently devote to rehabilitation programming into prison construction and policing. However, as outlined in rehabilitation report by Martinson, most criminological research strongly supports rehabilitation over both deterrence and incapacitation strategies (Cullen, 2007).

Rehabilitative treatment was a dominant response to criminal offending until concerns began to arise in the 1950s, 1960s and 1970s. Those opposed to rehabilitation questioned the use of discretion afforded to state officials in determining and delivering treatment as a sentence, versus its use as a method of control and discrimination (Cullen, 2007). During this period, a number of evaluation studies also suggested that rehabilitative efforts were not working. This trend culminated in Dr. Robert Martinson's famous (or infamous) 1974 publication on programming in correctional settings, which posed the question "does nothing work?" (Martinson, 1974: 48; Martinson, 1976: 180; and Lipton et al., 1975). Martinson's "nothing works" hypothesis did not, however, terminate the debate surrounding rehabilitation. Critics jumped at the challenge to prove that rehabilitation strategies do have promise (Palmer, 1975; Gendreau, 1981; Cullen, 2005). By 1979, Martinson himself reversed his original arguments and noted that positive effects have been shown to occur with a number of different treatment programmes (Martinson, 1979). In a re-analysis of the rehabilitation literature, he notes that startling (positive) results are found again and again in our study, for treatment programmes as diverse as individual psychotherapy, group counseling, intensive supervision, and what we have called individual/help (aid, advice, counseling) (Martinson, 1979).

Unfortunately, despite Martinson's efforts to recant his initial conclusions, and despite the results of many other studies that clearly demonstrated the utility of rehabilitation approaches, an "anti-treatment" sentiment marked most correctional policy discussions throughout the 1980s. Nonetheless, the next two decades continued to turn out research that documented the many positive effects of rehabilitative treatment programmes (Gendreau and Ross, 1987; Cullen and Gendreau, 1989; Lab and Whitehead, 1988; Andrews et al., 1990; Lab and Whitehead, 1990). The most convincing of these studies have come in the form of

sophisticated meta-analyses. These studies attempt to summarize the results of large numbers of previous evaluation studies and establish the overall “effect size” of rehabilitation on various outcome variables (including subsequent offending patterns): Nonetheless, despite numerous empirically based rejections of the “nothing works” hypothesis, some policy-makers have continued to argue that rehabilitation efforts do not work and are soft on criminals. Such critics of the treatment approach frequently call for tougher sentences to deter or incapacitate criminals and for greater monitoring of criminal populations through the expansion of law enforcement capacity (Ward and Maruna, 2007).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a detailed description of the selected methodology used to carry the study. It included the research design, target population, sampling procedure and sample size, data collection instruments, validity and reliability, procedure for data collection and data analysis.

3.2 Research design

This study was guided by descriptive research design. A research design is an overall plan for obtaining answers to research questions (Polit & Beck 2008). According to Burns and Grove (2005) and Stommel and Wills (2004), a research design is a blueprint or plan that is used to direct the conduct of the study in order to maximize control over factors that would interfere with the desired outcome and enable achievement of answers to the research questions at the same time achieving validity for the study. A research design guides researchers in planning and implementing the study in a way most likely to achieve the intended goal (Burns & Grove; Stommel & Wills 2004). The use of descriptive survey design in this study enabled the researcher to find out facts without manipulation of data, search opinions, describe, analyze and interpreted the relationship between the variables involved in the study.

3.3 Target population

The target population consisted of 2,300 respondents, that is, prison wardens, NGOs that worked with the facility and the prisoners that engaged in the rehabilitation programmes serving long sentences of 7 years and above, and those on life sentences. Mugenda and Mugenda (1999)

defined target population as that population to which a researcher wants to generalize the results of the study.

3.4 Sample size and Sampling Techniques

This section described sample size and sampling techniques used in conducting the study. Sampling was used for it was considered as part of statistical practice concerned with the selection of a subset of the individuals (population), which was used when dealing with the population of individuals intended to yield some knowledge about the population characteristics for making prediction based on statistical inference (Serekan, 2010). A sample denotes subjects selected from the target population to be included in the study. Sampling is the process of selecting a particular subset of subjects from a larger population with whom to conduct the study (Polit, 2003).

3.4.1 Sample size

Sampling is the process of selecting a particular subset of subjects from a larger population with whom to conduct the study (Serekan, 2010).

To obtain a sufficient sample, the following model was adopted, (Fischer et. al, 1991).

Sample size calculation formula: $n = \frac{Z^2 pq}{d^2}$

Where

n = sample size

P= Proportion in the target population estimated to have a particular characteristic =0.6

Z=Standard normal deviate set at 1.96 which corresponds with 95% confidence level

q= validity= (1-p) =1-0.6=0.4

d= degree of accuracy desired, set at 0.05

Therefore $n = \frac{(1.96)^2 0.6 \times 0.4}{0.05^2} = \frac{3.8416 \times 0.24}{0.0025} = \frac{0.921984}{0.0025} = 368 \sim 369$

Group A: Proportion of available Prisoners

$$= \frac{369 \times 60}{100} = 221$$

Group B: Proportion of prison wardens,

$$= \frac{369 \times 40}{100} = 148$$

Total sample size= **369**

3.4.2 Sampling Techniques

To select the study participatory sample of 369 respondents from the beneficiary population of 2,300 respondents, purposive sampling was done in order to select prisoners who had been engaged in the rehabilitation programme this particular category was more reliable towards establishing the influence of prison rehabilitation programmes on reformation of offenders among inmates. Purposive sampling as a technique allows a researcher to use cases that have the required information with respect to the objectives of the study (Gay, 2006), Simple random sampling enabled the researcher to give the respondents an equal chance of being selected therefore minimizing gender bias in the research as far as the selection of participating respondents is concerned. The main factors considered was how long the respondent participated in the rehabilitation programme, perception of prison wardens on the rehabilitation programmes its success and failures and what they thought would be the way forward.

3.5 Research instruments

Data collection was from two main sources; primary and secondary. In using Primary sources data was collected from selected respondents using Focused Group Discussions, Key Informant Interview Guides and Questionnaires. Secondary sources included relevant documents and reports. The researcher employed the technique to pick information that was available from these reports. The data was availed from relevant literature, refereed journals, text books from

various libraries and reports on rehabilitation programmes that were used in the study to verify/qualify some of the findings.

The study involved both qualitative and quantitative approaches. The use of the two approaches at the same time in basic research has been recommended by (Gay, 2006) as the best way to get sufficient results.

The structured questionnaire was the main instrument of the study to be administered to all the various categories of respondents to gather quantitative data. The researcher preferred to use this method because of its ability to solicit information from respondents within a short time as supported by Gupta, (2009). Moreover, respondents were given time to consult records so that sensitive questions can be truthfully answered as supported by Floyd, (2003). Both Open, Likert and closed ended questionnaires were administered, this was because Close ended and Likert scale questionnaires were easier to analyze since they were in an immediate usable form and again each item was followed by alternative answers. Open ended questions permitted a great depth of response, a respondent was allowed to give a personal response, usually reasons for the response given were directly or indirectly included in the study.

Focus group interviews are groups of people whose opinions and experiences are solicited simultaneously; this was efficient in that it generated a lot of dialogue. The composition of the groups was limited to those with similar characteristics, such as socio economic status, so that the members could feel free in contributing to the issues at hand. This allowed members to share their views, experiences and opinions. Thus creating interpersonal interactions creating a free and enjoyable environment according to (Krueger, 2006). Focused group discussion was employed to gather data from the prison inmates and prison wardens at different intervals and

sessions. In this category data was gathered to establish the influence of prison rehabilitation programmes on reformation of offenders among inmates.

Key informant interviews were used for the non Governmental Organizations and Religious groups that run rehabilitation programmes at the facility. Interviews were designed in such a way that more specific and truthful answers that are related to the topic are realized. Interviews were preferred because according to Gupta (2009), they give an opportunity to probe detailed information on an issue. Interviews made it possible to obtain data required to meet the study sub themes. Interviews were more flexible than questionnaires because the interviewer adapted to the situation and got as much information as possible. This category yielded crucial data on the challenges and strategies that were need in order to effectively administer rehabilitation programmes on reformation of offenders among inmates.

3.5.1 Pilot testing of the study

A pilot study was carried out on members of the relevant population, but not on those who formed part of the final sample. This was because it influenced the later behavior of research subjects already involved in the research. The researcher employed convenient sampling technique in Kisumu Main Prison and its environs, a total of 10 respondents were employed to test the data collection tools that were adopted namely KII, focused group discussion guides and Questionnaires. This sampling technique was preferred by the researcher because it was fast, inexpensive, easy and the subjects were readily available.

3.5.2 Validity of the instruments

In order for the study to control quality, the researcher endeavored to attain validity coefficient of at least 0.70 or 70%, validity refers to process of ascertaining the degree to which the test measures and what it purports to be measuring. Validity was determined by giving to two

experts to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4) quite relevant (3) somewhat relevant (2) and not relevant (1). Validity was determined using content validity index (C.V.I) $CVI = \frac{\text{items rated 3 or 4 by both judges}}{\text{total number of items in the questionnaire}}$. This is symbolized as $\frac{n}{N}$. This technique is selected because it is easy to establish the validity of the research instruments thus revising and adjusting them based on the responses obtained and recommendation from the experts. The instruments were piloted in Kisumu Main Prison which was not included in the study sample and modified to improve their validity coefficients to at least 0.70. Items with validity coefficients of at least 0.70 were accepted as valid and reliable in research (Kothari and Pals 2003).

3.5.3 Reliability of the instruments

Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. To ensure quality assurance of data collected, research assistants were trained for two days prior to data collection. To test consistency in producing a reliable result (reliability), a test-retest method was used. A sample of one percent of the sample size was drawn from the study area (these subjects did not participate in the main research) as part of a pre-test (Orodho, 2004). In order for the study to control quality, the researcher endeavored to attain reliability co-efficient of at least 0.70 or 70%, Reliability refers to the consistency of a measure. The instruments were piloted in Kisumu Main Prison which was not included in the study sample and modified to improve their Reliability coefficients to at least 0.70. This can be symbolized as $\frac{n}{N}$. Items with Reliability coefficients of at least 0.70 were accepted as valid and reliable in research (Kothari and Pals 2003).

3.6 Data collection Procedure

The researcher sought a letter from the University of Nairobi through which a request for a permit from the Ministry of Education under the Council for Science and Technology was made. The researcher then pre-tested the research instruments to ensure reliability and validity making sure that necessary changes were made. The researcher then sent a cover letter to Kisumu Main prison administration explaining the research to be conducted and its purpose. Finally the researcher conducted a briefing to a small number of officers selected through random sampling explaining the purpose of the surveys which culminated in the respondents filling out the questionnaires and answering any other queries.

3.7 Data analysis Techniques

The research involved both qualitative and quantitative data. Qualitative data from FGD and KII were analyzed according to the emerging themes and sub themes this was through selection of similar statements hence qualitative findings were synchronized with quantitative findings. Descriptive statistics were used to describe and summarise the raw data into frequencies and percentages, while Spearman's correlations was used to conduct a bivariate relationship between prison rehabilitation programmes and reformation of offenders among inmates. The study was presented in textual form, bar graphs, charts and tables. The Statistical Package for the Social Sciences (SPSS) computer software was used for analysis of quantitative data.

3.8 Ethical Considerations

In this study, the researcher followed the ethical principles of respect for persons, beneficence and justice. Informed consent was maintained from each participant. The right to

protect from discomfort and harm was based on the ethical principle of beneficence. The principle of beneficence states that one should do well and, above all, do no harm (Burns & Grove 1997:165). In this study, there were no risks of exposing the respondents to discomfort or harm. Also all reviews were adequately cited to avoid plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter of the study systematically presents the results that were obtained from the research that was conducted. The results are quantitatively and qualitatively presented. The analysis and interpretation follows tabular presentation at some stages and the Key Informant Interviews, Focused group discussion guide results from the respondents are also presented to supplement the quantitative presentation.

The presentation of the study was guided by the research questions that guide the study. The bio data of the respondents however was also presented. Hence forth, the presentation is divided into two sections where section one presents the bio data of the respondents, section two, represents the results of the study according the research objectives that guided collection. The presentation of the data follows in the following discussion.

4.2 Questionnaire Return Rate

During the research study the researcher distributed 369 which reflected 100% questionnaires, of which 313(85%) were returned fully answered however 56 (15%) of the questionnaires were returned not fully answered thus not being able to be used for analysis in the research study.

Table 4. 1: Response Rate Analysis

	Respondents	Percentage
Questionnaires distributed	369	100
Questionnaires returned answered	313	85
Questionnaires returned not fully answered	56	15

The researcher established that questionnaires returned unanswered because the respondents were not available to participate in the research.

Table 4.1. 2: Model Summary

Model summary			
Model R	R square	Adjusted R	Std error of the estimate
1. 790(a)	.625	.602	.36450

A. Predictors: Mandatory skills training, literacy and education, social and psychological programmes and spiritual religious programmes

B. Independent Variable: Reformation of offenders

The R2 is called the coefficient of determination and indicate how the reformation of offenders varies with variation in determinant of prison rehabilitation programmes. From the table above, the value of the R2 is 0.625. This implies that, there was a variation of 62.5% of Reformation of offenders, varied with variation in determinant of prison rehabilitation programmes which were Mandatory skills training, literacy and education, social and psychological programmes and spiritual religious programmes at a confidence level of

99.95%. The results were statistically significant as P Value > 0.05 at 0.01 the unexplained variation could be attributed to other factors not included in the model as well as random factors.

4.3 Demographic characteristics of the respondents.

The current section presents the bio data of the respondents and the response rate. The researcher felt this information was important because the respondents, age, level of education, number of years incarcerated or having worked in the Prison facility with regard to wardens determined the ability of the respondents to possess the required information and subsequently determined the necessity of the researcher to probe for any detail and establish sufficient rapport.

4.3.1 Distribution of Respondents by Gender

On the respondents, gender distributions the researcher established the situation as presented in Table 4.2

Table 4. 3: Gender Distribution of the respondents

Gender	Frequency	Percentage
Male	240	77
Female	73	23
Total	313	100.0

The data collected from the respondents was analyzed using frequencies, percentages and chi- square test of association of goodness of fit at 95% level of confidence. As can be observed from table 4.2, the gender distribution of the respondents was representative. That is 240(70%) of the respondents were male and the other 73(23%) of the respondents represented females. The results indicate that during the survey, both sexes were accessible however the researcher had more contact with males than females.

The difference in number could be explained by the fact that this was a male prison facility. The accessible female respondents either worked as wardens or were employed by different NGO's running rehabilitation programmes with the prison facility.

4.3.2 Distribution of Respondents by level of education

The researcher endeavored to explore the level of education of the respondents. This variable was deemed worth establishing by the researcher because the education level of the individual determined his or her ability to possess adequate information. The results on the level of education of the respondents are presented in Table. (4.3)

Table 4. 4: The distribution of respondents by their level of education

Level of Education	Total No. of respondents	Total Percentage
Masters	34	11
Degree	65	21
Diploma	78	25
Secondary	50	16
Primary	66	21
Illiterate	20	6
Total	313	100

The findings on table 4.3 shows the respondents' education background and depicted that 34(11%) were postgraduate holders, 65(21%) graduates. Those with diploma certificates were 78(25%), secondary level having 50(16%) primary with 66(21%) and lastly those who did not attain any formal education certificate thus being 20(6%). This showed considerable gap between the male and female respondents as demonstrated by the table 4.3. This was further

confirmed by the Poisson regression analysis (student t-distribution) done to test the significance of education level to Reformation of offenders and the p value was < 0.001 .

During the focused group discussion it was established that not all respondents were well educated. Therefore, for the above respondents who did not comprehend the research questions, the best method of collecting data from them was through a focused group discussion where the research questions were simplified to give an easily understandable meaning, even though this percentage could understand the questions asked in the group discussion and respond, there was still the need to interpret some concepts further of which the enumerators were employed to that effect and therefore the response rate was representative.

4.3.3 Distribution of the Respondents by experience

The researcher endeavored to explore the Distribution of the respondents experience with the Prison Facility. This variable was deemed worth establishing by the researcher because the respondents experience with the Prison Facility determined his or her ability to possess adequate information. The results on the Distribution of the respondents experience with the Prison Facility are presented in Table. (4.4)

Table 4. 5: Distribution of the respondents experience with the Prison Facility

Years of experience	Respondents	Percentage
1-3 years	137	44
4-7 years	115	37
7-10 years	34	10
Over 10 years	27	9
Total	313	100

The demographic data from the respondents revealed that the age range was between 1-7 years. As expressed by Table 4.4, the respondents experience with the Prison Facility was unevenly distributed. That is, 137(44%) had spent a period between 1-3 years as compared to 115(37%) who had spent 4-7 years with at the Prison Facility. Those who had spent 7-10 years were 34(10%) of the total participants. This distribution left 27(9%) of the respondents to have worked with the facility for a period of over 10 years. The results generally indicate that the respondents had varying experiences in the Prison facility.

During the focused group discussion 252 (81%) of the respondents indicated that it was rare to find inmates and officers who have stayed in one particular facility for over ten years. The respondents stated that *'there was a higher turnover within the facility that was between four to seven years closely followed by those who stayed at the facility for one to three years'*. The majority of respondents therefore qualified for this study having stayed in the facility for a moderate time.

4.4 Mandatory skills training influence on reformation of offenders

The first research question of this study was derived from the first research objective. The question sought to establish the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing which mandatory skills training programmes were the respondents enrolled in, whether they possessed any other mandatory training skill acquired while in prison, whether there are well tailored mandatory skills training programmes within prison to enable reformation of offenders, whether acquisition of mandatory skills will help respondents in successful reintegration, whether acquisition of mandatory skills will help in reducing chances of re-

offending. On which mandatory skills training programmes respondents were enrolled in, the results are presented on table 4.5

Table 4. 6: Mandatory skills training programmes enrolled by respondents

Answer	Respondents	Percentage
Carpentry	92	29
Masonry	70	22
Metal work	35	11
Tailoring	36	12
Upholstery	30	10
Mechanics	50	16
Total	313	100

Table 4.5 depicted findings on mandatory skills training programmes enrolled by respondents, 92(29%) of the respondents stated that they had enrolled for carpentry, 70(22%) of the respondents stated that they had chosen masonry, 50(16%) of the respondent stated that they had enrolled for mechanics, 36(12%) said tailoring was their choice, metal work was chosen by 35(11%) of the respondents this left a distribution of 30 (10%) who stated with upholstery.

The activities offered in Kenya prisons are categorized into optional and mandatory activities (Kenya Prisons, 2014). The chi square indicated significant associations between ratings of both mandatory ($p=0.003$) and optional activities and new skills/knowledge learnt. During the focused group discussion 92(29%) of the respondents had joined the carpentry training programme, an equally large population of the respondents had enrolled for masonry. *‘Carpentry is easier to learn and equally it would be a faster source of income after leaving the*

facility'. Those who opted for masonry argued that since the country had embraced a devolved system of governance most counties were lacking behind with regard to infrastructural development hence making masonry very employable. *Tuta pata kazi za mijengo tuki toka hapa base* loosely translated to *we will get construction jobs once we leave prison*. On whether they possessed any other mandatory training skill acquired while in prison, the results are presented on table 4.6.

Table 4. 7: Have you acquired any other mandatory training skill while in prison

Respondents	Frequency	Percentage
Yes	231	74
No	282	26
Total	313	100

Table 4.6 depicted findings on whether the respondents were aware of any social and psychological programmes within the facility 231(74%) of the respondents agreed while 82(26%) of the respondents disagreed with the statement and said they had not acquired any other skills. Mandatory activities are the scheduled trainings that offenders must go through irrespective of the crime one has committed. These activities are planned by the officer in charge, prisons wardens and the counselors. The activities included technical skills training and counseling which are mandatory. Optional activities include sports, hobbies and motivational activities, offenders undertake these programmes during their free time. Optional activities help inmates to inspire themselves to achieve goals, which in turn give rise to self esteem, confidence respect for others and themselves.

The analysis revealed a significant association between ratings of mandatory activities and skills learnt with Cramer V value of 0.0414 at $p=0.003$. These results indicate that the offenders learnt new skills through the mandatory programme. During the training hours, the offenders are taught theory as well as practical aspects of the course. There is also extra time put aside for offenders to consult with their tutors on the things learnt. 231(74%) of the respondents stated that *they were already competent in carpentry that they learnt so far from the facility and would get a job even if discharged before time*. On whether there are well tailored mandatory skills training programmes within prison to enable reformation of offenders, the results are presented on table 4.7

Table 4. 8: Tailored mandatory training skills enabled prisoner reformation

Answer	Respondents	Percentage
SA	183	58
A	78	25
No Comment	30	10
D	12	4
SD	10	3
Total	313	100

Table 4.7 showed results depicting the respondent's opinion with regard to whether there were well tailored mandatory training to enable prisoner reformation, 183(58%) of the respondents strongly agreed with this statement, 78(25%) of the respondents agreed, 30(10%) of the respondents did not comment, while 12(4%) of the respondents disagreed that tailored mandatory training did not enable prisoner reformation, an almost similar representation of 10(3%) of the respondents strongly disagreed. This clearly indicates that there existed a positive

relationship between Reformation of offenders and the determinants of prison rehabilitation programmes as they were statistically significant with a P-Value of 0.03, 0.01, 0.02 and 0.01 at 99.95% confidence level. This implied that determinants of prison rehabilitation programmes were critical to improve reformation of offenders.

During the focused group discussion 261(83%) of the respondents strongly agreed that *tailored mandatory training enabled prisoner reformation*. On whether Mandatory training skill is successful in reintegration, the results are presented on table 4.8

Table 4. 9: Whether mandatory training skill helps in successful reintegration

Answer	Respondents	Percentage
SA	48	15
A	213	68
No Comment	30	10
D	6	2
SD	16	5
Total	313	100

Table 4.8 on whether mandatory training skills was successful in reintegration, 48(15%) of the respondents strongly agreed with this statement, 213(68%) of the respondents agreed, 30(10%) of the respondents did not comment, while 6(2%) of the respondents disagreed that mandatory training skills was successful in reintegration, an almost similar representation of 16(5%) of the respondents strongly disagreed.

According to the results, the relationship between the time spent in mandatory activities and new skill learnt was significant with Cramer's V value of 0.260 at $p=0.023$. This is an

indication that the time allocated by the prison wardens to mandatory activities enabled the offenders to learn new skills thus a successful reintegration. During the focused group discussion 261(83%) of the respondents stated that mandatory training skill was successful in reintegration. *'Inmates once released focused on being law abiding citizens and doing legitimate businesses.*

The cause of prisons failure in rehabilitation rest on the people entrusted with the responsibility to reform the prisoners Omboto (2003). It is important to appreciate that if the officers who come in contact with prisoners on a daily basis, both junior and senior officers are not people of integrity who are well educated and specifically trained for this job that require an in-depth understanding of human behaviour, human motivation, human worth and human destiny then it is impossible for them to rehabilitate the offenders. On whether acquisition of mandatory skills will help in reducing chances of re-offending the results are depicted on table (4.9)

Table 4. 10: Whether acquisition of mandatory skills' training reduces chances of re-offending

Answer	Respondents	Percentage
SA	28	9
A	233	74
No Comment	30	10
D	12	4
SD	10	3
Total	313	100

Table 4.9 on whether acquisition of mandatory skills will help in reducing chances of re-offending mandatory training skills was successful in reintegration, 28(9%) of the respondents

strongly agreed with this statement, 233(74%) of the respondents agreed, 30(10%) of the respondents did not comment, while 12(4%) of the respondents disagreed that mandatory training skills was successful in reintegration, an almost similar representation of 10(3%) of the respondents strongly disagreed.

During the focused group discussion the respondents collectively concurred that mandatory skills does help in reducing chances of re-offending, they said that *most of them were sentenced as a result of crime which according to them was source of income however with the mandatory skills programme one would go home and start a decent honest living*. This was further confirmed by the Poisson regression analysis (student t-distribution) done to test the significance of mandatory skills' training and reduction of re-offending the p value was < 0.003 .

4.5 Literacy training and education influence reformation of offenders

The second research question of this study was derived from the second research objective. The second question sought to explore the extent literacy training and education influenced reformation of offenders in Kisumu Main Prison. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing the literacy training and education programmes available, whether literacy training and education programmes are well tailored to enable reformation, whether prison based education and literacy programmes have qualified staff to enable training for reformation of offenders, whether prison facilities, materials and equipment used in literacy training and education programmes are adequate to support reformation of offenders. On the available literacy training and education programmes, the results are presented on table 4.10

Table 4. 11: The available literacy training and education programmes

Answer	Respondents	Percentage
Primary school education	153	49
Secondary school education	120	38
Tertiary/college	30	10
None of the above	10	3
Total	313	100

Table 4.10 on the available literacy training and education programmes, 153(49%) of the respondents felt that primary school education was availed to them more, 120(38%) of the respondents felt that secondary school education was availed, 30(10%) of the respondents felt that tertiary/college was availed, 10(3%) of the respondents stated that none of the above.

During the focused group discussion the respondents stated that they had dropped from primary schools and they had decided to continue with the education, those who dropped at secondary level equally stated that they were able to continue their education from where they had stopped. Most respondents were unaware that one could also pursue the tertiary education from the facility. On whether literacy training and education programmes are well tailored to enable reformation, the results are presented on table 4.11.

Table 4. 12: Whether literacy training and education programmes are well tailored to enable reformation

Respondents	Frequency	Percentage
Strongly agree	58	19
Agree	203	65
Neutral	30	10
Disagree	14	4
No response	8	2
Total	313	100

Table 4.11 on whether literacy training and education programmes are well tailored to enable reformation, 58(19%) of the respondents strongly agreed with this statement, 203(65%) of the respondents agreed, 30(10%) of the respondents did were neutral, while 14(4%) of the respondents disagreed that literacy training and education programmes were well tailored to enable reformation, 8(2%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of literacy training and education programmes confirmed that the programmes were well tailored to enable reformation the p value was < 0.002 .

During the focused group discussion the respondents stated that literacy training and education programmes were well tailored to enable reformation, they cited various programs that focused on attitude change and skill empowerment. On whether prison based education and literacy programmes have qualified staff to enable training for reformation of offenders, the results are presented on table 4.12

Table 4. 13: Whether prison based education and literacy programmes have qualified staff to enable training for reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	18	6
Agree	133	43
Neutral	70	22
Disagree	82	26
No response	10	3
Total	313	100

Table 4.12 on whether prison based education and literacy programmes have qualified staff to enable training for reformation of offenders, 18(6%) of the respondents strongly agreed with this statement, 133(43%) of the respondents agreed, 70(22%) of the respondents were neutral, while 82(26%) of the respondents disagreed that prison based education and literacy programmes have qualified staff to enable training for reformation of offenders, 10(3%) of the respondents did not respond. The present study found out that age was actually correlated with support for counseling ($r = .301$; $p = .01$). Older officers showed more support for counseling. The study further established that rank was inversely related to social interaction with inmates ($r = -.179$; $p = .05$).

The officers in low ranks enjoyed the company of inmates than those in higher ranks. This result contradicts Reising & Lovrich (1998) who found out that as rank increased so did the level of satisfaction in social interaction with inmates. This can be explained by the fact that the officers in lower ranks had more contact hours with inmates and were charged with the day to

day management of inmates and hence more interaction as opposed to high ranked officers who were mainly charged with administrative duties.

The bivariate correlation also showed that correctional officers' rank was the only characteristic that showed a relationship with the officers attitude towards the retention of their occupation ($r = - .284$; $p = .01$). The officers in lower ranks felt that they would wish to remain in their present occupation if the working conditions were improved. Furthermore, the officers in lower ranks did not perceive their job as honourable ($r = -.230$; $p = .05$). These results can be explained by the fact that the officers in lower ranks had very poor working conditions for instance poor housing facilities, overload, poor remuneration, poor motivation strategy and lack of promotion on merit.

During the focused group discussion the respondents stated that there was need for further training of staff on reformation of offenders. The respondents stated that study leave should be allocated to them as a way to encourage them to pursue further studies. On whether prison facilities, materials and equipment used in literacy training and education programmes are adequate to support reformation of offenders, the results are presented on table 4.13

Table 4. 14: Whether prison facilities, materials and equipment used in literacy training and education programmes are adequate to support reformation of offenders.

Respondents	Frequency	Percentage
Strongly agree	18	5
Agree	33	11
Neutral	50	16
Disagree	182	58
No response	30	10
Total	313	100

Table 4.13 on whether prison facilities, materials and equipment used in literacy training and education programmes are adequate to support reformation of offenders, 18(5%) of the respondents strongly agreed with this statement, 33(11%) of the respondents agreed, 50(16%) of the respondents were neutral, while 182(58%) of the respondents disagreed that prison facilities, materials and equipment used in literacy training and education programmes were adequate to support reformation of offenders, 30(10%) of the respondents did not respond.

The implication of the results therefore, is that the working conditions of the correctional officers at the lower ranks need to be improved so as to equip them with the right attitude for better performance. The findings seem to be in agreement with Reising & Lovrich (2008) who argued that high-ranking officers are more comfortable with their occupation because they generally earn higher wages than their subordinates. Rank of the correctional officers was found to be the only positional characteristic related to training attitudes. The necessity for training was inversely related to rank ($r = -0.220$ $p = 0.05$). The lower the ranks, the more the officers felt that there was need to train in inmate rehabilitation. This can be explained by the fact that most of the lower ranking officers were not given adequate training opportunities as opposed to the higher-ranking officers. The implication of these results is that there is need to train the lower ranking officers in rehabilitation skills if the current rehabilitation efforts are to succeed.

During the focused group discussion the 182 (58%) of respondents stated that prison facilities, materials and equipment used in literacy training and education programmes were not adequate to support reformation of offenders. They bemoaned the need for government and NGOs to facilitate the prison with enough materials and equipments.

4.6 Social and psychological programmes influence reformation of offenders

The Third research question of this study was derived from the third research objective. The question sought to explore extent does social and psychological programmes influence reformation of offenders in Kisumu Main Prison. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included whether the respondents were aware of any social and psychological programmes within the facility, whether they were enrolled in this programmes, whether cognitive behavioral counseling enables reformation of offenders, whether substance abuse counseling assist in the reformation of offenders , whether development of new attitudes counseling aids in the reformation of offenders, whether interpersonal skills training enables reformation of offenders, the results are presented on table 4.14

Table 4.15: Whether the respondents were aware of any social and psychological programmes within the facility

Respondents	Frequency	Percentage
Yes	231	74
No	82	26
Total	313	100

Table 4.14 depicted findings on whether the respondents were aware of any social and psychological programmes within the facility 231(74%) of the respondents agreed while 82(26%) of the respondents disagreed with the statement and said they were not aware of any social and psychological programmes within the facility.

During the focused group discussion the respondents stated that they were aware of social and psychological programmes within the facility. On whether they were enrolled in these programmes the results are presented on table 4.15

Table 4. 16: Whether they were enrolled in these programmes

Respondents	Frequency	Percentage
Strongly agree	203	65
Agree	70	22
Neutral	18	6
Disagree	12	4
No response	10	3
Total	313	100

Table 4.15 on whether they were enrolled in these programmes, 203(25%) of the respondents strongly agreed with this statement, 70(30%) of the respondents agreed, 18(15%) of the respondents were neutral, while 12(20%) of the respondents disagreed that and stated that they were not registered in these programmes 10(10%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of enrollment in these training programmes the p value was < 0.002.

During the focused group discussion majority of the respondents stated that they were in fact members of different social and psychological programmes. On whether cognitive behavioral counseling enables reformation of offenders, the results are presented on table 4.4.1

Table 4. 17: Whether cognitive behavioral counseling enables reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	88	28
Agree	33	11
Neutral	170	54
Disagree	12	4
No response	10	3
Total	313	100

Table 4.16 on whether cognitive behavioral counseling enables reformation of offenders, 88(28%) of the respondents strongly agreed with this statement, 33(11%) of the respondents agreed, 170(54%) of the respondents were neutral, while 12(4%) of the respondents disagreed with these statement, 10(3%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of cognitive behavioral counseling on reformation of offenders confirmed this, the p value was < 0.002 .

During the focused group discussion the majority of respondents agreed that cognitive behavioral counseling enables reformation of offenders. The respondents stated that behavioural counseling as a rehabilitative programme is an approach that is used on its own or as part of another program. It uses exercises and instruction that are designed to alter the dysfunctional thinking patterns exhibited by many offenders (e.g., a focus on dominance in interpersonal relationships, feelings of entitlement, self-justification, displacement of blame and unrealistic expectations about consequences of antisocial behavior. On whether substance abuse counseling assist in the reformation of offenders, the results are presented on table 4.17.

Table 4. 18: Whether substance abuse counseling assist in the reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	87	28
Agree	135	43
Neutral	32	10
Disagree	24	8
No response	35	11
Total	313	100

Table 4.17 on whether substance abuse counseling assist in the reformation of offenders, 87(28%) of the respondents strongly agreed with this statement, 135(43%) of the respondents agreed, 32(10%) of the respondents were neutral, while 24(8%) of the respondents disagreed that substance abuse counseling assists in the reformation of offenders, 35(11%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of substance abuse counseling on assisting in the reformation of offenders confirmed this, the p value was < 0.001 .

During the focused group discussion the respondents agreed that substance abuse counseling assisted in the reformation of offenders, majority of offenders state that substance abuse was a catalyst to crime, in agreement respondents further stated that their drug addiction was the source of their troubles and hoped that the would reform and abstain from it before they left the facility. At this point and time the researcher inquired form the respondents what was there favorite drug to which an overwhelming majority said marijuana.

On whether Psychological dysfunction counseling helps in reformation of offenders, the results are presented on table 4.18

Table 4. 19: Whether Psychological dysfunction counseling helps in reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	20	6
Agree	170	54
Neutral	101	33
Disagree	12	4
No response	10	3
Total	313	100

Table 4.18 on whether Psychological dysfunction counseling helps in reformation of offenders, 20(6%) of the respondents strongly agreed with this statement, 135(43%) of the respondents agreed, 32(10%) of the respondents were neutral, while 24(8%) of the respondents disagreed that substance abuse counseling assists in the reformation of offenders, 35(11%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of Psychological dysfunction counseling helps in reformation of offenders, the p value was < 0.003 , this outcome was thus a good predictor of a conducive environment for inmate rehabilitation.

During the focused group discussion the majority of the respondents were neutral on whether Psychological dysfunction counseling helps in reformation of offenders, however after prompting further respondents agreed that Psychological dysfunction counseling did in fact help in reformation of offenders. This is consistent with Young (2009) who report that good interactions of correctional officers and inmates can make a correctional facility a more positive

place. On whether development of new attitudes counseling aids in the reformation of offenders, the results are presented on table 4.19

Table 4. 20: Whether development of new attitudes counseling aids in the reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	77	24
Agree	165	53
Neutral	24	8
Disagree	32	10
No response	15	5
Total	313	100

Table 4.19 on whether development of new attitudes counseling aids in the reformation of offenders, 77(24%) of the respondents strongly agreed with this statement, 165(53%) of the respondents agreed, 24(8%) of the respondents were neutral, while 32(10%) of the respondents disagreed that development of new attitudes counseling aids in the reformation of offenders, 15(5%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of development of new attitudes counseling aids in the reformation of offenders, the p value was < 0.003 , this outcome was thus a good predictor of reformation of offenders.

During the focused group discussion 242 (77%) the respondents agreed that development of new attitudes counseling aids in the reformation of offenders. The respondent further stated *that there was need to further improve on trained manpower in order to strengthen such programmes*. In terms of training for the job, the core function of reformation and rehabilitation

require that prison officers must first accept that prisoners are incarcerated as a punishment and not for punishment, and they must have the ability to facilitate behaviour and attitude change. This requires that professionals such as psychiatrists, psychologists, pastors, professional counselors, social workers, sociologists, criminologists and other social scientists should serve as uniformed officers who come into contact with the prisoners daily because only such experts have what it takes to make positive changes in the human mind: where criminality is fostered. On whether interpersonal skills training enables reformation of offenders, the results are presented on table 4.20.

Table 4. 21: Whether interpersonal skills training enables reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	212	67
Agree	65	21
Neutral	12	4
Disagree	14	5
No response	10	3
Total	313	100

Table 4.20 on whether interpersonal skills training enables reformation of offenders, 212(67%) of the respondents strongly agreed with this statement, 65(21%) of the respondents agreed, 12(4%) of the respondents were neutral, while 14(5%) of the respondents disagreed that interpersonal skills training enables reformation of offenders, 10(3%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of interpersonal skills training enables reformation of offenders, the p value was < 0.002.

During the focused group discussion 277(88%) of respondents agreed that interpersonal skills training enabled reformation of offenders. Respondents stated that *interpersonal skills training helped the inmates to relate respectfully amongst themselves and the outside world once discharged from the facility.*

4.7 Spiritual religious programmes influence reformation of offenders

The Fourth research question of this study was derived from the Fourth research objective. The fourth question sought to explore the extent access to spiritual religious programmes influences reformation of offenders. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing whether respondents were aware of any spiritual religious programmes with the prison, whether the respondents were enrolled in any spiritual religious programmes within the prison, whether availability of religious programmes of the respondents choice assisted in reformation, Whether availability of spiritual leaders and guides helped in reformation of offenders, whether theological training programmes aided reformation of offenders, Whether improvement in prison facilities and conditions aid in reformation of offenders, whether unethical practices by prison staff negates reformation of offenders . On whether respondents were aware of any spiritual religious programmes within the prison facility, the results are presented on table 4.21

Table 4. 22: Whether respondents were aware of any spiritual religious programmes within the prison facility

Respondents	Frequency	Percentage
Yes	301	96
No	12	4
Total	313	100

Table 4.21 depicted findings on whether the respondents were aware of spiritual religious programmes within the prison 301(96%) of the respondents agreed while 12(4%) of the respondents disagreed with the statement and said they were not aware of any spiritual religious programmes within the prison facility.

During the focused group discussion the respondents stated that they were indeed aware of the spiritual programmes running in the facility, they cited them to confirm their number. On whether the respondents were enrolled in any spiritual religious programmes within the prison, the results are presented on table 4.22

Table 4. 23: Whether the respondents were enrolled in any spiritual religious programmes within the prison

Respondents	Frequency	Percentage
Yes	301	96
No	12	4
Total	313	100

Table 4.22 depicted findings on whether the respondents were enrolled in any spiritual religious programmes within the prison, 301(96%) of the respondents agreed while 12(4%) of

the respondents disagreed with the statement and said they were not enrolled in any spiritual religious programmes within the prison.

During the focused group discussion the respondents in agreement stated that they were enrolled in spiritual religious programmes within the prison. On whether availability of religious programmes of the respondent's choice assisted in reformation, the results are presented on table 4.23

Table 4.24: Whether availability of religious programmes of the respondent's choice assisted in reformation

Respondents	Frequency	Percentage
Strongly agree	125	40
Agree	130	42
Neutral	15	5
Disagree	33	10
No response	10	3
Total	313	100

Table 4.23 on whether availability of religious programmes of the respondent's choice assisted in reformation, 125(40%) of the respondents strongly agreed with this statement, 130(42%) of the respondents agreed, 15(5%) of the respondents were neutral, while 33(10%) of the respondents disagreed that availability of religious programmes of the respondent's choice assisted in reformation, 10(3%) of the respondents did not respond.

During the focused group discussion 255(82%) of the respondents agreed that availability of religious programmes of the respondent's choice assisted in reformation. The respondents

stated that once incarcerated a feeling of despair and repentance does set, thus the need to be spiritually absolved. On whether availability of spiritual leaders and guides helped in reformation of offenders, the results are presented on table 4.24

Table 4.25: Whether availability of spiritual leaders and guides helped in reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	75	24
Agree	193	62
Neutral	15	5
Disagree	20	6
No response	10	3
Total	313	100

Table 4.24 on whether availability of spiritual leaders and guides helped in reformation of offenders, 75(24%) of the respondents strongly agreed with this statement, 193(62%) of the respondents agreed, 15(5%) of the respondents were neutral, while 20(6%) of the respondents disagreed that availability of spiritual leaders and guides helped in reformation of offenders, 10(3%) of the respondents did not respond.

During the focused group discussion 268(86%) of the respondents agreed that availability of spiritual leaders and guides helped in reformation of offenders. The respondents stated that the religious leaders always prayed and counseled them, and that while incarcerated all an inmate wants is hope, which is provided by the spiritual leaders. On Pastoral and theological training programmes aided reformation of offenders, the results are presented on table 4.25

Table 4. 26: Whether Pastoral and theological training programmes aided reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	145	46
Agree	130	42
Neutral	20	6
Disagree	10	3
No response	8	3
Total	313	100

Table 4.25 on whether Pastoral and theological training programmes aided reformation of offenders, 145(46%) of the respondents strongly agreed with this statement, 130(42%) of the respondents agreed, 20(6%) of the respondents were neutral, while 10(3%) of the respondents disagreed that Pastoral and theological training programmes aided reformation of offenders, 8(3%) of the respondents did not respond.

During the focused group discussion 275(88%) of the respondents agreed that Pastoral and theological training programmes aided reformation of offenders. Majority of respondents stated that inmates always get deliverance while at the facility and upon release they join other churches and continue with Gods work. On improvement in prison facilities and conditions aid in reformation of offenders, the results are presented on table 4.26

Table 4. 27: Whether improvement in prison facilities and conditions aid in reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	75	24
Agree	193	62
Neutral	15	5
Disagree	20	6
No response	10	3
Total	313	100

Table 4.26 on whether improvement in prison facilities and conditions aid in reformation of offenders, 75(24%) of the respondents strongly agreed with this statement, 193(62%) of the respondents agreed, 15(5%) of the respondents were neutral, while 20(6%) of the respondents disagreed that improvement in prison facilities and conditions aid in reformation of offenders, 10(3%) of the respondents did not respond.

During the focused group discussion 268(86%) of the respondents agreed that improvement in prison facilities and conditions aid in reformation of offenders. The majority of respondents stated that if the prison facilities were improved and made available to the inmates, then reformation of offenders would be on a high rate. The state of over crowding, hygiene and food that was provided in prison was one of the major concerns the respondents opined.

On whether unethical practices by prison staff negates reformation of offenders, the results are presented on table 4.27

Table 4. 28: Whether unethical practices by prison staff negates reformation of offenders

Respondents	Frequency	Percentage
Strongly agree	125	40
Agree	130	42
Neutral	28	9
Disagree	20	6
No response	10	3
Total	313	100

Table 4.27 on whether unethical practices by prison staff negates reformation of offenders, 125(40%) of the respondents strongly agreed with this statement, 130(42%) of the respondents agreed, 28(9%) of the respondents were neutral, while 20(6%) of the respondents disagreed that unethical practices by prison staff negates reformation of offenders, 10(3%) of the respondents did not respond.

During the focused group discussion 255(82%) of the respondents agreed that unethical practices by prison staff negates reformation of offenders. Offenders lamented that the kind of treatment they got from the prison staff instead of reforming them made them even more rebellious to the system.

Scholars have stated that harsh conditions in prisons and work without pay not only negate on rehabilitation of prisoners but also make them bitter and rebellious, therefore, at the end of their prison term they commit crimes of revenge against the society , which also does not offer much support to them as ex-prisoners (Odera Oruka, 1985). The researcher at this stage

sought to further explore the challenges faced in reformation of offenders, the results are presented on table 4.28

Table 4. 29: The researcher at this stage sought to further explore the challenges faced in reformation of offenders

Respondents	Frequency	Percentage
No enough materials and facilities	-	-
Lack of funds, Congestion, Language barrier	-	-
Corruption among staff and prisoners	-	-
All of the above	313	100
Total	313	100

Table 4.28 The respondents unanimously agreed that there were several numerous challenges that hindered the reformation of respondents and that there was need to overcome.

During the focused group discussion the respondents bemoaned that people outside the prison did not believe that they are reformed thus communal acceptability being a major challenge to the inmates upon releases.

According to Omboto (2010) harsh prison conditions in developing countries like Kenya which is characterized by overcrowding and congestion, poor diet, degrading clothing and beddings, lack of clean water, poor sanitation, infectious diseases, homosexuality among others (Omboto, 2010) signifies great challenges in our prisons. On some of the strategies that can address these challenges, the results are presented on table 4.29

Table 4. 30: What are some of the strategies you would use to address these challenges?

Respondents	Frequency	Percentage
Staff inmate cooperation	66	22
Decongestion	65	21
Improve on the language barrier	62	20
adequate in terms of strengthening prison programmes	60	19
Enlighten the inmates on the value of the programme.	60	19
Total	313	100

The respondents unanimously agreed that there were several numerous challenges that hindered the reformation of respondents and that there was need to over come. During the focused group discussion the respondents cited several strategies that felt would be the situation in our facilities. Respondents felt that *there was need to improve language barrier thus facilitating a proper classification of prisoners*. Equally reducing the prisoner population per facility so that the funds allocated for that facility are well utilized was highly recommended by the respondents.’

Several scholars have stated that in terms of training for the job, the core function of reformation and rehabilitation require that prison officers must first accept that prisoners are incarcerated as a punishment and not for punishment, and they must have the ability to facilitate behaviour and attitude change. This requires that professionals such as psychiatrists, psychologists, pastors, professional counselors, social workers, sociologists, criminologists and other social scientists should serve as uniformed officers who come into contact with the prisoners daily because only such experts have what it takes to make positive changes in the

human mind: where criminality is fostered. This is not the case as studies show that a good number of prisoners have attained university and college education compared to the prison officers (Omboto, 2010).

On the integrity of the prison officers, it is worth to point out that prisons department like any other organization has some dishonest employees. These dishonest officers have shamelessly enabled some prisoners to continue with illegal activities such as drug abuse right inside jails as mentioned earlier, therefore making rehabilitation of such offenders impossible. The use of mobile phones by prisoners also is illegal but such officers have smuggled them into prison institutions thus enabling prisoners to communicate freely with the outside world in the end maintaining criminal links and carrying out criminal acts such as defrauding.

Morale of the lower cadre officers is at the lowest ebb for the delicate work. Though the government slightly improved the salary, housing is a serious problem while for security reasons, prison warders cannot rent houses outside the prisons compound; yet what is available for the majority of prison staff in towns are Mabati (Iron sheets) structures which are not comfortable both in cold and warm weather because they get either too cold or too hot. The new recruits leave college to prison institutions to be housed in un-partitioned halls where privacy is unaffordable luxury. Even the free electricity provision is not enjoyed by all the prison staff even in the main prisons situated in our cities.

The rehabilitation mandate of prisons is difficult to achieve in an environment where inmates abuse drugs and substances this is because cases of inmates indiscipline and infractions rises. Omboto (2010) established that the problem of drugs and substances exist in Kenyan prisons with cannabis sativa being the most common drug followed by psychotropic substances. These drugs and substances are smuggled into prison institutions by the prison staff. That the

expensive and highly addictive drugs such as heroin and cocaine are also available in our prisons compounds the problem because the inmates who use them will only crave for more when they get addicted thus increasing their demand in prison.

Other problems that face several prison institutions, like poor drainage and sanitation, and water shortage also hamper the work of prison officers. Added to the unfavourable scheme of service, that do not give clear career progression path; such as the automatic movement from one job group to another, and the requirements for such movements that is not dependent on the whims of the senior officers; claims that some prisoners e.g. the trustees (the special stage prisoners) are happy and comfortable in prisons than the prison warders cannot be dismissed. On promotions for instance, findings revealed disquiet among prisons staff.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The current chapter of this study presents the discussion of the results derived from the data presented in Chapter four, the discussion leads into varying conclusions and a number of recommendations are subsequently derived.

5.2 Summary of Findings

The following are the summaries on the findings based on the four objectives that guided the study. The activities offered in Kenya prisons are categorized into optional and mandatory activities (Kenya Prisons, 2014). The chi square indicated significant associations between ratings of both mandatory ($p=0.003$) and optional activities and new skills/knowledge learnt. The results are also cross referenced with the findings of other scholars in related organizational environments that have got a supportive element of the current study. The first objective sought to establish the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison. 48(15%) of the respondents strongly agreed with this statement, 213(68%) of the respondents agreed, 30(10%) of the respondents did not comment, while 6(2%) of the respondents disagreed that mandatory training skills was successful in reintegration, an almost similar representation of 16(5%) of the respondents strongly disagreed. The analysis revealed a significant association between ratings of mandatory activities and skills learnt with Cramer V value of 0.0414 at $p=0.003$. This clearly indicates that there existed a positive relationship between Reformation of offenders and the determinants of prison rehabilitation programmes as

they were statistically significant with a P-Value of 0.03, 0.01, 0.02 and 0.01 at 99.95% confidence level.

According to Omboto (2003) the cause of prisons failure in rehabilitation rest on the people entrusted with the responsibility to reform the prisoners. It is important to appreciate that if the officers who come in contact with prisoners on a daily basis, both junior and senior officers are not people of integrity who are well educated and specifically trained for this job that require an in-depth understanding of human behaviour, human motivation, human worth and human destiny then it is impossible for them to rehabilitate the offenders. The study established that there is need for upgrading staff qualification, on top of the physique, for any individual prison officer and their roles should be expanded from mere guarding against escapes to being educator and counselor, which is only possible when the officers are specifically trained.

The second objective sought to assess how literacy training and education influences reformation of offenders in Kisumu Main Prison. 58(19%) of the respondents strongly agreed with this statement, 203(65%) of the respondents agreed, 30(10%) of the respondents did were neutral, while 14(4%) of the respondents disagreed that literacy training and education programmes were well tailored to enable reformation, 8(2%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of literacy training and education programmes confirmed that the programmes were well tailored to enable reformation the p value was < 0.002 . The study established that such knowledgeable prison officers are important for rehabilitation because they can establish the etiology of antisocial behaviour; and apply the correct treatment techniques. The Poisson regression analysis (student t-distribution) done to test the significance of enrollment in these training programmes the p value was < 0.002 .

The Third objective sought to examine how social and psychological programmes influences reformation of offenders in Kisumu Main Prison. 203(65%) of the respondents strongly agreed with this statement, 70(22%) of the respondents agreed, 18(6%) of the respondents were neutral, while 12(4%) of the respondents disagreed that and stated that they were not registered in these programmes 10(3%) of the respondents did not respond. The Poisson regression analysis (student t-distribution) done to test the significance of Psychological dysfunction counseling helps in reformation of offenders, the p value was < 0.003 , this outcome was thus a good predictor of a conducive environment for inmate rehabilitation. Omboto states that due to the rise in crime in rate, the rate of conviction and length of sentences have proportionally risen, and so the prison population is always quite high, this pushes up the cost of prisoners maintenance beyond what the economy can support. The end result is normally harsh unhygienic prison conditions that cause rampant deaths because of insufficient medical care. (Omboto, 2010) established that homosexuality, abuse of tobacco and drugs smuggled by dishonest prisons staff has also become a menace in our prison institutions. The study established that there was need to stop these drugs and substances from being smuggled into prison institutions by the prison staff.

The fourth objective sought to determine how access to spiritual religious programmes influence reformation of offenders. 125(40%) of the respondents strongly agreed with this statement, 130(42%) of the respondents agreed, 15(5%) of the respondents were neutral, while 33(10%) of the respondents disagreed that availability of religious programmes of the respondent's choice assisted in reformation, 10(3%) of the respondents did not respond.

5.3 Conclusion

The first objective sought to establish the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison. The researcher concluded that, the required qualification today, on top of the physique, for any individual prison officer and their roles should be expanded from mere guarding against escapes to being educator and counselor, which is only possible when the officers are specifically trained

The second objective sought to assess how literacy training and education influences reformation of offenders in Kisumu Main Prison. The researcher concluded that the value of Correspondence, or cell-study courses lies in their extreme flexibility, they can be tailored to individual needs, so that all variations of age aptitude, interest and level of experience can be taken into account.

The Third objective sought to examine how social and psychological programmes influences reformation of offenders in Kisumu Main Prison. The researcher concluded that it was abundantly clear that many prison inmates lacked nothing in the way of mandatory or academic skills but they do lack the ability to further their role acceptably in an increasingly complex society.

The fourth objective sought to determine how access to spiritual religious programmes influence reformation of offenders. The study concluded that there is much literature written on the benefits of religion as a re-socializing agent and it appears from the survey that Kenyan penal institutions are making full use of this type of therapy.

5.4 Recommendations

In line with the first objective the researcher recommended that, there was need to improve the facilities through funding from all the stakeholders in order for this programmes to have an impact on the lives of the inmates.

The researcher recommended on the second objective that, prison guards must be better educated even than judges, for while a judge may be involved in determining whether or not the suspect violated the law, a work that may take hours or days or even weeks, the prison warden is tasked with helping the inmate reform by rehabilitating them which takes months to capture.

The researcher recommended on the Third objective that, offenders should do the reviewing and evaluating of facilitators and programs. Instead of focusing on internal evaluation, to determine the efficacy of the social and psychological programmes.

The researcher recommended on the fourth objective that, more spiritual interventions and programs should be adopted in order to reform inmates by giving them hope.

5.5 Suggestions for Further Research

The researcher's point of departure was that future researchers should investigate the influence of prison rehabilitation programmes on reformation of offenders among juveniles in Shikusa Borstal institution.

5.6 Contribution to the Body of knowledge.

Objectives	Contribution to the body of knowledge
To establish the extent to which vocational skills training influences reformation of offenders in Kisumu Main Prison.	The respondents generally agreed that vocational training skills helpful in the reformation offenders
To assess how literacy training and education influences reformation of offenders in Kisumu Main Prison.	The study established that prisoners and staff had the opinion that literacy, training and education led to reformation of inmates.
To examine how social and psychological programmes influence reformation of offenders in Kisumu Main prison	Social and psychological programmes aid in ensuring reformation of inmates. Most prisoners and prison staff felt there were challenges faced in rehabilitation.
To determine how access to spiritual religious programmes influence reformation of offenders in Kisumu Main Prison.	The study determined that prisons use religion as a tool for rehabilitation and that spiritual and religious programmes assist reformation of prisoners

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APPENDIX I: Letter of Transmittal

Haggai Ochami Garvey Okang'a

University of Nairobi

School of Continuing and College of Distance Education

P.O.Box 30197, Nairobi

Kisumu-City Campus

E-mail: haggaiochami@ymail.com

Dear respondent,

RE: RESEARCH PROJECT

Thank you for agreeing to participate in this research project? My name is Haggai Ochami Garvey Okang'a, Masters Student at the University of Nairobi, studying Project Planning and Management. This study is designed to evaluate **“the influence of prison rehabilitation programmes on reformation of offenders at Kisumu Main Prison, Kisumu County, Kenya”**. This study will enable the researcher to make suggestions to improve rehabilitation programmes in the prisons.

Your voluntary participation in this study is greatly appreciated. Your opinions and comments will be a great value to the study. The completion of this study implies consent to all conditions. The data collected will be kept strictly confidential and anonymous. At no time will your name be reported along with any of your responses.

Thank you.

Sincerely,

Haggai Ochami Garvey Okang'a

Appendix II: Questionnaire

INFLUENCE OF PRISON REHABILITATION PROGRAMMES ON REFORMATION OF OFFENDERS AT KISUMU MAIN PRISON, KISUMU COUNTY, KENYA.

Dear respondents I am a student of University of Nairobi, Kisumu Campus, as part of my Academic requirements to the Award of a Masters in Project Planning and Management. I am administering this questionnaire to collect information on the influence of prison rehabilitation programmes on reformation of offenders among inmates.

INSTRUCTIONS:

- 1 Do not sign your name anywhere on this questionnaire.
- 2 For Section A, B and C,D, E and F. Just tick and fill in for other sections.

PRISONERS QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DETAILS

1. Gender: Male Female
2. Age: 20 – 29
30 – 39
40 – 49
50 – 59
60 – Above
3. Education level:
Primary O – level A-level
Diploma Bachelors degree Masters degree
4. Religion:

Catholic

SDA

Protestant

Muslim

African Indigenous Religions

Any other (specify): _____

5. Marital status:

Married

Single

6. How long have you been serving your sentence at Kisumu Main Prison?

5-10 years

10-20 years

20-30 years

30-50 years

SECTION B: MANDATORY SKILLS TRAINING

7. What mandatory skills training Programmes are you enrolled in [If more than one tick appropriately]

Carpentry

Masonry

Metal work

Tailoring

Upholstery

Mechanics

Any other.....

8. Do you possess any other mandatory training skill acquired while in prison?

Yes

No

9. If yes in 8 above, please mention the skills

10. How long have you been enrolled in the Programme(s) mentioned in (8) and (9) above?

0-5 years

5-10 years

10-15 years

15-20 years

20-25 years

11. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree=1	Agree=2	No Comment =3	Disagree =4	Strongly Disagree =5
There are well tailored mandatory skills training programmes within prison to enable reformation of offenders					
Acquisition of mandatory skills will help me in successful reintegration					
Acquisition of mandatory skills will helps in reducing chances of re-offending					

SECTION C: LITERACY TRAINING AND EDUCATION

12. Which of the following literacy training and education programmes are you enrolled in?

- Primary school education
- Secondary school education
- Tertiary, college or University
- None of the above

13. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree= 1	Agree=2	No Comment =3	Disagree =4	Strongly Disagree =5
The literacy training and education programmes are well tailored to enable reformation					
Prison based education and literacy programmes have qualified staff to enable training for reformation of offenders					
The prison facilities, materials and equipment used in literacy training and education programmes are adequate to support reformation of offenders					

SECTION D: SOCIAL AND PSYCHOLOGICAL PROGRAMMES

14. Are you aware of any social and psychological programmes within prison?

- Yes No

15. If yes, please mention the programmes

16. Are you enrolled in any of these programmes

Yes No

17. If yes in (16) above, for how long?

0-5 years

5-10 years

10-15 years

15-20 years

18. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree=1	Agree=2	No Comment =3	Disagree=4	Strongly Disagree=5
Cognitive behavioural counseling enables reformation of offenders					
Substance abuse counseling assists in the reformation of offenders					
Psychological dysfunction counseling helps in reformation of offenders					
Development of new attitudes counseling aids reformation of offenders					
Interpersonal skills training enables reformation of offenders					

SECTION E: SPIRITUAL RELIGIOUS PROGRAMMES

19. Are you aware of any spiritual religious programmes within the prison?

Yes No

20. If yes, please outline some of those programmes?

21. Are you enrolled in any spiritual religious programme within prison

Yes No

22. For how long have you been enrolled in such programme

0-5 years
5-10 years
10-15 years
15-20 years

23. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree=1	Agree=2	No Comment=3	Disagree=4	Strongly Disagree=5
Availability of religious programmes of your choice assists in reformation					
Availability of spiritual leaders and guides helps in reformation of offenders					
Pastoral and theological training programmes aids in reformation of offenders					

24. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree=1	Agree= 2	No Comment =3	Disagree =4	Strongly Disagree =5
Improvement in prison facilities and conditions aid in reformation of offenders					
Unethical practices by prison staff negates reformation of offenders					

Section F: Reformation of Offenders

25. In your opinion, what are the challenges faced in reformation of offenders?

- i.
- ii.
- iii.

26. In your observation can these challenges be addressed?

Yes No

27. If yes in (26) above, mention some of the strategies you would use to address these challenges

.....

INFLUENCE OF PRISON REHABILITATION PROGRAMMES ON REFORMATION OF OFFENDERS AT KISUMU MAIN PRISON, KISUMU COUNTY, KENYA.

Dear respondents I am a student of University of Nairobi, Kisumu Campus, as part of my Academic requirements to the Award of a Masters in Project Planning and Management. I am administering this questionnaire to collect information on the influence of prison rehabilitation programmes on reformation of offenders among inmates.

INSTRUCTIONS:

- 1 Do not sign your name anywhere on this questionnaire.
- 2 For Section A, B and C, D, E and F Just tick and fill in for other sections

PRISON STAFF QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DETAILS

2. Gender: Male Female

3. Age: 20 – 29
30 – 39
40 – 49
50 – 59
60 – Above

4. Education level:

Primary O – level A-level
Diploma Bachelors degree Masters Degree

5. Religion

Christian Catholic SDA
Protestant Muslim African Indigenous Religion

Any other (specify): _____

6. Marital status

Married Single

7. How long have you worked as a prison officer?

0-5 years
5-10 years
10-15 years
15-20 years
20-25 years
25-30 years
30-35 years

8. What is your current designation/rank?

Constable
NCO
Inspectorate
Senior officer

9. Do you think you have a role in rehabilitation of prisoners?

Yes No

10. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree=1	Agree= 2	No Comment= 3	Disagree= 4	Strongly Disagree= 5
Inadequate funding causes challenges in reformation of offenders					
Lack of skills, capacity and knowledge among prison staff affects rehabilitation efforts					
Poor working conditions of prison staff limits offender reformation					
Unethical practices by prison staff negates reformation of offenders					

SECTION B: MANDATORY SKILLS TRAINING

11. What are the mandatory training skills programmes that are offered to inmates in your institution

[Tick appropriately and indicate any other that is not outlined here]

Carpentry

Masonry

Metal work

Tailoring

Upholstery

Mechanics

Any other

12. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree=1	Agree=2	No Comment =3	Disagree= 4	Strongly Disagree= 5
There are well modeled mandatory skills training programmes within prison to enable reformation of offender					
Acquisition of mandatory skills help in successful reintegration and reformation					
Acquisition of mandatory skills i.e. carpentry help in reducing chances of reoffending					

SECTION C: LITERACY TRAINING AND EDUCATION

13. Do you offer any of the following literacy training and education programmes to inmates in your institution [Tick appropriately]

- Primary school education
- Secondary school education
- Tertiary, college or University
- None of the above

14. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree= 1	Agree= 2	No Comment= 3	Disagree= 4	Strongly Disagree= 5
The literacy training and education programmes are well tailored to enable reformation of offenders					
Prison based education and literacy programmes have qualified staff to enable training for reformation of offenders					
The prison facilities, materials and equipment used in literacy training and education programmes are adequate to support reformation of offenders					

SECTION D: SOCIAL AND PSYCHOLOGICAL PROGRAMMES

15. Does your institution offer any social and psychological programmes to inmates?

Yes

No

16. If yes, in 14 above mention the programmes offered

17. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree= 1	Agree= 2	No Comment= 3	Disagree= 4	Strongly Disagree= 5
Cognitive behavioural counseling enables reformation of prisoners					
Substance abuse counseling therapy assists in the reformation of offenders					
Psychological dysfunction counseling helps in reformation of inmates					
Development of new attitudes counseling aids reformation of offenders					
Interpersonal skills training enables reformation of offenders					

SECTION E: SPIRITUAL RELIGIOUS PROGRAMMES

18. Do you offer any spiritual religious programme(s) to inmates in your custody?

Yes

No

19. If yes, in 18 above please give examples of some of these programmes

20. Please answer the questions on scale of 1-5 by ticking the appropriate box to show the extent to which you agree or disagree with the following statements.

	Strongly Agree= 1	Agree= 2	No Comment= 3	Disagree= 4	Strongly Disagree= 5
Availability of religious of the prisoners choice assists in reformation of offenders					
Availability of spiritual leaders and guides helps in reformation of inmates					
Pastoral and theological training programmes aids in reformation of offender					

Section F: Reformation of Offenders

21. In your opinion, what are the challenges faced in reformation of offenders?

- i
- ii
- iii

22. In your observation can these challenges be addressed?

Yes No

23. If yes in (22) above, mention some of the strategies you would use to address these challenges

.....

24. Do you have any training on reformation of offenders?

Yes

No

25. If yes in (24) above, what types of skills were you trained on?

.....

.....

.....

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE

1. What is the extent to which mandatory skills training influences reformation of offenders in Kisumu Main Prison?
2. How does literacy training and education influence reformation of offenders in Kisumu Main Prison?
3. How does social and psychological programmes influence reformation of offenders in Kisumu Main Prison?
4. How does access to spiritual religious programmes influence reformation of offenders?

APPENDIX IV: NACOSTI AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/5039/2685

5th August, 2014

Haggai Ochami Okanga
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of prison rehabilitation programmes on reformation of offenders at Kisumu Main Prisons, Kisumu County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **30th September, 2014.**

You are advised to report to **the Chief Warden, Kisumu Main Prisons, the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The Chief Warden
Kisumu Main Prisons

The County Commissioner
The County Director of Education
Kisumu County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX V: PERMIT

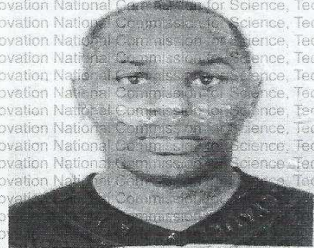
THIS IS TO CERTIFY THAT:

MR. HAGGAI OCHAMI OKANGA
of UNIVERSITY OF NAIROBI, 0-40100
kisumu, has been permitted to conduct
research in Kisumu County
on the topic: INFLUENCE OF PRISON
REHABILITATION PROGRAMMES ON
REFORMATION OF OFFENDERS AT
KISUMU MAIN PRISONS, KISUMU
COUNTY, KENYA.

Permit No. : NACOSTI/P/14/5039/2685
Date Of Issue : 5th August, 2014
Fee Received : USD 11.11

for the period ending:
30th September, 2014


Applicant's
Signature



Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 2434

CONDITIONS: see back page