

**FACTORS INFLUENCING RECIDIVISM AMONG CONVICTED PRISONERS: A
CASE OF LANGATA WOMEN PRISON IN NAIROBI COUNTY, KENYA**

BY

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DECLARATION

I confirm that this research report is my own original work and has not been presented in any other institution for any other award.

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DEDICATION

I dedicate this work to my grandparents the late Mr. Sikasa Wanjala and Mrs. Elika Nanguti for their love and dedication to ensure that I got the best education possible through their moral, financial and parental support.

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ABBREVIATIONS AND ACRONYMS

DAP	Daily Average Population
JTPA	Job Training Partnership Act
KNHRC	Kenya National Human Rights Commission
KPS	Kenya Prison Service
NGOs	Non Governmental Organizations
RODI	Resource Oriented Development Initiative
SPSS	Statistical Package for Social Sciences
USA	United States of America
USDs	United States Dollars

ABSTRACT

There are increased cases of recidivism in prisons which makes them to be overcrowded yet they have limited resources. Rehabilitation is difficult for many African prisons to achieve due to underfunding and overcrowding even when it stands as a major goal for policy makers. This study therefore sought to establish the factors influencing recidivism among convicted prisoners in Langata women prison. This study was guided by behavioral theory and social control theory. This study was a descriptive cross sectional study that adopted quantitative and qualitative methods. Quantitative data was collected from 40 randomly sampled inmates using semi structured questionnaires. Observations were made to determine how vocational training, education offered in prison and guidance and counselling influences recidivism in Lang'ata Women Prison. Quantitative data was analysed using SPSS 18. Descriptive statistics such as frequencies and percentages were used to analyze data. The study results have shown that prisoners who received education in prison were less likely to commit crime than those who did not. The study also revealed that majority of the prisoners participated in vocational training. It was established that the inmates who underwent vocational training were less likely to engage in crime compared to those who did not as they were economically viable and useful to their society. The study established that most of the prisoners' behavior had changed as a result of their participation in guidance and counseling. The current study revealed that guidance and counseling enabled the prisoners to manage triggers of criminal behavior such as anger, bad company, and drug abuse which earlier influenced majority of them to commit crimes they were convicted of. The study revealed that prisoners who received support for tools and equipment were less likely to re-offend than those who did not. Donor partnership in rehabilitation programs was established to increase effective rehabilitation programs and enhance their quality. This study recommends that more prisoners should be enrolled in education programs while in prison. Vocational training in prison should be increased and its quality enhanced to reduce chances of prisoners re-offending. Guidance and counseling programs should be introduced into prisons across the country to help reduce recidivism. Prisoners should be supported with tools and equipment to utilize skills they acquire in prison when they leave to integrate with the society. Prison management and government should partner with more donors in rehabilitation programs to ensure effectiveness of these programs and enhance their quality with a view to reduce recidivism in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Recidivism is the relapse or return of ex- convicts into criminal activity once released from prisons. It is measured by former prisoners returning to prison for a new offence. Rate of recidivism has been a major concern to any nation in determining the effectiveness of prisons in reshaping behaviors. Lower rates reflect the degree to which released inmates have been rehabilitated and the role correctional programmes play in integrating prisoners to the society (Laxanne, 1993). High rates of recidivism are very expensive in terms of public safety, increased government budget to maintain inmates in prisons, cost of arresting them, prosecute, and probably incarcerate re-offenders (McKean, 2004).

The escalating recidivism rate has been a worrying reality worldwide. United States of America (USA) as the country with the worst crime in the world with a recidivism rate of 90 percent, while, Germany and Asia at 74 percent. On the contrary, Netherlands tops the world as the place with least criminals and plans to close its prisons (Hale, 2005; Coyle, 2005). The rate of recidivism in Netherlands is 70%. This shows the percentage of re-offenders within five years after a prison sentence, a transaction, a fine or a community service order. Netherlands use different base populations: all people sanctioned by a court, not just those released from prison. It also generally measure re-conviction, not just re-incarceration.

In Africa, South Africa has a 74 percent recidivism rate. Kenya recidivism rate is at 47 percent, Rwanda and Tanzania 36 percent and Zambia 33 percent. Uganda stands out among African countries ranking fourth lowest globally for recidivism at 32 percent (Wambugu, 2007). Rehabilitation and reintegration remain elusive and controversial particularly in Africa. Rehabilitation is difficult for many African prisons to achieve due to underfunding and overcrowding even when it stands as a major goal for policy makers. Another impediment is the presence of very little research on the topic. The little research available however indicates effective and supported rehabilitation programs lead to reduced recidivism and better reintegration back to society (Sarkin, 2009). The training programs in the prisons should be in such way that they correct the prisoners. The prison system is considered successful when it does not result in recidivism. There are a number of training programs that are offered in prison such as vocational training and academic training. Vocational training equips prisoners with vocational skills while academic training gives prisoners intellectual knowledge.

There are ninety seven correctional institutions in Kenya and ninety four are for adult offenders, two rehabilitation centres for juvenile offenders, and one youth training centre. When the prison department was established in 1911, there were only three hundred and nineteen wardens who supervised not more than seven thousand inmates. However, today they have increased to tens of thousands as a result of population increase, unemployment and increased rates of crime (Odera, 2009). It is estimated that the numbers of inmates are between thirty five thousand and forty thousand (Penal Reform International & Kenya Prison Service, 2003). However in as much as there have been increased numbers of inmates, little has been done to expand the prison infrastructures to accommodate the increasing number of inmates (Kenya Human Rights Commission, 2012).

Another notable element is that the prisons are further overcrowded due to the presence of persons awaiting trial. A case study of prisons across the country exposed the deteriorated conditions that prisoners lived in (Oloyede, 2008:5, Ojukwu and Briggs, 2005). The situation is not very much different today.

In many instances the prisons do not achieve the intended purpose of correcting and reforming criminals. Instead the harsh conditions in prisons tend to radicalise and harden convicts who perceive that they have been neglected and left on their own by the society (Omboto, 2003). MacKenzie (2006) observed that prison should not be for torturing prisoners but for making them reflective and remorseful for their past deeds. Conditions in prison are even made worse by the fact that most of the prison staff responsible for overseeing the reformation of prisoners are poorly paid (Sarre, 2009). They too live in deplorable conditions and have little or no professional skills. This makes the wardens to be easily compromised as they are de-motivated and unwilling to make the life of prisoners better than their own.

Andrews (2006) pointed out that if the prisoners are left to the government alone, then the rehabilitation process would be very ineffective. Informed about the deplorable conditions in prisons, some nongovernmental organisations have taken initiative to assist prisoners to reform by equipping them with skills that will make them responsible and respected members of the society once they are out of prison and assist in the process of reintegration back to the community. (Lowenkamp, Latessa and Smith, 2006)

1.2 Statement of the Problem

Not everyone who leaves prison leaves forever. While many are able to once again become contributing members of society and avoid future criminal activity, others find themselves for

whatever reason back in prison (Spjut, 2011). Kenyan prisons, like many other prisons have experienced high rates of recidivism despite many rehabilitation programs offered to the inmates to reduce the recurrence of criminal behaviour. These rehabilitation programs are mostly focused on treating the criminals' behaviour by eliminating the factors or circumstances that drive them to commit criminal acts. The report on Kenya Prisons Service website confirms rehabilitation and reformation being a core mandate but also admits that this has not been fully achieved citing several challenges such as overcrowding, poor budgetary allocations and insufficient number of professionally trained staff to handle rehabilitation (Kenya Prisons Service, 2015).

There are increased cases of recidivism in prisons as evidenced by Prison Fellowship Kenya, (2011) reports that reoffending rate stands at 50%. This is further supported by data from Kenya National Bureau of Statistics in their Economic Survey of 2015 that indicates a remarked growth variation of Daily Average Population of both male and female inmates at 6%. It is however of concern that the DAP of female inmates had increased by 37.2% against that of male ones which went up by 4% in the year 2014. This makes the prisons to be overcrowded yet they have limited resources. In Langata Women prison from the admission records shown in the documentation section 40% of the inmates reoffended in the year 2014 that is increased by 5 from the year 2013. The records did not indicate whether or not they had participated in the rehabilitation programmes offered in the institution. This is however generally recorded according to the recidivists who on admission accepted that they had been imprisoned previously but did not state which rehabilitation programs they had underwent. This therefore prompts the need to study the factors influencing recidivism in Kenyan prisons to effectively rehabilitate women inmates in Langata Prison.

Although there are attempts and reforms in rehabilitating prisoners, there still exists escalating prisoners' population and recidivism. Even after release, ex-convicts have continued living a life of criminality hence some are re-imprisoned. As a result, prisoners' families, dependants and victims grossly suffer due to incarceration of their loved ones. Time that prisoners could have spent constructively in developing themselves, families, societies and the nation in general is wasted in prison. Despite the notable efforts in rehabilitating prisoners, the present correctional system is impervious to all interventions. It is against this background that need for investigating factors influencing recidivism among convicted prisoners in Kenya was necessary. This was with a view to contributing knowledge to the existing literature in order to address, reconstruct, benefit, correct and shape the character of prisoners. The aforesaid issues are a test of correctional system and form the basis that justified the need and the gap this research study sought to fill.

1.3 Purpose of the Study

The study intended to investigate factors influencing recidivism among convicted inmates in Langata Women Prison.

1.4 Objectives of the Study

1. To assess how education offered in prison influences recidivism in Langata Women Prison.
2. To establish the influence of vocational training on recidivism in Langata Women Prison.
3. To assess how guidance and counselling services offered influences recidivism in Langata Women Prison.

4. To establish the extent to which support for tools and equipment influences recidivism in Langata Women Prison.
5. To assess how donor partnership in rehabilitation programs has influenced recidivism in Langata Women Prison.

1.5 Research Questions

The following are the research questions that this study seeks to answer.

1. How does the education offered in prison influence recidivism in Langata Women Prison?
2. In what ways does the vocational training influence recidivism in Langata Women Prison?
3. How does guidance and counselling influence recidivism in Langata Women Prison?
4. To what extent does support for tools and equipment influence recidivism in Langata Women Prison?
5. How has donor partnership in rehabilitation programs influenced recidivism in Langata Women Prison?

1.6 Significance of the Study

The findings of this study would be of value to prison managers who would gain an insightful understanding of the factors that influence recidivism in Kenya. This understanding would inform their decisions in ensuring that rehabilitation programs are improved in a manner that helps the inmates once they are out of prison hence minimizing their chances of re-offending and going back to prison again.

The findings of this study would be important to the prisoners as the improved rehabilitation programs informed by the findings of this study would help them restructure their lives once out of prison. The improved rehabilitation programs would add value into their lives and help them to compensate for the time lost in prison.

The government would also benefit from this study's findings because informed policies on rehabilitation programs in prisons would reduce recidivism. This would not only be cost saving for the government but would also ensure that instead of ex-convicts going back to prison, they participate in useful and legal economic activities that can help growth of the country's economy.

Other stakeholders and the society in general would benefit from the findings of this study as they would enjoy safety and integration with their loved ones who would have otherwise been in prison. The ex-convicts instead of going back to prison would be in a position to play their rightful role in their families and the community that they live in.

1.7 Scope of the Study

This study focused on influence of education offered in prison, vocational training, guidance and counselling, support for tools and equipment, and donor partnership in rehabilitation programs on recidivism in Langata Women Prison. The focus of this study was on prisoners in Langata women prison. Langata women prison is selected as the case of this study because it is the largest women prison in Kenya. The prison also has donor funded facilities and projects from nongovernmental stakeholders including Faraja Foundation and Resource Oriented Development Initiative (RODI Kenya) making it an important case study for donor supported projects.

1.8 Limitations of the Study

This study experienced challenges in data collection. It was an uphill task to convince prison managers to allow prisoners to voluntarily participate in this study. Therefore it took the researcher more resources in regard to time to be able to convince the target respondents to participate. The researcher explained and articulated the purpose and essence of the study to convince the respondents. Information that was being sought in regard to recidivism is of strategic importance and therefore guarded by prisons. To access this information therefore the management had to be guaranteed of confidentiality. Respondents were also assured that information sought would be exclusively used for academic purposes and confidentiality was guaranteed.

1.9 Assumptions of the Study

The research assumed that the respondents were cooperative and were truthful and gave correct information about their feelings and circumstances. The research further assumed that the research tools were valid and would elicit relevant responses which would help the researcher to accumulate more knowledge about prison rehabilitation and recidivism.

1.10 Definition of Significant Terms

Donor support: Support given to the prison institution to help them establish infrastructure, classes, library or as an incentive to prison workers and prisoners by a Non-Governmental Organisation.

Education: The attitude and personality acquired by prisoners as a result of having academic knowledge

Farming support: The agricultural skills and tools given to paroled prisoners as they move out prison to help them become better farmers once out of prison.

Tools and equipment support: Appropriate tools and equipment offered by donors to self-help groups started by ex-convicts to fund their individual or group projects.

Incarceration: The imprisonment of offenders once they are found guilty by the court

Parole: Release of a prisoner who has not yet completed their prison terms as a result of presidential decree or recommendation from prison authorities.

Penology: The act of restoring a criminal's behaviour to a normal life

Psychological support: The counselling and psycho social support offered to prisoners by their prison mates and staff.

Psychopath: A habitual offender who is impulsive and unable to control their criminal behaviour

Socialisation: The process of accepting a paroled prisoner back to society without discriminating them as former prisoners.

Recidivism: The return of an ex prisoner back to prison after a period of less than six months for reoffending

Vocational training: Manual training given to prisoners which includes activities such as carpentry, plumbing, metal work, tailoring, and building and construction.

Sexual counselling: Psychological help and behaviour change programs offered to sexual offenders in prison.

1.11 Organization of the Study

Chapter one has examined the background of the study and the statement of the problem. It is the layout of the study where the research objectives and research questions are set. The chapter also outlines the significance of the study as well as the scope of the study. The limitations and

assumptions of the study are also presented in this chapter. The chapter also outlines the definition of the key terms that are used in the study. Chapter two entailed a review of relevant literature on variables of the study. It also presents the theoretical and conceptual framework of the study.

Chapter three comprised of research design, target population, sampling procedures, data collection procedures, reliability and validity of research instruments and data analysis. The chapter also presented the operational definition of variables and ethical considerations that were addressed in the execution of this study.

Chapter four presented data analysis, presentation and interpretation of the study findings. The data analysis results were presented in charts and tables. Chapter five comprised of summary of findings, discussion, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two discusses the previous studies that have been carried out on the factors influencing recidivism in prisons. The chapter presents reviewed literature on education offered in prison, vocational training, guidance and counselling, support with tools and equipment and donor partnership in rehabilitation programs in prisons. The chapter also presents the theoretical framework and conceptual framework.

2.2 Education Offered in Prison and Recidivism

Prison inmates who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than peers who do not receive such opportunities (Davis, Bozick, Steele, Saunders and Miles, 2013). A study by Davis et al. (2013) found that correctional education improves inmates' chances of not returning to prison. Inmates who participate in correctional education programs had a 43 percent lower odd of reoffending than those who did not as observed by Davis et al. (2013). This translates to a reduction in the risk of reoffending of 13 percentage points. It may improve their chances of obtaining employment after release. The odds of obtaining employment post-release among inmates who participated in correctional education was 13 percent higher than the odds for those who did not participate in correctional education. Inmates exposed to computer-assisted instruction learned slightly more in reading and substantially more in math in the same amount

of instructional time. Providing correctional education can be cost-effective when it comes to reducing recidivism (Davis et al., 2013).

Learned prisoners as Wang, Bloomberg, and Li (2005) described them, had higher guilty conscience and imprisonment had higher effect on their behaviour than prisoners with low level of education. Prisoners with higher level of education found it difficult to stay in prison and tried their best to move out of prison (Heseltine, Sarre, & Day, 2011). They were more remorseful and ashamed of their wayward ways than those with low level of education. Hoffman (2004) attributed this to the negativity associated with prison which made the prisoners with higher level of education feel uncomfortable and ashamed in prison.

A study by Howell (2003) found out that inmates who have had diploma level of education and above were less likely to return to prison than prisoners without. The effect was even higher if the inmates were older as compared to young inmates (Clements, 2004). Another study by Howell (2003) found out that prisoners with basic education were less likely to reoffend as compared with prisoners who did not have basic education.

Bullins, Yovanoff, Mueller and Havel (2002) did a study on juvenile offenders where it was identified that offenders who were enrolled for educational courses after they were imprisoned had lower rates of recidivism compared to juveniles who did not enrol for educational courses. This is because the education activities and engagements are imperative for behaviour change. Hoffman (2004) and Chappell (2002) indicated that education is enlightening and equips the prisoners with positive attitude and outlook of life which enables them to overcome crime and other high risk behaviours. A study by Gendreau (2006) found out that prison inmates who had received specialised education and vocational training were significantly less likely to return to

prison after release and were more likely to find employment than prisoners who do not receive such opportunities.

2.3 Vocational Training and recidivism

Brian (2003) observed that vocational training programs are designed to equip individuals with technical skills, crafts and abilities in manufacturing, farming or processing that can easily enable the prisoner to secure a job or make a living. In many prisons the trainings entail training prisoners in basic computer skills, carpentry, masonry, knitting, tailoring and gardening. Hubbard (2007) pointed out that these skills are necessary for prisoners mainly because they are physically engaging. A study by Finn and Willoughby (2006) recommended the vocational training to prisoners who are prone to high risk behaviours and crime in order to contain their energy. Madoka (2008) observed that these skills are highly funded by donors and the government mainly because they are considered to be very helpful to the prisoners and even to the community at large. These skills enable the prisoner to be a resourceful member of the society.

Agomo (2009) argued that vocational training was found to be effective among adult prisoners above the age of thirty five who were disinterested in having basic education or had already acquired basic education and were disinterested in having additional educational qualification. He also argued that there are prisoners who do not find any relevance of formal education as they feel that it is of little help to their predicaments. Some of them indicated that they were already blacklisted by employers and could not find any meaningful formal employment on their own. To this type of prisoners having vocational skills was very necessary as it would enable them to be self-employed and to make a living independently. A study by Brian (2003) on women

prisoners also found out that women prisoners were interested in vocational skills mainly because they felt that they were not in a position to secure formal employment but they could still make a living with those skills even when taking care of their families and children.

Klare (2006) observed that vocational training resulted in less cases of recidivism among adult prisoners who had obtained vocational skills. However, House of Commons Education and Skills Committee (2005) established that recidivism was higher when it came to juvenile offenders with vocational training. This shows that vocational training was successful for adult offenders.

Some of the vocational skills Oliver, Wong and Nicholaichuk, (2009) indicated as having led to behaviour change included the ability of the prisoners to work and have a sustainable source of income. Most of the prisoners in developing countries usually do not have stable sources of income. Rather they depend on subsistence farming and self-employment especially women. Equipping these women with farming skills was considered by Omboto (2003) as crucial in enabling them to settle back to the society and make a decent livelihood. These skills are necessary mainly because they enable the women to have their own finances to support themselves and to provide for their children.

Smiling and Killacky (2008) indicated that farming skills are important to men as they enable them to support their families and provide for them. This not only helps in reintegrating the prisoners back to the society but also in reducing recidivism. As Owen (2007) pointed out, lack of basic necessities in home led to increased number of juvenile offenses. As Smiling & Killacky (2008) observed, farming skills are imperative in the rehabilitation of the prisoners as the prisoners are equipped with modern farming knowledge which would help them to meet basic

needs. Additionally, prisoners with farming skills would easily integrate into the society as they are in a better position to join community self-help group and train others in modern farming.

A study by Finn (2009) showed that training facilities such as computer labs gave prisoners skills that saw them employed once they were through with their sentences. Other forms of training like artisan skills and sports also made it easy for the prisoners to be economically viable outside the prison. A similar study by Odera (2009) on the effect of vocational training on women prisoners had similar findings as it showed that women who acquired vocational skills such as tailoring, kneading, catering and farming skills had lower chances of reoffending compared to prisoners who did not have vocational training.

2.4 Guidance and Counseling and Recidivism

Martinson (2009) noted that guidance and counselling played a crucial role in rehabilitating prisoners and enabling them not to reoffend. Losel and Bleisner (2012) as well as Rothman (2003) argued that crime was a compulsive behaviour. This behaviour could only be changed if the prisoner's attitude towards the behaviour changed. However, if the prisoners' attitude towards the behaviour remained the same, then it was difficult for the rehabilitation programs in prison to succeed in reforming the prisoner. Martinson (2009) pointed out that offering guidance and counselling services to prisoners was one of the ways in which prisoners could be reformed. The guidance and counselling services were to be tailored as per the prisoners' criminal activity. This approach categorised prisoners as either first time offenders, habitual offenders or high risk offenders who had committed high risk crimes.

Cullen and Gendreau (2010) classified guidance and counselling activities based on the type of crime committed by the prisoners. According to this viewpoint different guidance and counselling programs suited different crimes and delinquent behaviours. Losel and Bleisner (2012) observed prisoners incarcerated for committing sexual crimes had a different problem from those convicted of robbery and murder or drug related cases. Rothman (2003) argued that criminals convicted of committing sexual offenses had to embark on sexual counselling as well as other impulse control behaviour programs. On the other hand prisoners who had been convicted of murder and other high risk crimes were considered to be psychopathic and had to be counselled using different measures compared to criminals who had committed other types of crime (Wiredu, 2002). Guidance and counselling programs helped the prisoner to deal with their behaviours such as anger, sexual impulse, and drug abuse. The programs also helped the prisoners in aspects such as anger management, impulse control, and in boosting self esteem and self image (Australian Institute of Criminology, 2007).

An investigation by Howells et al. (2012) established that guidance and counselling activities in prison have an impact on the prisoner's attitude towards crime. From their findings they found that most of the first time prisoners were very responsive to the guidance and counselling activities and expressed behaviour and attitude change due to such programs which they embarked on.

Brian (2003) observed that prisoners who had gone through guidance and counselling sessions either as group or as individuals had an attitude change against crime with most of them expressing a negative attitude towards negative behaviours. Danner (2002) explained that guidance and counselling activities were imperative to prisoners as they helped the convicts to

understand themselves and know how to handle the crime stimulants such as anger. In addition, the guidance and counselling programs led to behaviour change hence the overall change of attitude towards criminal behaviour. Fox (2002) argued that for prisoners to change their behaviour, change in attitude against that behaviour was imperative.

2.5 Support for Tools and Equipment and Recidivism

Mushanga (2006) investigated the influence of employment on recidivism and found out that there were lower rates of recidivism in instances where the prisoners received support for tools and equipment to start their own ventures once out of prison. In many instances the support can be in a form of start up capital, tools and equipment given to prisoners who have undergone vocational training and have specialised skills to enable them set up businesses once they were out of prison.

Finn (2009) found that two-thirds of prisoners are not in employment or in any form of training before they get arrested after committing crimes. In addition, more than seventy percent of the prisoners do not have a job waiting for them once they are through with their sentences. Finn and Willoughby (2006) noted that lack of employment was a major factor that contributed to incarceration hence the need for supporting prisoners as they leave prison to go and start their own businesses.

Fogel (2008) noted that by equipping the prisoners with skills that are needed in the society and giving them the necessary tools and equipment to exploit those skills, the prisoner became financially empowered. Such prisoners had higher chances of having reliable source of income once out of prison.

Gendreau, Little and Goggin, (2006) found that inmates who had received support were unlikely to return to prison than those who did not. The estimate is based on Gendreau, Little, and Goggin, (2006) study that carefully accounted for the role of financial motivation in assisting the prisoners to settle in the society. The study found that prisoners who had received financial support were fully engaged in their crafts and businesses and were less likely to reoffend than prisoners who did not receive such support.

2.6 Donor Partnership in Reducing Recidivism

Because of limitations on both public funding and prisoner self-funding, a number of prison systems have turned to private donors to help support rehabilitation programs. In Texas United States of America, for example, donors interested in helping prisoners gain access to higher education, including corporate donors and advocacy groups, have created scholarships through some of the public colleges and universities that provide post secondary instruction in the state's prison system. Virginia has two private nonprofit scholarship funds that cover the cost of tuition, fees, and textbooks for some inmates taking college courses (Texas Higher Education Coordinating Board, 2004).

In California United States of America from 1996 to 2001, there was a program offering higher education for prisoners in California under the Prison University Project, a nonprofit partnership between Patten University and San Quentin State Prison. The program was funded entirely by donations and relied on volunteer labor to provide on-site instruction leading to an associate's degree in liberal arts (Prison University Project, 2005).

Prison systems in states such as California and Texas in the United States, which work in partnership with their state's public colleges and universities and make effective use of state need-based financial aid programs, reflect the sort of creative thinking that can lead to sustainable rehabilitation programs in prisons. Prison reform advocates also have supplied creative ideas. One such advocate, Jon M. Taylor, himself a prison inmate who earned his degree while incarcerated, has suggested that prisoners be allowed to participate in community service programs while incarcerated, substituting service work such as building houses for the poor or tutoring in their own prison's literacy for more traditional prison work assignments (Taylor, 2005).

2.7 Theoretical Framework

Many theories and models have looked at the concept of recidivism in sociological literature. They include anomie, behavioral, social control, culturalist, differential association, labeling, stigma, rational choice, the discontinuance, ecological-systemic and life course theories. This study was guided by behavioral theory and social control theory.

Behavioral Theory was developed by John Watson. Watson argued that thinking and intentions are internal processes that cannot be observed and therefore should not be studied. Only observable behaviors are of interest to scientific study. Through experiments with animals, B.F. Skinner advanced behavioral theory to develop the theory of operant conditioning. Operant conditioning is learning in which voluntary behavior is strengthened or weakened by consequences or antecedents. Skinner showed that behavior could be changed by events taking place before (antecedent) or after (consequence) the behavior (Woolfolk, 2001).

Consequences can be of two types: reinforcement or punishment. Reinforcement strengthens a behavior while punishment weakens behavior. Reinforcement can be either positive or negative. An example of positive reinforcement is when a prisoner receives previously denied privileges or is released from prison for good behavior. An example of negative reinforcement is when an undesired stimulus is removed as a consequence of a behavior. There are also two types of punishment. Presentation punishment is when an undesired stimulus is presented for undesired behavior; receiving detention (undesired stimulus) for being disruptive in society (undesired behavior) is an example. Removal punishment is when a desired stimulus is removed for undesired behavior; a criminal losing his or her freedom (desired stimulus) for duration of time for being disruptive in society (undesired behavior) is an example (Woolfolk, 2001).

Various forms of learning are the essence of human behavior (Goodwin, 1999). From behavioral theory perspective, the causes of antisocial acts are found in society, the environment being the main element that contributes to the formation and development of criminal behavior. Goodwin (1999) observed that the personal characteristics of an individual are based on his/her past experiences and on their contemporary life, as a result of the socialization process that takes place inside the living environment. From the perspective of behavioral theory, prisons are used as instruments of crime control, where consequences of criminal behavior which could be reinforcement or punishment are given to the prisoners.

Social Control Theory explains criminal behavior as being the result of a lack of internal control of the individual or the absence of articulated and effective mechanisms of external social control. The theory was developed by Ivan Nye (1958), who proposed that there were four types

of control: Direct, internal, indirect and control through needs satisfaction. Direct control is by which punishment is threatened or applied for wrongful behavior, and compliance is rewarded by parents, family, and authority figures. Internal is by which a youth refrains from delinquency through the conscience or superego while indirect control is by identification with those who influence behavior, because his or her delinquent act might cause pain and disappointment to parents and others with whom he or she has close relationships. Control through needs satisfaction assumes that if all an individual's needs are met, there is no point in criminal activity. Travis Hirschi (1969), a proponent of social control theory elaborated a central theme on the link between individuals and society, which has four components. The first component is attachment to other members of society as affective ties. The second component is commitment to the common direction of action, involving investment of time and energy in order to live together in conformity. The third component is involvement in regular and conventional activities. The fourth component is trust in legal and moral rules. Deviant acts appear attractive to individuals, but social ties stop most people to commit such acts. Deviance is understood as a result of intense exposure to social situations in which individuals develop certain behaviors to avoid the urge to conform to social norms. Other proponents of social control theory include Edward A. Ross, Albert J. Reiss, Jackson Toby, Walter Reckless and David Matza.

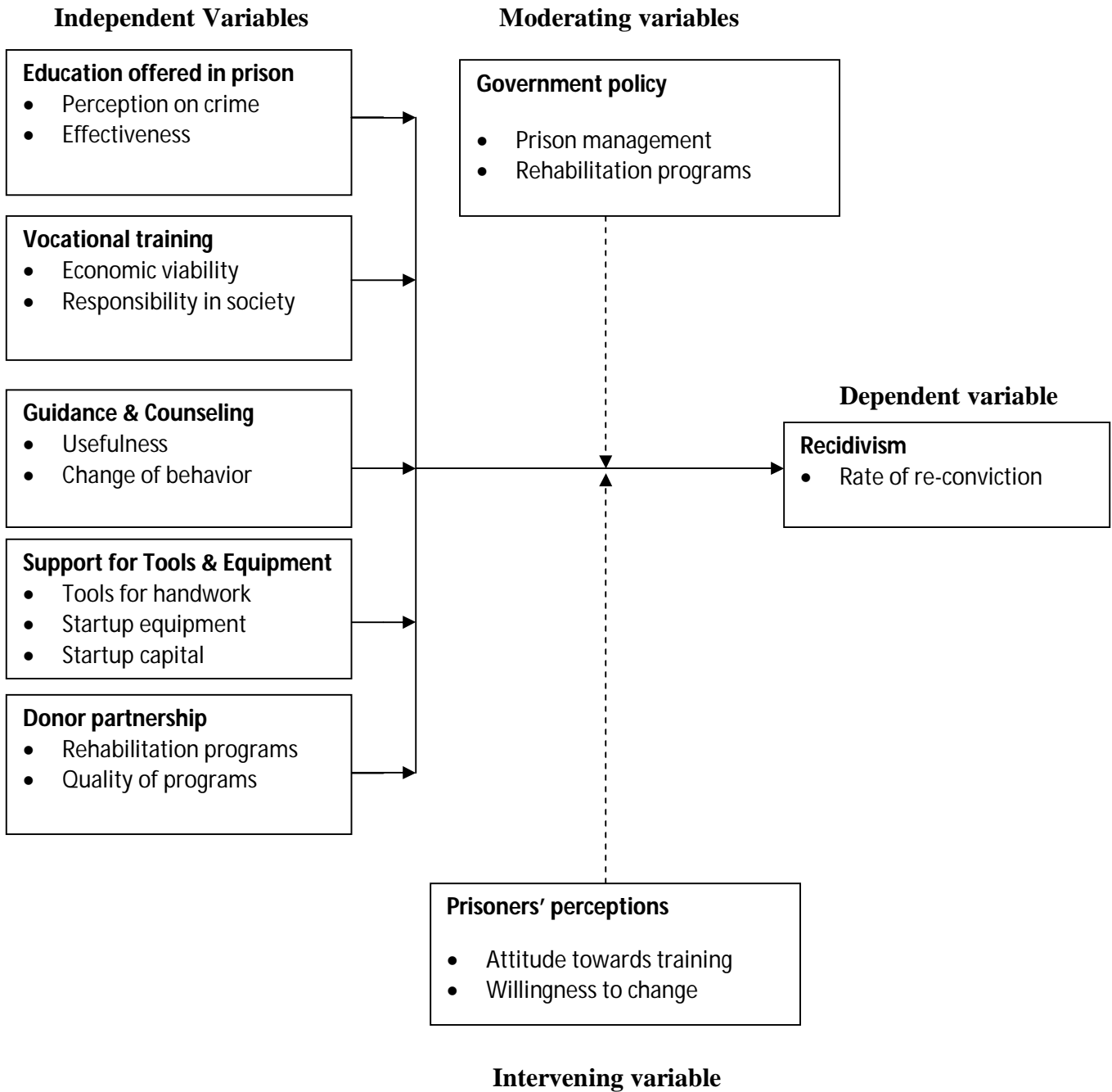
Behavioural Theory and Social Control Theory support rehabilitation of prisoners through education, vocational training, guidance and counselling as well as providing them with tools and equipment to empower them get a livelihood. According to proponents of this view, prisoners committed crimes as result of ignorance, social pressure and unemployment (Cann, Falshaw & Nugent, 2003). The proponents argue that it is through idleness that the convicts ended up committing crime. This approach therefore sought to educate the prisoners and make

them better members of the society. The education entailed formal and vocational educational training, the purpose of this training was not to keep the prisoners busy but to equip them with commercial skills that would enable them to break their former habits and be integrated into the society (Omboto, 2010).

2.8 Conceptual framework

Based on the literature reviewed it was noted that some aspects of rehabilitation such as education, vocational training, guidance and counselling, support for tools and equipment as well as support from private stakeholders were some of the factors that influenced recidivism. This study therefore conceptualized recidivism to be influenced by five factors namely education offered in prison, vocational training, guidance and counselling, support for tools and equipment and donor partnership in rehabilitation programs. The conceptual framework of the study is expressed in the figure below.

Figure 2.1: Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures that were used to achieve the set objectives of the study. They included the research design, target population, sampling procedures, data collection instruments, reliability and validity of research instruments and data analysis. The chapter also presented the operational definition of variables and ethical considerations that were addressed in the execution of this study.

3.2 Research Design

Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Babbie, 2002). Kothari (2004) observed that research design is a blue print which facilitates efficient with minimal expenditure of effort, time and money. This study employed descriptive research design. This research design was considered appropriate as it involves collecting data in order to answer pertinent questions concerning the phenomenon under study (Mugenda and Mugenda, 2003). Ex-post facto descriptive research design was able to provide facts and suggestions on major connections between the variables.

3.3 Target Population

Target population as Mugenda and Mugenda (2003) observed is the entire group of individuals or items under consideration in any field of inquiry. Population conforms to a set of

specifications comprising the entire group of persons that is of interest to the researcher and whom the research results can be generalized. The target population comprised of all prisoners in Langata Women Prison. Lang'ata Women Prison has a population of 350 prisoners.

3.4 Sampling Procedures

Sample refers to a segment of the population selected for research to represent the population as a whole (Kotler and Armstrong, 2006). Mugenda and Mugenda (2003) suggest that sample sizes of between 10-30 % forms a representative sample of the target population. Kothari (2004) also indicated that 30% of a target population which is homogeneous is adequate to use as sample for a study. This study therefore sampled 10% of the target population. The size of sample was 40 respondents. The ratio used is to get N was 1:10 where one respondent represents ten prisoners. $N+5$ is the formula for sample size to cater for non responsive respondents and incomplete questionnaires which cannot be factored in the study. The researcher also interviewed the staff both of Lang'ata Prison and Faraja Foundation on their day to day interactions with the inmates and probably the challenges they face as they administer the programmes. There are thirty staff members in the facility. A ratio of 1:2 was used to get the number of respondents for interviews which were fifteen interviewees.

3.5 Data Collection Instruments

Data collection instruments are the tools used to collect information from respondents (Mugenda & Mugenda, 2003). A semi-structured questionnaire containing both open-ended and close-ended questions was used to collect primary data for this study. The questionnaires method was preferred as it is economical in terms of time and cost as compared to other methods. In addition, the respondents were not geographically dispersed and were located in the same organization and

adequate time was provided to respond to the questionnaires. The researcher sought permission to collect data from Langata Women Prison. Informed consent was also sought from the respondents who were briefed before questionnaires were distributed to those that agreed to participate in this study. The questionnaires were distributed using drop-and-pick later method to the respondents. This enabled the respondents to have ample time to fill the questionnaires and at the same time ensure high response rate. Kothari (2004) argued that a self-administered questionnaire is suitable for descriptive studies as it elicit self-report on people's opinion, attitudes, beliefs and values.

Interviews with the administrative staff and private stakeholders were conducted soon after the researcher finished collecting the questionnaire data. The interview objective was to determine whether the programs offered by the prison facility have an impact on recidivism. The prison staffs are the best suited to provide data and information about recidivism in the prison as well as the relationship between the different rehabilitation activities engaged in prison and recidivism. The interview was administered orally and the scripts recorded by the researcher.

3.6 Reliability of the Instruments

As stated by Welman, Kruger and Mitchell (2007) the results or conclusions of a research are only as good as the instruments employed in the research process. This means that the researcher had to ensure strict measures to safeguard the integrity of the research findings. The reliability of a research entails aspects of consistency and stability of retrieved information (Welman, Kruger & Mitchell, 2007).

A pilot test was done to establish the reliability of the research instrument used in the study. Cronbach Alpha was used to test the reliability of the instrument. A Cronbach Alpha value of 0.7 and above was considered adequate reliability for the research instrument. The reliability test results have shown a Cronbach's Alpha value of 0.714 for this study. These results are shown in table 3.1 below.

Table 3. 1: Reliability Test Results

Item-total statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2.1. The education you achieved while in prison has helped improve your perception about crime	27.74	28.020	.265	.718
2.2. The level of education you have acquired in prison has helped to overcome bad habits	28.09	24.375	.547	.653
2.3. Your participation in vocational training programs has helped to improve your economic viability	27.51	25.139	.577	.649
2.4. Vocational training has influenced you become better and responsible member of society	27.29	26.034	.602	.651
2.5. Your participation in guidance and counseling sessions has helped to overcome psychosocial challenges	27.31	30.751	.158	.730
2.6. The guidance and counseling programs offered in this institution have helped you be more reasonable person	27.14	31.008	.162	.727
2.7. Tools and equipments are offered to individuals with projects which they intend to run once out of prison	28.14	24.185	.552	.651
2.8. The tools and equipment will help you engage in meaningful activities to avoid crime.	27.57	25.487	.402	.689
Overall reliability test statistics				
	Cronbach's Alpha			N of Items
	.714			8

3.7 Validity of the Instruments

Validity was also factored in this research. This is where the components of a research actually reflect the concepts or variables under study (Welman, Kruger & Mitchell, 2007). The research

used content validity to ensure that the variables being investigated were appropriate for this research.

3.8 Data Analysis

Data collected was analyzed using descriptive statistics and content analysis methods. Descriptive statistics such as frequencies, mean scores, and percentages were used to analyze quantitative data. Quantitative data analysis results were presented using charts and tables. SPSS version 18 was used to aid in data analysis. Qualitative data was analyzed using content analysis where responses from open ended questions were grouped and categorized based on the emerging themes relevant to the study. The results of qualitative data analysis were presented in descriptive narrative prose.

3.9 Operational Definition of Variables

The study had five independent variables. Education offered in prison was measured by literacy of the prisoners, their attitude towards crime and behaviour change. Vocational training was measured by vocational skills acquired, competency and experience while guidance and counselling was measured by advice, psycho social support, and self awareness of the prisoners. Support for tools and equipment was measured by tools provided for handwork, start up equipment and start up capital. Donor partnership was measured by correctional education, financial support and technical support. The dependent variable of the study was recidivism which was measured by reconviction of inmates. Moderating variables entailed government policy and inmates' education level before incarceration. Prisoners' attitude towards training was the intervening variable. Table 3.2 below shows the operational definition of variables.

Table 3. 2: Operational Definition of Variables

Variable	Type	Indicators	Scale of measurement	Tools of analysis	Type of analysis
Education offered in prison	Independent	<ul style="list-style-type: none"> • Perception on crime • Effectiveness 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Vocational training	Independent	<ul style="list-style-type: none"> • Economic viability • Responsibility in society 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Guidance & Counseling	Independent	<ul style="list-style-type: none"> • Usefulness • Change of behavior 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Support for Tools & Equipment	Independent	<ul style="list-style-type: none"> • Tools for handwork • Startup equipment • Startup capital 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Donor partnership	Independent	<ul style="list-style-type: none"> • Presence of donors in rehabilitation • Quality of programs 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Prisoners' perceptions	Intervening variable	<ul style="list-style-type: none"> • Attitude towards training • Willingness to change 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Government Policy	Moderating variable	<ul style="list-style-type: none"> • Prison management • Rehabilitation programs 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive
Recidivism	Dependent	<ul style="list-style-type: none"> • Rate of re-conviction 	<ul style="list-style-type: none"> • Nominal • Ordinal 	<ul style="list-style-type: none"> • Frequency tables • Percentages 	<ul style="list-style-type: none"> • Descriptive

3.10 Ethical Considerations

Since this study directly involved human samples, there was need to adhere to a number of important ethical guidelines to ensure the wellbeing of all participants. Informed consent was sought from study participants through consent forms that were attached to the questionnaires. Participants were asked not to indicate their names or any identifying information in the questionnaires as the study emphasized on the anonymity and privacy of participants. The participants were not required to offer their actual names or any other personal identification details. Participants were assured that information obtained would be exclusively used for academic purposes.

3.11 Summary

This chapter illustrated the methodological tools that were applied by the researcher in this study. The chapter comprises of research design, target population, sampling procedures, data collection procedures, reliability and validity of research instruments and data analysis. The chapter also presented the operational definition of variables and ethical considerations that were addressed in the execution of this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the return rate of the interview tools used and results of the study after analysis of data. Data was collected between March and April 2015. The main aim of this study was to investigate the factors influencing recidivism among convicted prisoners in Lang'ata Women Prison. Findings from the quantitative data are summarised using measures of descriptive statistics and also presented in form of tables, charts and graphs.

4.2 Response Rate

The return rate of the questionnaires and interview guide was 100%. This is because the researcher administered them personally and was able to persuade and convince the respondents on the importance of their views and opinions in the study.

4.3 Socio-demographic Characteristics

The socio-demographic characteristics comprise of age, level of education, income of the respondents, type of crimes committed, the reasons for committing crime, duration of prison stay, previous incarceration history and time spent before reoffending.

4.3.1 Age of Respondents

The respondents were asked questions regarding their demographic attributes in the facility. This included age, level of education, level of income, and the crime committed. It was observed that of the 40 inmates interviewed 26-35 were 45%, followed by those aged below 25 years at 13%

and 27% of the respondents were between 36-45. Moreover, the respondents aged 46 to 55 were 10% while those above 56 years were 5% as shown in the table 4.1 below. All the respondents who were interviewed were females as represented in the table below.

Table 4. 1: Proportionate Distribution of the respondents with regard to age group

Age in Years	Frequency	Percent
Below 25	5	12.5
26-35	18	45
36-45	11	27.5
46-55	4	10
56 and above	2	5
Total	40	100

4.3.2 Level of Education of Respondents

With regard to education at least majority of the participants had some formal education with (58%) having attended primary education followed closely by secondary education (27%). About (12%) had managed to attain college education or attended some technical training institute while 3% had no formal education. This is depicted in the Table 4.2 below. The fact that majority of the respondents (58%) only managed to attain some primary education and 3% had not attended school at all could be attributed to the fact that most of them were ignorant of the law or could not get decent jobs due to their low education status hence leading a life of crime which made them end up in jail. No respondent had university degree meaning that they understand the law very well and with their higher level of education majority of them can get decent jobs compared to those with primary education. This confirms the validity of the study.

Table 4. 2: Distribution of the respondents by level of education

Level of Education	Frequency	Percent
No schooling	1	2.5
Primary	23	57.5
Secondary	11	27.5
Tertiary	5	12.5
Total	40	100

4.3.3 Income of Respondents before Incarceration

Respondents were probed on how much money they earned per hour in USDs through multiple response questions. Majority of the respondents (55%) earned less than a dollar per hour (below 100 Shillings) while (11%) of the respondents stated that they earned 2.1 to 3 dollars per hour. About 9% earned 1.1 to 2 dollars per hour. Those earning ones 5 USDs per hour were 18%. It is important to note that these are the amounts the inmates were earning before being sentenced to imprisonment. Due to the fact that majority of the respondents (55%) earned less than a dollar per hour or sometimes per day can be significantly associated with lower education status thus leading to a life of crime. This depicted in Table 4.3 below.

Table 4. 3: Proportionate distribution of the respondents with regard to their earnings in USD

Amount earned	Frequency	Percent
Below 1\$	22	55
1.1-2\$	4	9
2.1- 3\$	11	11
2.1-3\$	4	7
>7.6\$	3	9
Total	40	100

4.3.4 Types of crime committed by the inmate respondents

The respondents were also asked to indicate the types of the crimes that they committed before being sentenced to jail.

Table 4. 4: Distributions of types of crimes committed by the inmates

Crime committed	Frequency	Percent
Capital offence	23	57
Drug related	7	18
Financial crime	6	14
Anger	4	11
Total	38	100

Majority (57%) had capital offence as their main offence. These include offences like random vandalism leading to death. About 18% committed drug related offences such as drug peddling, trafficking, or using such drugs which are illegal. Again this can be significantly associated with people of lower education level as the main users and traffickers of such drugs due to their meager earnings and lack of knowledge about the side effects of these drugs. About 14% of the respondents' committed financial crimes and this can be significantly associated with those with higher education as they get employed where they handle large budgets. Some may also steal petty cash or falsify receipts. About 11% were convicted of anger related felonies while none had committed sexual offence because the offence is generally male dominated. This is clearly depicted in Table 4.4 above.

4.3.5 Reasons for committing crime

Table 4.5 below shows the reasons that made the respondents involve themselves in crime. The inmates/respondents expressed different reasons which made them commit the crimes they were charged for. The study revealed that majority (50%) of the respondents committed crimes as a

result of anger. This could significantly associated with people with less education and low income who are ignorant of the law and may attack in an attempt to make some robbery or carry out some random vandalism. This calls for setting up of anger management and civic education centers across the country. This could be underscored by the fact that (18%) of the respondents purely confirmed that they committed crime due to poverty. Another 18% committed crime due to peer pressure. This could be associated to age especially those below 25 years who are still young and vulnerable to peer pressure. The same scenario is seen on the 5% who committed crime under the influence of drugs. About 9% committed crime for reasons they were not free to share with the study.

Table 4. 5: Reasons for Committing Crime

Reason for committing the crime	Frequency	Percent
Poverty	7	18
Anger	20	50
Peer pressure	7	18
Influence of drugs	2	5
Other	4	9
Total	40	100

4.3.6 Duration of stay in prison by the Respondents

The study also assessed the period in which the prisoners had stayed in prisons, where 55% indicated that they had stayed in prison for more than five years, 27% said to have spent between two to five years, 11% had stayed between one to two years while 5% were in the bracket of seven months to one year. However, only 2% indicated to have stayed less than six months in prison. Therefore a fair percentage of the respondents have stayed in prison for more than two years a period long enough to understand and have participated in the rehabilitation programs

available. Most importantly they are able to relate with the effectiveness of rehabilitation programs before and after the introduction of the open door policy.

Table 4. 6: Number of months/years spent in the prison

Years spent in prison	Frequency	Percent
<6months	1	2
7month-1 year	2	5
1 to 2 years	4	11
2 to 5 years	11	27
5years and above	22	55
Total	40	100

4.3.7 Previous Incarceration History by the Respondents

On whether the prisoner had been incarcerated before, 16% indicated that they had been incarcerated before while 84% noted that they had never been incarcerated before.

Table 4. 7: Shows if the respondent has been incarcerated before or not

Incarcerated before	Frequency	Percent
Yes	7	16
No	33	84
Total	40	100

4.3.8 Time Spend before the Respondents Reoffended

Inmates who responded to have been incarcerated before 84% had stayed for duration of more than six months while 16% had stayed less than six months before reoffending.

Table 4. 8: Showing Duration before Reoffending

Duration Before Reoffending	Frequency	Percent
Less than six months	1	14
More than six months	6	86
Total	7	100

4.4 The Level of Participation in Rehabilitation Programs

Vocational training had most of the respondents participating at 47% followed by guidance and counseling at 25% while formal education and tools and equipment support had 19% and 9% respectively as represented in the table below.

Table 4. 9: Level of participation in the rehabilitation programs available in the institution

Programs participated	Frequency	Percent
Formal education	10	19
Vocational training	25	47
Guidance & Counseling	13	25
Tools & equipment support	5	9
Total	53	100

4.5 Influence of Formal Education on Recidivism

This part sought answers to the first research objective on whether education had influenced recidivism level. From the prisoner participants in question 9 it is found that few respondents 18% have participated in the formal education.

Table 4. 10: Effect of Education Programs on Recidivism

Education program effectiveness	Frequency	Percent
Strongly Disagree	4	10.5
Disagree	3	7.9
Neutral	6	15.8
Agree	14	36.8
Strongly agree	11	28.9
Total	38	100

When asked whether the education acquired in prison helped the prisoner participants to overcome bad habits most of the participants indicated that the education had assisted them to overcome bad habits with 64% of prisoner participants agreeing while 24% disagreed as 15% remained neutral.

Table 4. 11: Responses on education improving perception on crime

Education acquired improved perception on crime	Frequency	Percent
Strongly Disagree	5	13
Disagree	1	2
Neutral	4	11
Agree	14	37
Strongly agree	14	37
Total	38	100

4.6 Influence of Vocational Training Programs on Recidivism

This part first assessed whether the participants had participated in any vocational courses within the prison facility. The respondents perceived that vocational skills acquired will increase their economic viability when they finish serving their jail terms at 79%. Majority of the participants also agreed that there were vocational training programs in the facility which they had participated in at 45%. On whether vocational training assisted them to become responsible members of society hence avoid recidivism, 55% of the prisoners strongly agreed, 35% agreed, neutral 5% while 2.5% of the respondents disagreed and strongly disagreed each as shown in the table below.

Table 4. 12: Influence of vocational training programs on recidivism

Rating	Frequency	Percent
Strongly Disagree	1	2.5
Disagree	1	2.5
Neutral	2	5
Agree	14	35
Strongly agree	22	55
Total	40	100

4.7 Influence of Guidance and Counseling on Recidivism

The table below shows the frequencies of responses on the influence of counselling and guidance on inmates' recidivism. 50% strongly agreed that the program has been useful to reduce their tendencies to re-offend, 40% agreed while neutral, disagree and strongly disagree had 2.5% each.

Table 4. 13: Influence of Guidance and Counseling on Recidivistic Behavior

Rating	Frequency	Percent
Strongly Disagree	1	2.5
Disagree	1	2.5
Neutral	1	2.5
Agree	16	40
Strongly agree	20	50
Total	40	100

4.8 Influence of Support for Tools and Equipment on Recidivism

This program was the least participated or involved by the inmates at only 9% however it seems to be the most effective from the information given by interviewee/ staff from none seemed to be aware of any inmate given this support having been reoffended. 61% of inmate respondents strongly agreed, 18% agreed, neutral and disagree had 6% each as strongly disagree had 11%. The responses from inmate respondents are displayed in table 4.14 below.

Table 4. 14: Support for tools and equipment and recidivism

Rating	Frequency	Percent
Strongly Disagree	4	11
Disagree	2	6
Neutral	2	6
Agree	6	18
Strongly agree	22	61
Total	36	100

4.9 The Influence of Donor Partnership in Rehabilitation on Recidivism

Among the prisoner respondents 63% indicated that they were aware of private stakeholders' participation in rehabilitation programs and that it was essential in reducing recidivism in the

prison while 27% were not aware and believed that it would not help. Only 10% knew completely nothing about donor partnership in rehabilitation to reduce recidivism.

Table 4. 15: Donor Partnership in Rehabilitation is Essential

Rating	Frequency	Percent
Strongly Disagree	25	63
Disagree	11	27
Neutral	4	10
Total	40	100

When asked about increased effectiveness of rehabilitation programs due to support of nongovernmental organizations and other stakeholders most prisoner respondents strongly agreed at 52%, those who agreed were 12%, neutral 22% while 24% and 12% disagreed and strongly disagreed respectively. Also the influence of donors greatly affected the type and quality of programs offered in the facilities with clear examples of Faraja Trust, Father Growl, RODI Kenya, Legal Resources Foundation, Kingdom Business Network, Africa Prisons Project and Junior Achievers

Table 4. 16: Opinion of inmates on whether donor Partnership has reduced recidivism

Rating	Frequency	Percent
Strongly Disagree	4	11
Disagree	2	6
Neutral	2	6
Agree	6	18
Strongly agree	22	61
Total	36	100

4.10 Summary of the chapter

Prisoners who were offered education in prison were less likely to commit crime than those with no or less education level. The study noted that education empowered prisoners with literacy

skills, knowledge and insight to deal with life. Education also changed a prisoner's perspective and provided insight on how to act and react in different situations hence reducing the need to commit crimes once out of prison. The study showed that the inmates who underwent vocational training were less likely to engage in crime compared to those who did not. This could also be due to the fact that vocational skills learned by prisoners enabled them to be self-employed after coming out of the prison. The study revealed that guidance and counseling enabled the prisoners to cope with triggers of criminal behavior such as anger and bad company. The study established that prisoners who were provided with support for tools and equipment were empowered to start self-employment. The study revealed that effectiveness of rehabilitation programs has enhanced due to donor partnership in rehabilitation in form of support by nongovernmental organizations and other stakeholders.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the key findings, discussions, conclusions and recommendations for the policy and future studies. It includes comparisons and opinions about the study results while comparing with findings of similar studies undertaken elsewhere. Similarities and differences are highlighted. The study had four objectives namely i) to assess how the level of education influences recidivism, ii) to establish to what extent vocational training influences recidivism , iii) to assess how guidance and counselling influences recidivism and iv) to establish to what extent support for tools and equipment and donor support influences recidivism in Langata Women Prison in Nairobi Kenya. A thematic discussion of the results is presented below according to the study objectives.

5.2 Summary of Key Findings

Below is a summary of the key findings which are presented according to the objectives of the study.

5.2.1 Influence of Education offered in Prison on Recidivism in Lang'ata Women Prison

According to the study results 1 person (2%) of the respondents without any formal education had been incarcerated before, about 3 respondents (6.8%) with primary education had been

incarcerated before while 21(47.7%) respondent with the same level of education had been incarcerated. This group had the highest number of incarcerated inmates. The study further revealed that 3 respondents (6.8%) with secondary education had been incarcerated before while 10 respondents with the same level of education had never been incarcerated. No respondent with tertiary or university education had been incarcerated before. The level of education was statistically significant in reducing recidivism. Prisoners who had education were less likely to commit crime than those with no or less education level.

The validity of these findings can be confirmed by a previous study done by Bernberg and Krohn (2003), and Wang, Bloomberg, and Li (2005) which carried out an investigation on the impact of education level on prisoners' likelihood of repeating or engaging in crime after serving their sentences. The study noted that education empowered prisoners with literacy skills knowledge and insight to deal with life. Education also changed a person's perspective and provided insight on how to act and react in different situations hence reducing the need to commit crimes.

5.2.2 Influence of Vocational Training on Recidivism in Lang'ata Women Prison

The study attempted to know the extent to which vocational training influences recidivism in Langata Women Prison. The study revealed that, 16% of the inmates had been incarcerated before while 84% noted that they had never been incarcerated before. The study showed that the inmates who underwent vocational training were less likely to engage in crime compared to those who did not. This could also be due to the fact that vocational skills learned by prisoners enabled them to be self-employed after coming out of the prison. These findings concurred with the previous study done by Hubbard (2007) and Finn & Willoughby (2006) who noted that vocational skills enabled the prisoners to be well equipped prisoners with commercial skills that

made them marketable in the job market. Also the skills enabled them to set up their own enterprises from which they could generate decent income to support their lives. This made them to keep out of crime.

Oliver, Wong & Nicholaichuk, (2009) noted that poverty was a major source of criminal behavior and this can be supported by the findings on the level of income earned previously by the inmates. Respondents were probed on how much money they earn per hour in USDs through multiple response questions. Majority of the respondents (55%) earned less than a dollar per hour (below 100 Shillings) while (11%) of the respondents stated that they earned 2.1 to 3 dollars per hour. About 9% earned 1.1 to 2 dollars per hour. Those earning above 5 USDs per hour were 18%. It is important to note that these are the amounts the inmates were earning before being sentenced to imprisonment. Due to the fact that majority of the respondents (55%) earned less than a dollar per hour or sometimes per day can be significantly associated with poverty leading to a life of crime.

5.2.3 Influence of Guidance and Counseling on Recidivism in Lang'ata Women Prison

The study also found out that vocational training had most of the respondents participating at 47% followed by guidance and counseling at 25% while formal education and tools and equipment support had 19% and 9% respectively. Most of the respondents agreed that their lives had changed as a result of this participation. The study revealed that guidance and counseling enabled the prisoners to cope with triggers of criminal behavior such as anger and bad company. In the findings (Figure 4.5) shows the reasons that made the respondents involve themselves in crime. The inmates/respondents expressed different reasons which made them commit the crimes they were charged for. The study revealed that majority (50%) of the respondents committed

crimes as a result of anger. This can be significantly associated with people with less education and low income who are ignorant of the law and may attack in an attempt to make some robbery or carry out some random vandalism. This calls for setting up of anger management centers across the country. This can be underscored by the fact that (18%) of the respondents purely confirmed that they committed crime due to poverty. Another 18% committed crime due to peer pressure. This can be associated to age especially those below 25 years who are still young and vulnerable to peer pressure. The same scenario can still be seen on the 5% of those who committed crime under the influence of drugs. About 9% committed crime for reasons they were not free to share with the study.

A study by Cullen & Gendreau (2010) showed that counseling was imperative for the psychological welfare of the prisoners. The study however noted that the influence of guidance and counseling was lower compared to other variables as large number of interviewees indicated that they knew of prisoners who had reoffended after counseling.

5.2.4 Influence of Support for Tools and Equipment on Recidivism in Lang'ata Women Prison

On the influence of tools and material support on prisoners' level of recidivism, the study identified that the support had high influence on prisoners as most of the prisoners who were provided with support of tools and equipment did not reoffend again. The study noted that prisoners with tools and equipment could engage in commercial activities that would generate income to sustain them and their families eliminating the need to commit crime. Gendreau, Little, and Goggin, (2006) concurred with the findings of this study that financial support elicited the resolve not to re-offend among the assisted prisoners.

5.2.5 Influence of Donor Partnership in Rehabilitation on Recidivism in Lang'ata Women Prison

Majority of the respondents 63% indicated that they were aware of private stakeholders' participation in rehabilitation programs and that it was essential in reducing recidivism in the prison while 37% were not aware and believed that it would not help. However 10% did not know anything about whether donor support has an influence on the rate of recidivism in the institution. When asked whether effectiveness of rehabilitation programs has enhanced due to support of nongovernmental organizations and other stakeholders most prisoner respondents strongly agreed at 51%, those who agreed were 12%, neutral 22% while 24% and 12% disagreed and strongly disagreed respectively. The rate of response also shows that the concept of donor support is not yet well understood or engrained in the prison system for instance 22% were not sure of its influence. Some of the mostly mentioned and involved private stakeholders included the Faraja Foundation, Father Growl, RODI Kenya, Kingdom Business Network, Junior Achievers, Legal Resources Foundation and Rina bakery.

5.3 Conclusions

Based on the study findings and discussions, this study concluded the following as regards factors influencing recidivism among convicted prisoners in Langata women prison.

5.3.1 Influence of Education on recidivism

The study found that Prisoners who had higher education level were less likely to commit crime than those with no or less education level. Only 12% of the respondents with tertiary education had been incarcerated. It was also established that inmates with primary education had the highest number of incarcerations than anyone else. This reduced as one moved up the next level of education. Thus the level of education was statistically significant in reducing recidivism.

These findings also validate the study which assessed that there is a strong correlation between education and criminal activity, (Andrews & Bonta, 2003). It also confirmed the statement that convicted offenders are on average, less educated and have fewer marketable job skills than the general population by (Harlow, 2003).

5.3.2 Influence of Vocational training on Recidivism

The study revealed that majority of the respondents participated in vocational training. The study also established that the inmates who underwent vocational training were less likely to engage in crime compared to those who did not. This could be attributed to the fact that vocational skills learned by prisoners enabled them to be self-employed after coming out of the prison. Also the skills enabled them to set up their own enterprises from which they could generate decent income to support their lives. This made them to keep out of crime.

5.3.3 Influence of Guidance and Counseling on Recidivism

The study established that Most of the respondents' lives had changed as a result of their participation in guidance and counseling. The current study revealed that guidance and counseling enabled the prisoners to cope with criminal behavior such as anger, bad company, and drug abuse which influenced majority of them to commit crimes they were convicted of. Counseling was imperative for the psychological welfare of the prisoners.

5.3.4 Influence of Support for Tools and Equipment on Recidivism

On the influence of tools and material support on prisoners' level of recidivism, the study identified that the support had high influence on prisoners as most of the prisoners who were provided with support for tools and equipment were empowered to start self-employment.

5.3.5 Influence of Donor Partnership in Rehabilitation on Recidivism

When asked about increased effectiveness of rehabilitation programs due to support of nongovernmental organizations and other stakeholders most prisoner respondents strongly agreed at 51% , those who agreed were 12%, neutral 22% while 24% and 12% disagreed and strongly disagreed respectively. However the inmate respondents who benefited from this support were only 9% indicating that the rehabilitation program is not vastly embraced like the other programs yet among those who participated none has reoffended.

5.4 Recommendations of the Study

Based on the objectives of the study and the conclusions drawn the study makes the following recommendations for further research for recidivism interventions in prisons and for policy action.

The study established that Prisoners who had higher education level were less likely to commit crime than those with no or less education level. This study therefore recommends that the government should make education free or affordable for those in prison and those not in prisons. It should also create a follow program for ex offenders who finish serving their sentences before attaining their desired educational goals. The study also recommends that higher education and civil education be instituted in all prisons in the country so that inmates can have access to higher education.

The study established that majority of the respondents participated in vocational training. The study also established that the inmates who underwent vocational training were less likely to engage in crime compared to those who did not. It is recommended that more funds should be

allocated for vocational training since it significantly reduced recidivism and that most inmates participated in it.

The vocational programs need to be modernized to fit the demands of the current market for the skills acquired to be more useful to the inmates when back to the community. There is also need to increase funds to empower the inmates with materials and tools by the government for them to utilize their learned craft skills to enhance their chances of reintegration and productivity in society thus reduce chances of reoffending.

The study established that Most of the respondents' lives had changed as a result of their participation in guidance and counseling. It was also established that guidance and counseling enabled the prisoners to cope with criminal behavior such as anger, bad company, and drug abuse which influenced majority of them to commit crimes they were convicted of. Counseling was imperative for the psychological welfare of the prisoners. This study recommends establishment of anger management centers both inside and outside the prison. It also recommends establishment for guidance and counseling centers and rehabilitation centers for people abusing drugs and alcohol.

The study revealed that the support for tools and equipment had high influence on prisoners as most of the prisoners who were provided with support were empowered to start self-employment. Most prisoners strongly agreed. The study therefore recommends that inmates who have served their sentences should be given support and tools to become self-employed. This would enhance self reliance therefore reduce recidivism level.

The Prisons Act (Chapter 90) which was last revised in 1977 needs to be revised most importantly the part of inmates' involvement in vocational training to increase the daily wage of 30cts per day to an amount that befits the current cost of living. The policy must also ensure the amount is given to the inmates consistently as sometimes it not given at all. The financial and material support is solely done by private stakeholders who are also dependant on availability of funds and not matter of policy.

There is also need to investigate the methods which the inmates themselves think are better for them or can help them not repeat the crime especially those not participating in the rehabilitation programs that are offered.

5.5 Suggestions for Further Research

1. Further research needs to be conducted on the influence of appropriate technology concept that was introduced by private stakeholders after the prison doors were opened to the public
2. Secondly voluntary engagement of pre trial detainees in Nairobi area prisons in activities that improve their general and legal knowledge and vocational skills hence utilizing their time in custody constructively should be assessed and if found beneficial to be replicated to other prisons.
3. The need for research on rehabilitation programs tailored for drug abuse inmates.

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APPENDICES

Appendix I: Letter of Transmittal

Dear Respondent,

RE: INTRODUCTION

I am conducting academic research on the influence of donor funding on recidivism among convicted prisoners. Your responses to the questions below will help to add knowledge for better policy making. The research will take thirty minutes of your time. Your personal information will not be disclosed to whatsoever and it will be treated with utmost confidentiality and anonymity as the research is purely for academic purpose. Your participation is highly regarded.

Thank you for your time.

Yours Faithfully,

Mercyline N. Sikasa

Appendix II: Questionnaire 1

Dear Respondent,

I am conducting academic research on the influence of donor funding on recidivism among convicted prisoners. Your responses to the questions below will help to add knowledge for better policy making. The research will take thirty minutes of your time. Your personal information will not be disclosed to whatsoever and it will be treated with utmost confidentiality and anonymity as the research is purely for academic purpose. Your participation is highly regarded, thank you for your time.

Part A: Demographic information about yourself. Mark the correct response [×].

1. Age: A. below 25 [] B. 26-35 [] C. 36-45 []
D. 46-55 [] E. 56 and above []
2. Level of education: A. No schooling [] B. Primary School []
C. High School [] D. Middle level College [] E. University []
3. Level of income (monthly)Per hour ranking in USD : A.0-1 [] B. 1.1-2 []
C.2.1-3 [] D. 3.1-5 [] E. 5.1-7.50 [] F. 7.51-10 []
G. 10.1-16.88 []
4. Which type of crime did you commit? A: Sexual [] B: Capital Offense []
C: Drug related [] D: Financial crime [] E: Anger crime []
F: Other []
5. Why did you commit the crime?
A: Poverty [] B: Anger [] C: Peer Pressure []

- D: Influence of drugs [] E: Other reasons []
6. How long have you stayed in prison? A: Less than 6 months []
- B: 7 months to 1 year [] C: one to 2 years []
- D: 2 to five years [] E: Five years and above []
7. Have you been incarcerated before? A: Yes [] B: No []
8. If Yes to question 7 how long ago has it been?
- A: Less than six months [] B: More than six months []
9. Which program(s) among the listed below have you participated in during your incarceration period? (A) Formal Education [] (B) Vocational Training []
- (C) Guidance & Counselling [] (D) Tools & Equipment support []

PART B: (Please tick the most appropriate number that would best describe your level of agreements with each of the statements listed below)

Prisoner's participation in the rehabilitation program questionnaire guide		Strongly Disagree(SD)	Disagree (D)	Neutral(N)	Agree (A)	Strongly Agree (SA)
		1	2	3	4	5
Effect of formal education programs on prisoner rehabilitation						
1	The education you achieved while in prison has helped improve your perception about crime	1	2	3	4	5

2	The level of education you have acquired in prison has helped to overcome bad habits	1	2	3	4	5
Effect of vocational training in prisons						
3	Your participation in vocational training programs has helped to improve your economic viability	1	2	3	4	5
4	Vocational training has influenced you become better and a responsible member of the society	1	2	3	4	5
Effect of guidance & counselling on recidivism						
5	Your participation in guidance & counselling session offered in this institution has helped to overcome psychosocial challenges that may trigger criminal behaviour	1	2	3	4	5
6	The guidance & counselling programs offered in this institution have helped you be more reasonable person	1	2	3	4	5
Effect of tools & equipments support on recidivism						

7	Tools and equipments are offered to individuals with projects which they intend to run once out of prison.	1	2	3	4	5
8	The tools & equipment will help you engage in meaningful activities to avoid crime.	1	2	3	4	5

Part C: Additional information (Intervening variable)

9. Which skills have you acquired while in prison

.....
.....

10. What do you do to ensure that you do not commit crime again

.....
.....

11. How will these skills help you when you come out of

prison.....
.....
.....

12. Where do you intend to go after your release from prison?

.....

13. Do you know of any private partners involved in rehabilitation programs?

A: Yes [] B: No []

14. If yes please name those you are aware of

.....

15. The private partners' participation has enhanced effectiveness of rehabilitation process in this institution?

1: Strongly disagree [] 2: Disagree [] 3: Neutral []

4: Agree [] 5: Strongly agree []

Thank you for taking your time.

Appendix III: Interview guide for staff

Dear Madam/ Sir,

I am conducting academic research on the influence of donor funding on recidivism among convicted prisoners. Your responses to the questions below will help to add knowledge for better policy making. The research will take thirty minutes of your time. Your personal information will not be disclosed to whatsoever and it will be treated with utmost confidentiality and anonymity as the research is purely for academic purpose. Your participation is highly regarded, thank you for your time.

(Please be at liberty to attach additional paper where the space provided is not adequate for your response)

Part A: Demographic information about yourself. Mark the correct response [×].

1. Area of specialization.....

2. Age: A. below 25 [] B. 26-35 [] C. 36-45 []
D. 46-55 [] E. 56 and above []

3. Level of education: A. No schooling [] B. Primary School []
C. High School [] D. College education [] E. Bachelors []
F: Masters and above []

4. Level of income (monthly)Per hour ranking in USD :
A.0-1 [] B. 1.1-2 [] C.2.1-3 [] D. 3.1-5 [] E. 5.1-7.50 []
F. 7.51-10 [] G. 10.1-16.88 []

5. Which type of prisoners do you mostly deal with?
A: Sexual [] B: Capital Offense [] C: Drug related []

D: Financial crime [] E: Anger crime [] F: Other(s) []

INFLUENCE OF REHABILITATION PROGRAMS ON RECIDIVISM

Part B: Effect of formal education program on recidivism

6. How has formal education helped prisoners not to reoffend

.....
.....
.....
.....

7. How many prisoners who have participated in the formal educational programs and reoffended are you familiar with..... If any what was the reason?

.....
.....
.....

Part C: Effect of vocational training program on recidivism

8. How has vocational training and vocational skills helped in reducing recidivism.....

.....
.....

9. How many prisoners who caught in reoffending had previously participated in vocational training course are you familiar with..... If any what was the reason?

.....
...

Part D: Effect of guidance & counselling program on recidivism

10. How has guidance & counselling programs helped prisoners to be better and avoid being caught in repeat crimes?

.....
.....
.....

11. How many prisoners caught re offending had gone through counselling offered in the facility are you aware of?

.....

Part E: Effect of tools and equipment support on recidivism

12. How has the support of tools and equipment helped prisoners to be better?

.....
.....
.....

13. How many prisoners you know were given supported with tools and equipments and later brought back for re offending.....

Part F: Additional information (Moderating Variables)

14. What are some of the government policies that guide your rehabilitation programs?

.....

15. How do these policies influence the overall rate of recidivism

.....
.....

16. What do you think needs to be done better to make the programmes more effective and help in reducing the level of recidivism?

.....
.....
.....

17. How are these programmes funded?

.....

18. Please name the private stakeholders you partner with in the rehabilitation programs

.....
.....
.....

19. The private stakeholders have influenced the recidivism level in this institution

- 1: Strongly disagree [] 2: Disagree [] 3: Neutral []
4: Agree [] 5: Strongly agree []

Thank you for taking your time.