

**A STUDY ON THE ROLE OF ENTREPRENEURSHIP TRAINING  
PROGRAMMES IN REDUCING RECIDIVISM IN KAMITI AND  
LANGATA MAXIMUM PRISONS, NAIROBI CITY COUNTY.**

**BY**

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## **DECLARATION**

I, the undersigned, declare that this project is a result of my original investigation and it has never been presented to any university for academic credit. Information from other sources is duly acknowledged.

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## **ABBREVIATIONS AND ACRONYMS**

EET	Entrepreneurship Education and Training
GED	Graduate Equivalency Degree
KCA	Kenya College of Accountancy
KPS	Kenya Prisons Service
PTB	Prince's Trust – Business
VET	Vocational Education and Training

## **ABSTRACT**

Entrepreneurship has attracted interest world wide as a catalyst of economic development including innovation, employment, growth as well as equity. Given the likely benefits of entrepreneurship, attention is directed towards interventions that promote individual decisions to become entrepreneurs and not only to venture in business but also to become successful. The Prisons department trains prisoners to empower them to become law abiding citizens upon release through entrepreneurship programmes so as to reduce the rate of recidivism. Programmes that increase inmates earning potential after being released from prisons are most probable to bring positive results in minimizing recidivism. The general objective of this study was to examine the effectiveness of the entrepreneurial programmes delivered within Kenyan prisons in reducing recidivism. The specific objectives of the study were to determine if the entrepreneurial training programmes taught in Kenyan prisons can reduce recidivism among prisoners and to find out factors that affect effectiveness of entrepreneurship training programmes in Kenyan prisons. The study was guided by Human Capital Theory and Financial Capital Theory. The study adopted a descriptive survey design which employed both quantitative and qualitative data collection and analysis approaches. The population of study was drawn from Kamiti and Lang'ata maximum prisons in Nairobi City County. The target population comprised of prisoners who were recidivists. Data was gathered and analyzed qualitatively and quantitatively. Results from quantitative analysis were presented in form of tables such as frequencies and percentage tables. Qualitative data was presented in prose form. From this study, it is clear that majority of those who are recidivists did not take part in entrepreneurship training programmes making the researcher believe that entrepreneurship programmes are effective in reducing recidivism.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Entrepreneurship has attracted interest world wide as a catalyst of economic development including innovation, employment, growth as well as equity. It manifests itself in a number of ways in both formal and informal ways for the purpose of creating wealth. Given the likely benefits of entrepreneurship, attention is directed towards interventions that promote individual decisions to become entrepreneurs and not only to venture in business but also to become successful. One of the interventions employed is impartation of knowledge and skills that may enable one recognize and take advantage of entrepreneurial opportunities. Many organizations are fostering into this among them the Prisons department that trains prisoners to empower them become law abiding citizens upon release. This is geared towards reducing recidivism.

According to the law, every convicted prisoner is required to engage in useful activities in all prisons and correctional institutions. The aim of this is to provide programmes to instill good working habits to inmates, provide basic skills in trade which will assist them earn a living after release and make the best possible economic use of them. Upon discharge, it is assumed that the Prisons have done their part thus discharging individuals back to the community that are productive more so economically.

### **1.1.1 Concept of entrepreneurship training in prisons**

The concept of entrepreneurship is not easy to pin down. When different writers, theorists or practitioners refer to it, there is quite a good chance that they may not be talking about an identical thing. Very many different ways have been used to define the concept. Schnurr and Newing (1997) have listed twenty definitions of entrepreneurship from different authors. Besides not reaching a common ground on the subject despite efforts put in, analysts continue changing these definitions as matters in the field continue to evolve. For the purpose of this paper, entrepreneurship is the process whereby individuals become aware of business ownership as an option or feasible alternative, build up ideas for business, gain knowledge on the process of becoming an entrepreneur and undertake the initiative and development of a business (Stevenson et al, 2002).

The prisons employ various training programmes as one way of rehabilitating prisoners before releasing them back to the society with the hope that they will not go back to crime. Training is the teaching or developing in someone any skills and knowledge relating to definite useful competencies. The purpose of training is to provide skills and knowledge which will be of value to inmates after their release from prison and to curb recidivism. It's intended at improving ones productivity, capability and performance.

A significant number of ex-offenders possess strong entrepreneurial aptitude (Fairlie, 2002). The rehabilitation programmes prisoners are taken through are considered to prepare them to re-enter society. They include agriculture, welding, carpentry, barbering, automobile repairing, dressmaking, tailoring, woodcraft, radio repair, masonry,

education, mental health care, job training, substance abuse treatment, counseling, and mentoring. These programmes are offered in classes as well as in workshops. Some of these programmes are offered prior to the release by community-based agencies who are equipped to provide after-care as well as follow-up with the offenders following their release from prison (Griffin et al, 2001). Effective rehabilitation programmes tend to focus on various active risk factors and offenders challenges or needs that necessitate attention in order to prepare the offender for release and a successful reintegration. These are more effective when they focus on a full analytical and assessment of offenders (Travis, 2000).

According to Chigunta (2001), there are entrepreneurial programmes that are most successful in promoting entrepreneurship. These are for example the Impenditorialita Giovanile (IG) S.p.A in Italy and the Prince's Trust – Business (PTB) in the United Kingdom. The factors responsible for the effectiveness of these entrepreneurial promotion programmes include first a clear objective. These programmes have succeeded because of very definite objectives. They do not mix social and economic objectives. Further, adequate funding allows adequate implementation of the programmes that have significant outcomes on the target groups. Available literature indicates that enterprise support programmes fail among other factors due to inadequate funding particularly in developing countries. Inadequate technical competence and or lack of entrepreneurial experience among the staff involved in training have also led to failure of enterprise support programmes. In these two programmes studied, the staff were well trained and sufficiently supported in their work. Mentoring is another factor that has promoted the



success of these two programmes. They have strong and highly effective mentoring programmes. These are designed to provide informal advice and also guidance to properly manage businesses. Through this, young entrepreneurs are able to overcome constraints that may result due to limited business contracts, experience as well as skills. These programmes meet the key principles required for effectiveness of programmes training (White and Kenyon, 2000).

### **1.1.2 Concept of Recidivism in Prisons**

Offenders are likely to re-offend after they return to the community. This re-offending behavior is known as recidivism. This is a concept that has gained greater prominence in more recent times. It is a useful conceptual tool with the ability to provide information over effective crime prevention strategies. It affects the Kenyan economy as insecurity affects investments besides being a burden to our fiscal public policy. Recidivism reflects the role correctional programmes play in integrating prisoners' into society and the extent to which released inmates have been rehabilitated.

The rate of recidivism is a major concern to any nation while looking at the effectiveness of prisons in rehabilitation. A high rate of recidivism is very expensive for any government in terms of public safety, increased government budget to maintain inmates while in prisons, the cost of arresting them, prosecute, and probably holding the re-offenders in prison (McKernan. 2004). Lower rates reflect the degree to which correctional programmes among them entrepreneurship play in integrating prisoners to the society (Laxanne 1993).

Baker (1976) argues that programmes that increase inmates earning potential after being released from prisons are most probable to bring positive results in minimizing recidivism. The researcher noted that after people finish their sentences, they return to a hostile community which hardly welcomes them. They therefore find it hard even to find employment and as a result resort to crime in order to survive and as a result finding their way back to prisons (Luanne, 1993).

According to Travis and Visher (2005) of the 600,000 inmates released from prison in the US in 2002, 7 out of 10 were rearrested within three years and a half due to either new offense or technical violation of their parole. Kenya Prisons Service statistics reveal that most of those who are convicted of crimes relapse into criminal activities almost immediately after release. This has resulted in Kenya having one of the highest rates of prison overcrowding globally as reported by Penal Reform International in a 2010 World Report. Data from Kenya Prisons Service (KPS) for the same period indicates that out of the 88,531 convicted admissions, 29,652 were repeat offenders accounting for 33.5%.

### **1.1.3 The Kenya prisons**

The Kenya Prisons service is a department in the Office of the President under the Ministry of Interior and Coordination of National Government. The Department is headed by the Commissioner General of Prisons. Prisons are an integral part of the Criminal Justice System and function as custodians of prisoners. The Kenya prisons service was established in 1911 as a key component of the criminal justice system. The Prisons Act (Cap 90), The Borstal Act (Cap 92) and the Public Service Commission Act

(Cap 185) empowers the Prisons Department to keep in safe custody all persons committed to lawful custody in prison facilities and rehabilitation of sentenced offenders for eventual reintegration into society.

The department is comprised of 113 institutions spread over the eight counties in the country. The current prisoner population is approximately 56,000 split almost equally between pre-trial detainees (remandees) and sentenced prisoners. They are of various categories. Those already convicted and those awaiting trial. Convicted prisoners include condemned prisoners, life sentence, long sentence and short sentence prisoners. Those awaiting trial include murder suspects, robbery with violence suspects and other ordinary remands.

The lack of access to useful employment causes frustrations and disappointment to many young people. The rate of unemployment is estimated at 40% in Kenya. Former prisoners have fewer chances than their peers who do not have a prison record. Prisoner integration back into the job market is a great concern for prison inmates. The shortage of gainful employment is one of the factors that contribute to the cycle of crime and recidivism. The challenge of providing practical jobs for youth is possibly the single most important issue facing Kenya. The government civil service used to be the largest job provider in the country, although this is no longer the case. In the recent past, it is devoted to cutting down its wage bill. As a result, the private sector cannot absorb the over 50,000 graduates who are released to the job market by universities and colleges every year leave alone

released offenders that are considered a threat. Currently, the government is out campaigning on efforts that are geared towards encouraging entrepreneurship.

Several programmes are employed to empower prisoners to achieve social rehabilitation. These programmes include vocation training offered to inmates in 60% of the institutions countrywide where various forms of apprenticeships are developed such as upholstery, carpentry, metalwork, mat making, motor vehicle mechanism, number plate making, polishing, printing and building among others. In line with other market oriented trades, female offenders are placed in attractive trades such as modeling, hairdressing, secretarial among others. Other rehabilitation programmes involved include guidance and counseling, Spiritual care and development, formal Education and professional training where the department has partnered with some institutions of higher learning to provide professional training especially in accounting and computer science fields to prisoners who have interest in the fields offered.

Different organizations collaborate with the prisons to offer programmes that promote entrepreneurship e.g. Nafisika which offers an employment programme which consists of entrepreneurship training and business incubation projects. They have partnered with Kenya College of Accountancy (KCA) University to deliver an entrepreneurship course, which develop self-awareness, assist with career goal-setting and acquiring financial literacy, sales and business plan development skills. These programmes provide inmates with skills that enable them to either secure employment or begin their own businesses. It

teaches prisoners on how to best position and brand themselves, prepare business plans, raise capital and keep suitable accounts for their business.

In consideration of the colossal amounts Kenyan Correctional systems are accorded, the rate of recidivism should be at the minimum, reflective of the effectiveness of the rehabilitation programmes in prisons among them entrepreneurship.

## **1.2 Research problem**

The importance rehabilitation programmes play has been questioned by Martinon (1975) in his report where he declared that rehabilitative measures among them vocational programmes are not effective. As a result a number of studies have been carried out both internationally and locally which in the end have supported the notion that vocational and educational programmes are either useful or the reverse is true.

Weldon et al, (2003) compared the recidivism rates of vocational education completers, those who completed Graduate Equivalency Degree (GED) who took part in vocational training, and the recidivism of inmates who did not take part in education programmes while imprisoned. Those who enrolled in education programmes at the Education Department at the Correctional Center between the period 1999 and 2000 were studied. 13 were released after finishing the GED and vocational training, 53 finished vocational education while 96 did not participate in any programme while in prison. Those that finished had a recidivism rate of 8.75 percent; those who took part in both GED and vocational training had a recidivism rate of 6.71 percent while those who did not take part

in an education programme had a recidivism rate of 26 percent. These results suggest that participation in correctional education programmes contribute to reduction in recidivism, indicating that education is an agent of change.

Adams et al (1994) in a study they conducted looked at the impact of prison education programmes on recidivism. They examined the behaviour and after release recidivism of 14,411 prisoners in Texas who had been admitted and released between March 1991 and December 1992. The sample included all prisoners released and those who participated in educational programmes as well as those who did not participate. They were compared on educational achievement, individual variables among them age, sex, race, as well as disciplinary involvement while in prison criminal history, and current offence characterization (e.g. offence, length of sentence, prior incarceration). Inmates with less than 300 hours of participation in academic programmes had a recidivism rate of 16.6 percent compared to 25 percent for those with over 100 hours and for those who did not participate 23.6 percent. This trend was similar to prisoners in vocational programmes. The rate of recidivism for those who participated for less than 100 hours was 22.8%, for those with over 300 hours 18.3% and those who did not participate 22.4%. These results indicate that the time the inmates were involved in the programmes is a key factor that is linked to effectiveness of vocational and educational programmes in reducing recidivism.

According to Mbatha, Keire, and Mattemu (2011) in their research they utilized cross sectional descriptive survey in Kitui District to establish the role of vocational and technical education in avoidance of recidivism. It was established that majority of the in

charges articulated that positive re-adjustment was not emphasized by prison education programmes, yet it is the main challenge faced by ex-prisoners. It further established that over 58.5% agreed that vocational and technical education will assist them to become employed following release from prison. It recommended that all prisoners should have access to education and once out of prison should be funded, issued with certificate of good conduct and regularly monitored on their out of prison undertakings.

A study done by Carlos Kipkurui Kitaria (2014) on the influence of socio - economic factors on recidivism among Kenyan prisoners established that 32% of the respondents felt that technology affects to a large extend recidivism. The researcher concluded that majority of the respondents were of the opinion that technology being taught and used affects recidivism. New technology enables inmates to produce products attractive to the society after release. A person who has the right skills in technology can create or get employment hence reduce crime rate. The quality of training also affects recidivism. Training that is practically applicable and affordable should be offered to prisoners to enable them earn a living when released.

Another study on the influence of Kenya Prison Rehabilitation programmes on reformation of offenders was carried out by Alice Mbithe Musau (2014) where samples of 145 respondents were involved. It indicated that majority participated in mandatory activities on a daily basis. It also indicated that majority of them rated these activities as either very good or excellent. This study revealed that rehabilitation programmes play a critical role in reformation.

According to Eric (1985) in a study on recidivism reviewed records of a group of inmates of Oklahoma department of corrections institutions who took part in vocational and technical education between January 1982 and July 1986 to assess recidivism. The study examined the recidivism trends among inmates released after completing vocational education compared to inmates who did not receive this training. The vocational educational and technical group consisted of all the participants who had not completed training programme and who were released between 1<sup>st</sup> January 1982 and 31<sup>st</sup> July 1986 a total of 2372 inmates. Those who were released during the same period were 9,851 inmates. The study found out that those who took part in vocational and technical education and were released during the study period 26% were imprisoned compared to 22% of the contrary group. The researcher recommended for further research to be done so as to determine why recidivism rate was higher for those who took part in vocational education and also to determine other factors that could account for higher recidivism. It is against this background this study will answer the following research question; do entrepreneurship training programmes offered in Kenyan prisons contribute to reducing recidivism?

### **1.3 Research objectives**

The general objective of the study is to examine the effectiveness of the entrepreneurial programmes delivered within Kenyan prisons.



The specific objectives of the study are to:-

1. To determine if the entrepreneurial training programmes taught in Kenyan prisons can reduce recidivism among prisoners.
2. Find out factors that affect effectiveness of entrepreneurship training programmes in Kenyan prisons.

#### **1.4 Value of the study**

This study will present an opportunity for policy makers to make informed decisions on how to improve the entrepreneurial programmes in Kenyan prison. This information is intended to be helpful in conceptualizing the design and implementation of EET programmes. Insecurity is a major hindrance to both local and foreign investment and therefore recidivism cannot be ignored. Development of well structured programmes that meet specific offender needs instead of generalized rehabilitation programmes is necessary. When more convicts commit crimes the primary objectives of confinement for correction is lost. As the government spends a lot of tax payer's money on prisons upkeep which is not economically viable, the money used for maintaining large number of inmates can be used to educate prisoners who can in turn contribute to the country's economy.

The study will add into the existing knowledge and also benefit scholars considering that in Kenya, no study has been done that focuses on entrepreneurship education and training. Finally, researchers and academicians will use this study as a basis for future research thus spurring more research in this area.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is organized into themes drawn from the study objectives. The literature review addresses the topic of entrepreneurship, theoretical approaches to describe and understand the field of entrepreneurship and further present literature on recidivism and the relationship between entrepreneurship and recidivism.

#### **2.2 Theoretical foundation**

Social theories are significant and merit attention because they present coherent explanations of social happenings (Herdenson 1985).

##### **2.2.1 Human capital theory**

Human capital is the collection of personality and social attributes, knowledge and competencies including creativity embodied in the ability to perform labor so as to produce economic value (Wikipedia). Human capital is a means of production in which additional investment in terms of education, training yields additional output. The education or training is beneficial to the individual as well as to the economy as a whole. According to Alvarez and Busehitz (2001), entrepreneurs possess specific attributes that enable them recognize new opportunities. Depending on the accessibility to information and knowledge, research has shown that some people are more able to recognize and exploit opportunities than others. Knowledge gained from education and experience is a key factor in opportunity recognition and exploitation. A study by Martin, McNally, and

Kay (2013) found out that there was a positive and significant relationship between EET and entrepreneurship and performance. The implications of this outcome are that positive returns were achieved on investments put in developing EET programmes and the addition of more conceptual material would benefit students in training focused EET to achieve entrepreneurial success. Another study by Unger et al. (2011) sought to analyze the relationship between human capital and entrepreneurial success. This study tested whether different conceptualizations of human capital relate to business success. It proposed that human capital is most important for success if it is based on current task-related knowledge. The analysis was based on 70 studies that defined entrepreneurship as business ownership and active management, and that reported an association between an indicator of human capital and entrepreneurial success or statistics to estimate it. The data suggested a positive relationship between entrepreneurial success and human capital. There was also an indication suggesting that the relationship is more closely correlated with outcomes of human capital investments than with human capital investments.

### **2.2.2 Theory of change**

This was propounded by Young. It describes entrepreneurs as people who have a tendency to describe a situation as a problem; aware of effort; confident in ability and tend to analyze the situation before decision making. It is based on the society's incorporation of reactive subgroups. When a group experiences low status recognition, when denied access to important social networks and when the group has better institutional resources than other groups at the same level, they become reactive. A significant number of ex-offenders possess strong entrepreneurial aptitude (Fairlie, 2002).

They are a group that is negatively viewed by the society due to their criminal background. Baker (1976) argues that programmes that increase the earning potential of inmates after being released from prisons would change from a life of crime to a life of economic productivity.

### **2.3 Entrepreneurship training programmes**

Entrepreneurship education and training (EET) attracts a lot of interest globally. Although currently there is no definite definition, researchers continue to work towards achieving a common definition. EET represents academic education or formal training interventions that are geared towards providing individuals with the entrepreneurial mindsets and skills to promote participation and performance in a range of entrepreneurial activities.

Entrepreneurship can be learned (Timmons and Spinelli 2004; Henry, Hill, and Leitch 2005; Kuratko 2005). On the other hand, Haase and Lautenschläger (2011) suggest that there are aspects that cannot be learned. To this end, Akola and Heinonen (2006) separate the “science” and the “art” of entrepreneurship, where the former (e.g., innovative thinking, creativity) cannot be taught, except through practical experience. The latter like business and management skills however, can be taught. Despite these points however, when creative and entrepreneurial skills are incorporated into teaching methodologies in education and training systems, skills and mindset that relate to the art of entrepreneurship are transmittable (World Bank 2010). According to Levie and Autio

(2008), education provides individuals with the cognitive ability to identify potential entrepreneurial opportunities and match them respective abilities and skills.

EET can involve a number of public and private stakeholders (Volkman 2009), including government, educational institutions, businesses, and non-governmental organizations. The roles of these stakeholders may include the financing, development, delivery and evaluation of EET interventions. Further, governments can develop EET curricula, and train instructors to implement curricula in education systems (Nelson and Johnson 1997; Farstad 2002) and even directly fund EET interventions (Martin, McNally and Kay 2013).

#### **2.4 Entrepreneurship training programmes and recidivism**

The effectiveness of utilizing entrepreneurship programs as a tool to assist ex-offenders is justified by studies that suggest that a large cross-section of inmates possess strong entrepreneurial aptitudes. (Sonfield and Barbato, 1994; Sonfield, Lussier & Barbato, 2001). Less skilled and less educated offenders are more likely to re-offend (Leone et al 2005, Waller 1979). Exposure to training and education programmes result in lower rates of recidivism (Lockwood et al, 2006). This theme repeats itself in a number of studies (Waller 1979, Grendreu and Andrews 1990: Andrew & Bonta 1994: Leone et al 2005).

According to a new Rand Corporation Report, prisoners who receive general education and vocational training are considerably less probable to return to prison after release and are more likely to find employment than peers who do not receive such opportunities.

Correctional education plays a role in reducing recidivism (Davis, 2013). The findings were clear that giving inmates education programmes and vocational training helps deter them from returning to prison and helps improve their future job prospects. According to research, inmates who participated in correctional education programmes have 43 percent lower chances of returning to prison than those who did not. This estimate is based on studies that account for motivation and other differences between those who receive correctional education and those that do not. Employment after release was 13% higher among prisoners who participated in either academic or vocational education programmes than those who did not. Those who took part in vocational training were 28% more likely to be employed after release from prison than those who did not receive such training.

Prevention of recidivism is achieved through the rehabilitation of prisoners into society. Education increases the opportunity for prisoners to choose a real alternative to crime, and therefore reduce recidivism. In Queensland, Australia a study of over 1,800 people who returned to prison within three years was undertaken to ascertain the associations between prisoners' participation in the vocational education and training (VET) programmes and probability of returning to prison. It was found that 32% of prisoners who did not participate in VET before their initial release were rearrested within two years in comparison to only 23% of their counterparts (Callan & Gardner, 2007).

## **2.5 Factors influencing effectiveness of entrepreneurship programmes**

There are factors that are linked to the effectiveness of entrepreneurship education and training programmes.

### **2.5.1 Individual Characteristics**

One of the factors is what individual participants bring with them when joining the programme. These individual characteristics are a major subject in the entrepreneurship education and training (EET) literature. Certain personality traits have been linked to positive entrepreneurial outcomes (Luthje and Franke 2003; Rauch and Frese 2007). EET programmes themselves recognize the effect of participant characteristics in moderating outcomes. This explains why so many EET programmes screen candidates for various characteristics including their work experience, educational background, and even their personalities. Further, programme outcomes can be shaped by dynamics related to the behavior of participant, including the nature of participant uptake as well as attrition within a particular programme.

#### **2.5.1.1 Individual's profile**

This is a factor that refers to basic demographic identifiers and factors related to a participant's traits or personality. Certain traits have been linked to positive entrepreneurial outcomes among them self-confidence, resilience, risk propensity and teamwork (Lüthje and Franke 2003; Rauch and Frese 2007).

### **2.5.1.2 Education**

Education is simply the educational background of a participant. This includes both levels of attainment and basic cognitive skills gotten from formal educational exposure. According to Ruiz and Dams (2012), majority of high-impact women entrepreneurs who had a business growth of 20 percent or more over the preceding three years, had attended college or higher institutions of learning. Studies indicate that a participant's education background will affect EET outcomes (Oosterbeek, van Praag, and Ijsselstein 2010). The comprehension and application of entrepreneurship concepts learned through EET (Kourilsky and Esfandiari 1997) as well as the assimilation of knowledge into the beginning or strengthening of an enterprise (Peterman and Kennedy 2003; Lans *et al.* 2008) are also critical.

### **2.5.1.3 Experience**

Experience is an individual's work and employment experience (Oosterbeek, van Praag, and Ijsselstein 2010). Start-up, administration and industry experience have been pointed to determine the outcomes (Unger *et al.* 2011). Experience promotes a functional level of business knowledge and skill in certain markets or opportunities. Individuals who have some work experience tend to have a better understanding of both the technical skills as well as socio-emotional skills that are required for developing and sustaining an enterprise. This experience may be from their own work experience or from other sources e.g. entrepreneurial experience of family or friends. For example, Ruiz and Dams (2012) found that majority of women entrepreneurs had relatives who had their own business.



#### **2.5.1.4 Interest and Intentions**

Interest and intentions refers to how EET participants' intentions differ, depending on their profiles (Pittaway and Cope 2007) as well as their individual motivation to participate (Sengupta and Debnath 1994). According to the theory of planned behavior (Ajzen 1991), a person's intentions and relative desire to become an entrepreneur (Peterman and Kennedy 2003) are the most reliable predictor of actions (Bullough, Renko, and Myat 2013; Krueger, Reilly, and Carsrud 2000).

#### **2.5.1.5 Behavior of participants**

Individuals' decision to participate and continue participating in a programme can influence programme outcomes. This includes how participants respond to programmes offered or recognize the overall value of a programme. Botha (2006) finds that the perceived value of other participants can influence ones decision to participate in a programme. Karlan and Valdivia (2011) found that rates of programme dropout were higher for people with more education and experience and for individuals who were also probable to gain most from the training but were less likely to see its value. They also found stronger training effects among participants who expected less from the training intervention in a baseline survey. These behavioral dynamics influence whether and who chooses to participate in a programme, as well as how long they participate, which in turn can determine the ultimate outcomes of the programme undertaken.

### **2.5.2 Programme Design**

Programme design refers to a set of inputs and arrangements that help define a programme's goals, scope, financing model, and methods for determining progress. Among the most important components of programme design is how a programme is financed. Design characteristics can also include the extent to which arrangements are made to facilitate collaboration with institutions in the local community (Fuchs, Werner, and Wallau 2008). This includes partnering with area organizations to obtain buy-in from the indigenous community and to recruit participants and trainers.

### **2.5.3 Trainers and Delivery**

Trainers and delivery refers to the key programme inputs and implementation aspects related to who is delivering the content of the programme that is whether programmes are led by professional trainers, credentialed teachers, or entrepreneurship practitioners. Academic and practitioner instructors who have the academic and theoretical knowledge combined experience in the subject area provide the best balance of theory and practice for participants (Porter and McKibbin 1988; Pittaway and Cope 2007).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of research design, population of the study, sampling technique, method of data collection and data analysis. It describes the research methodology of the study and provides details regarding the research procedures to be used by the researcher in conducting the study.

#### **3.2 Research design**

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. The study adopted a descriptive survey design which employed both quantitative and qualitative data collection and analysis approaches. Descriptive studies describe characteristics of the population of interest in a situation (Kombo and Tromp, 2006). Orodho (2003) further clarifies that descriptive studies are methods of collecting information by interviewing or administering a questionnaire to a sample of individuals. This method was appropriate for the study because the study aimed at analyzing and describing current factors that may be affecting effectiveness of entrepreneurship training programmes in reducing recidivism. Surveys on the other hand involves asking a large number of people the same standardized questions with the aim of describing the nature of existing conditions (Sekaran 2006). The study aimed at collecting information from respondents on their attitudes, opinions and habits in relation to the benefits of training.

The descriptive study design was appropriate for this research as it provided an opportunity to obtain critical and practical understanding of the effectiveness of entrepreneurial education and training programmes in reducing recidivism in Kamiti maximum and Lang'ata women prisons and generally in Kenya.

### **3.3 Population of study**

The population of study comprised of 480 recidivists drawn from Kamiti and Lang'ata prisons in Nairobi City County.

Kamiti prison is located near Kahawa West neighborhood, off Thika road. The prison holds all categories of male prisoners serving long sentences of at least 3 years and remand prisoners suspected of committing capital offences. Lang'ata women Prison is located on the southern part of Nairobi about 12 kilometers from the City Centre. In terms of entrepreneurship training, Kamiti offers various forms of apprenticeships such as upholstery, carpentry, metalwork, mat making, motor vehicle mechanism, number plate making, polishing, printing and building among others. In addition to a few of these, female offenders in Lang'ata Women Prison have been placed in attractive trades such as modeling, hairdressing, secretarial amongst others.

The maximum level facilities are preferred on the basis that majority of serious offenders are housed in these facilities. The security threshold of these prisons permits them to admit serious offenders from all over the country both on transfer and direct admissions from court. Their choice thus ensures representative sample from all over the country.

### **3.4 Sample Size and Sampling Methods**

According to Orodho and Kombo (2002) sampling technique is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Cooper and Schindler (2000) define a sampling frame as the list of elements from which the sample is drawn. According to Yohane (1967) the sample size is computed based on the following formula;

$$n = N / (1 + Ne^2) \text{ Where } N = \text{Target Population} = 480$$

$$e = \text{Significance level} = 5\%$$

$$n = 480 / (1 + 480 e^2)$$

$$n = 218 \text{ prisoners}$$

#### **3.4.1 Sampling procedures**

Based on this and taking into account the possibility of non response from some respondents, the sample of this study comprised of 218 recidivists serving sentences in the two maximum prison facilities.

All male recidivists at Kamiti prison serving determinate sentences and female recidivists at Lang'ata who were present during the research period serving determinate sentences were included. All convicted first offenders, those on death sentences, inmates on presidential pleasure, lunatics and offenders serving life sentences and those awaiting trial were excluded.

**Table 3.1: Sampling Frame**

<b>Name of prison</b>	<b>Recidivists'</b>
Kamiti Maximum Prison	400
Lang'ata Women Prison	80
<b>Total</b>	<b>480</b>

Source; KPS (2015)

### 3.4.2 Sampling Size

Table 3.2 shows procedures for sample selection from Kamiti maximum and Lang'ata Women Prison. The study allowed proportional allocation based on prison.

$$ni = (n/N) \times Ni$$

Where  $ni$  = proportion in category  $i$  (where  $i = 1, 2, 3$ )

Where  $n$  is the sample size.

$Ni$  = Total number of respondents in category  $i$  (where  $i = 1, 2, 3$ )

$N$  = Target population.

$$n1 = (400/480) \times 218 = 182$$

$$n2 = (80/480) \times 218 = 36$$

$$\text{Total} = 218$$

**Table 3.2: Sample selection for recidivists**

<b>Name of prison</b>	<b>Recidivists'(N)</b>	<b>Sample (n)</b>
Kamiti Maximum Prison	400	182
Lang'ata Women Prison	80	36
<b>Total</b>	<b>480</b>	<b>218</b>

### **3.5 Data collection**

Primary data was collected using questionnaires. A questionnaire is a set of questions that are submitted to the targeted respondents for the purpose of obtaining data in relation to the objective of the study. Mugenda and Mugenda (2003) points out that a questionnaire is commonly used to obtain important information about the population. A semi-structured questionnaire with both open and closed ended questions was used for data collection. The researcher used it because of its relative ease of administration and lower expense rate.

The first section of the questionnaire gathered the background information of the respondents pertinent to the study. Section two of the questionnaire collected data to determine whether entrepreneurship training programmes are effective in reducing recidivism while the third section collected data related to major factors that affected effectiveness of entrepreneurship training programmes in Kenyan prisons.

#### **3.5.1 Pilot testing**

The role of pilot testing was to reveal any weakness of the instruments and to help tighten up the instruments. The researcher pre-tested both the questionnaire and interview schedule. The sample for the pretest was drawn through convenience sampling. The pilot study was carried on a representative sample of Kamiti maximum prison on recidivists who had relatively similar characteristics in setting and operation just like those from Lang'ata maximum. This helped ensure that appropriate corrections were made on the research instruments before administering. The results helped in identifying necessary changes that were effected in the research instruments.

### **3.5.2 Administration of the Questionnaire**

The questionnaire was self-administered. The researcher personally delivered the instrument to the target respondents and later picked the filled up questionnaires from the prisoners immediately after the prisoners had filled them. The method of administration was appropriate for this study because of the distribution of the population, cost effectiveness and the resulting higher response rate. A letter introducing the purpose of the research accompanied the questionnaires to both Kamiti Maximum Prison and Langata Maximum Prisons in Nairobi City County.

### **3.5.3 Research Validity**

Saunders (2000) contends that research is valid only if it actually studies what it is set out to study and only if the findings are verifiable. In this study validity was ensured through thorough examination of existing literature to identify conceptual dimensions and appraisal of the instrument by a panel of prisons administration and research experts including my supervisor. To increase validity and protect the research from the threats of validity, the researcher used triangulation in data collection where questionnaires were used. The researcher made repeated visits to the areas for verification and confirmation on the required data, which helped achieve validity. The researcher additionally stayed for longer periods in the field since enough time was allocated to select reliable data and clarification on issues for deeper understanding. Construct validity describes whether the case study gives support to the intended interpretation of the variables and in this study it was increased through multiple sources of evidence as well as key informants reviewing the research instrument to avoid misunderstandings. The researcher needed some kind of



assurance that the instrument used resulted in accurate conclusions. Validity involves the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected. Validity can often be thought as judgmental (Wallen & Fraenkel, 2001). Lastly, the supervisors suggestions were used in making necessary improvement and corrections on the instruments.

### **3.5.5 Research Reliability**

Reliability indicates the stability and consistency with which the data collection instrument measures the concept (Zikmund, 2000). It is a measure obtained by administering the same test twice over a period of time to a group of individuals. In this study, the reliability of the research instrument was improved through the use of the split-half reliability procedure where the researcher administered the entire instrument to a sample of respondents during the pilot testing and calculated using the total score for each randomly divided half i.e. odd and even numbered items of the questionnaire. A reliability co-efficient between the two total scores was calculated using the Spearman-Brown prophecy tool. According to Fraenkel & Wallen (2000) if the results produce a reliability co-efficient  $\geq 0.7$  the instrument will be considered reliable.

### **3.6 Data analysis**

The study adopted a mixed research design and therefore data was analyzed qualitatively and quantitatively. According to Saunders, (2009) a mixed research combines both qualitative and quantitative data collection and analysis approaches. According to Kothari (2004) quantitative aspects of research is based on the numerical measurement that is

amounts of characteristics that can be expressed in terms of numbers. According to Robson (2002) data in their raw form do not speak for themselves and thus the need for data processing and analyzing.

In order to facilitate data analysis, the filled up questionnaires were checked for completeness, consistency and clarity. The responses were coded by assigning a numerical value to them to make them quantitative making it possible for the data to be entered in to the computer using the SPSS for Windows Version 10 for analysis. In order to clean up the data, averages like mean and median as well as distribution standard deviations were performed on the data sets in order to discover any anomalies and appropriate corrections. Descriptive statistics such as frequencies, percentages, median mode were used for quantitative analysis of the data.

In order to establish the effectiveness of entrepreneurship training in reducing recidivism, descriptive statistics of frequencies, percentages, median and mode were used to summarize opinions of the respondents.

## CHAPTER FOUR

### DATA ANALYSIS, FINDINGS AND DISCUSSION

#### 4.1 Introduction

This section outlines the entire research findings of the study. The study had sought to investigate the effectiveness of entrepreneurship education and training programmes in reducing recidivism among Kenyan prisoners in Kamiti Maximum and Lang’ata Maximum prisons. It had specifically sought to determine if the entrepreneurial training programmes taught in Kenyan prisons can reduce recidivism among prisoners and find out factors that affected effectiveness of entrepreneurship training programmes in Kenyan prisons.

#### 4.2 Response rate

The study was conducted at Kamiti Maximum and Lang’ata Maximum Prisons both in Nairobi City County. The study administered 218 questionnaires to the respondents to enable collect the necessary data as presented in Table 4.1. The questionnaires were administered to recidivists from both Kamiti maximum prison and Lang’ata Women prison.

**Table 4.1: Response rate**

	<b>Target no. of Questionnaires</b>	<b>No. of questionnaire Returned</b>	<b>Response Rate (%)</b>
<b>Kamiti Maximum Prison</b>	182	174	95.6%
<b>Langata Maximum Prison</b>	36	35	97.2%
<b>TOTAL</b>	218	209	95.4%

The response rate was 97.2% where by 35 questionnaires out of 36 were filled in and returned for Lang’ata Maximum Prison while for Kamiti Maximum Prison it was 95.6% where 174 out of 182 questionnaires were filled and returned. Overall, 209 questionnaires were returned representing 95.4% of the total sample size which helped increase the reliability of the study.

### **4.3 Demographic information of the respondents**

#### **4.3.1 Gender**

The study also wanted to find out the distribution of the respondents by gender.

**Table 4.2: Distribution of respondents by gender**

<b>Gender</b>	<b>No. of Respondents</b>	<b>Proportion</b>
Male	174	83.3
Female	35	16.7
<b>Total</b>	<b>209</b>	<b>100</b>

From Table 4.2, 174 were male (83.3%) while 35 were female (16.7%). This shows that there are about five males for every one female. From this statistics, more men are involved in crime than women.

#### **4.3.2 Age**

The study wanted to determine the age group of the respondents among recidivists and came up with data in table below.

**Table 4.3: Distribution of respondents by age**

<b>AGE</b>	<b>NO. OF RESPONDENTS</b>	<b>Proportion (%)</b>
<b>18-29</b>	71	34
<b>30 – 39</b>	74	35
<b>40 – 49</b>	50	24
<b>50 and above</b>	14	07
<b>TOTAL</b>	<b>209</b>	<b>100</b>

Demographic features such as age have been found to affect the prisoners' population. The age of the respondents varied greatly. The findings indicate that between 18-29 years and 30-39 years of the respondents constituted 34% and 35% respectively while 24% were 40 – 49 years and 7% of the respondents were 50 and above years. This indicates that majority of the respondents were middle aged prisoners aged between 18-29 years and 30-39 years. From the study it was evident that more young people recidivate than their older counterparts.

#### **4.3.3 Nationality**

The study further wanted to know the distribution of the respondents by nationality. The findings are as presented in Table 4.4.

**Table 4.4: Distribution of respondents by nationality**

<b>Nationality</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
<b>Kenyan</b>	192	91.9
<b>Non Kenyan</b>	17	8.1
<b>Total</b>	<b>209</b>	100

From Table 4.4, majority of those in prison are Kenyan (91.9%) compared to 8.1% that are not Kenyans.

#### **4.3.4 Marital Status**

The study further sought to find out the distribution of the respondents by marital status. The findings are as presented in Table 4.5.

**Table 4.5: Distribution of respondents by marital status**

<b>Marital status</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
Single	124	59.3
Married	48	23
Separate/Divorced	37	17.7
<b>Total</b>	<b>209</b>	<b>100</b>

From Table 4.5, majority of the respondents are single followed by 48% who are married and 37% who are either separated or divorced.

#### **4.4 Effectiveness of entrepreneurial programmes offered in prisons are effective in reducing recidivism.**

The researcher wanted to know if the entrepreneurial programmes offered in prisons are effective in reducing recidivism.

#### **4.4.1 Whether respondents had enrolled in any entrepreneurial programmes outside prison prior to their previous imprisonment.**

The researcher sought to find out if the respondents had gone through any entrepreneurship programmed prior to their imprisonment outside prison. Their responses are as presented in Table 4.6.

**Table 4.6: Whether respondents had enrolled in any entrepreneurial programmes outside prison prior to their previous imprisonment**

<b>Enrolled in entrepreneurship programme prior to first imprisonment</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Yes</b>	11	5.3
<b>No</b>	198	94.7
<b>TOTAL</b>	209	100

Table 4.6 shows that 94.7% of the respondents had not gone through any form of entrepreneurship training prior to their first imprisonment.

#### **4.4.2 Programs the respondents were enrolled in during their previous conviction**

The study wanted to determine the programs the respondents had enrolled in during their previous conviction and was as presented in Table 4.7.

**Table 4.7: Programs the respondents were enrolled in during their previous conviction**

<b>Programme enrolled in during previous conviction</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
Academic programmes	117	56
Entrepreneurship programmes	60	28.7
Others	32	15.3
<b>TOTAL</b>	<b>209</b>	<b>100</b>

The findings indicate that 56% of the respondents had enrolled in academic programmes in their previous conviction, 28.7% in entrepreneurship programme while 15.3% were in other programmes. It is evident that majority of the recidivists had gone through academic programmes, 28.7% through entrepreneurship programmes and 15.3% in other programmes; an indication that the probability of those who go through entrepreneurship programmes re-offending is lower. This means entrepreneurship programmes are effective in reducing recidivism.

#### **4.4.3 Business ventures on discharge**

The researcher also wanted to find out if those who had gone through entrepreneurship programmes were able to venture into any form of business on discharge. The following were as in Table 4.8.



**Table 4.8: Whether the respondents were able to venture into any form of business**

<b>Were able to venture into any form of business</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Yes</b>	44	73.3
<b>No</b>	16	26.7
<b>TOTAL</b>	60	100

From Table 4.8, it is clear that those who had gone through entrepreneurship programmes were able to venture into any form of business compared to only 26.7% of the respondents who did not.

#### **4.4.4 Reason for being rearrested**

The researcher further wanted to establish the reason as to why those who had started their business were rearrested.

**Table 4.9: Reason why those who had started business were rearrested**

<b>Reason why those who had started business were rearrested</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Regulatory reasons</b>	32	72.7
<b>Other reasons</b>	12	27.3
<b>TOTAL</b>	44	100

Table 4.9 shows that majority of the respondents were rearrested majorly because of regulatory reasons. Others were rearrested because of other reasons like indulging in

other form of crime as a result of their businesses not breaking even as put forward by some of the respondents.

#### **4.4.5 Reasons for not starting businesses**

The researcher wanted to know why some of the respondents did not venture into any form of business yet they had gone through entrepreneurship programmes. Their responses were as presented in Table 4.10.

**Table 4.10: Reason why those who had gone through entrepreneurship programmes did not start any form of business**

<b>Reason for not starting any form of business</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Lack of capital</b>	5	31.2
<b>Skills not matching market</b>	3	18.8
<b>Stigmatization</b>	8	50.0
<b>Other</b>	0	0
<b>TOTAL</b>	16	100

From Table 4.10, majority of the respondents were stigmatized a reason as to why they did not start any form of business venture. 31.2% of the respondents did not have capital while 18.8% of the respondents felt the skills they had obtained did not match the market outside prison.

#### **4.4.6 The feeling of the respondents on whether entrepreneurship programmes offered in prison are effective in reducing recidivism.**

The researcher sought to find out if the respondents felt entrepreneurship programmes offered in prison are effective in reducing recidivism. The following were as presented in Table 4.11.

**Table 4.11: Whether entrepreneurship programmes are effective in reducing recidivism**

<b>Are the entrepreneurship programmes effective in reducing recidivism?</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
Yes	176	84.2
No	33	15.8
<b>TOTAL</b>	<b>209</b>	<b>100</b>

From Table 4.11, the data established that 84.2% of the respondents felt that the entrepreneurship programmes offered in prisons are effective in reducing recidivism while only 15.8% felt they did not.

#### **4.5 Factors Affecting Effectiveness of Entrepreneurship Programmes**

The study sought to determine the factors that affected the effectiveness of entrepreneurship programmes offered to prisoners. The findings are presented as follows:

##### **4.5.1 Programmes the respondents are currently enrolled in**

The researcher wanted to find out the programmes the respondents had enrolled in currently. The responses were as presented in Table 4.12.

**Table 4.12: Programs the respondents enrolled in during current conviction**

<b>Programme enrolled in during current conviction</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
Academic programmes	70	33.5
Entrepreneurship programmes	127	60.8
Others	12	5.7
<b>TOTAL</b>	<b>209</b>	<b>100</b>

The findings indicate that 33.5% of the respondents had enrolled in academic programme, 60.8% in entrepreneurship programme while 5.7% were in other programmes. It is evident that majority (60.8%) of the recidivists had enrolled in entrepreneurship programmes.

#### **4.5.2 Educational level of the respondents**

The study wanted to establish the educational background of the respondents and find out if it had any influence on the effectiveness of the entrepreneurial programmes offered to Kenyan prisoners. Table 4.13 presents the findings.

**Table 4.13: Educational background of participants**

<b>Level of Education</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
<b>Primary</b>	87	41.6
<b>Secondary</b>	70	33.5
<b>College/ University</b>	52	24.9
<b>TOTAL</b>	<b>209</b>	<b>100</b>

The findings in Table 4.13 indicate that primary educated and secondary educated prisoners are the majority. 41.6% of the respondents were from primary, 33.5% from secondary level while only 24.9% were either from college or university level. There were few university educated prisoners who had repeated crime after incarceration.

#### **4.5.3 Intentions to become an entrepreneur**

The study sought to find out the number of respondents that had the intention of becoming entrepreneurs. The response was as in Table 4.14.

**Table 4.14: Intentions to become entrepreneur**

<b>Intent to become an entrepreneur</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Yes</b>	178	85.2
<b>No</b>	31	14.8
<b>TOTAL</b>	209	100

Table 4.14 indicates that 85.2% of the respondents had the intent of becoming entrepreneurs while only 14.8% did not have the intention.

#### **4.5.4 Entrepreneurial experience of participants**

The study sought to establish whether the respondents had any entrepreneurship experience prior to imprisonment and find out if it could influence the effectiveness of entrepreneurial programmes offered in Kenyan prisons. The number of experienced respondents is indicated in Table 4.15.

**Table 4.15: Entrepreneurial experience of participants**

<b>Entrepreneurial experience</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Yes</b>	44	21.1
<b>No</b>	165	78.9
<b>TOTAL</b>	209	100

From Table 4.15, the data established that 78.9% of the respondents had no entrepreneurship experience and only 21.1% had it. The study concluded that majority of the respondents did not have entrepreneurship experience.

#### **4.5.5 Individual motivation to participate in the programme**

The study sought to find out if the respondents had individual motivation to take part in the programmes. The findings were as presented in Table 4.16.

**Table 4.16: Whether respondents joined the programme voluntarily**

<b>Whether you joined the programme voluntarily</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
<b>Yes</b>	2	0.96
<b>No</b>	207	99.04
<b>TOTAL</b>	209	100

From Table 4.16, it is evident that the majority (99.04%) of the respondents joined the programmes voluntarily with a minute of 0.96% not joining voluntarily.

#### **4.5.6 Whether respondents considered entrepreneurship programmes helpful**

The study also sought to find out if the respondents considered entrepreneurship programmes helpful. The respondents were asked similar questions and their responses have been aggregated and presented in Table 4.17.

**Table 4.17: Responses of whether the respondents considered entrepreneurship programmes helpful**

<b>Are the programmes helpful?</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
Very helpful	98	46.9
Helpful	53	25.4
Not helpful	58	27.7
<b>TOTAL</b>	<b>209</b>	<b>100</b>

From Table 4.17, it is evident that majority of the respondents (46.9%) believed the programmes they had enrolled in were very helpful, 25.4% helpful while 27.7% not helpful. It can be seen that the majority of the respondents find the programmes very helpful. As a result it is expected that they should be able to venture into business after discharge.

#### **4.5.7 Effective delivery of the programmes by trainers**

The study further sought to find out if the trainers were effectively delivering the programmes. The findings were as presented in Table 4.18.

**Table 4.18: Effective delivery of programmes by trainers**

<b>Trainers are effective in training</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
Yes	77	36.8
No	132	63.2
<b>TOTAL</b>	<b>209</b>	<b>100</b>

From Table 4.18, the data established that 36.8% of the respondents felt that the trainers did deliver the programmes effectively while majority of them (63.2%) felt they did not. They were of the opinion that the trainers did not seem knowledgeable in imparting the relevant knowledge and skills.

#### **4.5.8 Facilities and equipment used in the training**

The study sought to find out the opinion of the respondents with regard to the facilities and equipments used in training. This was to find out whether they thought the facilities and equipments used were up to date in terms of technology. Table 4.19 shows their responses.



**Table 4.19: Whether the facilities and equipments used were technologically up to date**

<b>What is your take on the facilities and equipments used in terms of technology</b>	<b>Number of Respondents (Frequency)</b>	<b>Proportion (%)</b>
Excellent	0	0
Very good	0	0
Good	7	3.3
Poor	202	96.7
<b>TOTAL</b>	<b>209</b>	<b>100</b>

Majority (96.7%) of the respondents were of the opinion that the facilities and equipments used are not technologically up to date.

#### **4.6 Responses on the various factors and their effect on the effectiveness of entrepreneurship programmes offered.**

##### **4.6.1 Education level of participants**

The researcher wanted to get the feeling of the respondents in relation to the effect of educational background of the participants on effectiveness of entrepreneurship programmes offered. Their responses are as presented in Table 4.20.

**Table 4.20: Whether education level of participants had any effect on the effectiveness of entrepreneurship programmes offered.**

<b>EFFECT</b>	<b>No of Respondents</b>	<b>Proportion (%)</b>
Great effect	67	32
Average effect	60	28.6
Slight effect	45	21.5
No effect	37	17.9
<b>TOTAL</b>	<b>209</b>	<b>100</b>

From the data in Table 4.20, it is established that 32% of the respondents felt that the education level affects to a large extent the effectiveness of entrepreneurship programmes offered while 28.6% thought it had an average effect, 21.5% slight effect while average effects while 17.9% felt it had no effect. The researcher concluded that a majority of the respondents felt that the education level affects effectiveness of the programmes.

#### **4.6.2 Entrepreneurship experience**

Further it sought to find out whether this experience had any effect on the entrepreneurship programmes offered. The opinions of the respondents were as in Table 4.21.

**Table 4.21: Whether entrepreneurship experience had any effect on the entrepreneurship programmes offered.**

<b>EFFECT</b>	<b>No of Respondents</b>	<b>Proportion (%)</b>
Great effect	116	55.6
Average effect	56	27.0
Slight effect	32	15.1
No effect	5	2.3
<b>TOTAL</b>	<b>209</b>	<b>100</b>

Table 4.21 indicates that majority (55.6%) of the respondents were of the view that having entrepreneurship experience had a great effect on the effectiveness of entrepreneurship programmes. 27% were of the opinion that it had an average effect, 15.1% slight effect while only 2.3% saw no effect in one having entrepreneurship experience.

#### **4.6.3 Intention to become an entrepreneur**

The study also sought to find out whether the intent to become an entrepreneur had any effect on the effectiveness of entrepreneurship programmes offered.

**Table 4.22: Whether intention to become an entrepreneur had any effect on the effectiveness of entrepreneurship programmes**

<b>EFFECT</b>	<b>No of Respondents</b>	<b>Proportion (%)</b>
<b>Great effect</b>	168	80.4
<b>Average effect</b>	26	12.4
<b>Slight effect</b>	14	6.7
<b>No effect</b>	1	0.5
<b>TOTAL</b>	209	100

From Table 4.22, 80.4% percentage of the respondents agreed that if one had the intention to become an entrepreneur it had a great effect on the effectiveness of entrepreneurship programmes offered in Prisons, 12.4% thought it had an average effect, 6.7% slight effect while 0.5% was of the opinion that it had no effect.

#### **4.6.4 Individual motivation to participate in the programme**

Further the researcher sought to get the opinion of the respondents whether they thought individual motivation to participate in these programs had any effect on the effectiveness of the entrepreneurship programmes offered. Their opinions are presented in Table 4.23.

**Table 4.23: Individual motivation to participate in the programme**

<b>EFFECT</b>	<b>No of Respondents</b>	<b>Proportion (%)</b>
Great effect	162	77.5
Average effect	46	22
Slight effect	1	0.5
No effect	0	0
<b>TOTAL</b>	209	100

From Table 4.23, 77.5 % of the respondents agreed individual motivation to participate in the programmes has a great effect on effectiveness of entrepreneurial programmes, 22% thought it had average effect, while 0.5% of the respondents thought it had a slight. In this case therefore, individual motivation to participate promotes effectiveness of the programmes.

#### **4.6.5 The standard of facilities and equipments**

Further the researcher sought to find their take on whether the standard of facilities and equipments had any effect on the effectiveness of the programmes offered and the following data in Table 4.24 was generated.

**Table 4.24: Whether the technological standard of facilities and equipments had any effect on the effectiveness of the programmes offered**

<b>EFFECT</b>	<b>No of Respondents</b>	<b>Proportion (%)</b>
<b>Great effect</b>	67	32
<b>Average effect</b>	60	28.6
<b>Slight effect</b>	45	21.5
<b>No effect</b>	37	17.9
<b>TOTAL</b>	209	100

From the data in Table 4.24, it is established that 32% of the respondents felt that the technological standard of facilities and equipments affects to a large extend the effectiveness of entrepreneurship programmes offered while 28.6% thought it had an average effect, 21.5% slight effect while average effects while 17.9% felt it had no effect.

The researcher concluded that a majority of the respondents felt that technology being

taught and used affects effectiveness of the programmes. New technology enables inmates after release to produce products attractive to the society.

#### **4.7 Ability to venture into any form of business after discharge.**

The researcher also wanted to know if the respondents believed they would be able to venture into any form of business after discharge considering the programmes they would have gone through. Table 4.25 shows their responses.

**Table 4.25: Respondents who would be able to venture into any form of business after discharge**

<b>Ventured into business</b>	<b>No. of Respondents</b>	<b>Proportion (%)</b>
Yes	111	53.1
No	98	46.9
<b>TOTAL</b>	<b>209</b>	<b>100</b>

From Table 4.25, 53.1% of the respondents would venture in any business on discharge from prison while 46.9% were of the opinion they would not be able to venture into business. At the end of any training programme, you would expect the number of those wishing to venture into business to be higher.

#### **4.8 Discussion**

On general characteristics of the respondents, more men are involved in crime than women. The findings also indicate that majority of the respondents were middle aged prisoners aged between 18-29 years and 30-39 years. From the study it was evident that

more young people recidivate than their older counterparts. Majority of those in prison are Kenyans (91.9%) compared to 8.1% that are not Kenyans. Those who were single were likely to recidivate in comparison to those who were married, separated or divorced. All these concur with studies done by Laisa Peter Wasike (2013) and Carlos Kipkurui Kitaria (2014). With regard to effectiveness of entrepreneurial programmes offered in prisons in reducing recidivism, 94.7% of the respondents had not gone through any form of entrepreneurship training prior to their first imprisonment. However, it was evident that majority of the recidivists had gone through academic programmes, 28.7% through entrepreneurship programmes and 15.3% in other programmes. 73.3% of the respondents who had gone through entrepreneurship training were able to venture into any form of business unlike an indication that the probability of those who go through entrepreneurship programmes re-offending is lower. This means entrepreneurship programmes are effective in reducing recidivism. Of those who had started business, majority of the respondents were rearrested majorly because of regulatory reasons. Others were rearrested because of other reasons like indulging in other forms of crime as a result of their businesses not breaking even. Others were not able to start any form of business of stigmatization, lack of capital while others felt the skills they had obtained did not match the market outside prison and this made them not compete well in the market. In general conclusion, majority of the respondents felt that the entrepreneurship programmes offered in prisons are effective in reducing recidivism. This concurs with a new Rand Corporation Report where 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.

Correctional education plays a role in reducing recidivism (Davis, 2013). The findings were clear that providing inmates education programs and vocational training helps keep them from returning to prison and improves their future job prospects. Those who participated in vocational training were 28 percent more likely to be employed after release from prison than those who did not receive such training. This is also a replication according to Weldon (2000) and (Callan & Gardner, 2007).

The findings however indicate that there are factors that were in play affecting the effectiveness of entrepreneurship programmes offered to prisoners. Studies indicate that a participant's education background will affect programme outcomes. The comprehension and application of entrepreneurship concepts learned through entrepreneurship programmes as well as the assimilation of knowledge into the beginning or strengthening of an enterprise are also critical. The findings indicate that primary educated and secondary educated prisoners are the majority. There were few university educated prisoners who had repeated crime after incarceration. This would therefore lead to limited assimilation as well as the application of the concepts learned making the programmes ineffective.

Experience promotes a functional level of business knowledge and skill in certain markets or opportunities. Individuals who have some work experience tend to have a better understanding of both the technical skills as well as socio-emotional skills that are required for developing and sustaining an enterprise. From the study majority of the respondents did not have entrepreneurship experience. The trainers at the same time do



not train with a hand on experience point of view. The participants therefore rely on theoretical aspects only with no practical in some of the programmes. This could probably lead to ineffectiveness of the programmes. However, the programmes can help them improve areas they felt they are weak in and also give them a better grounding in overall business.

An individual's motivation to participate and a person's intention and relative desire to become an entrepreneur are the most reliable predictors of action from studies. In this study majority of the respondents had the intent of becoming entrepreneurs and this would in return promote the effectiveness of the programmes. The intention to become an entrepreneur gives one the desire to grasp the necessary knowledge and skills in the field. With no intention, the attitude of the participant may be negative which in turn affects the overall objective of the programmes of promoting apprenticeship. An Individual's decision to participate and continue participating in a programme can influence programme outcomes. Majority of the respondents in this case joined the programmes voluntarily hence promote the effectiveness of the programmes.

Training should be done by credentialed teachers, professional trainers or practicing entrepreneurs. Majority of the respondents were of the opinion that the trainers did not seem knowledgeable in imparting the relevant knowledge and skills. Majority of prison staffs involved in the training lacked the capacity to impart the right knowledge and skills of the programmes. In terms of training facilities and equipment, the Prisons service has not invested in modern technology, adequate tools, equipment and facilities for the

training programmes. They lack most of the equipments or facilities for industrial work. The department continues to rely on old tools and techniques. This means prisoners are trained on skills based on outdated technology that does not match the modern world. Prisoners who graduate from these facilities with obsolete technology may not be relevant in the world outside prison. This may therefore contribute to ineffectiveness of the programmes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains a summary, conclusions made from the findings and recommendations. The study had sought to investigate the role of entrepreneurship programmes in reducing recidivism Kamiti and Lang'ata maximum prisons.

#### **5.2 Summary**

The study was guided by the following research objectives; to determine if the entrepreneurial training programmes taught in Kenyan prisons can reduce recidivism among prisoners; find out factors that affect effectiveness of entrepreneurship training programmes in Kenyan prisons and ascertain the effectiveness of the entrepreneurial programmes delivered within Kenyan prisons in reducing recidivism. The main objective of this study was to examine the effectiveness of entrepreneurship training programmes in reducing recidivism. From the study, the proportion of those who had gone through academic programmes was higher than that of those who had gone through entrepreneurship programmes. This is an indication that entrepreneurship programmes offered are effective in reducing recidivism. However, there was a proportion of respondents who had previously gone through entrepreneurship training programmes, an indication of inefficiencies in the programmes. From the study, some of the factors that were identified to contribute to these are; the education background of participants is wanting. The trainers should therefore be considerate of the participants so as to give them content that is relevant in relation to their educational level. Further, the trainers

have been pointed to be not effective in delivery, a factor that greatly affects effectiveness of these programmes. The facilities and equipment used in training are obsolete making the participants in the programme irrelevant when they are discharged from prison as they go outside and get competitors who are ahead of them. They cannot therefore effectively compete with them.

### **5.3 Conclusion**

Research on the importance of entrepreneurship in recidivism is an added value in the correctional field in that a more sustainable method of handling criminal acts will be put in place hence reducing recidivism. Gathered new knowledge on recidivism is critical in facilitating the much needed reforms in prisons. In the past years, Kenyan prisons have faced the challenge of rehabilitating and completely controlling the tendency of crimes re- occurring.

Entrepreneurship is the face of the current world systems. The current practices of managing and running the correctional new facilities require the discovered new knowledge to review and eventually change the working practices. Entrepreneurship therefore, reduces recidivism in that an identified gap in the correctional institutions enhances how inmates and their criminal acts are rectified.

### **5.4 Recommendations**

The following are the recommendations to The Prisons Department in Kenya. It is very critical for prisons department to note that an individual's intention to take part in a given

programme determines the positive outcome of the programmes. Prisoners should be encouraged to voluntarily select the programme they want to take part in. This promotes positivity in attitude towards the programme and in return ability to get the given skills and knowledge.

A trainer should be knowledgeable, possess excellent communication skills and be able to communicate at the level and in the language of the participants. They should not only have theoretical knowledge but also strong practical abilities to be able to guide programme participants through related learning environments and as a result help them solve problems they may encounter. In consideration, the trainers should be taken through trainer's courses so as to ensure that they are equipped with the skills to properly train the prisoners. The trainers should employ more advanced training skills so as to have better programme outcomes. A well designed in-service programme should be put in place to promote continuous professional development of the trainers. An effective training programme can often achieve more than expected. Efforts should be made to get enough funds so as to update the facilities and equipments used in prisons to be relevant in the world today. Training strategies should be appropriate to the educational level of participants being trained and to the resources available in the department. Managers should work together with the trainers to close the gap between requirements and ability. Educational institutions should collaborate with the Prisons to help in evaluating these programme, instructional modules and if possible, curriculum development. Further, there should be follow up programmes to assess the impact of the training as there is none in place.

### **5.5 Limitations of the study**

Kenya prisons service has more than one hundred prisons spread throughout all the counties in Kenya. This therefore implies that the study was not carried out in each and every prison in Kenya. However, the researcher would have liked to carry out the study in all if not at least one prison in each county but the researcher hopes that the results or outcome obtained on conducting this research can be replicated to the other prisons in other counties throughout the country. The research was also limited by the time factor as the study was conducted during working hours and therefore the researcher was at times occupied with work related assignments.

### **5.6 Suggestions for future research**

The researcher suggests to anyone interested to conduct a research to identify the characteristics of effective programmes in terms of curriculum and quality. Further research can also be done on what particular entrepreneurship programme works and what does not work among the different entrepreneurship programmes.

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## **APPENDIX I: REQUEST FOR ACADEMIC SURVEY RESEARCH**

SYLVIAH MANDELA NDULU  
UNIVERSITY OF NAIROBI,  
P.O. BOX 30197,  
NAIROBI.

21<sup>ST</sup> SEPTEMBER, 2015.

THE OFFICER IN CHARGE,  
KAMITI/LANG'ATA MAXIMUM PRISON,  
NAIROBI.

Dear Sir/Madam,

### **RE: REQUEST FOR ACADEMIC SURVEY RESEARCH**

I am a student at the University of Nairobi undertaking a Master of Science degree in Entrepreneurship and Innovations Management, having completed the course work and currently conducting the Project research work as part of the fulfillment of the course.

I'm kindly requesting to conduct an Academic Survey research at your Institution. The survey will involve collection of data on the role of entrepreneurship programmes in recidivism Kamiti and Lang'ata Women maximum prison. The study will determine if the entrepreneurial training programmes taught in Kenyan prisons can reduce recidivism among prisoners and find out factors that affect effectiveness of entrepreneurship training programmes in Kenyan prisons. I assure you that all data collected will be solely used for Academic purposes and not for any other use what so ever.

Your assistance is highly appreciated.

Thank you.

Yours faithfully,

NDULU SYLVIAH MANDELA.

## APPENDIX II: INMATES QUESTIONNAIRE

Dear inmate,

I am a student of university of Nairobi pursuing masters of Science programme in entrepreneurship and innovations management. The purpose of this study is to investigate the role of entrepreneurship training programmes in reducing recidivism in Kenyan prisons. You are kindly requested to fill this questionnaire honestly. The information given will be strictly for study and shall not be given to prison authority to further any investigation but will be treated with utmost confidentiality. The information gathered will be used for research purposes only. You are kindly requested to give truthful information by ticking the correct response or completing the spaces provided.

**Prison.....Date.....**

### SECTION A (please tick where appropriate)

This section aims at collecting background data about the respondent.

1. Gender

Male

Female

2. Age in years

18-29

30 – 39

40 – 49

50 and above

3. Nationality

Kenyan

Non-Kenyan

If Non Kenyan

specify.....

4. Marital status

Single

Married

separated/Divorced

**SECTIONB (Tick appropriately)**

This section aims at collecting data on the effectiveness of entrepreneurship training in reducing recidivism.

5. Did you go through any form of entrepreneurship training prior to your first imprisonment outside prison?

Yes

No

6. What programs were you enrolled in during your previous conviction?

Academic programmes

Entrepreneurship programmes

Others

If others, specify

.....

7. Were you able to venture into any form of business on discharge?

Yes

No

8. If Yes, why were you rearrested?

Regulatory reasons

Others

Explain your answer

.....

.....

.....

9. If No, why did you not start a business?

Lack of capital

Skills not matching market

Stigmatization

Other

If other, explain your answer

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

10. In your opinion, do you think the entrepreneurship programmes offered in prisons are effective in reducing recidivism (re-offending)?

Yes

No

Explain your answer

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

**SECTION C (Please tick where appropriate)**

This section aims at collecting data on each objective to enable investigate factors that influence the effectiveness of entrepreneurship training in prisons.

11. What programs are you currently enrolled in?

Academic programmes

Entrepreneurship programmes

Others

If others, specify

.....

12. What is your highest level of education?

Primary

Secondary

College/ University

13. Do you have the desire to become an entrepreneur?

Yes  No

14. Did you have any entrepreneurial experience prior to imprisonment?

Yes

No

15. Did you take part in the programme voluntarily or not?

Yes  No

If No give reasons.....  
.....  
.....

16. Do you think the trainers effectively deliver the programmes?

Yes  No

17. What is your take on the facilities and equipments used in terms of technology?

Excellent   
Very good   
Good   
Poor

18. Are the programs helpful?

Very helpful  Helpful  Not helpful

If not helpful, explain your answer  
.....  
.....  
.....

19. Do you think you will be able to venture into any form of business after discharge?

Yes  No

If No, why?  
.....  
.....

20. What is your opinion with regard to the following and their effect on the effectiveness of entrepreneurship programmes offered in prisons?

	Great effect	Average effect	Slight effect	No effect
Educational background of participants				
Individual motivation to participate in the programme				
Entrepreneurial experience of participants				
Intentions to become an entrepreneur				
Capacity of Trainers				
Technological standard of facilities and equipment used in the training				

*Thanks in advance!*