

**FACTORS INFLUENCING IMPLEMENTATION OF INMATES' VOCATIONAL  
TRAINING PROJECTS IN KENYA PRISONS SERVICE IN EASTERN REGION  
A SURVEY OF PRISONS IN EASTERN REGION**

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**A Research Project Report Submitted in Partial Fulfilment of the Requirements for  
the Award of the Degree of Master of Arts in Project Planning and Management of  
the University Nairobi**

**2019**

**DECLARATION**

I declare that this research project report is my original work and has not been submitted for a degree in any other university or college for examination or academic purposes.

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This research project report has been submitted for examination with my approval as the University Supervisor.

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## **DEDICATION**

This project is dedicated to my wife Phyllis Wanjiru for her love, support and encouragement during the entire duration of the course. To my children; Shirleen and Maxwell, you are such an inspiration to my life.

God bless you all.

## **ACKNOWLEDGEMENT**

Special gratitude goes to my Supervisor Dr. Mercy Mugambi who tirelessly ensured that this research project was done as per the requirements. To all my lecturers in ODeL, you imparted a lot of information and skills to me which has helped me to write this research project. To my colleagues, thanks so much for the times you stood with me while I was doing this work. This research project could not have been completed without the support of several people and I would like to sincerely thank you; Mr. Charles Gerrald Mutembei and John Karanja, thank you for the devoted efforts, advice, moral and financial assistance which saw the successful completion of the research project. Special thanks go to all the respondents, who played a very great role in the process of this project. Lastly are my friends, thanks for the assistance you rendered to me.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DDO</b>	District Development Officer
<b>DMBA</b>	Degree in Masters' of Business Administration
<b>ERP</b>	Enterprise Resource Planning
<b>HR</b>	Human Resource
<b>HRM</b>	Human Resource Management
<b>NGOs</b>	Non-Governmental Organizations
<b>PMC</b>	Project Management Committee
<b>RBV</b>	Resource -Based View
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNDP</b>	United Nations Development Programme
<b>WB</b>	World Bank

## ABSTRACT

The national government has taken the initiative to ensure that they support the prisons department by employing technical officers to train inmates as a part of rehabilitation program. Implementation of inmates' vocational training projects is poor despite the rationale for the introduction of technical trainings by the prisons department. The purpose of the study was to establish the determinants influencing implementation of inmates' vocational training projects in Kenya Prisons Service in Eastern Region focusing on prisons in Eastern Region. The study was guided by the following objectives; to evaluate the extent to which funding, skills of instructors, inmate's literacy levels, and technology influence implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region. The study was grounded on the human capital theory, agency theory and resource base view theory. The study adopted a descriptive research design. The target population was 130 technical prison officers who are deployed at eastern region to facilitate vocational trainings in prisons and a census was conducted. Primary data was obtained using a questionnaire. The questionnaire was made up of both open ended and closed ended questions. The drop and pick method was preferred for questionnaire administration to give respondents enough time to give well thought out responses. Data was analyzed using Statistical Package for Social Sciences Version 23. All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. Descriptive statistics that is: frequencies and percentages for all the quantitative variables was used to describe the situation. Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables and the data was presented in form of tables. The study found that funding positively and significantly influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. In this case, adequate training materials and financial availability had great influence on effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. On the same, training funds approval process were deduced to moderately influence effective implementation of inmate's vocational trainings projects in Kenya prisons service. The study concluded that funding had the greatest influence on effective implementation of inmate's vocational trainings projects in Kenya Prisons Service followed by modern technology, then skills of instructors while inmate's literacy levels had the least influence on the effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. The study recommends that there is a need to ensure that more budgetary allocations are given to both the Kenya prisons service and the department of probation and aftercare services. The government can increase such allocations by attracting donors and inviting non-governmental organizations to participate in rehabilitation programmes. The study also recommends that there is need to recruit professional prison officers in proportion to the number of inmates in the country.

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background to the Study**

Countries of the world are grappling with the problem of increased crime rates, both within and outside their national boundaries. Crime affects the general economy of nations especially when it scares away potential investors. Therefore, there is a vital importance to implementation of inmates' vocational trainings projects and work within the confines of the prison. As a result, many prisons in the Western world operate professional training programs whose purpose is to provide prisoners with the proficiencies, work skills, education, and preparation for placement in the labor market after their release. Ideally, vocational training should help the prisoners integrate into the labor market, maintain job stability, boost their ability to earn a living legally and through legitimate means, raise their self-esteem regarding their ability to earn a decent living outside the circle of crime, integrate into the community, and feel a sense of belonging to it (Christofferson, 2014).

In China, implementation of inmate's vocational training projects in prisons have presumed goal of preparing inmates for productive roles in the society. Evaluation is typically focused on how well inmates develop marketable job skills. Offenders, whether they are adults or juveniles, convicts or simply on remand are usually offered some sort of vocational training during the period of incarceration. For most prison service establishments, the skills of trainers have been considered as the requirement to have effective training of offenders. These training skills have been elevated to a position of utmost prominence, so much so that an offender's post release career seems to depend largely on the success of training received in prison. Vocational training projects are not simply part of prison routine, but instead should have firm features of an intervention with clear objectives (Robert & Rogers, 2010).

Implementation of inmate's vocational trainings projects in United States of America has been improved through adequate funding which is used to design program that will teach inmates about general employment skills or skills needed for specific jobs and industries. The overall goal of vocational training projects is to reduce inmates' risk of recidivating

by teaching them marketable skills they can use to find and retain employment following release from prison. Vocational training projects can also reduce institutional problem behaviors by replacing inmates' idle time with constructive work. In addition, some vocational training projects can assist in the operation of prisons by having inmates assist in institutional maintenance tasks (Jackson & Gordy, 2018).

United Kingdom appropriately supports vocational projects for adult prisoners and offenders can save the community the costs associated with repeat criminal behavior. United Kingdom (UK) in 2010 statistics showed that 52% of projects had cost overruns in excess of 10% while 45% of projects had time overruns of over 25% (Burrow, 2011). Interventions that tackle a range of problems are more effective than those that tackle a single issue, since offenders often have multiple issues and risk factors. To address as many issues as possible, a program may include learning life skills, basic education (such as literacy and numeracy, oral English language competency and missed secondary school education), VET and community-based work experience (Grant & Jewkes, 2015).

In Canada, implementation of inmates vocational training projects, which were identified as being successful in helping ex-prisoners find suitable employment, were found typically to provide intensive job-placement services, ongoing monitoring and support to assist with problems that arise to ensure job retention, and an extensive network of employers who have demonstrated their willingness to hire former prisoners. Adult prisoners and offenders typically have inadequate literacy skills and/or school education and a history of unemployment. Indigenous Australians are significantly over-represented in the correctional systems in all states and territories in Australia. To assist ex-prisoners and ex-offenders to return to the community as law-abiding citizens, correctional services deliver (to high-risk offenders in particular) learning programs which target the behavior directly related to the offence, for example, substance abuse and anger management. To date, these programs are not as effective as they should be, since 57% of individuals incarcerated have previously been in an adult prison. This represents an immense financial and social cost to the community at large (Burrow, 2011).

Zimbabwe and Nigeria, prisons are not closed institutions anymore; they are now opened to various stakeholders' participation in the management process especially on vocational projects. Another reform initiative has been the allowing of prisoners to maintain close contacts with their family members and friends. Conditions of government projects have provisions for variations, extension of time within reasonable limits and loss and expense clauses. The document also limits the extent to which the architect/project manager can vary the contract, but with express authorization of the tender/project committee and approval (Ojiambo, 2018).

Prisons in Tanzania are basically challenged by the level of technology adopted by the prison service. This has affected the implementation of inmate's vocational training projects which is a part of its function as a security institution, in which people alleged to have contravened for safe custody. Prisons are components of criminal justice system designed to various projects and training schemes aimed at rehabilitating the prisoners. These programs and projects form a nucleus of our treatment programs for inmates within various prison institutions in the country. In particular there has to be integrated programs within the prisons which consider to the entire life of the convicts starting from the approved conditions, classifications and general treatment of prisoners by prisons administration. There are various Adult education programs related to treatment and rehabilitation of offenders in Tanzania which are agriculture, soup making, tin smithing, quarry works, lime making, salt works, sugar processing, carpentry, carpet making, handcraft, domestic work and livestock (Msoroka, 2018).

In Uganda, the illiteracy levels of inmates hinder the implementation of inmates vocational training projects programs since the training is linked with the regular educational system outside the prisons. Vocational education considers other dimensions of the educational process such as personal development and attitudinal change. The education process should begin as soon as the inmate is sentenced. It is also crucial to offer adult educational opportunities after the release of prison inmates. This would maximize the possibility of social reintegration. The issue of motivation to study is also fundamental in adult learning for prison inmates (Veale, Worthen & McKay, 2017).

The Prison system in Kenya was introduced by the British East Africa Company following the enactment of the East Africa Prisons Regulations in April 1902. The first modern prison by the colonial administration was Fort Jesus in Mombasa which was established in 1895. Thereafter, more prisons were established throughout the country. In 1911, the Prisons Service was created. The post of the Commissioner of Prisons was created in 1917 and both control and management of Prisons became his sole responsibility (The Prisons Service, 2009).

Kenya prisons service train prisoners in various vocational trainings. These trainings in the prison institutions have received a lot of importance. They provide opportunities for the inmates to engage themselves in fruitful pursuits during the term of their sentence in jails. These trainings not only inculcate value for one's work but also make the prisoner learn skills which would enable him/her to follow a vocation on release from the jail. The training facilities available in jails depend on the local conditions. That is, availability of raw materials, local market needs, demands and marketing of finished products, mainly decide the vocational training facilities available in any jail premises. Vocational education can be offered in various trade industries, including barbering, building maintenance, carpentry, electrical trades, painting, plumbing, food service/culinary arts, horticulture, custodial maintenance, upholstery, auto detailing, masonry, welding, and heating, ventilation, and air conditioning. The type of vocational training available in a prison will also depend on inmates' interests, availability of teaching staff, and funding (Burrow, 2011).

Inmates may be connected with prospective employers through vocational training or apprenticeship programs. In addition, some vocational education programs include opportunities to work hours toward industry-recognized credentials and certificates. In a recent survey of state correctional education directors, Davis and colleagues (2014) found the most commonly reported trade certifications were in construction, occupational safety, plumbing or electrical apprenticeships, automotive service, and welding certification. More than half of the respondents also reported that they offered Microsoft Office certification, illustrating the perceived importance of teaching inmates about

general computing skills. College credit may also be earned for some vocational training programs at the postsecondary level.

## **1.2 Statement of the Problem**

The Prison service in Kenya is charged with the task of rehabilitation of inmates as they serve their sentences within the confines of the prison homes. With such a responsibility, the department has come up with various programmes whose objective is to equip the convicts with skills to ensure that they are self-dependent and not a burden or a nuisance to their significant others or other members of the community and can make positive contributions to the development of the areas they live in. The Kenya national governments have taken over the initiative to ensure they support the prisons department by employing technical officers to offer training to inmates (International Juvenile Justice Observatory, 2015). These vocational trainings are meant to help inmates as a tool of rehabilitation. The prisons vocational training projects are considered a significant input towards social-economic development in the country. It is evident that lack of vocational technical know-how is a major problem and hindrance to alleviating poverty by way of creating opportunities for employment for prisoners after release and effective community re-integration (Ndombi, 2014).

In line with this, the prisons department committed itself to modernize and increase the number of prison industries and farms in order to expand the vocation training programmes in all the prisons ranging from formal primary and secondary education, counselling, skills training and vocational courses (KHRC Report, 2001). However, the current status of the existing prisons industries and farms are in their worst conditions, enrolment of prisoners for trade test examinations is generally low, infrastructure dilapidated and equipment old and in disuse state and no indication that new ones had ever been put up (KPS, 2015). According to Kenya Prison Service Annual Publication (2017), the objective of prisons department in using vocational training as a rehabilitation tool has not been fully utilized and especially in eastern region (formerly eastern province) where all the 18 prisons have been equipped to offer vocational trainings and all the prisons in this region are registered as vocational examination centers by National Industrial Training Authority (NITA). There is a need to urgently address this anomaly to



ensure that the prisoners are given opportunity to engage in income generating activities after release, as formal employment had become scarce and highly competitive. It is against this background that the study tried to fill the gap by establishing how funding, skills of instructors, inmates' literacy levels and technology influences implementation of inmates vocational training projects in Kenya Prisons Service in Eastern Region.

### **1.3 Purpose of the Study**

The general purpose was to investigate on factors influencing implementation of prisons vocational training projects in Kenya.

### **1.4 Objectives of the Study**

The objectives for the study were:-

- i. To assess the extent to which funding influences implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region.
- ii. To examine influence of instructors' skills on implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region.
- iii. To determine influence of inmates' literacy levels on implementation of inmates' vocational training projects in Kenya Prisons Service in Eastern Region.
- iv. To examine the extent to which technology influences implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region.

### **1.5 Research Questions**

The research questions that guided the study were:-

- i. To what extent does funding influence implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region?
- ii. How does instructors' skills influence implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region?
- iii. What influence do inmates' literacy levels have on implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region?
- iv. How does technology influence implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region?

### **1.6 Significance of the Study**

The finding of the study might provide guiding managerial practices especially to the management of Kenya Prisons Service having been triggered by the inherent need to change and realign itself with vision 2030. The study might also be of importance to the other institutions whose interest lies in improved service delivery for vocational training projects.

This study might also be important to policy makers. The opening of prisons began as a government policy to enhance proper management of prisons. The status of prison reforms since the inception of the vocational training projects has not been encouraging and thus, the study may give a clear picture of the success or failure and managers of prison reforms would be able to address the challenges raised in the study for future progress. Findings of this study are expected to add to knowledge on prison reforms especially prisoners contact with outside world and the effect it has on inmates' vocational training projects.

The study might be useful to the other scholars and may provide a platform for further research in vocational training projects. This study could be a source of reference material for future researchers on other related topics. It is also expected to be of help to other academicians who undertake the same topic in their studies.

### **1.7 Delimitation of the Study**

The study established the factors influencing implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region. The study focused on prisons in Eastern Region. This is because eastern region has a high number of prisons which are registered as vocational training examination centers in Kenya. The study specifically evaluated the extent to which funding, skills of instructors, inmate's literacy levels and technology influence implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region. The target population comprised of prison officers, in charge of vocational trainings.

### **1.8 Limitations of the Study**

The respondents targeted in this study were reluctant in giving information fearing that the information being sought might be used to intimidate them or print a negative image about them. The researcher handled this by carrying an introduction letter from the University to assure them that the information they gave was treated with confidentiality and was used purely for academic purposes. The other limitation is that the study was based in prisons in Eastern Region. This study may therefore suffer from generalizability of the results if the nature of projects undertaken in Kenya prisons is significantly different from those in prisons in Eastern Region. The researcher checked for consistency and test the reliability of the data collected.

### **1.9 Assumptions of the Study**

The study assumed that there were no serious changes in the composition of the target population that might affect the effectiveness of the study sample. This study also assumed that the respondents were honest, cooperative and objective in the response to the research instruments and were available to respond to the research instruments in time. Finally, the study assumed that the authorities in the prisons in Eastern Region would grant the required permission to collect data from employees.

### **1.10 Definition of Significant Terms Used in the Study**

The following are the definitions of terms that were used throughout this study:

**Funding:** Refers to sufficiency of an economic resource, required in accomplishing an activity, or as a means to undertake an enterprise and achieve desired outcome.

**Inmate's literacy level:** This is the ability of an Inmate to use written language actively and passively; one definition of literacy is the ability to read, write, spell, listen, and speak.

**Skills of Instructors'**- The possession of appropriate mix of skills, knowledge and expertise, the motivation and will to act, experience in carrying out monitoring and evaluation programs, accurateness in implementation of inmate's vocational trainings projects.

**Technology:** is simply an advancement of simplifying how things are done. The impact of technology in modern life is immeasurable. Technology can be used in different ways but sometimes it does more damage than good.

**Vocational training projects:** these are projects that provide job-specific technical training for work in the trades. These programs generally focus on providing inmates with hands-on skills and can lead to grade test certificate.

### **1.11 Organization of the Study**

This study is organized into five chapters. Chapter one contains the introduction to the study. It presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the Study, delimitations of the study, limitations of the Study and the definition of significant terms. On the other hand, chapter two reviews the literature based on the objectives of the study. It further looks at the conceptual framework and finally the summary. Chapter three covers the research methodology of the study. The chapter describes the research design, target population, sampling procedure, tools and techniques of data collection, pre-testing, data analysis, ethical considerations and finally the operational definition of variables. Chapter four presents analysis and findings of the study as set out in the research methodology. The study closed with chapter five which presents summary of findings, discussion, conclusion, and recommendations for action and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides an extensive literature and research related to implementation of inmate's vocational training projects. This literature review summarizes a diverse spectrum of views about implementation of inmate's vocational training projects. The chapter is thus structured into empirical review, theoretical, and conceptual framework. The study also presents summary of literature and knowledge gaps that the study seeks to fulfill.

#### **2.2 Implementation of Inmate's Vocational Training Projects**

A study by Fassin (2017), found that ineffectiveness of prisons in many parts of the world is possibly traceable to two categories of problems which affect the work environment of prison officers. There are problems emanating from the other organizational components of the Criminal Justice System, that is, the police, prosecution and the courts. These problems include delayed police investigations, numerous postponements of cases, loss of police files, denial of bonds to petty offenders where these should have been granted and prolonged and/ or postponed court mentions. With such problems, prisons are forced to take care of remandees for long periods at higher costs at the expense of the meager prisons' financial allocations and limited space in inmate wards which has the consequent problem of overcrowding.

Christofferson (2014) in the study on vocational trainings found that the problems affecting the effectiveness of implementation of inmates' vocational trainings projects is inherent with the prison's organization itself. Prisons with limited infrastructural facilities such as transport and communication facilities, inmate training facilities in the workshops and industries and limited and/ or overcrowded staff and inmate housing are bound to be ineffective. Performance management, which is concerned with performance improvement in order to achieve organizational, team and individual employees' effectiveness, would require that top prison administrators ensure that junior prison officers have an enabling environment through provision of the necessary physical infrastructural facilities such as good staff housing, uncrowded inmate wards, machines

and equipment in workshops to train prisoners in useful and relevant skills for use during their post release lives.

Robert and Rogers (2010) conducted a study and found that prisons which have limitations in their human resources component are bound to be ineffective. The problems of staff shortage, poorly or inadequately trained staff and poorly remunerated prison officers have negative implications on the performance of prisons. This is because prisoners and ex-prisoners will have limited access to prison rehabilitation services such as counseling and training, they will be equipped by the officers with inadequate and/or obsolete knowledge and skills while the prison officers may become frustrated, demotivated, and/ or demoralized and engage in vices such as corruption and mistreatment of prisoners. The problem of inadequate financial resources would generally lead to a scrappy rehabilitation programme far from being effective in reforming offenders. Performance management also deals with employee development and therefore the key undertaking here is to ensure that prison officers have the capacity and competency required to perform rehabilitation activities more effectively.

### **2.3 Funding and Implementation of Inmate's Vocational Training Projects**

Jackson and Gordy (2018) in their study found that inadequate resources and facilities is a challenge in project implementation. These resources and facilities include infirmaries, gyms, dining halls as well as medicine. Most prisons in Africa are said to have substandard medical facilities and in certain instances they are non-existent. The Penal Reform International Survey conducted in the year 2000 revealed that prisoners typically suffer from a range of illnesses reflective of poor living conditions, inadequate diet not to exclude inadequate health care. These illnesses include; tuberculosis, respiratory tract infections and various water borne diseases. There is a need to ensure that more budgetary allocations are given to both the Kenya prisons service and the department of probation and aftercare services. The government can increase such allocations by attracting donors and inviting non-governmental organizations to participate in rehabilitation programmes. By doing so, the Kenya prisons service will be able to secure the necessary equipment for training prisoners and providing vocational training hence combating the current inadequacy being experienced in Kenyan penal institutions. The

increase in budgetary allocation should also be adequate for ensuring necessary equipment that will be used by prison staff such as walkie talkies and a dog section to address the security concerns and deficits in Kenyan prisons

Grant and Jewkes (2015) study found that there are factors that probably inhibit or facilitate prisoners to exploit vocational skills in prisons such as capital, whereby prisoners lack fund to run some small projects, certification in the sense that majority of prisoners are not awarded certificates from those entrepreneur learnt skills in prisons except to those few who involves in formal education such of high learning education, also society perception is among the factor as the entire society real perceive prisoners negatively hence disqualify them from getting employment opportunities, policy is another factor simply because there is no policy that envisage on how they can manage to apply those skills after their release, lastly, prison regulations is a preventive factor as it is out of date, for example a prisoner is not allowed to consult the prisons administration.

Grant and Jewkes (2015) concluded that proper budgetary allocations are crucial for the effective implementation of inmate's vocational trainings projects. Resource allocation is another key factor and includes both tangible and non-tangible resources. It is therefore upon the management to allocate these resources to their most useful utilization points as well as coordinating and integrating activities of the participating employees and their functions. It is important not to throw away important knowledge by wrongly allocating tasks through connections or special attachment to some employees. He adds that a certain degree of freedom is necessary to leave room for experiments by the employees and develop creativity to solve challenges. Sometimes adjustments of some resources to improve the process are necessary, therefore the management should monitor the process closely to intervene at the right time.

A study by Hill and Jones (2011) on resource allocation in projects found that resources are very critical in implementation of inmate's vocational trainings projects. If financial resources, human resources, technological resources are not well allocated, strategy implementation the process may stall. However, effective resource allocation does not guarantee successful strategy implementation because programs, personnel, controls, and commitment must breathe life into the resources provided. Resistance to change could

also impede strategy implementation. People often resist strategy implementation because they do not understand what is happening or why changes are taking place. In that case, employees may simply need accurate information.

Hill & Jones (2008) concluded that implementation of a project entails four criteria namely; the project's scope being delivered on schedule, it is delivered within budget and, once delivered, it meets the quality expectations of the donor and beneficiaries. For project managers to be truly successful they must concentrate on meeting all of those criteria. The reality is that most project managers spend most of their efforts on completing the project on schedule. They spend most of their time on managing and controlling the schedule and tend to forget about adequate funding allocation for all project activities.

Frankel and Gage (2016) posits that project level of funding is determined at the initial stages of project planning and usually in parallel with the development of the project schedule. The steps associated with funds allocation or budgeting for project activities are highly dependent on both the estimated lengths of tasks and the resources assigned to the project. Project budgeting therefore serves as a control mechanism where actual costs can be compared with and measured against the budget. The budget is often a fairly set parameter in the execution of the project. When a schedule begins to slip, cost is proportionally affected. When project costs begin to escalate, the project manager should revisit the project plan to determine whether scope, budget, or schedule needs adjusting.

To determine the project level of funding, the applicable cost factors associated with implementation of inmate's vocational trainings projects tasks are identified. The development of costs for each task should be simple and direct and consist of labor, material, and other direct costs. Cost of performing a task is directly related to the personnel assigned to the task, the duration of the task, and the cost of any non-labor items required by the task. A number of constraints, financial, political, and organizational, may dictate the level of funding for personnel, equipment, services and materials are allocated. The PM needs to be aware of existing funding acquisition policies, guidelines, and procedures. In addition, the preferences of the beneficiaries and/or the donor representatives may influence acquisition decisions. Information from



similar past projects can be used to gain an understanding of funding strategies; those that were successful and applicable may be considered for implementation on the project. As the funding estimate is being developed, additional tasks may be identified because the work is being further defined. It may be necessary to update the project schedule to include the activities identified during budget estimating, such as equipment, materials, and other non-human resources. The most appropriate basis for determining the level of funding for a project is the nature and scope of the project (Grant & Jewkes, 2015).

Burrow (2011) found that a key function of planning for successful implementation of a project is to estimate the costs, staffing, and other resources needed for the project work. It is important to weigh in on project budget needs at the project design stage so that funds are allocated specifically to key project tasks. For instance, planners must build a realistic budget that incorporates the full costs of project activities, including operational monitoring and the assessments. The budget for the project should list all tasks and overall responsibilities; analyze the necessary items associated with each task, and determine their cost; budget for staffing, including full-time staff, external consultants, capacity building/training, and other human resource expenses.

More importantly, Burrow (2011) recommended that beyond government accountability, resource fund allocation should be considered as an opportunity for organizations and their partners to improve project delivery, win over reluctant decision makers and possibly leverage additional interest and investment for scaling-up or replicating activities. Applying too few resources to any given activity slows progress and applying too many can cause crowding that reduces productivity and wastes resources that could be used more efficiently by other activities. Therefore, the effective and efficient allocation of scarce resources in project activities within phases is a realistic management opportunity for improving project schedule performance.

#### **2.4 Skills of Instructors and Implementation of Inmate's Vocational Training Projects**

According to Bray (2010), there is increasingly awareness of instructors' skills through up-to-date information on organization's operations and finances as a way of ensuring return on their investment. Reaching a satisfactory level of implementation of inmates'

vocational trainings projects necessarily requires more than just securing funds from diversified sources. It requires as much strengthening government and operational capacities. There exists a causal relationship between project implementation and certain factors associated with government public organization management, leadership, public image, service provision and community participation. These factors could contribute to or impede financial viability of given government public organization.

The lacking skills vary from sociologists, psychiatrists, psychologists, professional counselors, social workers and penologists especially those from security studies. These skills are crucial in the rehabilitation effort of offenders and reintegration back to the society. The poor working conditions of the prisons staff especially those of the junior cadre lowers their morale thus they are unable to fully dedicate themselves to working in such unbearable conditions. It is ironical that the same prison officers who are supposed to rehabilitate the prisoners suffer similar consequences as the prisoner (Odundo, 2017).

Effective implementation of inmates' vocational trainings projects depends on competent personnel and effective internal organizational systems. No organization can hope to perform the activities required for successful strategy implementation without attracting, motivating and retaining talented managers and employees with suitable skills and intellectual capital. The task of implementing challenging strategic initiatives must be assigned to executives who have the skills and talent to handle and can be counted on to turn decisions and actions into results to meet established targets. Without a smart, capable result-oriented management team, the implementation process ends up being hampered by missed deadlines, misdirected or wasteful efforts. Building a capable organization is thus a priority in strategy execution. High among organizational building priorities in the strategy implementation is the need to build and strengthen competitive valuable competencies and organizational capabilities. Training therefore becomes important when an organization shifts to a strategy that requires different skills, competencies and capabilities and hence the skills of instructors of PMC members are core (Burrow, 2011).

Diamond and Khemani (2010) posit that lack of capacity is regarded as one of the primary causes for the delay government projects implementation process in Ghana. On the other hand, the emphasis on capacity building through training was one of the major contributing factors to the success of major government projects in Tanzania. Chene (2009) adds that absence of staff with the requisite project management knowhow and experience cannot be mitigated with ease through training and hiring. The salary structure and terms of employment in the public sector are more often than not unable to compete at par with the private sector. Needless to say, candidates possessing it skills are not incentivized to join the public sector. To aggravate the situation, many trained personnel leave the public service for better job opportunities elsewhere.

Jillo (2016), found that for the government projects to be successful, in addition to internal resources, great care should be taken when outsourcing especially in terms of technical assistance during different phases of the project design and implementation since in most cases the management skills is not satisfactory. The external consultant should have extensive experience in the public sector financial management. The consultant should essentially be an expert in design, implementation, management and operation of government accounting, budget and financial management systems especially in a developing country's environment. He or she must have experience in the management and operation of modern computerized financial systems in a government budgeting and accounting environment

A study by Kirk and Nolan (2010) found that management has failed in project implementation and this has led to weak projects governance, technical areas of development, and poor leadership that cannot be entrusted with implementation of projects. Complementary experience in training, management development, human resource management and organizational change in developing countries ought also to be a prerequisite. The consultant, finally, should also have experience in project management and implementation, working in the advisory and training capacity in developing countries. Training of staff in the right skill is a fundamental issue in strategy implementation. It is important that project management committee (PMC) members that

are carrying out the implementation of organization strategies are well skilled and are able to perform their duties well to the organization's expectations.

A study by Obumba (2011) established that implementation of organization communication depends on the skills of employees. Strategic Plans in private organizations advised that in order to attain high levels of performance in the implementation of organization strategies, it is important that the project management committee members involved are well trained and equipped with the right skills that can help them perform their duties effectively. Burrow (2011) established that training in various skills is crucial in building an effective human resource capacity that can deliver on the organization strategies. The more the county government project management committee members are trained in effective strategy implementation the more they are able to deliver on their strategies.

A study by Patrick (2010) established that training involves time, effort and money by an organization, so an organization should to be very careful while designing a training programme. Chira (2011) on the effects of training on the performance of government training institutions advised that the purpose and requirements for training have to be established and the mode of training must be selected based on the requirements and strategic aims identified. After this is accurately done, the process of obtaining feedback should be initiated through use of structured interviews to establish the success of the program.

## **2.5 Inmate's Literacy Levels and Implementation of Inmate's Vocational Training Projects**

The study by Obumba (2012) established that many prisoners have negative previous experiences of education and are likely to have dropped out of school early. In the Netherlands for instance it has been calculated that 27% of early school leavers were suspected of a crime in comparison to 7% of non-school leavers<sup>29</sup> and in Ireland the committal rate for males is considerably higher for early school leavers (46.6 out of 1,000) compared with those who achieve the Leaving Certificate (1.6 out of 1,000). The provision of learning opportunities in prison can thus provide a 'second chance' to these potential learners. By providing learner-centered education in terms of both content and

methods, prisoners can be given another opportunity to realize their potential. Second chance education thus has an important role to play in providing an educationally-sound alternative to prisoners' negative pre-prison educational experiences.

Of all the different types of correspondence education that prisoners can participate in, career and vocational courses for prisoners are probably the most useful. This is because they quickly and relatively inexpensively provide prisoners with the knowledge and tools needed to immediately get a job upon their release from prison. While there is currently no robust evidence to suggest that a lack of basic skills is predictive of offending, it is true that amongst the prison population, levels of education tend to be low, with many prisoners lacking basic skills such as literacy and numeracy. The Irish Prison Literacy Survey for example found that approximately 53% of the Irish prison population had literacy levels of level 1 in the National Qualifications Framework (which is the lowest literacy level) or below, compared to 23% of the general population overall (Chira, 2011).

## **2.6 Technology and Implementation of Inmate's Vocational Training Projects**

Akanni, Oke and Akpomiemie, (2013) in a study of implications of rising cost concluded that technology has become a new competition frontier for many organizations in the world and thus has become the area that has been explored widely by many researchers over the years. Organizations view technology in terms of computers and other information technology facilities. In the past, technology was widely deployed in organizations to assist with routine administrative and clerical jobs. Unlike in the earlier years where technology was used just as a recording and data processing tool, this perspective has changed, and it is now widely acknowledged that technology is a competitive weapon with abilities to change an industry's structure.

The lack of technological know-how and the shortage of managerial manpower are considered to be one of the major problems and constraints facing the nation. The situation is aggravated by acute shortage of managerial manpower. As at today, the country still remains a net importer of technical manpower, virtually most spare parts are imported and most investment in research and development are made abroad, except those sponsored by the government in public owned institutions (Akanni, Oke & Akpomiemie, 2013).

A study by Jaspesonet (2012) found that a vast majority of the world's organizations including the very small ones rely on technology for day to day management and running of operations. The work place has significantly changed with almost every organization incorporating IT among its functional departments. Today most communication is done through email whether internal or external. Organizations are embracing IT among all the functional departments with the aim of improving efficiency and increasing effectiveness. The use of any IT in organizations can be viewed from a lifecycle perspective with three distinct phases; peruse, initial use and continued use.

Jaspesonet (2015) in a study on how technology improves training, concluded that adoption of technology is characterized with the user getting acquainted with the features of a particular technology when exposed to the same for the first time. This exposure may occur through word of mouth, a demonstration or through any of the advertising media. This phase is followed by the initial use phase which refers to the first time the user begins to employ features of a technology. The user further engages in detailed feature of the technology to support business activities and this is referred to as adaptive use. Continuous use is the third stage and occurs if technology features are not fully explored. However, if technology features are explored, it results into an alternative third phase, known as adaptation and stabilizations through reutilization of patterns of use.

## **2.7 Theoretical Review**

This section discusses the theoretical foundation on which the study is anchored. The study was grounded on the human capital theory, agency theory and resource-based view theory.

### **2.7.1 Human Capital Theory**

Human capital theory was put forward by Becker in 1964 who argued that entrepreneurial knowledge of an individual gained from education adds economic value to a firm. Skills and knowledge gained through education is of importance to employees as they perform their tasks as it improves their performance. Project management teams require practical skills to run the projects effectively. These skills could be acquired from technical institutions, formal education or on job training.

This theory has been put in application in several occasions. The concept has shown the inevitability for the projects management team to have skills and understanding in project management cycle and use of project management tools and techniques in project implementation. The management needs analytical expertise, creativity and the ability to interpret it and apply the skills (Modesto & Tichapondwa, 2009).

The task of implementing challenging strategic initiatives must be assigned to executives who have the skills and talent to handle and can be counted on to turn decisions and actions into results to meet established targets. Without a smart, capable result-oriented management team, the implementation process ends up being hampered by missed deadlines, misdirected or wasteful efforts. Hence human capital theory is relevant in this study to help in explaining the skills of instructors of project management committee members.

### **2.7.2 Agency theory**

The Principal-Agent (Agency) theory supports development of budgeting. The classic agency theory concept was developed by Berle and Means in 1932. The theory explains why conflicts exist between principals (shareholders/owners) and their agents (managers) leading to agency costs. It aims at reducing information asymmetry so that both the principal and agent read from the same script through the threat of sanctions and the possibility of incentives. Agency theory is developed around the concept of contractual relationships between two groups with conflicting objectives, i.e. principles and agents. The objective in agency theory is to structure the contractual relationship between these groups so that agents take actions to maximize the welfare of principals. This is based on standard principal-agent models involving supervision (Khalil & Lawaree, 2016).

The National Treasury has control of line ministries and state corporations and is supposed to represent the public interest. State corporations are seen as agents of the National Treasury (principal) because they are required to produce a certain level of public output including the quality of this output in exchange for their budget appropriation. An emerging representative of the public interests in the budget making process has been embodied through civic groups' and the legislature's involvement in the budget making process in most developing countries This trend has been associated with

three important international developments i.e. democratization, devolution and public expenditure management reforms. The pair ‘expenditure program-budget appropriation’ can be interpreted as the two components of the contract between the National Treasury and state corporations (Kirimi, 2012). That relationship entails both hidden actions (the productive effort of the civil servants, possible perquisite consumption, or corruption) and hidden information (the exogenous productivity of that particular sector of the economy), with the agents having the informational advantage over the principal, explaining skills of instructors’ influence on implementation of inmate’s vocational training projects.

### **2.7.3 Resource Based View Theory**

The resource-based view (RBV) of Wernerfelt (1984) suggests that competitiveness can be achieved by innovativeness. The Resource-Based View (RBV) Theory espouses that certain assets with certain characteristics will lead to sustainable advantage and therefore high strategic returns in terms of market share or profits. This is to say the differences in firm resources and their degree of immobility determine the firm’s course. Barney (1991) argues that resources are all assets, capabilities, organizational processes, firm attributes, information, knowledge, controlled by a firm to enable the firm to conceive and implement strategies that improve its efficiency and effectiveness. In other words, resources are the strengths that enable firms to implement their strategies. Resource heterogeneity can be long lasting and therefore produce sustainable advantage since these resources may not be perfectly mobile across firms.

Buller and McEvoy (1994), adds that Strategic analysis should make clear why firms are able to get into advantageous positions and how they are able to sustain these positions. Amit and Schoemaker (1993), points out that the managers need to make resource deployment decisions in advance, therefore the need to have to face biases and errors arising from uncertainty, complexity, and organizational conflicts. Resource-based models support strategy design by providing operative tools that make it possible to trace consequences of different strategies. Collis (1991) says that strategy is dependent on and constrained by the controlled resources, and on the other hand, strategy coordinates the development and protection of existing resources and the acquisition of new resources, taking into account the competitive environment.



Stalk and Hout (1990), argue that the increasing rate of change has put increasing pressure on firms to react more quickly, as time is often seen as source of competitive advantage. All these reasons suggest that firms may look inwardly for strategic opportunities, while, at the same time, must conceptualize how they think of industries and define competitors. Leonard and Barton (1995), adds that not only must firms be able to create knowledge within their boundaries, but they must also expose themselves to a bombardment of new ideas from their external environment in order to prevent rigidity, to encourage innovative behavior, and to check their technological developments against those of competitors.

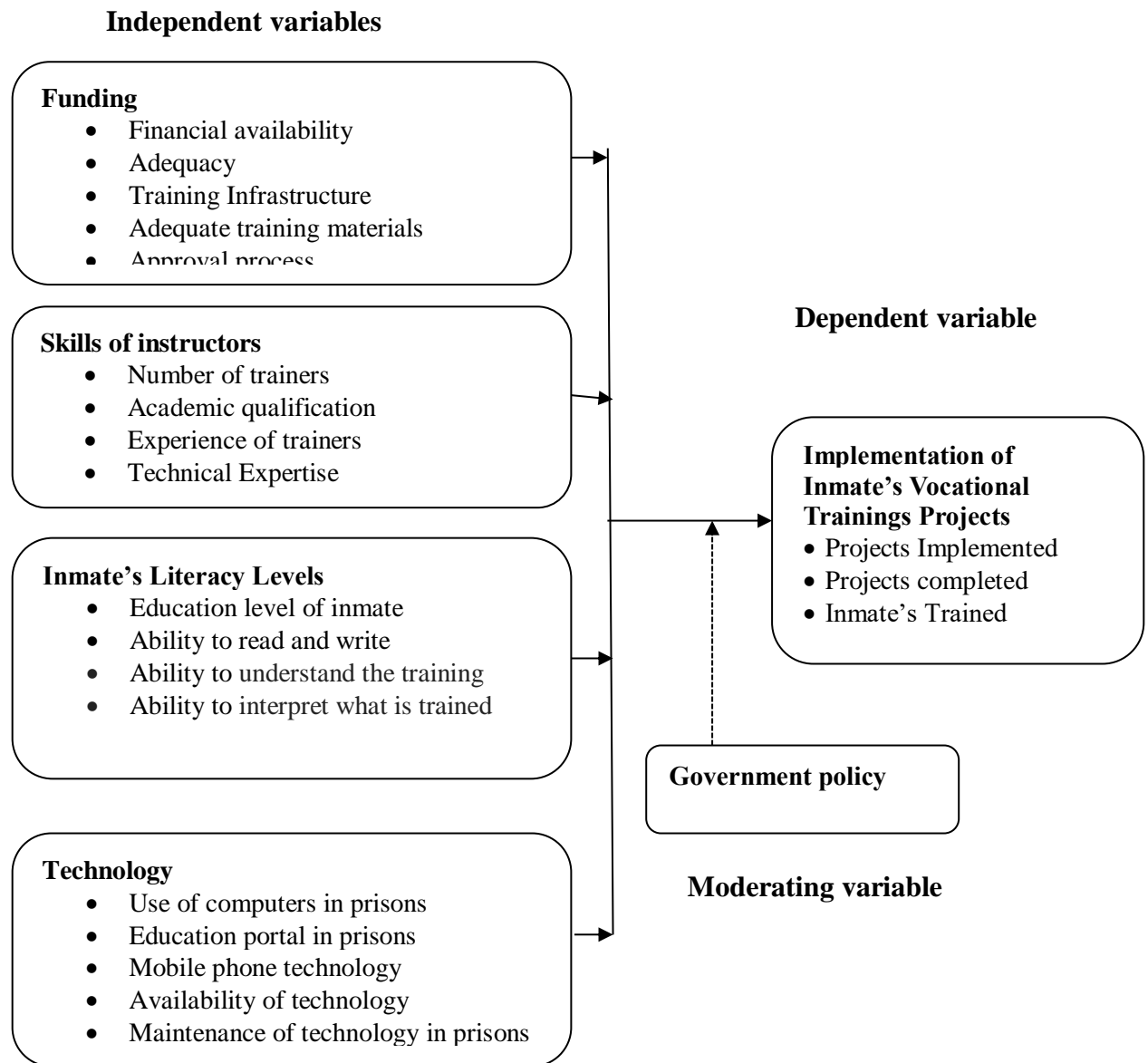
Teece and Augier (2009), did put forward the dynamic capabilities' framework, which refer to the firm's ability to integrate, build, and reconfigure internal and external competences to address rapidly changing environments. It argues that, coordination or integration, learning and transformation are the fundamental dynamic capabilities that serve as the mechanisms through which available stocks of resources like marketing, financial and technological assets can be combined and transformed to produce new and innovative forms of competitive advantage.

It is therefore upon the management to allocate these resources to their most useful utilization points as well as coordinating and integrating activities of the participating employees and their functions. Hence this theory is relevant to the study it helps in bringing basic understanding of funding in effective implementation of inmate's vocational trainings projects.

## **2.8 Conceptual Framework**

A conceptual framework is an interconnected set of ideas about how a particular phenomenon functions or is related to its parts. The framework serves as the basis for understanding the causal or correlational patterns of interconnections across events, ideas, observations, concepts, knowledge, interpretations and other components of experience (Svinicki, 2010). In this study, the independent variables include funding, skills of instructors, inmate's literacy levels and modern technology and dependent variable (effective implementation of inmate's vocational trainings projects in Kenya Prisons

Service. The interaction of independent variables and dependent variable is as presented in figure 2.1.



**Figure 2.1: Conceptual Framework**

In this study, funding of projects influences the vocational trainings especially when the sufficiency of an economic resource required for accomplishing an activity, or as means to undertake an enterprise and achieve desired outcome. The inmate's literacy levels and the ability of an Inmate to use written language actively and passively may influence the

implementation of vocational training projects. This affects the ability to read, write, spell, listen, and speak. The impact of technology in modern life may influence the implementation of vocational trainings since the technology can be used in different ways and sometimes technologies do more damage than good. The skills of instructors where the prisons staff are the ones training inmates need to have competency and the possession of appropriate mix of skills, knowledge and expertise, the motivation and will to act, experience in carrying out monitoring and evaluation programs, accurateness in implementation of inmate's vocational trainings projects

## **2.9 Summary of literature Review**

Most of the reviewed studies in this chapter have been conducted in developed countries whose approach to factors affecting Various studies suggest several factors that may contribute to the increased effectiveness of vocational training programs in prison. The findings of the studies mentioned above indicate that the training programs in prison are more effective when it comes to adult offenders. Other projects have been stopped due to various challenges such as repeated accusation of abuse of funds, lack of technical capacity, poor planning and a litany of other weaknesses which threaten to undermine the very success of the projects. Therefore, the government has continually assessed the environment and tries to identify changes and the challenges that might impend to the implementation process then establish the necessary measures to the encountered challenges so as realize successful strategy implementation to achieve the organizational objective.

Previously, (Osayi, 2013; Ostermann & Matejkowski, 2014; Feig, 2015; Link, 2016; Omboto, 2013) assessed the challenges facing rehabilitation of prisoners in Kenya and the mitigation strategies, factors influencing individuals to commit robbery with a focus on convicted robbers at Kamiti and Langata prisons and critical overview of the Kenyan Prisons System focusing on understanding the challenges of correctional practice. It is from this information that the study wants to establish how funding, skills of instructors, inmate's literacy levels and modern technology influences effective implementation of inmate's vocational trainings projects in Kenya prisons service.

## 2.9 Research Gaps

Variable	Source of literature	Findings	Knowledge gap
<b>Funding</b>	Jackson & Gordy (2018)	-Inadequate resources and facilities,	There is no suggestion on
	Grant & Jewkes (2015)	-Lack fund to run projects,	how to access
	Burrow (2011)	-lack of proper budgetary allocations-poor estimate the costs, staffing	more funds to implement projects
<b>Skills of instructors</b>	Odundo (2017)	-Lacking skills in various	There is no such
	Bray (2010)	professions,	study in Kenya
	Diamond & Khemani (2010)	-- lack of capacity and absence of staff with the	Prisons Service.
	Chene (2009)	requisite project management	
<b>Inmate's Literacy Levels</b>	Chira (2011)	- approximately 53% of the Irish prison population had the lowest literacy levels	There is no such study in Kenya Prisons Service
	Obumba (2012)	-negative previous experiences of education -most prisoners are likely to have dropped out of school early.	
<b>Technology</b>	Akanni, Oke & Akpomiemie (2013)	-lack of technological know-how	There is no such study in Kenya Prisons Service.
	Jaspesonet (2005)	-shortage of managerial manpower	
		-reliance on technology for day to day management and running of operations	

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter introduces and describes the research methodology which was used to carry out the study. It outlines the research design, the target population, sampling design techniques, data collection instruments and data collection procedures, piloting and the validity and reliability of the research instruments. The data analysis techniques and ethical considerations were also presented in this chapter.

#### **3.2 Research Design**

The study adopted a descriptive research design which is concerned with describing the characteristics of a particular individual, or groups (Kothari 2012). This method is suitable since it allowed flexible data collection and the respondents were not manipulated. According to Burns and Grove (2001), a descriptive research design is a type of research design that is used when one wants to get current information on the status of a person or object. Walter (2009) argues that descriptive research design is used when the problem is known and well designed.

#### **3.3 Target Population**

Population of a study is a complete group of entities sharing common features (Zikmund, 2010). According to Sekaran and Bougie (2010), a population is the total collection of elements about which we wish to make inferences. There are 18 prisons in the Eastern region of Kenya. The target population for this study comprised of prison officers in charge of vocational trainings in the 18 prisons in the Eastern region of Kenya. There are 130 technical prison officers who are deployed at eastern region to facilitate vocational trainings.

#### **3.4 Sample Size and Sampling Procedure**

The sample size used in this study was 130 respondents, after the study adopted a census sample design since the target population was manageable and the respondents were within systems that could be accessed easily. According to Kothari (2014), a census is a complete enumeration of all items in the population. It is presumed that in a census

inquiry, all the respondents are covered and there is no element of chance which is left, and the highest degree of accuracy is obtained especially when the population is small as it is evident in this study.

### **3.5 Research Instruments**

Data collection instrument is a device used to collect data in an objective and a systematic manner. The study used a questionnaire which had both open ended and closed ended questions. The open-ended questions were used so as to encourage the respondent to give an in-depth and felt response without feeling held back in illuminating of any information and the closed ended questions allowed respondent to respond from limited options that had been stated. According to Saunders (2011), the open ended or unstructured questions allow profound response from the respondents while the closed or structured questions are generally easier to evaluate. The questionnaires were used in an effort to conserve time and money as well as to facilitate an easier analysis as they are in immediate usable form.

#### **3.5.1 Pilot Testing**

The study carried out a pilot test to test the validity and reliability of the questionnaires in gathering the data required for purposes of the study. Pilot testing refers to putting of the research questions into test to a different study population but with similar characteristics as the study population to be studied (Kumar, 2005). According to Zikmund (2010), pilot testing should be conducted to a sample equivalent of 10% of the total sample in the study. In consideration to this, 13 questionnaires were administered to respondents from prisons in central region who were chosen at random. After one day the same participants were requested to respond to the same questionnaires but without prior notification in order to ascertain any variation in responses of the first and the second test. This is very important in the research process because it assists in identification and correction of vague questions and unclear instructions. It is also a great opportunity to capture the important comments and suggestions from the participants. This helped to improve on the efficiency of the instrument. This process was repeated until the researcher was satisfied that the instrument had no variations or vagueness.

### 3.5.2 Validity of Research Instruments

According to Golafshani (2012), validity is the accuracy and meaningfulness of inferences, based on the research results. One of the main reasons for conducting the pilot study is to ascertain the validity of the questionnaire. The study used content validity which draws an inference from test scores to a large domain of items similar to those on the test. Content validity is concerned with sample-population representativeness. Gillham (2011) stated that the knowledge and skills covered by the test items should be representative to the larger domain of knowledge and skills. The supervisor was consulted to offer expert opinion and to comment on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the research tools. This helped to improve the content validity of the data that was collected. Content validity was obtained by asking for the opinion of the supervisor, lecturers and other professionals on whether the questionnaire was adequate.

### 3.5.3 Reliability of Research Instruments

Reliability of research instruments was tested. Instrument reliability on the other hand is the extent to which a research instrument produces similar results on different occasions under similar conditions. It's the degree of consistency with which it measures whatever it is meant to measure (Bell, 2010). Reliability is concerned with the question of whether the results of a study are repeatable. The questionnaires were administered to 13 of respondents from Central region and their responses used to check the reliability of the tool. This comprises of 10% of the sample size. A construct composite reliability coefficient (Cronbach alpha) of 0.7 or above, for all the constructs, is considered to be adequate for this study (Rousson, Gasser & Seifer, 2012). Reliability coefficient of the research instrument was assessed using Cronbach's alpha ( $\alpha$ ) which was computed as follows:

$$A = \frac{k}{k-1} \times [1 - \frac{\sum (S^2)}{\sum S^2 \text{sum}}]$$

Where:

$\alpha$  = Cronbach's alpha

k = Number of responses

$\sum (S^2)$  = Variance of individual items summed up

$$\sum S^2_{\text{sum}} = \text{Variance of summed up scores}$$

The results are as presented in the table below;

**Table 3.1: Reliability Analysis**

	<b>Cronbach's Alpha</b>	<b>Number of items</b>	<b>Decision</b>
Funding	0.857	4	Reliable
Skills of instructors	0.869	5	Reliable
Inmate's literacy levels	0.773	5	Reliable
Modern technology	0.834	4	Reliable

From the findings, the skills of instructors was the most reliable with an alpha value of 0.869, followed by funding with an alpha value of 0.857, then modern technology with an alpha value of 0.834 while inmate's literacy levels was the least reliable with an alpha value of 0.773. This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Kothari, 2004). This, therefore, depicts that the research instrument was reliable and therefore required no amendments.

### **3.6 Data Collection Procedures**

The researcher obtained an introduction letter from the university which was presented to each stakeholder so as to be allowed to collect the necessary data from the respondents. The drop and pick method was preferred for questionnaire administration so as to give respondents enough time to give well thought out responses. The researcher booked appointment with respondent organizations at least two days before visiting to administer questionnaires. The researcher personally administered the research instruments to the respondents. This enabled the researcher to establish rapport, explain the purpose of the study and the meaning of items that were not be clear as observed by Best and Khan (2003).

### **3.7 Data Analysis Techniques**

The study generated both quantitative and qualitative data. Descriptive statistics data analysis method was applied to analyze numerical data gathered using closed-ended questions. The data collected was analyzed using Statistical Package for Social Sciences (SPSS Version 23). All the questionnaires received were referenced and items in the



questionnaire were coded to facilitate data entry. After data cleaning which entails checking for errors in entry, descriptive statistics such as frequencies, percentages, mean score and standard deviation were estimated for all the quantitative variables and information presented in form of tables. The qualitative data from the open-ended questions were analyzed using conceptual content analysis and presented in prose under the specific objectives. Inferential data analysis was done using multiple regression analysis.

Besides using frequencies and descriptive analysis, the study used multiple linear regression analysis to test the statistical significance of the various independent variables. Multiple regression was used because it is the procedure that uses two or more independent variables to predict a dependent variable. Since there are four independent variables in this study the multiple regression model generally assumed the following equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: -

Y= Effective implementation of inmate's vocational training projects

$\beta_0$ =constant

$\beta_1, \beta_2, \beta_3$  and  $\beta_4$  = regression coefficients

$X_1$ = Funding

$X_2$ = Skills of instructors

$X_3$ = Inmate's literacy levels

$X_4$ = Modern technology

$\varepsilon$ =Error Term

### **3.8 Ethical Considerations**

The researcher observed the following standards of behaviour in relation to the rights of those who became subject of the study or were affected by it: First, in dealing with the participants, they were informed of the objective of the study and the confidentiality of the obtained information, through a letter to enable them give informed consent. Once

consent was granted, the participants maintained their right, which entailed but was not limited to withdraw or decline to take part in some aspect of the research including rights not to answer any question or set of questions and/or not to provide any data requested; and possibly to withdraw data they have provided. Caution was observed to ensure that no participant was coerced into taking part in the study and, the researcher seeks to use minimum time and resources in acquiring the information required. Secondly, the study adopted quantitative research methods for reliability, objectivity and independence of the researcher. While conducting the study, the researcher ensured that research ethics are observed. Participation in the study was voluntary. Privacy and confidentiality of individuals were also observed. The objectives of the study were explained to the respondents with an assurance that the data provided was used for academic purposes only.

### **3.9 Operationalization of Variables**

The operationalization of variables is shown in Table 3.2.

**Table 3.2: Operationalization of Variables**

<b>Objectives</b>	<b>Type of Variable</b>	<b>Variable</b>	<b>Measuring of Indicators</b>	<b>Tools of analysis</b>	<b>Measurement Scale</b>	<b>Type of analysis</b>
To evaluate the extent to which funding influences effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service	Independent	Funding	Financial availability Adequacy Training Infrastructure Adequate training materials Approval process	Percentages Frequencies	Ordinal	Descriptive statistics Regression analysis
To examine the influence of skills of instructors influences effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service	Independent	Skills of instructors	Number of trainers Academic qualification Experience of trainers Technical Expertise	Percentages Frequencies	Ordinal	Descriptive statistics Regression analysis
To evaluate the influence of inmate’s literacy levels influences effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service	Independent	Inmate’s literacy levels	Education level of inmate Ability to read and write Ability to understand the training Ability to interpret what is trained	Percentages Frequencies	Ordinal	Descriptive statistics Regression analysis

To examine the extent to which modern technology influences effective implementation of inmate's vocational trainings projects in Kenya Prisons Service	Independent	technology	Use of computers in prisons Education portal in prisons Mobile phone technology Availability of technology Maintenance of technology in prisons	Percentages Frequencies	Ordinal	Descriptive statistics Regression analysis
	Dependent	Effective implementation of inmate's vocational trainings projects in Kenya Prisons Service	Projects Implemented Projects completed Inmate's Trained	Percentages Frequencies	Ordinal	Descriptive statistics Regression analysis

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter contains sections that have the analysis of the data collected concerning the subject under study, its presentation (in tables containing the means, standard deviation, frequencies and percentages) and its interpretation which is given in prose. The chapter is organized to present the findings by first looking at the response rate, the demographic variables and objectives. In order to simplify the discussions, the researcher provided tables that summarize the collective responses of the respondents.

#### 4.2 Response Rate

The respondents who were sampled were 130 and questionnaires were administered to them all but only 98 questionnaires were returned. This gave a response rate of 74.2% which is above 50% and is considered significant response rate for as statistical analysis as prescribed by Sekaran (2011).

**Table 4.1: Response Rate**

	<b>Number of respondents</b>	<b>Percent</b>
Response	98	74.2
Non- Response	32	25.8
<b>Total</b>	<b>130</b>	<b>100</b>

#### 4.3 Background Information

The study sought to know general information of the respondents by examining their level of education and working experience. This was of great importance for it gave the researcher a clue of who is filling the questionnaires and be able to know if the respondents are the targeted ones and whether the information given is the correct one he was seeking.

##### 4.3.1 Gender of the Respondents

The respondents were requested to indicate their gender. Their responses were as illustrated in Table 4.2.

**Table 4.2: Gender of the Respondents**

	<b>Frequency</b>	<b>Percent</b>
Male	67	68.4
Female	31	31.6
<b>Total</b>	<b>98</b>	<b>100</b>

From the findings, the respondents indicated their gender to be male as shown by 68.4% and the others indicated their gender as female as shown by 31.6%. This is an indication that the researcher collected data from all the respondents, regardless of the gender. There being mixed and different reactions and opinions between the genders increased the quality of the data collected.

#### **4.3.2 Age Bracket of the Respondents**

The respondents were requested to indicate their age bracket. Their responses are as shown in Table 4.3.

**Table 4.3: Age Bracket of the Respondents**

	<b>Frequency</b>	<b>Percent</b>
18-25 years	3	3.1
26-35 years	27	27.6
36-45 years	46	46.9
46 years and above	22	22.4
<b>Total</b>	<b>98</b>	<b>100</b>

From the findings, 46.9% of the respondents indicated their age was between 36 and 45 years, 27.6% indicated to be aged between 26 and 35 years, 22.4% indicated an age of 46 years and above while 3.1% indicated an age of between 18 and 25 years. This implies that data was collected across all the age brackets making it more resourceful for the study as respondents of different age brackets have different opinions.

#### **4.3.3 Education Level of Respondents**

The researcher asked the respondents to indicate their highest level of education. Table 4.4 presents their responses.

**Table 4.4: Highest Level of Education of Respondents**

	<b>Frequency</b>	<b>Percent</b>
'O' Level	43	43.9
Certificate/Diploma	37	37.8
Degree	14	14.2
Postgraduate	4	4.1
<b>Total</b>	<b>98</b>	<b>100.0</b>

From the findings in Table 4.5, most (43.9%) of the respondents indicated that their highest level of education was 'O' Level, followed by 37.8% of certificate and diploma while those who had degree were 14.2% and postgraduates were 4.1%. This is an indication that every respondent who participated in data collection for this study had basic education hence the data collected was accurate and meaningful to the study. Also most of the respondents had 'O' Level since most of the prison officers are recruited as form four leavers and very few further their education.

#### **4.4 Factors Influencing Implementation of Inmate's Vocational Training Projects**

The purpose of the study was to investigate on factors influencing implementation of prisons vocational training projects in Kenya. Specifically, the study sought to establish the influence of funding, instructors' skills, inmates' literacy levels and technology on implementation of prisons vocational training projects in Kenya. The findings are as illustrated in various sub sections.

##### **4.4.1 Funding and Implementation of Inmate's Vocational Trainings Projects**

The study sought to assess the influence of funding on implementation of inmate's vocational training projects in Kenya Prisons Service. The researcher asked the respondents using a Likert scale of 1-5 to indicate the extent to which funding influences implementation of inmate's vocational training projects in Kenya Prisons Service. Their responses were presented in Table 4.5.

**Table 4.5: Extent to which Funding Influences Implementation of Inmate's Vocational Training Projects.**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Low extent	11	11.2
Moderate extent	26	26.5
Great extent	41	41.8
Very great extent	20	20.4
<b>Total</b>	<b>98</b>	<b>100</b>

From the findings, the study found that funding influences implementation of inmate's vocational training projects in Kenya Prisons Service greatly as shown by 41.8%, moderately as shown by 26.5%, very greatly as shown by 20.4% and to a low extent as shown by 11.2%. This clearly implies that funding influences implementation of inmate's vocational training projects in Kenya Prisons Service greatly.

Moreover, the researcher further requested the respondents to use a Likert scale of 1-5 and indicate the extent to which aspects of funding influences implementation of inmate's vocational training projects in Kenya Prisons Service. Their responses were presented in Table 4.6.

**Table 4.6: Extent to which Aspects of Funding Influence Effective Implementation of Inmate's Vocational Training Projects**

<b>Responses</b>	<b>Mean</b>	<b>Std. Dev.</b>
Financial availability	3.929	0.630
Training Infrastructure	2.449	1.219
Adequate training materials	4.347	0.675
Training funds Approval process	3.312	0.987

From the findings, the respondents indicated that adequate training materials as expressed by a mean of 4.347 and that financial availability as shown by a mean of 3.929 greatly influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. Furthermore, the respondents indicated that Training funds Approval process moderately influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. However, the respondents indicated that training



infrastructure as illustrated by a mean of 3.449 influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service to a low extent.

On the ways in which prisons department can improve the funding and implement Inmate’s Vocational Training Projects, the respondents indicated through partnership with the government to allocate enough funds for Vocational Training Projects in the national budget, engagement of donors for extra funding and inviting non-governmental organizations to participate in rehabilitation programmes.

#### **4.4.2 Skills of Instructors and Implementation of Inmate’s Vocational Trainings Projects**

The study further sought to examine the influence of skills of instructors on effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service. The respondents were requested by the researcher to indicate the extent to which skills of instructors influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service using a Likert scale of 1-5. Their responses were as illustrated in Table 4.7.

**Table 4.7: Extent to which Skills of Instructors Influence Implementation of Inmate’s Vocational Training Projects**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Low extent	21	21.4
Moderate extent	23	23.5
Great extent	44	44.9
Very great extent	10	10.2
<b>Total</b>	<b>98</b>	<b>100</b>

From the results, the respondents indicated that skills of instructors influence implementation of inmate’s vocational trainings projects in Kenya Prisons Service to a great extent as shown by 44.9%, to a moderate extent as shown by 23.5%, to a low extent as shown by 21.4% and to a very great extent as shown by 10.2%. This reveals that skills of instructors influence implementation of inmate’s vocational training projects in Kenya Prisons Service greatly.

The researcher also asked the respondents to indicate the extent to which aspects of skills of instructors influence implementation of inmate’s vocational training projects in Kenya Prisons Service using a Likert scale of 1-5. Their responses were as shown in Table 4.8.

**Table 4.8: Skills of Instructors Influence on Implementation of Inmate’s Vocational Training Projects**

<b>Responses</b>	<b>Mean</b>	<b>Std. Dev.</b>
Number of trainers	2.776	0.682
Academic qualification	3.194	0.970
Experience of trainers	4.194	0.653
Technical Expertise	3.813	0.576
Number of trainers	4.081	0.987

From the outcomes, the respondents indicated that experience of trainers as shown by a mean score of 4.194, number of trainers as shown by a mean of 4.081 and technical expertise as shown by a mean of 3.813 influence implementation of inmate’s vocational training projects in Kenya Prisons Service to a great extent. Moreover, from the outcomes the respondents indicated that academic qualification as expressed by a mean score of 3.194 and number of trainers as illustrated by a mean score of 2.776 influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service to a moderate extent.

On the ways in which prisons department can improve the trainer’s skills to enhance implementation Inmate’s Vocational Training Projects, the respondents indicated that trainer’s skills can be improved through organized training seminars, benchmarking trips, organized professional courses and in office mentoring. The respondents also indicated that trainers skills can be improved through Training in the right skill and capacity building.

#### 4.4.3 Inmate's Literacy Levels and Implementation of Inmate's Vocational Training Projects

Further the study sought to determine the influence of inmate's literacy levels on implementation of inmate's vocational training projects in Kenya Prisons Service. The researcher also requested the respondents to give their response on the extent to which inmate's literacy levels influences implementation of inmate's vocational training projects in Kenya Prisons Service. Their responses were as shown in Table 4.9.

**Table 4.9: Extent to which Inmate's Literacy Levels Influence Implementation of Inmate's Vocational Training Projects**

Responses	Frequency	Percent
Low extent	14	14.3
Moderate extent	25	25.5
Great extent	38	38.8
Very great extent	21	21.4
<b>Total</b>	<b>98</b>	<b>100</b>

The respondents indicated that inmate's literacy levels greatly influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service as illustrated by 38.8%, moderately as illustrated by 25.5%, very greatly as illustrated by 21.4% and to a low extent as shown by 14.3%. This implied that inmate's literacy levels influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly.

The researcher also requested the respondents to give their response on the extent to which inmate's literacy levels aspects influences effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. Their responses were as shown in Table 4.10.

**Table 4.10: Extent to which Inmate's Literacy Levels Influence Implementation of Inmate's Vocational Training Projects**

Responses	Mean	Std. Dev.
Education level of inmate	4.347	0.788
Ability to read and write	2.765	0.835
Ability to understand the training	4.122	0.853
Ability to interpret what is trained	3.316	0.934

The respondents indicated that education level of inmate as illustrated by an average of 4.347 and ability to understand the training as illustrated by an average of 4.122 influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service greatly. Moreover, the respondents showed that ability to interpret what is trained as illustrated by an average of 3.316 and ability to read and write as illustrated by an average of 2.765 moderately influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service.

#### **4.4.4 Modern Technology and Implementation of Inmate’s Vocational Training Projects**

The study also sought to examine the influence of modern technology on implementation of inmate’s vocational training projects in Kenya Prisons Service. The researcher asked the respondents to give their response on the extent to which modern technology influences effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service. Their responses were as shown in Table 4.11.

**Table 4.21: Extent of Modern Technology Influence to Implementation of Inmate’s Vocational Training Projects**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Low extent	9	9.2
Moderate extent	28	28.6
Great extent	54	55.1
Very great extent	7	7.1
<b>Total</b>	<b>98</b>	<b>100</b>

As per the results, the respondents revealed that modern technology influences implementation of inmate’s vocational training projects in Kenya Prisons Service to a great extent as shown by 55.1%, to a great extent as shown by 28.6%, to a very great extent as shown by 7.1% and to a low extent as shown by 9.2%. This clearly reveals that modern technology influences implementation of inmate’s vocational training projects in Kenya Prisons Service to a great extent.

The researcher further asked the respondents to give their response on the extent to which modern technology influences implementation of inmate’s vocational training projects in Kenya Prisons Service. Their responses were as shown in Table 4.12.

**Table 4.32: Modern Technology Influence on Implementation of Inmate’s Vocational Training Projects**

	<b>Mean</b>	<b>Std. Dev.</b>
Use of computers in prisons	3.011	0.922
Education portal in prisons	4.347	0.788
Mobile phone technology	4.047	0.675
Availability of technology	3.727	0.893
Maintenance of technology in prisons	3.859	0.783

From the findings, the respondents indicated that education portal in prisons as shown by a mean of 4.347 and mobile phone technology as shown by a mean of 4.047 greatly influence the implementation of inmate’s vocational training projects in Kenya Prisons Service. The respondents further indicated that maintenance of technology in prisons as shown by a mean of 3.859 and availability of technology as shown by a mean of 3.727 influences the effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service to a great extent. Nevertheless, the respondents indicated that use of computers in prisons as shown by an average of 3.011 influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service to a low extent.

#### **4.4.5 The State of Implementation of Inmate’s Vocational Training Projects**

The respondents were asked to indicate the trend of various aspects of implementation of inmate’s vocational training projects for the last 5 years. The findings were as illustrated in Table 4.13.

**Table 4.43: Trend of Aspects of Implementation of Inmate’s Vocational Training Projects**

<b>Responses</b>	<b>Mean</b>	<b>Std. Dev.</b>
Projects Implemented	2.705	0.462
Projects completed	4.205	0.668
Inmate’s Trained	3.812	0.701

From the findings, the respondents indicated that projects completed as shown by a mean of 4.205 and inmates trained as shown by a mean of 3.812 have improved over the last five years while projects implemented as shown by a mean of 2.705 have been constant over the last five years. On challenges facing implementation of inmate’s vocational trainings projects, the respondents indicated inadequate training staff, inadequate skills possessed by the trainers, psychological condition of the inmates as well as poor and inadequate funding of inmate’s vocational trainings projects.

#### 4.5 Regression Analysis

Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. The multiple regression model is chosen because it is useful in establishing the relative importance of independent variables to the dependent variable. Regression analysis shows how dependent variable is influenced with independent variables. The study sought to investigate on factors influencing implementation of prisons vocational training projects in Kenya.

**Table 4.54: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.856	0.732	0.721	0.870

From the findings, the independent variables were statistically significant predicting the dependent variable since adjusted R square was 0.721. This implied that 72.1% variations in implementation of inmate’s vocational training projects in Kenya Prisons Service are explained by funding, skills of instructors, inmate’s literacy levels and modern technology. Other institutional factors influencing implementation of inmate’s vocational training projects in Kenya Prisons Service that were not covered in this study accounted for 27.9% which form the basis for further studies.

**Table 4.65: ANOVA Table**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	199.121	4	49.780	63.661	.000
	Residual	72.722	93	0.782		
	<b>Total</b>	<b>271.843</b>	<b>97</b>			

From the ANOVA Table, p-value was 0.000 and F-calculated was 63.661. Since p-value was less than 0.05 and the F-calculated was greater than F-critical (2.4472), then the regression relationship was significant in determining how funding, skills of instructors and inmate's literacy levels and modern technology influence implementation of inmate's vocational training projects in Kenya Prisons Service.

**Table 4.76: Regression Coefficients**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	0.881	0.395		2.230	.028
Funding	0.861	0.461	0.721	2.385	.019
Skills of instructors	0.733	0.309	0.672	2.372	.020
Inmate's literacy levels	0.664	0.297	0.567	2.236	.028
Modern technology	0.786	0.318	0.681	2.472	.015

The established model for the study was:

$$Y = 0.881 + 0.861X_1 + 0.733X_2 + 0.664X_3 + 0.786X_4$$

Where: -

Y= Effective implementation of inmate's vocational trainings projects in Kenya Prisons Service

X<sub>1</sub>= Funding

X<sub>2</sub>= Skills of instructors

X<sub>3</sub>= Inmate's literacy levels

X<sub>4</sub>= Modern technology

The regression equation above has established that taking (funding, skills of instructors, inmate's literacy levels and technology), implementation of inmate's vocational trainings projects in Kenya Prisons Service will be 0.881. The findings presented also show that increase in the Funding leads to 0.861 increase in the score of effective implementation of inmate's vocational trainings projects in Kenya Prisons Service if all other variables are held constant. The variables was significant since 0.019 is less than 0.05.

Further it was found that if skills of instructors increase, there is a 0.733 increase in effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. The variable was significant since 0.02 is less than 0.05.

Further, the findings show that a unit increases in the scores of inmate's literacy levels would leads to 0.664 increase in the scores of effective implementation of inmate's vocational trainings projects in Kenya Prisons Service in Kenya. The variables were significant since 0.028 is less than 0.05.

The study also found that a unit increases in the scores of modern technology would lead to a 0.786 increase in the scores of effective implementation of inmate's vocational trainings projects in Kenya Prisons Service in Kenya. The variables were significant since 0.015 is less than 0.05.

Overall, funding had the greatest influence on effective implementation of inmate's vocational trainings projects in Kenya Prisons Service followed by modern technology, then skills of instructors while inmate's literacy levels had the least influence on the implementation of inmate's vocational training projects in Kenya Prisons Service. All the variables were significant since their p-values were less than 0.05.



## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study sought to establish the factors influencing implementation of prisons vocational training projects in Kenya. Specifically, the study sought to establish the influence of funding, instructors' skills, inmates' literacy levels and technology on effective implementation of prisons vocational training projects in Kenya. This chapter presented summary of the findings, discussions, conclusions as well as the recommendations of the study.

#### **5.2 Summary**

The purpose of the study was to establish the determinants influencing implementation of inmates' vocational training projects in Kenya prisons service in eastern region focusing on prisons in eastern region. The study was guided by the following objectives; to evaluate the extent to which funding, skills of the instructors, inmate's literacy levels, and technology influence implementation of inmates' vocational training projects in Kenya prisons service in eastern region. Findings are as summarised in the subsequent subsections;

##### **5.2.1 Funding and Implementation of Inmate's Vocational Trainings Projects**

The study sought to assess the influence of funding on effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. The study found that funding influence implementation of inmate's vocational training projects in Kenya Prisons Service greatly. The study found that adequate training materials and that financial availability greatly influence implementation of inmate's vocational training projects in Kenya Prisons Service. The study further found that training funds approval process moderately influence implementation of inmate's vocational training projects in Kenya prisons service and that training infrastructure influence implementation of inmate's vocational training projects in Kenya Prisons Service to a low extent.

### **5.2.2 Skills of Instructors and Implementation of Inmate's Vocational Training Projects**

The study further sought to examine the influence of skills of instructors on implementation of inmate's vocational trainings projects in Kenya Prisons Service. The study established that skills of instructors influence implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly. The study found that experience of trainers, number of trainers and technical expertise influence implementation of inmate's vocational training projects in Kenya Prisons Service to a great extent. Moreover, the study found that academic qualification and number of trainers influence implementation of inmate's vocational training projects in Kenya Prisons Service to a moderate extent.

### **5.2.3 Inmate's Literacy Levels and Implementation of Inmate's Vocational Training Projects**

Further the study sought to determine the influence of inmate's literacy levels on implementation of inmate's vocational trainings projects in Kenya Prisons Service. The study revealed that inmate's literacy levels influence implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly. The study established that education level of inmate and ability to understand the training influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly. Moreover, the study found that ability to interpret what is trained and ability to read and write moderately influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service.

### **5.2.4 Technology and Implementation of Inmate's Vocational Trainings Projects**

The study also sought to examine the influence of technology on effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. The study found that modern technology influences implementation of inmate's vocational trainings projects in Kenya Prisons Service to a great extent. Further the study established that education portal in prisons and mobile phone technology greatly influence the implementation of inmate's vocational trainings projects in Kenya Prisons Service. The study found that respondents further indicated that maintenance of technology in prisons

and availability of technology influence the implementation of inmate's vocational training projects in Kenya Prisons Service to a great extent. Also, the study found that use of computers in prisons influence implementation of inmate's vocational training projects in Kenya Prisons Service to a low extent.

### **5.3 Discussions of the Findings**

This section presents the comparisons between the current study findings and literature in chapter two.

#### **5.3.1 Funding and Implementation of Inmate's Vocational Trainings Projects**

The study found that funding influence implementation of inmate's vocational training projects in Kenya Prisons Service greatly. The study found that adequate training materials and that financial availability greatly influence implementation of inmate's vocational trainings projects in Kenya Prisons Service. These findings are in line with Grant and Jewkes (2015) whose study found that there are factors that probably inhibit or facilitate prisoners to exploit vocational skills in prisons such as capital, whereby prisoners lack fund to run some small projects, certification in the sense that majority of prisoners are not awarded certificates from those entrepreneur learnt skills in prisons.

The study further found that training funds approval process moderately influence effective implementation of inmate's vocational trainings projects in Kenya prisons service and that training infrastructure influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service to a low extent. These findings concur with Grant and Jewkes (2015) who concluded that proper budgetary allocations are crucial for the effective implementation of inmate's vocational trainings projects. Resource allocation is another key factor and includes both tangible and non-tangible resources.

#### **5.3.2 Skills of Instructors and Implementation of Inmate's Vocational Training Projects**

The study established that skills of instructors influence implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly. The study found that experience of trainers, number of trainers and technical expertise influence implementation of inmate's vocational trainings projects in Kenya Prisons Service to a

great extent. These findings are in line with Odundo (2017) who argues that effective implementation of inmates' vocational trainings projects depends on competent personnel and effective internal organizational systems.

Moreover, the study found that academic qualification and number of trainers influence implementation of inmate's vocational trainings projects in Kenya Prisons Service to a moderate extent. These findings correlate with Bray (2010) who noted that there is increasingly awareness of instructors' skills through up-to-date information on organization's operations and finances as a way of ensuring return on their investment.

### **5.3.3 Inmate's Literacy Levels and Implementation of Inmate's Vocational Training Projects**

The study revealed that inmate's literacy levels influence implementation of inmate's vocational training projects in Kenya Prisons Service greatly. The study established that education level of inmate and ability to understand the training influence implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly. Moreover, the study found that ability to interpret what is trained and ability to read and write moderately influence implementation of inmate's vocational trainings projects in Kenya Prisons Service. These findings are in line with Obumba (2012) who established that many prisoners have negative previous experiences of education and are likely to have dropped out of school early. The provision of learning opportunities in prison can thus provide a 'second chance' to these potential learners. By providing learner-centered education in terms of both content and methods, prisoners can be given another opportunity to realize their potential. Second chance education thus has an important role to play in providing an educationally-sound alternative to prisoners' negative pre-prison educational experiences.

### **5.3.4 Technology and Implementation of Inmate's Vocational Trainings Projects**

The study found that modern technology influences implementation of inmate's vocational trainings projects in Kenya Prisons Service to a great extent. Further the study established that education portal in prisons and mobile phone technology greatly influences the implementation of inmate's vocational training projects in Kenya Prisons Service. The study found that respondents further indicated that maintenance of

technology in prisons and availability of technology influence the implementation of inmate's vocational training projects in Kenya Prisons Service to a great extent. Also, the study found that use of computers in prisons influence implementation of inmate's vocational training projects in Kenya Prisons Service to a low extent. These findings concurs with Jaspesonet (2015) who in a study on how technology improves training, concluded that adoption of technology is characterized with the user getting acquainted with the features of a particular technology when exposed to the same for the first time. This exposure may occur through word of mouth, a demonstration or through any of the advertising media. This phase is followed by the initial use phase which refers to the first time the user begins to employ features of a technology.

#### **5.4 Conclusions**

The study concluded that funding, positively and significantly influence implementation of inmate's vocational training projects in Kenya Prisons Service. In this case adequate training materials and that financial availability had great influence on implementation of inmate's vocational training projects in Kenya Prisons Service. On the same training funds approval process were deduced to moderately influence implementation of inmate's vocational training projects in Kenya prisons service.

The study further concluded that skills of instructors significantly influences implementation of inmate's vocational training projects in Kenya Prisons Service. The implementation of inmate's vocational training projects greatly depends on experience of trainers, number of trainers and technical expertise. It also moderately depends on academic qualification and number of trainers in Kenya Prisons Service.

Further the study concluded that inmate's literacy levels positively and significantly influences effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. It was clear that education level of inmate and ability to understand the training influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service greatly. Also ability to interpret what is trained were found to moderately influence effective implementation of inmate's vocational trainings projects in Kenya Prisons Service.

The study also concluded that modern technology positively and significantly influences effective implementation of inmate's vocational trainings projects in Kenya Prisons Service. It was clear that having education portal in prisons and adopting mobile phone technology greatly enhances the implementation of inmate's vocational trainings projects in Kenya Prisons Service. Also implementation of inmate's vocational trainings projects is greatly influenced by maintenance of technology in prisons and availability of technology.

### **5.5 Recommendations**

Based on findings of the study, the following recommendations were made:

- I. The study recommends that there is a need to ensure that more budgetary allocations are given to both the Kenya prisons service and the department of probation and aftercare services. The government can increase such allocations by attracting donors and inviting non-governmental organizations to participate in rehabilitation programmes. By doing so, the Kenya prisons service will be able to secure the necessary equipment for training prisoners and providing vocational training hence combating the current inadequacy being experienced in Kenyan penal institutions. The increase in budgetary allocation should also be adequate for ensuring necessary equipment that will be used by prison staff such as walkie talkies and a dog section to address the security concerns and deficits in Kenyan prisons.
- II. The study also recommends that there is need to recruit professional prison officers in proportion to the number of inmates in the country. This will provide opportunities for inmates to receive proper training. Kenya Prison Service should offer all prison officers with refresher courses after every three years in the service so as to keep them abreast with new developments in the rehabilitation of inmates in prison; hence strengthen professionalism.
- III. There is need for the government to deploy teachers from the ministry of education to orientate inmates in both primary and secondary education especially those who were incarcerated while attending school or those who dropped out of school and are still young. Kenya Prison Service needs to develop a

comprehensive vocational training in all sections of the prison industries and that long term prisoners should take at least six months in the vocational training section, at the end of which they should sit for Grade III test. In addition, after attaining Grade III, the inmates should balance their time in such a way that they engage in 108 production, and proceed with vocational training until they attain Grade I. this will help them engage in meaningful production after release.

The government should strive to improve the scheme of service for the prisons department. Structures need to be established to facilitate recruitment, promotion and retention of adequate and relevant personnel. It should ensure more vacancies are created for recruitment of more experts to reduce the current inadequacy and heavy workload.

The scheme for Vocational training should be improved to provide for professional training and refresher courses which are necessary for nurturing relevant skills and disciplines such as counseling, psychology, psychiatry and human rights. This will help prison staff to cope with the dynamic criminal behaviour of prisoners and patterns of offenders hence helping them to better understand their roles and duties within a human rights perspective. It will also address the harsh treatment of prisoners experienced in Kenyan prisons as well as facilitate prisoner- warden relationships which will aid in prisoners voluntary involvement in rehabilitation programmes.

- IV. The study also recommends adoption of technology in implementation of inmates vocational training projects. It is further recommended that trainers be given sufficient training on ICT use and integration into training and learning processes. This will help trainers to acquire the requisite knowledge and skills in integrating ICT technology in implementing inmate's vocational trainings projects, which will in turn provide opportunities for trainers to support inmates-centered learning.

## **5.6 Suggestions for Further Studies**

This study focused on factors influencing implementation of prisons vocational training projects in Kenya in Easter region. Therefore this study suggests;

- i. A similar study to be done with a focus on prisons in other regions like central region, to find out whether the factors affect the implementation of vocational training projects in that region.
- ii. Further studies to unearth other factors influencing implementation of prisons vocational training projects in Kenya which are not covered in this study.
- iii. Further studies to establish the challenges facing the implementation of prisons vocational training projects in Kenya in Easter region and other regions in Kenya.



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## **APPENDICES**

### **Appendix I: Letter of Introduction**

**PATRICK WAMBUGU MAINA**

**P.O BOX 233**

**MERU**

Dear Respondent,

**RE: REQUEST FOR RESEARCH DATA**

I am a master's student at University of Nairobi. I am carrying out a research study on the determinants influencing implementation of inmate's vocational training projects in Kenya Prisons Service in Eastern Region. A survey of prisons in Eastern region.

You have been identified as one of the people that could be of assistance with the research and I thus request your participation in the research. Essentially, you would be required to complete a questionnaire. Your identity will be treated with utmost confidentiality and the information you provide will be used only for academic purposes.

Thank you in advance.

Yours faithfully,

**Maina Patrick Wambugu**

**L50/21759/2019**

### Appendix III: Questionnaire

**Instructions:**

Answer all questions by either filling in the provided spaces or by ticking (✓) the option that applies.

**SECTION A: BACKGROUND INFORMATION**

1) Gender                      Male:                                            Female:                     

2) Indicate your age bracket

                    18-25                                            26-35                        
                     36-45                                            46 and above                     

3) State your highest Level of education

                    ‘O’ Level                                            Certificate/Diploma                        
                     Degree                                            Postgraduate                     

**SECTION B: Funding and Implementation of Inmate’s Vocational Training Projects**

4) In your own opinion, to what extent does funding influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service?

                    Not at all                                            Low extent                        
                     Moderate extent                                            Great extent                        
                     Very great extent                     

5) To what extent does the following aspect of funding influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service?

Use a scale of 1 to 5, where 1 = to very low extent and 5 = to a very great extent.

Construct	1	2	3	4	5
Financial availability					
Training Infrastructure					
Adequate training materials					
Training funds Approval process					

6. In which ways can the prisons department improve the funding and implement Inmate’s Vocational Training Projects?

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

**SECTION C:Skills of Instructors and Implementation of Inmate’s Vocational Training Projects**

6) To what extent do you think skills of instructors influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service?

- Not at all                  Low extent              
 Moderate extent          Great extent          
 Very great extent

7) To what extent do you think the following aspect of skills of instructors influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service? Use a scale of 1 to 5, where 1 = to very low extent and 5 = to a very great extent.

<b>Construct</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Number of trainers					
Academic qualification					
Experience of trainers					
Technical Expertise					
Number of trainers					

8. In what ways can the prisons department improve the trainer’s skills to enhance implementation Inmate’s Vocational Training Projects?

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



**SECTION D: Inmate’s Literacy Levels and Implementation of Inmate’s Vocational Training Projects**

8) To what extent do inmate’s literacy levels influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service?

- Not at all                          Low extent                      
 Moderate extent                 Great extent                  
 Very great extent

9) To what extent does the following aspect of inmate’s literacy levels influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service? Use a scale of 1 to 5, where 1 = to very low extent and 5 = to a very great extent.

<b>Constructs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Education level of inmate					
Ability to read and write					
Ability to understand the training					
Ability to interpret what is trained					

**SECTION D: Technology and Implementation of Inmate’s Vocational Trainings Projects**

10) To what extent does modern technology influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service?

- Not at all                          Low extent                      
 Moderate extent                 Great extent                  
 Very great extent

11) To what extent do you think the following aspect of modern technology influence effective implementation of inmate’s vocational trainings projects in Kenya Prisons Service? Use a scale of 1 to 5, where 1 = to very low extent and 5 = to a very great extent.

<b>Constructs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Use of computers in prisons					
Education portal in prisons					
Mobile phone technology					
Availability of technology					
Maintenance of technology in prisons					

8. In what ways can the prisons department improve the trainer’s skills to enhance implementation Inmate’s Vocational Training Projects?

.....  
 .....

**Implementation of Inmate’s Vocational Trainings Projects**

12) What is the trend of the following aspects of effective implementation of inmate’s vocational trainings projects for the last 5 years? Where, 1 = greatly decreased and 5 = greatly improved.

<b>Constructs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Projects Implemented					
Projects completed					
Inmate’s Trained					

13. What could be the challenges facing implementation of inmate’s vocational trainings projects?

- i. ....
- ii. ....
- iii. ....

**Thank you for participating**