

**SELECTED INSTITUTIONAL REFORMS, PARTICIPATORY
MONITORING AND EVALUATION, ORGANIZATIONAL
CULTURE AND CHANGE OF BEHAVIOR OF INMATES IN
CORRECTIONAL FACILITIES IN NAIROBI COUNTY, KENYA**

SOLOMON GIKUNDI KOOME

**A Thesis submitted in Partial Fulfillment of the Requirements for the award of
a Degree of Doctor of Philosophy in Project Planning and Management of the
University of Nairobi**

2020

DECLARATION

This thesis is my original work and has not been presented to any other University for award of any degree.

Signature.....

Solomon Gikundi Koome

Date

L83/50448/2016

This Thesis has been submitted for examination with our approval as university supervisors

Signature.....

Dr. Charles Wafula

Date

Senior Lecturer

Open Distance and e-Learning Campus

University of Nairobi

Signature.....

Prof. Raphael Nyonje

Date

Open Distance and e-Learning Campus

University of Nairobi

DEDICATION

I dedicate this thesis to my dear wife Dolreen Kaimuri, my daughter Damma Rehema, my sons Basil Mureti and Ammiel Kithinji. Your support and inspiration during my studies enabled me to complete this thesis. I will always value you people highly

ACKNOWLEDGEMENT

I am deeply obliged to my supervisors Dr. Charles Wafula and Prof. Raphael Nyonje for their exemplary guidance and support which made this thesis a success.

I acknowledge Professor Charles Rambo, Dr. John Mbugua and Dr. Angeline Mulwa for their unwavering support, encouragement and understanding and availing time to listen to me when I sought their assistance. I also appreciate the staff of Open Distance and e-Learning campus who were always willing to attend to the students.

Lecturers of Doctor of Philosophy in Project Planning and Management course of University of Nairobi thank you for your commitment and sacrifice to teach and impart knowledge to us. To the University of Nairobi library personnel, I highly appreciate your tireless effort to ensure that the students access the required learning materials the right time. May the almighty God bless you in your endeavors to assist learners to access information

I sincerely thank my employer Kenya Prison Service, and especially Commissioner General of Prison Wyclife Ogalo. Former Coastal Regional Commander, Deputy Commissioner of Prison Joseph Ngaira Mutevesi and Former County Commander TaitaTaveta County Senior Assistant Commissioner of Prison Nicholas K. Maswai for granting me time to study and enabling environment. Also I take this opportunity to express my deep gratitude my father Mr. Julius Koome and mother Jane Mwari for their support.

TABLE OF CONTENT

	PAGE
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	xi
LIST OF FIGURE.....	Error! Bookmark not defined.
LIST OF ABBREVIATIONS AND ACRONYMS	xiii
ABSTRACT.....	xv
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.1.1 Concept of Institutional Reforms	7
1.1.2 Health Reforms.....	9
1.1.3 Infrastructural Reforms.....	12
1.1.4 Educational Programmes Reforms	16
1.1.5 Participatory Monitoring and Evaluation	18
1.1.6 Organizational Culture	21
1.1.7 Change of Behavior of Inmates in Correctional Facilities	22
1.1.8 Correctional Facilities in Kenya	28
1.2 Statement of the Problem	31
1.3 Purpose of the Study	36
1.4 Objectives of the Study	36
1.5 Research Questions	37

1.6 Research Hypotheses	38
1.7 Significance of the Study	38
1.8 Limitations of the Study	39
1.9 Delimitations of the Study.....	40
1.10 Basic Assumptions	40
1.11 Definition of Significant Terms used in the study	41
1.12 Organization of the Study	42
LITERATURE REVIEW	44
2.1 Introduction	44
2.2 Change of Behavior of Inmates in Correctional Facilities	44
2.3 Institutional Reforms and Change of Behavior of Inmates in Correctional Facilities	46
2.4 Health Reforms and Change of Behavior of Inmates in Correctional Facilities.....	50
2.4.1 HIV/AIDS.....	53
2.4.2 Alcohol, Drug and Substance Abuse	54
2.5 Infrastructural Reforms and Change of Behavior of Inmates in Correctional Facilities	55
2.5.1 Transport.....	56
2.5.2 Uniforms, Equipment and Supplies.....	57
2.5.3 Physical Facilities	58
2.5.4 Housing, Accommodation and Offices	60
2.6 Educational Programmes Reforms and Change of Behavior of Inmates in Correctional Facilities	62
2.7 Participatory Monitoring and Evaluationand Change of Behavior of Inmates in Correctional Facilities	65
2.8 Organizational Culture and Change of Behavior of Inmates in Correctional Facilities	67
2.9 Theoretical Framework	69

2.9.1 Theory of Change	70
2.9.2 Theory of Planned Behavior	71
2.9.3 The Unified Theory of Punishment	73
2.10 Conceptual Framework	74
CHAPTER THREE	81
RESEARCH METHODOLOGY	81
3.1 Introduction	81
3.2.1 Research Paradigm	81
3.2.2 Research Design	82
3.3 Target Population	83
3.4 Sample Size and Sampling procedures	84
3.4.1 Sample Size	85
3.4.2 Sampling Procedure.....	86
3.5 Research Instruments	87
3.5.1 Pilot Testing.....	88
3.5.2 Validity of the Instruments	89
3.5.3 Reliability of the Instruments	89
3.6 Data Collection Procedure	90
3.7 Data Analysis Techniques.....	91
3.8 Ethical Considerations.....	95
3.9 Operational Definition of Variables	95
CHAPTER FOUR.....	99
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.....	99
4.1. Introduction	99

4.2 Response Rate	99
4.3 Demographic characteristics of the Respondents.....	99
4.3.1 Demographics Profile of the Inmates	100
4.4 Multicollinearity Test	102
4.4.1 Test for Normality	103
4.5 Change of behavior of inmates in correctional facilities.....	103
4.6 Health reforms and change of behavior of inmates in correctional facilities.....	107
4.6.1 Analysis of means on health reforms	108
4.6.2 The relationship between health reforms and change of behavior of inmates in correctional facilities	111
4.7 Infrastructural reforms and change of behavior of inmates in correctional facilities	115
4.7.1 Analysis of means of infrastructural reforms	115
4.7.2. The relationship between infrastructural reforms and change of inmates behavior	118
4.7.3 Regression analysis concerning infrastructural reform on change of behavior of inmates	118
4.8 Educational programmes reform and change of behavior of inmates.....	120
4.8.1 Analysis of means and standard deviation of Educational programmes reforms.....	121
4.8.2 The relation between educational program reforms and change of inmates behavior of inmates in correctional facilities.....	124
4.8.3 Inferential analysis of educational programs reform on change of inmates behavior in correctional facilities	125
4.9 Analysis of combined influence of selected institutional reforms on change of behavior of inmates in correctional facilities	128
4.9.1 Correlation analysis of selected institutional reforms and change of behavior of inmates in correctional facilities	128
4.9.2 Regression analysis of selected institutional reforms and change of behavior of inmates in correctional facilities	129

4.10 Moderating influence of Participatory monitoring and evaluation on the relationship between institutional reforms and change of behavior of inmates in correctional facilities.....	131
4.10.1 Correlation analysis of participatory monitoring and evaluation and selected institutional reforms in correctional facilities.....	135
4.10.2 Inferential analysis of moderating influence of participatory monitoring and evaluation on the relationship between institutional reforms and change of inmates behavior in correctional facilities	136
4.11 Moderating influence of organizational culture on the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities	141
4.11.1 Correlation analysis of organizational culture and selected institutional reforms in correctional facilities	145
4.11.2 Inferential analysis of moderating influence of organizational culture on the relationship between institutional reforms and change of inmates behavior in correctional facilities	145
CHAPTER FIVE	152
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	152
5.1 Introduction.....	152
5.2 Summary of findings.....	152
5.2.1 Background profile	152
5.2.2 Institutional Reforms and Change of Behavior of Inmates in Correctional Facilities .	153
5.2.3 Health reforms and change of behavior of inmates in correctional facilities.....	153
5.2.4 Infrastructural reforms and change of behavior of inmates in correctional facilities...	154
5.2.5 Educational programmes reform and change of behavior of inmate in correctional facilities	154
5.2.6 Combined influence of institutional reforms and change of behavior of inmate in correctional facilities	155
5.2.7 Moderating influence of participatory monitoring and evaluation on the relationship of institutional reforms and change of behavior of inmate in correctional facilities	155

5.2.8 Moderating influence of organizational culture on the relationship of institutional reforms and change of behavior of inmate in correctional facilities	156
5.3 summary of research findings	157
5.3.1 Health reforms	157
5.3.2 Infrastructural reforms	158
5.3.3 Educational programmes reforms.....	160
5.3.4 Participatory monitoring and evaluation.....	161
5.3.5 Organizational culture.....	162
5.4 Conclusions	164
5.4.1 Contribution to Knowledge	166
5.5 Recommendations	167
5.5.1 Recommendations for policy.....	167
5.5.2 Recommendations for practice	169
5.6 Suggestions for further study	170
REFERENCES	171
APPENDICES	181
Appendix I: Introduction Letter	181
Appendix II: Questionnaire For inmates.....	182
Appendix II: Questionnaire For inmates.....	183
Appendix III: Key Informant Interview Schedule For Officer In Charge/ Deputies.....	188
Appendix IV: Focus Group Discussion Guide For Prison Officers	193
Appendix Vii Research permit from National Commission of Science Technology and Innovation	203
Appendix Ix: Work Plan.....	205

LIST OF TABLES

Table 2.1 Summary of Literature and knowledge gaps	76
Table 3.1 Target Population.....	84
Table 3.3. Reliability Analysis.....	90
Table 3.4: Operational Definition of Variables	96
Table 4.1: Demographic characteristics of the prisoners (n=233).....	101
Table 4.3: Multicollinearity Coefficients Test.....	102
Table 4.4: Means and standard deviations for inmates change of behavior in correctional facilities	103
Table 4.6: Summary of responses for standardized focus group discussion guide for prison officers	107
Table 4.7: Frequencies and percentages, means and standard deviations for health reforms	108
Table 4.8: Correlation results for health reforms and change of behavior of inmates.....	112
Table 4.9: Regression analysis concerning health reforms and change of inmates behavior in correctional facilities.....	113
Table 4.10: Means and standard deviation for infrastructural reforms.....	115
Table 4.11: Correlation table for infrastructural reforms and change of inmates behavior.....	118
Table 4.13: Frequencies and percentages for educational programs reform	122
Table 4.14: Correlation table for educational programs reform and change behavior of inmates	125
Table 4.15: Regression results of influence of educational programs reforms on change of behavior of inmates in correctional facilities.....	126
Table 4.16: Correlation matrix for institutional reforms and change of behavior of inmates in correctional facilities.....	128
Table 4.17: Regression results concerning influence of institutional reforms on change of behavior of inmates in correctional facilities in Nairobi county, Kenya.	129
Table 4.18: Frequencies and percentages for participatory monitoring and evaluation	132

Table 4.19: Correlation table for participatory monitoring and evaluation as a moderator of institutional reforms	135
Table 4.20: Regression results of influence of institutional reforms on change of behavior of inmate in correctional facilities in Nairobi County, Kenya.	136
Table 4.21: Regression results of influence of participatory monitoring and evaluation on the relationship between institutional reforms and change of inmates behavior	138
Table 4.22: Summary of responses for standardized interview schedule relating to participatory monitoring and evaluation.	140
Table 4.23: Summary of responses for standardized focus group discussion guide for prison officers	141
Table 4.24 Means and standard deviations for organizational culture	142
Table 4.25: Correlation table for organizational culture as a moderator of institutional reforms	145
Table 4.26: Regression results of influence of institutional reforms on change of behavior of inmate in correctional facilities in Nairobi county, Kenya.	147
Table 4.27: Regression results of influence of organizational culture on the relationship between institutional reforms and change of inmates behavior	148
Table 4.28: Summary of responses for standardized interview schedule relating to organizational culture.	150
Table 4.29: Summary of responses for standardized focus group discussion guide for prison officers	151
Table 5.1: Contribution to Knowledge	166

LIST OF ABBREVIATIONS AND ACRONYMS

ACU	Aids Control Unit
ADSA	Alcohol, Drug and Substance Abuse
AIDS	Acquired Immune Deficiency Syndrome
AIE	Authority to Incur Expenditure
BI	Borstal Institution
CAP90	Chapter 90 Laws of Kenya
CGP	Commissioner General of Prison
CSO	Community Service Order
CVI	Content Validation Index
DCs	District Commissioner's
EMPE	Extra Mural Penal Employment
EU	European Union
GJLOS	Governance Justice Law Order Sector
GOK	Government of Kenya
GTT	Government Trade Test
HIV	Human Immune Virus
HRM	Human Resource Management
ICT	Integrated Computer Technology
KNHRC	Kenya National Human Rights Commission
KPS	Kenya Prison Service
M&E	Monitoring and Evaluation
MOHA	Ministry of Home Affairs

MOI&CNG	Ministry Of Interior and Coordination of National Government
MOV	Means of Verification
NACADA	National Authority for the Campaign against Alcohol and Drug Abuse
N/RALL	Nairobi Remand and Allocation
NACOSTI	National Commission for Science, Technology & Innovation
NGOs	Non-Governmental Organizations
ODEL	Open Distance and e-learning
O.E.C.D	Organization for Economic Co-Operation and Development
OVI	Objectively Verifiable Indicators
PFIF	Prison Farm and Industry Fund
PM&E	Participatory Monitoring and Evaluation
PCs	Provincial Commissioners
PLWHAS	People Living With HIV and AIDs
SAGA	Semi-Autonomous Government Agency
SMRTP	Standard Minimum Rules of Treatment Prisoners
SPSS	Statistical Packages for Social Scientists
TOPB	Theory of Planned Behavior
UK	United Kingdom
USA	United States of America
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WASH	Water Sanitation and Hygiene
YCTC	Youth Correctional Training Centre

ABSTRACT

This study focused on selected institutional reforms, participatory monitoring and evaluation, organizational culture and change of behavior of inmates in correctional facilities in Nairobi County, Kenya. The study objectives were; to examine how health reforms influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya. To assess how infrastructural reforms influence change of behavior of inmates in correctional facilities in Nairobi County, Kenya. To establish the extent to which educational programmes reform influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya. To determine the extent of combined influence of three independent variables on change of behavior of inmates in correctional facilities in Nairobi County, Kenya. To assess how participatory monitoring and evaluation influence the relationship between health reforms, infrastructural reforms, educational programmes reform, and change of behavior of inmates. To assess how organization culture influences the relationship between health reforms, infrastructural reforms, educational programmes reform, and the change of behavior of inmates. The study tested six null hypotheses on whether the relationship among the study variables was significant. The target population was 10,111 individuals spread as 2,953 prison officers and 7,158 inmates. From this population a sample was drawn using a formula totaling to 385 individuals who were picked, spread as 112 prison officers and 273 inmates. Purposive sampling was used to select officers' in-charge and their deputies. Twelve prison officers on duty were picked randomly from duty roster using prime numbers for focus group discussion from each prison. A separate list of long term prisoners was compiled from the records of capital offenders and other offenders jailed for over ten years or have been in remand for ten years and then the sample size was picked in proportionate to the population in each prison institution. Primary data was gathered by a semi-structured questionnaire, an interview schedule and focus group discussion from the target population. The study incorporated quantitative and qualitative approaches to process, analyze, and interpret the data. The SPSS was applied to run the analysis. Descriptive statistics were computed and inferential statistics done were person's product moment correlation(r), simple regression, multiple regression and step wise regression (R^2): T –tests were used to test hypotheses in the study and the results revealed that $r=0.429, t=5.189$, at $p=0.000, 0.05, H_{11}$ was found that health reforms had a statistically significant influence on change of behavior. With $r=0.604, t=11.524$, at $p=0.000, 0.05, H_{12}$ was found that infrastructural reforms had statistically significant influence on change of behavior. With $r=0.425, t=7.129$, at $p=0.000, 0.05, H_{13}$ was found that educational programmes reform had a statistically significant influence on change of behavior. With $r=0.725, t=36.234$, at $p=0.000, 0.05, H_{14}$ was found that combined variables had a statistically significant influence on change of behavior of inmates. With $r=0.745, t=14.772$, at $p=0.000, 0.05, H_{15}$ was established that the relationship between institutional reforms and change of behavior of inmates in correctional facilities is moderated by participatory monitoring and evaluation. With $r=0.747, t=8.558$, at $p=0.000, 0.05, H_{16}$ was concluded that the relationship between institutional reforms and change of behavior of inmates is moderated by organizational culture. Findings of the study are expected to be crucial to government policy makers regarding formulation and implementation of the prison reforms. The serving inmates may benefit from the improved prison environment which will be aligned with market preference and whose content may benefit the community.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

From conception of modern state, prison reform has posed issues that attract national and international concern. Prisons worldwide are faced with the problem of adjusting their attitude and adapting a proactive system in order to attain their goals and objectives (Prison handbook, 1997). Prisons serve a valuable role in society, by providing a rehabilitative environment for law breakers in order to rebuild them as people (Adler and Longhurst, 1994). Prison reform in Germany is geared towards deterrence, reformation, and the society protection. Emphasis is made on punishment and protection of society. Empowerment of officers through education is manifested through numerous libraries found in most prisons (Anderson and Overy, 2010).

The duty of the state government is to provide an enabling environment for rehabilitation of inmates and providing meaningful educational facilities for inmates improve their employability upon release (Austin, Baird and Neuenfeldt, 2008). Open prison system is modern and effective option to closed imprisonment hence establishment of large scale open prisons as an alternative to closed prisons (Anderson & Overy, 2010). Central government, NGO's and prison administrations has taken sufficient steps for effectively centralizing prisons. In India for example, uniformity of standards has enabled shifting from colonial outlook of prison systems and helped the offenders to become more economically productive, responsible, creative and potential citizen (Bayens, Williams, and Smykla, 2012). In South Africa, prison reforms have been spearheaded by United Nations bodies like UNODC which helps countries to develop strategies for reform in all areas of criminal justice system, particularly emphasizing on assisting

vulnerable groups. UNODC by means of field office network has come up with projects in areas of justice for young offenders, penal reform and victims support and prepared manuals and tools for assessing all areas of criminal justice reform system based on United Nations standards and norms for crime prevention and criminal justice.

In the last decade there has been an acceleration of the magnitude and pace of change across the country and the Kenya Prisons Service (KPS) has not been left behind either. Unfortunately though, the prisons service has struggled with a legacy of oppression and wanton human rights abuses acquired during the colonial days and carried over to the post-independence period. It also faced the challenge of the growing population of prisoners which resulted into overcrowding leading to congestion and deplorable conditions for prisoners (UNODC, 2012). The prison staff also lacked basic infrastructure and necessities. The reform process was started through a Round Table Conference on Prison Policy in 2001 whose aim was to improve prison conditions in Africa. The outcome was a shift in the direction of policy and focus on structural, systems, human resource, and programmatic developments. There was a paradigm shift in focus from retributive to rehabilitative system of management (KNCHR, 2010).

The question whether prisoners can be reformed is no longer an open one. It is as capable of scientific demonstration as that good white paper that can be made from unclean rags, and that flowers can be raised from ungainly weeds. The crucial factor to consider is not the question, not if offenders who come under legal restraint, but why there is no more reform. One element in the answer may be the character of the prisoner, another the character of the men under whom he is placed, but a third and potential element lies in the defects of our whole legal system (Rutere,

2003). The fact is that large numbers of offenders are not rehabilitated since nothing is specifically done to reform them. If you are going to turn rags into paper it is not merely a question of having a good machine at the paper mill and good operators; but you must see that the rags go to the mill and not to the dump (Frank, 2012). The current course in penal practice is guided by the reality that consequent liberty loss and imprisonment are sufficient punishment and that though they do not intend to make life comfortable for inmates, it is admitted that penal improvement cannot be without deformative effects on outlook and the minds of people subjected to it (Achu, Owan and Ekok, 2013).

The Indian prison system, notorious for its cruel and inhumane conditions, has received substantial government attention in recent years. Nevertheless, prison reform remains sluggish as rights are systematically denied to inmates. As Mahuya (2011) contends, confinement, surveillance and resistance is an insightful contribution to the debate on prison reform in India. Mahuya (2010) explores the negotiated relationship between the warders and inmates, and argues that mutual practices of subversion undermine the notion of the prison as a total institution. She argues that prison reform policies fail to consider the sociological process of rehabilitation and suggests that material improvements in conditions can facilitate a subversive behavior. While the deterrent motive of punishment to a reformatory and rehabilitative disposition is important in reforming 'criminals, they do not clarify the actual logistics of guaranteeing positive and firm discipline while preserving prisoners human rights (Mahuya, 2007). Hence the focus on material improvements of prison conditions may not be the most effective method of rehabilitating prisoners, but rather that a sense of agency can act as the linkage between life within and outside the prison walls.

Asiedu (2001) stressed that while prisoners might be jailed as a punishment, all things and acts done to evade creation of resentment and bitterness in prisoners is eventually to benefit the society in which the prisoners will finally return. While social and civic education for communities is crucial, its value may diminish if prisoners, whom opportunity for reform is needed most so as to be helped to convert to responsible citizens, are deserted in national efforts for common re-education. The absence of structural opportunities has contributed to many people being locked up in the first place. When people in living behind bars and ex-prisoners released back communities become better, are enabled to get decent jobs, attain higher education, afford decent housing and are in a position to provide care for their children and dependants, then the rest of the communities gain too (Aos, Millerq and Drake, 2006).

While the government exists to establish and maintain justice, protect property, liberty and life, the policy, law and politics influence regulatory decisions in the administrative agency and the legislature (Maurice, 2006). Administrative law focuses primarily and sometimes correctly on procedure and law and therefore it does not adequately resolve issues concerning the nature of regulatory government or its substantive scope. Even a basic understanding of government regulation depends on an appreciation of the interrelationship of substantive politics and policies. When a government strips people of their freedom through imprisonment, the government is not only their jailer but is expected to provide for their accommodation, food, healthcare service, and protection from guards and other inmates, hence contact more with states as compared to the rest of citizens do (Fathi, 2012). There are inevitable further dispute between contact areas of states and prisoners since states do not muster adequate political resolve to act constitutionally and

provide inmates with the minimal standards life's basic necessities, like food, decent accommodation, proper medi-care, and physical safety (Chapman, 2013).

Prison reforms in Kenya involve a range of changes put into place to enhance general administration of prisons and improve prison conditions to match the prevailing national and international standards of human rights (Onyango, 2013). In strive to align with the sustainable development goals embedded in vision 2030; the prison institution in Kenya through reforms has focused on safeguarding healthy lives and promoting inmates well-being. Noteworthy strides have been made in reducing some of the common killers that can be prevented by improving the environment of confinement. In addition, there is progress made on increasing access to better sanitation and clean water, reduction of tuberculosis, malaria and spread of HIV/AIDS. Provision of safe drinking water and hygienic toilets to replace the bucket toilet helped protect people from disease and offer privacy and human dignity. The prison institution is trying to achieve these goals amid many challenges. The prison institution also seeks to uphold peaceful and inclusive societies towards sustainable development as well as building inclusive, accountable and effective institutions one of its reform agenda. This focuses on reduction of sex trafficking, violent crime, forced labor and child and working toward a more peaceful society.

Prison institutions comprise of adult male and female prisons and youth institutions, categorized by offense committed and the length of the jail term that determine the penal institution one is held to serve imprisonment (MOHA, 1979). Farm activities characterizes major involvements in most prison institutions, with the reason being learning as well as feeding them prisoners from farm output while confined, it is therefore expected that they will have learned useful techniques

in commercial and subsistence farming for practice upon release, bearing in mind that Kenyan population rely mainly on agriculture.

In pursuit of achieving reform objectives, various interventions are put into place by the authorities. Whilst the focus of reform is mostly on those confined, many other stakeholders are affected by them in one way or the other, hence the issue of stakeholder participation comes into play. Participatory approaches to evaluation are a common trend in the world today. Involvement of stakeholders in the exercise of evaluation has notably increased the prospect of increasing application of evaluation results, thus increasing the program quality. In line with King (2006), participatory evaluation is a predominant term for evaluation approaches involving participants or program staff who are active in decision making and other undertakings in relation to the evaluation plans and implementation. Cousins and Earl (2009) describes participatory evaluation as an applied social research involving a partnering relationship amongst organization members responsible for the program, decision makers who are either trained or practice based, and individuals or groups with substantial stake in the program. The study was anchored on the following theories; Theory of change developed by Weiss (2000) which was the main theory.

A theory of change creates a candid image of steps required to attain a goal. It provides a good premise for improving overall evaluation plans and strengthens a community's ability to claim recognition for results that their theory predicted .it suited in independent variable because of institutional reform and in dependant variable because of change of behavior, in additional it supported the two moderating variable. Theory of planned behavior by (Ajzen, 1988) was the second theory which supported dependent variable change of behavior and moderating variable organizational culture. The unified theory of punishment by Brooks (2015) was the third theory

which supported the dependent variable. In general these theories are suitable for study because they involve change, program and punishment respectively.

1.1.1 Concept of Institutional Reforms

Reforms by a government were identified by Edwards (1996) as the regulatory deeds taken by the government in order to interfere with or affect decisions made by groups, individuals or institutions concerning economic and social affairs. To achieve autonomy and transparency in prison institutions, Rick (2006) supports the need to get the structures right in order to improve outcomes although there is an overriding necessity for more joined up and direct intervention to help turn people's lives around. Hence with autonomy and freedom, accountability is inevitable for the purpose of improving transparency. At inception of the Kenya Prisons Service in 1911, population of prisoners was six thousand five hundred and fifty nine (6,559) with staff force of 319.

Several European states have embraced prison reform or are in the process of reforming the code of running their penal institutions (Sellin, 2003). Generally, these reforms emphasize on safeguarding the society against crime which renders a prisoner harmless by removal from society. Grob (2002) put forward that when prisoners access humane healthcare and proper hygiene in their environment, it would improve their productivity and motivate them to enroll in courses offered within prison institutions. According to Muchiri (2009), equipping ex-prisoners with coping abilities and job skills the prison institution prepares them for the life outside prison walls and to function normally within the acceptable society norms and not returning the prisoners to the streets, occasionally more daring than before detention.

While serving, long sentence prisoners need to be trained in industrial trades like carpentry and joinery, wood processing, leather work, soap manufacturing, mechanics, blacksmith, upholstery, sign writing and other industries that provide additional skills expected to be extensively marketable (ROK, 1981). Long term prisoners also enroll for grade tests while in prison to enable them to secure employment easily after release. The main aim of trade tests is to equip inmates with useful skills which are resourceful to themselves and communities upon completion of jail term. Prisoners jailed for lesser serious crimes are held in short-term medium security prisons and trained in agriculture, livestock rearing and simple industry activities such as carpentry, repairs and tailoring and they receive guidance and supervision from qualified personnel. Other tasks provided at these institutions include soil conservation, land management and use and livestock keeping (Kenya Prison Service, 2008).

Several people in the society view the ideal of specialized program such as education, rehabilitation, psychological healthcare programme and prisoner vocational training as lenient (Kibui, 2000). They perceive that offenders should be in prison for punishment and not to benefit or make themselves better. Society expects criminals to be incased in cold, cement and iron cages devoid freedom and light as a way to punish them for their crime. The predicament then is, such form of sentence is of no much help for the majority of the individuals currently confined, neither is it effective to the entire society.

Selected Institutional reforms entails multiple changes adopted with aim to improve the common prison conditions and the way the prison institutions are managed in line with existing

international and national human rights standards. This included adoption for open door policy enabled the KPS to liaise more closely with other external partners and stakeholders. More attention was given to addressing the needs of offenders with special needs and other vulnerable groups. Reforms presented a resolute shift from punitive to a rehabilitative model. A rational way to reduce the number of prison litigation is to reform the prisons and give prisoners lesser reasons to raise complain. Complaints of prisoners generally fall into conventional patterns such as seeking basic amenities such as bedding and toiletries, decent food, adequate medi-care, fair disciplinary policies and personal security (Susan, 2012).

1.1.2 Health Reforms

While people living behind bars are entitled to right to access of standard healthcare comparable to that accessible to those living outside the prisons. The “principle of equivalence” is among those enjoying extensive consensus amongst human rights instruments and international health organisations. Amidst severe health problems evidenced in prisons globally, the state has a legal obligation of safeguarding lives and health of people it confines. This notwithstanding, prison healthcare standards compared to that prevailing in the community in most cases fail to meet public health needs and human rights obligations (Rick, 2006). The contest concerning reform in healthcare contains problems of sustainability, fairness, right to access healthcare, quality of healthcare offered as well as government spending on healthcare (Helen and Deborah, 2011). As postulated by Toon (2005) efficiency in macro-economic links to the share of resources allocated and channelled to healthcare in aggregate and the benefits that accrue in terms of individual or household health outcomes. General argument is that countries that direct more spending on

healthcare and maintain same outcomes are less efficient while those that spend less on healthcare and post better results are termed to be more efficient.

Congested prisons unavoidably lead to exposure of inmates to improper health conditions that consequently spread epidemics hence causing death and diseases such as tuberculosis and HIV/AIDS (Achu, Owan and Ekok, 2013). As largely supported by various healthcare systems across the globe, numerous diverse pathways can be embraced by a nation when considering healthcare reform can be explored. One major component of healthcare improvement is a reduction of healthcare abuse and fraud by the participants. In the United State of America and the European Union, an estimation of 10 per cent of total healthcare expenditures and transactions could possibly be fraudulent (Terry, 2011).

A major challenge that faces the healthcare system across the globe is the comparative lack of funding by public sector to cover the cost of medical services that are already a responsibility of the state, to guarantee quality, affordable or free medical services to the whole population. Toon (2005) argued that it's not meaningful to reform healthcare on piecemeal basis. Toon further extended that pilot initiatives as well as model practices in an area or system may lead to antagonism rather than becoming catalysts for developmental change. Catherine, Helen and Brian (2009) put forward that consultancies for development and funding organizations should be well harmonized and work in numerous countries. By doing this, they create an enabling evidence based experience and develop tools that can be used across several countries. . Although the political will to undertake serious reform is lacking in many countries, some countries are yet ready to move to a healthcare service backed by democratic values. Fein (1994)

suggests that the support of long-term development partnerships and educational programmes can encourage local medical experts who could help push for open to change.

Prison surroundings consist of institutional areas (prisoners, staff and visitors) and specialized residential quarters for housing prison staff and families living within the institution. Water, sanitation and hygiene (WASH) service needs within prisons are huge in relation to general public population. In most prisons, proportion of prisoners per toilet, water tap and hand washing facility is actually below par. The information on pointers of these facilities is unavailable on Sub-Saharan Africa prisons in particular. The call for WASH services keeps rising due to the continuous entry of prison staff and prisoners with a lacking match on providing and expanding WASH facilities. No prison by any means will lack prison staff or their families and detained prisoners, thus its crucial to provide improved WASH services which would have a far reaching effect in humanizing social welfare of prison staff families and prisoners. The diverse cultures of prisoners and staff and lacking cleaning materials call for a extensive programme that promote hygiene in prison facilities for all dwellers (Pier, 2013). According to the Ghanian National Assembly Legislative Digest (2010) congested prisons unavoidably lead to inmates exposure to inappropriate health conditions which mostly cause spread of epidemics like tuberculosis and HIV/AIDS probable to cause death.

In the Kenyan prisons the medical officers attached to prison institutions should be an independent professional who should maintain a primary doctor-patient relationship with the male and female prisoners. Medical confidentiality should be respected and no medical officer

should be involved in any way in the punishment of prisoners but can certify them as medically fit to undergo the punishment they have been prescribed for (IED, 2004).

1.1.3 Infrastructural Reforms

Prison is seen as a physical structure situated in a certain specified geographical location that provides distinct communal environment where people live in accordance to specific conditions (McCorklen & Korn, 2004). Globally, prisons are established reformatory and rehabilitation institutions with a core goal of reforming and re-orientating prisoners, and make them useful members of the public. The neglect of the prison institutions over the years is reflected by the attendant myriad of challenges it grapples with especially on infrastructural decay and logistic constrains. In most cases the vehicles that are supposed to cater for the prisoners going to various courts scattered all over the local government areas of the country as well as for the welfare of prison officers are hardly sufficient or operational (Ogwezzy, 2011).

In Nigerian prisons, the Federal Government inaugurated 239 assorted operational vehicles and farm tractors as part of plans to rehabilitate and fast-track access to justice for inmates. While inaugurating the operational vehicles in Abuja, the measures were part of efforts to reform the operations of the Nigerian Prisons Service (NPS) as it was revealed that the fleet capacity of the prisons stood at just 268 vehicles in various stages of disrepair (Opafunso and Adepoju, 2016). A report on Asian prisons revealed that about 65 percent of inmates have never faced conviction to any form of crime, and some have been waiting for court trial for ten years or more. The report added that most prisoners were from poor backgrounds or were themselves very poor to afford paying a lawyer and the bad prison settings made their life behind bars even more unbearable.

Effectiveness of prison reforms can be guaranteed only if the three instrumentalities of the criminal justice system which includes the police (who arrest and present the suspects in court) the court (that hears the suspects out and sentence them) and the prison (where the criminals are held to serve their jail term) must be correctively responsive.

A clear indication of co-existence of this system was demonstrated in a momentous ruling by the Indian Supreme Court (2014) put an order to all prisons to free pre-trial offenders detained for over half of maximum jail term they could earn if verdict found them guilty (Penal Reform International, 2015). In the Kenya Prison In-charge stores and transport is responsible for all matters appertaining to organization and administration of transport which include; allocation of vehicles, maintenance and repair facilities as well as efficiency of all technical staff and drivers. However there is a challenge to most prisons that lack resources such as vehicles and personnel to facilitate transfer, transportation of inmates to the court when needed and other movements of prisoners. This at times contributes to delayed justice to the inmates (KNCHR, 2010).

Acute shortage of inmate's uniform is experienced in many prisons. This shortage also affects the prison staff who have to wait for a long time to be supplied with work uniform and sometimes they result to using their own resources to purchase uniform. Tools and equipment needed for training and work by instructors and inmates are not adequate and some are worn out or obsolete. It should be noted with great concern that securing lives and protecting properties remains an utmost duty of the state and because crime is functional, citizens unconsciously or consciously rub with the law. The concern is whether the structures are well equipped to assure reform of offenders. As such, prison still remains indispensable in reform, correction and

rehabilitation of convicts. As reflected in many countries, in Nigeria it was identified that failure to implement prison reform recommendations and congestion presented major challenges that confront prisons (Obioha, 2011).

In the low and middle-income nations, confinement of prisoners is typically done in old and dilapidated structures. Other than exposure to security risks and inadequate facilities, such structures could be extremely hazardous in terms of health and fire risks. Fire that broke out in Honduras and claimed over 300 lives of prisoners in 2012 was cited as the most fatal prison fire although not the only fire break in prison institutions (Penal Reform International, 2015). The cell occupants share bedding that is sometimes in final stages of wear and tear.

Although in some countries inmates enjoy the luxury of a bed and the privilege to select a cell to be accommodated in, the majority of prisons worldwide do not provide this facility (Bradley, 2001). MacKenzie (2006) put forward that while prisons all over the world differ a lot in nature, function and size, there could be a drift towards putting up larger prison facilities. Between 2000 and 2005 in the USA, there was a 17 percent rise in the number of correctional facilities that could accommodate over 2,500 prisoners. A modern high security prison was commissioned in 2014 and it's under construction in Melrose, central Mauritius which can house a thousand prisoners upon completion. In Zambia, a prison to hold a capacity of 1,500 inmates is being built by a Chinese company and is expected to be fully functional by 2018. Historically Europe has had smaller prisons, named Titan prisons but since late 1990's larger prison facilities that can house 2,000 inmates are under consideration in the UK. This notwithstanding, the number of non-convicted offenders in remand and those convicted in jail suffers equal congestion and are

constrained beyond capacity. An examination of African prisons by Sarkin (2009) established that many prisons are in a wanting condition and their practices do not meet the minimum human rights standards.

In most prisons, inmates (especially those serving a short jail term) are allowed to spend time in the open air space at least once a day, nonetheless their participation in organized physical education in some prisons normally very low. Older prisons and those in low income countries normally have lesser facilities and the capacity of older gymnasiums and sports halls can be restrictive although some prisons have outdoor sports pitches. In the U.S, inmates use their leisure time constructively where prisons avail activities such as sports, arts and hobby crafts, movies, wellness, games, individual and group social activities that are lacking in most prisons worldwide (Brown, 2012).

The Kenyan law has elaborate provisions on the accommodation, drinking water, food, clothing and bedding of male and female prisoners. Prison facilities and buildings in particular that aid in restriction of inmate movement must have enough space to live in, access to enough air and light. This notwithstanding, the Kenyan jails are faced with a common challenge of overcrowding and improper bedding (IED, 2004). Where male and female persons are kept for long periods in overcrowded conditions, the danger of physical violence and strong prisoners taking advantage of the weaker ones increase. In extreme conditions where there is no bedding the weaker prisoners are forced to sleep on the floor and go through unnatural sex acts in order to access basic provisions like bedding and food (Abuyeka, 2014). In instances where large number of prisoners is kept together for long periods, they sometimes turn on each other as a way of

relieving tension. Overcrowded prisons in Kenya also pose dangers of illness and spread of communicable diseases and sexually transmitted infections and also amount to inhuman degrading or other ill-treatment (Republic of Kenya, 2005).

1.1.4 Educational Programmes Reforms

According to International Covenant (2010) parties agreed that education shall aim at development of human personality and sense of its dignity, as well as strengthening value for fundamental freedoms and human rights. They are also in agreement that provision of education shall empower people to partake in free society, enhance understanding and promote tolerance amongst nations, races, ethnic, religious groups, and maintain peace (Cole, 2002). With a view of fully realizing basic rights, access to primary education becomes compulsory and freely availed to all persons and secondary education is possible in different forms, such as vocational and technical, is generally availed and accessed by all, based on their capacity (International Covenant, 2010). The articles further state that college education to be accessed on equal standing by all based on learners capability by all possible means, and particularly by progressively introducing and supporting free basic education. Elementary education shall be intensified and encouraged to enable persons who did not complete entire period of their primary education to be able to do so and as such, teaching staff to be improved continuously through prvision of material conditions (Kiira, 2014).

Every young offender of necessary school age has basic right to access to education according to their ability and need designed in preparation for their reintergration into society. Juvenile education must be provided outside confinement facilities in community schools if probable and,

should be done by qualified teaching personnel if possible through programs integrated with a country's education system to allow the juvenile to continue with their education without difficulty upon release. Special consideration should be accorded when administering juvenile education to young offenders with particular ethnic or cultural needs and those with foreign origin. Further consideration should be accorded to illiterate young offenders and offenders with cognitive and learning difficulties, who should be provided with special education (Mutuma, 2015).

Education is an important medium for inculcating positive values, supportive of the rehabilitation and reform of prisoners. Through the education, prisoners acquire skills and knowledge which they can use to secure gainful employment and reintegrate into society. It also provides opportunities for outsiders to meet and teach prisoners. The Standard Minimum Rule on treatment of offenders 51 requires prison administration to provide education to inmates (who require it) and integrate inmates into country's education system upon release.

Fragmented literature on status of education and training for prisons exist in Kenya prior to 2003. From interviews conducted, it emerged from the study that prisons offered convicted prisoners adult education classes and formal education up to primary level in few prisons. Naivasha maximum prison offered accountancy courses with support from missionaries. Instruction is carried out by prisoners on a voluntary basis. However, prisons rely on donations from charities or instruction materials (Oketch, 2009).

Education and vocation training for offenders is one of the areas which has benefited immensely from the open door policy in the post 2003 period. Most of the prisons visited had initiated education programs for offenders. In Nakuru prison for instance; inmates have the best access to education up to primary (standard eight) level. Naivasha maximum prison continues to have the best education program for the inmates in the whole country. In 2004, the prison offered candidates for the secondary level examinations for the first time. The prison has expanded its post-secondary education program by entering into a collaboration arrangement with Strathmore University (Nyaura and Ngugi, 2014). The prisons education program is run through an elaborate and autonomous leadership and management structure comprising prisoners.

Owing to the open door policy, well-wishers have shown considerable interest in the program by donating reading materials, stationary and computers. In Bomet prison, for instant, the local Kenya Commercial Branch (KCB) donated funds and materials for the establishment of training workshop for the inmates. However, heavy reliance on donations places prisons in remote areas at a disadvantage as they attract few donors. According to Omoni and Ijeh, (2009) many prisoners continue to suffer from lack of books and other basis infrastructural requirements for education. This has severely discouraged even the few that are inclined to learn from or educate fellow prisoners.

1.1.5 Participatory Monitoring and Evaluation

The ideal Participatory Monitoring and Evaluation (PM&E) calls for stakeholders especially at local levels to be involved actively in all steps of M&E. Stakeholder participation involve engagement in activities that determine objectives of monitoring or evaluation, identifying

pointers to be engaged and taking role in data collection and analysis (Ezemenari, Rudqvist and Subbarao, 1999). Participatory procedures can be used not only at project formulation phase, but all through the project duration and especially for evaluating how underprivileged perceive the benefits that flow from the project (Leeuwen et al., 2000).

A true PM&E is one in which allow all stakeholders to play a part in all monitoring and evaluation processes (Obure, Dietz and Zaal, 2008). However, as Guijit, Arevalo and Saladores (1998) noted, a fundamental part of understanding PM&E rest on how ‘participation’ is construed. The effectiveness of such processes calls for it to be entrenched in strong commitment aimed at unified actions by the project managers, communities as well as other stakeholders affected in one way or the other by a project at any levels. PM&E is embedded in empowerment of stakeholders to take action such as provision of material support like pens, books, training and facilitation to make the PM&E possible. The level of appropriate stakeholder participation for overall purpose of monitoring and evaluation system that entails local learning or external accountability is crucial (Codd, 2011). In prisons, the main stakeholders to reforms include prisoners, prison staff (uniformed and non-uniformed). Other stakeholders’ staff families especially those living within prisons, faith based organizations, community around prisons, NGOs, human right commissions’ suppliers to prisons and consumers of prison products such as furniture and clothing.

Accountability addresses issues like planning for use of funds, having reforms reaching the intended beneficiaries, considering quality of inputs and incorporating the poor, women, and vulnerable groups that participate in the process. Providing improved information for strategic

planning at different project stages helps to achieve the intended objectives. In the best practice of participatory monitoring and evaluation (PM&E), frequency of reviewing evaluation resource materials as well as speedy and relevant feedback of findings to check on progress and changes needs to be carried out at set intervals (Fraiser et al., 2006). Whether changes brought about by prison reforms is being felt by the beneficiaries, different community members can be asked what changes they have seen since the inception of the reform in their community. The members are the main and other stakeholders to prison reforms. These reforms have a far effect on the immediate beneficiaries and their families. The community at which prison institution is located are also affected by these reforms particularly the health reform. Disease outbreaks and epidemics have been a thorny issue to prisons all over the world. The Kenyan prison has not been spared of this challenge. When there is a disease outbreak in prisons, it also affects the surrounding communities. Benefits derived from education programs while in prison have a far reaching benefit to prisoners and the society. While to some it becomes a source of livelihood, to others it is relief since the prisoners are reformed and gain knowledge and skills to empower them and deter them from criminal activities (World Bank, 2012).

The reforms that seek to improve physical facilities have been put into place in most prisons. If this can be successfully achieved, congestion in prisons can be addressed. Both county and national governments are involved in inspection of prison buildings which they can either issue approval certificate or mark for demolition (Abuyeka, 2014). Design on physical facilities should also be thought in line with prevailing weather conditions so as to address the issues of exposure to extreme cold or hot weather. In prisons where the housing facility is not adequate, in addition to hot weather, death cases can be imminent.

Qualitative aspects of participation call for inclusion of impetus to participate or making clear on whose initiative are community members expected to participate which promotes social welfare. Another aspect is motivation for participation which entails the incentives that are availed to community members for participation and the status or characteristics of people participating. Quality of participation that detail the activities that people participate in such as decision-making, organizing and providing labour calls for proper layout. The effective power with participation regard to the person making decisions on what and who to control what particular activity is also very crucial. Participatory Monitoring and Evaluation (PM&E) processes aid at enhancing empowerment, participation and governance in reforms that improves efficiency, performance and sustainability of interventions (Fraiser et al., 2006).

1.1.6 Organizational Culture

Organizational culture brings into perspective cultural elements that determine strategy, goals and mode of how institutions operate. Ilen-Mayer (2001) found significant and positive linear relationship between cultural effectiveness and change of attitude of employees and that culture that strengthen good communication and teamwork among team members. It has been found that values and patterns of leadership are particularly determined by cultural backgrounds of leaders and their own shared experiences. Role played by culture in an organization life must be well understood since good leaders can be an enabling force to help people and organizations in performing and developing the objectives of organizations. Culture presents unique effects to each organization since it is that distinctive collection of values, beliefs, work styles, and relationships that distinguish one institution from another (Roger, Harrison and Stokes, 1992).

The management should inculcate an innovative culture that in effect translates to better institutional achievement. Leadership basically concerns people as it involves decisions and actions with unique responsibility for people to accumulate wealth for organizations. The prison institutions need to inculcate a health culture that will allow all participants to work towards implementation of reform projects (Armenakis, 2002). In comparison with tangible artifacts, intangible organizational elements like culture are less flexible, hard to accumulate, and not easily transferrable (AWGA, 2011). These elements affect multiple uses while, serving simultaneously as inputs and outputs of organizational activities although not consumed when in use (Behn, 2003).

1.1.7 Change of Behavior of Inmates in Correctional Facilities

Imprisonment is much more than just opening and closing the guarded prison gates. Contemporary penal management practices emphasize on reforming the inmates. Despite the advancement on economic, democratic and political reforms, penal institutions in most countries or states of the world have not made substantial impact on inmate's welfare. The current approach in penal circles is seeing prison improvement from rehabilitative and reform perspective rather than from the perception of imprisonment as punishment. The assumption therefore is that offenders need support or help and they should be assisted to live better life and shun criminal behavior and activities. Spiritual welfare is particularly important to inmates considering most of them grew up in environment that did not put much emphasis on religious values (IED, 2004).

A frequent debate in modern academic spheres such as social workers, criminologists and prison experts is to ensure a suitable model for appropriate prison administration to reflect rehabilitation objectives through social integration (Omoni and Ijeh, 2009). While crime and other violations need to be deterred, the reform model should be applied in a manner that is reasonable to convicts during and after imprisonment; hence a need to be rational and logical with the punishment. Austin, Baird, and Neuenfeldt (2007) further stressed this position that crime that gave pleasure should be counteracted by containment which should be applied reasonably. McCorkle and Korn (2004) argued that illiteracy and criminal activities are sometimes intertwined. They further stressed on the need of introducing educational programmes to prisons that could help inmates gain skills and competence to penetrate job market upon release which can be made possible by efforts of qualified and motivated prison instructors.

Without effective program to assist offenders face these multiple challenges, the likelihood of successful rehabilitation is very poor hence there is a need to impact the prisoners with necessary skills that will be helpful to them and the community at large. This view stem from the understanding that persons who have acted against laws and society's' collective norms articulated in criminal laws should be rehabilitated; hence the application of the term correction to echo this thinking (Ostreicher, 2003). Inmates' connection with their families is very important to rehabilitation, in this regard, some prison institutions are running open days, events that attract family visit and contact with community members. The event and other simple programs such as remote parenting programmes for mothers in prison can help

prisoners rebuild their social networks and stay connected with their families and community (Sarah, Gyn & Jonathan, 2016).

The detention centres is a component of criminal justice system entrusted institutionally to imprison, reform or rehabilitate lawbreakers and make sure that they abide by the principal society values on discharge. Convicts are therefore expected to access training, proper guidance and counseling and enabled to resocialize as better citizens (Odigha, 2004). Prison welfare officers have a general responsibility of staff and prisoner welfare who theoretically support the process of rehabilitation but in the Kenyan scenario they are too few, poorly equipped and trained to facilitate post release planning and prisoners contact with families and communities (Oketch, 2009). There is therefore a need to review their roles and functions towards rehabilitation and reintegration of offenders and need to recruit more welfare officers and equip them with skills on behavior modification techniques, counseling, and awareness of special needs of offenders. Pre-release planning and management of offenders' re-entry in the society as far as receiving the skills they require can be facilitated by the welfare officers (IED, 2004).

A focus on interdisciplinary partnership and inter-agency collaboration between humane services can result to promising gains for communities, individuals and the general public health. Institutional factors and community participation could be an important aspect in rehabilitation of prisoners, prisoner reentry and reintegration and ease recidivism (Santora, and Monica, 2014). Beside the contribution of the Risk-Need-Responsivity Model in behavior modifications and prevention of reoffending, Murtagh (2006) put forward that contribution of states in promotion

of health through dependable health promotion actions in prison settings can yield more benefits to the prison institution and communities at large.

Both prison inmates and prison staff have positive attitude towards rehabilitative counseling and inmates' educational attainment (Kayode and Olusegun, 2014). They further stress that a significant difference between the attitudes of prison officials and prisoners as members of prison institution lies on the basis of their prison standings in most prisons. However there is a feeling that the depth of burden placed upon prisoners will call for mentoring and support to gain confidence and develop long term skills. Success will only be achieved as a result of team effort (Murtagh, 2006). The agenda for change, that involves, matters like privatization of services and resources should be embraced if meaningful prison reform outcome is to be realized. Considering the advice of experts from outside the prison service together with views of key prison service officials regarding reforms, assessment of the possibilities for successful change also need to be considered (Hooks et al., 2010).

In an open door policy prison, the dream of enlightened prison that embodies five core virtues: hope, merit recognition, individuality, growth, and community would be achieved. In the absence of these attitudes that symbolize characteristics of current-day institutions- persistent of the "endarkened" prison, manifested by despair, isolation, stasis, recognition of demerits and classification will rule. Long serving prison officers have substantial effect on staff culture, and among staff also exist informal codes hence similarities in staff and inmates' cultures of stereotyping, social representations of 'the other' is shaped, with undesirable impression on the

possibilities for working out rehabilitation and hinders reporting of incidences on personal health, drug abuse, and planned jail breaks before they get out of hands (Odd, 2005).

Scholars have made notable suggestions that indicate inability to rehabilitate prisoners. There are various views also in regard to what obstructs prisoners' efforts to change behavior. Chaplains and prison officers entrusted with behavior modification of prisoners face obstacles that thwart rehabilitating efforts. Arguments by Lambroso (1972) and Martison (1994) came up with the phrase of the born criminals and where nothing can work and their theory further suggested that the said criminals represent a distinct category of human beings that can hardly be rehabilitated. Ezorsky (1992) and Richardson (1994) were also of the ideology that prisoners cannot be rehabilitated regardless of the approach or effort of caretakers. Gall and Spurzhem (1993) affirmed that criminals have distinct physiques for instance a bump of theft visible on their skulls and shapes. Such criminals are said to be unable to acquire new behavior hence, are beyond rescue. As studies link criminality to varied causes, Kolberg (1986) stresses that criminal behavior revolve around environmental conditioning and moral aspects. Bishop Aquinas (1992) identifies the impact of poverty on crime and concedes that in intense cases it can be prompted by desperate need leading to theft.

Kenya Prisons Service functions includes to contain and keep offenders safely in custody, rehabilitate and reform offenders to control recidivism, containment to detect and prevent escape and jail break and promote prisoner's opportunities for social re-integration. Thus, the department has over the years implemented various models of rehabilitation and reintegration of offender. Planned interventions that endeavor to change the offender's cognitive processes,

attitudes, personality or mental health is very essential. Broadly, rehabilitation refer to social relations with others, vocational skills, education and employment, which can be realized by inmates attending and completing various tests (Oketch, 2009). The intent of the intervention is to make the prisoners less likely to break the law in future or basically to reduce recidivism (Law, 2004).

Reintegration is the whole process through which an individual is reintroduced to the community with an aim of assisting the person to live in a law-abiding manner (Maltz, 1981). Social reintegration also refers to full and active participation in the community activities by ex-offenders. Preparation for reintegration is very crucial and its best placed if it takes place in prison. Kenya's prisons are mandated to provide inmates with rehabilitative programmes and vocational training and education that would prepare them for reintroduction to the society and help them to participate actively in positive socio-economic activities when released. In most cases, ex-convicts are stigmatized in their communities when they return after jail term completion. The skills gained improve their probability to engage in rewarding employment and minimize likelihood of returning to criminal activities. Rehabilitation treatment programmes can include educational and vocational training, individual and group counseling and medical treatment. Educational, explicit counseling strategies and well-structured vocational training can be effective if they are implemented intensively, are designed to match program goals and address the offender's individual needs. Prison based education and training programmes give prisoners the skills needed to gain employment (Muchiri, 2009). These skills should focus at promoting personal responsibility and providing prisoners with practical benefits to succeed in lawful occupation (KNCHR, 2010).

1.1.8 Correctional Facilities in Kenya

The correctional system was introduced during the British East Africa Protectorate through the enactment of East Africa Prisons Regulations in April, 1902. The control of prisons was vested with responsibility for the management of all prisons and staff. By 1912, there were 30 prisons with a prisoner population of 6,559 and a staff establishment of 319 officers. Although prison operated as independent entities, the service offered in the prisons institutions continued to be administered through Inspector General of Police. Remission for long sentenced prisoners was introduced in 1918 which allowed for release on license for first-time offenders on completion of two thirds of their sentence of three years or less (Republic of Kenya, 1977).

In 1927, five Technical instructors arrived from England and this increased the number of inmates trained in carpentry and masonry. Training targeted recidivists to reduce their probability of going back to prison. Early in 1929, more space for a larger number of recruits was created that marked a beginning of thorough training of recruits to improve staff efficiency and discipline. Physical training and organized games were introduced to reduce idleness amongst juvenile convicts and prison officers' library was established to enable officers' study various aspects of their career and benefit from experiential learning (RoK, 1977).

By 1954 the prisoner population stood at 28,630 while the staff population was 11,025. However, prisons continued to operate as closed entities that allowed little or no information at all to members of the public. Due to the advent of democracy and sensitization on human rights issues in the 1990s, the service was under pressure to allow members of the public know how

prisons are managed and to what extent prisoners' human rights are observed. Hence, the open door policy was adopted in the year 2000 which has contributed immensely to collaboration with stakeholders leading to improvement in prisoner's rehabilitation programmes through the assistance from NGOs and faith based organizations. As per KPS human resource 2017 data, there are about 52,000 inmates against staff strength of 20,008.

In executing its mandate, the Kenya Prisons Service is guided by the Kenyan Constitution, Criminal Procedure Code, Children' Act and Probation act amongst others. More importantly are the Prisons Act (Cap 90) and Borstal Act (Cap 92) which empowers the prisons service to perform the following functions: Containment and safe custody of inmates which involves both static and dynamic security. Rehabilitation and reformation involve placing inmates in relevant vocational training in various fields depending on their interest and background level of literacy. In addition to vocational training, inmates are also placed in formal education. Rehabilitation also entails provision of guidance and counseling services for behavior modification and stress management (Abuyeka, 2014).

According to laws of Kenya, youthful offenders are offered opportunities to access formal education and vocational training. They are placed in specific programs based on their academic, social, criminal background and self-interest and undergo counseling to influence their behavior. The service in liaison with relevant stakeholders, link the youthful offenders with their family members to ensure they maintain close ties (Lucko, 2003).

The Kenya Prisons Service contributes to community safety by ensuring that inmates committed to prison remain in safe custody until they are legally due for release. The inmates undergo rehabilitation and reformation for their social reintegration. In order to fulfill its mandate, the service collaborates with stakeholders including NGOs, agencies in criminal justice system- the police, judiciary, probation and other Government Departments. The service seeks to be guided by professionalism in its service delivery orientation. To achieve this, the service is mandated on achieving sustainable safety and universal human rights standards, a strong and common identity on offender rehabilitation and an all-inclusive administrative structure (Kenya Prison Service, 2008).

To modernize, expand and develop the existing infrastructure in prisons it was proposed to Construct eight new prisons, 90 Dining Halls in all prisons, 6,000 staff houses, 180 prisoners' wards and one 1 block for Girls. It was further proposed to refurbish 120 medical facilities, develop effective healthcare system for prisons community, construct a prisons referral hospital, avail HIV Counseling and Testing to 60,000 members of the Prisons Community (prisoners, staff with their families and the host community and to establish an emergency response unit (Kenya Prison Strategic Plan, 2013-2017).

To alleviate transport challenges, the strategic plan looked forward to procurement of buses, saloon cars, utility vehicles, pickups, ambulances, motor bikes as well as establishment of an air wing and procurement of a helicopter. Construction of office space and procurement of office equipment was also advocated for and construction of classroom in 50 prisons. To mechanize prison farms procurement of 22 tractors and 1 lorry was proposed as well as construction and

equipping 80 workshops. Construction and maintenance of 5 bore holes to provide water for domestic use and farming was proposed. Provision for adequate stores for both staff and inmates and a further recruitment and training of 9,000 officers and review service standing orders was also highlighted in the Kenya prison strategic plan (2013-2017).

There are nine prison institutions within Nairobi County with a population of 7,158 prisoners. These prisons house the male, female and young offenders serving on short term, long term and capital offences. Prison reforms are carried out across the nine institutions. Due to the proximity to human right commissions, faith based organizations, donors and other stakeholders, oversight and stakeholder participation is relatively higher than other regions. The county being the capital city has its unique characteristics and the prisoners in these prisons have accessed education to some level. Therefore they had lesser difficulties in filling the research instrument.

1.2 Statement of the Problem

In Africa prison conditions are extremely bad, characterized by overcrowding, inadequate health and sanitation infrastructure, inexistence rehabilitation programme, insufficient food in terms of quality and quantity (KNCHR, 2003). According to Gaes (2008) the aim of any prison institution is to prevent and cure crime as such, there is no internationally recognized or accepted model of a prison system. The style of imprisonment is closely linked to culture and history of a country. The question of whether imprisonment does rehabilitate, correct, reform or reintegrate criminals is a question which world authorities have not agreed (Becker, 2003). While some offenders have been rehabilitated by imprisonment, prisons are known to harden offenders since some prison sentences contribute to disintegration of offenders' families and to delinquency of

dependent minors hence increasing rates of crime (Griffiths & Murdoch, 2009). It's therefore a collective responsibility of every stakeholder to participate in the effort to reform the offenders.

Through opening up the prisons to oversight bodies that push for reform, conflicting information where some human rights activist bodies (KNCHR, 2004) argue that little or no reform has been realized while members of the public argue that prisons reform is successful such that it has impacted negatively on rehabilitation programs in prisons. An investigative Report by a High Level Committee on the Prison Crisis in 2008 indicated overcrowding, omissions, indiscipline, diseases, and modern slavery. Prison officers are on record as stating that the reforms have fostered close working relations with other players leading to diversified and improved rehabilitation programs. Prisons reforms have often generated organizational skepticism and resistance in employees that makes it difficult or impossible to implement organizational improvements (Austin, Baird & Neuenfeldt, 2007). If prison management does not understand, accept and make efforts to work with resistance, it can undermine the most well intentioned change efforts. Accordingly, management's ability to achieve maximum benefits from change depends on how effectively it creates and maintains a climate that minimizes resistant behavior and encourages acceptance and support (Austin, Baird & Neuenfeldt, 2007).

The right to health is holistic and requires the government to have policies and practices that make it accessible and available. However in Kenya the improvement of prison facilities in relation to health is wanting faced with inadequate participation, insufficient drugs supplies, inadequate facilities and few medical practitioners (KNCHR, 2010). This is contrary to

International Covenant on Economic, Social and Cultural Rights which call for availability of functional public health facilities, accessible quality healthcare services without discrimination.

Reforms in Kenya prisons have many shortcomings (KPS, 2004). Although there have been a few positive values of the rehabilitation reform, scholars have argued that it is more stated on paper than applied. When applied, it is not of a maximum rehabilitative value to the offender in particular and the wider community in general. Odegi (2001) has shown that prisons in Kenya have very limited and poor training facilities and most industries and workshops do not have modern equipment and machines and where they are, they are mostly insufficient and obsolete. This translates to poorly trained prisoners because they get obsolete skills that are inadequate to match job requirements in a presence of sophisticated technology.

Blame on the rise of crime and failure of rehabilitation of offenders in Kenya by prison officers on the shortcomings in the officers' work and living environment since the two are inseparable (Abuyeka, 2014; Kenya National Human Rights Commission, 2005). A study by the KNHRC (2001) on prison conditions brought into sharp focus the inadequate housing for staff and inmates as the primary causes of squalid and inhuman conditions in prisons. In 2001, the UN special rapporteur on torture visited prisons in Kenya and compiled scathing report on prison conditions. Soon afterwards, reforms in prisons were commenced partly as a response to the recommendations made in the rapporteurs report. Overcrowding which is a visible case in Kenyan prisons, may act as an intensifier of stressful prison conditions occasioned by other factors with consequences that can threaten life. This challenge has been intensified by the lack of expansion of the prison system (Omboto, 2013).

Prisons with limited infrastructural facilities, inmate training facilities and programs in the workshops and industries are bound to be ineffective (Armstrong, 2007). Government correctional systems should ensure that officers have enabling environments through provision of the necessary physical infrastructural facilities such like proper staff housing, well spaced inmate wards, functional machines, equipment and workshops to train prisoners in relevant skills for use during their post release lives (MOHA, 2005). Prison reform remains an important issue in any society, considering that the prisons are potential hotspots for gross human rights abuses. This is accentuated by the fact that most prisons are by their nature out of sight (closed institutions) and prisoners are by common definition outcasts (Okun, 2006).

Kenya's prisoners are entitled to religious, recreational, medical and counseling services from correctional officers since social engineering is perceived as the most valuable tools of prisoner reformation. The tool employs techniques of group counseling that involve use of social workers to run discussion groups with prisoners along certain agreed lines where a member of prison staff acts as counselor and prisoners are encouraged to face up to their personal problems by interaction and self-criticism in the group setting. Sadly, there are no systematic counseling programs provided by the prison service in Kenya. Even though the prison chaplaincy and chief maalim are supposed to play this role, lack of adequate personnel has limited that capacity for delivery of counseling services. Only few NGOs such an independent legal unit and legal resource foundation have independently initiated counseling program on pilot basis in selected prison.

The absence of counseling programs greatly undermine the rehabilitative objective of prison. Susskind (2004) suggests that the greatest sole factor associated with rehabilitation is the attention devoted to hear out each individual prisoner as well as the amount of time dedicated to sort their problems out. Like other developing countries, the reform program for prisons in Kenya has been beset with many problems associated with lack of resources. In some cases the reforms have failed to identify the real problem with many countries at pains to attain the intended targets (Hill & Lgaa, 2007).

A situational analysis undertaken reveals that prison department past performance, constraints and challenges has continued to affect its realization of the core objectives. Some of the problems are inefficiency in inadequate stores and supplies, shortages in medical supplies, HIV/AIDS management. This has been exacerbated by ineffective rehabilitation and reformation programmes and poor physical infrastructure (Davis et al. 2013). Several community development reforms face challenges ranging from time delays and complex decision-making processes to cost overruns caused by stakeholder conflicts (Ismodes, 2007). Stakeholders has become agent of building community structures and with increased roles, the level of influence on every aspect that touches on their lives has grown dramatically and mostly more pronounced in community setting while implementing community projects (World Bank, 2010).

Though there has been reform interventions implemented in Kenyan prisons, the challenges has not been fully addressed considering insufficient staff housing, stores for staff and inmate, congestion of inmate, inadequate health care and sanitation for prison fraternity which lead to re-offending, recidivism, jail escapes, riots hence hampering behavioral change (Tonah, 2011;

Ministry of Interior and Coordination, 2014). This echoing by the ministry led to formation of urgent committee comprising of probation officers to address the challenge of congestion in 2017. Therefore this study sought to find out whether health reforms, infrastructural reforms, educational program reforms, participatory monitoring and evaluation, organizational culture influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of study was to investigate influence of selected institutional reforms, participatory monitoring and evaluation, organizational culture on the change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives;

- i. To examine how health reforms influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
- ii. To assess how infrastructural reforms influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
- iii. To establish the extent to which educational programmes reforms influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
- iv. To determine the extent to which selected institutional reform influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

- v. To assess how participatory monitoring and evaluation moderates the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
- vi. To assess how organizational culture moderates the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

1.5 Research Questions

The study sought to answer the following research questions;

- i. How does a health reforms influence change of behavior of inmates in correctional facilities in Nairobi County, Kenya?
- ii. To what extent does infrastructural reform influence change of behavior of inmates in correctional facilities in Nairobi County, Kenya?
- iii. To what extent does educational programmes reform influence change of behavior of inmates in correctional facilities in Nairobi County, Kenya?
- iv. To which extent does selected institutional reforms influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya?
- v. How does participatory monitoring and evaluation moderate the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya?
- vi. To what extent does organizational culture moderate the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya?

1.6 Research Hypotheses

The study was guided by the following hypothesis

1. **H₀₁** There is no significant relationship between health reforms and the change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
2. **H₀₂** There is no significant relationship between infrastructural reforms and the change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
3. **H₀₂** There is no significant relationship between infrastructural reforms and the change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
4. **H₀₄** There is significant relationship between combined influence of health reforms, infrastructural reforms and educational programmes reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.
5. **H₀₅** There is no significant moderating influence of participatory monitoring and evaluation on the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya
6. **H₀₆** There is no significant moderating influence of organizational culture on relationship between relationship between selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

1.7 Significance of the Study

Both prisoners and prison officers possess optimistic attitude to rehabilitative counseling and inmates' educational attainment. They further stressed that a significant difference between attitudes of prison staff and inmates on the basis of their prison positions occurs in most prisons.

However there is a feeling that the depth of demands being placed upon inmates needs mentoring and support in order to gain confidence and build up skills (Mushanga, 2006).

The findings of the study therefore were expected to be crucial to government policy makers regarding formulation and implementation of the prison institutional reforms and programme. The serving inmates may benefit from the improved prison environment which will be aligned to market preference and whose content may benefit the community. The findings are expected to contribute to existing literature particularly in regard to the correctional department. The study opens new areas of study for further research.

1.8 Limitations of the Study

The study population was spread within nine prisons in an area of 696sq km which limited the study. To overcome these challenges sampling was done to get a sample from a target population. In addition getting time with officer in charge was difficulty. In order to address the above challenge, opportunity was sought through prior arrangement and booking appointment with them to address time constraint. Again suspicious of the respondent when availing the data because of the nature of their job for fear to expose their employer and risking their job arose therefore in order to address this, the researcher explained study purpose to the respondents through various authorizations to carry out the study such as permit from National Commission for Science, Technology and Innovation (NACOSTI), university clearance letter, clearance from the department assuring them of confidentiality issues in order to convince them to participate in the research. Access to prison facilities, deemed a security area and interacting with prisoner who are considered a social misfit posed a challenge to the researcher and research assistants, but this

was addressed in more professional way since the researcher was trained to handle inmate in humane way and gave clear directions to research assistants.

1.9 Delimitations of the Study

This study was delimited to Nairobi County an area of 696 square kilometer. The county has 9 prisons which account for 2,953 prison officers 7,158 prisoners. The area was chosen because of its well-connected transport system for efficient and efficiency mobility of the researcher to every corner of the county. In addition security concern of the researcher was addressed since the county is also the capital city of the country and security apparatus are beefed comparatively. The study was delimited because the county has all types of the prison and prisoners for example maximum prison, medium prison, women prison, youth correctional training centre, girls' borstal institution. In terms of prisoners, the county accommodate all sort of prisoners such as ordinary prisoners, lifers, life condemn prisoners, short term, civil debtors, foreigners, who have committed different crime in Kenya. The study was delimited to long sentence prisoners since they have been within the prison institution for long to tell the new changes through their own experiences.

1.10 Basic Assumptions

It was assumed that the respondents cooperated and gave truthful and honest information and that prison health reforms, infrastructural reforms, educational program reforms, participatory monitoring and evaluation and organizational culture had influence on change of behavior of inmate in correctional facilities in Nairobi County, Kenya. It was also assumed that there was no communication barrier on the side of respondents. In addition the research assumed that all the

reforms are either completed or at various stages of completion. It was further assumed that all correctional facilities keep updated records and those documents were availed to the researcher by the concerned individual for the purpose of usage in this study only.

1.11 Definition of Significant Terms used in the study

Change of behavior of inmates -Refer to process of working on Re-offending Recidivism ,Jail breaks , Riots and unruly habits Escapes while in prisons by provision of conducive environment in terms of health, education and infrastructure services through stakeholder involvements which will ensure the individual become functional law abiding citizen upon release.

Correctional facilities - Refer to prison, borstal institution, Youth Correctional Training Centre which are constitutionally mandated to contain, rehabilitate, train and ensure social re-integration and community protection with accordance to laid down rules, regulation and ratified international conventions

Educational Programmes Reforms - Education programs in Kenyan prisons entail access to primary and secondary education, availability of training materials and vocational and professional training. It also entails the access of trainers by learners and mode of examination

Health Reforms - In the Kenyan prison, health reform consist of a set of coordinated and controlled activities such as ambulances, medical personnel, dispensaries and health centers, drugs availability, specialized Medicare in order to serve the clients/patients better considering the challenges of time and resources without compromising service delivery.

Selected institutional Reforms -These are a set of coordinated and controlled activities such as health activities, education activities, infrastructural facilities, which are intended to influence the delivery of effective and efficiency service to inmate, staff and to all the stakeholders

Participatory Monitoring and Evaluation - Is the process whereby stakeholders (prisoners and their families, prison officers, government, community and human right organizations)- are in one way or the other prone to effects of intervention being examined in the context of prisons in Kenya. They are also active participants who spearhead tracking logic progress towards achievement of jointly agreed or self-selected outcomes at local levels as well as drawing actionable conclusions.

Infrastructural Reforms -Provision of physical facilities such as staff housing, cell occupancy, adequate bedding, entertainment facilities, temporary and permanent structures and connectivity to clean water and sewerage system which ensure principle of normalcy in correctional facilities

Organizational culture - This refers to the specific collection of values, norms, beliefs and attitudes shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization hence influencing behavior change of inmates.

1.12 Organization of the Study

The study was structured in five chapters; chapter one contained the background of the study, discussion of the study concepts, statement of the problem, purpose of the study, the objectives of the research, research questions, research hypothesis, significance of the study, limitation and delimitation, basic assumptions, definitions of significant terms and organization of the study. Chapter two discussed the literature reviewed using introduction themes on institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya, educational programmes reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya; Infrastructural reforms and change of behavior of inmates in

correctional facilities in Nairobi County, Kenya. Other concepts this chapter are; participatory monitoring and evaluation and change of behavior of inmates in correctional facilities in Nairobi County, Kenya. Organizational culture and change of behavior of inmates in correctional facilities in Nairobi County, Kenya. Theoretical framework discusses theory of change, Theory of Planned Behavior, the unified theory of punishment and conceptual framework. Chapter three covered methodology particularly the research design, research paradigm, target population, sample size and sampling procedure, research instrument, validity of instrument, reliability of research instrument, data collection procedure, data analysis technique, ethical consideration operationalization of variable and references. Chapter four discussed data presentation, analysis, interpretation and discussion and chapter five discussed summary of findings, study conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter literature was reviewed in accordance to the following themes. The concepts of health reforms and change of behavior of inmates in correctional facilities, infrastructural reforms and change of behavior of inmates in correctional facilities, educational programmes reforms and change of behavior of inmates in correctional facilities, participatory monitoring and evaluation and change of behavior of inmates in correctional facilities, organizational culture and change of behavior of inmates in correctional facilities were reviewed and discussed in this chapter. The theoretical framework, conceptual framework and the summary of literature review were discussed as well.

2.2 Change of Behavior of Inmates in Correctional Facilities

Studies indicate that inmates can benefit in several ways when exposed to education, it can also help those struggling with self-worth, confidence and empowerment issues and that prisons arts programs contribute to inmate self-expression and exploration (Matarasso & Chell, 1998; Jermyn, 2001). An evaluation of prison education in Norway it contributes to inmate self-development through improving their motivation, social and life skills (Mushanga, 2006). Prison programs evaluations have shown that beyond encouraging and facilitating creativity, communication, and reflection, art teaches inmates how to work with a focused discipline. The creative process often had satisfaction of having something to show for hard work. The development of other life effectiveness skills such as the willingness to experiment and learn

from mistakes, self-criticism, and self-reflection are associated with education and creative process (Winner & Hetland, 2007).

The importance of training and engagement in empowering inmates with a sense of purpose raises consciousness and the belief that they can realize positive change in their lives (Gude, 2009). Another principle benefit of prison programs is that they can act as a gateway to further learning through building confidence and self-esteem (Brewater, 2012; Cohen, 2019; Silber, 2005). There is evidence that this is particularly true for those alienated from formal education system perhaps because it's non-traditional content and teaching methods. A study of young offenders in England for instance revealed that they valued education even though they had little enthusiasm for other formal education (Jiang & Winfree, 2006; Brazier & Wilson, 2005).

Education program offer the opportunity for inmate-artists to form positive with trainers based on mutual respects rather than authority (Blacker, Watson & Beech, 2008). According to Dean and Field (2003) there is ample evidence to suggest that the program provide safe and acceptable way to express, release and deal with potentially destructive feeling like anger and aggression. Perhaps it is for this reason that prison education programs have been found to positively impact inmate.

A study of inmates who participated in an education center in England showed that participants improved their disciplinary records. In disciplinary cases were reduced by 29% comparatively. Staff reported improvement in prisoner's attitudes to work including increased ability to occupy themselves in cells (Hughes, 2005). Across-benefit evaluation of California education programs

found similar reduction in disciplinary reports and positive feedback from prison officials (Brewster, 1983). Prison programs offer opportunities to inmates to reconnect with society through their education (Brewster, 2012; Schrift, 2006). Displaying or selling artwork, performing music and theater, or having public readings of inmates prose and poetry, provide inmates the opportunity to engage in productive exchanges with the community before and after release (Johnson, 2008). Giligan (2012) argue that prisoners should be treated with exactly the same degree of respect and kindness as we would hope they would show to others as they return to the community.

2.3 Institutional Reforms and Change of Behavior of Inmates in Correctional Facilities

Institutional reforms comprise the processes of coordinated and controlled activities such as health activities, infrastructural facilities, educational programme, which are intended to influence the delivery of effective and efficient change of behavior of inmates in correctional facilities. These reforms are state commitments that attempts to improve the prison conditions implement alternatives to imprisonment and establish more effective penal systems. While prisons have always been regarded as main institutions for punishing unlawful acts, Thom (2007) puts forward that constitutional commitment towards a rehabilitation system that reforms its lawbreakers is very critical concern for building and safeguarding communities. Nevertheless the basic task for legislation is to make sure that prison institutions becomes the places where such goal can be actually realized.

No government should allow decline in the decency safety, and justice of her people. To achieve that, governments requires committing to acceptable minimum standards and providing a clear

responsibility statement of prisons to the prison authorities and other stakeholders (Franklin & David, 2008). According to Bradley (2001) the prisons and punishment demonstrate a particular society's level of civilization, a notion that was adopted worldwide. While physical improvements do not facilitate administrative practices for reforming the prisoner, they rather facilitate spaces wherein prisoners can exercise some degree of agency.

The idea of American prisons, just like the idea of common schools, has reflected confidence in public institutions for implementation social reform through transformation of individuals for many years. With this goal in mind, penal theory has been a type of educational theory that has made systematic and sustained correction effort to behavior and ideas of prisoners. What has set penal theory apart from educational theory-and prisons apart from schools or other social functions of imprisonment is the retribution for crimes committed, custodial control that separates the inmate from society, and deterrence (Bernard, 2005). The goal of punishment has dominated the evolution of American prisons; nevertheless, as total institutions prisons have had their own mechanisms and these mechanisms-along with its relationship to punishment has changed significantly over time (Norval, 2003).

The aim of imprisonment is the protection of society, deterrence of potential offenders from committing crimes, punishment and reformation of offenders (Mushanga, 2006). To this effect, the major goal of imprisonment is the rehabilitation of offenders, where rehabilitation is regarded as restoration of offenders to law-abiding persons through correctional programs such as training in different skills for employment after release (Conklin, 2005). Fathi (2012) further argues that

if prisons are too expensive to run in a humane manner, this is primarily because mechanically imprisonment is used as the answer to multiple economic, social and public health problems.

Although the prison populace has grown considerably, funding sources for programs has not proportionately grown, hence fewer prisoners can gain admission to the prison programs (Wener, Frazier & Farbstein, 2007). Additionally ex-offenders are placed in guidance programs before release although these programs do not necessarily translate to receipt of community services (McCorkle, 2002).

In Kenya, the prison reforms which started in 2003 saw concrete actions taken to remedy the conditions. According to Penal Reform International (2012) the reforms aimed at improving the deplorable living conditions which include improved sanitation in living quarters, proper dressing for inmates, recreational activities for inmates such as beauty contest, cultural activities, guidance and counseling of staff and offenders. Prison reform projects also focuses on training staff on human rights issues, availability of appropriate programmes to meet the needs of prisoners and universally accepted standards of care and services to be in a position to offer fair and just treatment to prisoners, and access to rules and regulations governing their conduct (Ayodo, 2009).

Prison reforms entail a variety of changes that are expected to inspire prisoners to initiate self-transformation voluntarily through acquisition of social and vocational skills to enable them to become more productive citizens as well as to function normally in the society after release from prison (Wener, 2013). Therefore it must be emphasized that prisons reforms targeting only

prisoners are doomed to fail and that any prison reform should ensure that the prisoners are rehabilitated and reformed since prisoners are not intended to rehabilitate or reform themselves. According to GOK (2008) prisoners are confined to be reformed and rehabilitated by the prison officers who are in daily contact with the prisoners; therefore, reform in prisons must be aligned to facilitate the officers in achievement of this objective.

These reforms further aimed at enhancing compatibility with other offenders, enabling accessibility to prisoners, families and outside community, decongestion of prisons through revival of noncustodial means for non-serious offenders and inter prison transfers (Kenya Prison Service Charter, 2005-2009). These broadly endeavor to turn prisons into proper correctional facilities with human considerations and not places of punishment and torture (Njuguna et al. 2007).

Deaths within prisons are caused by torture, degrading conditions, cruel inhuman acts and congestion in cells. These problems are also present in the Kenyan prisons (amnesty international, 2000). The report further showed that close to 90 people were dying in prison each month due to deplorable sanitary conditions, poor diet and health care, injuries related to torture, HIV/AIDS and communicable diseases such as cholera. During the same period, frequent media reports indicated insufficient clothing and bedding in prisons across the country. The quality of food in Kenya prisons was very poor and served in small portions with lengthy dry taps reported regularly. In these conditions, tuberculosis, typhoid, HIV/AIDS and other contagious diseases thrived and spread easily and widely, sometimes affecting the prison officers and their families living within the prison quarters. For the female prisoners, conditions had been worsened by

inadequate cell space, as the prisons reserved for women prisoners were stressed beyond limits (IRIN, 2003).

The Kenya Prisons Service Strategic Plan 2005-2009 aimed at intensifying medical facilities within the prison to hospital status, and the management of the facilities to be entrusted to Prison's Director of Medical Services. The plan confirmed that more doctors and other medical support staff were required in the correctional facilities to manage different health problems affecting inmates. Professionals such as psychologists, psychiatrists and criminologists would be employed in prisons. The inmates would access VCT services within prisons. The basic diet for the inmates was improved both in quality and quantity (Gitonga, 2008). Prisoners who require specialized health care, such as dentistry are provided with such health care (Kenya Prisons Service, 2008).

2.4 Health Reforms and Change of Behavior of Inmates in Correctional Facilities

In a prison system, it is difficult to provide health services and many concerns about prisoners' health and the quality of healthcare availed to them always come to play. In 2006 health services for prisons across Wales and England were moved to the National Health Service, a move that was adopted by Scotland and Northern Ireland (Smith, 2009). Prison system presents unique challenges for health care practitioners. Effective healthcare comes second, but if good health care is not available to prisoners, they have no substitute as prisons are not considered as nurturing places (Akinyi, 2009). Prisoners by design are a challenging population to treat effectively because their social and health needs are diverse and a large number of prisoners are exposed to poor physical and mental health (Jewkes, 2005). Regular relocations or prisoner

transfer and short sentenced prisoners make engagement with healthcare very difficult because of non-continuity with prescribed healthcare and aftercare service especially on specialized treatment.

The overall HIV infection and AIDS policy among prisoners is unclear and incoherent and the primary failure of the policy lies with the beliefs and with identification of prisoners infected with HIV (Prison Reform Trust, 2015). The setback is that in most prisons settings, guaranteeing confidentiality is almost impossible, and most prisoners identified as infected are placed on viral infectivity restrictions or are basically segregated (BMJ, 2004). In Russian Federation for instance, it was indicated presence of insufficient data to show how spending in prison healthcare has translated into better health results like improved morbidity and mortality, improved productivity or better economic output. Data on hospital outputs and other healthcare providers to allow for control of mixed cases and quality of care is limited in many countries. Therefore, it is complex to assess the distributional impacts or the efficiency of health interventions in penal institutions (Word Bank, 2014).

Exposure to violence, illicit drugs, and victimization is common occurrence in prisons. Prisoners are dependent on prison staff for about every aspect of their survival and hence they have limited ability to control many factors that affect their health directly or indirectly (Wolf et al., 2007). Their diet, accommodation, exercise activities are all beyond the control of prisoners. Another barrier to better healthcare service is that prisons are prone to local politics. Views by the public on the experience of imprisonment and the kind of people found within prisons can be distorted by images painted in the media, which incline to focus on celebrity prisoners, perceptions of

prisoners getting undue healthcare privileges, and sentences considered too lenient. As a result, every successful health initiative runs the risk of being regarded as too good for undeserving prisoners (Abuyeka, 2014).

Sarah et al. (2016) in their study found the associations between use of substance and offending. The findings could be useful in provision of multi-focused reforms in prisons aimed at addressing behaviors of offenders. Digital technologies were proposed as practical tools that could provide opportunities to broaden access to interventions via computer-assisted therapy models. Use of digital technologies would also open opportunities for integrated care by availing interventions to community settings and prison as well as follow-up of offender's journey through the criminal justice system. Koech (2009) noted that most of non-violent offenders face additional challenges or psychological conditions that can be monitored, checked and managed through mental support services, which could only take up a proportion of costs that imprisoning the person would cost.

Most of the prisoners who have been able to go through correctional programs become productive and add economic value to the community (UNODC, 2012). Stephen and Chris (2001) put forward that indications of intravenous drug misuse inside prisons is present and extensive medical care is essential particularly to prevent spread of disease among inmates. They further stress that intravenous drug abuse happens at a disturbing extent in prison facilities. Their findings revealed such behavior featuring mainly on remand and short term prisoners and high prevalence HIV infection cases were reported in short sentence prisoners. MacCormick (2007) emphasized, among other elements of reform program, the education of adult prisoners, the

fundamental principles of personal and community health and the development and strengthening of proper health habits hence the need for indirect health education.

2.4.1 HIV/AIDS

HIV and AIDS has a great impact on the prison system. The death of parents in the wider community due to the disease leads to children dropping out of school due to lack of fees forcing them to fend for themselves. Such children become delinquent and subsequently criminals ending up in prison. HIV/AIDS has had a devastating effect both directly and indirectly (Ikuteyijo & Agunblade, 2008). Security is compromised due to officers' sickness leading to frequent absenteeism. The prison department requires funds to cater for the infected inmates who need special diets, expensive treatment and home based care. Incapacity to provide these services has seen an increase in the number of inmate deaths within the prisons (Solomon e al., 2004). Although there are efforts to curb the spread and effect of the phenomenon, a lot needs to be done.

Leading in the fight against AIDS require support from the government and donors and to establish at least a center in each prison (AIDS Control Unit (ACU, 2015). An equally challenging phenomenon is the admittedly practice of sodomy in prisons. This may be one of the ways in which HIV is transmitted from one inmate to another and thus there is need to find a solution to this. This entails availing enough beds and beddings which then requires expansion of prisoners' wards and cells.

2.4.2 Alcohol, Drug and Substance Abuse

Alcohol, Drug and Substance Abuse (ADSA) is increasingly becoming a universal concern and constitutes one of the most dreadful impediments to social development. It is quickly reversing decades of undermining economies, development gains, threatened security and destabilizing societies and communities' altogether (Ikuteyijo & Agunblade, 2008). ADSA largely affects individuals in their prime life, the bulk of drug abusers in Kenya being youths in the productive ages of between 15 and 29 years (National Authority for the Campaign against Alcohol and Drug Abuse-NACADA 2007). A nationwide Rapid situation study undertaken in June 2010, among employees in the departments of Kenya Prisons Service, Probation & After care and that of Betting & Licensing Control Board estimated employees using alcohol at 45% with those in the Junior Management (A-J) that form the bulk of the Kenya Prisons Service being the mostly affected at 78% followed by their middle counterparts in job group K-R at 15.5 % and senior management (S-V) at 6.5%

The Kenya Prisons Service Policy on Alcohol, Drug and Substance Abuse is a new dawn in the provision of guiding principles and framework for scaling up the fight against Alcohol, drug and substance abuse in the prison setting. The Policy addresses ADSA and unique challenges affecting the prisoners, prison staff, their families and significant others as well as communities that live around the Prison facilities. ADSA at the department has traditionally been a major cause of accidents, fatal injuries, absentee employees and a fueling factor in HIV/AIDS and STIs spread owing to the deplorable living conditions of both the prisoners and the prison's staff. These have in turn led to loss of working hours, marginal returns, increased insurance claims and a reduced departmental productivity. The public sector reforms adopted by the department in

handling drug and substance abuse issues has brought in new challenges that necessitate the need for a policy to guide decision making and action planning (NACADA, 2009).

The policy addresses issues of defensive education, treatment referral and rehabilitation, psychosocial support, attainment and distribution of behavior change materials, minimization of rejection and stigma related with drug, alcohol and substance abuse (Penal Reform International, 2010). Alcohol, Drug and Substance Abuse as an emerging issue has led to increased indiscipline cases among the prisoners, Prison staff, workplace conflicts and loss of employment among other concerns that affect productivity and service delivery as reflected in the prison records. The fight against the menace is a clear priority as it not only impacts negatively on quality service delivery but also undermines public confidence in the Kenya Prison Service (KPS) which has often been looked at negatively by the general public for periods tracing pre-independence. Kenya Prison Service (KPS) identifies that prisoner and prison officers involvement with alcohol, drug and substance abuse can be extremely disruptive, can have adverse effect on quality of work and entire performance of the department, pose grave health risks to users as well as having a undesirable impact on morale and productivity.

2.5 Infrastructural Reforms and Change of Behavior of Inmates in Correctional Facilities

Many lives of ordinary prison inmates are struggling with a prison reform lawsuit, from the beginning to the aftermath. In such cases, the inmate-plaintiffs often go for years without hearing from their court-appointed attorneys, who are busy negotiating consent decrees for these inmates (Lloyd, 2000). One of the major challenges facing prisons in Kenya has been lack of proper and adequate means of transport. This has resulted in delays and sometimes even death among

inmates who sometimes require urgent medical attention. The introduction of the bail information system is in line with the core mandate of the probation services which is to provide courts with information on defendants necessary for the adjudication of criminal cases especially in sentencing (Gehring, 2007).

Departments also deal with supervision and rehabilitation of offenders as prescribed by the courts through specific judicial orders, re-integration and rehabilitation of ex-offenders within the community. Implementation of this kind of system enables probation officers to prepare standardized pre-bail reports and ensure proper systems for supervision of the accused on bail. The system sees remand custodies kept at the essential minimum and prevent offenders from falling back into crime while still on probation. Under the system, probation officers ensure that offenders appear in court thus leading to reduction in delays Republic of Kenya (1981).

2.5.1 Transport

Due to the nature of work performed by prison officers transport is key in the achievement of tasks. Vehicles are needed to transport inmates to courts, hospitals and to other prisons when on transfer. Vehicles are also needed to transport goods from the prison industries and farm produce from the farms to the market. Officers require vehicles for transport. This includes hearses for transporting bodies of deceased officers. Currently the service has a total of 133 vehicles leaving a deficit of 64 to meet the current needs. Wrongful use of vehicles is common in prisons, for instance where ambulances are used to run other errands completely unrelated to medical services due to scarcity of vehicles (KPS, 2013).

2.5.2 Uniforms, Equipment and Supplies

It is the responsibility of the service to provide inmates with food, uniforms, beddings and toiletries. Similarly, the service is obligated to provide officers with proper uniforms and equipment. However, this has not been adequately fulfilled leading to challenging situations such as: Poor health due to exposure to harsh conditions and insufficient food supply which at times may be fatal. Limited numbers of inmates being deployed to duties and/or sent to training programs due to inadequate uniforms since only those properly dressed in prison uniform is deployed and/or sent to training. High incidences of conflicts among inmates over scarce uniforms and bedding, poor hygiene due to limited supply of toiletries and sanitary facilities, exposure to harsh weather conditions leading to poor health affects prisoners and the prison officers' productivity. Officers risk catching diseases due to limited supply of protective gear (gloves, dust coats, masks and boots), improper dressing and inadequate skills in handling the equipment (Institute for Education in Democracy, 2004).

There is need therefore for adequate funding to enable the service procure enough stores and supplies. Although currently not in use, there is need to procure beds for all inmates. As the analysis has indicated, the Kenya Prisons service is facing inadequacies in virtually all its undertakings. The most underlying factor is insufficient budgetary allocation. This is worsened by the existing bureaucracies who delay access to funds leading to underutilization of allocated funds (IED, 2004).

This has to date manifested in unavailability of stores, facilities, equipment and housing and accommodation for both staff and inmates. The ultimate effect has been low staff morale and

ineffective inmates' rehabilitation programs due to lack of required facilities. Utilities such as water electricity and telephone have accumulated huge bills for the service at times leading to disconnections which in turn undermine security, rehabilitation and general operations in most Kenyan prisons (Abuyeka, 2014).

2.5.3 Physical Facilities

Jails in most countries are marked with overcrowding, lack of privacy, poor sanitation, and mistreatment of prisoners, general mismanagement and insensitive arrogance of prison officials. The despicably high number of under trials and suspects languishing in remand without charges or evidence of their offence contributes to the challenge of prison administration (Bhalerao, 2000). Prison reforms in the republic of China faced challenges of overcrowding and underfunding, while in countries such as United States and Britain the image of prison reform was tainted with extensive violence, armed struggle and wide political strife.

Usually prison overcrowding is defined technically by situation of occupancy rate and recommended capacity of prisons. Congestion in prisons refers to situations where the placement number of prisoners exceeds the official prison capacity. Lack of adequate space is among the various challenges experienced as a result of overcrowding in prisons which has a negative impact on sanitation, quality and quantity of nutrition, programmes, health services, and activities for prisoners as well as the needed attention for vulnerable prisoners or prisoners with special needs. Lack of adequate space affect mental and physical wellbeing of prisoners, causes tension and violence among prisoners, aggravates existing physical and mental health problems and introduces huge challenges to management of prison facilities (Theresa, 2000). In a very

general way, overcrowding has a detrimental effect on public safety because it affects the ability of the prison service to design and deliver meaningful programmes and interventions to prepare offenders from their successful return to the community and ensure their desistance from crime (Gehring, 2007).

The rate of congestion in prisons shows that there are variations in occupancy between different prisons. While some are overstretched by 700 % others operate below capacity. Urban prisons have high occupancy rates as compared to the prisons in the rural areas. Fair distribution of inmates therefore needs to be undertaken (Sahrde, 2011). A number of countries have however adopted prudent ways of dealing with prison congestion which could be domesticated in Kenya and other developing countries. In Canada, the parole system has widely been adopted with much success. This is provided for in the Canadian law where inmates committed to jail sentences of less than three years are constantly reviewed for consideration to serve their sentences outside prison. Their character and ability to cope with the community is always under watch. Correctional officers recommend the inmates who qualify for parole. The system has worked well and most of the inmates have been released after showing remarkable ability to co-exist in the society (Kiira, 2014).

Sweden on the other hand sends prisoners to custodial sentences subject to the availability of vacancies in other prisons. The courts liaise with prisons authorities to confirm the availability of space to accommodate more offenders. In the case of Russia, inmates infected by diseases like HIV/AIDS and TB are normally given amnesty to prevent the spread of the diseases within prisons thus reducing the mortality rate. Sentences for pregnant women or those with children

under the age of eight years are suspended. Female petty offenders also benefit from such amnesty (Hill, 2008).

In Kenya, periodic reviews by the board of review and the presidential amnesty serve to decongest prisons. Terminally ill prisoners are also considered for release upon recommendation by the medical officer as per the prisons Act Cap. 90. The community service orders (CSO) programme is hailed as one of the best ways to handle the rising number of inmates. This requires the full cooperation of the judiciary and the executive in the management of offenders. The programme enables magistrate as to fully participate in the sentence and follow up of the offenders regarding their performance. The programme has been supported by the reform program on governance, justice, law and order sector (GJLOS).

There is an extraordinary prison decongestion to permit the review by a member of the judiciary of all prison sentences of three years or less (KPS, 2012). The programme involves revision of sentences of prisoners by the high court, although the rate of pushing for implementation is very low coupled with non-commitment from parties concerned. Persons serving a sentence of three years or less are eligible as well as persons serving a less than three years balance of a longer sentence. Priority is given to mothers with children, juveniles in adult prisons, elderly offenders and terminally ill offenders.

2.5.4 Housing, Accommodation and Offices

The Kenya Prisons service has the responsibility of providing accommodation to both staff and inmates. Although the government has constructed some modern houses for prison officers in the

recent past, a lot still needs to be done. The rest especially those at the lower cadres live in deplorable conditions. They are housed in overcrowded structures lacking in basic amenities. There is need to provide proper housing to all officers through multiple initiatives including:- construction of new houses, leasing, buying and offering officers accommodation at market rate house allowances (Institute for Education in Democracy, 2004).

Many institutions also lack proper offices in terms of structures and furniture for staff. There is need to refurbish and in most institutions construct new offices and furnish offices in majority of the facilities and at the County commands. Prison wards and cells need to be improved through refurbishment and construction. There is need to establish new prisons to provide more space to ease congestion in the existing institutions. Specifically, there is need to adopt international standards of prisoner accommodation in cells for their enhanced safety (Abuyeka, 2014).

Kenya prisons seeks to update various infrastructures, the prison department should recover illegally alienated land and acquire more so as to put up new facilities (Kibui, 2007). The land status constrains infrastructural development as well as rehabilitation which primarily require agricultural land. Besides housing and accommodation, the service needs to develop other physical facilities including educational facilities such as academies, nursery schools, maternity facilities, canteens, recreational facilities, multipurpose hall with kitchens, offices, furniture, administration block armories, workshops, dispensaries and gymnasiums in all prisons.

2.6 Educational Programmes Reforms and Change of Behavior of Inmates in Correctional Facilities

Numerous studies done by; Wilson and Kelling (2002); Kibui (2007); Schneider, Gruman & Coutts (2012); Newman (1972) have revealed that vocational training, rehabilitation programs, education and prisoner therapy have a substantial outcome on improving the inmate, and the society as well as they are transformed into productive members of community. On average, the benefit reaped from rehabilitative programs by a society when compared funds spent on the programs is great. Therefore instead of depleting the economic resources, they can be increased exponentially by instilling relevant coping abilities and job skills to prisoners. By doing this, governments and stakeholders prepare prisoners to function normally instead of returning them to the streets, sometimes even more dangerous than they were before imprisonment (Schneider, Gruman & Coutts, 2012). Many inmates who have gone through rehabilitative programs have benefited a lot and some give back to the community in various ways as well as becoming mentors to those in need.

Prison based college education programs demonstrates increased prospects for improved skills in solving problems, increased opportunity for employability, improved self-esteem, personal safety awareness and provision of manageable conditions within prison facilities (Contardo & Tolbert, 2005). Hawley (2013) established that inmates who receive vocational training and general education are considerably less likely to be imprisoned again after release and are at a better position to get employment chances than those who did not access such opportunities. This notwithstanding, many prison facilities struggle to avail required scales of education. Education

review in Europe revealed that amid the 640,000 prison populace European Union, a considerable proportion was composed of un-skilled or low-skilled persons.

The Kenya Prisons service has developed a training curriculum which is in use at the prisons staff training college. There is need to constantly revise the curriculum to keep up to date with the emerging trends in penal issues and management. There is also need to expand facilities at the Prisons Staff Training College to accommodate more trainees and be able to mount senior management courses. There is a need for more investment in rehabilitative programs for adult inmates and juveniles convicted for trivial offenses and non-violent offenses, to enable returning money to the society, rather than taking it away, hence curb the crime cycle (Schneider, Gruman and Coutts, 2012).

The organization of American States points to the multifaceted problems ailing the prison systems is marked by poorly trained personnel and prison officials as well as insufficient programmes in social reintegration and rehabilitation among others (Dammert and Zuniga, 2008). After conducting a comprehensive literature search, Sarkin (2009) did a meta-analysis to study the relationship of correctional education and reductions in recidivism, enhancements in employment upon release and effects on learning abilities. Findings of the study supported the evidence that receiving correctional education while imprisoned helps to reduce individual's risk of reoffending. The findings also disclosed that inmates receiving correctional education had improved likelihoods of procuring better jobs upon release.

In examination of benefits of computer-assisted learning and costs of availing prison education programs as compared to the costs of re-incarceration, the impact of college education in prison on post-release outcomes was found to be great. The Gaes (2008) and Vacca (2004) argues that correctional education while confined reduces chances of recidivism and contributes significantly to enhancing employment prospects of formerly incarcerated persons. Creatively funding college education in correctional facilities, was to make accessible a cost-efficient educational programs by support of secure connections to internet (Spycher et al., 2012). Another way was by developing mentorship, problem-solving, and interpersonal skills building programs that is much needed for occupational and educational success while in prison and after release. Spycher et al. study is backed by Batiuk et al. (2005) who put forward that confined men who earned an associate's degree were 62 percent less likely to reoffend and return to prison.

The Government of Ghana realized the pressing need to explore alternative ways of addressing educational needs of her citizens. PSIDL open learning in vocational and technical education and training focused at equipping learners with relevant longterm skills while prison project targeted inmates pre-occupied with acquisition of vital skills that would assist them to re-integrate into the community when released. In acknowledgement of the role of education in prisons, Asiedu (2001) suggested that prison authorities have a responsibility of providing inmates with facilities that promote formal and informal education within the prisons institutions. Asiedu (2001) further stressed that while prisoners could be incarcerated as punishment, all efforts done to reduce resentments and bitterness in prisoners is ultimately for the benefit of the large society to which they will return eventually. Programmes for social and civic education for communities may diminish in value, if prisoners are not considered in national efforts of general re-education. This

is so because for prisoners, there is ample opportunity to reform and become better responsible citizens.

Training for prisoners in Kenya is made possible through the prisons Farms & Industries Revolving Fund (PFIF) and vocation training programs. There is need for a distinction here. Under the PFIF, the prisoners undergo apprenticeship in workshops run supported by the revolving fund. Having attained a particular level of experience, the prisoners are enrolled for Government Trade Tests (GTT) offered by the Directorate of Training. The tests are paid for by the training vote under the PFIF allocations. Under the vocation training programs, Inmates undergo intensive instruction programs in artisan trades after which they sit for GTT. Funding for vocational programs is provided for under the prison`s current budget as well as donations from well-wishers. Prisoners who perform well enter into the prisons privilege system meant to encourage inmates to enroll for vocational courses. At the end of their jail terms, few graduates of the vocational program receive tool boxes to start-up business. The skills acquired may not be of much help because without start-up capital for business.

2.7 Participatory Monitoring and Evaluation and Change of Behavior of Inmates in

Correctional Facilities

Participatory Monitoring enables stakeholders to gain deeper shared understanding of constraints that face a program or project which in turn makes possible documentation of probable solutions. The proposed project recommendations could be made easily acceptable because they come from conditions that are well known to the participants (World Bank, 2012). In addition, Phil (2015) puts forward that participatory M&E is of much benefit to the stakeholders or target groups as it

increases transparency and aids in arriving at proper decisions that are readily acceptable by all. Participation by stakeholders in the process of monitoring and evaluation to a large extent guarantees that primarily intended project/program beneficiaries' needs are being addressed hence promoting people's rights and reducing misuse of project resources.

Preventing resource embezzlement enhances efficiency of programmes and delivers essential information in project/. Phil (2015) further found out that when stakeholders involvement is transparent and encouraged in monitoring and evaluation process, information/ feedback shared by the stakeholders is consolidated and aids arriving at better decisions which are more likely to be accepted and important to bigger part of stakeholders. A M&E system that is guided by stakeholder needs and expectations ensures understanding, possession and utilization of M&E data and creates better perception of priorities and needs of target group that is directly or indirectly affected or have interests in the project/program (HAP International (2014). This consists of stakeholder's commitment, motivations and experience. It is specifically imperative to seek local knowledge that will provide guidance in preparation and plans of PM&E activities so as to guarantee relevance and feasibility in the local context (Mulwa, 2008).

Benefits and roles of Stakeholders sum their gains from participatory monitoring and evaluation such as; performance improvement, improved accountability, enhanced decisions making and common undertaking (Guijit, 2014). Participatory Monitoring and Evaluation is thus a necessary condition of ensuring sustainability of development process or agenda (CARE, 2004). According to Guijt (2009), PM&E activities comprises of assessment of change through processes involving individuals or groups whose involvement affects or is affected by the impact of the process being

assessed. Indicators for PM&E are essential to guide information collection that is needed for monitoring and evaluation as identification of the indicators that will work in practice is not easy (UNDP, 2007).

In instances where monitoring results are used to make judgment about project effects and progress, evaluation is involved and implications can then be drawn for subsequent action (Buchert & Jasser, 2008). Margarette (2009) findings revealed that in most institutions likely to undergo enhanced change, the lead management teams are characterized by ability to interpret the situational challenges or issues and offer strategic solutions that address the need of all stakeholders. Therefore project managers should clearly articulate the significance of PM&E, coordinate PM&E activities and enrich performance appropriately by considering age, academic qualification, experience and training of potential participants (Ondieki and Nyabiage, 2013).

In presence of shared understanding of issues, decision on solutions is achievable by stakeholders through participatory M&E (Wholey, 2014). While Monitoring and evaluation capacity is essential to sustainability of both M&E activities and the sustainability of benefits that derive from projects more broadly; Participatory M&E capacity building requires: commitment to the notion of individuals and dedicated time and resources. These requirements may appear onerous in environments that are resource poor, understaffed and struggling to deliver basic core services (Estrella & Gaventa, 2008).

2.8 Organizational Culture and Change of Behavior of Inmates in Correctional Facilities

This refers to the specific collection of values, norms, beliefs and attitudes shared by people and groups in an organization and that control the way they interact with each other and with

stakeholders outside the organization (Hill & Jones, 2006). According to Galbraith (1993) a critical influence on an institution's ability to execute change is the people and culture they create and perpetuate. Implementing and executing a chosen strategic plan involves moving the whole organizational culture into alignment with change. Aosa (1992) agrees that it's important that the culture of an institution be compatible with the change being implemented. Accordingly to Cameron and Quinn (2006) advance that, it is the strategy maker's responsibility to choose a strategy that is compatible with the "sacred" or unchangeable parts of the prevailing culture. Egan, Yang and Bartlett (2004) describes the potential usefulness of an awareness of different perspectives on organizational culture. It is suggested that cultural research fills a void-offering the promise of clarity and unity in a confusing and ambiguous world.

Culture offers a way to capture and express complexities central to everyday life in organizations (Martin, 2002). Culture influences the selection of people in particular jobs, which in turn affect the way the tasks are carried out and the decisions made (Sababu, 2007). It also provides a set of focal points for decision making and it needs to provide models for effective questioning and experimentation. Silberman (2001) uses the concept of culture as a lens through which to view an organization. He believes that a cultural focus offers an inspiring and potentially creative way of understanding organizations, management and working life. Generally, shared meanings are important for coordinated action, interaction and wise action taking and counteracting taken-for-granted beliefs and values that limit personal autonomy, such as gender bias. He concludes that cultural management is not an engineering of minds, but is an interactive, interpretive enterprise aimed at eliminating contention.

Denison et al. (2006) argues that, organizational culture researchers have long debated whether cultures can be compared and measured (Hatch, 1993; Hofstede, Neuijen, Ohayv & Sanders, 1990; Martin, 1992; Schein, 1992). Some researchers have concluded that the “deeper” levels of culture such as symbolic meaning, semiotics, and underlying beliefs and assumptions are not subject to comparative analysis and are best understood through clinical or ethnographic methods (Schein, 1992). Other culture researchers, have acknowledged the limitations of comparative research for understanding the deeper levels of culture, and have persisted in the development of systematic approaches to comparative measurement. Cooke and Lafferty (2009) created and established instruments, the organizational culture inventory, which was based on perceptions and expectations regarding behavioral norms.

This approach identified twelve cultural styles in three categories: constructive styles, passive/defensive styles, and aggressive/defensive styles. A second approach to the comparative measurement of organizational culture has grown from the work of Hofstede (1980) on national differences in work practices. Hofstede, Bond and Luk (1993) have developed a set of six dimensions of organizational culture to include process and results orientation, employee vs job orientations, parochial vs. professional orientation, open system vs closed system, loose vs tight, and normative vs pragmatic. Kayizzi (2003) helped to explain differences in the performance and effectiveness of organizations by focusing specifically on the issue of organizational culture and organizational effectiveness and developing an approach to understanding stakeholders’ culture. The model and method introduced in this paper follows a similar process but also attempts to link culture to other institutional factors.

2.9 Theoretical Framework

The study was anchored on the following theories; Theory of change developed by Weiss (2000), theory of planned behavior by (Ajzen, 1988). and the unified theory of punishment by Brooks (2015) the theories are suitable for study because they involve change, program and punishment respectively.

2.9.1 Theory of Change

Popularized by Weiss, (2000), theory of change describes a set of assumption that explain the stages that result to long term interest goals and the links between activities and outcomes of the program that happen at each phase. The theory of change came about as a result of progressive critical thinking exercises that presents a comprehensive depiction of early and transitional term changes in a certain community that are required to arrive at long-term goal that a community articulates.

The theory of change creates a candid image of steps required to attain a goal. It provides a good premise for improving overall evaluation plans and strengthens a community's ability to claim recognition for results that their theory predicted. This is based on the fact that change takes time and therefore, accomplishment may not be recognized as they arise (Connell and Kubisch, 1998). Laying down precisely what you intend to accomplish and how to know whether you are progressing is what would ensure that all the efforts are recognized. Theory of change elucidates the change process through delineating causal linkages in a programme, for instance its short-term, middle-term and long-term results. The acknowledged changes are mapped as the "outcomes pathway"- presenting each outcome in rational relationship to others, as well as sequential flow. Links between outcomes are then explained through statements that show the

reason of one outcome being thought as a prerequisite for another (Clark and Taplin, 2012). The improvement of theory of change lies first in distinguishing between actual and desired and outcomes, and second in necessitating stakeholders to model the outcomes they desire before deciding on interventional forms of achieving the required outcomes.

Other than outcomes directly related to program, the theory would envisage outcomes that control and those that influence outcomes. This approach could thus aid in avoidance of mapping outcomes that involve expansive shifts in values and behaviour amongst populations which could sometimes be difficult to monitor and to attribute to a particular program. Theory of change has identifies three forms of outcomes; influence, impact and leverage, and it could be valuable to identify such outcomes as an approach to focus on change on achievements that are measurable. When using theory of change to guide reform projects, it helps to direct the group's effort on outcomes, which when achieved, can convincingly be attributed to program success (Chen, Mathison and Chen, 2005). The theory of change is also suitable for this study since it involves change particularly in service delivery in prison institutions with specific focus on rehabilitation and reformation, change in attitude, character, behaviour and acquisition of new skills in the short term and long-term.

2.9.2 Theory of Planned Behavior

The theory of planned behavior coined (Ajzen, 1988). postulates that individual performance of certain behavior is determined primarily by intention of a person to exhibit that behavior (Ajzen, 1988). This theory was the major theory of the study because it involved changes which are achieved through reform and personal changes which are achieved through behavior .In

additional the theory suited well in independent variable which was selected institutional reform and dependent variable which is change of behavior of inmate in correctional facilities .Two major factors that shape an individual's attention. First is an individual's attitude towards desired behavior must be positive for change to take place. Second is influence of person's social environment that shape attention of an individual. This includes beliefs of peers and motivation of an individual to comply with peers opinions. Theory of planned behavior includes concept of perceived control over resources, opportunities and skills necessary for performing desired behavior. An important aspect of this theory helps us to understand how to change behavior of people. TPB helps predict deliberate behavior since behavior can be planned.

According to TPB theory, if human behavior attitude and subjective norm are favorable, perceived control will be greater, and a person's intention to perform the behavior in question will become stronger. The theory of planned behavior helps explain why convictions aimed at perceived norms, attitude, and control in making change yield better results. Equally in management, programs focusing on explaining importance of knowledge transfer only will likely not be successful. Therefore one should convince people to the process of behavioral change which is perceived as behavioral control over resources, opportunities and necessary skills to perform a behavior The TPB envisages deliberate behavior, because behavior is mostly planned and human behavior is shaped by behavioral beliefs about the likely consequences of certain behavior.

2.9.3 The Unified Theory of Punishment

The theory Coined by Brooks (2015) terms rehabilitation as a practical basis for punishment with a goal of preventing future crime by offering the offenders ability to achieve something while confined by the law. Measures adopted to rehabilitate criminal offenders typically include treatment for affiliations for instance mental or psychological illness, addiction and constant violent behavior. Further rehabilitation encompasses educational programs that provide offenders with skills and knowledge they need to compete in the prevailing job market. Coined by Brooks (2015) the unified theory of punishment is developed on the ideology that violations of rights result to crimes that threaten significant freedoms that the law seeks to protect. From this thinking punishment is regarded as a response to offense which aims at protecting the legal rights of individuals endangered by crime, therefore to punish is to protect rights.

The unified theory of punishment is ‘unified’ since it offers a better framework upon which weight on how different punitive purposes can be applied reasonably in order to contribute better towards maintenance and protection of rights. While the jailer must know that it’s crucial to reduce crime and rehabilitate, they should also remember that all rights are not equal as some are more fundamental thus the corresponding punishments will be different. It also should be noted that the weight or importance of a certain right and the need to protect that right, the higher the substantive the necessary response towards it. Weighty crimes akin to murder should attract heavier punishment as compared to theft or stealing since murder is an act of violating more central right. The comparative significance of any right will basically depend on specific circumstances and the changing context.

The study is focused on prison and prisoners who are committed as a punishment and not for punishment, therefore by virtue of being in prison (which is a punishment), the prison should not introduce more punishment but instead help reform those under the imprisonment punishment. The nature of offences of the imprisoned at times guides the depth of reform project expected in areas like spiritual, guidance and counseling, education and training opportunities and health. Theory suited well with the study since it was carried in prison setting.

2.10 Conceptual Framework

Institutional reforms are independent variables which when manipulated influenced dependent variable which is change of behavior of inmates in correctional facilities Nairobi County, Kenya. The three types of reforms considered for this study were health reforms, infrastructural reforms and educational programs reforms. Participatory monitoring and evaluation and organizational culture moderates the effect of independent and dependent variables and it modifies these relationships. The dependent variable of this study is the change of behavior of inmates. These relationships are as depicted by the conceptual framework in figure 2.1.

Independent Variables

Moderating Variable

SELECTED INSTITUTIONAL REFORM^{H14}

Participatory Monitoring and Evaluation

- Empowerment of stakeholders and involvement
- Frequency of disseminating PM&E information through officers forums
- Frequency of capturing PM&E aspects
- Frequency of reviewing PM&E resource materials
- Frequency of PM&E data collection, analysis and

Health reform

- Accessibility to ambulances
- Availability of medic
- Access to specialized Medicare
- Access to health facilities
- Drugs availability

Infrastructural reform

- Functional vehicles and drivers
- Adequacy uniform to prisoners
- Adequacy tools and equipment
- Number of occupants per cell
- Adequacy bedding
- Recreational facilities

Educational Programs reform

- Access to primary education
- Access to secondary education
- Availability of training materials
- Vocational and professional training
- Availability of trainers

Change of behavior of inmate in correctional facilities

- Re-offending
- Recidivism
- Jail breaks
- Riots and unruly habits
- Escapes

Organizational culture

- Norms
- Values
- Traditions
- Beliefs
- Attitudes

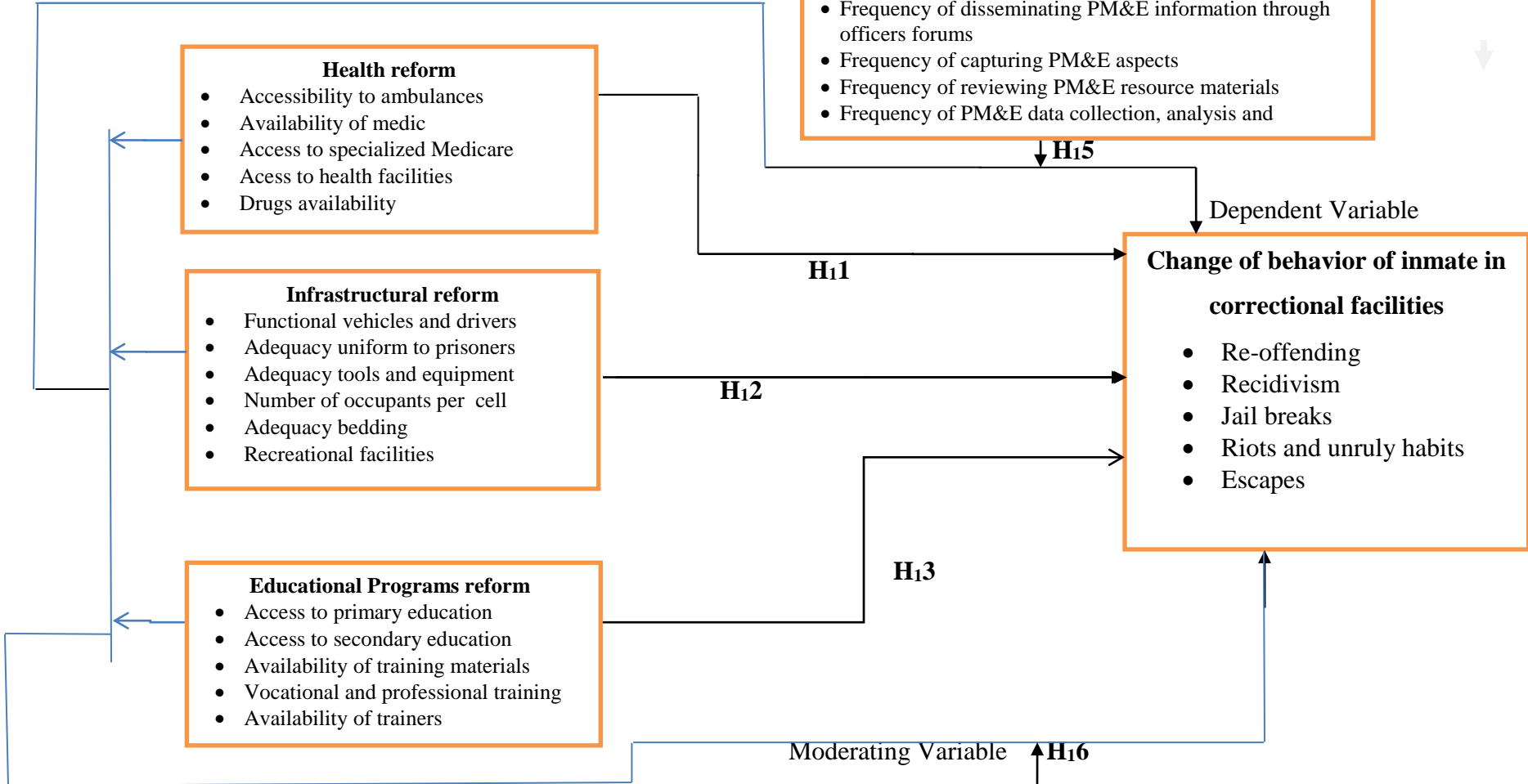


Figure 1: Conceptual framework

Table 2.1 Summary of Literature and knowledge gaps

Variable	Authors (Year)	Focus	Findings	Knowledge Gaps
Correctional Education Indirect health education	Thom (1974)	Toothbrush as a Tool for Prison Reform and Correctional Education	Provision of toothbrush to prisoners should be viewed as standard individual equipment; or certainly as important as the brooms for sweeping cells. Dental examination and frequent oral examinations would give desirable results	Focused on dental health only The issue of correctional education was not clearly discussed in the findings
Intravenous Drug Misuse	Stephen and Chris (1991)	Implications for Spread of HIV among Prison Inmates	Of inmates interviewed, 35% admitted to having previously injected drugs out of which 29% had accessed and injected drugs while in prison. Drug injecting in prison was popular in remandee and short term than in long term inmates. 40% of the respondents had undergone a HIV test; of whom 15 had not involved drug injection while 13 voluntarily reported being HIV positive. The prevalence of HIV infection was significantly higher among short term prisoners..	The study did not address prison reform but rather the behaviour and HIV issues in prison. Study was done in England which features among the developed states

			Of the 13 HIV positive inmates, six reported taking more oral drugs and injecting less both inside and outside prison than in the past, emphasizing the changing pattern of drug misuse	
Overcrowding Drug trafficking Cartels in prisons	Bhalerao (2000)	Urgent Need for Prison Reforms	<p>Most of the jails in the country are overcrowded and are marked by lack of proper sanitation, mismanagement, privacy, mistreatment and callous attitude of prison authorities. The high number of undertrials and those who languish in jails for years without any precise charges or evidence of offences committed contribute to the challenge of prison management</p> <p>The prison is marred with sex crimes, mismanagement, corruption, gangs operations who collude with prison officers and outsiders, and the unchallenged power and authority among inmates. Some of them were reportedly involved in smuggling, drug-trafficking, and other corrupt practices</p>	Did not factor the other three variables other than reform. Reform under study was also on different focus and not what the current study seeks to address

			and had contact with released prisoner	
PM&E Sustainability Project Impact	Bayer and Bayer (2002)	Importance of PM&E in enhancing sustainability and project impact to the beneficiaries in Kenya and West Africa	The need for PM&E is highly needed so as to promote self-help capacity. Lack of community inclusion lead to resistance of projects and programmes which the locals deemed foreign imposition	Focused on GTZ project that are funded and managed by foreign sponsors Current study focuses on government funded interventions in public institution
Prison life Confinement, Surveillance, Resistance	Mahuya (2011)	Prison Reform in India	Prisoners' rights are distributed as privileges, that inmates forfeit some of their rights in exchange for contraband items as a means of reasserting agency and creating a sense of continuity between life within and outside the prisons. Prison reform policies fail to consider the sociological process of rehabilitation and that material improvements in	Current study will focus on change of behaviour of inmates after the reform interventions The study was in Indian setting. The current study will address the

			<p>conditions can facilitate a subversive behavior.</p> <p>The complicity of the prison staff in the prisoner's acts of subversion perpetuates the cycle of endemic corruption, which, in turn, undermines the notion that all are equal under the law, since the prison experience varies greatly depending on financial and social clout.</p>	Kenyan scenario
<p>Participatory Monitoring And Evaluation Approaches Practice of Quality Assurance</p>	<p>Ondieki & Nyabiage (2013).</p>	<p>quality assurance as currently practiced in learning institutions in Kenya as a form of participatory monitoring and evaluation</p>	<p>Operations of quality assurance as opposed to monitoring and evaluation lacked an institutionalized structure to guide it.</p> <p>Officers entrusted with quality assurance lacked formal training in their practice which affected the usability of assessment reports</p>	<p>The study integrated quality assurance as PM&E but could not clearly identify or explain the standpoint of stakeholders</p>

Prison reforms Facilities Skills Recidivism	Ayuk, Emeka & Omono (2013)	The impact of prison reforms on the welfare of the inmates: a case study of Afokang prison, Calabar, Cross River State, Nigeria	Nigerian prison are dungeons and represents inhumanity to man. There is a strong relationship between availability of reformatory facilities and inmates skills acquisition to lead a dignified and respectable life. Further revealed that recidivism amongst ex-convict is high; because inmates were not trained in any particular trade hence on discharge they become frustrated and despondent.	Current study will incorporate more variables and test the moderating effect of PM&E on the relationship The context of study is also different
Participatory Monitoring & Evaluation Programs Government Corporations: Kenya	Mutuma (2015).	Role of PME Programs Among Government Corporations	PME contribute to effectiveness of development. Open meetings involve empowering stakeholders to participate in M&E. Political manipulation hinders PME activities Insufficient M&E skills/ capacity, lack of interest and poor pay hinder participation	Focused on state corporation that involve fewer stakeholders Used fewer study variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three of this study discussed research methodology that was applied to guide the study through data collection, processing, analysis and interpretation. The chapter discussed the research design, research paradigm target population; sampling procedures, sample size and data collection instruments. This chapter also discussed the elements of validity and reliability, pre-testing of data instruments and approaches; data collection procedures, data processing and analysis techniques, as well as ethical considerations and operational definition of variables.

3.2.1 Research Paradigm

Pragmatism is viewed as a deconstructive paradigm that backs the use of mixed methods in research, a paradigm that circumvents the contention in reality and truth and instead directs focus on ‘what is plausible ’ as the truth concerning the research questions being investigated (Biesta, 2010). The shift of researchers to mixed methods approach showed research designs that adopted “mixing” of quantitative or qualitative approaches when gathering data of a study for instance use of methods drawn from the two approaches in a single study while the mixed model approach adopted quantitative or qualitative “mixing” aspects at various points of the research (Creswell, 2003). The pragmatic paradigm has been entrenched more firmly in mainstream research because of the use of mixed methods approaches (Denzin, 2010).

This study was anchored on pragmatist paradigm which relates to approach, purpose and the type of research queries posed (Creswell, 2003). This paradigm further allows the investigator to address the questions that do not fit entirely within qualitative or quantitative approach. In support this research

paradigm, Darlington and Scott (2002) put forward that in reality numerous decisions of whether to adopt qualitative or quantitative research method are not founded on philosophical commitment but on the researcher's belief of suitability to purpose of the design and methodology. The pragmatic paradigm is further viewed as a set of beliefs that came about as a single paradigm reaction to long debate that surrounded the "paradigm wars" and the occurrence of mixed models and methods approaches. The paradigm is diverse based on a rejection of the forced choice between constructivism and post positivism (Creswell, 2003).

3.2.2 Research Design

This study adopted causal comparative research designs and descriptive cross-sectional survey. The cross-sectional survey design incorporates qualitative and quantitative approaches. The quantitative approach consists of closed-ended questions which prompted information for inferential and descriptive purposes. Qualitative approach with open-ended questions obtained in-depth information to validate inferential and descriptive results (Mwanje, 2001). Across-sectional survey design is argued to be cheaper than longitudinal designs hence they are most appropriate for academic investigators, who in most cases work under strict budget constraints (Rindfleisch, Malter, Ganesan and Moorma, 2008).

A cross-sectional design provides a wider range of information on characteristics of a population better than other designs and enhances validity of the data since it subjects all participants to standardized data collection instruments (Bryman and Cramer, 1997). The design is also appropriate for studies that examine externally oriented constructs that are concrete, appropriate when sampling respondents who are highly educated, employs a diverse range of scales and is strongly rooted in theory (Rindfleisch et al., 2008). Nevertheless, cross-sectional survey designs have three inherent

weaknesses. First, they are likely to suffer from high non-response rate because they are conducted based on voluntary participation by respondents. Where respondents are not fully informed and motivated to give information, cross-sectional designs may be underproductive. Second, cross-sectional designs rely on information obtained from small sections of the population to derive conclusions. While it is statistically possible to have a representative sample, there is always some error in the representation of populations. Third, cross-sectional designs are likely to yield socially desirable responses. There is a psychological tendency of respondents to provide socially acceptable responses rather than ones that reflect their own true opinions (ASA, 1999; Rindfleisch et al., 2008).

3.3 Target Population

Uma (2003) defines a target population as the actual hypothetical set of events, people or objects which the researcher seeks to generalize the findings. There were 9 prison institutions in Nairobi County, Kenya with a total target population of 10,111 individual which which comprised of 7,158 prisoners and 2,953 prison officers (including 9 officers in-charge, 9 deputy officers in-charge) who formed the population of this study, as shown in table below.

Table 3.1 Target Population

Institution Name	Officers in-charge	Deputies in-charge	Prison staff	Prisoners
NBI R/ALL	1	1	570	2547
KAMITI MAIN	1	1	650	1991
KAMITI MED.	1	1	400	817
NAIROBI WEST	1	1	320	465
LANGATA WMN	1	1	505	460
NAIROBI S S	1	1	240	450
JAMHURI	1	1	98	329
KAMAE GIRLS	1	1	50	37
KAMITI YCTC	1	1	120	62
Total	9	9	2,953	7,158

Source: KPS HRM Department, 2018

3.4 Sample Size and Sampling procedures

Sampling aims at getting a representative sample that describe the target population as much as possible (Cooper & Schindler, 2003). The representativeness is stated as the underlying epistemic principle of a valid and fair sample. Nachmias and Nachmias (1996) highlight that since it is highly impractical, difficult or particularly costly to gather data from all the units of analysis within the problem of the study, therefore, sampling (subset) can be precisely used to represent the qualities relevant to the whole set.

3.4.1 Sample Size

The sample was gotten from the population using formula below. This decision was based on Cooper and Schindler (2003) regarding the need to purposely include elements in a population in a study, to gather appropriate data for a particular study.

The sample for this study was gotten using the following formula by Israel (2009).

$$n = \frac{N}{1 + N(e^2)}$$

Where; n=desired sample size

N= population

E= margin of error at 5% (Standard value of 0.05)

sample size was

$$n = \frac{10,111}{1 + 10,111 (0.05^2)} = 385 \text{ individuals}$$

Number of prison officers = $\frac{2,953}{10,111} \times 385 = 112$

Number of prisoners = $\frac{7158}{10,111} \times 385 = 273$

10,111

Table 3.2 Sample Size

Institution	Officers	Deputies	Prison staff	Prisoners
Name	in-charge	in-charge		
NBI R/ALL	-	-	12	92
KAMITI MAIN	1	-	12	76
KAMITI MED.	-	-	12	32
NAIROBI WEST	-	-	12	18
LANGATA WMN	1	-	12	18
NAIROBI S S	-	-	12	18
JAMHURI	-	-	12	15
KAMAE GIRLS	-	1	12	2
KAMITI YCTC	-	1	12	2
Total	2	2	108	273

3.4.2 Sampling Procedure

Sampling defined as a process engaged to obtain information of the whole population by examining only portion of that population (Kothari, 2005). Purposive sampling was used to select officers in-charge for interview with focus to those heading maximum prisons, deputies officer in-charge borstal institutions and YCTC was picked purposively for interview to ensure representation of all prisons. Twelve prison officers on duty were picked randomly from duty roster using prime numbers for focus group discussion from each prison. A separate list of long term prisoners was compiled from the records of capital offenders and other offenders who had served jail term of over ten years or have been in remand for ten years, considered to be the long term prisoners. For institutions holding young

offenders, the offenders who have been in custody for over three years was considered long term prisoners. Three years and above was considered because the inmate have lived enough to witness the reforms and the effect on the change of behavior. Where the long term prisoners are lesser than the required sample size in each prison, the study picked those who have served between five to ten years. Given that each institution had different number of prisoners, the sample size was picked in proportionate to the population in each prison institution. They were arranged alphabetically and selected randomly from the list.

3.5 Research Instruments

The study sought data and in this regard, three sets of instruments were used to source requisite data, including a survey questionnaire, an interview schedule and focus group discussion. The application of multiple instruments is important for enhancing validity of data obtained and minimizing the possibility of experiencing interviewer biases. Such biases often arise from non-verbal cues that may influence participants to give misleading responses by reporting positive aspects even where negative aspects are predominant (Jaeger, 1984).

The study used a questionnaire that targets inmate who were informed about the study and consented to ensure voluntary participation. The instrument contained closed-ended and open-ended questions structured according to the objectives of the study. The questionnaire was structured into two parts. Part 1 detailed the demographic information, part 2 is divided into six sections A, B, C, D, E& F that captures the six variables of the study. The instrument captured information that meant the requirements for positivistic paradigm and quantitative approach. The information was captured in the simplest variable formed the objective and used to confirm or reject hypothesized influence of prison reforms on performance of prison facilities.

An Interview Schedule were applied on officers' in-charge and their deputies who are key informants. The researcher sought consent from officer's in-charge and deputy officer's in-charge and booked appointments that the researcher used to developed a data collection itinerary. Participants were given an outline of the topics that were discussed at least a day earlier to ensure constructive deliberations. The tool was used to sought information on the institutional reforms and change of behavior of inmates. As noted by Touliatos and Compton (1988), evaluating perceptions, views, attitudes, opinions and feelings of individuals can done best through in-depth interview schedules.

Focus discussions is a form of group interviews that capitalize on sharing information between facilitators and participants so as to generate data (Best & Khan, 2004). Mugenda (2010) view focus group technique as a research method that gathers information through interaction of members of a group on a particular topic that the chosen by the investigator; the interest of investigator guides the focus while the information emanates from group interactions (Morgan, 1997). Though group interviews are frequently used as a convenient and quick way to gather data from numerous people concurrently, focus groups explicitly utilize interactions by groups as part of the method (Creswell, 2008). In this study, FGD guide targeted prison officers in different prisons. A group comprising of twelve officers was formed and questions raised from the variables of study and discussed.

3.5.1 Pilot Testing

To ensure reliability of the research instrument, the researcher carried out pilot test a conveniently selected sample of respondents from each category one officers in-charge, one deputy and 5 prison staff and 10 inmates respectively in Ruiru medium prison. The pilot tested prison is located in Kiambu County and did not affect the target population.

3.5.2 Validity of the Instruments

Validity of the instruments is a fundamental element of accomplished research. Validity of a research instrument refers to the point at which an instrument essentially captures what it infers to measure (Nachmias and Nachmias, 1996). Instrument validity level of acceptance mostly depends on logic and investigator's level of experience (Mugenda and Mugenda, 1999). In the current study, validity was achieved by posing questions in the simplest way possible that the respondents were expected to understand without difficulty.

Experience, judgment and building up sufficient supporting evidence is a possible way to establishing good construct validity (MacKenzie, 2003). Expert opinion of the university supervisors helped in achieving qualitative validity of instruments. Qualitative data was coded and tabulated. Data gathered was checked to ensure that the questions are answered, omissions and logical inconsistencies identified and eliminated. Data collected from pilot was processed and discussed with supervisors to ensure that the study objectives were sufficiently addressed.

3.5.3 Reliability of the Instruments

The capability of a research tool to consistently measure characteristic of interest across time is referred to as reliability (UNESCO, 2004; Rambo, 2008). Statistical Package for Social Sciences (SPSS) programme was used to decide Spearman-Brown Split-Half Reliability Coefficient to estimate full test reliability for selected items in the questionnaire (Nachmias & Nachmias, 1996; Bryman & Cramer, 1997).

Reliability refers to extent to which a measurement instrument is able to yield consistent result each time is applied under similar conditions (Kothari, 2004). To measure the reliability of data collection

Cronach's alpha (α) was used. Cronach's alpha is the measure of internal consistency that tests how closely related a set of item are as a group. The value of alpha (close to1) is high is often used as evidence that the items measure an underlying construct (Kothari, 2004). The reliability tests for the individual items are shown in appendix 2. Table 4.2 indicates the summary of the reliability statistics for Health reform, Infrastructural refoms, Educational programmes reform, participatory monitoring and evaluation and organizational culture variables. All the variables were quite reliable with a Cronach's alpha reliability coefficient greater than 0.7. Health reforms, Infrastrastural reform, Educational programmes reform has good internal consistency with a Cronach's alpha coefficient of 0.753, 0.786, and 0.825 respectively. Similarly, participatory monitoring and evaluation and organizational culture scales have a good internal consistency with a Cronach's alpha coefficients of 0.766 and 0.828 respectively as indicated in Table 4.2.

Table 3.3. Reliability Analysis

Scale	Items	Cronbach's Alpha(α)
Health reforms	11	0.753
Infrastructural reform	11	0.786
Educational program reform	11	0.825
Participartory monitoring & Organizational culture	11	0.766
	11	0.828

3.6 Data Collection Procedure

Recruited research assistants were guided by the investigator to aid in collecting data. To enhance familiarity with the instrument, the researcher held training sessions with research assistants and refreshed them on research ethics, enable sharing of essential data sourcing skill especially on the

right approach to participants and building rapport with the respondents. Data collection commenced once the proposal was approved and the researcher sought approval of relevant authorities such as the commissioner general of prison and also acquire an authorization to carry on research from the National Commission for Science and Technology (NACOSTI).

3.7 Data Analysis Techniques

Both quantitative and qualitative approaches were applied in processing, analyzing, and interpretation of the data. Quantitative data processing involves coding close-ended data, cleaning, entry, transformation, analyzing and interpretation (Obure, 2002). To generate percentages, frequency distributions, and measures of central tendency, the SPSS programme was used to run analysis. In addition, tables were produced. Descriptive and multiple regressions were run especially to assess the relationship among independent variables and dependent variable. Combined influence was analyzed using multiple regression tests that are most appropriate procedures (Alexopoulos, 2010).

To test for hypothesis one; H₀₁: There is no significant relationship between health reforms and change of behavior of inmate in correctional facilities in Nairobi County, Kenya. Regression analysis by Alexopoulos (2010) was used.

$$Y_1 = a + BX_1 + \varepsilon$$

Where;

Y₁ = change of behavior of inmates in correctional facilities

a = constants/Intercept

β= Coefficient

X₁ = health reforms

ε = Error term

Coefficient β denote the change of behavior of inmates in correctional facilities from a change in health reform. Relationship exists if β is statistically significant.

To test for hypothesis two; H₀₂ There is no significant relationship between infrastructural reforms change of behavior of inmate in correctional facilities in Nairobi County, Kenya.

$$Y_2 = a + \beta X_2 + \varepsilon_2$$

Where; Y_2 = change of behavior of inmates in correctional facilities

a = constants/Intercept

β = Coefficient

X_2 = infrastructural reform

ε = Error term

Coefficient β denote the change of behavior of inmates in correctional facilities from a change in infrastructural reform. Relationship exists if β is statistically significant.

To test for hypothesis three; H₀₃ There is no significant relationship between educational programmes reform and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

$$Y_3 = a + \beta X_3 + \varepsilon$$

Where;

Y_3 = change of behavior of inmates in correctional facilities

a = constants/Intercept

β = Coefficient

X_3 = educational programmes reform

ε = Error term

Coefficient β denote the change of behavior of inmates in correctional facilities from a change in education programs reform. Relationship exist if β is statistically significant.

To test for hypothesis four; H₀₄ There is no significant relationship between influence of selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

Multiple regression analysis will be used.

$$Y_4 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon_4$$

Where;

Y_4 = change of behavior of inmates in correctional facilities

α = constants/Intercept

$\beta_1, \beta_2, \beta_3$ = Coefficients

X_1 = Health Reforms

X_2 = Infrastructural Reforms

X_3 = Educational Programmes Reform

ϵ_4 = Error term

Relationship exists if at least one of the regression coefficients ($\beta_1 \dots \beta_3$) is statistically significant

To test for hypothesis five; H₀₅ There is no significant relationship between Participatory Monitoring and Evaluation, selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

Stepwise Multiple regression analysis by Fairchild & Mackinnon (2009) was used.

$$Y_5 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_5$$

Where; Y_5 = change of behavior of inmates in correctional facilities

α = constants/Intercept

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients

X_1 = Health Reforms

X_2 = Infrastructural Reforms

X_3 = Educational Programmes Reform

X_4 = Participatory Monitoring and Evaluation

ε_5 = Error term

Relationship exists if at least one of the regression coefficients ($\beta_1 \dots \beta_4$) is statistically significant. **To test for hypothesis six; H_06** There is no significant relationship between organizational culture, selected institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

Multiple regression analysis will be used.

$$Y_6 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon_6$$

Where; Y_6 = change of behavior of inmates in correctional facilities

α = constants/Intercept

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients

X_1 = Health Reforms

X_2 = Infrastructural Reforms

X_3 = Education Program Reforms

X_4 = Organizational culture

ε_6 = Error term

Relationship exists if at least one of the regression coefficients ($\beta_1 \dots \beta_4$) is statistically significant

The qualitative data was processed and analyzed in three steps. First, data was organized and summarized in accordance to study objectives. Secondly, description of the summary sheets in order to produce a preliminary report was done.

Lastly, systematic analysis and interpretation of the preliminary report was done and integrated with quantitative data.

3.8 Ethical Considerations

The study sought informed consent from officer in-charge, deputy officer in-charge, prison officer and prisoners. They were notified that participation was purely on voluntary terms. Again, their withdrawal of consent did not affect their subsequent relationship with higher authorities within the prison department or in the wider security sector. Those who declined to participate in the research were substituted appropriately. In addition, participants were ensured that personal life information and opinions given could be treated and processed in confidentiality. Research assistants were requested not to capture participants' names or other personal identifiers to assure confidentiality. Ethical clearance to carry the study was sought from the University of Nairobi Ethics and Research Committee. Research permit to conduct the study was obtained from the National Commission for Science, Technology and Innovation (NACOSTI).

3.9 Operational Definition of Variables

This section provided a summary of how each independent, moderating and dependent variables used in this study were operationalized and measured, as indicated in Table 3.4. Important aspects of operationalization of variables include indicators, measurement scales and analysis techniques were captured.

Table 3.4: Operational Definition of Variables

Variables	Indicators	Predictors	Measurement	Research Approach	Tool of data collection	Type of analysis
Independent Variable Health reforms	Accessibility to Ambulances Availability of medics Access to specialized Medicare Dispensaries and health facilities Drugs availability	Work ticket Immunization register Duty roster Medical records HIV/AIDS records Pharmacy records	interval	Qualitative and quantitative	Questionnaire Informant Interview schedule Focus group discussion	Descriptive statistics(include) Percentage Mean Sndard deviation Inferential statistics(include) Pearson correlation Regression t-tests
Independent Variable Educational programmes reforms	Access to primary education Access to secondary education Availability of training materials Vocational and professional training Availability of trainers	Classroom timetable Lesson plan Teachers performance appraisal development(TPA) Curriculum Attendance register	interval	Qualitative and quantitative	Questionnaire Informant Interview schedule	Descriptive statistics(include) Percentage Mean Sndard deviation Inferential statistics(include) Pearson correlation Regression t-tests
Independent Variable Infrastructural reforms	Functional vehicles and drivers Adequate uniform to prisoners and staff Adequate tools and equipment Number of cell occupants Availability of staff housing Adequate bedding	Documentation records Escort records Work ticket Counter issue and counter receipts Duty officer records Housing committee records Store Ledger Welfare records Water supply meter readings	interval	Qualitative and quantitative Qualitative and quantitative	Questionnaire Informant Interview schedule Focus group discussion	Descriptive statistics(include) Percentage Mean Sndard deviation Inferential statistics(include) Pearson correlation Regression t-tests

	Connectivity to clean water and sanitation Recreational facilities Voluntary placement unit					
Moderating Variable Participatory monitoring and evaluation	Empowerment of stakeholders and involvement Frequency of disseminating PM&E information through officers forums Frequency of capturing PM&E aspects Frequency of reviewing PM&E resource materials Frequency of PM&E data collection, analysis and reporting	General office minutes Section heads minutes Performance contracts Code of conduct	Interval	Qualitative and quantitative	Questionnaire Informant Interview schedule Focus group discussion	Descriptive statistics(include) Percentage Mean Standard deviation Inferential statistics(include) Pearson correlation Regression t-tests
Moderating variable Organizational culture	Values Beliefs Attitudes Norms	General office minutes Section heads minutes Performance contracts Code of conduct	Interval	Qualitative and quantitative	Questionnaire Informant Interview schedule Focus group discussion	Descriptive statistics(include) Percentage Mean Standard deviation Inferential statistics(include) Pearson correlation Regression t-tests

<p>Dependent Variable</p> <p>Change of behavior of inmates in correctional facilities</p>	<p>Re-offending of inmates in correctional facilities</p> <p>Recidivism of inmate after release</p> <p>Jail breaks</p> <p>Riots and unruly habit</p> <p>Escapes while in prisons</p>	<p>Duty roster</p> <p>Occurrence book</p> <p>Documentation records</p> <p>General office records</p>	<p>Interval</p>	<p>Qualitative and quantitative</p>	<p>Questionnaire</p> <p>Informant Interview schedule</p> <p>Focus group discussion</p>	<p>Descriptive statistics(include)</p> <p>Percentage</p> <p>Mean</p> <p>Standard deviation</p> <p>Inferential statistics(include)</p> <p>Pearson correlation</p> <p>Regression</p> <p>t-tests</p>
--	--	--	-----------------	-------------------------------------	--	---

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presents the analysis discussed based on thematic and sub-thematic areas of study objectives. Thematic areas are idealized as health reforms, infrastructural reforms, educational programmes reforms, participatory monitoring and evaluation, organizational culture, and change of behavior of inmates in correctional facilities. Both quantitative and qualitative approaches were applied in processing, analyzing, and interpretation of the data. To generate percentages, frequency distributions, and measures of central tendency, the SPSS programme was used to run analysis. In addition, tables were produced.

4.2 Response Rate

Out of 273 questionnaires administered to inmates, 233 were dully filled giving a response rate of 85%. Out of 108 prison officers targeted for focus group discussion, 99 were available and fully took part in the discussion, representing a response rate of 92%, while out of 4 officers in-charge and theirs deputies reached out for interview were all available and participated giving a response rate of 100% and therefore all these response were regarded as the responsive instrument for subsequent analysis. This was in line with the views of Cooper and Schiendler (2005) who posit that at 75% and beyond response rate is sufficient for generalization of statistical analysis.

4.3 Demographic characteristics of the Respondents

To ensure understandability of features of inmates category respondents that the researcher dealt with in the study, capturing of background information was necessary, particularly in relation to prison facilities in which the respondents were held. The study sought information from the respondents on

gender, age, number of years imprisoned, academic qualification section deployed. These features are discussed in detail in the following sub-themes.

4.3.1 Demographics Profile of the Inmates

The demographic characteristics of the inmates that were considered by the study were; gender, age group, level of education, length of jail term in the prison facility. Distribution by facility was important to check capacity or whether the facilities were overstretched or if respondents were evenly distributed across the facilities under consideration. Distribution of respondents by gender was done to ascertain that the nature of institutional reforms was in tandem with the specific needs of respondents and that none of the two genders was given preferential consideration in the selection of the respondents. Distribution of respondents by age group was done to ascertain that respondents held were of majority age and the minors were held in institutions where institutional reforms were tailor made to suit their needs. Distribution of respondents by level of education was considered important because level of education would most likely have impact on usefulness of institutional reform designed for each level of inmates, and the type of personnel requirement to needed to train and impact the required skills to each category. Distribution of respondents by length of jail term in the prison facility was done to indicate how long the respondents had stayed in the facility to be able to see the reforms overtime and whether the institutional reforms were designed to suit short and long sentence inmate needs. The distribution further indicated inter institution transfer which was necessary to check the variation on implementation as per facility. The responses of the inmates are shown in Table 4.1

Table 4.1: Demographic characteristics of the prisoners (n=233)

	n(f) frequency	(%)Percentage
Distribution of Respondents by Gender		
Male	216	92.70
Female	17	7.30
Total	233	100
Respondents by Age (years)		
Below 18	3	1.28
18-25	78	33.47
26-35	109	46.78
36-45	30	12.87
Over 46 years	13	5.57
Total	233	100
Distribution of Respondents by Length of jail term		
Less than 5 yrs.	139	59.65
5 -10 yrs.	57	24.46
11 -20 yrs.	30	12.87
More than 21yrs	7	3.00
Total	233	100
Distribution of Respondents by Highest academic qualification		
Primary school level	160	68.66
O Level	40	17.16
Diploma and above	12	5.15
Higher Diploma	9	3.86
Degree	9	3.86
Post graduate	3	1.28
Total	233	100

4.4 Multicollinearity Test

Multicollinearity refers to a situation in which there is exact or (near exact) linear relation among two or more of the input variable with exact relation which arise from mistake or lack of understanding (Hawking, 1983). Correlation was done and cut off 0.7 as standard and any correlation >0.7 there is a possibility of multicollinearity. First cut off to determine multicollinearity should be tolerance should not be less than 0.1 and variance inflation factor should not be greater than 10. Second order of cut-off to determine multicollinearity should be tolerance not less than 0.2 and the variance inflation should not be greater than 5. Table 4.3 shows the results of the tabulated multicollinearity.

Table 4.3: Multicollinearity Coefficients Test

Model	Collinearity Statistics	
	Tolerance	VIF
Health Reforms	0.933	1.072
Infrastructural Reforms	0.178	5.618
Educational Program Reforms	0.596	1.678
Organizational Culture	0.524	1.907
Participatory Monitoring and Evaluation	0.215	4.651

a. Dependent Variable: Change of Behaviour

For all the variables on the Table 4.3, the tolerance was greater than 0.1 and the variance inflation factor less than 10; there was no problem of multicollinearity of the variables in the study.

4.4.1 Test for Normality

Test for normality was carried as indicated in appendix V1 and data was found to be normally distributed.

4.5 Change of behavior of inmates in correctional facilities

Change of behavior of inmate in correctional facilities was identified in the current study as the dependent variable. Re-offending, recidivism, jail breaks, riots and unruly habits as well as escapes while in prisons were identified as indicators of change of behavior of inmates in correctional facilities. Respondents were given items rated on a five-point Likert scale ranging from strongly agree (SA); agree (A); moderately agree (MA); disagree (DA); strongly disagree (SDA) from which to choose relating to each indicator. The findings were presented in Table 4.4.

Table 4.4: Means and standard deviations for inmates change of behavior in correctional facilities

Statement	SDA F(%)	DA F(%)	MA F(%)	A F(%)	SA Mean F(%)	Std. Deviation
The number of riots by inmates has satisfactorily increased since the prison reforms were initiated in 2002	102 (43.77)	48 (20.60)	49 (21.03)	19 (8.15)	15 2.13 (6.43)	1.242
The number of unruly behavior cases has satisfactorily increased	73 (31.33)	84 (36.05)	37 (15.87)	24 (10.30)	15 2.24 (6.43)	1.1.87
Timely reporting cases emanating from prison has improved satisfactorily	18 (7.72)	27 (11.58)	87 (37.33)	69 (29.61)	32 3.30 (13.73)	1.089
Jailbreaks has increased satisfactorily since inception of reforms in prisons	93 (39.91)	64 (27.46)	37 (15.87)	15 (6.43)	24 2.20 (10.30)	1.308
The number of inmates who have escaped from prison have increased	93 (39.91)	68 (29.18)	33 (14.16)	15 (6.43)	24 2.18 (10.30)	1.304
The number of inmate facing multiples cases in court has	40 (17.16)	77 (33.04)	78 (33.47)	19 (8.15)	19 2.57	1.116

increased drastically					(8.15)	
The number of inmates who have committed offence again after release have increased drastically	72 (30.90)	60 (25.75)	58 (24.89)	24 (10.30)	19 2.39 (8.15)	1.255
Frequency of fights within prisons has significantly increased since the prison reforms were initiated in 2002	76 (32.61)	56 (23.03)	53 (22.74)	24 (10.30)	24 3.66 (10.30)	1.308
The death cases resulting from riots has significantly reduced	27 (11.58)	43 (18.45)	53 (22.74)	49 (21.03)	61 2.19 (26.18)	1.074
The general living conditions in prisons has satisfactorily improved	30 (12.87)	31 (13.30)	66 (28.32)	74 (31.75)	32 3.53 (13.73)	1.390
Composite scores					2.68	1.219

The research findings on Table 4.4 indicated that majority of the respondents disagreed that the number of riots by inmates has increased since the prison reforms were initiated in 2002 (64.37%), were in disagreement that the number of unruly behavior cases has increased since the prison reforms were initiated in 2002 (67.38%), while majority of the respondents agreed that the number re-offending within prison has been satisfactorily addressed (68.66.%), most respondents agreed only moderately. Majority of respondents further agreed that timely reporting of cases emanating from prison has improved satisfactorily (80.67%) with bigger response being moderate however majority were in disagreement that jailbreaks has increased since inception of reforms in prisons (67.37%). A small proportion of respondents agreed that the number of inmates who have escaped from prison have increased in the last ten years (16.73%), while only half of respondents (50.63%) disagreed that the number of inmate facing multiples cases in court has increased drastically with almost similar sentiments on whether the number of inmates who have committed offence again after release have increased drastically (56.65%) were in disagreement. Regarding whether frequency of fights within prisons has significantly increased since the prison reforms were initiated in 2002 most of the

respondents were in disagreement (55.64%), and majority agreed that death cases resulting from riots has significantly reduced (69.95%), most respondents were in agreement that the general living conditions in prisons has satisfactorily improved (73.80%). Regarding change of behavior of inmates, there were varied responses with a big group of respondent agreeing only to a moderate extent in almost all items. This implies that there are several issues that need to be addressed to enable facilities to be able to impact positively on inmates behavior change underlying issues.

The research findings in table 4.4 showed that the mean score for the indicators used to measure inmates change of behavior was 2.68 and standard deviation of 1.219. The study revealed a moderate agreement with the sentiment in each question item $M (=2.68)$. Based on individual questionnaires item responses, the results showed that to a great extent, respondents disagreed the number of riots by inmates has increased since the prison reforms were initiated in 2002 ($M=2.13$, $SD=1.242$). The number of unruly behavior cases has increased since the prison reform were initiated in 2002 ($M=2.24$, $SD=1.187$). The number of re-offending within prison has been satisfactorily addressed ($M=3.07$, $SD=1.065$). Timely reporting of case emanating from prison has improved satisfactory ($M=3.30$, $SD=1.089$). Jailbreaks has increased since inception of reforms in prison for the last ten years ($M=2.20$, $SD=1.308$). The number of prison who have escaped from prison have increased satisfactory since the last ten years ($M=2.18$, $SD=1.304$).

The number of inmate facing multiple cases in court have increased drastically ($M=2.57$, $SD=1.116$). To a moderate extent, the number of inmates who have committed offence again after release have increased drastically ($M=2.39$, $SD=1.255$). Agreed that death cases resulting from riots has significantly reduced ($M=3.66$, $SD=1.308$). Disagreed that the number of fight within the prison has

significantly increased since the prison reform were initiated in 2002 (M=2.19, SD=1.074). Agreed that the general living conditions in prisons has satisfactorily improved (M=3.53, SD=1.390).

Table 4.5: Summary of responses for standardized key informant interview schedule for officer in charge/ deputies

Item	Responses
Comment on the level of success of reforms in your prison in reference to decrease or increase of the following;	
Re-offending	No significant reduction noted and this has been attributed to how communities receive and treat ex offender. More effort is needed in educating the stakeholders on need for re-integration
Recidivism of inmate after release	Element of inmate institutionalization is present and mostly noted on young and short jail term offenders. This is attributable to lack of job opportunities or capital for self-employment
Jail breaks	Jail breaks in prison has significantly decreased while riots
Riots and unruly habits	While riots have reduced, unruly habits are hard to establish since most of them that happen inside cells go unreported.
Escapes while in prisons	Since inception of institutional reforms escapes has reduced

Table 4.6: Summary of responses for standardized focus group discussion guide for prison officers

Item	Responses
<p>What is your opinion on the number of re-offending cases? What do you think has contributed to the re-offending? What are the factors do you think have contributed to the Is behavior change is paramount? How would you comment on the changes in number of recidivism in the last five years? What are the common contributors to recidivism? Have the factors attributing to the recidivism satisfactorily reviewed and addressed? Is Jailbreak a common occurrence? What factors do you think make a prisoner to escape from prison? When an escapee is caught and brought back, does the authority in charge satisfactorily interrogate the reason for escape?</p>	<p>Re-offending cases is lower in ex-offenders over 40 years of age but higher in younger inmates. Idleness, joblessness, peer and poor upbringing difference? Behaviour change is paramount. There is a notable decrease on recidivism Hostile community after release Institutionalization is the main contributor Some have been addressed but not all have been addressed Jailbreak are not common but some instances have been reported Denial that they are imprisoned especially where they do not want relatives to know they are in prison. They want to enjoy better life outside, delayed appeal cases and despair yes, information is sought directly hygiene, equipped hospitals from escapee or indirectly from other inmates</p>
<p>When did your institution experience a riot and epidemic last? How fast is response to an outbreak effected? Do you think disease outbreaks and epidemics can be eliminated or or reduced in your institution? What are the satisfactory measures that can help reduce them?</p>	<p>Epidemics have not been experienced in very long time. Riots are present in institutions mostly as conflict and disagreement among inmates. response to disease outbreak is especially in prisons with well-equipped health facilities those near hospitals Reduction is possible although complete elimination remains a challenge</p>

4.6 Health reforms and change of behavior of inmates in correctional facilities

This section discusses descriptive and inferential statistics of health reforms on change of behavior of inmates in correctional facilities was analyzed.

4.6.1 Analysis of means on health reforms

The respondents were requested to indicate the extent to which health reforms influenced change of behavior of inmates in correctional facilities. They were given eleven items rated on a five-point rated as strongly agrees (5) to strongly disagree (1). A score of ≤ 1.5 was interpreted to mean strongly disagree, while a score 1.5 to ≤ 2.5 implied that the respondents disagrees and 2.5 to ≤ 3.5 was interpreted to mean that the respondent was neutral. A mean score of $3.5 \leq 4.5$ was interpreted to mean that respondents agree while a score of ≥ 4.5 was interpreted to mean strongly agree. A standard deviation of ≤ 1 was interpreted to mean that respondents had a consensus in the rating of the statement while a standard deviation greater than 1 was interpreted to mean that the respondents differed in their perception about the statement.

Table 4.7: Frequencies and percentages, means and standard deviations for health reforms

Statement	SDA	DA	MA	A	SA	Means	Std. dev
	F(%)	F(%)	F(%)	F(%)	F(%)		
The facility has functional ambulances	14 (6.00)	14 (6.00)	34 (14.59)	118 (50.64)	53 (22.74)	3.78	1.054
Patients have access to the ambulance when they need them	43 (18.45)	31 (13.30)	50 (21.45)	73 (31.33)	36 (15.45)	3.12	1.340
Awareness about best practice and usage of ambulance is created often	54 (23.17)	57 (24.46)	59 (25.32)	39 (16.73)	24 (10.30)	3.82	1.214
Services offered by clinical officers at the prison health centers are satisfactory	35 (15.02)	35 (15.02)	54 (23.17)	60 (25.75)	49 (21.03)	2.67	1.283
Services offered by nurses at	36	39	53	61	44	3.14	1.367

the prison health centers are satisfactory	(15.45)	(16.73)	(22.74)	(26.18)	(18.88)		
The medic are available when required to attend a staff or inmate, or any stake holder	46 (19.74)	104 (44.63)	56 (24.03)	18 (7.72)	9 (3.86)	2.32	1.001
The staff and inmates have access to specialized Medicare	58 (24.89)	71 (30.47)	95 (40.77)	67 (28.75)	42 (18.02)	2.91	1.278
Awareness is created to staff and inmates about specialized Medicare in prisons	42 (18.02)	43 (18.45)	66 (28.32)	53 (22.74)	28 (12.01)	3.68	1.116
There are dispensaries or health centers at your institution	15 (6.43)	18 (7.72)	49 (21.03)	94 (40.34)	57 (24.46)	3.02	1.320
The state of health facilities is humane	47 (20.17)	27 (11.58)	66 (28.32)	61 (26.18)	32 (13.73)	2.77	1.490
Drugs are available when required by staff, or inmates	69 (29.61)	39 (16.73)	45 (19.31)	36 (15.45)	44 (18.88)	2.84	1.227
Composite scores						3.097	1.245

The research findings on Table 4.7 indicated that majority of the respondents agreed that facilities had functional ambulances to provide services when needed in correctional facilities (73.38%), were in agreement that patients have access to the ambulance when they need them (46.78%), while nearly half of the respondents were in disagreement that awareness about best practice and usage of ambulance is created often (47.63%), while respondents further agreed that services offered by clinical officers at the prison health centers are satisfactory (46.78%), however respondents were in agreement that services offered by nurses at the prison health centers are satisfactory (45.06%). A

small proportion of respondents agreed that the medic are available when required to attend to a staff, inmate, or any stake holder (11.58%), while only (46.779%) agreed that the inmates have access to specialized Medicare with similar sentiments on whether awareness is created to staff and inmates about specialized Medicare in prisons (34.75%) were in agreement. Regarding whether there are dispensaries or health centers at the institution, most of the respondents were in agreement (64.8%), and minority agreed that the state of health facilities is humane (39.91%), respondents were in disagreement that drugs are available when required by staff, or inmates (46.34%). Regarding health reforms, there were mixed opinions on the items with some skewed to disagreement and others in agreement with a big number of respondents remaining neutral on most items. This implies that health reform has several issues that need to be clearly addressed to meet health care expectations of beneficiaries.

The research findings in Table 4.7 showed that the mean score for the eleven statements for health reform was 3.097 and standard deviation of 1.245. From individual items' mean and standard deviation, it was clear that the respondents either agreed or disagreed with the state of health reforms in the facilities. Agreed that the facility has functional ambulance (M=3.78, SD=1.054), agreed that patients have access to ambulance when they need them (M=3.12, SD=1.340), agreed that services offered by clinical officers at the prison facilities are satisfactory (M=3.82, SD=1.214), were neutral that awareness about best practice and usage of ambulance is created often (M=2.67, SD=1.283). Were in agreement that service delivery by the nurses is satisfactory (M=3.14, SD=1.367), disagreed that there is adequate medics available when required to attend inmate (M=2.32, SD=1.001), and also moderately agreed that awareness is created about specialized Medicare by prisons (M=2.91, SD=1.278) and agreed that there exist adequate dispensaries or health centers at the institution (M=3.68, SD=1.116). They moderately agreed that state of health facilities is humane (M=3.02,

SD=1.320), were in moderate agreement that drugs are available when required by inmates (M=2.77, SD=1.490) and also agreed moderately that inmate have access to specialized medicare (M=2.84, SD=1.227).

The overall mean and standard deviation (M=3.097, SD=1.245), implied that the respondents had responses that were spread around the mean. They either agreed moderately or disagreed regarding the issues raised through the questionnaire, hence their responses concentrated around the mean. These research findings implied that health reforms is a major factor in correctional facilities reforms that need to be wholly addressed in order to have great impact on change of behavior of inmates in correctional facilities.

4.6.2 The relationship between health reforms and change of behavior of inmates in correctional facilities

This section presents the results of the correlation analysis of study variables using Pearson's product-moment correlation. The Pearson product-moment correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by r . Correlational analysis using Pearson's Product Moment technique was done to determine the relationship between health reforms and change of behavior of inmates. The purpose was to identify the strength and direction of the association between health reforms and change of behavior of inmates. Values of correlation coefficient range from -1 and +1. A correlation coefficient of +1 indicates that the two variables are perfectly and positively related linearly. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association; that is, as the value of one variable increases, so does the value of the other variable. A value less than 0 indicates a negative association; that is, as the value of one variable increases, the value of the other variable decreases. A

value of 1 indicates perfect positive correlation implying that an increase or decrease in one variable is followed by a proportional increase/decrease in the other variable while a value of -1 indicate perfect negative correlation which imply that an increase in one variable is followed by a proportional decrease in the other variable (Cooper & Schindler, 2003). Correlation coefficient (r) range of between 0.81 to 1.0 is very strong; from 0.61 to 0.80 is strong; from 0.41-0.60 is moderate; from 0.21- 0.40 is weak and from 0.00 to 0.20 indicate no relationship (Hair et al., 20 06).

The stronger the association of the two variables, the closer the Pearson correlation coefficient, r , will be to either +1 or -1 depending on whether the relationship is positive or negative, respectively (Cooper & Schindler, 2003). According to Sekaran (1992), the Pearson's correlation is used if the variables of the study are measured using either interval or ratio scales. Correlation results are reported at a significance level of 0.05 and 0.01.

Table 4.8: Correlation results for health reforms and change of behavior of inmates

		Change of behaviour
Health reform	Pearson correlation	0.428*
	Sig (2-tailed)	0.000
	N	233

**correlation is significant at the 0.05 level (2-tailed)*

The analysis results in table 4.8 indicated a correlation of 0.428 and a significance of 0.000 (two tailed test), which imply a positive and significant coefficient. The results further showed a moderate and significant relationship between health reforms and change of behavior of inmates ($r=0.428$, P -value <0.000). Therefore health reforms can be said to have a positive and significant relationship with change of behavior of inmates in correctional facilities. The results indicated a correlation of

0.428 and a significance of 0.000 (two tailed test), which imply a positive and significant coefficient. The result further indicated a moderate and significant relationship ($r=0.428$, $P\text{-value}<0.000$) with change of behavior of inmates.

4.6.3 Regression analysis concerning health reform and change of behavior of inmates

In order to understand the influence of health reforms on change of behavior, the researcher computed the analysis as shown in table 4.9

Table 4.9: Regression analysis concerning health reforms and change of inmates behavior in correctional facilities

Model	Unstandardized	Standardized	P-Value	
t	Coefficients	Coefficients		
	B	Std.Error	Beta	
Constant	2.506	0.139		0.000
12.182				
Health reforms	0.307	0.051	0.429	0.000
5.189				

Predictors: (Constant) Health Reforms
Dependent Variable: Change of Behavior of Inmates

R=0.429
R square=0.184
t=5.189 at level of significance $p=0.000<0.05$

The study findings in Table 4.9 showed that r was equal to 0.429 indicating that health reforms had a moderately strong influence on change of inmates behavior in correctional facilities. The value of r^2 was 0.184, indicating the health reforms explained 18.4% of the variation in change of inmates behavior in correctional facilities in Nairobi county, Kenya. The β coefficient of health reforms was

statistically significant 0.429, indicated that significant influence on change on inmates behavior in correctional facilities ($\beta=0.429$, $t=5.189$, $p=0.000<0.05$). The β value implied that one unit change in inmates behavior change was associated with 42.9% changes in health reform.

The overall $t=5.189$ with $p=0.000<0.05$) suggested that there was a statistically significant relationship between health reforms and change of behavior of inmates in correctional facilities. Based on the research findings the null hypothesis which stated that there is no significant relationship between health reforms and the change of behavior of inmates in correctional facilities in Nairobi County, Kenya was rejected, and alternative hypothesis accepted

Using the statistical findings, the regression model was substituted as follow

$Y = 2.506 + 0.429X_1 + \varepsilon$ Where:

Y =change of behavior of inmates in correctional facilities

α = constants/Intercept

β , =Coefficient

X_1 = health reforms

ε =Error term

From the related literature reviewed, there findings associated health reform with inmates behavior change (Wolf et al., 2007). Study by Smith (2009) found a positive and significant relationship between quality health and change in behavior. Akinyi (2009) also found that better health is an important component of positive behavior change. Results from this study concur with other studies and confirm a positive moderate and significant link between health reforms and change of inmates behavior in correctional facilities.

4.7 Infrastructural reforms and change of behavior of inmates in correctional facilities

This section discusses descriptive and inferential statistics of infrastructural reforms on change of behavior of inmates in correctional facilities

4.7.1 Analysis of means of infrastructural reforms

The respondents were asked to indicate the extent to which infrastructural reforms influenced change of inmates behavior in correctional facilities. They were give eleven items rated on a five-point Likert as SA(5), A(4) MA(3), D(2), SD(1). A score of 1 was interpreted as strongly disagree, while a score 2 was translated to mean that respondents disagreed and 3 was implied that respondents remained neutral. A mean score of 4 represented respondents who agreed and a score of 5 was interpreted as strongly agree. Standard deviations of ≤ 1 meant that respondents consented in the rating a particular statement and standard deviations above 1 implied that the respondents differed in their perception about a specific statement.

Table 4.10: Means and standard deviation for infrastructural reforms

Statement	SDA F(%)	DA F(%)	N F(%)	A F(%)	SA F(%)	Means	Std. Dev.
There are functional vehicles to provide services when needed	18 (7.72)	18 (7.72)	49 (21.03)	74 (31.75)	74 (31.75)	3.74	1.286
The drivers are available to perform duties when required	22 (9.44)	14 (6.00)	58 (24.89)	65 (27.89)	74 (31.75)	3.67	1.285
There is adequate supply of uniform to prisoners	83 (35.62)	28 (12.01)	63 (27.03)	13 (5.57)	46 (19.74)	2.63	1.400
Tools and equipment available are adequately supplied when required	83 (35.62)	53 (22.74)	37 (15.87)	32 (13.73)	28 (12.01)	2.44	1.401
Tools and equipment available are properly maintained and serviced	36 (15.45)	24 (10.30)	18 (7.72)	55 (23.60)	100 (42.91)	3.67	1.421
There is adequate space for housing each cell occupants	85 (36.48)	52 (22.31)	41 (17.59)	19 (8.15)	36 (15.45)	2.44	1.444

The standard of living in prison has continuously improved	35 (15.02)	48 (20.60)	72 (30.90)	49 (21.03)	30 (12.87)	2.67	1.426
There are adequate decent recreational facilities for inmates.	52 (22.31)	35 (15.02)	78 (33.47)	36 (15.45)	32 (12.87)	3.30	1.447
Allocation of inmates cells is fair and done on the need basis	39 (16.73)	32 (12.87)	26 (11.15)	70 (30.04)	66 (28.32)	2.83	1.308
The prison is connected to adequate clean water	23 (9.87)	25 (10.72)	15 (6.43)	86 (36.90)	72 (30.90)	3.60	1.396
Composite scores						3.13	1.389

The research findings presented in Table 4.10 indicated that most respondents were in agreement that there were functional vehicles to provide services when needed in correctional facilities (63.5%), were in agreement that drivers are available to perform duties when required (59.64%), while nearly half of the respondents were in disagreement that there is adequate supply of uniform to prisoners (47.63%), majority of respondents further disagreed that tools and equipment available are adequately supplied when required (58.36%), however majority were in agreement that the available tools and equipment are properly maintained and serviced accordingly (66.51%). A small proportion of respondents agreed that there is adequate space for housing each cell occupant (23.6%), while only (33.9%) agreed that the standard of living in prison has continuously improved with similar sentiments on whether there are adequate decent recreational facilities for inmates where only (28.32%) were in agreement. Regarding whether allocation of inmates cells is fair and done on the need basis, most of the respondents were in agreement (58.36%), and majority agreed that the correctional facility is connected to adequate clean water (67.8%), respondents were in agreement that proper and hygienic access to sanitation is available (61.79%). Regarding the infrastructural reform, there were mixed opinions on the items with some skewed to disagreement and others in agreement. This implies that in infrastructure there are several issues that need to be addressed to enable facilities to operate on expected standards.

The research findings in Table 4.10 showed that the mean score for the eleven statements for infrastructure was 3.13 and standard deviation of 1.389. From individual items' mean and standard deviation, it was clear that the respondents either agreed or disagreed with the state of infrastructure reforms in the correctional facilities. Agreed that there are functional vehicles to provide services when needed (M=3.74, SD=1.286), agreed that there are drivers available to perform duties when required (M=3.67, SD=1.285), disagreed on adequate supply of uniform to prisoners (M=2.63, SD=1.400), disagreed on adequate supply of tools and equipment when required (M=2.44, SD=1.401). Were in disagreement that tools and equipment available are properly maintained and serviced accordingly (M=2.83, SD=1.308), agreed that there is adequate space for housing each cell occupant (M=3.67, SD=1.421), and disagreed that the standard of living in prison has continuously improved (M=2.44, SD=1.444) and agreed that there exist adequate decent recreational facilities for inmates (M=3.30, SD=1.447). They moderately agreed that allocation of inmates cells is fair and done on the need basis (M=2.67, SD=1.426), were in agreement that the correctional facilities were connected to adequate clean water (M=3.60, SD=1.396) and also agreed that there is proper and hygienic access to sanitation (M=3.49, SD=1.408).

The overall mean and standard deviation (M=3.13, SD=1.389), implied that the respondents had responses that were spread around the mean with a big number having moderate response toward most items. They either agreed or disagreed regarding the issues raised through the questionnaire, hence their responses concentrated around the mean. These study findings implied that infrastructure reforms is a major aspect in correctional facilities reforms that need to be wholly addressed in order to have great impact on change of behavior of inmates in correctional facilities.

4.7.2. The relationship between infrastructural reforms and change of inmates behavior

Correlational analysis using Pearson's Product Moment technique was run to determine the association between infrastructural reforms and change of inmates behavior in correctional facilities. It was meant to identify the strength and direction of the association between second independent and dependent variable. The results are summarized in Table 4.11.

Table 4.11: Correlation table for infrastructural reforms and change of inmates behavior

	Change of Behavior of Inmates	
Infrastructural reform	Pearson correlation	0.604*
	Sig (2-tailed)	0.000
	N	233

***correlation is significant at the 0.05 level (2-tailed)**

The correlation results in Table 4.11 indicated a correlation of 0.604 and a significance of 0.000 (two tailed test), implying a significance positive coefficient. The analysis indicated that moderate positive and significant relationship is present between infrastructural reforms and change of inmates behavior in correctional facilities in Nairobi county, Kenya ($r=0.604$, $p\text{-value}<0.01$). Therefore, infrastructural reforms is said to have a positive moderate and significant relationship with change of inmates behavior in correctional facilities.

4.7.3 Regression analysis concerning infrastructural reform on change of behavior of inmates

In order to understand the influence of infrastructural reforms on change of behavior, the researcher computed the analysis as shown in table 4.12

Table 4.12: Regression analysis of infrastructural reforms and change of inmates behavior in correctional facilities

Model	Unstandardized Coefficients B	Standardized Coefficients Std.Error	Beta	t
Constant	1.875	0.196		9.558
0.000				
Infrastructural Reforms	0.571 0.000	0.050	0.604	11.524

Predictors:(Constant) infrastructural reforms

Dependent Variable: Change of Behavior of Inmates

R=0.604

R square=0.365

t=11.524 at level of significance p=0.000<0.05

The study findings in Table 4.12 showed that r was equal to 0.604, indicating that infrastructural reforms had a moderately strong influence on change of behavior of inmate in correctional facilities. The value of r^2 was 0.365, indicating that infrastructural reforms explained 36.5% of the variation in change of behavior of inmate in correctional facilities. The β coefficient was 0.604, indicating that infrastructure reforms had statistically significant influence on change of behavior of inmate in correctional facilities ($\beta=0.604$, $t=11.524$, $p=0.000<0.05$). Considering the p value, it can be noted that the p value for infrastructural reform ($p=0.0000$) was statistically significant. The β value implied that one unit change in behavior of inmates in correctional facilities was associated with 60.4% changes in infrastructural reforms.

The overall $t=11.524$ with $p=0.000<0.05$ suggested that there was a statistically significant relationship between infrastructural reforms and change of behavior of inmate in correctional facilities in Nairobi county, Kenya. Based on the research findings the alternate hypothesis was

accepted which stated that there is a significant relationship between infrastructure reforms and change of behavior of inmate in correctional facilities in Nairobi County, Kenya and concluded that infrastructural reforms had a statistically significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

Using the statistical findings, the regression model was substituted as follows

$$Y = 1.875 + 0.604X_2 + \varepsilon \text{ Where;}$$

Y=change of behavior of inmates in correctional facilities

α = constants/Intercept

β =Coefficient

X_2 = infrastructural reforms

ε =Error term

Findings from this study agreed with Abuyeka (2014) that well managed infrastructure in correctional facilities was directly attributed to change of inmates behavior. Findings were also in line with Theresa (2000) who argued that to a large extent improved infrastructure has an influence on behavior change since the status of surrounding contributed largely to mood and behavior of people.

4.8 Educational programmes reform and change of behavior of inmates

This section discusses descriptive and inferential statistics of educational programmes reform on change of behavior of inmates in correctional facilities.

4.8.1 Analysis of means and standard deviation of Educational programmes reforms

The respondents were asked to indicate the extent to which educational programmes reforms influenced change of inmates behavior in correctional facilities. They were give eleven items rated on a five-point Likert as VLE(5), LE(4) ME(3), SE(2), NE(1). A score of ≤ 1.5 was interpreted to mean no extent, while a score 1.5 to ≤ 2.5 implied that the respondents some extent and 2.5 to ≤ 3.5 was interpreted to mean that the respondent was mediun extent. A mean score of $3.5 \leq 4.5$ was interpreted to mean that respondents agree to large extent while a score of ≥ 4.5 was interpreted to mean very large extent. A standard deviation of ≤ 1 was interpreted to mean that respondents had a consensus in the rating of the statement while a standard deviation greater than 1 was interpreted to mean that the respondents differed in their perception about the statement. Results were as indicated in table 4.13.

Table 4.13: Frequencies and percentages for educational programs reform

Statement	NE F(%)	SE F(%)	ME F(%)	LE F(%)	VLE F(%)	Means	Std. Dev.
There is unrestricted access to primary education	22 (9.44)	23 (9.87)	28 (12.01)	82 (35.19)	78 (33.47)	3.73	1.279
There are adequate trained teachers to guide the learners on primary education curriculum	32 (13.73)	43 (18.45)	53 (22.74)	61 (26.18)	44 (18.88)	3.18	1.314
Prison institution have a framework on policies about forms of secondary education	35 (15.02)	27 (11.58)	66 (28.32)	61 (26.18)	44 (18.88)	3.22	1.301
Vocational training are recognized as part of rehabilitation programs in prison	28 (12.01)	18 (7.72)	45 (19.31)	64 (27.46)	78 (33.47)	3.63	1.337
Professional training are recognized as part of rehabilitation programs in prison	28 (12.01)	18 (7.72)	45 (19.31)	64 (27.46)	78 (33.47)	3.17	1.270
There is availability of adequate trainers on vocational courses	33 (14.16)	26 (11.15)	90 (38.62)	40 (17.16)	44 (18.88)	2.83	1.314
There is availability of adequate trainers on professional courses	33 (14.16)	26 (11.15)	90 (38.62)	40 (17.16)	44 (18.88)	2.97	1.273
Learning and training materials are adequately provided	52 (22.31)	35 (15.02)	36 (15.45)	78 (33.47)	32 (13.73)	2.80	1.331
Learning facilities that are conducive for learning are provided	43 (18.45)	35 (15.02)	70 (30.04)	57 (24.46)	28 (12.01)	3.73	1.279
Education certificate awarded to inmates while in prison does not indicate in any way that the inmate has been institutionalized	11 (4.72)	22 (9.44)	49 (21.03)	53 (22.74)	98 (42.06)	2.83	1.314
Composite scores						3.21	1.302

The research findings on Table 4.13 indicated that majority of the respondents agreed that there is unrestricted access to primary education in correctional facilities (68.66%), while nearly half of the respondents were in agreement that adequate trained teachers to guide the learners on primary education curriculum are available (44.36%), while half of the respondents were in agreement that there is unrestricted access to secondary education (41.62%), minority of respondents further agreed that prison institution have a framework on policies about forms of secondary education (44.36%),

however majority were in agreement that vocational training are recognized as part of rehabilitation programs in prison (60.93%). A similar proportion of respondents agreed that professional training are recognized as part of rehabilitation programs in prison (60.93%), while only (36.04%) agreed that there is availability of adequate trainers on vocational courses with similar sentiments on whether adequate trainers on professional courses are available (36.04%) were in agreement.

Regarding learning and training materials are adequately provided, only (47.2%) of respondents were in agreement; minority agreed that the correctional facility provide conducive learning facilities for learners (36.47%), respondents were in agreement that education certificate awarded to inmates while in prison does not indicate in any way that the inmate has been institutionalized (64.80%). Regarding the education programs reform, there were varied opinions on the items with some largely disagreeing and others being in agreement and a big number of respondents consistently viewing things moderately. This implies that in education programs reform there are several issues that need to be addressed to enable facilities to operate on expected standards.

The findings of the study as presented in Table 4.13 showed that the average score for the eleven questionnaire statements for education program reforms was 3.21 and standard deviation of 1.302. Individual statement average score and standard deviation computed, it was clear that the respondents either agreed or disagreed with the state of education program reforms in the facilities. Agreed that there is unrestricted access to primary education (M=3.73, SD=1.279), moderately agreed that there are adequate trained teachers to guide the learners on primary education curriculum (M=3.18, SD=1.314), moderately agreed on unrestricted access to secondary education (M=3.18, SD=1.314), agreed on prison institution having a framework on policies about forms of secondary education (M=3.22, SD=1.301). Were in agreement that vocational training are recognized as part of

rehabilitation programs in prison ($M=3.63$, $SD=1.337$), moderately agreed that professional training are recognized as part of rehabilitation programs in correctional facilities ($M=3.17$, $SD=1.270$), and disagreed that there is availability of adequate trainers on vocational courses ($M=2.83$, $SD=1.314$) and disagreed that there is availability of adequate trainers on professional courses ($M=2.97$, $SD=1.273$). They disagreed that learning and training materials are adequately provided ($M=2.80$, $SD=1.331$), were in disagreement that learning facilities that are conducive for learning are provided ($M=2.83$, $SD=1.314$) however, they agreed that the certificate awarded to inmates while in prison does not indicate in any way that the inmate has been institutionalized ($M=3.73$, $SD=1.279$).

The overall mean and standard deviation ($M=3.21$, $SD=1.302$), implied responses by the respondents were scattered around the mean. They either agreed or disagreed in relation to issues raised by the questionnaire, which resulted to concentration of their responses around the mean. The research findings implied that education program reforms is a major issue in correctional facilities reforms that need to be wholly addressed in order to have great impact on change of behavior of inmates in correctional facilities.

4.8.2 The relation between educational program reforms and change of inmates behavior of inmates in correctional facilities

Correlational analysis using Pearson's Product Moment technique was done to determine the relationship between educational programs reform and change of inmate's behavior in correctional facilities. The analysis was carried out to identify both the direction and strength of the relationship between third independent and dependent variable as per summary results presented in Table 4.13.

Table 4.14: Correlation table for educational programs reform and change behavior of inmates

		Change of behaviour	
Educational programmes reform	Pearson correlation		0.429*
Sig (2-tailed)			233
	N		

***correlation is significant at the 0.05 level (2-tailed)**

The correlation analysis results shown in Table 4.14 indicated a correlation of 0.429 and a significance of 0.000 (two tailed test), which implied presence of a positive and significant coefficient. The relationship between education programs reforms and change of inmates behavior in correctional facilities in Nairobi county, Kenya as indicated in the analysis mean that there is a significant moderate positive relationship ($r=0.429$, $p\text{-value}<0.01$). Therefore, education programs reforms said to have a positive moderate and significant relationship with change of inmates behavior in correctional facilities.

4.8.3 Inferential analysis of educational programs reform on change of inmates behavior in correctional facilities

In order to understand the influence of educational programmes reforms on change of behavior, the researcher computed the analysis as shown in table 4.15

Table 4.15: Regression results of influence of educational programs reforms on change of behavior of inmates in correctional facilities

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std.Error	Beta		
Constant	2.550	0.144		11.689	0.000
Educational Reforms	0.307	0.051	0.425	7.129	0.000

Predictors:(Constant) Educational Programs Reform
 Dependent Variable Change of Behavior of Inmates

R=0.425
R square=0.180
t=7.129 at level of significance p=0.000<0.05

Analysis of the study findings as presented in Table 4.15 showed that r was equivalent to 0.425, indicating that educational programs reform had a moderately strong influence on change of behavior of inmate in correctional facilities. The value of r^2 was 0.180, representing that educational programs reform explained 18% of the variation in change of behavior of inmate in correctional facilities. The β coefficient was 0.429, indicating that educational programs reform had statistically significant influence on change of behavior of inmate in correctional facilities ($\beta=0.429$, $t=7.129$, $p=0.000<0.05$). Considering the p-values, educational programmess reform ($p=0.0000$) was statistically significant. The β value implied that a unit change in behavior of inmates in correctional facilities was connected with 42.9% changes in educational programs reform.

The overall $t=7.129$ with $p=0.000<0.05$ suggested that there was a statistically significant relationship between education programs reform and change of behavior of inmate in correctional facilities in

Nairobi county, Kenya. Based on the research findings the alternate hypothesis was accepted which stated that there is a significant relationship between education programs reform and change of behavior of inmates in correctional facilities in Nairobi County, Kenya and concluded that education programs reform had a statistically significant influence on change of behavior of inmate in correctional facilities in Nairobi County, Kenya.

From the statistical analysis, the regression model was substituted as follows

$$Y = 2.550 + 0.429X + \varepsilon \text{ Where;}$$

Y=change of behavior of inmates in correctional facilities

α = constants/Intercept

β =Coefficient

X= educational programs reform

ε =Error term

Findings from this study agreed with Kibui (2007); Schneider, Gruman and Coutts (2012) that well managed educational programs in correctional facilities was directly attributed to change of inmates behavior. Findings were also in line with Hawley (2013) who argued that to a large extent improved educational programs has an influence on behavior change since the level of knowledge and exposure of an individual contribute largely to how they behave and conduct themselves.

4.9 Analysis of combined influence of selected institutional reforms on change of behavior of inmates in correctional facilities

In this study a combination of health reforms, infrastructural reforms and educational programs reform were considered the institutional reforms. The combined effect of the three factors on change of behavior of inmates in correctional facilities was tested using inferential statistics.

4.9.1 Correlation analysis of selected institutional reforms and change of behavior of inmates in correctional facilities

Correlational analysis using Pearson's Product Moment technique was done to determine the relationship between institutional reforms and change of behavior of inmates in correctional facilities. This was meant to identify and establish whether there existed a relationship between institutional reforms and change of behavior of inmates in correctional facilities. The results were presented in Table 4.16.

Table 4.16: Correlation matrix for institutional reforms and change of behavior of inmates in correctional facilities.

	Change of behavior of inmates		
	Pearson correlation	Sig (2-tailed)	N
Health reforms	0.400*	0.000	233
Infrastructural reforms	0.360*	0.000	233
Educational programmes	0.370*	0.000	233

***correlation is significant at the 0.05 level (2-tailed)**

The study findings presented in Table 4.16 on correlation analysis indicated significant positive coefficients among the study variables (health reforms 0.400, infrastructural reforms 0.360 and educational programs reform 0.370; p-values of 0.000). The three variables had a moderate positive

correlation that was significant on change of behaviour of inmates in correctional facilities. This implied that institutional reform (health reforms, infrastructural reforms and educational programs reform) had a positive influence on the change of behavior of inmates in correctional facilities.

4.9.2 Regression analysis of selected institutional reforms and change of behavior of inmates in correctional facilities

In order to understand the influence of selected institutional reforms on change of behavior, the researcher computed the analysis as shown in table 4.17

Table 4.17: Regression results concerning influence of institutional reforms on change of behavior of inmates in correctional facilities in Nairobi county, Kenya.

Model	R	R Square	Std Error	t	P-Value
Constant	0.725	0.526	0.2640	36.234	0.000
Unstandardized	standardized	t	P-Value		
	Coefficients		coefficients		
	B	Std.Error	Beta		
Constant	1.875	0.196		8.558	0.000
Health Reforms	0.271	0.050	0.400	8.306	0.000
Infrastructural reform	0.294	0.058	0.360	8.572	0.000
Educational programmes reform	0.204	0.059	0.370	8.412	0.000

a. Predictors: (Constant), Health reform, Infrastructural reform and Educational programs reform
b. Dependent Variable: Change of Behavior of Inmates in correctional facilities in Nairobi County, Kenya

The results in Table 4.17 indicates that institutional reforms combined explained 52.6% of the variation in change of behavior of inmates (R-square = 0.526). The t values were statistically significant t=36.234, p-value(0.000<0.05) suggesting that institutional reforms has a statistically significant influence on change of behavior of inmates in correctional facilities in Nairobi county,

Kenya. Beta coefficients indicated that health reforms had the strongest influence (0.400) followed by educational programs reform (0.370) and lastly infrastructural reforms (0.360). All the three factors forming institutional reforms had a positive and significant relationship with change of behavior of inmates in correctional facilities; health reforms ($r=0.429$, $p=0.000<0.05$), infrastructure($r=0.604$, $p=0.000<0.05$) and educational programs reform($r=0.425$, $p=0.000<0.05$) respectively. From the findings, this study accepted alternate hypothesis that combined influence of institutional reforms had significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

From the statistical analysis in Table 4.17 the regression model one represented as follows;

$$Y = 1.875 + 0.400X_1 + 0.360X_2 + 0.370X_3 \text{ Where;}$$

Y = change of behavior of inmates in correctional facilities

$\beta_1 \dots \beta_3$ = Beta coefficients

X_1 = health reforms

X_2 = infrastructural reforms

X_3 = educational programs reform

e = error term

The findings of this study were consistent with those Sarkin (2009) that found a positive and significant link between prison reforms and rehabilitation success. The findings by Batiuket al. (2005) established that confined men who earned an associate's degree were 32 percent more likely to reoffend and return to prison and also disclosed that inmates receiving correctional education had reduced likelihoods of procuring better jobs upon release. The Gaes (2008) and Vacca (2004) also found that correctional education while confined reduces chances of recidivism and contributes significantly to enhancing employment prospects of formerly incarcerated persons which is reflected

in positive behaviour change. Asiedu (2001) put forward that prison authorities have a responsibility of providing inmates with facilities that promote their wellbeing within prison institutions and an environment that would foster positive behaviour and rehabilitation.

In line with findings of this study, Abuyeka (2014) found there is a need to adopt international standards of prisoner accommodation in cells for their enhanced safety, better health and general achievement of rehabilitating the offenders. It was further stressed that overcrowding brings about the element of distress and aggression which contributed to prison unrest and more crime. As established by Gehring (2007), overcrowding has a detrimental effect on public safety because it affects the ability of the prison service to design and deliver meaningful programmes and interventions to prepare offenders for their successful reintegration to their immediate families and communities and ensure their desistance from crime, hence infrastructure within correctional institutions is a major contributor to behavior change.

4.10 Moderating influence of Participatory monitoring and evaluation on the relationship between institutional reforms and change of behavior of inmates in correctional facilities

The respondents were asked to indicate the extent to which participatory monitoring and evaluation influenced change of inmates behavior in correctional facilities. Eleven items were provided and rated on a five-point Likert scale that ranged from no extent at all (NE:1); to small extent (SE:2); to moderate extent (ME:3); to large extent (LE:4) and to very large extent (VLE:5) to choose from. The findings were presented in Table 4.18.

Table 4.18: Frequencies and percentages for participatory monitoring and evaluation

Statement	NE F(%)	SE F(%)	ME F(%)	LE F(%)	VLE F(%)	Means	Std. Dev.
Enough materials are distributed to stakeholders to enable them to gather data in P M&E	43 (18.45)	31 (13.30)	62 (26.60)	65 (27.89)	32 (13.73)	3.06	1.298
Stakeholder consideration is put in practice while implementing a project that affect them directly or indirectly	34 (14.59)	31 (13.30)	87 (37.33)	53 (22.74)	28 (12.01)	3.04	1.195
Participatory Monitoring & Evaluation information is frequently disseminated through officer's forum	35 (15.02)	35 (15.02)	62 (26.60)	61 (26.18)	40 (17.16)	3.15	1.297
Necessary books on Participatory Monitoring & Evaluation are made available to stakeholders	34 (14.59)	23 (9.87)	87 (37.33)	57 (24.46)	32 (13.73)	3.06	1.260
Necessary publication on Participatory Monitoring & Evaluation are made available to stakeholders	34 (14.59)	23 (9.87)	87 (37.33)	57 (24.46)	32 (13.73)	3.05	1.298
There is frequent capturing of Participatory Monitoring & Evaluation aspects in prison	31 (13.30)	39 (16.73)	74 (31.75)	61 (26.18)	28 (12.01)	3.05	1.224
There is frequent capture of PM &E aspects in institutional meeting	31 (13.30)	39 (16.73)	74 (31.75)	61 (26.18)	28 (12.01)	2.88	1.178
Frequency of PM&E interpretation is practiced in prison	26 (11.15)	52 (22.31)	78 (33.47)	53 (22.74)	24 (10.30)	3.06	1.298
Frequency of PM&E data analysis is practiced in prison	26 (11.15)	52 (22.31)	78 (33.47)	53 (22.74)	24 (10.30)	2.99	1.147
Frequency of PM&E timely reporting is practiced in prison	20 (8.58)	58 (24.89)	74 (31.75)	53 (22.74)	28 (12.01)	3.05	1.247
Composite scores						3.03	1.229

The research findings presented in Table 4.18 indicated that minority of the respondents were in agreement that enough materials are provided to stakeholders to enable them to gather data in Participatory Monitoring and Evaluation (41.62%), while minority of the respondents were in agreement that stakeholder consideration is put in practice while implementing a project that affect them directly or indirectly (34.75%), while nearly half of the respondents were in agreement that Participatory Monitoring & Evaluation information is frequently disseminated through officer's forum (43.34%), minority of respondents further agreed that necessary books on Participatory Monitoring & Evaluation are made available to stakeholders (38.19%), with similar sentiments on whether necessary publication on Participatory Monitoring & Evaluation are made available to stakeholders (38.19%). A similar proportion of respondents approved frequent capturing of Participatory Monitoring & Evaluation aspects in prison (38.19%), while only (32.61%) agreed that frequency of PM&E data collection is practiced in prison with minority agreeing on whether frequency of PM&E interpretation is practiced in prison (33.04%).

Regarding frequency of PM&E data analysis practice in prison, only (33.04%) of respondents were in agreement; minority agreed that frequency of PM&E timely reporting is practiced in prison (34.75%). Regarding Participatory Monitoring & Evaluation, there were similar opinions on the items with some largely disagreeing and a big number of respondents consistently viewing things moderately. This implies that in Participatory Monitoring & Evaluation there are several issues that need to be addressed to enable facilities to operate on expected standards.

The research findings in Table 4.18 showed that the average score for the eleven statements for PM&E as a moderator of the relationship between institutional reforms and change of inmates' behavior in correctional facilities was 3.03 and standard deviation of 1.229. From individual items'

means and standard deviations, it was apparent that the respondents acknowledged the state of participatory monitoring and evaluation in the facilities, with most respondents agreeing moderately. In moderate agreement that there is enough materials provided to stakeholders to enable them to gather data in Participatory Monitoring and Evaluation (M=3.06, SD=1.298), agreed that stakeholder consideration is put in practice while implementing a project that affect them directly or indirectly (M=3.04, SD=1.195), agreed that Participatory Monitoring & Evaluation information is frequently disseminated through officer's forum (M=3.15, SD=1.297), agreed on availability of necessary books on Participatory Monitoring & Evaluation to stakeholders (M=3.06, SD=1.260) with similar response on necessary publication on Participatory Monitoring & Evaluation being available to stakeholders (M=3.06, SD=1.298), agreed that frequent capturing of Participatory Monitoring & Evaluation aspects in prison (M=3.05, SD=1.224) and disagreed that there is frequent capture of Participatory Monitoring & Evaluation aspects in institutional meeting (M=2.88, SD=1.178) and agreed that frequency of PM&E data collection is practiced in prison (M=2.88, SD=1.178). They agreed that frequency of PM&E interpretation is practiced in prison (M=3.06, SD=1.298), were in agreement that frequency of PM&E data analysis is practiced in correctional facilities (M=2.99, SD=1.147) and also agreed that frequency of PM&E timely reporting is practiced in prison (M=3.05, SD=1.247).

The findings showed that participatory monitoring and evaluation as high influencer in terms inmates behavior change. This can be seen by analyzing the mean from each item and the small standard deviation which indicate how concentrated the responses were around the overall mean and standard deviation (M=3.03, SD=1.229), and agreed in the general trend of responses were populated around the mean. From the results, it was inferred that respondents supported that participatory monitoring and evaluation is an important factor in execution of institutional reforms and had an influence on the relationship between institutional reforms and inmates behavior change.

4.10.1 Correlation analysis of participatory monitoring and evaluation and selected institutional reforms in correctional facilities

Correlational analysis using Pearson’s Product Moment technique was run to determine the association between participatory monitoring and evaluation and institutional reforms (health, infrastructural and educational programs reform)in correctional facilities. The analysis was run to test existence in strength and direction of the association between moderating and independent variables. The summary of results were presented in Table 4.19.

Table 4.19: Correlation table for participatory monitoring and evaluation as a moderator of institutional reforms

		Health Reforms	Infrastructural Reforms	Educational program Reform
Institutional reforms	Pearson Correlation	0.424*	0.419*	0.422*
	Sig (2-tailed)	0.000	0.000	0.000
	N	233	233	233
*correlation is significant at the 0.05 level(2-tailed)				

The correlation analysis outcome indicates that three factors constituting institutional reforms had a significant and positive connection with change of behavior of inmates in correctional facilities; health reforms (r=0.429, p=0.000<0.05), infrastructural(r=0.604, p=0.000<0.05) and educational programs reform(r=0.425, p=0.000<0.05) respectively.

4.10.2 Inferential analysis of moderating influence of participatory monitoring and evaluation on the relationship between institutional reforms and change of inmates behavior in correctional facilities

To test the hypothesis, the moderating effect was computed using stepwise approach by Fairchild and Mackinnon (2009). This involves; a test of the effect of independent variable (health, infrastructural and educational programs) on the dependent variable in step one and introducing the moderator (PM&E) in step two. Moderation effect was assumed to be present if the impact of interaction between independent variable and the moderating variable on the dependent variable test is significant.

Step one: Influence of institutional reforms on change of behavior of inmates in correctional facilities

In the first step, institutional reforms were regressed on change of behavior of inmates in correctional facilities. The results were presented in Table 4.20.

Table 4.20: Regression results of influence of institutional reforms on change of behavior of inmate in correctional facilities in Nairobi County, Kenya.

Model	R	R Square	Std Error	t	P-Value
Constant	0.725	0.526	0.2640	36.234	0.000
	Unstandardized	standardized	t	P-Value	
	Coefficients	coefficients			
	B	Std.Error	Beta		
Constant	1.875	0.196		8.558	0.000
Health reforms	0.271	0.050	0.400	8.306	0.000
Infrastructural reforms	0.294	0.058	0.360	8.572	0.000
Educational programmes reform	0.204	0.059	0.370	8.412	0.000

a. Predictors: (Constant), Health reform, Infrastructural reform and Educational programs reform
b. Dependent Variable: Change of Behavior of Inmates in correctional facilities

The analysis presented in Table 4.20 showed that institutional reforms combined explained 52.6% of the variation in the change of behavior of inmates in correctional facilities in Nairobi County, Kenya (r-square 0.526) in model one. The t-values were statistically significant ($t=36.234$, $p=0.000<0.05$) suggesting that institutional reforms had a statistically significant effect on inmates behavior change in correctional facilities.

From the statistical findings in Table 4.20 the regression model one was presented

$$Y = 1.875 + 0.4000 X_1 + 0.360X_2 + 0.370 X_3 + e \text{ Where;}$$

Y=Change of inmates behavior in correctional facilities

X_1 =Health reforms

X_2 = Infrastructural reforms

X_3 =Educational programs reform

E=error term

Step two: Influence of participatory monitoring and evaluation on the relationship between institutional reforms and change of inmates behavior in correctional facilities

In step two, the moderating effect (participatory monitoring and evaluation) was introduced on the relationship between institutional reforms and change of inmates behavior in correctional facilities.

The results were presented in Table 4.21

Table 4.21: Regression results of influence of participatory monitoring and evaluation on the relationship between institutional reforms and change of inmates behavior

Model	R	R Square	Std Error R	Change statistics t	P- change
1	0.725	0.526		0.2640	36.234
0.000					
2	0.745	0.547		0.0212	14.772
0.000					
		Unstandardized	standardized	t	
P-Value		Coefficients	coefficients		
		B	Beta		
Constant		1.875	0.196	7.459	
0.000					
Health		0.271	0.050	0.424	7.207
0.000					
Reforms					
Infrastructural		0.294	0.058	0.419	7.473
0.000					
reform					
Educational		0.204	0.059	0.422	7.313
0.000					
Programs					
reform					

a. Predictors: (Constant), Health reforms, Infrastructural reform, Educational program
Participatory monitoring and evaluation

b. Dependent Variable: Change of Behavior of Inmates in Correctional facilities in Nairobi County, Kenya

The results in Table 4.21 indicated that the introduction of a moderator (participatory monitoring and evaluation) in model two increased the value of R squared by 0.0212. Thus behavior change enhances the goodness of fit by only 2.12%. This implied that participatory monitoring and evaluation explains 2.12% change in behavior variation of inmates. The t-values remained statistically significant at $t=14.772$, $p=0.000 < 0.05$. Consequently, from the results it was concluded that participatory monitoring and evaluation had a statistically significant moderating influence on change of inmates

behavior in correctional facilities in Nairobi county, Kenya. The findings suggested that participatory monitoring and evaluation was a significant moderator in the link between institutional reforms and change of inmates behavior in correctional facilities. Based on the findings of this research, the alternate hypothesis was accepted that the strength of the relationship between institutional reforms and change of inmates behavior in correctional facilities in Nairobi county, Kenya was moderated by participatory monitoring and evaluation.

From the statistical analysis in Table 4.21 the regression model two was substituted as follows;

$$Y = 1.875 + 0.400 X_1 + 0.360 X_2 + 0.370 X_3 + 0.0212 X_1 X_2 X_3 X_4 + e$$

Where;

Y=Change of inmates behavior in correctional facilities

X₁=Health reforms

X₂=Infrastructural reforms

X₃=Educational programs

X₄= participatory monitoring and evaluation

e= error term

The researcher had items related to participatory monitoring and evaluation in the standardized interview guide and focus group discussion which were meant for officers in-charge, their deputies and prison officers. The responses were summarized in Table 4.22 and 4.23 respectively.

Table 4.22: Summary of responses for standardized interview schedule relating to participatory monitoring and evaluation.

Item	Responses
What is your opinion on Participatory Monitoring and Evaluation in reference to institutional reforms?	
Participatory Monitoring and Evaluation but formulation at the planning stage	PME is sometimes visible at planning stage for major projects only
Participatory Monitoring and Evaluation information dissemination in officers' forum	PME information is distributed although not timely
Frequency of Participatory Monitoring and Evaluation aspect in institutional meeting	sometimes, not very frequent
Frequent review of Participatory Monitoring And Evaluation	Not very frequent
Frequency of stakeholder empowerment and participation	Is present when major projects are undertaken

Table 4.23: Summary of responses for standardized focus group discussion guide for prison officers

Item	Responses
Who do you think stakeholders to intervention Projects in prison are? How does the institution Empowerment stakeholders? Are stakeholders involved in activities all levels?	shareholder intervention is present, training and involvement at start of projects although not at all levels
How frequently is disseminating PM&E Information through officers' forums done? What is the common tool of disseminating Such information? For stakeholders who cannot read or write how is the information passed?	Not frequent, information is mostly disseminated through memos Though barazas of local chiefs or other elite stakeholders
What is the frequency of capturing PM&E aspects What are the features that attract more attention? How frequently is PM&E resource materials reviewed? Are the resource materials revised continuously? Where do the resource materials come from?	resources not revised often, materials Come from the government, donors, Or local communities, depending on Who is pushing for a project
How often does your institution collect data on PM&E? data collected analyzed accordingly? Does your institution seek external service on data Collection and analysis? Is the reporting of findings Communicated on timely basis? Are reports available and accessible to stakeholders on request?	Data is collected and analyzed as per Project in question outsourcing is encouraged where capacity is lacking. Timely communication is done. Reports are Accessible

4.11 Moderating influence of organizational culture on the relationship between selected institutional reforms and change of behavior of inmates in correctional facilities

The respondents were asked to point out the extent to which organizational culture influenced change of inmates behavior in correctional facilities. They were give eleven items rated on a five-point Likert scale that range from no extent at all (NE); to small extent (SE); to moderate extent (ME); to large extent (LE) and to very large extent (VLE) to choose from. The findings were presented in Table 4.24 and Table 4.25.

Table 4.24 Means and standard deviations for organizational culture

Statement	NE F(%)	SE F(%)	ME F(%)	LE F(%)	VLE F(%)	Mean	std dev
The inmates can freely access spiritual programme which influence traditions and values	16 (6.87)	20 (8.58)	37 (15.87)	78 (33.47)	82 (35.19)	3.82	1.202
Necessary books or item of religious observance and instructions are allowed in prison premises which influence attitudes	18 (7.72)	27 (11.58)	33 (14.16)	86 (36.90)	69 (29.61)	3.69	1.228
Special facilities are availed to facilitate guidance and counseling to deal with beliefs which hinders behavioral change	23 (9.87)	39 (16.73)	41 (17.59)	69 (29.61)	61 (26.18)	3.24	1.250
The families and visitors of inmates interact with the prisoners which influence attitudes towards behavioral change	27 (11.58)	39 (16.73)	58 (24.89)	69 (29.61)	40 (17.16)	3.34	1.330
Appropriate recreational and free physical exercise are allowed as a therapy for change of behavior and attitude	31 (13.30)	35 (15.02)	45 (19.30)	69 (29.61)	53 (22.74)	3.30	1.251
Activities are supervised to ensure safety within the prisons while dealing with norms	30 (12.87)	27 (11.58)	58 (24.80)	78 (33.47)	40 (17.16)	3.50	1.229
Inmate attend short courses or seminars to improve their skills	27 (11.58)	18 (7.72)	45 (19.31)	86 (36.90)	57 (24.46)	3.55	1.262
Composite scores						3.51	1.244

Presentation of research findings as per Table 4.24 indicated that most of respondents acknowledged that the inmates can freely access spiritual programme which influence their traditions and values (68.66%), while majority of the respondents acknowledged that necessary books or item of religious observance and instructions are allowed in prison premises which influence their attitudes (66.51%), while more than half of the respondents were in agreement values influence positive relationship between prison and inmates (66.95%), minority of respondents further agreed that beliefs of staff

influence the behavior of inmates (48.93%), however majority were in agreement that frequent guidance and counseling session are held for staff and inmates which influence their attitudes positively (61.73%). A large proportion of respondents agreed that special facilities are availed to facilitate guidance and counseling to deal with beliefs which hinders behavioral change (55.79%), while only (46.77%) agreed that families and visitors of inmates spend time or interact with the prisoners which influence attitudes towards behavioral change with majority agreeing that appropriate recreational and free physical exercise are allowed as a therapy for change of behavior and attitude (52.35%).

Regarding whether activities are supervised to ensure safety within the prisons while dealing with norms, only (50.63%) of respondents were in agreement; agreed that there are sufficient time allocated to provide various services inmates which deals with inmate change of behavior (54.49%), respondents were in agreement that inmates attend short courses or seminars to improve their skills (61.36%). Regarding the organizational culture, there were similar opinions on the items with most largely agreeing and others moderately being in agreement. This implies that organizational culture, most issues have been addressed.

The research findings in Table 4.24 showed that the average score for the eleven statements for organizational culture as a moderator of the relationship between institutional reforms and change of inmates behavior in correctional facilities was 3.51 and standard deviation of 1.244. From particular items' mean and standard deviation, it was apparent that the respondents approved the state of organizational culture in the facilities, with most respondents agreeing moderately. In agreement that the inmates can freely access spiritual programme which influence their traditions and values (M=3.82, SD=1.202), agreed that necessary books or item of religious observance and instructions

are allowed in prison premises which influence their attitudes (M=3.69, SD=1.228), agreed that values influences positive relationship between prison and inmates (M=3.61, SD=1.193), and also agreed that beliefs of staff influence the behavior of inmates (M=3.39, SD=1.224). Agreed on availability of frequent guidance and counseling session are held for staff and inmates which influence their attitudes positively (M=3.45, SD=1.306) with similar response on special facilities are availed to facilitate guidance and counseling to deal with beliefs which hinders behavioral change (M=3.24, SD=1.250), agreed. The families and visitors of inmates spend time or interact with the prisoners which influence attitudes towards behavioral change (M=3.34, SD=1.330), and also agreed that appropriate recreational and free physical exercise are allowed as a therapy for change of behavior and attitude (M=3.30, SD=1.251) and agreed that activities are supervised to ensure safety within the prisons while dealing with norms (M=3.50, SD=1.229). They agreed that There are sufficient time allocated to provide various services inmates which deals with inmate change of behavior (M=3.70, SD=1.206), were in agreement that inmate attend short courses or seminars to improve their skills correctional facilities (M=3.55, SD=1.262).

The findings showed that organizational culture as an influencer in terms inmates behavior change. This can be explained by analyzing means from each item and the small standard deviation which indicate how the concentration of responses around the overall mean and standard deviation (M=3.51, SD=1.244) and agreed in the general trend of responses scattered around the mean. From the results, it was inferred that the respondents were of the opinion that organizational culture is an important factor in execution of institutional reforms and had an influence on the relationship between institutional reforms and inmates behavior change.

4.11.1 Correlation analysis of organizational culture and selected institutional reforms in correctional facilities

Correlational analysis using Pearson’s Product Moment technique was done to establish the connection between organizational culture and selected institutional reforms in correctional facilities. The analysis was done to test for presence, strength and direction of the association between moderating and independent variables. The results are summarized in Table 4.25.

Table 4.25: Correlation table for organizational culture as a moderator of institutional reforms

		Health Reforms	Infrastructural Reforms	educational Reforms
Organizational culture	Pearson Correlation	0.426*	0.419*	0.425*
	Sig (2-tailed)	0.000	0.000	0.000
*correlation is significant at the 0.05 level(2-tailed)				

The correlation results indicated that all the three factors forming institutional reforms had a positive and significant relationship with organizational culture; health reforms ($r=0.429$, $p=0.000<0.05$), infrastructural($r=0.604$, $p=0.000<0.05$) and educational programs reform($r=0.425$, $p=0.000<0.05$) respectively.

4.11.2 Inferential analysis of moderating influence of organizational culture on the relationship between institutional reforms and change of inmates behavior in correctional facilities

The sixth objective of the study was to examine the moderating influence of organizational culture on the relationship between institutional reforms and change of inmates behavior in correctional facilities in Nairobi County, Kenya. Change of inmates behavior in correctional facilities was the dependent variable in the study and had five indicators namely; Re-offending, recidivism, jail breaks,

riots and unruly habits, escapes while in prisons. Organizational culture in correctional facilities was the moderator between independent and dependent variables in the study. Data was collected using eleven items that was measured on a five-point Likert scale. A composite index was computed and used in testing the hypothesis. To satisfy the sixth objective, the following hypothesis was tested using multiple regression model.

In testing the hypothesis, the moderating influence was computed using stepwise method by Fairchild and Mackinnon (2009). This involves testing the influence of the independent variable (health, infrastructural and educational programs) on the dependent variable in step one and introducing the moderator (organizational culture) in step two. Moderation was assumed to take place if the influence of interaction between the independent variable and moderator on the dependent variable test is significant.

Step one: Influence of institutional reforms on change of behavior of inmates in correctional facilities

In the first step, institutional reforms were regressed on change of behavior of inmates in correctional facilities. The results were presented in Table 4.26.

Table 4.26: Regression results of influence of institutional reforms on change of behavior of inmate in correctional facilities in Nairobi county, Kenya.

Model	R	R Square	Std Error	t	P-Value
Constant	0.725	0.526	0.2640	36.234	0.000
Unstandardized	standardized	t	P-Value		
	Coefficients		coefficients		
	B	Std.Error	Beta		
Constant	1.875	0.196		8.558	0.000
Health Reforms	0.271	0.050	0.400	8.306	0.000
Infrastructural reform	0.294	0.058	0.360	8.572	0.000
Educational programmes reform	0.204	0.059	0.370	8.412	0.000

a. Predictors: (Constant), Health reform, Infrastructural reform and Educational programs reform
b. Dependent Variable: Change of Behavior of Inmates in correctional facilities in Nairobi County, Kenya

The results in Table 4.26 showed that institutional reforms combined explained 52.6% of the variation in the change of behavior of inmates in correctional facilities in Nairobi County, Kenya (r-square 0.526) in model one. The t-values were statistically significant (t=36.234, p=0.000<0.05) suggesting that institutional reforms had a statistically significant influence on inmates behavior change in correctional facilities.

From statistical analysis in Table 4.26 the regression model one was presented as follows

$$Y = 1.875 + 0.4000 X_1 + 0.360X_2 + 0.370 X_3 + e \text{ Where;}$$

Y=Change of inmates behavior in correctional facilities

X₁ =Health reforms

X₂= Infrastructural reforms

X₃=Educational programs reform

E=error term

Step two: Influence of organizational culture on the relationship between institutional reforms and change of inmates behavior in correctional facilities

In step two the influence of the moderator (organizational culture) was introduced on the relationship between institutional reforms and change of inmates behavior in correctional facilities. The results were presented in Table 4.27.

Table 4.27: Regression results of influence of organizational culture on the relationship between institutional reforms and change of inmates behavior

Model	R	R Square	Std Error	Change statistics		P-value
				R change	t change	
1	0.725	0.526		0.2640	36.234	0.000
2	0.745	0.588		0.0621	11.772	0.000
		Unstandardized Coefficients	standardized coefficients		t	P-Value
		B	Std.Error	Beta		
Constant	1.875	0.196			7.459	0.000
Health Reforms	0.271	0.050	0.426		7.207	0.000
Infrastructural reform	0.294	0.058	0.419		7.473	0.000
Educational programmes reform	0.204	0.059	0.250		7.313	0.000

a. Predictors:(Constant), Health reforms, Infrastructural reforms, Educational programmes reform and organizational culture.
b. Dependent Variable: Change of Behavior of Inmates in Correctional facilities in Nairobi County, Kenya

The results in Table 4.27 indicated that the introduction of a moderator (organizational culture) in model two increased the value of R squared by 0.0621. Thus behavior change improves the goodness of fit by only 6.21%. This implied that organizational culture explains 6.21% change in behavior variation of inmates. The t-values remained statistically significant at t=11.772, p=0.000<0.05. Thus, from the results it was concluded that organizational culture had a statistically significant moderating

influence on change of inmates behavior in correctional facilities in Nairobi county, Kenya. These results suggested that organizational culture acted as a moderator in the relationship between institutional reforms and change of inmates behavior in correctional facilities. Based on the research findings, the alternate hypothesis was accepted that the strength of the relationship between institutional reforms and change of inmates behavior in correctional facilities in Nairobi county, Kenya was moderated by organizational culture.

From statistical analysis in Table 4.27 the regression model one was presented as follows

$$Y = 1.875 + 0.400 X_1 + 0.360 X_2 + 0.370 X_3 + 0.0621 X_1 X_2 X_3 X_4 + e$$

Where;

Y=Change of inmates behavior in correctional facilities

X₁=Health reforms

X₂=Infrastructural reforms

X₃=Educational programs reform

X₄=Organizational culture

e= error term

The researcher had items related to organizational culture in the standardized interview guide and focus group discussion which were meant for officer's in-charge, their deputies and prison officers. The responses were summarized in Table 4.28 and 4.29 respectively.

Table 4.28: Summary of responses for standardized interview schedule relating to organizational culture.

Item	Responses
<p>What is your opinion on the capacity of correctional facilities to provide the following to inmates</p>	
<p>a). Attitude change through guidance and counseling sessions</p>	<p>This is attributable to positive change</p>
<p>b). Imparting good values through spiritual welfare services</p>	<p>Is encouraged and has borne positive results</p>
<p>c). Dealing with beliefs through recreation activities</p>	<p>Inmates are freely encouraged to interact through recreational activities</p>
<p>d). Voluntary placement service have imparted on norms</p>	<p>There has been visible change</p>
<p>e). Beliefs change through rehabilitation and reformation</p>	<p>Inmates start viewing things differently</p>
<p>What is your view on the following individuals in relation to change of behavior of inmates in Correctional facilities?</p>	
<p>a). Social welfare officer</p>	<p>Social and religious welfare are vibrant in</p>
<p>b). Spiritual welfare officers their duties</p>	<p>towards behavior change</p>
<p>What type of recreation activities are made available to inmate in relation to change of attitudes</p>	
<p>Beliefs, values and imparting norms?</p>	
<p>Do you think these religious/spiritual guidance help the inmates in rehabilitation and behavior change?</p>	<p>religious/spiritual has significantly helped in positively shaping the inmates of all ages</p>
<p>Is there any follow-up on those attending the sessions in respect to change of beliefs and the attitudes</p>	<p>Follow-up is done to ensure the inmates get full service that help them change</p>

Table 4.29: Summary of responses for standardized focus group discussion guide for prison officers

Item	Responses
<p>Are values recognized and prioritized at your institution? What are the activities that promote values? Do institutions bar practice on any religion or religious activity that influence beliefs? What are the reasons for restriction?</p>	<p>Yes, we encourage and engage inmates inmates in talent shows. All religious groups are allowed to practice with guidance of religious leaders and peer discussion.</p>
<p>Are there measures to address behavioral matters? Does your institution collaborate with external clergy to help offer positive values to inmates? Are days of worship respected for all religious groups without Discrimination?</p>	<p>Guidance and counseling sessions offere External clergy visit occasionally. All inmates are allowed to worship freely on their days of worship</p>
<p>How frequent does your institution offer guidance & counseling sessions offered toward attitude Change? Is there individual sessions offered? Does the institution provide accessible recreational Does the facility meet the needs of special groups When designing the facilities?</p>	<p>open daily and individuals are encouraged To register and attend continually There are challenges but some recreational facilities are provided. Special groups are a big challenge</p>

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of findings, discussion and draws conclusion in line with objectives of the study. The chapter also presents recommendations for appropriate programmatic and/or policy interventions, which should strengthen institutional reforms in correctional facilities hence influencing change of behavior of inmates. The chapter further focuses on contributions of the study and recommendations for further research.

5.2 Summary of findings

The purpose of this study was to examine the influence of selected institutional reforms, participatory monitoring and evaluation and organizational culture on the change of behavior of inmates in correctional facilities in Nairobi County, Kenya. In this regard, the study was expected to establish the influence of three independent variables. The study also focused on two moderating variable influence of participatory monitoring and evaluation and organizational culture on the relationship between independent and dependent variables.

5.2.1 Background profile

The study focused on nine correctional facilities in Nairobi County, Kenya and found that of the 233 participants (inmates), 216(92.70%) were male while 17(7.30%) were female. However, few participants were below 18 years with majority in age group of 26-35 years (109) there was no significant variation in terms of jail term in both gender. Of the 233 participants, 160 (68.66%) inmates had not gone beyond primary school level, qualification 40(17.16%) with O level and the rest with diploma and above to post graduate. Data was also collected from 108 prison officers through

focus group discussion and 99 were available and fully participated in the discussion, representing a response rate of 92% and the 4 officers in-charge and their deputies reached out for interview were all available and participated.

5.2.2 Institutional Reforms and Change of Behavior of Inmates in Correctional Facilities

The broad objective of this study was to examine the influence of institutional reforms on change of behavior of inmates in correctional facilities in Nairobi County, Kenya. Six objectives were developed and addressed through formulation and testing of six hypotheses. Hypothesis were tested using simple, multiple and stepwise regressions. Simple linear regression was used to test the influence of each independent variable (health reforms, infrastructural reforms and educational programs reform) on the dependent variable (change of behavior of inmates in correctional facilities in Nairobi County, Kenya). Multiple regressions was used to determine the combined effect of the three independent variables on the dependent variable. Stepwise regressions were performed to determine whether participatory monitoring and evaluation and organizational culture had moderation influences on the relationship between institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

5.2.3 Health reforms and change of behavior of inmates in correctional facilities

The first objective of the study was to examine how health reforms influenced change of behavior of inmates in correctional facilities in Nairobi County, Kenya. The results indicated a composite mean of 3.097 and standard deviation of 1.245. The null hypothesis tested was that health reforms had no significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya. The results were $R^2 = 0.184, t = 5.189, P = 0.000 < 0.05$. The null hypothesis was rejected and it

was concluded that health reforms had a significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

5.2.4 Infrastructural reforms and change of behavior of inmates in correctional facilities

The second objective of the study was to examine how infrastructural reforms influenced change of behavior of inmates in correctional facilities in Nairobi County, Kenya. The results indicated a composite mean of 3.13 and standard deviation of 1.389. The null hypothesis tested was that infrastructural reforms had no significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya. A significant correlation was found between infrastructural reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya. ($R^2=0.365, t=11.524$ with $P=0.000<0.05$). Based on this, the null hypothesis, which stated that there is no significant correlation between infrastructural reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya. Was rejected for being inconsistent with empirical data.

5.2.5 Educational programmes reform and change of behavior of inmate in correctional facilities

The third objective of the study was to examine how education programs reform influenced change of behavior of inmates in correctional facilities in Nairobi County, Kenya. Significant correlations were further obtained between educational programs reforms and five indicators of change of behavior of inmates in correctional facilities that were examined by the study. Aggregation of the five indicators of the independent variable indicated a composite score of mean of 3.21 and standard deviation of 1.302. Again, the study established that provision of educational programs reforms correlated significantly change of behavior of inmates in correctional facilities indicators

$R^2=0.180$, $t=7.129$ with $p=0.000<0.05$. This led to rejection of the third null hypothesis, which stated that there is no significant relationship between educational programmes reforms with change of behavior of inmates in correctional facilities.

5.2.6 Combined influence of institutional reforms and change of behavior of inmate in correctional facilities

In determining the combined effect of institutional reforms on change of behavior of inmates in correctional facilities, the null hypothesis tested was that institutional reforms factors combined had no significant influence on change of behavior of inmates in correctional facilities. Correlation analysis indicated positive and significant coefficients between the variables (health reforms 0.400, infrastructural reforms 0.360 and educational programs reform 0.370; all with a p-value of 0.000). The research findings further revealed that institutional reforms combined explained 52.6% of the variation in change of behavior of inmates in correctional facilities ($R\text{-square}=0.526$), the t values were statistically significant $t=36.234$ and $P\text{-value}=(0.000<0.05)$. The null hypothesis was rejected and concluded that institutional reforms had a statistically significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

5.2.7 Moderating influence of participatory monitoring and evaluation on the relationship of institutional reforms and change of behavior of inmate in correctional facilities

The fifth objective of the study was to examine the moderating influence of participatory monitoring and evaluation on the relationship between institutional reforms and change of behavior of inmate in correctional facilities, Nairobi county, Kenya. Significant correlations were obtained between institutional reforms and five indicators of change of behavior of inmates in correctional facilities that were examined by the study. Aggregation of the five indicators of the moderating variable was

further introduced on the relationship and indicated a composite score of mean 3.03 and standard deviation of 1.229. Again, the study found that introduction of participatory monitoring and evaluation correlated significantly with change of behavior of inmates in correctional facilities indicators $t=7.129$ with $p=0.000<0.05$. The results indicated that the introduction of a moderator (participatory monitoring and evaluation) in model two increased the value of R squared by 0.0212. Thus behavior change improves the goodness of fit by 2.1%. This led to rejection of the fifth null hypothesis, which stated that there is no significant moderating influence of participatory monitoring and evaluation between institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

5.2.8 Moderating influence of organizational culture on the relationship of institutional reforms and change of behavior of inmate in correctional facilities

The sixth objective of the study was to examine the moderating influence of organizational culture on the relationship between institutional reforms and change of behavior of inmate in correctional facilities, Nairobi County, Kenya. Significant correlations were obtained between institutional reform and five indicators of change of behavior of inmates in correctional facilities that were examined by the study. Aggregation of the five indicators of the moderating variable was further introduced on the relationship and indicated a composite score of mean 3.51 and standard deviation of 1.244. Again, the study found that introduction of organizational culture correlated significantly with change of behavior of inmates in correctional facilities indicators $t=7.129$ with $p=0.000<0.05$. The results pointed out that the inclusion of a moderating effect (organizational culture) in the second model improved the value of R squared by 0.0620. Thus behavior change improves the goodness of fit by 6.2%. This led to rejection of the sixth null hypothesis, that stated that there is no significant

moderating influence of organizational culture between institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

5.3 summary of research findings

In this section the findings of this study were discussed in relation to other studies which had been carried out in the area of institutional reforms, participatory monitoring and evaluation, organizational culture and change of behavior in correctional facilities.

5.3.1 Health reforms

The current study examined how health reforms influenced change of behavior of inmates of correctional facilities in Nairobi County, Kenya. Data was collected using eleven items, each item consisted of a statement that was measured on a five-point Likert scale. Composite index was computed and used in testing the hypothesis. The study established that health reforms had statistical effect on the change of behavior of inmates of correctional facilities ($\beta=0.429, P=0.000<0.05$) The β value implied that a unit variation in change of inmates behavior was associated with 42.9% changes in health reforms.

In reflection to the literature reviewed, health reform was related to change of behavior of inmates in correctional facilities. A study by Ikuteyijo and Agunblade (2008) found that health was a determining factor that dictated how an individual behaves in the face of adversity. When people are faced with health challenges beyond their control, they tend to be frustrated and become hopeless. They further found that the situation is even worse when the health decisions of a person lies wholly on hands of others who may take or fail to take remedial action, hence shaped how the affected individual may react or behave towards those in control. The study by Solomon et al., (2004) found a positive and

significant relationship between improved health and positive behavior change. They further found that health issues are multiple and varied and become a challenge especially if the affected individuals or those requiring health services demand it from an already constrained institution. The behavior change was found to be a reaction against a certain system such as resistance or demand for better services which are not forthcoming.

Sarah et al. (2016) in their study found the associations between use of substance and offending. They found that a large number of the young people who are contained had a history of substance abuse whether by their own willingness or coerced. The young substance abusers were found to be more prone to peer pressures that drag them to petty and advanced crime. On the contrary, Lucas (2009) put forward that change of behavior is what dictates health issues and the study pointed out that lifestyle changes come along with health issues that could be beneficial or detrimental to an individual. Maurice (2011) also found that behavior patterns are shaped by a multiple of factors but the study could not find a direct link between behavior change and change in health factors. This study had results that concurred with some of the above studies and confirmed that, there existed a moderate positive and significant relationship between health reforms and change of behavior of inmates of correctional facilities.

5.3.2 Infrastructural reforms

Infrastructural reforms were the second independent variable in this study. The current study examined how infrastructural reforms influenced change of behavior of inmates of correctional facilities in Nairobi County, Kenya. Data was collected using eleven items, each item consisted of a statement that was measured on a five-point Likert scale. Composite index was computed and used in testing the hypothesis. The study established that infrastructural reforms had statistically significant influence on

the change of behavior of inmates of correctional facilities ($\beta=0.604$, $P=0.000<0.05$). The β value implied that one unit change in change of inmates behavior was associated with 60.49% changes in infrastructural reforms.

From related literature reviewed, infrastructural reform was related to change of behavior of inmates in correctional facilities. Bhalerao (2000) in his findings found that physical surrounding influence behaviour of individuals at a great extent. The findings further indicated that exposure to extreme adverse physical environment affect the younger people more as compared to the older people and the effect is even more severe in urban than rural setups. The issues of sanitation were found to pose the most challenge. The study by Institute for Education in Democracy (2004) found that high incidences of conflicts among inmates over scarce uniforms and bedding, poor hygiene due to limited supply of toiletries and sanitary facilities, exposure to harsh weather conditions leading to poor health affects prisoners and the prison officers' productivity which lead to riot and jail breaks. The study though failed to provide explanation as to why the prisons ranked as 'five star' were prone to similar challenges as the crowded prisons in poor countries.

Theresa (2000) found a positive and significant relationship between adequate space, quality sanitation and positive behavior change. The study argued that an individual tends to relax more in a clean spacious environment, becomes more friendly and poster proper behavior towards selves and towards others. Michal (2010) contradicted the findings by pointing out that those who yearn for good environment must change their behavior towards the environment and make their surroundings a better place to live. Sahrde (2011) findings revealed that cells which were holding inmates who are double their capacity were very filthy and unhygienic leading to outbreaks of epidemics. This study had results that concurred with the above studies and confirmed that, there existed a moderate positive and

significant relationship between infrastructural reforms and change of behavior of inmates of correctional facilities.

5.3.3 Educational programmes reforms

Educational programmes reforms were the third independent variable in this study. The current study examined how educational programs reform influenced change of behavior of inmates of correctional facilities in Nairobi County, Kenya. Data was collected using eleven items, each item consisted of a statement that was measured on a five-point Likert scale. Composite index was computed and used in testing the hypothesis. The study established that educational programs reforms had statistically significant influence on the change of behavior of inmates of correctional facilities ($\beta=0.429$, $P=0.000<0.05$). The β value implied that one unit change in change of inmate's behavior was associated with 42.9% changes in educational programs reform.

From related literature reviewed, educational programs reform was associated to change of behavior of inmates in correctional facilities by Wilson and Kelling (2002). They found out that educated people tend to understand the consequences of unacceptable behaviour and are more willing to pass it to their children. They further argued that the more one becomes educated, the more their mannersisms change for better; Kibui (2007) revealed that the more one ascend the ladder of education, the more they become less occupied with destructive activities and they view issues in a better perspective and issues of bad behaviour are mostly accidental; Schneider, Gruman and Coutts (2012) findings indicate a direct positive connection between education level and how one behaves in different circumstances, hence many prisoners lack basic education. The study by Newman (1972) revealed that vocational training, rehabilitation programs, education and prisoner therapy have a substantial outcome on improving the inmate, and the society as well as they are transformed into productive members of

community. Hawley (2013) established that inmates who receive vocational training and general education are considerably less likely to be imprisoned again after release and are at a better position to get employment chances than those who did not access such opportunities. This study had results that concurred with the above studies and confirmed that, there existed a moderate positive and significant relationship between educational programs reform and change of behavior of inmates of correctional facilities.

5.3.4 Participatory monitoring and evaluation

The fifth objective of the study was to examine the moderating effect of participatory monitoring and evaluation on the relationship between institutional reforms and change of behavior of inmates in correctional facilities, Nairobi County, Kenya. Data was collected using eleven items, each item consisted of a statement that was measured on a five-point Likert scale. Composite index was computed and used in testing the hypothesis. The findings indicated that institutional reforms combined explained 52.6% of the variation in change of behavior of inmates in correctional facilities. The t values were also statistically significant $t=36.234$, $p\text{-value}=(0.000<0.05)$ suggesting that institutional reform had a statistically significant influence in change of behavior.

In step two the influence of the moderator (participatory monitoring and evaluation) was introduced on the relationship between institutional reforms and change of behavior of inmates in correctional facilities. The study results indicated that the introduction of a moderator in model two increased the R squared by 0.021. This implied that participatory monitoring and evaluation explains 2.1% inmates behavior change variation in correctional facilities. The t values remained statistically significant at $t=14.772$. The study established that participatory monitoring and evaluation had statistically significant

moderating influence on institutional reforms and the change of behavior of inmates of correctional facilities in Nairobi County, Kenya.

HAP International (2014) found that M&E system that is guided by stakeholder needs and expectations ensures understanding, possession and utilization of M&E data and creates better perception of priorities and needs of the target group that is directly or indirectly affected or have interests in the project/program. In development projects as the people are able to not only enjoy development benefits but also stir the course of the said development. In addition, Phil (2015) puts forward that participatory M&E is of much benefit to the stakeholders or target groups as it increases transparency and aids in arriving at proper decisions that are readily acceptable by all. Phil further argues that the stakeholders value that which comes from them most and support the outcomes. When projects are imposed on people, they tend to resist regardless of the effect it has on communities. This study had results that concurred with the above studies and confirmed that, there existed a moderate positive and significant relationship between participatory monitoring and evaluation and change of behavior of inmates of correctional facilities.

5.3.5 Organizational culture

The sixth objective of the study was to examine the moderating effect of organizational culture on the relationship between institutional reforms and change of behavior of inmates in correctional facilities, Nairobi County, Kenya. Data was collected using eleven items, each item consisted of a statement that was measured on a five-point Likert scale. Composite index was computed and used in testing the hypothesis. The findings indicated that institutional reforms combined explained 52.6% of the variation in change of behavior of inmates in correctional facilities. The t values were also statistically significant

$t=36.234$, $p\text{-value}=(0.000<0.05)$ suggesting that institutional reform had a statistically significant influence in change of behavior.

In step two the influence of the moderator (organizational culture) was introduced on the relationship between institutional reforms and change of behavior of inmates in correctional facilities. The study results indicated that the introduction of a moderator in model two increased the R squared by 0.062. This implied that organizational culture explains 6.2. % inmates' behavior change variation in correctional facilities. The t values remained statistically significant at $t= 11.772$. The study established that organizational culture had statistically significant moderating influence on the change of behavior of inmates of correctional facilities in Nairobi County, Kenya.

From literature reviewed, organizational culture was associated to change of behavior of inmates in correctional facilities. Aosa (1992) found that the culture of an institution as compatible with the change being implemented. Accordingly to Cameron and Quinn (2006) found that strategy choice is compatible with prevailing culture. Findings reveal that culture offers a way to capture and express complexities central to everyday life in organizations and shapes the behavior of internal and external players in an organization (Martin, 2002). Culture influences the selection of people in particular jobs, which in turn affect the way the tasks are carried out and the decisions made hence dictate how people behave (Sababu, 2007). Contrary, Thomas (2015) disputed that culture shapes behavior but urged that its behavior that guides the culture adopted by individuals. The study stressed that the way leadership react on those lead, makes the lead to develop a 'softer or harder skin' in order to cope. This study results however concurred with some of the reviewed studies and confirmed that, there existed a moderate positive and significant relationship between organizational culture and change of behavior of inmates of correctional facilities.

5.4 Conclusions

Change of behavior of inmate in correctional facilities was identified in the current study as the dependent variable. Re-offending, recidivism, jail breaks, riots and unruly habits as well as escapes while in prisons were identified as indicators of change of behavior of inmate in correctional facilities. The study findings showed that r was equal to 0.429 indicating that health reforms had a moderately strong influence on change of inmates behavior in correctional facilities. The value of r^2 was 0.184, indicating the health reforms explained 18.4% of the variation. The second objectives had a correlation of 0.604 and a significance of 0.000 (two tailed test), implying a positive and significant coefficient. The results indicated presence of moderate positive and significant relationship between infrastructural reforms and change of inmates behavior in correctional facilities in Nairobi county, Kenya ($r=0.604$, $p\text{-value}<0.01$). Therefore, infrastructural reforms is said to have a positive moderate and significant relationship with change of inmates behavior in correctional facilities. Third objective indicated a correlation of 0.429 and a significance of 0.000 (two tailed test), implying a positive and significant coefficient. The results indicated presence of moderate positive and significant relationship between education programs reforms and change of inmates behavior in correctional facilities in Nairobi county, Kenya ($r=0.429$, $p\text{-value}<0.01$).

Therefore, educational programmes reforms said to have a positive moderate and significant relationship with change of inmates behavior in correctional facilities that institutional reforms combined explained 52.6% of the variation in the change of behavior of inmates in correctional facilities in Nairobi County, Kenya ($r\text{-square } 0.526$) in model one. The t -values were statistically significant ($t=36.234$, $p=0.000<0.05$) suggesting that institutional reforms had a statistically significant influence on inmates behavior change in correctional facilities. fourth objective correlations results indicated that all the three factors forming institutional reforms had a positive and significant

relationship with change of behavior of inmates in correctional facilities; health reforms ($r=0.429$, $p=0.000<0.05$), infrastructural ($r=0.604$, $p=0.000<0.05$) and educational programmes reform ($r=0.425$, $p=0.000<0.05$) respectively. Also for fifth objective indicated that the introduction of a moderator (participatory monitoring and evaluation) in model two increased the value of R squared by 0.0212. Thus behavior change improves the goodness of fit by only 2.12%. This implied that participatory monitoring and evaluation explains 2.12% change in behavior variation of inmates. The t-values remained statistically significant at $t=14.772$, $p=0.000<0.05$. Thus, from the results it was concluded that participatory monitoring and evaluation had a statistically significant moderating influence on change of inmates behavior in correctional facilities in Nairobi county, Kenya. Again for sixth objective indicated that the introduction of a moderator (organizational culture) in model two increased the value of R squared by 0.0621. Thus behavior change improves the goodness of fit by only 6.21%. This implied that organizational culture explains 6.21% change in behavior variation of inmates. The t-values remained statistically significant at $t=11.772$, $p=0.000<0.05$. Thus, from the results it was concluded that organizational culture had a statistically significant moderating influence on change of inmates behavior in correctional facilities in Nairobi county, Kenya.

5.4.1 Contribution to Knowledge

Table 5.1: Contribution to Knowledge

Objective	Findings	Conclusion	Contribution to knowledge
To examine how health reforms influences change of behavior of inmates in correctional facilities in Nairobi County Kenya.	Health reforms had influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	Health reform had a statistically significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	This study was carried in Kenya Prisons
To assess how infrastructural Reforms influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	Infrastructural reform had influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	Infrastructural reform had statistically significant influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	The study reviewed and dwelled on infrastructural reform and change of behavior of inmates
To establish the extent to which educational programmes reforms influences change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	Educational programme reforms had influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	Educational programme reform had statistically influence on the change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	The study (reviewed) had empirically proved educational reform programme in Prison context in Kenya.
To determine the extent of combined influence of health reforms, infrastructural reforms and educational programme on change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	The combined influence of health, infrastructural and educational program reform had influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya/	Combined influence of institutional reforms had a statistically significant influence on change of behavior of Inmates in correctional facilities in Nairobi County, Kenya.	the study dwelled on health, education, infrastructural reform in prison context in Kenya.
To assess how participatory monitoring and evaluation moderates the relationship between health reforms, infrastructural reforms, educational programme reforms and change of behavior of inmates in Correctional facilities in Nairobi County, Kenya.	Participatory monitoring and evaluation had moderating influence on the relationship between health reforms, infrastructural reforms, educational programmes, reform and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	Participatory monitoring and evaluation moderated the influence between institutional reform and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.	The study had combined participatory monitoring and evaluation and organizational culture as a moderating variable in Prison context in Kenya.

To assess how organizational culture moderates the relationship between health reforms, infrastructural reforms educational programs reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

Organizational culture had a moderating influence on the relationship between health, infrastructural, educational programme reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

Organizational culture moderated the influence between institutional reforms and change of behavior of inmates in correctional facilities in Nairobi County, Kenya.

5.5 Recommendations

This section presents recommendations made from the study based on the findings; recommendations on policy and practice were discussed.

5.5.1 Recommendations for policy

Considering the government of Kenya as well as many other developing countries were gearing towards implementation of reforms that will ensure correctional facilities are run in humane manner putting into consideration international standards. This study has implication to government implication agencies and especially ministry of interior and coordination of national government in which the prison department is placed. Study findings indicated that each of the Institutional Reforms variables had an influence on change of behavior of inmates in correctional facilities in Nairobi County, Kenya. Further the study showed that participatory monitoring and evaluation and organizational culture moderated the relationship between institutional reforms and change of behavior in Nairobi County, Kenya. The study reviewed a statistically significant and positive relationship between healthy reform, infrastructural reform, educational program reform, participatory monitoring and evaluation and organizational culture on change of behavior on inmates

in correctional facilities in Nairobi County, Kenya. This implied that if the government would effectively implement the institutional reform integrating them with stakeholders' participation the change of behavior of inmates would be enhanced. Policy makers should ensure that institutional reform implementers would adapt right strategies and use participatory monitoring and evaluation and organizational culture to enhance the relationship between institutional reforms and change of behavior of inmates.

Health reforms were very important as reviewed in this study hence continuous training and recruiting of medical personnel is also important as recipe for change of behavior of inmates. The change of behavior of inmates would be difficult without the support of participatory monitoring and evaluation (stakeholder's involvement and participation) and organizational culture as a moderator of relationship between institutional reforms and change of behavior of inmates. The findings from the study also indicated needs for policy makers to ensure adequate empowerments of key stakeholders – ministry of health (medics, public works, teachers service commission, facility managers, this would ensure their inputs would regulate the institutional reform and change of behavior of inmates. For instance, if you involve teacher's service commission in recruiting and continuous training of teachers this will ensure that educational program reforms is effective. On the same note, if involve ministry of health will ensure there is framework of drug supply and qualified medics. This implied that for the change of behavior to be achieved the policy makers needed to design an inclusive and participatory method of implementing reforms. In addition the policy makers should involve facility managers at all stages because his responsible for the daily running of the institution.

The finding also showed a statistically significant moderating influence of participatory monitoring and evaluation and organizational culture on the relationship between institutional reforms and

change of behavior of inmates considering that participatory monitoring and evaluation and organizational culture were perceived as internal mechanisms, there was need to embark on training programs to educate both facility managers and his team on the usefulness of the stakeholder involvement and organizational culture and the effective levels at which they can be conducted. In addition a close monitoring and evaluation mechanism should be put in place to check on the level of change of behavior of inmates and address the challenges that were negatively affecting the implementation of institutional reform.

5.5.2 Recommendations for practice

The findings from this study provided an indication that the change of behavior of inmates was influenced by participatory monitoring and evaluation. This implied that the public needed to involve the stakeholders for effective execution of institutional reform. In this digital error reform implementers have to adapt strategies, structure and a culture that is conducive for implementations of new reforms that will ensure proper rehabilitation and reformation of inmates. The facility managers should emphasis the need of capacity building at all levels that will equip trainers and rehabilitators with knowledge and skills on positive behavioral change in order to achieve the intended purpose of correctional facilities. The facility managers could apply the finding of the study on the areas of selection of reform project, recruitment of personnel, involvement of key stakeholders and alignment of the entire system toward behavioral change. This study provided insight in to how organizational culture moderated the influence of institutional reform and change of behavior of inmates. The study recommended altitudinal change so that the rehabilitators and trainers can achieve the intended purpose of rehabilitation.

5.6 Suggestions for further study

Recommendations for the further study were made. While the study successfully established that institution reform, participatory monitoring and evaluation and organizational culture and the change of behavior of inmates further research can be done on participatory monitoring being independent variable moderated by institutional reform. Given the study focused in correctional facilities Nairobi county Kenya, it was recommended that similar studies be replicated covering other counties and compare their result to the current study. Similar study could be replicated in other developing countries that are undergoing similar reforms.

REFERENCES

- Abuyeka, R. O. (2014). Inmates' and warders' perception of prison reforms in Kenya: A case of Eldoret Gk Prison, in Eldoret, Kenya. *Public Policy and Administration Research*, 4(11), 17-20.
- Achu, A., Owan, E. J., & Ekok, O. C. (2013). The impact of prison reform on the welfare of inmates. A case study of Afonkong prison Calabar, Cross River State, Nigeria. *Global Journal of Human social science sociology and culture*, 13, 1-7.
- Adler, M., & Longhurst, B. (1994). *Discourse, power and justice: Towards a new sociology of imprisonment*. Routledge. London.
- Adlerstein, D. M. (2001). In need of correction: The "iron triangle" of the prison litigation reform Act. *Columbia Law Review*, 101(7), 1681-1708.
- Alexopoulos, E. C. (2010). Multivariate regression analysis. *Quarterly Medical Journal*, 14(1), 23-28.
- Anderson, K., & Overy, K. (2010). Engaging Scottish young offenders in education through music and Art. *International Journal of Community Music*, 3, 1-3.
- Aos, S., Miller, M., & Drake, E. (2006). *Evidence-based adult corrections programs: What works and what does not*. Washington State Institute for Public Policy
- Aosa, E. (1992). *An empirical investigation of aspects of strategy formulation and implementation within large private manufacturing companies in Kenya*- PhD thesis, University of Strathclyde Glasgow Scotland U.K. Retrived February 20, 2018, from University of Strathclyde Digital Theses
- Armenakis, A. (2002). *Crafting a change message to create transformational readiness*. Oxford, Oxfam.
- Armstrong, G., Giever, D. & Lee, D. (2007). Evaluation of the Windham School District Correctional Education Programs
- Arts Education Partnership (2004). The arts and education: New opportunities for research.
- Aunan, A., & Nichols, J. A. (2017). *Classification: A tool for managing today's offenders*. Arlington: KirbyLitho graphic, 71-94
- Austin, J., Baird, C., & Neuenfeldt, D. (2007). *Classification for internal management purposes: The Washington experience*. Washington State Institute for Public Policy
- AWGA (2011). *Improving public sector performance: Institutional strengthening of the Alexandria general water authority*, Egypt.
- Ayuk, A. A., Emeka, J. O. & Omono, C. E. (2013). The impact of prison reforms on the welfare of the inmates: A case study of Afokang prison, Calabar, Cross River State, Nigeria. *Global Journal of Human Social Science Sociology & Culture*, 13(2), 1-7.
- Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of Personality and Social Psychology*, 1, 589-595.
- Bartle, B. (2007). The nature of monitoring and evaluation definition and purpose. *Evaluation*, 2(1), 26-31.
- Batiuk, M. E., Lahm, K. F., McKeever, M., Wilcox, N., & Wilcox, P. (2005). Disentangling the effects of correctional education: Are current policies misguided? *Journal of Criminology and Criminal Justice*, 5(1), 55-74
- Bayens, G. J., Williams, J. J., & Smykla, J. O. (2012). Jail type and inmate behavior. A longitudinal analysis. *Federal Probation*, 61(3), 54-59.
- Becker, K. L. (2003). HIV and AIDS in prisons. *British Medical Association Foundation for AIDS*. London, 2(6), 35-41.

- Behn, R. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63, 586 - 606.
- Benda, B. B. (2005). Gender differences in life-course theory of recidivism: A survival analysis. *International Journal of Offender Therapy and Comparative Criminology*, 49(3), 325-342.
- Bernard, M. (2005). Prison manifesto: Recollections of a queer psychologist working in a maximum security prison. *Bernard Mazie*, 9, 7-8.
- Best, J. W., & Kahn, J. V. (2003). *Research in Education*. Boston: Library of congress cataloguing in publication data.
- Bhalerao, C. N. (2000). Urgent need for prison reforms. *Economic and Political Weekly*, 35(10), 746-751.
- Biesta, G. (2010). *Pragmatism and the philosophical foundations of mixed methods research*. Handbook of mixed methods research for the social & behavioral sciences, 2nd ed. Thousand Oaks, CA: SAGE
- Blacker, J., Watson, A. & Beech, A. R. (2008). A combined drama-based and CBT approach to working with self-reported anger aggression. *Criminal Behavior and Mental Health*, 18, 129-37.
- Blank, R. (1993). Developing a system for education indicators; selecting, implementing and reporting indicators. *Educational evaluation and policy analysis*, 15(1), 65-80.
- Blumberg, B., Cooper, D. R., & Schndler, P. S. (2005). *Business Research Methods*. London. McGraw-Hill Inc
- Borg, W. R., & Gall, M. D. (1989). *Educational research: an introduction, 5th ed*. White Plains, NY: Longman
- Bradley, S. C. (2001). Conducting research in state courts. *The Justice System Journal*, 22(3), 361-363.
- Brazier, L., Hurry, J., & Wilson, A. (2005). *Improving the literacy and numeracy of disaffected young people in custody and in the community*. African Institute of Reform and Policy.
- Brewster, L. (1983). An evaluation of the Arts-in-corrections program of the California Department of Corrections,
- Brewster, L., & Merts, P. (2012). Paths of discovery: Art practice and its impact in California Prisons.
- Brooks, T. (2015). A précis of punishment. *Philosophy and Public Issues (New Series)*, 5(1), 3-23.
- Brown, A. (1993). *Economic and qualitative aspects of prison privatization in Queensland*, in Moyle, P. (Ed.), *Private Prisons and Police*, Pluto Press, Sydney, NSW
- Brown, E. (2012). *Diet, exercise, obesity in prisons worldwide*. Los Angeles Times
- Bryce, W. (2003). Evaluating government regulations. *A Journal of Policy Analysis and Reform*, 10(4), 325-339
- Bryman, A., & Bell, E. (2003). *Business Research Methods*. New York: Oxford University Press
- Bryman, A., & Cramer, D. (1997). *Quantitative Data Analysis with SPSS for Windows: A guide for social scientists*. London: Routledge.
- Buchert, J., & Jasser, S. (2008). Growing from the grassroots: building participatory planning ,monitoring and evaluation methods in PARC. London: International Institute of Environmental Development (IIED).
- Buoye, T. (2003). Crime, punishment and the prison in modern China, 1895-1949. *China Review International*, 10(1), 136-138.
- Byrne, D. (1997). An overview (and under view) of research and theory within the attraction paradigm. *Journal of Social and Personal Relationships*, 14, 417-431.
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture: Based on the competing values framework*. San Francisco: Jossey-Bass

- Campbell, D. T., & Stanley, J. C. (2003). *Experimental and quasi-experimental designs for research*. Boston: Houghton Mifflin Company.
- CARE International (2004). The case of participatory evaluation
- Cartwright, S., & Cooper, C. L. (1997). *Managing work place stress*. Thousand Oaks: Sage Publications
- Carvell, A. L. M., & Hart, G. J. (1999). Risk behaviors for HIV infection among drug users in prison. *British Medical Journal*, 300, 1383-1384.
- Catherine, M., Helen, L., & Brian, Q. (2009). Aspects of health reform: *Introduction Inquiry*. 46(2),182-186.
- Chacon-Moscoso, S., Anguera-Argilaga, M. T., Antonio, J., Gil, P., & Holgado-Tello, F. P. (2002). A mutual catalytic role of formative evaluation: the interdependent roles of evaluators and local programme practitioners. *Evaluation*, 8(4), 413-432.
- Chapman, D. W. (2013). The Legendary John Howard and prison reform in the eighteenth century. *The Eighteenth Century*, 54(4), 545-550.
- Cohen, M. L. (2009). Choral singing and prison inmates: Influences of performing in a prison choir. *The Journal of Correctional Education*, 60(1), 52-65.
- Cole, S. (2002). *Criminological theories*. London: International Educational and Professional Publisher.
- Contardo, J., & Tolbert, M. (2005). *Prison post secondary education: Bridging Learning from incarceration to the community*. John Jay College of Criminal Justice.
- Cook, T. D., & Campbell, D.T. (1999). *Quasi-experimentation: Design & analysis issues for field settings*. Boston: Houghton Mifflin Company
- Cooper, D. R., & Schndler, P. S. (2008). *Business Research Methods*. 8th. ed. Tata McGraw, India
- Cousins, J. B., & Earl, L. M., (2009). When the boat gets missed: Response to M.F. Smith. *American Journal of Evaluation*, 20, 309- 317.
- Covert, G. (2005). *Ministry to the incarcerated*. Chicago: Loyola University Press.
- Coyle, A. (2005). *Understanding prisons: Key issues in policy and practice (crime and justice)*. London: Open University Press.
- Creswell, J. W., & Clarke, V. L. (2007). *Designing and conducting mixed methods research*. Los Angeles: Sage.
- Curtin, D. (2003). Monitoring in the contemporary world. *Current Australian Trends in Public Policy and Administration Research*, 4(11), 8-14.
- Dammert, L., & Zuniga, L. (2008). *Prisons: Problems and challenges for the Americas*, FLACSO.
- Danielsen, F. B., & Balmford, A. (2003). *Monitoring matters: Examining the potential oflocally-based approaches*. Sydney: Federation Press IRIN
- Davis, L. Bozick, R., Steele, J., Saunders, J., & Miles, J. (2013). *Evaluating the Effectiveness of Correctional Education: A meta-analysis of programs that provide education to incarcerated adults*. Rand Corp.
- Dean, C., & Field, J. (2003). *Building lives through an artistic community*. IFECSA conference 2003, Australasian Corrections Education Association Inc.,
- Denzin, N. (2010). Moments, mixed methods, and paradigm dialogs. *Qualitative Inquiry*, 16, 419-427.
- DiPrete, T. A., & Eirich, G. M. (2006). Cumulative advantage as a mechanism for inequality: A review of theoretical and empirical developments, *Annual Review of Sociology*, 32, 271-97
- Donahue, J. (2009). *The Privatization Decision*, 3rd ed. Basic Books, New York, NY.
- Dweek, C. S. (1999). *Seif theories: Their role in motivation, personality and development*. Philadelphia, P. A: Psychology Press

- Easterby-Smith, M., Thorpe, R., & Lowe, A. (2002). *Management Research*. An Introduction, Sage Publications.
- Edwards, G. (1996). Public crime, private punishment: prison privatization in Queensland. *International Journal of Social Economics*, 23(6), 391-408.
- Egan, T. M., Yang, B., & Bartlett, K. R. (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 15, 279-301.
- Estrella, M., & Gaventa, J. (2008). *Who counts reality? Participatory monitoring and evaluation*. London: Intermediate Technology Publications Limited
- Ezorsky, G. (1992). *The philosophic perspective on punishment*. Albany: New York Press
- Failing, L., & Gregory, R. (2003). Ten common mistakes in designing biodiversity indicators for forest policy. *Journal of Environmental Management*, 68, 121 -132.
- Fein, R. (1994). Economists and health reform. *Political Science and Politics*, 27(2), 192-194.
- Fernando, R. (2000). *Getting on with it: Monitoring and evaluation in the third sector*. California University Press.
- Field, G. (2004). *Global project management handbook*. McGraw Hill Professional, Florida
- Field, J. (2006). *Project management*. London, England: Routledge
- Frank, D. (2012). Prisoner rights and habeas corpus: Assessing the impact of the 1996 reforms. *The Florida Quarterly*, 9(12), 260-262.
- Franklin D. R. (1971). Government regulation of public utilities. *Academy of Political Science*, 30(3), 44-51.
- Franklin, E. Z., & David, L. R. (2008). Prison policy reform. *Issues in Science and Technology*, 25(1), 72-90.
- Gaes, G. G. (2008). The impact of prison education programs on post-release outcomes. *Reentry Roundtable on Education*.
- Gay, L. R. (1996). *Educational research: Competencies for analysis and application*. (5thEd.). Englewood Cliffs, NJ: Prentice-Hall.
- Gehring, T. (2007). International perspectives in correctional education. *Journal of Correctional Education*, 58(2), 213.
- Gilligan, J. (2012). Punishment fails. Rebhavilitation works. New York Times.
- Government of Ghana (2013). Ghana districts. Retrieved <http://www.ghanadistricts.com/>
- Griffiths, C. T., & Murdoch, D. J. (2009). *Strategies and best practices against overcrowding in correctional institution*. Vancouver; International Centre for Criminal Law Reform and Criminal Justice Policy.
- Guba, E. G., & Lincoln, Y. S. (2011). *Effective Evaluation: Improving the Usefulness of Evaluation Results through Responsive and Naturalistic Approaches*. San Francisco, CA, Jossey-Bass.
- Gude, O. (2009). *Art education for a democratic life*. National Art Education Association National Convention, Minneapolis,
- Guijit, I. (2000). *Methodological issues in participatory monitoring and evaluation*. London: Intermediate Technology Publications Limited.
- HAP (2014). Humanitarian Accountability Partnership. <http://www.hapinternational.org/>
- Harding, R. (1992). Prison privatization in Australia. A glimpse of the future. *Current Issues in Criminal Justice*, 4(1), 9-27.
- Hawley, J. (2013). *Prison Education and Training in Europe: Current State-of-Play and Challenges*. European Commission and GHK.
- Helen, G., & Deborah, L. (2011). *Universal mandatory health insurance in the Netherlands: A model for the United States*. Commonwealth Fund.

- Hughes, J. (2005). *Doing the Arts justice-A review of research literature, practice and theory*. The unit for the Arts and Offenders Centre for Applied Theatre Research.
- Ian, M., & John, C. C. (2012). Evaluation capacity within state-level school counseling programs: A cross-case analysis. *Professional School Counseling, 15*(3), 132-143.
- Ikuteyijo O. L., & Agunblade, M. O. (2008). *Prison reform and HIV AIDS in selected Nigerian prisons*. Department of Sociology and Anthropology ObafemiAwolowo University.Ile-ife.
- Institute for Education in Democracy (2004). *Handbook on human rights in Kenya prisons*. Nairobi, Kenya.
- International Centre for Prison Studies. (2004). Guidance notes on prison reform. Kings College, London
- Isaac, S., & Michael, W. (2002). *Handbook in research and evaluation: For education and the behavioral sciences*. San Diego: Ed. ITS Publishers
- Ismodes, A. (2007). *Socio-economic aspects in water resources development*. Stockholm, Sweden
- Ilen-Mayer, G. (2001). *Approaches to organizational change- strategy, leadership and organizational management*. The Institute for Economic Affairs. London.
- Jaeger, R. (1984). *Sampling for education and the social sciences*. White Plains, New York: Longman.
- Jermyn, H. (2001). The Arts and social exclusion: A review prepared for the Arts council of England
- Jewkes, Y., & Letherby, G. (2002). *Criminology: A Reader*. New Delhi: Sage Publication.
- Jiang, S., & Winfree, T. (2006). Social support, gender, and inmate adjustment to prison life: Insights from a national sample. *The Prison Journal, 86*, 32.
- Johnson, L. (2007). Jail wall drawings and jail Art programs: Invaluable tools for corrections. *International Journal of Criminal Justice, 5*(2), 100-120.
- Joseph, P. T., & Sidney, A. S. (1997). Analyzing government regulation. *Administrative Law Review, 49*(2), 377-414.
- Karuoro, B. (2011). The role of project management in the construction industry: A case study of the Bluebird Hangar at Wilson Airport. Nairobi.
- Kath, P. (2001). Thinking about logical frameworks and sustainable livelihoods: A short critique and a possible way forward.
- Kayizzi, S. (2003). *Education reform in Africa's institutions: Ownership, incentives and capabilities*. U.S.A. United Nations University Press.
- Kenya Prison Act Cap 90 (1977). Constitution of Kenya, Nairobi Kenya, Government Printers
- Kenya Prison Service (2004). *A handbook on Human Rights in Kenya Prisons LED*: Nairobi, Kenya.
- Kenya Prison Service (2008). *A handbook on Human Rights in Kenya Prisons LED*: Nairobi, Kenya.
- Kibui, H. M. (2000). *The effect of NGO, support on prison policy implementation*. Theses. Egerton University. Retrived July, 19, 2019, from Egerton University Digital Theses.
- Kiira, J. J. (2014). Judges behind bars: the intrusiveness requirement's restriction on the implementation of relief under the prison litigation reform act. *Columbia Law Review, 114*(3), 715-754.
- King, J. A. (2006). Practicing evaluation: A collaborative approach. *American Journal of Evaluation, 27*(2), 277-278.
- KNCHR (2001). All Africa seminar on prison conditions in Africa. Kampala Uganda
- KNCHR (2005). Monitoring and improving prison conditions in Africa penal institutions.
- KNCHR (2010). Integration of human rights provisions in African prisons. Kampala Uganda

- Koech, J. K. (2009). The effect of open door policy on service delivery in prisons. Independent Paper. Day Star University
- Kothari, C. R. (2005). *Research methodology: Methods and technology*. New Age International Publishers
- Krumholz, H., & Herrin, J. (2010). Quality improvement: the need is there but so are the challenges. *American Journal of Medicine*, 109, 501-503.
- Law, M. (2004). Federally sentenced women in the community: Dynamic risk predictors. Forum on corrections research
- Leon, A. (1970). *Developing and changing character*. Fry Consultants Inc.
- Lloyd, C. A. (2000). Voices from a Southern prison. *The Justice System journal*, 22, 3.
- Lucko, P. M. (2003). The governor and the bat: Prison reform during the Oscar B. Colquitt Administration, 1911-1915. *The Southwestern Historical Quarterly*, 106(3), 396-417.
- Luthans, F. (2002). *Organizational behavior* (9thEd) Singapore; McGraw Hill.
- MacCormick, G. (2007). Historical vignette: Toothbrush as a tool for prison reform and correctional education. *Journal of Correctional Education*, 58(1), 26.
- MacKenzie, D. (2006). *What works in corrections: Reducing the criminal activities of offenders and delinquents*. New York: Cambridge University.
- Mackenzie, M., & Blamey, A. (2005). The practice and the theory: Lessons from the application of theories of change approach. *Evaluation*, 11(2), 151-168.
- MacKenzie, S. B. (2003). The dangers of poor construct conceptualization. *Journal of the Academy of Marketing Science*, 31 (3), 323-326.
- Mahuya, B. (2011). Review on prison reform in India. *Economic and Political Weekly*, 46(3), 30-32.
- Mahuya, B. (2007). Reform and everyday practice: Some issues of prison governance. *Contributions to Indian Sociology*, 41,40.
- Mahuya, B. (2010). Everyday life in a prison: Confinement, surveillance, resistance by resistance. Hyderabad: *Orient Blackswan*, 84, 354.
- Margarette, L. (2009). The strategic choices of stakeholders: Examining front-end costs and downstream benefits of participatory evaluation. *Irish Journal of Anthropology*, 2, 69-85.
- Matarasso, F., & Chell, J. (1998). *Vital signs: Mapping community Art in Belfast*. Stroud:Comedia.
- Maurice, H. R. (2006). Government regulation of companies. *American Economic Association*, 8,(21), 137-154.
- McCorkle, R. C. (2002). Personal precautions to violence in prison. *Criminal Justice and Behavior*, 19(2), 160-173.
- McCorkle, W., & Korn, R. (2004). Resocialization within walls. *American Academy of Political and Social Science*, 22(79), 168-180.
- Michael, S. T., & Michael, H. (2001). Implementing comprehensive guidance program evaluation support: Lessons learned. *Professional School Counseling*, 4(3), 225-228.
- Miles, A. (2007). Give prison Arts projects a break. *Guardian*, 8.
- Ministry of Interior and Coordination (2014). Uptake of prison reform and integration. Govt Press
- Moynihan, D. P. (2008). *The dynamics of performance management*. Washington, DC. Georgetown University Press.
- Muchiri, D. (2009). Improving Health and Sanitation Facilities in Kenyan Prisons. GOK Press
- Mulwa, F. W. (2008). Participatory monitoring and evaluation of community projects.
- Murray, C. A. (2003). Stakeholders as deck chairs. In A. S. Bryk (Ed.), Stakeholder-based evaluation. *New directions for program evaluation*, 17, 59-61.
- Murton, T. O. (1998). The dilemma of prison reform. *American Quarterly*, 46, 350-366.

- Mushanga, T. M. (2006). *Crime and deviance: An introduction to criminology*. Nairobi: Kenya Literature Bureau.
- Mutuma, T. M. (2015). The role of participatory monitoring and evaluation programs among government corporations: A case of EwasoNgi'ro North development authority. *International Academic Journal of Social Sciences and Education*, 1(4), 53-76.
- Mwanje, J. I. (2001). *Qualitative research process: Social Science Research Methodology Series, Module II*. Addis Ababa: OSSREA
- Nachmias, C. F., & Nachmias, D. (1996). *Research Methods, Departmental Heads in Social Sciences*. (5thEd.) London: St. Martin's Press.
- National Assembly Legislative Digest (2010). National Brief Congestion and Prison Reform Agenda: Reality or Myth. A Publication of the National Assembly of Ghana, 26-28.
- Newman, C. O. (1972). *Defensible space*. Wiley
- Norval, M. (2003). The story of Norfolk Island and the roots of modern prison reform. *The British Journal of Criminology*, 43(4), 825-826.
- Nyaura, J. E., & Ngugi, M. N. (2014). A critical overview of the Kenyan prisons system: Understanding the challenges of correctional practice. *International Journal of Innovation and Scientific Research*, 12(1), 6-12.
- Nyonje, R., Ndunge, D., & Mulwa, A. (2012). *Monitoring and evaluation of projects and programs*. Aura Publishers, Nairobi.
- Obioha, E. (2011). Challenges and reform in the Nigeria prison system. *Journal of Social science*, 27, 95-105.
- Odigha, O. (2004). The gory picture of Nigeria prison system. Non-governmental of coalition for environment. Newsletter, 1-2.
- Ogwezzy, M. (2011). From reformation to deformation: an approach towards sustainable development of the defective prison system in Nigeria. *Journal of Sustainable Development in Africa*, 13, 269- 283.
- Oketch, C. (2009). Community rehabilitation of offender in Kenya. Past, present and prospect. A communication. *African Journal of Crime and Criminal Justice*, 1(1), 23-35.
- Okun, P. (2006). *Crime and the nation: Prison reform and popular fiction in Philadelphia, 1786-1800*. New York: Routledge
- Omboto, J. O. (2013). The challenges facing rehabilitation of prisoners in Kenya and the mitigation strategies. *International Journal of Research in Social Sciences*, 2(2), 16-22.
- Omoni, G. E., & Ijeh, S. U. (2009). Qualitative education for prisoners: A panacea to effective rehabilitation and integration into the society. *Edo Journal of Counselling*, 2(1), 30-31.
- Ondieki, M. G., & Nyabiage, M. E. (2013). Influence of participatory monitoring and evaluation approaches on the practice of quality assurance in Kenya secondary schools. *Interdisciplinary Journal of Contemporary Research In Business*, 5(3), 339-355.
- Ongavalle, H., & Petergem, G. (2014). Dealing with complexity through actor focused planning, monitoring and evaluation: *Evaluation*, 20(4), 447-466.
- Opafunso, Z., & Adepoju, O. (2016). Prison reforms system and inmate's welfare in Nigeria. *Arts Social Science Journal*, 7, 166.
- Ostreicher, L. (2003). The need for counsellors in correctional institutions in Cuba. *The Counsellor*, 10(1), 40- 47.
- Penal Reform International (2001). *Making standard work*. An international handbook on good prison practice, penal international, London.
- Penal Reform International (2012). *Ten-point plan to reduce prison overcrowding*.

- Penal Reform International (2012). *Alternative to imprisonment in East Africa: Trends and Challenge*, London Penal Reform International
- Penal Reform International (2015). *Alternatives to imprisonment in East Africa: Trends and Challenges*.
- Phil, S. (2015). Participation in VSLAs projects monitoring; The roles and benefits of stakeholders. *Enterp. Dev. Microfinance* , 23, 298-318.
- Pier, G. N. (2013). *Water, sanitation, hygiene and habitat in prisons*. ICRC.
- Pitman, B. P. (2003). Crime, punishment, and the prison in modern China. *The International History Review*, 25(3), 680-682.
- Preskill, H., & Torres, T. (1999). Building capacity for organisational learning through evaluative inquiry. *Evaluation*, 5(1), 42-60.
- Rambo, C. M. (2008). *Financing distance learning in Kenya: A focus on bachelor of education (arts) of the University of Nairobi*. Ph.D. theses, University of Nairobi.
- Ramothamo, S. S. (2013). Monitoring and evaluation of HIV/AIDS donor funded projects in Maseru: an analysis of six organizations: Stellenbosch University
- Republic of Kenya (1981). *Probation of Offenders Act*. Government printer, Nairobi
- Republic of Kenya (2005). *Penal code*. Government printer, Nairobi
- Republic of Kenya (1977). *Prison Act*. Government printer, Nairobi
- Republic of Kenya (1998). *Community Service Order Act*. Government Printer, Nairobi
- Rick, L. (2006). From equivalence of standards to equivalence of objectives: The entitlement of prisoners to health care standards higher than those outside prisons. *International Journal of Prisoner Health*, 2(4), 269-280.
- Rindfleisch, A., Malter, A. J., Ganesan, S. & Moorman, C. (2008). Cross-sectional versus longitudinal survey research. *Journal of Marketing Research*, 45(3), 1-23.
- Roger, F., Harrison, P. D., & Stokes, H. (1992). *Diagnosing organizational culture*. Jossey Bass, San Francisco.
- Ross, J., & Gangi, R. (2009). *Education from the inside, out: the multiple benefits of college programs in prison*. Correctional Association of New York
- Rutere S. K. (2003). Factors precipitating recidivistic behaviours among the Kenyan prisoners. A sociological interpretation. Thesis. University of Nairobi
- Rutter, M., & Giller, H. (1993). *Juvenile delinquency trends and perspectives*. Tokyo: Hauser Press
- Sahrd, H. (2011). Everyday life in a prison: Confinement, surveillance, resistance. *Economic and Political Weekly*, 46(3), 30-32.
- Sarah, E., Glyn, D., Jonathan, W., Samantha W., et al., (2016). Using the “recovery” and “rehabilitation” paradigms to support desistance of substance-involved offenders: exploration of dual and multi-focus interventions, *Journal of Criminological Research, Policy and Practice*, 2(4), 274-290.
- Sarkin, J. (2009). Prisons in Africa: An evaluation from a human rights perspective, *International Human Rights Journal*, 9, 22-49.
- Schein, E. H. (1992). *Organizational culture and leadership: A Dynamic View*. San Francisco: Jossey-Bass.
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Social psychological theory in applied social psychology 2nd^{ed}*. California: Sage publications
- Schrift, M. (2006). Angola prison art: captivity, creativity, and consumerism. *Journal of American Folklore*, 119(473), 257-275.
- Scriven, M. (2002). The methodology of evaluation. *Social Action and Education*, 2, 123-136.

- Sellin, T. (2001). Prison tendencies. *Journal of the American Institute of Criminal Law and Criminology*, Vol. 21(4), pp. 485-498
- Silber, L. (2005). Bars behind bars: the impact of a women's prison choir on social harmony. *Music Education Research*, 7(2),251-271.
- Silberman, M. (2001). Resource mobilization and organizational culture. *Social Problems and Public Policy*, 8, 313-334.
- Sommer, R. (2002). The end of imprisonment. *Social Work*, Vol. 25(4), 88-112
- Soule, E. (2003). Markets & Morality. *The Ethics of Government Regulation*.p. 81. 3. Alan Greenspan
- Spycher, D., Gina, S., & John, L. (2012). The other pipeline: from prison to diploma: community colleges and correctional education program. College Board and JBL Assoc.
- Stem, C., Margoluis, R., Salafsky, N., & Brown, M. (2005). Monitoring and evaluation conservation: a review of trends and approaches. *Conservation Biology*, 19, 295 -309.
- Stephen, D., & Chris, I. (2001). Intravenous drug misuse among prison inmates: implications for spread of HIV. *British Medical Journal*, 302, (6791), 1506-1566
- Steurer, S., & Smith, L. G. (2003). Education reduces crime: three-state recidivism study executive summary. Lanham, MD: Correctional Education Association and Management & Training Corporation Institute
- Steve, M. (2003). Maconochie's gentlemen: the story of Norfolk Island and the roots of modern prison reform. *The British Journal of Criminology*, Vol. 43(4), 825-826
- Susan, N. H. (2012). Assessing the Impact of the 1996 Reforms. Prisoner Rights and Habeas Corpus: *Federal Sentencing Reporter*, Vol. 24, (4), pp. 263-267
- Susskind, R. (2004). Transforming the law: essays on technology, justice, and the legal marketplace, New York: Oxford University
- Terry, L. (2011). *Leap, Phantom Billing, Fake Prescriptions, and the High Cost of Medicine: Health Care Fraud and What to do about It*. Cornell University Press, 2011.
- Theresa, R. J. (2000). Reform versus Reality in the Progressive Era Texas Prison
- Thom, G. (2007). Historical Vignette. *Journal of Correctional Education*, Vol.58 (1), p. 68
- Tonah, S. (2011). Migration, resource use, conflicts and stakeholders in the middle Volta Basin. Paper presented at a VBRP Workshop, Noguchi Medical Centre, UG, Legon, Ghan
- Toon, D. P. (2005). Proctitis? Supporting Health Reform. *British Medical Journal*, Vol. 331(75), 243-252.
- Touliatos, J., & Compton, N. H. (1988). *Research methods in human ecology/home economics*. Iowa State University Press (Ames)
- Uma, S. (2003). *Research Methods For Business, A Skill-Building Approach*, Fourth Edition. Southern Illinois University at Carbondale. John Wiley & Sons, Inc
- UNDP (2007). Handbook on Monitoring and Evaluation for Results . New York. UNDP
- UNODC (2006). Custodial and non-custodial measures social integration in criminal justice and assessment, Vienna
- UNODC (2012). Handbook on Strategies to Reduce Prison Overcrowding
- Vacca, J. S. (2004). Education Prisoners Are Less Likely to Return to Prison. *Journal of Correctional Education*, 55(4): 297-305
- Verbrugge, P., Nunes, K., Johnson, S. & Taylor, K. (2002). Predictors of Revocation of Conditional release among Substance Abusing Women Offenders. Ottawa, Ontario: Correctional Service of Canada
- Wener, R. E. (2013). Effectiveness of the direct supervision system of correctional design and management: are view of the literature. *Criminal Justice and Behavior* 33(3),392-410.

- Wener, R. E., Frazier, W., & Farbstein, J. (2007). Building better jails. *Psychology Today* 21,40-47.
- Wholey, J. S. (2003). *Evaluation and Effective Public Management*. Boston, MA: Little Brown.
- Wholey, C. (2001). Managing for Results: Roles for Valuators in a New Management Era. *American Journal of Evaluation*, 22(3), 343-346.
- Wilkinson, B. D. (2002). The Problem of Inadequate Regulatory Impact Statements, *IPS Policy Newsletter*, 70, 13-18, Institute of Policy Studies, Victoria University of Wellington.
- Winner, E., & Hetland, L. (2007). Art for Our Sake: School Arts Classes Matter More Than Ever- But Not for the Reasons You Think, *The Boston Globe*,
- Wolff, N., Blitz, C. L., Shi, J., Siegel, J., & Bachman, R. (2007). *Physical Violence Inside Prisons: Rates of Victimization*.
- World Bank. (2014). Public spending in russia for health care: issues and options. *Political Science and Politics*, Vol. 27(2), 192-194.
- World Bank (2012). Staff Guidance Note: World Bank support for Criminal Justice Activities World Bank. (2010). *The World Bank participation source book*. Washington, DC: Author.

APPENDICES

Appendix I: Introduction Letter

Hello, My name is Koome Solomon Gikundi.

I am a PhD student at the University of Nairobi. I'm conducting a research, as part of requirements for the doctoral degree in Project Planning and Management. The purpose of the study is to generate questions about the study Institutional reforms, participatory monitoring and evaluation, organization culture and change of behavior of inmates in correctional facilities in Nairobi county, Kenya. I therefore seek your consent regarding your participation in the study through the address provided below. The information you provide will be kept strictly confidential and will be used for the purpose of this study only. You are requested to give your responses with as much honesty as possible. Thank you in advance for participating in the study.

Yours sincerely,

Koome Gikundi Solomon

Student,

Open and distance e-learning Campus,

University of Nairobi,

P.O. Box. 30197

Email: Solomon.koome@yahoo.com

Cell phone: 0729 668 883

Appendix II: Questionnaire For inmates

Hello. My name is Koome Solomon Gikundi.

I am a PhD student at the University of Nairobi. I'm conducting a research, as part of requirements for the doctoral degree in Project Planning and Management. The purpose of the study is to generate questions about the study Institutional reforms, participatory monitoring and evaluation, organization culture and change of behavior of inmates in correctional facilities in Nairobi county, Kenya. I therefore seek your consent regarding your participation in the study through the address provided below. The information you provide will be kept strictly confidential and will be used for the purpose of this study only. You are requested to give your responses with as much honesty as possible. Thank you in advance for participating in the study.

Yours sincerely,

Koome Gikundi Solomon

Student,

Open and distance e-learning Campus,

University of Nairobi,

P.O. Box. 30197

Email: Solomon.koome@yahoo.com

Cell phone: 0729 668 883

Appendix II: Questionnaire For inmates

Hello. My name is Koome Solomon Gikundi.

I am a PhD student at the University of Nairobi. I'm conducting a research, as part of requirements for the doctoral degree in Project Planning and Management. The purpose of the study is to generate questions about the study Institutional reforms, participatory monitoring and evaluation, organization culture and change of behavior of inmates in correctional facilities in Nairobi county, Kenya. I therefore seek your consent regarding your participation in the study through the address provided below. The information you provide will be kept strictly confidential and will used for the purpose of this study only. You are requested to give your responses with as much honesty as possible. Thank you in advance for participating in the study.

Yours sincerely,
 Koome Gikundi Solomon
 Student,
 Open and distance e-learning Campus,
 University of Nairobi,
 P.O. Box 30197
 Email: Solomon.koome@yahoo.com
 Cell phone: 0729 668 883

Selected Institutional Reforms, Participatory Monitoring And Evaluation, Organizational Culture And Change Of Behavior Of Inmates In Correctional Facilities In Nairobi County, Kenya.

PART 1: DEMOGRAPHIC DATA				
	QUESTIONS.	RESPONSES	INSTRUCTIONS	
1.1	Gender	Male/Female	[]	Select the most appropriate.
1.2	Age bracket	< 25 yrs. 26 - 35 yrs. 36 - 45 yrs. 46 - 55 yrs.	{ } { } { } { }	Select the most appropriate.
1.3	Number of years imprisoned	Less than 5 yrs. 6 -10 yrs. 10 -20 yrs. More than 21yrs	{ } { } { } { }	Select the most appropriate.
1.4	Highest academic qualification	Primary school level O Level Diploma and above Higher Diploma Degree Post graduate	{ } { } { } { } { } { }	Select the most appropriate.
1.5	Your position in the	Stage1	{ }	

	institution (if not applicable skip).	Stage11. Stage111. Stage1v Stage v	{ } { } { } { }	Tick where applicable
1.6	Section deployed.			Mention in the space provided.
1.7	Any other special assignment or qualification.			Mention in the space provided.
1.8	Number of Prison institutions you have visited as prisoner	1 2 3 4 More than 5		Select the most appropriate.

PART 2

2.0 HEALTH REFORMS AND CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES NAIROBI COUNTY KENYA

		5 Strongly Agree (SA)	4 Agree (A)	3 Neutral (N)	2 Disagree (D)	1 Strongly Disagree(SD)					
		HEALTH REFORMS SECTION A					SA5	A4	N3	D2	SD1
1	The facility has functional ambulances										
2	Patients have access to the ambulance when they need them										
3	Awareness about best practice and usage of ambulance is created often										
4	Services offered by clinical officers at the prison health centres are satisfactory										
5	Services offered by nurses at the prison health centres are satisfactory										
6	The medics are available when required to attend to inmate, or any stake holder										
7	Inmates have access to specialized Medicare										
8	Awareness is created to inmates about specialized Medicare in prisons										
9	There are dispensaries or health centers at your institution										
10	The state of health facilities is humane										
11	Drugs are available when required by inmates										

INFRASTRUCTURAL REFORMS CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES - SECTION B									
5	4	3	2	1					
Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)					
				SA	A	N	D	SD	
12	There are functional vehicles to provide services when needed								
13	The drivers are available to perform duties when required								
14	There is adequate supply of uniform to prisoners								
15	Tools and equipment available are adequately supplied when required								
16	Tools and equipment available are properly maintained and serviced accordingly								
17	There is adequate space for housing each cell occupants								
18	The standard of living in prison has continuously improved								
19	There are adequate decent recreational facilities for inmates.								
20	Allocation of inmates cells is fair and done on the need basis								
21	The prison is connected to adequate clean water								
22	There is proper and hygienic access to sanitation								
EDUCATION PROGRAMS REFORMS AND CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES - SECTION C									
5	4	3	2	1					
Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)					
				SA	A	N	D	SD	
23	There is unrestricted access to primary education								
24	There are adequate trained teachers to guide the learners on primary education curriculum								
25	There is unrestricted access to secondary education								
26	Prison institution have a framework on policies about forms of secondary education								
27	Vocational training are recognized as part of rehabilitation programs in prison								
28	professional training are recognized as part of rehabilitation programs in prison								
29	There is availability of adequate trainers on vocational and professional courses								
30	There is availability of adequate trainers on vocational and professional courses								
31	Learning and training materials are adequately provided								
32	Learning facilities that are conducive for learning are provided								
33	Education certificate awarded to inmates while in prison does not indicate in any way that the inmate has been institutionalized								

ORGANIZATIONAL CULTURE AND CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES - SECTION D								
5	4	3	2	1				
Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)				
				SA	A	N	D	SD
34	The inmates can freely access spiritual programme which influence their traditions and values							
35	Necessary books or item of religious observance and instructions are allowed in prison premises which influence their attitudes							
36	Values influences positive relationship between prison and inmates							
37	Beliefs of staff influence the behavior of inmates							
38	Frequent guidance and counseling session are held for staff and inmates which influence their attitudes positively							
39	Special facilities are availed to facilitate guidance and counseling to deal with beliefs which hinders behavioral change							
40	The families and visitors of inmates spend time or interact with the prisoners which influence attitudes towards behavioral change							
41	Appropriate recreational and free physical exercise are allowed as a therapy for change of behavior and attitude							
42	Activities are supervised to ensure safety within the prisons while dealing with norms							
43	There are sufficient time allocated to provide various services inmates which deals with inmate change of behavior							
44	inmate attend short courses or seminars to improve their skills							
PARTICIPATORY MONITORING AND EVALUATION AND CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES - SECTION E								
5	4	3	2	1				
Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)				
				SA	A	N	D	SD
45	Enough materials are provided to stakeholders to enable them to gather data in Participatory Monitoring and Evaluation							
46	stakeholder consideration is put in practice while implementing a project that affect them directly or indirectly							
47	Participatory Monitoring & Evaluation information is frequently disseminated through officer's forum							
48	Necessary books on Participatory Monitoring & Evaluation are made available to stakeholders							
49	Necessary publication on Participatory Monitoring & Evaluation are made available to stakeholders							

50	There is frequent capturing of Participatory Monitoring & Evaluation aspects in prison					
51	There is frequent capture of Participatory Monitoring & Evaluation aspects in institutional meeting					
52	Frequency of PM&E data collection is practiced in prison					
53	Frequency of PM&E interpretation is practiced in prison					
54	Frequency of PM&E data analysis is practiced in prison					
55	Frequency of PM&E timely reporting is practiced in prison					
CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES -SECTION F						
	5	4	3	2	1	
	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)	
						SA A N D SD
56	The number of riots by inmates has satisfactorily increased since the prison reforms were initiated in 2002					
57	The number of unruly behavior cases has satisfactorily increased since the prison reforms were initiated in 2002					
58	The number re-offending within prison has been satisfactorily addressed					
59	Timely reporting cases emanating from prison has improved satisfactorily					
60	Jailbreaks has increased satisfactorily since inception of reforms in prisons for the last ten years					
61	The number of inmates who have escaped from prison have increased satisfactorily in the last ten years					
62	The number of inmate facing multiples cases in court has increased drastically					
63	The number of inmates who have committed offence again after release have increased drastically					
64	Frequency of fights within prisons has significantly increased since the prison reforms were initiated in 2002					
65	The death cases resulting from riots has significantly reduced					
66	The general living conditions in prisons has satisfactorily improved					

Thank you for your participation

Appendix III: Key Informant Interview Schedule For Officer In Charge/ Deputies

Hello. My name is Koome Solomon Gikundi.

I am a PhD student at the University of Nairobi. I'm conducting a research, as part of requirements for the doctoral degree in Project Planning and Management. The purpose of the study is to generate questions about the Institutional reforms, participatory monitoring and evaluation, organization culture and change of behavior of inmates in correctional facilities in nairobi county, Kenya. I therefore seek your consent regarding your participation in the study through the address provided below. The information you provide will be kept strictly confidential and will used for the purpose of this study only. You are requested to give your responses with as much honesty as possible. Thank you in advance for participating in the study.

Yours sincerely,

Koome Gikundi Solomon

Student,

Open and distance e-learning Campus,

University of Nairobi,

P.O. Box . 30197

Email: Solomon.koome@yahoo.com

Cell phone: 0729 668 883

INSTITUTIONAL REFORMS, PARTICIPATORY MONITORING AND EVALUATION
ORGANIZATIONAL CULTURE AND CHANGE OF BEHAVIOR OF INMATES IN
CORRECTIONAL FACILITIES IN NAIROBI COUNTY, KENYA

1.0	INTRODUCTION		
1.1	Date of Interview		.....
1.2	Name of Institution		.....
		RESPONSE	INSTRUCTION
1.3	Gender of participant	Male Female	() () tick as appropriate
1.4	Period of stay at institution	Less than 2 years. 2 to 4 years 5 to 6 years. >6 years	() () () () select the most appropriate
1.5	Venue.	..... .....	Indicate in the space provided
1.6	Name of facilitator	..... .....
1.7	Note taken by	.....

2.0 BACK GROUND OF INSTITUTIONAL REFORMS

2.1 Please indicate the number of reform which is either completed or on going for the last five years.

2.2 What is your view about institutional reform and change of behavior of inmate in correctional facilities in Kenya?

2.3 Which reforms do you think have highly affects the change of behavior of inmate in correctional facilities in Kenya?

3.0 HEALTH REFORMS

3.1 Are you in a position to give assistant to inmates in regard to health?

3.2 What is your view in regard to capacity of medic in providing effective and efficient services to inmates on the following areas?

- a). Specialized Medicare such as T.B., Cancer and Caesarian delivery
- b) Utilization of ambulance services
- c) Acquisition of drug and supplies
- d) HIV/AIDS management

3.3 What is your view about the competence of medic in your institution in achieving health reform?

3.4. How does the institution conduct screening procedure for inmate to determine the relevant and appropriate medical attention?

4.0 INFRASTRUCTURAL REFORMS

4.1 Are inmates provided with adequate stores, tools, equipment, court service and transport services?

4.2 What is your opinion on provision of the following services to inmates?

- a) Transport service
- b) Stores and uniform
- c) Tools and equipment
- d) Availability of drivers

4.3 What is your opinion on provision of the following to inmates?

- a) Decent recreational facilities
- b) Inmates accommodation
- c) Availability of bedding
- d) Availability of entertainment facilities
- e) Connectivity to water supply

5.0 EDUCATIONAL PROGRAMMES REFORMS

5.1 What is your opinion on provision of the following to inmates?

- f) Access to primary education
- g) Access to secondary education
- h) Availability of training materials
- i) Vocational and professional training
- j) Availability of trainers

6.0 ORGANIZATIONAL CULTURE

6.1 What is your opinion on the capacity of correctional facilities to provide the following to inmates

- a) Attitude change through guidance and counseling sessions
- b) Imparting good values through Spiritual welfare services
- c) Dealing with beliefs through recreation activities
- d) Voluntary placement service have imparted on norms
- e) Beliefs change through rehabilitation and reformation

6.2 What is your opinion on the following individuals in relation to change of behavior of inmates in correctional facilities?

- a) Social welfare officer
- b) Spiritual welfare officers

6.3 What type of recreation activities are made available to inmate in relation to change of attitudes, beliefs, values and imparting norms?

7.0 PARTICIPATORY MONITORING AND EVALUATION

7.1 What is your opinion on Participatory Monitoring and Evaluation in reference to institutional reforms?

7.2 Comment on the following issues as pertains institutional reforms

- a) Participatory Monitoring and Evaluation formulation at the planning stage
- b) Participatory Monitoring and Evaluation information dissemination in officers' forum
- c) Frequency of Participatory Monitoring and Evaluation aspect in institutional meeting
- d) Frequent review of Participatory Monitoring and Evaluation
- e) Frequency of stakeholder empowerment and participation

8.0 CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES IN NAIROBI COUNTY, KENYA

8.1 Comment on the level of success of reforms in your prison in reference to decrease or increase of the following

- a) Re-offending of inmates in correctional facilities
- b) Recidivisms of inmate after release
- c) Jail breaks
- d) Riots and unruly habits
- e) Escapes while in prisons

Appendix IV: Focus Group Discussion Guide For Prison Officers

Hello, My name is Koome Solomon Gikundi.

I am a PhD student at the University of Nairobi. I'm conducting a research, as part of requirements for the doctoral degree in Project Planning and Management. The purpose of the study is to generate questions about the study Institutional reforms, participatory monitoring and evaluation, organization culture and change of behavior of inmates in correctional facilities in Nairobi county, Kenya I therefore seek your consent regarding your participation in the study through the address provided below. The information you provide will be kept strictly confidential and will used for the purpose of this study only. You are requested to give your responses with as much honesty as possible. Thank you in advance for participating in the study.

Yours sincerely,

Koome Gikundi Solomon

Student,

Open and distance e-learning Campus,

University of Nairobi,

P.O. Box. 30197

Email: Solomon.koome@yahoo.com

Cell phone: 0729 668 883

**INSTITUTIONAL REFORMS, PARTICIPATORY MONITORING AND EVALUATION
ORGANIZATIONAL CULTURE AND CHANGE OF BEHAVIOR OF INMATES IN
CORRECTIONAL FACILITIES IN NAIROBI COUNTY, KENYA**

1.1	Introduction	
1.2	Date of FGD.....	Venue.....
1.3	Group..... Number of participants: Male..... Female..... Total.....	
1.4	Facilitator	.....
1.5	Note taker	.....

2.0 HEALTH REFORMS

- 2.1. What is your view about the availability of healthcare facilities at your institution? Do they provide the services at all times? How fast does the facility respond to emergency cases?
- 2.2 In your institution, are there healthcare personnel or medics present to continuously provide quality health services to prisoners and staff at all times? For health cases that require more attention than your facility offers, what happens? How often has death cases handled at the facility?
- 2.3 Are drugs prescribed at the health facilities available in your institution?
- 2.4 Does your institution have access to ambulance services to attend to emergencies? Are there any institutional policies that govern the utilization of ambulance services?
- 2.5 How much information is provided to staff and inmates both old and those joining the institution, regarding specialized Medicare? Are there adequate facility for special care needs?

3.0 INFRASTRUCTURAL REFORMS

- 3.1. Does the prison institution provide functional vehicles to offer services? Are there drivers to operate the vehicles when need arises at your institution? How often are the vehicles serviced?
- 3.2 Does your institution provide adequate tools and equipment to meet all operational needs? How often are equipment replaced when they become non-operational? Are the tools well maintained? If a tool or equipment breaks down, is it repaired in due time? Are the users of equipment and tools well versed in matters of safety during use?
- 3.2. Is there a policy promoting provision of adequate uniform to inmates ? What does the policy say? How often are the uniforms supplied? What is your view about the extent to which the policy has been implemented in your institution?
- 3.3. What measures have been initiated by your institution to increase physical facilities for use by inmates and staff? Have these measures been followed? How are the staffs housed? What is the average cell occupation capacity? Does it meet the minimum requirement for cell occupation? Are bedding provided? How adequately are bedding provided? What are the challenges, if any, that can be addressed?
- 3.4 Is your institution connected to clean water? Is the water available regularly? During incidences off water shortage, what measures are put into place to ensure that minimum hygienic standards are met? What are your opinions on sanitation?

4.1 EDUCATIONAL PROGRAMS REFORMS

- 4.2 Is there a policy that allows free access to primary education? Are the opportunity allowed to all inmates who want to pursue the education? Is there any space set aside for learning?

- 4.3 Are inmates allowed to enroll for secondary education program? Is there any policy that guides assessment of suitability of inmates before joining the program? What does the policy say? What is your opinion on such policy?
- 4.4 Does your institution avail adequate learning and training materials when required? Is there any external aid to facilitate learning and training? What type of aid/assistance do you receive, if any?
- 4.5 Is there adequate vocational training offered at your institution? Are all inmates given an equal chance to enroll for the training? Is the training offered in tandem with the job market requirements? What measures are put in place to ensure that those enroll can at least complete the course? Does the institution allow for professional course training? Are the professional courses open to the staff to help them improve on the qualifications, skill and competence? Are there certificates offered at the completion of course requirements? Does the certification indicate in any way that the person holding it was awarded while serving a jail sentence? What gaps do you think can be addressed to make the courses offered worthwhile?
- 5.0 Are trainers of various courses and programs availability? What is the criterion of selecting trainers? What is your opinion on the suitability of the trainer selection criteria? U think that the content they pass to learners is sufficient?

6.0 ORGANIZATION CULTURE

- 5.1 Is values recognized and prioritized at your institution? What are the activities that promote values? Do the institution bar practice on any religion or religious activity which influence beliefs? What are the reasons for such restriction?
- 5.2 Are there beliefs to address behavioral matters? Does your institution collaborate with external clergy to help offer positive values to inmates ? Are days of worship respected for all religious

groups without discrimination? Do you think these religious/spiritual guidance help the inmates in rehabilitation and behavior change?

5.3 How frequent does your institution offer guidance & counseling sessions offered toward the attitude change? Is there individual sessions offered? Are the persons entrusted to offer the services qualified? What are the basic guidance & counseling sessions offered to all inmates? Is there any follow-up on those attending the sessions in respect to change of beliefs and attitudes?

5.4 Does the institution provide accessible recreational facilities to influence attitudes? What are the major activities? Does the facility meet the needs of special groups when designing the facilities? Does the activities lead to any internal or external competition in games, music etc?

7.0 PARTICIPATORY MONITORING AND EVALUATION

7.1 Who do you think stakeholders to intervention projects in prison are? How does the institution empowerment stakeholders? Are stakeholders involved in activities all levels?

7.2 How frequently is disseminating PM&E information through officers' forums done? What is the common tool of disseminating such information? For stakeholders who cannot read or write, how is the information passed?

7.3 What is the frequency of capturing PM&E aspects? What are the features that attract more attention?

7.4 How frequently is PM&E resource materials reviewed? Are the resource materials revised continuously? Where do the resource materials come from?

7.5 How often does your institution collect data on PM&E? Who are the individuals or groups entrusted to data collection? Is the data collected analyzed accordingly? Does your institution seek external service on data collection and analysis? Is the reporting of findings communicated on timely basis? Are reports available and accessible to stakeholders on request?

CHANGE OF BEHAVIOR OF INMATES IN CORRECTIONAL FACILITIES

7.1 What is your opinion on the number of re-offending cases? What do you think has contributed to the re-offending? What are the factors do you think have contributed to the difference?

7.2 How would you comment on the changes in number of recidivism in the last five years? What are the common contributors to recidivisms? Have the factors attributing to the recidivisms been satisfactorily reviewed and addressed? Is change of behavior of inmates prioritized in your institution?

7.3 Is Jailbreak a common occurrence in your institution? What are those factors do you think make a prisoner to escape from prison? When an escapee is caught and brought back to prison, does the authority in charge satisfactorily interrogate the reasons for escape?

7.4 When was the last time your institution experienced a riots and epidemic? How fast is response to an outbreak effected? Do you think disease outbreaks and epidemics can be eliminated or reduced in your institutions? What are the satisfactory measures that can help reduce them?

7.5 Comment on the level of success of reforms in your prison in reference to decrease or increase of the following

- a) Re-offending of inmates in correctional facilities
- b) Recidivisms of inmate after release
- c) Jail breaks
- d) Riots and unruly habits
- e) Escapes while in prison

Appendix VI: Tests of Normality

Tests of Normality

Health_Reforms		Kolmogorov-Smirnov ^c			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Change_Behaviour	25	.260	2	.			
	26	.243	6	.200*	.900	6	.373
	27	.318	6	.059	.830	6	.107
	28	.271	12	.015	.815	12	.014
	29	.216	7	.200*	.925	7	.509
	30	.241	17	.010	.837	17	.017
	31	.106	17	.200*	.950	17	.453
	32	.247	13	.030	.865	13	.045
	33	.174	20	.113	.928	20	.141
	34	.181	22	.060	.925	22	.095
	35	.258	12	.027	.850	12	.037
	36	.158	28	.071	.919	28	.033
	37	.135	22	.200*	.952	22	.353
	38	.147	14	.200*	.959	14	.707
	39	.164	10	.200*	.947	10	.628
	40	.136	8	.200*	.947	8	.676
	41	.301	4	.	.836	4	.185
	42	.237	4	.	.942	4	.664
	43	.260	2	.			
	44	.184	5	.200*	.944	5	.692

18	.198	5	.200*	.939	5	.658
19	.277	6	.167	.820	6	.089
20	.349	3	.	.832	3	.194
21	.190	6	.200*	.934	6	.614
22	.328	3	.	.871	3	.298
23	.374	4	.	.763	4	.051
24	.367	5	.026	.684	5	.06
25	.300	5	.161	.908	5	.453
27	.441	4	.	.630	4	.118
28	.341	9	.003	.799	9	.120
29	.353	4	.	.744	4	.134
30	.441	4	.	.630	4	.115
31	.328	3	.	.871	3	.298
32	.292	5	.188	.877	5	.294
33	.213	7	.200*	.907	7	.376
34	.300	5	.161	.813	5	.103
35	.214	9	.200*	.919	9	.384
36	.165	11	.200*	.944	11	.573
37	.245	9	.127	.848	9	.170
38	.289	10	.018	.860	10	.176
39	.182	13	.200*	.907	13	.169
40	.184	11	.200*	.913	11	.264
41	.261	5	.200*	.859	5	.223
42	.338	7	.015	.804	7	.045
43	.455	6	.000	.638	6	.101
44	.172	8	.200*	.945	8	.662
45	.210	5	.200*	.897	5	.391
46	.246	9	.123	.878	9	.149
47	.364	4	.	.840	4	.195
48	.214	7	.200*	.858	7	.144
49	.344	9	.003	.711	9	.120
50	.302	6	.094	.775	6	.135
53	.260	2	.	.	.	.

Tests of Normality^{b,d}

	Educational Programs Reforms	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Change Behaviour	23	.260	2	.			
	25	.372	5	.022	.828	5	.135
	26	.307	4	.	.729	4	.124
	27	.237	5	.200*	.961	5	.814
	28	.295	9	.023	.747	9	.105
	29	.329	4	.	.895	4	.406
	30	.301	18	.000	.821	18	.103
	31	.260	14	.011	.753	14	.101

32	.216	21	.012	.896	21	.129
33	.275	25	.000	.838	25	.101
34	.265	13	.013	.851	13	.130
35	.292	3	.	.923	3	.463
36	.308	6	.077	.809	6	.171
37	.233	10	.133	.867	10	.192
38	.230	12	.079	.837	12	.125
39	.376	26	.000	.732	26	.100
40	.171	11	.200*	.897	11	.169
41	.334	21	.000	.764	21	.125
42	.430	4	.	.670	4	.155
45	.260	2	.			
46	.260	2	.			
47	.233	12	.072	.897	12	.146

Tests of Normality^{b,d}

	Organizational Culture	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Change Behaviour	23	.260	2	.			
	25	.214	7	.200*	.858	7	.144
	26	.367	5	.026	.684	5	.106
	27	.441	4	.	.630	4	.101
	28	.441	4	.	.630	4	.101
	29	.260	2	.			
	31	.260	2	.			
	32	.307	4	.	.729	4	.124
	33	.286	7	.086	.821	7	.166
	34	.183	14	.200*	.941	14	.435
	35	.384	19	.000	.544	19	.100
	36	.288	23	.000	.742	23	.100
	37	.260	13	.017	.825	13	.114
	38	.277	11	.018	.848	11	.140
	39	.245	10	.090	.787	10	.110
	40	.251	10	.075	.853	10	.163
	41	.425	8	.000	.644	8	.101
	42	.381	10	.000	.729	10	.102
	43	.332	7	.019	.790	7	.132
	44	.283	13	.005	.784	13	.104
	45	.369	13	.000	.679	13	.100
	46	.261	9	.077	.775	9	.111
	47	.250	9	.110	.795	9	.118
	48	.318	11	.003	.855	11	.150
	49	.296	11	.008	.780	11	.105

Tests of Normality^{b,d,e}

	Participatory M&E	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Change Behaviour	12	.416	10	.000	.650	10	.100
	13	.329	13	.000	.744	13	.102
	14	.345	7	.012	.732	7	.108
	15	.367	5	.026	.684	5	.106
	18	.283	4	.	.863	4	.272
	20	.289	16	.001	.869	16	.127
	21	.204	9	.200*	.940	9	.586
	23	.385	3	.	.750	3	.100
	26	.385	3	.	.750	3	.100
	29	.367	5	.026	.684	5	.106
	31	.356	9	.002	.655	9	.100
	33	.294	45	.000	.807	45	.100
	34	.307	4	.	.729	4	.124
	37	.300	8	.032	.872	8	.156
	39	.263	8	.109	.827	8	.156
	41	.307	4	.	.729	4	.124
	44	.290	36	.000	.804	36	.100
	45	.327	8	.012	.810	8	.137
	52	.441	4	.	.630	4	.101
	53	.473	5	.001	.552	5	.100
55	.299	19	.000	.708	19	.100	

Appendix Vii Research permit from National Commission of Science Technology and Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation
RESEARCH LICENSE

Serial No.A 23681

CONDITIONS: see back page


THIS IS TO CERTIFY THAT:

MR. KOOME SOLOMON GIKUNDI
of NAIROBI UNIVERSITY, 14-100
NAKURU, has been permitted to conduct
research in Nairobi County

on the topic: INSTITUTIONAL REFORMS
PARTICIPATORY MONITORING AND
EVALUATION , ORGANIZATION CULTURE
AND CHANGE OF BEHAVIOUR OF
INMATES IN CORRECTIONAL FACILITIES
IN NAIROBI COUNTY, KENYA.

for the period ending:
15th March,2020


Permit No : NACOSTI/P/19/13536/28561
Date Of Issue : 15th March,2019
Fee Received :Ksh 2000



[Signature]
Director General
National Commission for Science, Technology & Innovation

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT.
KENYA PRISONS SERVICE

Telegrams: "COMPRISONS", Nairobi
Telephones: +254022722900-6.
Email: Comprisons@yahoo.com
When replying please quote



PRISONS HEADQUARTERS
P.O. BOX 30175-00100
NAIROBI

REF: PRIS 1/112 VOL XVII/78 **15th October 2018**

Koome Solomon Gikundi
P.O. Box 114
NAKURU.

REF: APPLICATION TO CONDUCT ACADEMIC RESEARCH.

We acknowledge receipt of your letter requesting for approval to conduct an academic research titled "*Institutional reform, participatory monitoring and evaluation, organizational culture and change of behavior of inmates in Correctional facilities in Nairobi County, Kenya*".

This is to inform you that your request has been approved for the period between 22 October 2018 to 22 November 2018.

You are expected to adhere to the Prison rules and regulations during your research period. You are also required to provide the Prisons headquarters with a copy of your research findings at the end of your research.

By a copy of this letter, the Officers in Charge; Nairobi Remand & Allocation prison, Kamiti Main, Kamiti Medium, Nairobi West, Langata Women, Nairobi Medium, Jamuhuri, Kamae Girls Boastal and Kamiti YCTC are requested to accord you the necessary assistance during your research period.

Y. K. KAITOPOK

Y.K.KAITOPOK (ACP/A)
FOR: COMMISSIONER GENERAL OF PRISONS

Cc.
Officers In Charge

1. Kamiti main prison
2. Nairobi Remand & Allocation
3. Kamiti Medium
4. Nairobi West
5. Langata Women
6. Nairobi Medium
7. Jamuhuri
8. Kamae Girls Boastal

Appendix Ix: Work Plan

Task	May 2017	June-July 2017	August – September	Oct	Nov-December 2017	Jan-2018	Feb – to March 2018	April-May 2018	June – July 2018	August 2018
Title										
Chapter one: Development										
Chapter Two: Development										
Chapter Three: Development										
Department Proposal Defense										
Correction										
School proposal Defense										
Data Collection										
Data Analysis										
Report presentation										