

**FACTORS INFLUENCING RECIDIVISM IN GOVERNMENT OF KENYA
PRISONS: THE CASE OF MERU PRISON**

BY

LAISA PETER WASIKE

**RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
FOR THE REQUIREMENTS OF AWARD OF MASTER OF ARTS DEGREE IN
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF
NAIROBI**

2013

DECLARATION

This project report is my original work and has not been presented for a degree or any award at any University or other institution of higher learning for examination.

SIGNATURE: -----

DATE: -----

PETER WASIKE LAISA

L50/61948/2011

This project report has been submitted for examination with my approval as the university supervisor.

SIGNATURE: -----

DATE: -----

PROFESSOR HARRIET KIDOMBO

LECTURER SCHOOL OF CONTINUING AND

DISTANCE EDUCATION

UNIVERSITY OF NAIROBI

DEDICATION

I dedicate this research to my Mum Florence Kisaka Wasikes and my wife Lorna for their moral support and prayers. My late Dad James Wasike, late sister Leah, my nephews Eugene and Alvin, my late uncle George who were my good mentors. The entire Wasikes' Family, my daughter Valentine and my son Jimmy.

ACKNOWLEDGEMENT

I take this opportunity to appreciate my supervisor, Professor Harriet Kidombo, Lecturer, University of Nairobi for her scholarly guidance and moral support in the writing of the proposal and the final research report.

I could not have managed to write this research project without the assistance of my dear sister Jane of KLRC for providing necessary facilities for my research and Ms. Metrine Wanyonyi for typing and formatting my work.

I wish to thank the following staff of St. Lawrence Egoji TTC for carrying on my own duties whenever I was held up for lectures and end of semester examinations. Mr. Makukwi HOD Creative Arts and Mr. Ondere Philip. My gratitude also goes to Mrs. Susan Gikunda for her initial guidance in development of the proposal.

TABLE OF CONTENTS

	Page
DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
LIST OF FIGURES.....	viii
LIST OF TABLES.....	ix
ABBREVIATIONS AND ACRONYMS.....	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	3
1.4 Objectives of the Study.....	3
1.5 Research Questions.....	4
1.6 Significance of the Study	4
1.7 Delimitation of the Study.....	4
1.8 Limitations of the Study.....	5
1.9 Assumptions of the Study	5
1.10 Definition of Significant Terms.....	5
1.11 Organization of the Study	6

CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction.....	8
2.1.1 Influence of Technical Vocational Education on Recidivism	8
2.1.2 The Influence of Length of Incarceration on Recidivism.....	13
2.1.3 Influence of Early Release on Recidivism	13
2.1.4 Long Incarceration on Recidivism	14
2.1.5 The Influence of Age on Recidivism	15
2.2 Theoretical Framework	19
2.3 Conceptual Frame Work.....	21
CHAPTER THREE: RESEARCH METHODOLOGY	23
3.1 Introduction.....	23
3.2 Research Design.....	23
3.3 Target Population.....	23
3.4 Sampling Procedure	23
3.5 Methods of Data Collection	24
3.6 Pilot Testing Instrument.....	25
3.7 Validity and Reliability.....	25
3.7.1 Validity of Instruments	25
3.7.2 Reliability of Instruments	26
3.8 Methods of Data Analysis.....	26

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION... 27

4.1	Introduction.....	27
4.2	Respondents' Background Information	27
4.2.1	Distribution of Respondents by Gender	27
4.3	Influence of Participating Inmates in Technical Vocational Education Training in Carpentry on Recidivism.	29
4.4	Influence of the Age of Incarceration to the Rate of Recidivism	33
4.5	Influence of the length of Incarceration on Recidivism.....	35
4.6	Ranking factors influencing Rate of Recidivism using Multiple Regression as indicated in the Conceptual Model	35
4.7	Operational Definitions of Variables	39

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS, DISCUSSION AND
RECOMMENDATIONS..... 40**

5.1	Introduction	40
5.2	Summary of Study	40
5.2.1	Participation in Technical and Vocational Education and Effect on the Rate of Recidivism	40
5.2.2	Influence of Age of inmates on recidivism in Meru prison.	41
5.2.3	Influence of Length of Incarceration on Recidivism in Meru prison.	42
5.3	Discussions of Findings	42
5.3	Conclusions.....	43
5.4	Recommendations	43

5.5	Suggestions for Further Research.....	44
	REFERENCES.....	45
	APPENDICES.....	48
	APPENDIX ONE	48
	APPENDIX TWO	49
	APPENDIX THREE.....	53
	APPENDIX FOUR.....	56
	APPENDIX FIVE	64
	APPENDIX SIX.....	69

LIST OF FIGURES

Figure 2.1: Conceptual framework	22
--	----

LIST OF TABLES

Table 4.1: Showing distribution of respondents by gender	27
Table 4.2 Rate of Recidivism.....	28
Table 4.3 Rate of Recidivism based on Percentage.....	28
Table 4.4 Trend of Recidivism	2Error! Bookmark not defined.
Table 4.5 Participating inmates in technical vocational education training in carpentry on recidivism.....	29
Table 4.6 Vocational and educational training	30
Table 4.7 Quality of Training	332
Table 4.8 Percentage of Inmates who Received Assistance after being Released:	333
Table 4.9 Age Incarceration on Recidivism	33
Table 4.10 Correlation between Age of Inmates and Recidivism	34
Table 4.11 Length of incarceration and recidivism frequency	35
Table 4.12 Model Summary	36
Table 4.13 Factors influencing the rate of recidivism	37
Table 4.14 Examining the Relevance of the factors influencing the rate of Recidivism in Kenya Prison	39
Table 4.15 Operation Variables.....	40

ABBREVIATIONS AND ACRONYMS

ABE	:	Adult Basic Education
C.B.O	:	Community Based Organization
DIT	:	Directorate of Industrial Training
G.C.D	:	General Education Development
G.D.P	:	Gross Domestic Product
ITC	:	Industrial Training Centers
KASNEB	:	Kenya Accounts Secretaries National Examination Board
KESSP	:	Kenya Education Sector Support Programme
KIE	:	Kenya Institute of Education
KNEC	:	Kenya National Examination Council
M.D.G	:	Millennium Development Goals
N.G.O	:	Non Governmental Organization
OEO	:	Office of Economic Opportunity
TIQUET	:	Totally Integrated Education & Training
TIVET	:	Technical Institute and Vocational Education
TTI	:	Technical Training Institutes
TVET	:	Technical & Vocational Education Training
U.N	:	United Nations
U.N.H.R.C	:	United Nations Human Rights Commission
WSIPP	:	Washington State Institute for Public Policy

ABSTRACT

The main objective of this study was to find out exactly why ex-convicts are likely to repeat crimes after imprisonment despite the ongoing rehabilitations at prisons. The available data from Kenya Prisons department states that recidivism in Kenya prisons continue to grow. Of particular interest to the researcher in this context were the factors that influenced recidivism in Meru G.K Prisons. The key questions of interest was of what influence is vocational training programs on recidivism, of what relevance is the age of inmates to influencing recidivism, and whether inmates sentence duration influenced recidivism. Recidivism was given particular attention by the researcher because it directly affects the Kenyan society both socially and economically. In social aspects, the family ties and bonds are disrupted when a person is jailed, economically because insecurity affects investment besides being a burden to our fiscal public policy. The purpose of this study was to determine the influence of participation in technical and vocational education on recidivism, the influence of age on recidivism and the influence of the length of incarceration on recidivism. The research adopted descriptive survey. The choice was fuelled by its ability to collect data without changing the environment. Purposive sampling was adopted for prison warders and tutors. Stratified sampling was used for inmates who had undergone training and those who had not been trained. Data was gathered by the use of a questionnaire and document analysis in prison records. The questionnaire consisted of both open and closed ended questions. The study was guided by three research questions, each anticipating data as follows. The first question anticipated data on role of vocational training and its relevance to reducing recidivism. Data was gathered on quality of the programmes, resource availability and qualification of instructors. The information gathered revealed that since introduction of vocational skills rate of re-arrests have been going down however the government have done nothing to provide financial support to those released with vocational skills to begin their businesses. It was also revealed that the curriculum being adopted is approved by Kenya Industrial Training Institute, the training resources were adequate and instructors' skills were sufficient they had approved certificates from designers of curriculum. The second question anticipated data on age of incarceration to rate of recidivism. Data was gathered on influence of age of incarceration. The information gathered revealed that younger inmates were more likely to engage in crime leading to recidivism as opposed to older inmates. The third question anticipated data on the length of incarceration and its influence on recidivism. Data gathered revealed that people who had overstayed in prison were more likely to commit crime than people with short sentences. Data was analyzed by use of tables, frequency trends and correlation coefficient. The research therefore recommended that, more instructors need be trained and enough facilities provided, develop programs that will enable inmates receive high school credentials, analyze job market and encourage more inmates to enroll in training programs. Government should also begin micro loans revolving fund scheme to be ready to sponsor those who have undergone vocational training successful. Younger inmates upon release should be placed under probation programmes and given enough support upon release. The government should encourage shorter sentences as opposed to longer duration sentences which makes most inmates feel hopeless and engages in crime to recidivate.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Recidivism is the relapse or return of ex- convicts into criminal activity once released from prisons. It is measured by former prisoners returning to prison for a new offence. Rate of recidivism has been a major concern to any nation in determining the effectiveness of prisons in reshaping behaviors. Lower rates reflect the degree to which released inmates have been rehabilitated and the role correctional programmes play in integrating prisoners to the society (Laxanne, 1993). After World War II, a new concept of prisoner rehabilitation gained foothold in correctional philosophy. The criminals were viewed as persons who had psychological problems that had to be cured; secondly, no single pathology was seen as causing crime. In those prisons system that implemented the new rehabilitation ideology, this philosophy resulted into considerable experimental with different programs including colleges, vocational training (Baker, 1976). In United States, it is estimated that the rate of recidivism is two- thirds, which means that two – thirds inmates released from prisons will be re-incarcerated in three years time. High rates of recidivism are very expensive in terms of public safety, increased government budget to maintain in-mates in prisons, cost of arresting them, prosecute, and probably incarcerate re-offenders (McKean, 2004).

In December 2003, Center for Impact Research conducted a study in identifying nations which have successfully reduced recidivism and the programs they explored which resulted to success. The report established that education, substance abuse treatment, and increasing employability of in-mates through practical skills and talents enhancement were the most effective programs which have assisted successful states in United States (Gregory, 2004 p.24). Similarly, another study was also carried out of college education in prisons within America in 1976 entitled “project newgate’ and other college programs, the project curriculum ranged from offering correspondence courses and establishing structural programs within prison walls. The study established lower rates of same prisoners who have undergone the program returning to the same prisons. It was reported that recidivism is influenced by lack of job opportunities or unwillingness for employers to absorb ex- convicts basing on their past criminal records (Marjoe,

1996). Baker (1976) as well argued that programs which increase inmates earning potential after being released from prisons would bring positive results of minimizing recidivism. The researcher noted after people finish their various sentences, they normally return to hostile communities which hardly welcome them. They face suspicions, rejection and undergo stigmatization from even their family members. Together with limited chances of getting employment opportunities they likely resort to commit similar crimes or new crimes in order to survive (Luanne, 1993). These rehabilitation programs were received with wide accolade by international human rights association and bodies that were concerned with human welfare programs. Later, such programs become the key interest for both prisons department, academic institutions and non – governmental organization who were concerned with security and reshaping human destiny. Prisons were not the only initiators; academic institutions also began to demonstrate interest in this area. Either as part of or separate from prison institutions, colleges began to offer special opportunities to ex-prisoners (Marjoe, 1996).

In Kenya context, the concept of recidivism can be traced from adoption of British approach and through introduction of the term probation where offenders were allowed to stay in community under the supervision of probation officer. The focus was to assist ease congestion in courts, an offender is given chance to reform as opposed to punishment, offender was expected to continue with familial responsibility and this programme minimized exposure of offenders from hardcore criminals (Amtabi, 1995).

The study adopted what works theory of reducing recidivism (Latesa, 2004). The theory states that prisons rehabilitation programs if utilized well can effectively reduce the rate of recidivism. What works in reducing recidivism is a body of knowledge based on over thirty years of research that has been conducted by numerous scholars in both America and Europe. What works movement demonstrates empirically that theoretically sound well defined programs that meet certain conditions can appreciably reduce recidivism rates by offenders.

1.2 Statement of the Problem

This study intended to establish why inmates commit crimes soon after being released despite rehabilitation programs being offered. The prison fellowship Kenya in their report 2011 “administering justice and capacity building” indicated that the current recidivism rate in Kenya was 50% which is very alarming trend. Report from Meru prison records office (2011) indicated high rate of recidivism of 30% from population of 2000 inmates. Majority of re-offenders were mainly the youth. The highest numbers of re-offending crimes were related to theft cases and with few cases of murder especially in Tigania due to conflicts arising from Miraa farms. (Government of Kenya Prisons database, 2011). This study intended to establish the gaps in the rehabilitation of inmates in prisons in reduction of recidivism. There has been a rise in crimes committed by ex prisoners in Kenya particularly Meru Prison. In fact, it has been argued that prisoners perfect their skills to carry out sophisticated crimes while in prison instead of being reformed. In the recent past, increased incidences related to M-pesa Crimes at Kamiti Prison, is an indicator that once these prisoners are released they will definitely become a liability to the society. Of major concern is the social and economic cost related to recidivism. Families suffer when the sole breadwinner is sentenced in prison, children are denied proper education and the government as well spends millions in maintaining convicts while in prison, an amount which can be channeled in productive venture to generate greater social benefits to the citizen. It is upon this background that the researcher set to establish what really is fuelling rate of recidivism in Meru Prison and what would be the appropriate ways of curbing the issue.

1.3 Purpose of the Study

The study intended to establish the factors influencing recidivism in government of Kenya Prisons: the Case of Meru Prison

1.4 Objectives of the Study

The research was guided by the following objectives

1. To establish the influence of participating inmates in technical vocational education training on recidivism in Meru Prison
2. To establish the influence of age of inmates on recidivism in Meru Prison.
3. To establish the influence of duration of sentence on recidivism in Meru Prison

1.5 Research Questions

The study intended to answer the following research questions

1. To what extent does participation in technical and vocational education training influence recidivism in Meru Prison?
2. To what extent does the age of inmate influence the rate of recidivism in Meru Prison?
3. To what extent does the duration of sentence of inmate influence the rate of recidivism in Meru Prison?

1.6 Significance of the Study

It is hoped that the study will assist in reduction of crime by re-offending former inmates through development of strategies that address specific rehabilitation need of inmates while in prison and, rehabilitation beyond the prison walls .Development of well structured programmes such as carpentry, masonry, plumbing and mechanical engineering or specialized rehabilitation that meets specific offender needs instead of generalized rehabilitation programs. When more convicts commit crimes the primary objectives of confinement for correction is lost.

The government spends a lot of tax payer's money on prisons upkeep which is not economically viable. The money used for maintaining large number of inmates can be used to educate prisoners who in turn can contribute to the countries economy. Insecurity is a major hindrance to both local and foreign investment and there recidivism can not be ignored. The overall objective of the study was to assist the government come up with proper rehabilitation structures that meet specific offender's treatment and development for proper follow up programs that monitor their reintegration into the society.

1.7 Delimitation of the Study

This study was carried out at the Meru G K Prison based in Meru County and therefore other prison facilities were not covered by this study. The researcher was mainly concerned with inmates and instructors views, opinions, perceptions, feelings and attitudes about the theme of the study.

1.8 Limitations of the Study

The researcher was able to work within the laid out prisons act and gathered valid and reliable data for the study. Some respondents who might have been violent or demand favors from the researchers, were handled with cautious since they were informed of the main purpose of the study as purely academic.

1.9 Assumptions of the Study

The study had the following two assumptions

- i) The study assumed that the prison authorities would spare time for the inmates to be interviewed and fill questionnaires and that the prison authority shall provide conducive environment for inmate to respond to questionnaires without fear and intimidation from prison authorities.
- ii) Another assumption was that the Prison authority were sufficiently informed about the concept of recidivism and were, therefore, were in a position to adequately responds to the items in the questionnaires

1.10. Definition of Significant Terms as Used in the Study

The terms included here assumed the meanings indicated in this study.

BORSTAL	- Youth prison run by the prison service and intended to reform seriously delinquent young people.
INCARCERATION	- State of being confined unwillingly
IMPRISONMENT	- State of being confined for breaking the law
INTROJECT	- The process where the subject replicates in it behaviors, attributes or other subjects.
JUSTICE	- Concept of moral uprightness based on ethics, rationality, law natural law, religion, or equity.
JUVENILE	- Is a tribunal having special authority to try and pass judgment for crimes committed by children or adolescent who have not attained age

majority?

- NON-CONFORMITY** - Refusal or failure to conform to accepted standard to accepted standards. Is a specification or standard.
- PAROLE** - Release of prisoner based on prisoners giving their word of honor to abide to certain restrictions.
- PENOLOGIST** - The study of punishment of crime and prison management and in this senses its equivalent with correction. Is a tribunal having special authority to try and pass judgment for crimes committed by children or adolescent who have not attained age majority?
- PROBATION-** Literally means testing of behavior or abilities. In a legal sense, an offender on probation is ordered to follow certain condition set forth by the court, often under the supervision of a probation officer.
- RE- ARREST** Being charged with a new offence.
- RECIDIVISM** - The act of a person repeating an undesirable behavior after they have either experienced negative consequences of that behavior, or have been treated or trained to extinguish that behavior.
- RE- CONVICTION** - Being found guilty of a new offense in a court of law
- REHABILITATION** - To restore to useful life, as through therapy and education or to restore good condition, operation or capacity
- RE-OFFENDER** - A person who violates a law again.
- VOCATIONAL EDUCATION** - Is an education that prepares trainees for job

1.11 Organization of the Study

The study is organized into five chapters. Chapter one contains some background information to the study, the research problem, objectives of the study, research questions significance of the study, the scope and limitations of the study, definition of terms used in the study and organization of the study. Chapter two presents a review of related literature relevant to the study which intended to establish the factor influencing recidivism in government of Kenya Prisons, with Meru Prison as a case study. The literature review was based on the following variables. To establish the influence of participating inmates in technical vocational education training on recidivism in Kenya Prisons. To establish the influence of age of inmates on recidivism in Kenya Prisons, as well as to establish the influence of duration of sentence on the rate of recidivism in Kenya Prisons. It also consisted of conceptual framework and a summary. Chapter three consists of a detailed description of the research methodology used in the study. Chapter four consists of data analysis and its interpretations while Chapter five consists of the presentations of the main findings, conclusions, recommendations and suggestion for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review focuses mainly on global and local studies to understand the main causes of recidivism; the literature review focuses on the role of incarceration on behavior changes so as to have a deeper understanding of causes of recidivism. The literature was reviewed along the following variables, influence of technical and vocational education on recidivism, influence of age on recidivism, influence of length of incarceration on recidivism.

2.1.1 Influence of Technical Vocational Education on Recidivism

According to a new Rand Corporation Report Prison inmates who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than peers who do not receive such opportunities. Correctional education plays a role in reducing recidivism (Davis, 2013). The findings were clear that providing inmates education programs and vocational training helps keep them from returning to prison and improves their future job prospects. Researchers found that inmates who participated in correctional education programs have 43 percent lower odds of returning to prison than those who did not. The estimate is based on studies that carefully account for motivation and other differences between correctional education recipients and non-recipients.

Employment after release was 13 percent higher among prisoners who participated in either academic or vocational education programs than those who did not. Those who participated in vocational training were 28 percent more likely to be employed after release from prison than those who did not receive such training. Rand researchers conducted a comprehensive review of the scientific literature of research on correctional education and performed a meta-analysis to synthesize the findings from multiple studies about the effectiveness of correctional education programs. A meta-analysis is a comprehensive way of synthesizing findings from multiple studies to develop scientific consensus about the efficacy of a program or an intervention. The analysis was limited to studies published about education programs in the United States that included an academic or vocational curriculum with a structured instructional component. The

analysis focused on recidivism, but also examined whether education improved labor force participation and gains in academic achievement test scores. However, the study did not assess life skills programs. Programs that offered instruction toward a high school diploma or general education development (GED) certificate were the most common approach. Studies elsewhere, that included adult basic education, high school diploma/GED, post secondary education and vocational training all showed reductions in recidivism. However, researchers are unable to determine the exact best programmes that yield the best results to inmates (Amtabi, 1995).

Researchers also examined the relationship between computer-assisted instruction and academic performance, which is important in prisons because the technology allows self-paced learning that can be delivered at a lower cost than traditional instruction. The study found some evidence that computer-assisted instruction further improved math and reading achievement among inmates, but the findings were not strong enough to reach a final conclusion. (Rand Corporation, 2013).

The National strategy for vocational education and training for adult prisoners and offenders in Australia (ANTA, 2001) aims to achieve, as part of its vision, a situation where vocational education and training (VET) is an integral component of offender management and the programs and services provided to offenders. Objectives include: improving the pathways to vocational education and training, client-focused training, and links between offender education and training and employment opportunities. However, there are many characteristics of the correctional system and offenders that need to be better understood and managed if any headway is to be made towards achieving these objectives. The current research was motivated by the objectives of the Australian National Training Authority (ANTA, 2001) national strategy for offenders, and the need to understand the factors that are facilitating, and also those holding back, the effective delivery of education and training programs for prisoners in correctional institutions. A major focus was upon evidence, both qualitative and quantitative, that the provision of VET and related opportunities was reducing the likelihood of prisoners re-offending upon release. Avoidance of recidivism is achieved through the rehabilitation of prisoners into society. According to published researches, education is a key part of this broader commitment

to increase the opportunity for the prisoner to choose a real alternative to crime, and therefore reduce recidivism.

Weldon (2000) compared the recidivism rates of vocational education completers, GED completers who participated in vocational training, and the recidivism of inmates who did not participate in education programs while incarcerated. The Education Department at the Correctional Center provided files on the inmates enrolled in education programs at the institution during 1999-2000. Of the sample of inmates studied, 53 had been discharged after completing vocational education, 13 were discharged after completing the GED and vocational training, and 96 did not participate in an education program while incarcerated. Vocational completers had a recidivism rate of 8.75 percent; inmates who participated in both GED and vocational training had a recidivism rate of 6.71 percent; and offenders who did not participate in an education program had a recidivism rate of 26 percent. The findings suggest that participation in correctional education programs reduces recidivism, indicating that education is a change agent.

In Queensland, Australia a study of over 1,800 people who returned to custody within three years was undertaken to establish the links between prisoners' participation in the VET programs and their chances of returning to prison. It found that 32 percent of prisoners who did not participate in VET before their initial release returned to custody within two years, while only 23 percent of VET participants returned (Callan & Gardner, 2007). The education programs offer literacy and numeracy courses as well as higher-level qualifications, such as VET diplomas and university degrees. The courses could be completed within the prison or through distance learning. The completion rate was found to be over 80 percent.

Based on a new meta-analysis, education programs in prison have a massive impact on recidivism. "Inmates who participated in correctional education programs had 43 percent lower odds of returning to prison than inmates who did not." The study also set out to find whether technology-led instruction among inmates could cut down on recidivism as well as teacher-led instruction. The results were positive among education program participants; recidivism was slightly lower for those who took computer-driven courses (either self-paced or used in

combination with a teacher) than those who took teacher-led courses. Though the difference between the two wasn't enough to be statistically significant given the size of the samples studied, as the researchers indicated, it does mean that computer-led instruction without a teacher is, in fact, *at least* as effective as instruction with a teacher for cutting back on repeat offenses (Callan & Gardner).

According to Eric (1985) data captured from the study on recidivism researcher reviewed records of a group of inmates of Oklahoma department of corrections institutions who received vocational and technical education between January 1982 and July 1986 to check on recidivism. The study examined the recidivism trends among inmates released after completion of vocational education compared to inmates who did not receive such training. The vocational educational and technical group consisted of all participants who had not completed training program and who were released between January 1st 1982 and July 31st 1986 (2372 inmates). The comparison group released during the same period consisted of 9,851 released inmates. The study found out that vocational and technical education group released during the study period 26% were incarcerated compared to 22% of the comparison group. The study concluded that further research needed to be done to determine why recidivism rate is higher for vocational education group and to determine other factors such as age classification, need areas and criminal history might account for higher recidivism of the treated group.

Correctional educational systems are in a unique position to dramatically alter the outcomes for delinquent youth. Education is considered the foundation for programming in most juvenile institutions and should be central to the rehabilitation of troubled youth. Providing youth with educational skills is one of the most effective approaches for preventing delinquency and reducing recidivism (Eric, 1985).

Correctional education programs have the capacity to provide students with an array of experiences and to provide them with a number of academic and social skills that are essential to successful post-secondary outcomes. Correctional programs can implement strong academic programs to improve reading skills and promote knowledge in content areas among their

students. Increased levels of literacy and academic performance are associated with lower rates of juvenile delinquency, re-arrest, and recidivism (Davies.2013)

Additionally, correctional education programs can provide high quality vocational programming, opportunities to earn high school credits or a Graduate Equivalency Degree (GED), and can help inmates to plan for future academic and employment opportunities upon release from the correctional facilities. Providing inmates with these skills will help them to better navigate the post-secondary opportunities and responsibilities that often prove insurmountable. The demographic and educational characteristics of incarcerated youth place them at extreme risk for school failure and other negative outcomes that began well before their confinement in correctional facilities and were significant risk factors for delinquent behavior. Unfortunately, the adequacy of education services for youth in juvenile corrections facilities is highly variable. The quality of educational services received by detained and incarcerated youth is dependent upon the agency providing those services which varies from state to state. Tools that will help corrections facilities develop successful educational programs that promote academic, behavioral, and social outcomes for delinquent youth should include. Preparation for reintegration: Developing programs that prepare youth for reintegration into school and society; Individual Learning Plans: Developing plans designed to meet the unique needs of inmates. (Gordon &Weldon 2003)

According to Mbatha, Keire, and Mattemu (2011) in their research they utilized cross sectional descriptive survey in Kitui District to establish the role of vocational and technical education in avoidance of recidivism, it was established that majority of the in charges expressed that positive re-adjustment was not emphasized by prison education programs, yet it is the main challenge faced by ex-prisoners. It further established that over 58.5% agreed that vocational and technical education will assist them to become employed following release from prison. It recommended that all prisoners should have access to education and once out of prison should be funded, issued with certificate of good conduct and regularly monitored on their out of prison undertakings.

2.1.2 The Influence of Length of Incarceration on Recidivism

The effect of incarceration on offender recidivism is an important issue for those concerned with public safety and the cost – effectiveness of incarceration. Point of view are divided between those advocating longer sentences in the interest of the public safety and those advocating shorter sentences within the assumption that longer incarceration will reduce but may increase recidivism rates. Those advocating longer sentences generally argue that longer periods of incarceration will reduce crime rates for three reasons. The offender cannot reoffend against the public while incarcerated (incapacitation); Long Periods of incarceration discourage realized offenders from committing additional crimes (specific deterrence); and the awareness of penalties discourage potential offenders from committing crime (Blumstein, Cohein & Nagin, 1978).

Those advocating shorter sentences argue that; certainty of punishment is more important than duration of punishment in deterring offenders from reoffending, many offenders commit crimes due to physical addictions or limited life choice and are in need of treatment programs, literacy efforts and job training as opposed to long periods of incarceration; and that prison is a school of criminals; and those who are incarcerated become more and more entrenched criminals. (Branham, 1992).

Cusson and Pinsonneault (1986) suggested that the accumulation of punishment such as arrest and imprisonment, gradually wears down the criminal drive because punishment produces four types of reactions in the offenders:-Increased estimate of the probability of punishment for a new crime, Increased difficulty in coping with and accepting imprisonment, especially as offenders become older , increased awareness of the weight previous convictions on the severity of subsequent sentences and increased fear of punishment. In general as the experience of punishment accumulates, career criminals may gradually become dissatisfied with their way of life and decide to give up criminal activity

2.1.3 Influence of Early Release on Recidivism

Berecohea and Jaman (1981) conducted an experimental study to examine the relationship between early release and recidivism rates. The sample included male felony offenders in

California who were eligible for parole between March and August 1970. The average prison term for a sample was three years. These offenders were randomly assigned to one of two groups: The experimental group who received a six month reduction in prison term (on average a 16% reduction). The control group who served their normal terms. At 12 to 28.2 percent for the control group, at 24 months after release, the parole failure rate was 47.4 percent for the early release group and 39.5 percent for control group. However, these differences in recidivism rates were not statistically significant (i.e. the difference could have occurred by chance). The authors concluded that time served in prison could be reduced without affecting overall post – release recidivism. By shading the rigid adherence to the prison code, inmates have to contend with rejecting feelings that the prison code enabled them to discount. As they turn their attention to the outside, they have to make contact with the outside society.

The notion that criminals learn skills and gain information while incarcerated is not a new one. The evidence found here for the positive relationship is also consistent with Spohn and Holleran's (2002) findings. Another explanation for this type of relationship is the fact that any non – criminal skills that offenders have may atrophy while incarcerated, thus making it harder to find employment at the end of the term. Kling (2004) explores this theory using a data set of offenders from Florida but finds little evidence to support the notion that longer duration sentence leads to worse labor outcomes.

In the region of longest sentences lengths, there is a negative relationship between lengths and recidivism. This is exactly the sort of effect that theory of specific deterrence predicts, that individuals become less likely to recidivate with age (Chen & Shapiro, 2007)

2.1.4 Long Incarceration on Recidivism

Gottfredson et al (1973) studied 104,182 male prisoners in 14 offense categories in the United States who were paroled for the first time between 1965 and 1970. The follow – up time was one year, with recidivism defined as a return to prison. The median time served ranged from 12.2 months for fraud offenders (non – check fraud) to 58.6 month for homicide offenders. In this study, attempts were made to statistically control effects of offense types, prior offense and age. Results indicated that while on parole, offenders with the longest time served generally had

higher recidivism rates than offenders with shortest time served. The significance of the association between time served and recidivism rates varied across different offense categories. For property offenders, all subgroups (auto theft, check offense, burglary, larceny and fraud) who served the longest time had higher recidivism rates than those subgroups who served shortest time. For armed robbery and drug offenses, however, offenders with long sentences had slightly lower recidivism rate than offender with shorter sentence.

Beck and Hoftman (1976) followed 1,546 adult federal prisoners in the United States for two years after their release. Offenders were categorized according to their “salient factor score” which took into account the prior criminal history, age, education, employment history and material status. The offenders were first grouped by their scores and were then further divided according to their time served. Results showed that there was no substantial association between time and recidivism rates.

Orsagh and Chen (1988) concluded that time served affects recidivism rates; the direction of the effect varies across offense classes; and for some offense, recidivism rates will be reduced by shortening the period of confinement. Further the researchers indicated that the effect of longer prison sentence on recidivism “Is complex and is likely to be offender specific. A sentence can be either too long or too short for specific individual.

2.1.5 The Influence of Age on Recidivism

On average, the rate of sexual recidivism decreased with age for rapist, the lushness risk age period was between 18 and 25 years, with gradual decline in risk for each older period. There were very few old rapists (greater than age 60) and none were known to recidivate sexually. In contrast, the highest risk period for extra familial child molesters was between the age of 25 and 35, with only modesty decline in their recidivism risk until after age of 50. Incest offender were less likely to recidivate than either rapist of extra familiar child molesters, however, incest offenders in the 18 and 25 years age group were among the offenders most likely to sexually re – offend. The observed pattern of result s is consistent with developmental changes in sexual drive, sex control and opportunities to offend (Hansin, 2001).

Meta-analytic and multiple study findings indicate there is overall relationship between sexual offenders age at the time of their release from incarceration and their sexual recidivism risk. Very recent studies, however, document limits to the generalizability of that findings. Further analyses of existing data were conducted in an attempt to tease out the meaningful hypotheses concerning the relationship between offender's age and the sexual recidivism. Numerous potentially interacting variables were uncovered including participation in treatment, type of risk measure used, type of sexual offender, jurisdiction and even a different measure of gender age (Hanson, 2002; Hanson & Bussiere, 1998)

Meta-analysis (Hanson, 1998) indicated an overall negative correlation between age and sexual recidivism, but also found that the size of their inverse relationship also varies significantly between samples. The study examined the relationship between age on release and sexual recidivism in large (N = 752, nationally representative sample of imprisoned male sexual offenders followed for 10 years. Sexual offenders released of a young age tended to be more general criminals while those released at an older age tended to be sexual specialists. Research by Robert, Boren and Thomson (2002), age on released was found to make a significant contribution to the prediction of sexual reconviction when two aspects of criminal history (sexual deviance and general criminality), were controlled. Overall the odds of being sexually convicted declined by about 0.02 with each year of increasing age. In addition to this general decline in recidivism with increasing age, there was also a cubic effect of age for the offenders who had been had been sentenced on sexual offences for at least two prior occasions. This group showed an exceptionally high sexual recidivism rate when released between ages of 18 – 24 (80%). for those aged between ages of 25 and 59 their sexual conviction rate was consistently just under 50% regardless of age. Then for those aged 60 and above no further sexual conviction were found.

Recent research findings by Hanson and Thomson (2002), suggested that methods of accounting for the offenders ages may be insufficient to capture declines in the recidivism risk associated with advanced age. Using data from 8 samples (combined size of 3,425 sexual offenders) the present study found that older offenders had lower statics of 99 scores than young offenders and that static – 99 was moderately accurate in estimating relative recidivism risk in all age groups.

Older offenders however, had lower sexual recidivism rate than would be expected based on their static- 99 risk categories, this study examined the influence of adolescent psychiatric disorder on young adult recidivism and compared findings with earlier studies of juvenile recidivism. Logistic regression analysis examined subsequent adulthood recidivism (through age 23 years) by disorder profile, adjusting for prior offense severity and background variables, in 340 Alabama juveniles referred to juvenile justice agencies (probation and detention). Youths with co morbid internalizing and disruptive behavior disorder had a six fold increased risk for young adult recidivism compared with no disordered counterparts. Co morbid internalizing disorder likely is a marker for the severity of a youth's disruptive behavior disorder; similarly, offending that continues into adulthood likely betokens a more serious course of offending behavior. The severity underlying disorder and offending behavior is probably the common link between them. To prevent reoffending into adulthood, the mental health needs of juvenile justice youths' internalizing and externalizing problems should be addressed.

According to Voorhis, Spiropoulos, Ritchie, Spruance and Seabrook (2005) examined the impact of offenders' psychological and demographic attributes and their offense history on the effectiveness of Reasoning and Rehabilitation, a cognitive-behavioral intervention. Differential effects were examined for a sample of 940 male parolees randomly assigned to either experimental or comparison conditions. The study used survival analysis to test interactions between treatment and age, race, social class, risk, marital status, pre-arrest employment status, education, prior violence, interpersonal maturity level, personality, reading level, and IQ. For the entire sample, the difference in recidivism rates (returns to prison up to 33 months) was not statistically significant. The analysis of differential effects, however, uncovered five interaction effects. The treated high-risk, aged 28 to 32 years, assessed as dependent (Jesness Inventory [JI]), and White groups evidenced lower recidivism rates than their comparison group. The treated parolee group assessed with high anxiety (JI) evidenced a higher recidivism rate than their comparison group.

In another study, Rhiana Kohl, Hoover, McDonald and Solomon (2005) examined factors contributing to recidivism in Massachusetts. In this state recidivists were on average, younger, but served shorter-prison terms, and were more likely to be unmarried; additionally, blacks

recidivated at a significantly higher rate than other races. Recidivists became involved in the criminal justice system at an earlier age and had criminal histories with more juvenile and adult arraignments, convictions, and prior adult incarcerations. The Executive Service Department of TDCJ, collected the offenders age when they were initially incarcerated and the offenders age when they were released from prison. Age is control variable because it is widely recognized in criminological research that young people commit the majority.

Jeremy Mennis, associate professor of geography and urban studies, and Philip Harris, associate professor of criminal justice, examined how “peer contagions” — the influence on juveniles by other juveniles — within a neighborhood setting affects the probability that a youth who has committed a crime will commit another one.

Their findings, reported recently in the *Journal of Adolescence*, suggest that "spatial contagion" may be at work as well. In fact, the rate of recidivism among youth living nearby a juvenile's residence not only increases the likelihood that youth will re-offend; it can also cause teenage boys to "specialize" in certain types of crime."It turns out that contextual forces from a kid's social network create spatial patterns of crime in terms of re-offending rates as well as specializations. Analyzed data on 7,166 male juvenile offenders aged 13 to 19, who had been sent to and completed community-based programs by the Family Court of Philadelphia between 1996 and 2003 (Anderson & Collins, 1995)

After accounting for race, age and family history, they compared the re-offending rates of the individuals in their sample to the general juvenile re-offending rates within a one-kilometer radius from the home address of the youth.

They found that geographical location had a considerable impact on the likelihood of re-offending. And, the pattern they identified was also offense specific, indicating the emergence of “neighborhoods of specialization” in terms of crime type.

Teenage boys living in the vicinity of high drug crime were more likely to repeat offend in terms of drug offenses, while youth living in a neighborhood with high incidence of property crime

tended to reoffend with property crimes, and youth living in a community with a high rate of violent crime or offenses against persons were more likely to re-offend in this type of crime.

According to the researchers, involvement in drug offenses was especially highly influenced by neighborhood. For every 10 percent increase in drug re-offending in close proximity to a youth's place of residence, the likelihood that the youth will re-offend with a drug offense almost doubled. "The patterns we found related to type of offense, particularly in terms of drug crime, suggest that more than just poverty and incivility are factors. There is a relatively organized neighborhood structure that supports involvement in this type of delinquency"

Since 1990, not only has the number of juvenile offenders increased but many of those juveniles have been incarcerated before. Reducing recidivism is a goal shared across the juvenile justice system, and advancing our understanding of the problem is a critical step toward developing effective interventions (Mennis & Harris, 2003).

2.2 Theoretical Framework

The theory "what works in reducing recidivism" Latessa. It is a body of knowledge based on over thirty years of research that has been conducted by numerous scholars in both America and Europe. Also referred to as evidence- based practice, what works movement demonstrates empirically that theoretically sound, well defined programs that meet certain conditions can appreciably reduce recidivism rates for offenders.

One area of concern about the interpretation of the "What works" literature is that research studies into its effectiveness have mainly evaluated structured group programs which are not the only effective intervention in working with individuals. The Irish probation service has largely embraced the work of Trotter (1999) an approach based on behaviorist theory that incorporates components of the "What works" approach. Based on the literature reviews in this research the theory of "what works" appear to carry a lot of weight on reduction of recidivism. Throughout the seventies and into the eighties, there were widespread view that in working with the offenders to reduce re- offending little or nothing of any kind would work. These views were based on results of wide ranging surveys of research conducted in the mid 1970s in the united

States and Britain, particularly Martinson work revealed a radical flow in our present strategies that education at its best or even psychotherapy at its best, can overcome, or even appreciably reduce, the powerful tendency for offenders to continue in criminal behavior (Martinson 1974: 49). For a long time the: “nothing works” view was deeply embedded in the thinking of a majority of professionals at most levels of the criminal justice system. Later, in 1979 Martinson recanted the statements made in his 1974 article (Martinson, 1979). In MC Guire and Priestly (1985) assented a sizeable list of studies in which promising outcomes had been obtained, and sought to challenge the view that nothing constructive could be done to alter.

Patterns of offending behavior McGuire and Priestly (1995) argued what turned the “nothing works” conclusion on its head were the statistical tools of Meta- analysis. This method involved the aggregation and side by side analysis of large numbers of experimental studies. Using this method of statistical analysis it was possible to detect trends concerning what does and also what does not. It appeared that traditional interventions based on the medical model, classic and psychotherapeutic models and punitive measure had no effect reducing recidivism. What emerged as useful were methods that address the factors that had played a case of contributory role in an offending act and that would place the offender at risk of re-offending in the future.

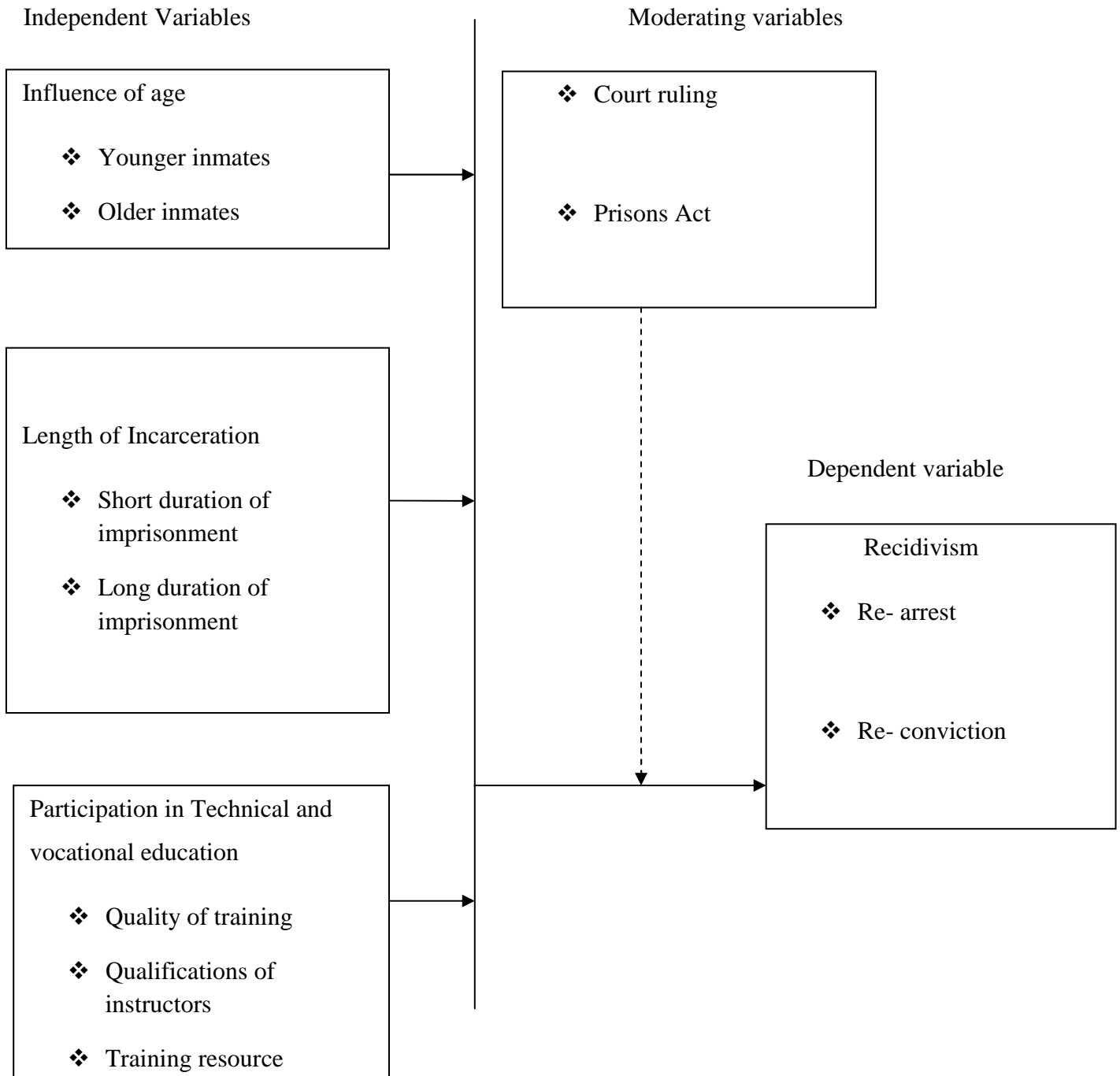
Social cognitive theory explains how people acquire and maintain certain behavior (Bandura, 1997). Some of the key concepts of social cognitive theory underpin “What works” approach and the model of practice proposed by Trotter (1999). These concepts state that: Environment provides opportunities and social support to the person, and that misperception of one’s environment can be corrected to promote a healthier outlook. A person’s knowledge and skills to perform a given behavior can be learned through skills training. Modeling positive outcomes of healthy behavior helps the person to anticipate outcomes of behavior change .Outcome change must have meaning for the person which also provides opportunities for self monitoring, goal setting, problem solving and self reward. These also include credible role models of the targeted behavior, Provision of reinforcement and incentives; Perceived self-efficiency is significant determinant of performance i.e. a person’s confidence in their ability to perform a particular behavior. Provide training in problem solving and stress management. Consider multiple avenues to behavior change including environmental skill and personal change (Glanzetal, 2002)

Finally, a host of other considerations will increase correctional program effectiveness. These include targeting responsibility factors such as lack of motivation or other barriers that can influence someone's participation in program me making sure you have well trained and interpersonally sensitive staff; Providing close monitoring whereabouts and associations assisting with other needs that the offender might have, ensuring the program is delivered as designed through quality assurance process and providing structured after care. The program attributes all enhance correctional program effectiveness.

2.3 Conceptual Frame Work

For the purpose of the study a conceptual model shown below outlines independent, dependent and intervening variables to the effects of vocational education on recidivism at Meru GK Prison.

Figure 2.1: Conceptual framework



The conceptual framework attempt to show us the relationship between the dependent variable which is the rate of recidivism while the independent variable are the influence of technical and vocational education , influence of age on recidivism and length of incarceration on recidivism. .

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three highlights the research design, location of the study, sampling design, sampling procedures, research instruments, validity of research instruments, reliability of the research instruments, pretesting procedure, data collection procedures, data analysis techniques and ethical issues.

3.2 Research Design

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. This study utilized a descriptive survey method. Descriptive surveys are usually the best methods when collecting information that will demonstrate a relationship and describes the world as it exists. Bickman and Rog (1998) suggest that descriptive studies can answer questions such as 'what is' or 'what was'. The researcher considered this methodology appropriate for this research which intended to establish what was causing recidivism in Meru G.K Prison despite the efforts of rehabilitation programme .

3.3 Target Population

This study was carried out at the Meru G. K Prison based in Meru County. The facility was build to host 400 inmates but currently has more than 1400 with 300 staffs. It is among the 89 prisons in Kenya. It is one of the biggest prisons in Meru County. Re-offending prisoners' population was 1400 for the last 3 years, which made the target population of the study (Meru Prisons Records, 2011).

3.4 Sampling Procedure

Both purposive sampling and stratified sampling techniques were used to select the respondents. According to Kombo and Tiome (2006) stratified sampling involves dividing population into homogeneous subgroups and then taking a sample in each sub-group. According to Norman (1990) argued that sampling procedure that gives sub-group for representative is the ideal choice. The population was segregated into sub-population known as strata which were the different age groups in which the prison authority had organized classes for vocational training,

The carpentry classes was divided into 4 age sets which were 1—25 years, 25-35 years, 35-45 years and above 45 years. From target population of 1400 and a sample size of 302 was selected as per krecie, Robert, Morgan, Dary W(1970) ,table for determining sample size .For reoffending inmates the sample was then divided into two sub groups one for participating inmates in technical and vocation education in carpentry which comprised of 118 and another 184 were selected randomly from re - offenders who did not participate in technical and vocation education in carpentry.

Purposive sampling was used to get respondents from top management in the prison and the head of technical and vocational training and two instructors who were four members. . The inmates were also segregated according to the length served in prison with 1 year and below being the shortest period 3 years and above being the longest period of imprisonment. Stratified sampling was also used to identify respondents according to their age. The researcher collected names from the prison's data section by inmate tracking system. Descriptive statistics was employed to organize and summarize data.

3.5 Methods of Data Collection

The study also utilized documentary records of inmate tracking system and questionnaires. Questionnaires were administered to collect data from the sample size. This instrument is preferred because it enables the researcher to get views from large number of respondents, thus making it easier and more reliable to draw conclusions from the responses. The researcher was mainly concerned with inmates and instructors views, opinions, perceptions, feelings and attitudes. Documentary analysis was used to obtain data on recidivism rate for Tvet participating re –offenders and non participating re-offenders for the last three years. . Four questionnaires were developed by the researcher on the basis of the objectives of the study and research questions. Questionnaires were developed for re offenders who did not participate in vocational education in carpentry, for re offenders who participated in vocational education in carpentry, for course instructors and officer in charge of prison programmes. Closed items were used in the questionnaires to provide qualitative and quantitative data (Kothari, 1993).The questionnaire was preferred because; it was cost effective, free from the bias of the interviewer.

The open ended questionnaires were intended to give the respondent greater latitude and leeway in expressing their views, attitude, opinions, experiences and suggestions on issues pertaining vocational education in carpentry while in prison. Documentary data collection was appropriate because Meru GK prison had a recidivism data obtained from criminal records office. By use of finger prints re offending inmates are easily identified. The instrument was quite appropriate for tracking recidivism rate for the last 3 years.

3.6 Pilot Testing Instrument

The researcher used pilot testing to the instruments in one of the prisons in South Imenti called Uruku Prison. This prison was not sampled to be used in the study. The pilot testing helped the researcher to determine the validity and reliability of the instrument. Pilot test report revealed that vocational training programs were useful in providing relevant appropriate skills to the inmates which is utilized upon release hence assisting them not to commit crime again. The pilot test also revealed that younger inmates were more likely commit crime upon release as opposed to older inmates and who were imprisoned for short duration experienced less reconviction.

3.7 Validity and Reliability

3.7.1 Validity of Instruments

According to Mugenda and Mugenda (1999), validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under investigation. Validity in the context of this study was concerned with establishing whether the content of the instruments were well covered and represented by the items in the instruments. In the study, the validity of the instruments was established by involving a panel of experts including the two supervisors. Validity is the degree to which a test measures what is intended to measure. According to Orodho (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under investigation. Validity in the context of this study was concerned with establishing whether the content of the instruments were well covered and represented by the items in the instruments. In the study, the validity of the instruments was established by involving a panel of experts including the two supervisors

3.7.2 Reliability of Instruments

The researcher ensured the instruments to be used in data collection give accurate and meaningful results that represent the phenomenon under the study and hence tested all instruments for validity and reliability. According to Best and Kahn (1999) defines validity as referring to the degree to which evidence and theory support the interpretation of tests scores entailed by proposal. The researcher ensured the instruments to be used in data collection give accurate and meaningful results that represent the phenomenon under the study. Reliability was carried out which is the extent to which data collection procedures and tools are consistent and accurate (Salinger and Shohamy, 1989). An instrument is said to be reliable if measures what is supposed to measure. To test reliability, a Pilot study was conducted before the actual study to check on the reliability of the questionnaires in collecting the data. Each object and each item was analyzed to see how they help achieve the objectives. After piloting, the questionnaire was adjusted accordingly to meet the desired purpose. Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consisted results or data after repeated trials. Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. This was necessary in order to cross validate the research instruments and ensure that they were most ideal instruments for this study. The Alpha measures internal consistency by establishing if certain item measures the same construct. Nunnally (1978) established the Alpha value threshold at 0.6 which the study benchmarked against.

3.8 Methods of Data Analysis

Data was collected using questionnaire for each objective of the study which was qualitatively and quantitatively analyzed. Data collected was edited for completeness and accuracy to ensure that high data quality standard was achieved. Data edited was converted to numerical codes representing attributing or measures of variables and then captured in a computer for analysis using SPSS version 16. Onyango (2001) noted that the program is easy to use reliable and can process large data. Findings from the study were then converted into percentages and then presented using tables' pie charts and graphs.

According to Rubson (2002) stated that data in their raw form do not speak for themselves and thus the need for data processing and analyzing.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter deals with the presentation, analysis and discussion of data collected from the field. In collecting data .Three instruments were used namely, questionnaires, the interview schedule and document analysis. The questionnaire was administered to the inmates and officers in the prisons and additional information was gathered from the documents on recidivism from the Meru GK prison.(2011)

4.2 Respondents' Background Information

4.2.1 Distribution of Respondents by Gender

The actual respondents that were involved in the study were 302 re- offending inmates of these, 240 were male comprising of 73% while female were 62 which was 27% . This shows that there are about three male for every one female. This statistics indicates that more men are involved in crime than women. The Table two below shows the distribution of respondents by gender.

Table 4.1: Showing distribution of respondents by gender

	Gender	Frequency	Percentage
Gender	Male	240	72%
	Female	62	28%
TOTAL		302	100%

Table 4.2: Showing distribution of respondent's marital status

Marital Status	Frequency	Percentage
Married	110	36%
Single	160	53%
Others	32	11%
TOTAL	302	100%

The distribution in table 4.2 indicate that single people were more likely to re – offenders with the highest percentage 53 recidivism rate as compared to married which came 2nd with 36% recidivism rate and 11% for others which includes the widow and widower.

Table 4.2 Rate of recidivism in Meru prison 2009, 2010 and 2011

The secondary data provided by the prison authority in Meru GK prison, year 2009 was 50%, 40 % in 2010 and 32% in 2011. These rates show that the number of re arrests has been going down as compared to those released. The rates are also on average declining over the past three years in table 4.2 below.

Table 4.3 Rate of Recidivism in Meru Prison

Year	2009	2010	2011
Number	50%	40%	32%

Source: Meru GK prison data, 2011

Table 4.4 Rate of Recidivism based on Percentage of Crime Re - offending

	All released Prisoners	Violent	Property	Drugs	Public Order
2009	67.4%	43%	64.5%	53.8%	58.9%
2010	62.5%	59.6%	68.1%	50.4%	54.6%
2011	67.5%	61.%	73.8%	66.7%	62.2%

Source: Meru GK prison data 2011

The data similarly established that the rate of release re arrest, releases and reincarnation can be observed as a percentage of the inmates which was important to fully understand the trend of recidivism. This is shown in table 4.3. These rates show that the number of re arrests has been going down as compared to those released.

4.3 Influence of Participating Inmates in Technical Vocational Education Training in Carpentry on Recidivism.

The first objective was to establish the influence of participating inmates in technical vocational education training in carpentry on recidivism in Meru prison. On the question; how long did you stay out of jail after you were first released before being re arrested and convicted. The data was obtained as indicated in table 4.5

Table 4.5 Participating inmates in technical vocational education training in carpentry on recidivism

Duration	Frequency	Percentage
Immediately	60	51%
Less than 1 year	50	42%
Less than 2 years	5	4%
Less than 3 years	3	3%
Total	118	100%

source(Meru prison 2011)

From the questionnaire responses, it was revealed that out of 118 respondents who had undertaken TVET programs, most of them stayed for a short spell of time outside the jail after release, 51% were arrested immediately, 42% spend less than a year, 4% spend less than 2 years and 3% less than 3years.

Table 4.6 Vocational and educational training

The figure from the analysis indicated that those who had participated in the vocational and educational training were more likely to have lower rate of recidivism than the one who had not participated in any vocational training.

	2009	%	2010	%	2011	%
Released	30		40		48	
re-arrested and sentenced	15	45%	17	42.5%	31	65%
Wanted for Re-offending	5	15%	10	25%	7	15%

Source: Meru GK prison Records (2011)

It was also evident from the prison records that inmates who participated in technical and vocational education programs experienced reduced re arrests. The year 2009 out of 30 released inmates 20 re-offended which was 50%. The year 2010 out of 40 released,67% re-offended which meant that the level of re-offending went up slightly by 17%. and finally .in the year 2011 re-offending went up to 80%.From the data though, inmates experienced reduced reconviction ,the rate of recidivism has been going up.

Table 4.7 Non Participants in Technical and Vocational Education Re – offending Inmates Rate of Recidivism

Length of stay outside jail	Frequency	Percentage
Immediately	130	71%
Less than 1 year	30	16%
Less than 2 years	20	11%
Less 3 years	4	2%
Total	184	100%

From table 4.7, those who were arrested immediately for none participating inmates in technical and vocational education was much higher 71% compared in table 4.5 where those who participated in technical and vocational education were slightly less at 51%. That means re – offenders who participated in technical and vocational education experienced 20% reduced reconviction for those who committed crime immediately after being released

The documents from the GRD government trade test 1,2 and 3 in the three years of 2009- 2011 shows that although the number of enrolment had been rising, but those who dropped out has also been high. This implies that the inmates aren't benefiting from the program fully. For instance those who dropped in 2009 were 44, in 2010 were 34 and in 2011 only 26 dropped out of the program.

Low educational attainment is a major barrier to employment for many released inmates. Education gives individuals basic skills to enter the labor market. It also develops a sense of self efficacy and accomplishment for released inmates. These effects of education make it a fundamental tool for reducing recidivism. With their modest requirements for implementation, educational programs are among the most basic rehabilitative programs that a prison can offer. Most prisons have educational programs ranging from coursework to vocational training.

However, limited slots and restrictions on enrollment mean that only a small proportion of inmates are able to participate.

Table 4.7 Quality of Training

	Excellent	Very good	Good	Average	Fair	Poor
In your opinion how do you rate the quality of training offered by instructors	23 7.7%	46 15.3%	77 25.7%	83 27.7%	64 21.3%	7 2.3%
How do you rate the facilities and equipment being used in the carpentry workshops	35 11.7%	51 17%	38 12.7%	137 45.7%	23 7.7%	16 5.3%

Source: research data 2011

From the table 4.6 it was shown that on the quality of training offered by instructors was moderately average , where 7.7 % said the quality was excellent, 15.3% very good ,25.7% said the quality was good, 27.7% indicated the quality was average, 21.3% stated the quality was fair while 2.3% showed it was poor. In the same breath, 45.7% felt that the facilities were not very adequate and of good quality. The qualifications of the instructors fell into grades 1, 2 and 3. This was found out from the instructors who overwhelmingly stated these grades. Indeed, the source of the curriculum an examining body; from the documentation available from the prisons, it was evident that the curriculum used was from the directorate of industrial training (DIT).

It was evident that prison wardens were trained and deployed to the carpentry section to offer the training to the inmates. This was from the findings where 92% of the target instructors indicated that this was the source of personnel that taught carpentry at the prison.

Table 4.8 Percentage of Inmates who Received Assistance after being Released:

	Frequency	Percentage
No	93	79%
Yes	25	21%
Total	118	100%

Source: research data 2011

From the figure, 93% of the inmates did not receive any assistance either from the government or family and friends while 25% sought assistance from family and friends. This shows that the government has not done enough to minimize recidivism.

4.4 Influence of the Age of Incarceration to the Rate of Recidivism

The second objective was to determine the influence of age on recidivism. The table 4.9 below indicates trends of re-offending in terms of age and total number of offending and re-offending inmates.

Table 4.9 Age Incarceration on Recidivism

	18 – 25 years	25 – 35 years	over 35 years
Released	80	100	122
Re, arrested	32	23	17
And Sentenced			
Percentage Recidivism	40%	23%	14.17%

Source: Meru prison, 2011.

The analysis indicated that young or the younger the age the more likely to have higher rate of recidivism and the sooner it happen rather than the later, young people of between 18-25 years were found to have almost twice the rate of recidivism. , it is evident that the most common age group was offenders between the ages of 18 and 25 with 40% falling into this bracket. Thus, the median may not fully represent the true relationship between age and program completion.

Table 410 Correlation between Age of Inmates and Recidivism

		Correlations		
			Rate of recidivism	Age of inmates
Spearman's rho	Rate of recidivism	Correlation Coefficient	1.000	.900**
		Sig. (2-tailed)	.	.000
		N	40	30
	Age of inmates	Correlation Coefficient	.900*	1.000
Sig. (2-tailed)		.000	.	
N		40	40	

***. Correlation is significant at the 0.01 level (2-tailed).*

The results are presented in a matrix such that, as can be seen, the correlations are replicated. Nevertheless, the table presents Spearman's Rank Order Correlation, its significance value and the sample size that the calculation was based on. In this example, we can see that Spearman's correlation coefficient, r_s , is 0.9 and that this is statistically significant ($P = 0.000$). The study establish that there is a correlation between age of an inmate and recidivism whereby as the age of inmates progresses the rate or chances of recidivism decreases. The analysis indicated that the length of incarceration has a relationship with the rate of recidivism in Kenya Prison. The statistics from Meru Prison indicates that those inmates who had taken long before release or parole had more chance of returning to crime than the one who had taken a shorter time the more likely to have higher rate of recidivism and the sooner it happen rather than the later, young people of between 18-25 years were found to have almost twice the rate of recidivism.

4.5 Influence of the length of Incarceration on Recidivism

The third objective was to establish the length of incarceration on recidivism on .The question, how long did you serve your sentence before re- offending. The following data was obtained and tabulated as indicated in the table.4.11

Table 4.11 Length of incarceration and recidivism frequency

Length of incarceration	Frequency of re- offending	Percentage
Below 12 months	37	12%
12 months and above	36	12.3%
1 year and above	39	13%
2 years and above	48	16%
3 years and above	50	16.7%
4 years and above	92	30%
TOTAL	302	100%

According to the data that was presented and analyzed, it was quiet evident that inmates who were incarcerated below 12 months experienced reduction rate of 12% as compared to inmates who were incarcerated for over 4 years, which had highest recidivism rate of 30%. That meant the length of incarceration was not deterrent for re- offending. There was very high variance from re-offenders who had served 3years which was 16.7% and 4years which was 32% which was almost double. It appears after serving imprisonment over 4 years recidivism rate goes up drastically.

4.6 Ranking factors influencing Rate of Recidivism using Multiple Regression as indicated in the Conceptual Model

The study intended to establish the factors influencing recidivism in government of Kenya Prison: Case of Meru Prison. From the conceptual framework there are several internal factors which were used on rate of recidivism in Kenya Prisons ,which were participation of inmates in technical and vocational training, the age of the inmates and the duration of sentence These factors were being moderated by administration style of the prisons, prison acts and courts

ruling. Therefore it was necessary to ascertain the validity of these factors in influencing the rate of recidivism as well as ranking the factors using the regression analysis.

From the conceptual model the factors are as follows:

Dependent Variables

Rate of recidivism

Independent Variables

Participation in vocational and technical training, age of inmates and duration of the sentence

Intervening and moderating Variables

The intervening and moderating variable from the proposed conceptual framework were the prison acts and court rulings.

Reporting Multiple Regression

This Adjusted R Square value gives the most useful measure of the success of our model. we now have an Adjusted R Square value of 0.72 we can say that our model now accounted for 72% of the variance in the criterion variable. The study therefore deduce that the independent variables mentioned in the conceptual framework related well with the dependent variable and therefore rate of recidivism in Kenya prison can be accounted well by three independent variables which are participation in vocational training, age of inmates and duration of sentence. The other remaining 28% of the model may be consisting of the other moderating and intervening variables which are not the subject of the study.

Table 4.12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745 ^a	.716	.839	1.15610

Table 4.12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745 ^a	.716	.839	1.15610

a. Predictors: (Constant),

After inputting Independent variables and dependent variables the following was the model summary.

Table 4.13 Factors influencing the rate of recidivism**ANOVA^s**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.537	2	14.769	11.050	.000 ^a
	Residual	41.433	31	1.337		
	Total	70.971	33			

Table 4.14 examining the relevance of the factors influencing the rate of recidivism in Kenya Prison using the regression coefficients

		Coefficients				
Model		Un-standardized		Standardized		Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-4.800	3.561		-1.348	.012
	Inmate Participating in vocational and technical training	1.067	1.194	.607	2.893	.001
	Duration of Sentence	-4.800	3.561	.424	.678	.031
	Age of Inmates	2.833	1.188	.211	.268	.042

a. Dependent Variable: Rate of Recidivism

The Table 4.12 produce three Regression indicators for interpretation, Beta (standardized Beta coefficients is a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the criterion variable. The t and sig (p) values gives a rough indication of the impact of each predictor variable, a big absolute t value and a small p value suggests that a predictor variable is having a large impact on the criterion variable. The study established that holding for other either independent and moderating factors influencing the rate of recidivism in Kenya Prison , the involvement of inmates in Vocational and Technical training is most significant with $P=0.001<0.05$ and had the highest beta value of 0.607or accounted for 60.7% influencing the rate of recidivism in Kenya Prison case study of Meru Prison, followed duration of sentence which is also significant accounting for 42.4% and $P=0.03<0.05$ then age of inmates was only partially significant and therefore there was not very significant effect unless where it is also partially correlated with the duration of sentence accounting for 21.1% and $P=0.04<0.05$.

4.7 Operational Definitions of Variables

Indicators were denoted by the main variables under the study in order to render them measurable.

Table 4.15 Operationalization of Variables

VARIABLE	TYPE OF VARIABLE	INDICATORS	MEASURE	SCALES OF MEASUREMENT	TOOL OF ANALYSIS
Recidivism	Dependant	- Re - arrest -Re - conviction	Rate of re- offending	Nominal	Descriptive
Technical And Vocational Education	Independent	-Quality of training -Qualification of Instructors -Training sources	Percentage enrollment	Nominal Ordinal	Descriptive
Age of Inmates	Independent	- Youth age -Old age	-Frequency of Re – offending	Nominal	Descriptive
Length of Incarceration	Independent	-Short incarceration - Long incarceration	Frequency re – offending Group	Nominal	Descriptive
Court Ruling	Moderating	Successful Court appeal	Total released	Nominal	Descriptive

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS, DISCUSSION AND
RECOMMENDATIONS

5.1 Introduction

The findings of this study were summarized in terms of the extent to which they answered the research objectives. Conclusions were made as per the established patterns, trends and relationships from the information gathered. Appropriate recommendations were made on the basis of the findings and conclusions regarding the influence of technical and vocational education training in carpentry, influence of age and length of incarceration on recidivism as obtained in Meru Prison, Meru County in Kenya.

5.2 Summary of Study

The findings were discussed on the basis of three major objectives as described in chapter four.

5.2.1 Participation in Technical and Vocational Education and Effect on the Rate of Recidivism

The first objective was to determine the influence of technical and vocational education on recidivism in Meru. The finding showed that there was no doubt, participation in technical and vocational education reduced the re-offending by 20% as observed in the table 4.5 for those who participated in the technical and vocational education. Those that participated in technical and vocational education who were reconstructed immediately were 51% which was the law by 20% for those who did not participate at all. The non-participant in technical and vocational education experienced high rate of recidivism at 71%.

Despite evidence of reduction of recidivism of vocational education recidivism level trends were still high as observed in the table 4.6. that means the ex-convicts are not fully benefiting from technical and vocational education.

Concerning the quality of technical and vocational education resources the findings showed that there was no doubt the quality was good. Considering the quality of training as administered by the instructors, majority of the respondents stated that the quality was

fairly moderate as shown by the figures in table 2 in chapter four. In fact 27.7% of the respondents said that the quality of training by instructors was average. On the quality of resources; equipment for training, 45.7% stated that the facilities and equipment were neither too bad nor too good, thus being of average standard. This implies that the quality being offered may not be meeting the expected threshold as intended.

From the questionnaires to respective instructors, the qualifications of the technicians fell into grades 1, 2 and 3. It was found out that source of the curriculum an examining body; from the documentation available from the prisons, it was evident that the curriculum used was from the directorate of industrial training (DIT). Again the staff members were trained and deployed to the carpentry section to offer the training to the inmates. This was from the findings where 92% of the target instructors indicated that this was the source of personnel that taught carpentry at the prison.

5.2.2 Influence of Age of inmates on recidivism in Meru prison.

The second objective was to determine the influence of age of inmates on recidivism in Meru prison. The analysis indicated that young or the younger the age the more likely to have higher rate of recidivism and the sooner it happen rather than the later, young people of between 18-25 years were found to have almost twice the rate of recidivism. , it is evident that the most common age groups were offenders between the ages of 18 and 25 with 28% falling into this bracket. Thus, the median may not fully represent the true relationship between age and program completion. Another type of analysis of the risk issue was carried out in the following manner. First, the difference in the amount of time served in months was tabulated for each of them Then, within each of the high and low risk groups, the correlation between the amounts of time served in months and recidivism was computed. The study establishes that there is a correlation between a length of incarceration and recidivism. Mean difference in length of time served in months between the "More" and "Less" groups; correlation between the mean Length of Prison Time Difference score and whereby as the length of time increase the chances of recidivism increases. These studies reveal that imprisonment does not have a significant deterrent effect and, in fact, may even have a criminal effect and increase the probability of recidivism.

5.2.3 Influence of Length of Incarceration on Recidivism in Meru prison.

The third objective was to determine the influence of length of incarceration on recidivism in Meru prison. First, the difference in the amount of time served in months was tabulated for each of the more vs. less comparison groups. Of the rate of recidivism, 302 re-offenders were classified according to the length of incarceration. Then, within each of the groups, the correlation between the amount of time served in months and recidivism was computed. The study established that there is a correlation between a length of incarceration and recidivism. Mean difference in length of time served in months between the "More" and "Less" groups; correlation between the mean Length of Prison Time Difference score and whereby as the length of time increase the chances of recidivism. These studies reveal that imprisonment does not have a significant deterrent effect and, in fact, may even have a criminal effect and increase the probability of recidivism.

Further analysis was also done based on documentary evidence and despite the longevity of prison educational and vocational programs within the corrections system, rigorous evaluative research on the effectiveness of these programs is limited. However, a number of recent studies have found that participation in prison education, job training, and placement programs is associated with improved outcomes, including reduced recidivism. The most effective programs are those aimed at released prisoners in the mid-twenties or older; these individuals may be more motivated to change their lifestyles than their younger counterparts.

5.3 Discussions of Findings

From the finding of the study, recidivism is still a major challenge for Meru prison despite ongoing rehabilitation programmed. The inmates are not fully benefiting from technical and vocational education. The youth were the most vulnerable group. Most crime were related to property through other factor might contribute.

It was quite evident that ex convicts were not getting any assistance with 79% indicating that they did not get any support to restart life after they were released. The long length of incarceration was not serving its intended purpose as the results were completely the opposed.

Those who were imprisoned for short period recidivism rate lower than those that were imprisoned for long.

5.3 Conclusions

Results from the largest and most comprehensive correctional education and recidivism study in this case the Meru GK prison to date show lower rates of recidivism among inmates who participated in these programs. In this study of over 300 prisoners, re-incarceration was lower among education program participants than among nonparticipants. In addition, the study found out that inmates who were incarcerated for long duration were likely to recidivate compared to those who were incarcerated for shorter period. It was quite evident that recidivism rate was much higher among young offenders and reduced as one gets older. Participants in work programs are more likely to be employed following release and have higher earnings than non-participants.

5.4 Recommendations

The researcher made the following recommendations as a way of improving minimizing the rates of recidivism at Meru GK Prison: Train more instructors in the prison and provide adequate facilities so that the quality of these programs is exceptionally high, Develop programs that will enable inmates to be functionally literate and capable of receiving high school or postsecondary credentials., Analyze the job market in the area to which people in prison or jail will be returning., Encourage inmates to participate in educational and job training programs. Engage community-based agencies, such as volunteer and faith-based organizations, to provide institutional job-skills programs. When appropriate, provide prisoners with opportunities to gain occupational competence through postsecondary education. Prioritize the allocation of education and training resources when resources are limited.

5.5 Suggestions for Further Research

The following suggestions could form the basis for further research.

1. More research needs to be done regarding the role of the government in reducing recidivism in all the GK prisons in Kenya since this study was focusing on the Meru GK prison alone.
2. Also further research can be carried out on this same topic but increasing the sample size to include all the prisons in the country.
3. Another research can be done to establish the role of the society and family in incorporating the released offenders into the society so that they feel integrated and work peacefully unlike the current scenario where they are welcome with suspicion.

REFERENCES

- Amtabi, M. (2003). *Kenya National Association of Probation Officers. International conference.* Government Press.
- Andersen, E., & Collins, F. (1995). *Offender Rehabilitation Theory, Research and approaches.* Nairobi: Acts Press.
- Barecochea, J. (1981). *Time Served vs Recidivism,* California Austin: Oxford publishers.
- Beck, J., & Hofman, K. (1976). *Patterns of Recidivism.* USA: Chicago Press
- Best, J. W. & Kahn, J. V. (1999). Research in Education (VIIth edi.). *Career and technical Education programmes on adult offenders learning behind bar (2000-2004).* *Journal of correctional Education* 54(4). India New Delhi: Prentice-Hall Press.
- Mbatha, C., Keirre,B., & Mattemu, I. (2011). *The role played by technical and vocational education in avoidance of recidivism.* Kitui District Kenya: University of Nairobi Publisher.
- Cohan,M., & Nagin,N. (1978) *Journal for Criminal Law & Criminology Concluding Note on the Stability of Punishment.*USA: Oxford University Press.
- Cosson, M., & Pinsonnault, L. (1986). *Effect of Incarceration and Length of Time Service.*UK: Pan Macmillan.
- Collins, H. (1994). *Federal Bureau of prisons:* USA: College Publishers.
- Gelsthorpe , M. & Rex, H.(2004). *Career and technical Education programmes on adult offenders.* USA: Chicago press
- Vernor, G. (2009). *Geneva Right of prison to education of persons in detention the U.N.*USA: Chicago Press.
- Gordon, D & Weldon,B. (2003). Educational and Vocational Programmes. *Journal of effectiveness of vocational Education* 5(2) pp. 145-158.
- Griffin , R and Pratt, B, (2001) Educational and Vocational Programmes. *Journal of effectiveness vocational programs* 7(2) pp. 125-250.
- Gregory, L. L.(2000). Cognitive-Behavioral Treatment of Offenders. *Journal of Addictive Behaviors Treatment Review,* 2 (5) pp. 12-21.
- J.Dalton.(2004).*Vocational Education and Training in Secondary schools.*
- Jack R Frankel, Norman E Wellen (1990).*How to design and evaluate research in education*

- Jeremy Mennis (2012) *Predicting Recidivism for Released State Prison Offenders, the Moderating of Age and gender*, Temple University.
- Jeremy Mentes (2012) *Predicting Recidivism For Released State Prison Offenders ; The Moderating Effect of Age & Gender*. Temple University.
- Johnstone (1970). *The sociology of punishment & Correction*. John Wiley, New York:
- Journal of Scandinavian Studies in Criminology and Crime Prevention, 2 ,72-82
- Khiana Kohn, Hollie Matheo Hoove. Susan M. MC Donord Amy & Solomon (2012) “*The Tattooed Inmate & Recividism*. The Florida State University, College of Criminology & Criminal Justice.
- Krejcie et al., (1970) *Determinants of sample size for research activities*. In Saunder Market al
- Lawrence- W.Sherman(1997) *Predicting Crime What Works, What Doesn't, What's Promising* Diane Publishing Company, London *learning behind bars*. (2000-2004) Journal of correctional Education 54(4)
- Lin Song with Roxanne Lieb (1993) *Recividism : The Effect Of Incarceration & Length of Time Served*. Washington State Institute of Public Policy.
- Loise Davies (2008) *Assessing Risk In Sex Offenders Forensic Psychology: crime, Justice law*, England.
- Latessa, J.E. (2004) *.Effectiveness intervention project new gate and other college programmes:* Australia Government Press
- Mackenzie and Hickman,(1998) *crime and publicity*, USA: Oxford University Press.
- Maguire et al., (1988). *Women Prisoners and Recidivism*. UK: Pan Macmillan press.
- Marjorie, S, Irwin,J. & Baker, K. (1976). In reducing (recidivism) Principles. USA:
- Martinon, H., & Wilk, M. (1975). *Nothing Work in offender treatment*.
- Mary, M. (2007). *Community service. An exploration of the views of community*. Macmillan Press.
- MC Guire, P. 1995; MC Guire,P. 2009.*Offender Rehabilitation Theory, Research and*
- McGuire (ed.) *What Works: Reducing Re-offending: Journal of Guidelines from Research and Practice*, pp. 3–34. Chichester: Wiley.
- McGuire, J. & Priestley,P. (1995) ‘*Reviewing “What Works” : Past, Present and Future*’, in J. Mugenda and Mugenda 1999. E .Research methods. Qualitative and quantitative
- Muiluvuori, M. (2001). *Recidivism among people sentenced to community service in Finland*.
- Muiluvuori, P (2001) *Offender Rehabilitation Theory, Research and practice* by Gwen

Norman, E.W. (1990). How to Evaluate and Design Research. *Offender Rehabilitation and treatment*. Punishment & Correction (1970) 2nd edition, New York N.Y: McGraw-Hill.

Orsogh, J., & Chen, M. (1988). *The Effect of Incarceration and time served*. Washington State University for Public Policy report.

Patricia vanvoortus, Pho, Georgia Spiropoulis, & Jenipher Southerland (2000) *Centre for Criminal Justice Research*. University of Cincinnati.

Phipps, C., & Lieb, M. (1999). The Washington state Institute for public policy. Practice-Hall

Rand corporation *Recidivism meta-analysis*. (2013), National strategy for vocational education and training for adult offenders in Australia

Recidivism of incarceration and length of time served in prison. September (1993) with Robert Halasz publisher-Millbrook press, 1993 Lawrence. W. Sherman, et al 1997.

Robinson, Lain Crown.

Robson (2002) *International Educational Reform*. 2003) March. in Running Education.

Roxanne Heb. Roundtable Conference on prison policy. Towards methods of improving prison policy in Kenya 14 – 16 October (2001)

Roxanne Liebe (1993) September Recidivism, *The effect of incarceration and length of time served in isolation*.

Service supervisors. The Irish probation service (Dissertation) August (2007)

Spohn & Holleran (2002), *Offender Rehabilitation Theory, Research and practice* by Gwen Stanley, S., Seidner, W., & Baker, K. (1981). *Political expedience or Educational Research* inter America. Oxford Press.

Taryn, F. (2010). Education Programs and Recidivism. *The journal of correctional Education* 54(4) pp.515-650.

Walters, D.G. (1992) Foundation of Criminal Science. *Journal of Federal Correctional Institution*, 41(5), 125-195.

APPENDICES

APPENDIX ONE

Ref: Letter of transmittal to carry out research at Meru GK prison.

Dear inmate.

I am a student of university of Nairobi pursuing master's programme in project planning and management. The purpose of this study is to establish the effect of vocational education in carpentry on re-offending. You are kindly requested to fill this questionnaire honestly. The information given will be strictly for study and shall not be given to prison authority to further any investigation but will treated with utmost confidentiality. The information gathered will be used for research purposes only. You are kindly requested to give truthful information by ticking the correct response or completing the spaces provided.

APPENDIX TWO

**QUESTIONNAIRES TO RE-OFFENDING INMATES THAT PARTICIPATED IN
CARPETRY FOR PERIOD 2009– 2011**

SECTION A: PERSONAL INFORMATION

1. Sex Male Female
- 2 Nationality Kenyan Non Kenyan
3. AGE 18-21 years 22- 26 27-30 years (30-35) Years
4. Religion Christian Muslim others
5. Place of birth Rural urban
6. Marital status : single
- Married
- Divorced\ separated
7. At what age did you first commit crime?
- 18-20 21-25 25-30 31- 35
8. What made you to commit the crime?
- (i) Poverty
- (ii) Peer pressure
- (ii)Influence of alcohol/and drugs
- (v)Unemployment
- 9 (i) what happened when you committed the first crime?
- (ii) I was arrested
And acquitted.
- (iv) I was forgiven
- (v) Others. Specify.....

(ii) If yours were arrested and convicted, how long was the sentence?

Approximate

- 1 Year
- 2 Years
- 3 Years
- Above 4years

SECTION B

INMATES PERCEPTION ON TVET

10 (i) what motivated you to take carpentry course in your first imprisonment?

(ii) Wanted to avoid vigorous prison manual work.

(iii) Which year were you re-arrested & sentenced

2009 2010 2011

I was forced into the programs

I required the skill for use after release

11. How long did you stay out of jail after you were first released before being rearrested, convicted Andre-imprisoned?

(i) Immediately

(ii) Less than 1 year

(iii) Less than 2 years

(iv) Less than 3 years

(v) More than three years

12. What was the reception back home by family members?

(i) Hostile

(ii) Suspicious

(iii) Warm

13. Why were you re-arrested, convicted and resentenced

- (i) False accusation due to Social stigma.
- (ii) Economic hardships.
- (iii) Others (any other reason)

14. Did you apply the skills in carpentry learned in prison?

- Yes
- No

15. Give reasons why you did not apply the skills to create income

- (i) Skills not appropriate for job market
- (ii) Lack of interest
- (iii) Lack of capital
- (iv) Social stigma

16. In your own opinion how will you rate the quality of training offered by your instructors to the job market.

- Excellent
- Very good
- Good
- Average
- Fair
- Poor
- Very poor

17. State if the facilities are sufficient for imparting skills in carpentry Very adequate

- Adequate
- Fairly adequate
- Poor

18. Was there a follow-up program me's to assist you apply carpentry skills after release by the following organization / institutions?

- Friends
- Family members
- Probation officers
- Prison department
- Church
- C.B.O
- N.G.O
- None

19. If yes, what type of assistance was given?

APPENDIX THREE

QUESTIONNAIRE FOR LENGTH OF INCARCERATION ON RECIDIVISM

(2009—2011)

SECTION A: PERSONAL INFORMATION

1. Sex Male Female

2. Religion Christian

 Muslim

 Hindu

 Others

3. (i) What were reasons of your arrest

 Poverty I Peer pressure Alcohol

(ii) How long was the sentence?

One year and above

Two years and above

Three years and above

(iii) Were you aware about carpentry course being offered in prison Yes No

4. Indicate why you did not take carpentry course in your first sentence

Carpentry was not offered

I had no interest

I was not allowed

(i) If given a chance will you consider taking up carpentry course

 Yes

 No

(ii) If yes, indicate why _____

(iii) If no, indicate why _____

5. How long did you stay after being released before you were arrested and convicted.

- (i) 6 months & below
- (ii) Above 6 months
- (iii) 1 year
- (iv) 1-2 years
- (v) 3 years & above

6. Which crime were you accused for?

- (i) Theft related crime
- (ii) Corruption
- (iii) Not in above

7. How long was your sentence?

- (i). 1 – 2 years
- (ii) 3 – 4 years
- (iii) 5 – 6 years and above
- (iv) Commit crime again
- (v) Others-----

8. What made commit crime again?

- Family demand obligation
- Peer pressure
- Preferred prison life
- I was rejected by community
- Others
- Committed under influence of drug and alcohol
- . – Received Hostile reception.

SECTION B

After release follow up (Programmes)

9. Did you get any assistance after release to adjust and engage in economic activities?

Yes

No

10. Indicate where you got the assistance.

Friends

Family

Church

Probation

C.B.O

N.G.O

11. In your own opinion, what should G.O.K do to reduce re-offending?

12. In your opinion is the quality of facilities and training appropriate for job market?

Excellent

Very good

Good

Fair

Poor

Very poor

13. In your own opinions, why do inmates still commit crimes while in prisons?

APPENDIX FOUR
(SECTION HEAD)

Complete the questionnaire by ticking the correct response or completing the spaces provided.
Tick (✓) where appropriate.

SECTION A

Personal information

1. Sex Male Female

2. Nationality Kenyan Others

3. AGE

21 – 25

25 – 30

31 – 35

36 – 40

41 – 44

45 – 49

50 – 54

60 – 64

Others

4. Religion: Christian

 Muslim

 Others

SECTION B

PROFFESIONAL DETAILS

5. What is your current rank in the prison?

6. Briefly state your role.

7. What courses have you attended in the last three years that is relevant to your area of jurisdiction

8. Have you attended any course that is related to TVET in prisons?

Yes No

9. If yes, state the nature of course and relevant

(i) Course title _____

(ii) Relevance to my study

10. If you have not attended state why

11. Give suggestions how teaching/instructional skills can be enhanced for TVET in carpentry.

12. What is your highest academic qualification?

(i) Primary

(ii) Secondary

13. What is your highest professional qualification?

Craft

Certificate

Diploma

Higher National Diploma

Undergraduate

Post graduate

SECTION C

TVET MANAGEMENT IN CARPETRY

14. Which are the collaborating Institutions you are working with on your TVET programmes especially in carpentry?

Directorate of industrial training

JICA

KTTC

CITC

Polytechnics

Others Specify

15. What is their role if yes on TVET programmes in prison?

16. Outline sections of prisons act that hinder proper implementation of TVET in carpentry.

17. Have you enrolled all inmates in carpentry?

Yes No

18. If no, give the criteria used to select trainees.

19. Have you installed most of modern equipment in your carpentry workshops?

Yes No

20. Are there products in carpentry section products by inmates to prisons?

Yes No

21. If yes, is the programme self sustaining for TVET training in carpentry.

Yes No

22. If no, state the reason why?

23. State the highest qualification and lowest qualification of five instructors.

Highest _____

Lowest _____

24. Is there a different scheme of service for prison instructors?

Yes No

25. Yes, specify

26. What is the total population of inmates in the prison excluding remedies?

27. Approximately, how many inmates do you receive and release per month _____

28. Approximate inmates received monthly

Approximate inmates released monthly

SECTION D

IMPACT OF CARPENTRY TRAINING ON RECIDIVISM

Kindly complete the following three tables by entering the data required

KEY:

R – Released from prison

R.A.S. - Released, arrested and sentenced

WR - Wanted for re – offending but not yet arrested.

TABLE THREE

RECIDIVISM RATE DATA	2009			2010			2011		
	R	RAS	WR	R	R.A.S	W.R	R	R.A.S	WR
Inmates that did not participate in carpentry									
Inmates that participated in other TVET programmes									

RE-OFFENDING DATA FOR NON TVET NON PARTICIPANTS IN CARPENTRY

TABLE FOUR

	2009			2010			2011		
Duration of stay outside prison after being released and time of the imprisonment	Below 6 months	6 months to 1 yr	1 year & above	Below 6 months	6 months to 1 yr	1 year & above	Below 6 months	6 months to 1 year	1 year & above
Inmates that trained in carpentry skills.									
Inmates that did not participate in carpentry.									
Inmates that participated I other TVET Courses.									
Inmates that did not participate in any TVET Courses.									

TVET ENROLLMENT IN CARPENTRY

**KEY: TVET .TECHNICAL & VOCATIONAL EDUCATION GRD
GOVERNMENT TRADE TEST 1, 2 and 3**

TABLE FIVE

YEAR OF ENROLMENT	2009			2010			2011		
DATA ON TVET PROGRAMME IN CARPENTRY	GRD 1	GRD 2	GRD 3	GRD 1	GRD 2	GRD 3	GRD 1	GRD 2	GRD 3
Total enrolment in the three trade test									
Total dropped in each trade test									
Total transferred in trade test to other prisons									
Total ordered released by court and amnesty									
Total failed in each trade test									
Total escaped while enrolled in each trade test									

SECTION E

FOLLOW UP PROGRAMMES

30. What strategies are there to assist released inmate on TVET programme after completion?

31. State the type of assistance provided.

32. Is their linkage with labor industries for released trained inmates in carpentry?

Yes No

(i) If yes, specify

(ii) If no state why?

Thanks in advance

APPENDIX FIVE
QUESTIONNAIR FOR CARPENTRY INSTRUCTORS

Complete the information by ticking the correct response or completing the spaces provided.

Tick (✓) where appropriate.

PERSONAL DETAILS

AGE

Gender Male

Female

Religion Christian

Muslim

Hindu

Others

Designation - Specify

Working

Experience

Professional qualification

SECTION A

Vocational Education in Carpentry

1. How many inmates are enrolled in carpentry programmes?

2. How many workshops are available for carpentry?

3. State the source of TVET funding in carpentry?

4 Are the fund availed for the programme adequate?

5. State other sources of funding?

6. How do you rate the facilities and equipment being used in your carpentry workshops in relation to the market demand.

Excellent

Very good

Good

Fair

Poor

7. State the source personnel used to teach carpentry

8. What is their qualification?

9. State recruitment criteria of inmate in carpentry class

Voluntary Other specify _____

Non voluntary

10. State the source of curriculum being used

11. State the examining and certification bodies?

SECTION B

12. State the criteria used to select inmate in carpentry programmes

13. In your opinion is the criterion used appropriate.

No Yes

If no, give your suggestion below

If Yes, explain why you feel it's appropriate

14. How do you ensure that the prisons role to punish offenders is not compromised with vocational programmes?

15. Are there inmates who join the programmes to evade prison daily work routines?

Yes

No

16. If yes, give measures that are undertaken, to ensure only committed prisoners undertake the course.

SECTIONC (TVET MANAGEMENT)

17. Explain the techniques of monitoring and evaluation of the programmes successes?

18. State the tools/indictor used to assess the success or failure of the programme.

19. State current measure being undertaken to ensure quality training of inmates

None

Others – specify

20. What do you consider, a challenge to its success

21. Give suggestions how the challenge can be overcome

22. What measures/assistance is given to release inmates to practice the skills?

23. How do you rate the success of the programmed on re- offending

Successful

Fail

If good, give reasons to justify

If not, give reasons to justify

24. State sections of prisons act or regulations and hinders smooth insemination of vocational education

**APPENDICES SIX: KREJCIE, ROBERT V., MORGAN, DARYLE W.,
 “DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES”, EDUCATIONAL
 AND PSYCHOLOGICAL MEASUREMENT, 1970.**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size
 “S” is sample size.