

**ANALYSIS OF REFORMATION PROGRAMMES AND REHABILITATION  
OF PRISONERS AT KITENGELA PRISON, KAJIADO COUNTY, KENYA**

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**DECLARATION**

This research project is my original work, and to the best of my knowledge, has not been previously submitted for the award of another degree in any other University.

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## **DEDICATION**

This project is dedicated to my family for the support and encouragement I received from them. Their faith in my abilities has been an of inspiration. Especially my parents, Naftali Osina and Elidah Osina, my brothers, Samuel, Benard, Richrd, Maurice, Kennedy, Johnson Ojweke and Thomas Alloys, my sisters; Roselyn and Lilian, finally to my wife Immeldah, my children Brilliance and Braville. Thank you all!

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## DEFINITION OF KEY TERMS

**Criminal justice System:** Refers to interdependent institutions which are responsible for processing of the suspects, defendants, witnesses and convicted prisoners, it starts from the police, courts then prisons and other correctional institutions.

**Prisoners:** Convicted inmates undertaking reformation at Kitengela prison.

**Reformation:** Application of various strategies aimed at changing the character and personality prisoners so that they become law abiding individuals.

**Rehabilitation:** Refers to the capacity of the prisoners to fit back into the society as law abiding individuals after undertaking various reformation programs.

**Retribution:** Refers to punishment imposed on convicted prisoners for the purposes of repayment or revenge.

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## **ACRONYMS**

**BI** - Borstal Institution

**CJS** - Criminal Justice System

**CON** - Convicted Prisoner

**DCS** - Department of Correctional Services

**FGD** – Focus Group Discussion

**HRC** - Human Right Commission

**ICT** - Information Communication Technology

**KCPE** – Kenya Certificate of Primary Education

**KCSE**- Kenya Certificate of Secondary Education

**KPRP**-Kenya Prison Rehabilitation Programme

**KPS** - Kenya Prison Service

**PS** - Prison Staffs

**RRI** - Rapid Results Initiatives

**SMART**- Systematic Measurable Attainable Realistic Time bound.

**SMR** - Standard Minimum Rules

**UDHR**- Universal Declaration of Human rights

**UDHR**-Universal Declaration of Human Rights

**UK** United Kingdom

**UN**- United Nations

**USA** - United States of America

**USA**-United States of America

**YCTC**-Youth Corrective Training Centre

## ABSTRACT

Prisons world over are mandated to reform and rehabilitate prisoners into law abiding citizens. Therefore, the general objective of this research was to analyse the prisoners' reformation programmes employed in rehabilitation at Kitengela prison in Kajiado County, Kenya. The specific objectives were to assess the reformation programmes employed in rehabilitation of the convicts, analyse the implementation of the reformation programmes, establish the challenges facing implementation of the programmes, and to establish control strategies for the challenges facing the implementation of the reformation programmes. The study was guided by Reformation Theory of punishment which posits that punishment should be transformative rather than retributive. The study adopted a descriptive survey design, and the target population comprised of convicts and the prison staff. From this population, a sample size of 113 respondents were selected by simple random sampling method. The study employed questionnaires, focus group discussions (FGD) and Key Informants interview to collect data. Quantitative data was analysed and presented in percentages, tables, and diagrams while qualitative was thematically narrated. The study established that for prisoners, carpentry was the most available at 100%, masonry 95% and welding programs 97.5%. While on operationability, welding, carpentry, and horticulture had 77.50%, 74.68%, and 58.75% respectively. The most available psychological program was counselling services at 87.50%, while on education KCPE and KCSE levels were the most available, operational and successfully implemented. On challenges, prisoners rated inadequate facilities at 68.75% and insufficient human resources at 81.25%. To prison officers, overpopulation in prisons as a challenge stood at 80.0% while lack of prisoners' interest in participating in programs stood at 60.0%. Poor prison leadership and management was pointed out by 80.0% prison officers and 58.75% prisoners. To make the programs more effective the study recommends provision of adequate resources, introduction of marketable courses, partnership with other institutions, and eradication of corruption and mismanagement. Further, a study is recommended to establish why prisoners have lower opinion of programmes compared to prison officers. It is expected that the findings of this study will benefit offender rehabilitation approaches, the knowledge bank, policy formulation and the general society if reformation and rehabilitation of convicts is enhanced.

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter presents the background to the study followed by the statement of the problem, study objectives, research questions, justification of the study and the scope and limitations of the study.

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

Confinement is probably the oldest form of containing suspects and criminals. According to Reid (2022), the most ancient records of prisons date back to the early historical civilisations of Egypt and Mesopotamia in 1000 BC. These ancient prisons were underground dungeons mostly serving as detention centres for holding offenders pending their sentencing to either slavery or death. The same concept of prisons as holding cells was replicated in the succeeding Greek and Roman civilisations, albeit with differing degrees of inhumane conditions. It is important to note that in these ancient times, the retributive aspect of prisons had not gained prominence.

The conventional concept of conviction and imprisonment can, however, be traced to 1215 when King John of England accented to Magna Carta Libertatum, a royal charter of rights. McSweeney (2014) explains that the charter, among other things, gave individuals right to trial before imprisonment. However, harsh conditions continued to persist in the prisons, still largely serving as detention rather than correctional centres. The 16<sup>th</sup> and 17<sup>th</sup> centuries witnessed the establishment of correctional houses called "bridewells" for reforming unwed mothers and beggars (Dabhoiwala, 2006). These houses were modelled upon Bridewell Prison, the first prison in England that resembled a correctional institution.

Freedman (2016) reconstructs the history of reformation of prisons that occurred after the industrial revolution that led to increased urban populations as well as high crime rates, and subsequent overcrowded unhygienic and understaffed prison facilities. Consequently, the enlightened reformers campaigned for a shift from a penal system that emphasised capital and corporal punishment to a corrective system which provided moral instruction to convicts. Subsequently, imprisonment as a form of punishment evolved from the middle 18<sup>th</sup> century when prisons were considered as the primary institutions for behaviour change. Scholars consider this era the enlightenment period of reasoning – a time when classical thinkers advocated for the protection of human rights and other fundamental entitlements, and for allowing prisoners to exercise their free will and wellbeing after their release back to the community.

Prison reforms are best understood as a progressive era necessitated by cruel and punitive treatment of prisoners through incarceration, retribution, incapacitation and deterrence which were unbearable. With time, punishment shifted from physical brutality to a 24-hour close surveillance of prisoners and regular cell inspection and body search (Morris & Allen, 1965). Rehabilitation programmes became active in the 19<sup>th</sup> and 20<sup>th</sup> centuries in the United States of America (USA) facilitated by increased industrialisation, pollution and poverty. The main rehabilitative practices at this time were parole and probation.

Globally, prison programmes are very important tools in reformation and rehabilitation of prisoners. The United Nations (UN) Standard Minimum Rules, also known as Mandela Rules, have been a key instrument in facilitating the reformation and rehabilitation of prisoners. Protection of all persons under any form of detention and imprisonment is a basic principle for the treatment of prisoners under Universal

Declaration of Human Rights (UDHR), and non-custodial measures for women (Bangkok Rules) and basic principle of women prisoners. In the USA, rehabilitation programmes are very instrumental in providing specialised treatment services to prisoners in form of drug and alcohol counselling, sex offenders counselling, psychiatric series, domestic violence counselling, family counselling, vocational and employment counselling and life skills educations. These programmes are envisioned to improve the condition of the prisoners, facilitate their rehabilitation and act as alternatives to incarcerations. The endgame of the programmes is reduced crime rates and increased public safety resulting from educational and practical skills acquired in the national and local correctional institutions (Jacob, 2004).

Regarding prisoners' reformation and rehabilitation, the Norwegian prison system is rated as the best worldwide because it has succeeded in embracing and promoting the recommended prison programmes which have transformed the life of prisoners mentally, economically, socially, physically and politically (Gallo-Baiates, 2023). Prisoners' welfare is at its best since the prisoners have their own bedrooms and they are allowed to go fishing, work out at gymnasias, play football, attend concerts and lectures, and enrol for courses. It is the inmates that run the island ferry services on the recommendation of the Norwegian Authority since it is deemed as a softer approach and a more effective strategy for reforming and rehabilitating prisoners. The net effect is that Norwegian prisons accommodate low numbers of prisoners and has registered one of the lowest recidivism rates. Other world leading prisons systems in the domain of reformation and rehabilitation of convicts include Otago Correctional Facility in New Zealand, the Justice Center Leo Ben in Austria and the Sup Menlinna Prison in Finland (Gallo-Baiates, 2023).

African countries are also not left behind in reformation and rehabilitation of the prisoners. There are reform programmes aimed at improving the deplorable living conditions, sanitations, dressing for inmates and recreational practices (Ahih & Dreyer, 2017). In South Africa, for example, the correctional services have constitutional mandate to provide reformation and rehabilitation programmes that address prisoners' criminal behaviour premised on a need-based model, the convict's crime, recidivism rate and productivity of the programme. The established rehabilitation programmes have been found to effectively promote not only anger management but also behavioral and attitudinal changes that make convicts to view things in a different light. The programmes have a component of psychological and social intervention, and respect and honour of the convict's human rights. It is further noted that rehabilitation mechanisms in South Africa aim at cultivating, in the Criminal Justice System, a culture of accountability, equality, equity, trust, discipline and access to justice (Ahih & Dreyer, 2017).

The history of formal prisons in Kenya dates back to the reign of colonialists and since then, numerous changes have made by both colonial and post-colonial administrations (Omboto, 2023). Currently, rehabilitation is done through education, training, apprenticeship, counselling and treatment programmes focused on reforming offenders and empowering them with worthwhile skills that makes them resourceful upon release. Such programmes include formal education, industrial and vocational training, farming, building, reintegration and chaplaincy programmes. One of the national programmes for reformation and rehabilitation of the offenders in Kenya is called the Kenya Prison Rehabilitation Programme (KPRP) (Dissel, 2001). The programme comprises predesigned training projects which include mandatory vocational trainings in trades such as masonry and carpentry as well as counselling. The convicts are conducted

through the programmes by prison officers and trained counsellors. The staff involved also supervise the inmates and record their progress irrespective of the crime for which they were convicted.

A study on the impact of rehabilitation programmes on the reformation of convicts at the Kamiti Maximum Prison in Kenya reported significant attitudinal change of the offenders towards crime. The perception towards the programmes by a majority (72.4%) of the convicts was that it was beneficial to them. Similarly, most (57%) of the prison staff acknowledged role of reformation on the reducing recidivism (Gumi, 2014).

Prisoners' reformation and rehabilitation programmes in Kenya are supported by open door policy which opens up the prisons for the public and other external stakeholders with the aim of improving infrastructure, housing, clothing and bedding (KPS,2017). This kind of partnership provides a friendly environment for reformation and rehabilitation as it leads to positive change in the community perceptions and remorsefulness on the part of the victim thereby resulting into low numbers of crime reported, peaceful coexistence with ex-convicts, increased economic productivity and maintenance social order and security which are the ultimate results of the rehabilitation process.

The programmes have also been implemented in Manyani Maximum prison in Taita Taveta County, Kenya, where tremendous reforms of the prisoners have been experienced in educational performance from primary to secondary school levels (KPS,2017). Under the vocational training, the prisoners are trained on craftsmanship in various fields such as agriculture, carpentry, poultry keeping, and crop growing. There are also *sakata* dances, cultural festivals and competitions, psychological and

social engagements, computer training and introduction to legal practices through paralegal services which equip the prisoners with the required relevant and necessary knowledge and skills to help handle their sentence review and appeal expeditiously

The prison reform programmes are also offered in King'ong'o Maximum Prison, Naivasha Main Prison, Langata Women Prison and many other prisons in Kenya where the impact of programmes on inmates has been demonstrated through agricultural produce such as rice, maize, vegetables, milk and even meat. Other outcomes include churning out of competent carpenters, mechanics and manufacturers of the motor vehicles number plates in Kamiti Maximum Prison industries and detergents in other correctional facilities in the country (KPS,2017). These are very important ventures for the ex-convicts, the government and the community at large as a means of addressing unemployment and unproductivity as some of the root causes of crime locally and globally.

In Kitengela prison where the research was carried out, the prisoners' reformation programmes offered are educational, vocational, spiritual, social welfare, guidance and counselling and recreational, among others (KPS,2017). The programmes are instrumental in reformation and rehabilitation by utilising the skills gained to facilitate the reintegration process whose indicators are law-abiding citizen, high productivity, low rate of recidivism and low crime rate, among others.

Kenya draws its mandate on treatment of offenders from Chapters 90 and 92 of the Laws of Kenya. These laws also provide for the establishment of the Borstal institution and Youth Corrective Training Centre (YCTC) where young and middle-aged offenders at the age of (15-17 years) and (17-21) respectively are reformed and rehabilitated appropriately in line with prisons' legal mandate and policy framework,

the prison department's organisational and governance structures, international human rights provisions as well as best practices in prisoners' management, capacity building, partnership with civil society, interagency collaboration and monitoring and evaluation (Governance, Justice Law and Order Reform Programmes, 2005). Adhering to these considerations ensures the success of prisoners' reformation and rehabilitation in line with the research objectives.

## **1.2 Problem Statement**

Globally, confinement is the most prevalent sentence for those found by a court of law to have committed criminal acts. However, the prisons in Kenya are bedevilled by chronic congestion and lack of basic needs like adequate food, enough water, good clothing, bedding, medicine and recreational facilities due to institutional and budgetary constraints. This notwithstanding, the Kenya Prisons Service (KPS) has endeavoured to discharge its mandate of reformation and rehabilitation of offenders through educational and professional services as well as training and counselling programmes. Implementing such programmes in correctional institutions is a global challenge and prisons in Kenya are not an exception.

In keeping with this reality, the recidivism rate in Kenya is the second highest 47 % among selected African countries in comparison to South Africa 74 % and Tanzania 34 % (Tsegaye, 2022). Low re-offending rates have been consistently associated with effective reformation programmes employed in rehabilitation as evident in Norway which has the lowest recidivism rate 20 % in the world (Denny, 2016). Ex-convicts in Kenya attribute the ineffectiveness of rehabilitation programmes to inadequate physical, financial and human resources in the correctional facilities (Masango, 2008). Failed rehabilitation programmes not only lead to high recidivism rates but also results

in failed reintegration of ex-convicts into the community. Releasing an unreformed ex-convict to the community upsets the individual's mental health, disrupts social cohesion and creates instability in a family or community (Kitaria, 2014). It also jeopardises public safety and security and inflates expenditures on criminal justice and law enforcement (UNODC, 2018). It is in response to these concerns that this study sought to examine the prisoners' reformation programmes used in rehabilitation with reference to the convicts at Kitengela Prison, Kajiado County, Kenya.

### **1.3 Objectives of the Study**

The following objectives guided the study:

#### **1.3.1 General Objective**

This study sought to analyse the reformation programs used in rehabilitation of prisoners at Kitengela Prison in Kajiado County -Kenya, and to establish how challenges facing the implementation of the programs can be controlled.

#### **1.3.2 Specific Objectives**

The following specific objectives guided the study:

- i. To assess the prison reformation programmes available at Kitengela Prison in Kajiado County- Kenya.
- ii. To analyse the implementation of the prison's reformation programmes used in rehabilitation of prisoners at Kitengela Prison in Kajiado County-Kenya.
- iii. To assess the challenges facing the implementation of the prisoners' reformation programmes at Kitengela Prison in Kajiado County-Kenya.

- iv. To establish control strategies for the challenges facing the implementation of the prison reformation programmes at Kitengela Prison in Kajiado County-Kenya.

#### **1.4 Research Questions**

The following research questions guided the study:

- i. What are the available prisoners' reformation programmes at Kitengela Prison in Kajiado County-Kenya.?
- ii. How are prisoners' reformation programmes implemented at Kitengela Prison in Kajiado County-Kenya.?
- iii. What are the challenges facing the implementation of the prisoners' reformation programmes at Kitengela Prison in Kajiado County- Kenya.?
- iv. How can the challenges facing implementation of prisoners' reformation programmes at Kitengela Prison in Kajiado County-Kenya. be controlled?

#### **1.5 Justifications of the Study**

Firstly, it is expected that this study will contribute to knowledge by generating and documenting information about prisoners' reformation programmes used in rehabilitation in Kenya. In this regard, the study critically analysed the implementations of educational, vocational, and guidance and counselling interventions in respect to reformation of prisoners.

Secondly, the study is useful to the Kenyan government and other stakeholders in understanding effective strategies for countering the challenges facing implementation of prison reformation programmes used in rehabilitation in Kenya.

Thirdly, if implemented, the study findings can be instrumental in formulating appropriate policies and programmes to improve the life of prisoners during their incarceration by creating conducive reformation environment. This will in the end ensure that prisons as an institution of rehabilitation in Kenya achieves its intended goals. The findings of this study will also help the prison department address the challenges which faces the reformation of prisoners. Finally, the study findings will enrich the knowledge bank as far as reformation and rehabilitation programmes in prisons are concerned.

### **1.6. Scope of the Study**

The study was conducted at Kitengela prison with a key focus on examining available reformation programmes in the prison. The study assessed the implementation of available reformation programmes, the challenges faced and control strategies for the challenges facing the implementation reformation programmes used in rehabilitation of prisoners.

### **1.7. Limitations of the Study**

One limitation of the study is that it did not assess the social and physical environment under which prisoners' reformation takes place, yet this can also affect the success of reformation and rehabilitation programs. The study expected any challenges in that respect to come out during deliberations in focus group discussions, and during key informant interviews.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

This chapter presents literature review, theoretical framework and conceptual framework. The chapter, therefore, first, interrogates existing academic discourse on reformation and rehabilitation of prisoners, presents relevant theoretical constructs that underpin the work of reforming and rehabilitating prisoners and then the conceptual framework. The rationale for reviewing related literature was to identify the gaps which the present study sought to fill. The theories guided the study's premise. The four specific objectives of the study guided the literature review. Thus, the literature review sub-topics are: prisoners' reformation programmes, analysis of implementation of the reformation programmes, challenges facing implementation reformation programmes and their control strategies.

#### **2.2 Literature Review**

The study reviewed literature on the following themes.

##### **2.2.1 Prison Reformation Programmes**

Prison programmes aim at reforming inmates from their criminal tendencies through friendly engagements geared towards relieving emotional tension and stimulating inmates' self-respect and ambition. Rehabilitation programmes further aim to lower recidivism rates and enhance self-dependence, among other expected outcomes. Educational, vocational, psychological, and recreational programmes are some of the interventions employed worldwide to rehabilitate prisoners (Mburu & Gathitu, 2022). Each of the four interventions has been discussed in this subsection.

Education, as a fundamental prison reformation and rehabilitation programme, lays the foundation for all other prison programmes. It provides the prisoners with the necessary competencies, skills and attitudes required for improving the employability of formerly incarcerated people. The United States of America has used education programmes as one of the major instruments for crime reduction among ex-prisoners (Bender et al., 2016). In the UK prisons where, comprehensive educational programmes are fully entrenched, educational opportunities are regarded as the gateway to economic and subsequent social upward mobility.

According to Mitchell et al. (2020), the US education department released an analysis indicating that only a few highly educated people get re-arrested (are recidivists) and the majority of recidivists are lowly educated people. In the final cost-benefit analysis, educational programmes in prisons are a cost-effective way of reducing recidivism rates globally. In the long run, educating prisoners accrues personal income and catalyses communal and national stability, enhances political participation and volunteerism, improves personal health and, most importantly, facilitates the reintegration process of the rehabilitated ex-convicts (Mitchell et al., 2020). Though Mitchell et al.'s reports cited above emphasise the role of educational programmes in reformation and rehabilitation, they give a national overview without delving into the programmes' success in specific correctional centres – an endeavour the current study is constructed to do.

In Africa, education programmes in prison have been shown to enhance personal stability, which may strengthen crime prevention initiatives and provide a solution to negative economic, psychological, and social troubles by mitigating mental instability, trauma, distress, instability in families, poor school grades and increased delinquencies

(Ahih & Dreyer, 2017). In East Africa, educational instruction offered in correctional institutions has proved relatively successful. For instance, in Rwanda, it is reported to have empowered people by giving them a voice, opening doors to a better future, and restoring an individual's social competence and self-esteem. In addition, education has been found to function as the greatest equaliser if only accessed by the most vulnerable individuals.

Lastly, the Rwandan report found that education reduces inmates' chance of returning to prison, decreasing the odds of them recidivating compared to inmates that failed to go through the programme (Abdun, 2017). The current study incorporates these benefits of prisoners' education as one of the indicators of successful reformation programmes.

In Kenya, educational programmes can be viewed as a combination of multiple programmes that equip incarcerated individuals with relevant skills through the application of different learning modes that include inculcation of life skills to the prisoners (Abreo, 1972). The Kenya Prison Service emphasises adherence to prisoners' reforms through professionalism, non-discrimination, equality, equity and good administrative structures that promote good governance and leadership and total respect for human dignity and rights. Education to prisoners in Kenya employs the Standard Minimum Rules (SMR) or Mandela rules which ensure that inmates find a conducive learning environment and that the prison staff professionals help the prison institutions to achieve its set goals and objectives in a 'SMART' manner (UNODC, 2018).

In Kamiti Prison in Kenya, Gumi (2014) attested that education services are offered to inmates and over 95 per cent acknowledge the existence of educational programmes in the facility. However, 77 per cent of the inmates found the services easily accessible. The study revealed that education in prison empowers the convicts to reflect on their

past experiences and aspire for a future full of possibilities. As with other similar studies, this research confirmed that education gives one a new lease of life, opens employment opportunities and facilitates a smooth transition to society. The study findings on the effect of education on smooth re-entry to society are questionable since the researcher acknowledges the contribution of other programmes in the prison to smooth transition. This is why the current study would not focus on education in isolation from other reformation programmes such as vocational, psychological and recreational interventions.

Vocational training equips people in a skilled craft or trade to work as an artisan, a tradesperson, or a technician. Vocational training programmes offered in prison include trade test industries, barbering, building maintenance, carpentry, electrical trade, painting, plumbing, food services, culinary arts, horticulture, custodial maintenance, upholstery, auto detailing, masonry, welding, heating, ventilation, air conditions and leather processing.

Solomon et al. (2004) observes that vocational training, as a prison reformation programme, has a tremendous positive impact on the life of both convicted and unconvicted prisoners because it equips them with the necessary skills, knowledge and professionalism in handcraft training in various fields of study that increases their employability and entrepreneurship skills. This training eventually helps to change the inmates' attitude from viewing crime as a means of earning to using just means of earning a living – thereby amicably addressing the root cause of crime and criminogenic factors.

In Kenyan prisons, vocational training reformation programmes are majorly carried out at Kamiti maximum prison where the prisoners are known for making the best furniture and car number plates, which are the source of government revenues. Mwea prison is

also known for agricultural productions, specifically rice, while Kitengela prison where the study will be carried out, is also known for quarry mining, building and construction, soap making, welding, making of furniture, agricultural practices and leather processing.

The Kenyan government has rolled out Technical and Vocational Training (TVET) in several prisons to promote restorative justice. The objective is to enable the convicts to earn a decent living for themselves and their families upon release. Mbatha (2020), in a study on TVET in Kenyan prisons, avers that professional training expands inmate's intellectual skyline and accords them an opportunity to familiarise themselves with the expected aptitudes and capabilities in the world of work thereby enabling them to reintegrate into the society and reduce chances of recidivation. The study involving ex-convicts found that the type of TVET and methodology used significantly influenced the rate of social integration and recidivism. Though the study highlighted the typology and methodology of vocational training as key determinants of its effect on rehabilitation, the study does not take into account the other reformation interventions as the current study seeks to do.

Prison psychology addresses mental health in a correctional setting and the psychological implications of incarceration as well as related maladaptive behaviour. Prison departments offer tailor-made modes of counselling depending on the client's needs and choices. The services range from individual to group counselling that targets substance abuse, anger management, anxiety, depression, school difficulty, economic challenges and career changes or relationship challenges such as domestic violence, marriage abuse and parenting problems. As observed by Henry (2002), counsellors typically diagnose problems; set goals with the inmates and agree on the strategies; the two parties implement strategies; the prisoners give feedback which helps the

counsellor to intervene and the two re-evaluate the problem for further action which may include a referral in case the professional or the institution lacks the capacity to deal with the issue at hand.

Bierie and Mann (2017) observe that psychological reform programmes are designed to apply professional knowledge and skills in helping distressed prisoners and aid them to overcome mental problems leading to, during and after incarceration. Counselling psychologists and psychotherapists enable prisoners to deal with systemic problems as well as challenges ranging from intra-personal-to-interpersonal.

They further state that prison counselling as a prison reformation programme also assesses issues presented by the inmates using appropriate evaluative tools and personal inventories and uses the feedback to help the prisoners to restore their wasted lives. Based on the assessment, the counsellor may recommend medication, specialised psychotherapy or reference to another specialist. Counselling agreements made with a prison professional are helpful the client in overcoming his/her problems if done promptly professionally bearing in mind the principles of genuine concern and confidentiality in clinical and group counselling. Judiciously executed, prison counselling can lead to behaviour change and smooth social reintegration.

The prison counselling programme can widen its scope to couple counselling that may provide useful solutions. In cases where separation cases may have resulted from or to aggressive behaviour, prison counselling can lead to healing of wounds conflict resolution (Wilderman, 2012). The counselling programmes equip prisoners with the necessary traits for co-existence like empathy, patience, direction, compassion, encouragement, self-awareness, open minded, flexibility, being a good listener, ability

to confront problems, asking the right questions, silence, exploring and discovering and awakening giant within.

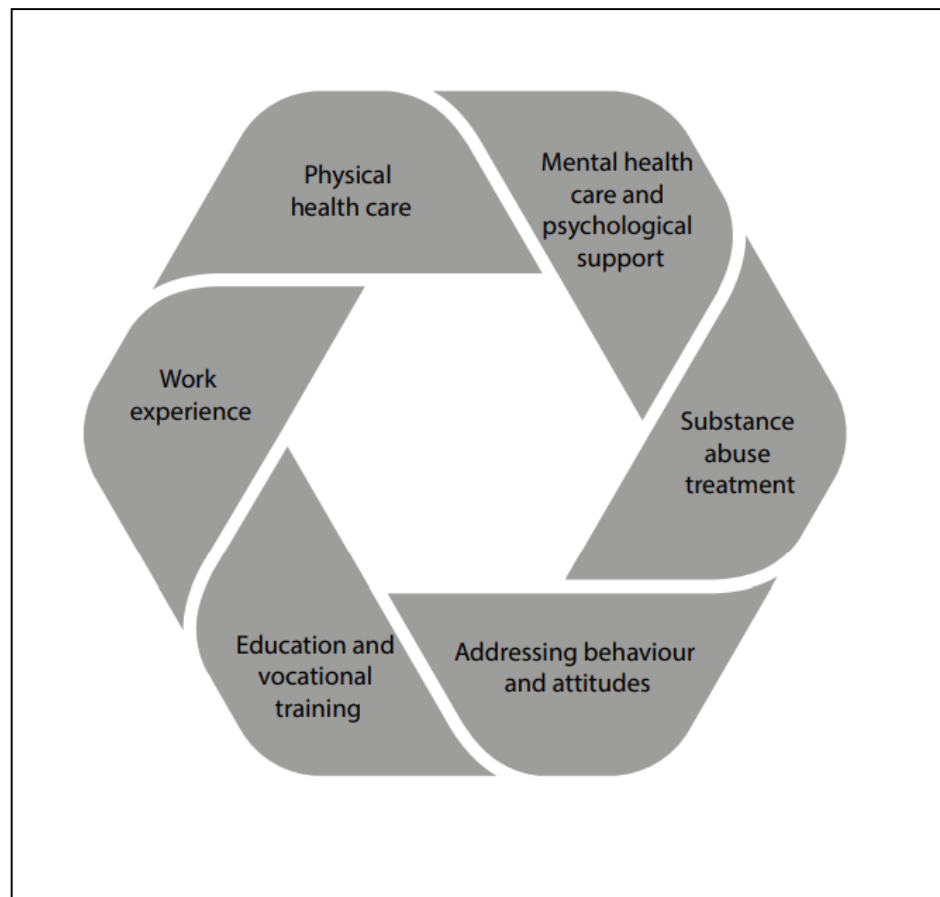
In Kenya, the availability of counselling services in prisons is a developing phenomenon. Uledi-Moga et al. (2022) found a gaping disparity (42%) between the demand and supply of psychological services at Langa'ta Women's Prison. This implies that a majority of prisoners who are in need of counselling are not attended to. Lack of trained personnel is the main cause of this disparity.

Recreation refers to activities people choose to do to refresh their bodies and minds and make their leisure time more interesting and enjoyable. Recreational programmes in place in Kenya prisons include spiritual programs, *sakata* dance competition, sporting activities, open door policy which opens up the prison institutions to the public to assist in the application of human rights practices, good governance and better administrative system (Mburu & Gathitu, 2022). The Open-Door Policy (ODP) has immensely benefited inmates' recreation programmes. ODP donates radios, television sets, sports items and the supply of materials and books to prisons (KNCHR, 2005).

### **2.2.2 Implementation of Prison Reformation Programmes used in Rehabilitation of Prisoners**

The United Nations SMR Rule 4 and 5 advocate prisons and other competent agencies to provide education, vocational training and other interventions which are, in nature, social, spiritual, moral, remedial, sport-based and health-based, and to seek to reduce the disparity between life within and without prison respectively (UN, 2017). In this regard, the UN prioritises implementation of three basic interventions namely education in literacy and numeracy, vocational training, and work – the last two are viewed as straightforward ways for engaging large numbers of convicts in constructive

programmes that foster their employability and hence, their successful reintegration into society. The following chart captures the concept of implementing the rehabilitation programmes as envisioned by the UN and adopted (in part) by the current study.



**Figure2.1:Prison-based Rehabilitation Programmes**

**Source: UN, (2017)**

Studies have shown a positive impact of these programmes in Switzerland and South Africa. In Kenya, this is particularly so in Kitengela prison because of their partnership with Switzerland counterparts who offer dynamic security programmes in the institution (Maxwell et al., 2010). The prison reformation and rehabilitation programmes have increased the literacy level of prisoners since most of the prisoners happen to have low education levels, which is one of the contributing factors to

criminality and unemployment. The uneducated turn to crime to fulfil their human needs. For instance, in New Zealand, study reveals that many ex-prisoners have secured employment due to the skills and academic experience they gained from the prison (Maxwell et al., 2010). South African first president Nelson Mandela is an ex-prisoner who really reformed prisons and inspired Mandela Rules which have been adopted as Standard Minimum Rules internationally and locally in Kenya.

Recidivism rate has also been shown to have been reduced by the implementation of reformation programmes. Recidivism is a great indicator of the effectiveness of the prison reformation programmes on rehabilitating prisoners. These programmes attempt to solve the root causes of crime and help reduce their chances of re-offending, re-arresting, reconviction and re-confinement in correctional institutions. Educated prisoners also have higher chances of being employed or re-employed. Prison reformation and rehabilitation programmes address primary criminogenic needs such as employment, drugs and alcohol abuse, mental health, social networks, cognitive skills, attitude and perception change, all of which impact ex-prisoners' behaviour positively and help them to make more rational decisions that will also have a ripple effect in CJS leading to low crime rate, low arresting rate, low number of cases in the court and low cases of overcrowding in the prisons. Education also increases the chances of self-employment because the inmates would have acquired necessary skills and qualifications in different spheres of learning, for example, in computer studies.

The Kenya Prisons Service, in its transformational programmes, has provided for correctional institutions under its jurisdiction to provide to the convicts, educational, vocational, psychological and recreational programmes. The most widespread intervention in Kenya prisons is vocational training in carpentry, masonry, tailoring, mechanics, soap making, driving, and leather processing, bakery, tapestry and motor

vehicle number plate manufacture. Education programmes in which inmates are enrolled in primary, secondary and tertiary school curricula are also notable. Recreational programmes are also gaining prominence in several correctional facilities across the country. The education and recreation programmes for inmates have immensely benefited from the Open-Door Policy (ODP)(KNCHR,2005). Primary, secondary and post-secondary education is offered.

A study of the reformation programmes in Kamiti and Lang'ata prisons found that most 57 %inmates were placed in vocational programmes in the prison industries followed by 14 % in formal education programmes and a paltry 4 % placed in counselling programmes (Ogeto, 2009). Similar findings from Langa'ta Women's prison cited in the preceding also indicate dismal implementation of psychological programmes in correctional institutions (Uledi-Moga et al., 2022).

The reviewed international studies (UN, 2017; Maxwell et al., 2010) emphasise the centrality of reformation programmes in improving the quality of prisoners' life during and beyond incarceration while the local studies (Ogeto, 2009; Uledi-Moga et al.,2022) present the status quo of these programmes in Kenyan prisons at the time of studies. However, these studies do not address the impact of the programmes in relation to how the knowledge and skills gained do change the inmates and qualify them for social reintegration upon release. Therefore, a study evaluating the prisoners' reformation programmes and how they influence prisoners' readiness for reintegration has been necessitated.

### **2.2.3 Challenges Facing Implementation of Prison Reformation Programs**

Overcrowding of prison institutions is one of the major challenges facing implementation of reformation programmes. Prison population has increased steadily;

for example, in America prison population had increased by 81%, Asia 66%, Europe 75%, and Africa 84%. Kenya is also not left behind. Prison overcrowding leads to other problems such as inadequate health facilities, insufficient working and learning equipment, disproportionate health providers, and poor ventilations, lack of enough bedding and lack of sufficient training classrooms. It is made worse by increased rate of communicable diseases such as tuberculosis, Hepatitis B, HIV /AIDS. Overcrowding also leads to provision of substandard services including reformation programmes (Omboto, 2013).

A survey carried out in South Western Nigeria using the relative impact index revealed some of the impediments to the implementation of the programmes including lack of funds for rehabilitation programmes by prison administrators, delays in the court process for those who are awaiting trial who are capital and ordinary remand prisoners, non-availability of rehabilitative law and policies in the correctional facilities (Alamu et al., 2019). Other bottlenecks include lack of or deteriorating facilities for rehabilitation programmes in the institutions, lack of proper healthcare facilities for the rehabilitation, inadequate qualified personnel for reformation and rehabilitation programmes, lack of after-training support upon release from the prison and back to the community, and poor inmates' welfare in the prison as some of the prisoners may be lacking books, clothing, soaps and other basic human needs (Arbour et al., 2021).

Poor attitude towards the prisoners by the prison staffs and warden greatly affects the success of the programme because it lowers the prisoners' self-esteem, body image, self-image, self-actualisation and leads to stigmatisation that discourages prisoners from benefiting from the programmes (Alamu et al., 2019).

In Kenya, despite the raft of measures put in place by the government to reform and rehabilitate the prisoners, the recidivism rate remains relatively high due to the fact that

prisons suffer from many problems related to low and inadequate financial, physical and human resources (Mburu & Gathitu, 2022). Some of these problems can be solved through advocating for non-custodial sentences, provisions of remission, imposing reasonable fines and cash bails to convicts, friendly bond terms and efficient service delivery in Kenyan criminal justice system. These measures will allow the government to achieve its goal of improving correctional institutions like Kitengela prison where the researcher will be conducted.

The prison organisational structure also threatens the realisation of the prison reformation goals. Kenya Prison Service has its unique way of operation depending on its culture which sometimes hinders the implementation of the prisoners' reform programmes compared to other educational institutions in the country. The organisational culture in prisons may be resistant to change and unopen to public scrutiny because correctional institutions are classified as security zones. One impeding organisational culture is that decisions made by senior officers are unquestionable. Furthermore, the organisation must adhere to headcount times during lock up, unlocking and handing over and taking over of duties having in mind all the security checks by all standards as clearly spelt out by the prison standing orders (Cap 90 and 92 Laws of Kenya)

Professionalism and integrity are key in achieving intended goals for individuals and organisations (Arbour et al., 2021). The implementation of the prison reformation programmes is facing many challenges since most the prison staff lack professionalism and have low integrity in their working stations. They, for instance, lack honesty in taking appropriate action, exercise poor public relations, lack self-control and avoid commitment to equality in providing services to prisoners. Another handicap is poor

communication skills which impede the promotion of effective success of the prison reform programmes in Kenya Prison Service including Kitengela prison. Cases have been reported of prison staffs collaborating with prisoners to smuggle contraband goods into the prison. Often, they mishandle prisoners instead of treating them with the dignity they deserve and this may impede reformation and rehabilitation process in which the staff themselves are facilitators

Poor leadership is a very big challenge to the implementation of the prison reformation programmes. The challenges caused by poor leadership include rigidity to change, failure to embrace new ideas, lack of innovational technology, incompetency, lack of relevant skills and expertise, lack of visionary leadership and hiring wrong professionals and experts due to corruption. To counter leadership problems, prison managers should embrace accountability, responsibility, inclusivity, and constant communication with the stakeholders to enable them to think that they are part and parcel of the process, which will, in turn, help to break the barriers and solve problems amicably to enable the institution achieve its intended goals and objectives. These measures would lead to improved performance and successful reform programme implementation (Quina et al., 2007).

#### **2.2.4 Control Strategies for the Challenges facing Reformation Programmes**

The implementation of prison reformation programmes faces several challenges. They can be categorised into four major domains: human resource, infrastructural, financial and end-user. Human resource challenges revolve around staff and administrative incompetence; infrastructural challenges concern the availability and state of enabling physical facilities, including information communication technology (ICT); financial constraints may be budgetary and non-budgetary while end-user challenges concern the

readiness of the prisoners to enlist and participate in the reformatory programmes. The impediments are interdependent; for instance, a skilled prison officer in dressmaking may fail to discharge his or her duties due to the lack of equipment and materials or the negative attitude of the inmates towards the craft, or both.

Owino (2016) observed that human resource challenges facing Kenya Prisons Service are incapable personnel, understaffing, corruption, integrity issues, poor attitude, negative perceptions and poor leadership, which limit the success of the prisoners' reformation programmes. Lack of accountability and integrity among the staff members can be controlled by ensuring adherence to best practices and preventing potential misconduct. Regularly monitoring and evaluating staff performance can provide feedback for maintaining programme integrity. Providing adequate training and professional development opportunities for correctional staff can enhance their skills and knowledge in facilitating rehabilitative processes.

Training staff on evidence-based practices, trauma-informed care, and conflict-resolution techniques can help correctional facilities achieve their goals. Makinde (2019) suggests that capacity building should be complemented by allocating sufficient resources (including sufficient budgetary allocation), proportionate staff deployment, and establishing relevant infrastructure to support the implementation of reformation programmes. The net effect is that the programmes will have the necessary support and capacity to address challenges effectively.

Prison reform in Kenya after 1994 was shaped by the relationship between governance and human rights standards as set out in the Constitution and elaborated in the Correctional Services Act. Good governance and human rights converge in five dimensions of constitutional democracy: legitimacy, transparency, accountability, the

rule of law, and resource utilisation. The new constitutional order established a set of good governance and rights requirements for the prison system demanding fundamental reform compatible with constitutional demands which is one of the best strategies for controlling the challenges facing the implementation of the prison reformation programmes (Muntingh, 2012). It is worth noting that almost two decades into the journey of prison reforms, these five pillars of good governance are still relevant in assessing programme implementation in Kenya's correctional institutions.

Okombo's (2015) study revealed several existing and suggested measures for ensuring successful strategy implementation at the Kenya Prison Services. The proposed study will re-examine the effectiveness of some of these measures. The study acknowledges that implementation challenges range from administrative, infrastructural, and personnel to financial aspects of strategy implementation.

For example, the problem of overcrowding is being addressed by the Court Users Committee (CUC), whose membership is drawn from the judiciary, the police service and prisons and probation departments. Legislation has been proposed to have offenders sentenced for less than six months serve their term in the community with the rehabilitation processes adjudicated by prison and probation officers. Challenges of programme implementation can also be mitigated by monitoring and evaluation. Okombo's study received recommendations for regular assessment and reporting to be done by officers in charge both manually and virtually through an ICT infrastructure.

On financial and infrastructural constraints hampering programme implementation, the cited study confirmed that KPS explores supplementary funding sources from development partners to transform and diversify prison industries and agricultural farms. The Open Door Policy allows local and international non-governmental players

and faith-based institutions to offer financial, infrastructural and technical support to the prison rehabilitation programmes.

Challenges related to inadequate staff training are being addressed by KPS partnering with institutions of learning and training such as Kenyatta University which has pledged to develop and roll out a staff training programme for strategic prison officers. KPS is also partnering with Raoul Wallenberg Institute to train the former's human rights officers in every station. Further, Kenya School of Government has been training the top management at KPS in a six-month programme on managerial and leadership skills. Lastly, staff development courses are periodically conducted for the uniformed staff at the Ruiru Prison School. The courses build the serving officers' capacity to deal with emerging trends in the penal and restorative justice systems, among other issues.

To mitigate the problem of disproportionate staff, KPS annually recruits a workforce of about 2500 personnel with about 300 professionals in various specialisations such as psychology, medicine, information technology, law, education, vocational training and agriculture. Continuous staff recruitment will help bridge the gap toward the ideal ratio of one (1) officer to three (3) inmates. Okombo (2015), however, allocating the trained staff to discharge duties commensurate with their expertise is still a big challenge to KPS and this has forced some skilled staff to leave the prison service.

Most of the measures discussed above are recommendations and policy statements from research and prison departments respectively. They also fail to address the end-user challenges. The proposed study, therefore, seeks to assess the extent to which the measures are used to mitigate implementation challenges facing reformation programmes at Kitengela prison. The study will also explore measures that address the end-user's attitude, habits and readiness to uptake and succeed in the programmes in their respective prisons.

In conclusion, there is a lot that prisons worldwide can borrow from the Norwegian prison system in Europe, the South African prison system in Africa, and the California correctional reforms, which have tremendously reduced reliance on incarceration. The prison population in these jurisdictions has dropped substantially and continues to decline. The above-mentioned and other reforms are responsible for these desired outcomes: low crime and recidivism rates and hence low spending on incarcerated prisoners (Denny, 2016; Tsegaye, 2022; Hayes & Goss, 2007). These are some of the indicators of overcoming the challenges associated with reformation programmes' implementation, and the proposed study seeks to investigate the extent to which KPS has managed to put reformatory programmes on course despite the existing bottlenecks. The findings of the proposed study in all its four objectives will guide the stakeholders on how to answer the question posed by some restorative justice scholars: do we really need a paradigm shift? (Looman & Abracen, 2013).

### **2.3. Theoretical Framework: Reformatory Theory of Punishment**

The study was guided by the Reformatory Theory of Punishment. The theory is reflective of the quotation by Mahatma Gandhi's saying that "*An eye for an eye blinds the whole world.*" It is also known as or the correctional theory. The theory which originated from the positive school of criminology posits that using punishment as an end in itself is wrong (Wright, 2010). Instead, punishment be used for the transformation of character. The net effect of punishing an offender is to make him or her a better individual. Over the centuries, as noted in the introduction of this study, society has used punishment as a form of self-regulation and maintenance. The theory acknowledges that uncontrolled crime causes trouble in the community and interferes with people's daily lives. The reformatory theory was constructed in the 18th century to address improper conduct and crimes (best understood as law infringements). In

contrast to other punishment theories, the distinctive characteristic of this theory is that it focuses on the offender instead of the offence. Its goal is to change the offender's mind-set and to rehabilitate him or her to become a law-abiding member of society (Rai, 2010).

Sentences hinged on this theory are consequently tailored towards correcting rather than punishing the offender and typically comprise rehabilitation aspects, including community service, counselling and compulsory therapy. The theory rejects all forms of corporal punishment and social exclusion. It, instead, champions humanistic approaches to punishment and restorative justice (Wright, 2010).

The four aspects of reformatory incarceration advanced by the current study, namely educational, vocational, psychological and recreational rehabilitative programmes are at the heart of the Reformatory Theory of Punishment. These interventions are underpinned by the theoretical constructs that advocate for the offender's moral and mental transformation and uphold the community's conscience, legal redress and social justice (Robinson, 2009). In a nutshell, the theory approves both punitive and corrective measures meted out on the offenders for the good of both the law-breaker and the community.

Though it appears perfect, reformatory punishment has its shortcomings. A major criticism of the theory argues that habitual criminals need not reformatory but prohibitive punishment such as the death sentence. This renders the theory in question inapplicable. Secondly, reformatory punishment has been viewed as largely offender-centric at the expense of the victims. A penal system that seeks to protect the prisoner's right may, in the process, inadvertently become unfair to the victim (Jain, 2022). Justice

is fair when it is double-edged. Lastly, in nations like Kenya, where poverty is the root cause of many crimes, reformatory punishment may end up being a catalyst for rather than a deterrent from criminal activities. In light of these criticisms, the researcher sought to approach the subject of prisoners' reformation with an open mind so as to adjudicate to document any instance in which the reformatory programmes negate the basic principle of incarceration: deterrence of criminal acts in society.

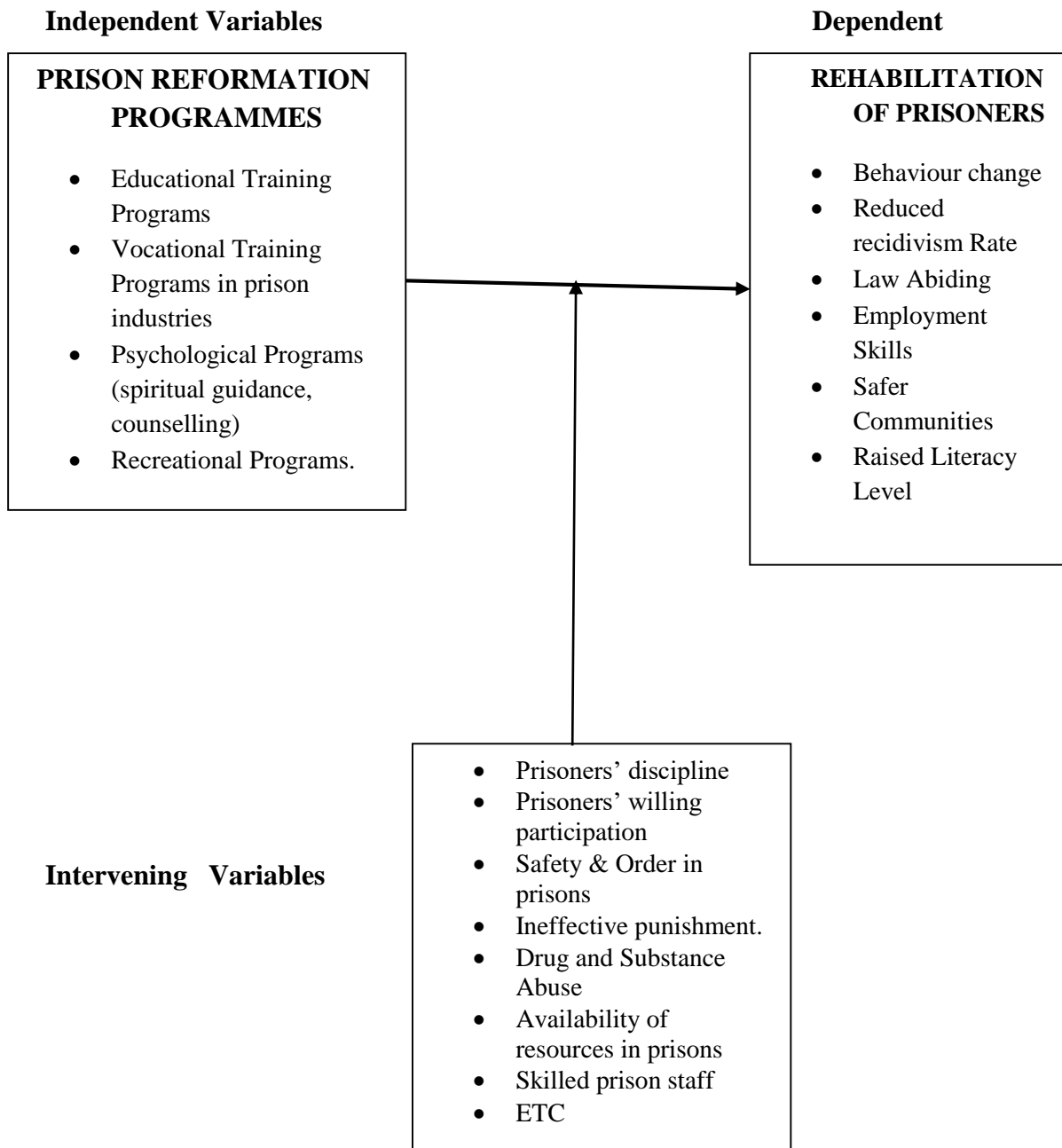
## **2.4 Conceptual Framework**

A conceptual framework hypothetically models the identified concepts being studied and diagrammatically or graphically presents the relationship between the concepts. This helps the reader to see, at a glance, the proposed study variables and their interactions. The independent and dependent variables are reformation programmes and rehabilitation of prisoners respectively. The research identified and assessed the prisoners' reformation programmes in place at Kitengela prison, analysed the programmes implementation, interrogated implementation challenges, and established their control strategies.

Prison programmes under the study play a very important roles in lives of imprisoned individuals by equipping them with the necessary skills that would help them to start a new life after completing their custodial sentences (i.e., reforming them) and facilitating their reintegration back in the society as a law-abiding citizen (i.e., rehabilitating them).

Reformation programmes (independent variables) are fourfold: educational, vocational, psychological and recreational. The dependent variable rehabilitation of prisoners. In the scope of this study, the seven indicators of rehabilitation are behaviour change, reduction in recidivism rate, law-abiding citizenry, employability, safer communities, literacy levels and human security.

The study conceives the following as intervening (moderating) variables: discipline of an inmate, willing to participate in reformation programmes, safety and order in prison, Ineffective punishment, drug and substance abuse, alcoholism, and poverty. These are some of the actors that may facilitate or impede the achievement of the rehabilitative outcomes envisioned by the reformatory theory and programmes.



**Figure 2.2: Conceptual Framework**

**Source: Researcher, (2024)**

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

This study analysed the reformation programmes used in rehabilitation of prisoners at Kitengela Prison, Kajiado County, Kenya. This chapter, hence, outlines and explains the research methodology that the study adopted. In this respect, it presents the research design, study locale, target population; sampling techniques; sample size, data collection instruments, Pretesting of research instruments; validity and reliability of research instruments, pilot study, data collection procedures, data analysis, presentation and management, and ethical considerations.

#### **3.1. Research Design**

The study used a descriptive survey design to achieve the study outcomes of analysing reformation programmes used in rehabilitation of prisoners at Kitengela prison. Kathuri and Pals (1993) found the descriptive survey design is best for describing phenomena and participants' opinions. The current study adopted this research design as it focused on describing different aspects and outcomes of reformatory programmes based on the evidence given by respondents.

#### **3.2. The Study Area**

The study was conducted at Kitengela prison in Kajiado County. It is a medium security prison with a holding capacity of approximately 1000 inmates comprising both convicted and un-convicted prisoners and about 400 uniformed staff. Only convicted prisoners are allowed to attend to prison reformation programmes meant to reform them.

Kitengela prison is headed by an Assistant Commissioner of Prisons (ACP) who is the officer in charge and deputised by a Senior Superintendent of Prisons (SSP). They are assisted by different section heads who perform different roles but work towards achieving common institutional goals. The facility was chosen for this study because it has a number of rehabilitation programmes for convicted prisoners. For, this purpose, the prison has the industrial section which is instrumental in training the prisoners in a range of vocational skills, the school section where educational formal instruction is conducted, the welfare department where counselling and guidance programmes are domiciled, and unlike maximum security prisons, the prison has a farm where training in agriculture takes place.

### **3.3. Target Population**

The target population for this study were 517 convicted prisoners undertaking reformation programmes, and approximately 414 prisons staff taking care of inmates at Kitengela prison.

### **3.4. Sampling Techniques**

During the time of this study at Kitengela prison, there were 414 prisons staff taking care of 517 convicted prisoners, and other un-convicted inmates awaiting conclusion of their cases in various courts. The staff members work in 4 shifts, namely; main shift, night shift, late and early shifts. These shifts have approximately equal number of staff. Some of the staff normally guard and supervise prisoners working away from prisons, for instance at the prison farms, and other outside work parties. Also, during every month, some staff members will be on annual leave.

Therefore, staff members who were available at the prison premises on the day and time questionnaires were distributed and were willing to be engaged in the study by way of

filling in the questionnaires were 31 officers. Guided by Krejcie and Morgan (1970) the researcher used simple random sampling method to select 27 of the 31 who filled the questionnaires. This number compares favourably with those given out by Krejcie and Morgan (1970). For the convicted prisoners, 110 were willing to participate in the study, but as per Krejcie and Morgan (1970) 86 out of the 110 were selected through simple random sampling, and they participated in the study.

### **3.5 Sample Size**

The sample size was constituted by 27 prison officers and 86 prisoners from Kitengela prison totalling to 113 respondents. The respondents were chosen through simple random sampling, and the numbers reached was guided by Krejcie and Morgan (1970).

### **3.6. Data Collection Instruments**

The instruments used in data collection included questionnaires, key informants interview schedule and focus group discussion (FGD) guides. Qualitative data from interviews and FGD corroborated the quantitative data yielded by the questionnaires. When used together, the three instruments ensure variety and reliability in data collection (Norman, 1998).

#### **3.6.1. Questionnaires**

The use of Questionnaires was a central for data collection in the study. The questionnaires comprised both open-ended and closed-ended items. The researcher and research assistants administered them. While the literate respondents were guided to self-fill the questionnaire, the semi and illiterate respondents were assisted. This ensured accuracy, fairness and inclusivity.

### **3.6.2. Focus Group Discussion Guide**

Aided by focus group discussion guide, discussions in focus group complemented questionnaires. The FGD comprised of 12 convicted long serving prisoners who had been in prison for more than 5 years and were undertaking prison reformation programmes. The prisoners were selected on the assumption they have an in-depth understanding of reformation programmes. The discussion sessions took place at the prison library. The researcher and his assistant electronically record the sessions and manually took notes.

### **3.6.3 Key Informant Interview Guide**

This instrument guided the interview conducted by the researcher with the Key informants who were heads of various prison sections. They were the head of the school, head of the prison industry, head of the prisoners' welfare section, and the officer in charge and his deputy. The researcher audio recorded the sessions and manually took notes during the interviews.

### **3.7 Pretesting of Research Instruments**

The pretesting process involved administering the questionnaires and conducting mock interviews with a small group of individuals at Kamiti Medium Prison in Nairobi County. This enabled the identification of any potential issues or limitations with the research instruments, such as unclear or ambiguous questions, inadequate response options, or inconsistencies in the interview schedule. Throughout the pretesting phase, participants were asked to give feedback on the instruments' clarity, relevance, and comprehensiveness. Their opinions were considered to refine and enhance the instruments.

### **3.8 Validity and Reliability of Research Instruments**

A research instrument is deemed valid only if it does measure what it purports to measure. Validity entailed assessing how research instruments accurately measured the concepts they intended (Orodho, 2008). Thorough consideration was given to content validity during the research process. This involved aligning the instruments with the research objectives and ensuring that they adequately cover the relevant aspects of the study objectives. Expert reviewers were consulted to assess the instruments for their relevance and appropriateness. Instrument reliability is the extent to which an instrument yields consistent data or results upon repeated administration. To ascertain reliability of the instruments for this study, steps were taken to ensure consistency and stability in the measurements through a pilot study at Kamiti Medium Prison in Nairobi County. Analysis of data collected from the pilot study highlighted the potential issues or inconsistencies which were addressed by revisions or modifications to the tools.

### **3.9 Pilot Study**

The researcher rolled out a pilot study at Kamiti Medium Prison in Nairobi County. This facility was selected because it can produce a sample of respondents with similar characteristics to those participating in the study (convicted prisoners undergoing reformation and the uniformed staff). In the pilot study, in keeping with the recommendations of (Cooper & Schindler, 2011), the researcher administered the questionnaire to 10% of the sample (n=113). Demographics such as age, education level and incarceration length determined the respondents' sampling. A focus group discussion involving six (6) participants was also conducted during pilot study. The interview schedule was administered to the officer in-charge. The researcher used the insights from the pilot study to identify the weaknesses and modify the research instruments. The pilot study also served as pre-run research procedures - both

administrative and analytical. The estimation of time to be allocated for the actual research and determination of the requirements for the study was based on the pilot study.

### **3.10 Data Collection Techniques**

Data collection is the most important phase of any research. It involves gathering empirical evidence guided by the research objectives (Yin, 2014). Quantitative data were obtained through structured questionnaires administered physically to the respondents. The questionnaires had both closed and open-ended questions meant to collect quantitative and qualitative data, respectively. The closed-ended questions allowed for numerical analysis, while the open-ended questions provided insights into the experiences and perceptions of the respondents.

Face-to-face interviews was also conducted with key informants who were expected to have in-depth knowledge and experience related to the study. An interview schedule helped to elicit detailed and comprehensive information from the key informants. Further focused group discussions were also held with long serving prisoners who were also expected to have in-depth knowledge on prison reformation programmes. The researcher observed ethical considerations during data collection procedures. These included obtaining informed consent from the participants, guaranteeing utmost confidentiality, and respecting the rights and privacy of the respondents.

### **3.11 Data Analysis**

Data analysis gives structure and order as it also makes meaning to the mass of raw data gleaned from the field (Mugenda & Mugenda, 2003). The researcher used descriptive statistics such as frequencies to analyse quantitative data and present them in tables,

charts and graphs. Subsequently, the researcher coded and thematised qualitative data and then presented them in verbatim and narrative discourses.

### **3.12 Ethical Considerations**

The researcher complied with the various ethical standards and guidelines of social research. The privileges and trust given to conduct the study was not abused. Further, the researcher made it clear to the respondents that participating in the study was voluntary and based on informed consent. The respondents were also assured of their confidentiality and anonymity. Written authorisation for the research was sought from Kenyatta University, National Commission for Science Innovation and Technology, and prison departments. Finally, the findings of this research were published and shared with stakeholders and other scholars. A copy of the same is made available at Kenyatta University library.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents, analyses and discusses data gathered from both prisoners and prison officers at Kitengela Prison regarding their views on prison reformation programs as guided by the research objectives.

#### 4.2 Response Rate

The response rate for the study was as follows.

**Table 4.1: Respondent Participation Level**

<b>Respondent Category</b>	<b>Collected</b>	<b>Not Collected</b>	<b>Targeted Sample size</b>
Prisoners	80 (93%)	6 (7%)	86
Prison officers	20 (74%)	7 (26%)	27
<b>Total</b>	<b>100</b>	<b>13</b>	<b>113</b>

Among the prisoners, a high response rate was observed, with 80 out of a targeted sample size of 86 participating, equating to a 93% response rate. This indicates a strong engagement level among the prisoner population towards the study, with only 6 (7%) not participating. In contrast, the response rate among prison officers was lower, with 20 out of a targeted 27 responding, resulting into a 74% response rate. This signifies a more modest participation from the warders, with 7 (26%) of questionnaires not

collected. Overall, the total sample size for the study amounted to 113, with 100 questionnaires collected, leading to an overall response rate of approximately 88%. This reflects a high level of overall participation across both categories, suggesting a general willingness to contribute to the discourse on prison reformation programs.

### **4.3 Socio-Demographic Profile of Respondents**

This section examines socio-demographic characteristics of prisoners and prison officers at Kitengela Prison.

#### **4.3.1 Prisoners Profile**

The study analysed age distribution, level of education, prior occupation before imprisonment, and length of prison sentence service among the inmate population. These demographic insights are crucial for understanding the composition of the prison population and tailoring reformation programs that address the specific needs and backgrounds of the inmates. The findings are presented below.

#### **The age distribution of prisoners**

The table below shows the ages of prisoners

**Table 4.2: Distribution of Prisoners based on Age**

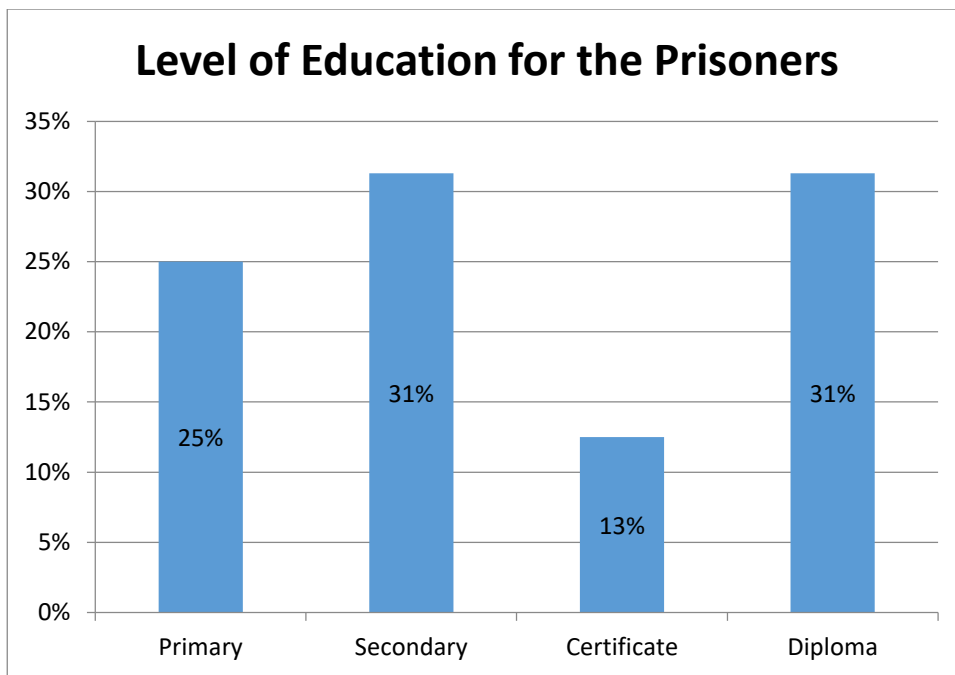
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
18-25 years	12	15
26-35 years	22	27.5
36-45 years	23	28.7
46-55 years	13	16.3
Above 55 years	10	12.5
Total	80	100

The age distribution of prisoners showed a concentration in the mid-age ranges, with the largest group being those aged 36-45 years, representing 28.7% of the population. This was closely followed by the 26-35 years age group, which accounted for 27.5%. The 18-25 years age group comprised 15% of the population, indicating a lower representation of younger individuals. Those aged 46-55 years made up 16.3%, while prisoners above 55 years accounted for 12.5% of the population. This distribution underscores a diverse age range among the prisoners, with a significant number in their productive years.

This implies that 71.2% of prison population is aged between 18 and 45 years. This is the most productive age group which should develop the country by being engaged in productive activities outside prison. Prison administration must therefore ensure that they are truly reformed and rehabilitated before their discharge into the society. However, this finding corresponds with that of McNeil (2010) who also established that most recidivist prisoners are aged between 18 and 40 years.

### **Level of Education of Prisoners**

The bar graph below represents the education level of prisoners.



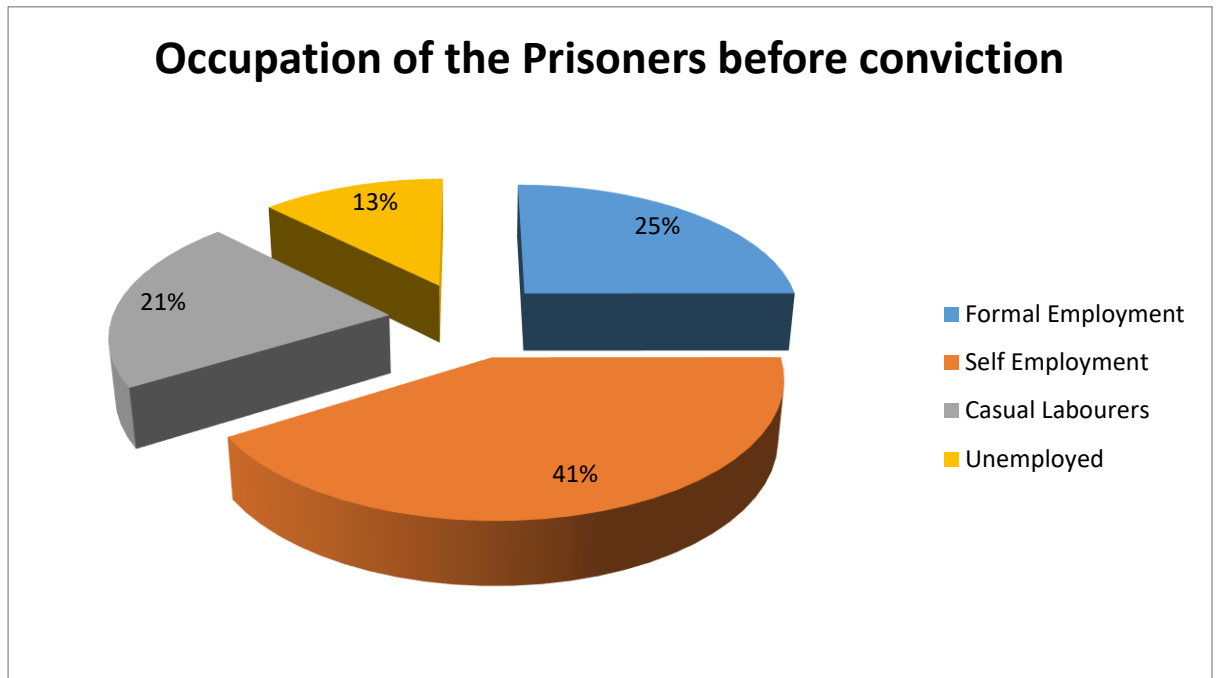
**Figure 4.3: Level of Education**

Regarding educational attainment, the prisoners displayed a variety of levels. A quarter of the prisoners' population had only primary education, while a slightly higher percentage, 31.3%, had reached secondary education. The same percentage (31.3%) held a diploma, indicating a notable segment of the prison population with post-secondary education. Certificate holders were the least represented at 12.5%. These statistics reveal a broad spectrum of educational backgrounds among the prisoners, with majority having attained education levels of primary and secondary.

From these statistics, it can be deduced that lower level of education among the prisoners may have contributed to their engagement in criminal activities due to lack of better opportunities that are open to the educated. This finding on the level of education verifies that of Kagendo (2003) that a majority of Kenyan prisoners have low levels of formal education.

## The Occupation of Prisoners before conviction

The pie chart below represents the occupation of prisoners before their conviction.



**Figure4.4: Occupation of the Prisoners before conviction**

The occupations of prisoners prior to their incarceration were varied. The majority were self-employed, constituting 41.3% of the population. Those in formal employment and casual labourers represented 25% and 21.3% of the population, respectively. The unemployed accounted for 12.5%. This diversity in previous employment highlights the range of socioeconomic backgrounds from which the prisoners come. These findings correspond with those of Omboto, (2019) who established that among prisoners at Kamiti Maximum Security Prison, 38.9% were self-employed while 16.8% were unemployed. Unemployed individuals may get into crime to earn a living. The government should therefore create employment opportunities to take this lot out of criminality.

## Marital status of Prisoners

The table below represents the marital status of prisoners before their conviction.

**Table 4.3: The Marital Status of Prisoners**

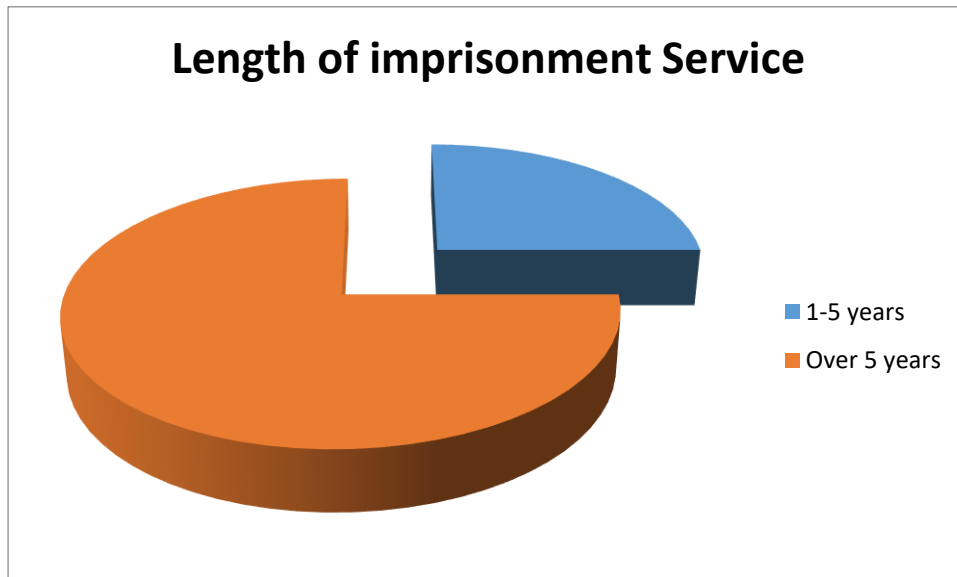
<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Married	53	66.3
Single	15	18.8
Divorced/Separated	4	5
Widowed	8	10
<b>Total</b>	<b>80</b>	<b>100</b>

A significant majority of the prisoners are married, with 66.3% of the prisoners in this category. This high percentage suggests that many prisoners maintain family connections and relationships outside prison. This can reflect their social ties and responsibilities, potentially impacting their rehabilitation and post-release reintegration into society. The single prisoners make up 18.8% of the prison population. This smaller proportion indicates that many prisoners might not have significant personal commitments or familial responsibilities. This group could have more flexibility but might also face challenges in finding support networks upon release.

The divorced or separated prisoners represent 5% of the prison population. This category suggests that some prisoners might have experienced relational difficulties or disruptions before or during their incarceration. Finally, widowed prisoners account for 10% of the total population. This group might face unique emotional and financial struggles due to the loss of a spouse, impacting their prison experience and post-release transition.

## Length of Prisoners' Imprisonment Service

The pie chart below represents the length of prisoners' sentence service



**Figure 4.5: Length of Imprisonment Service**

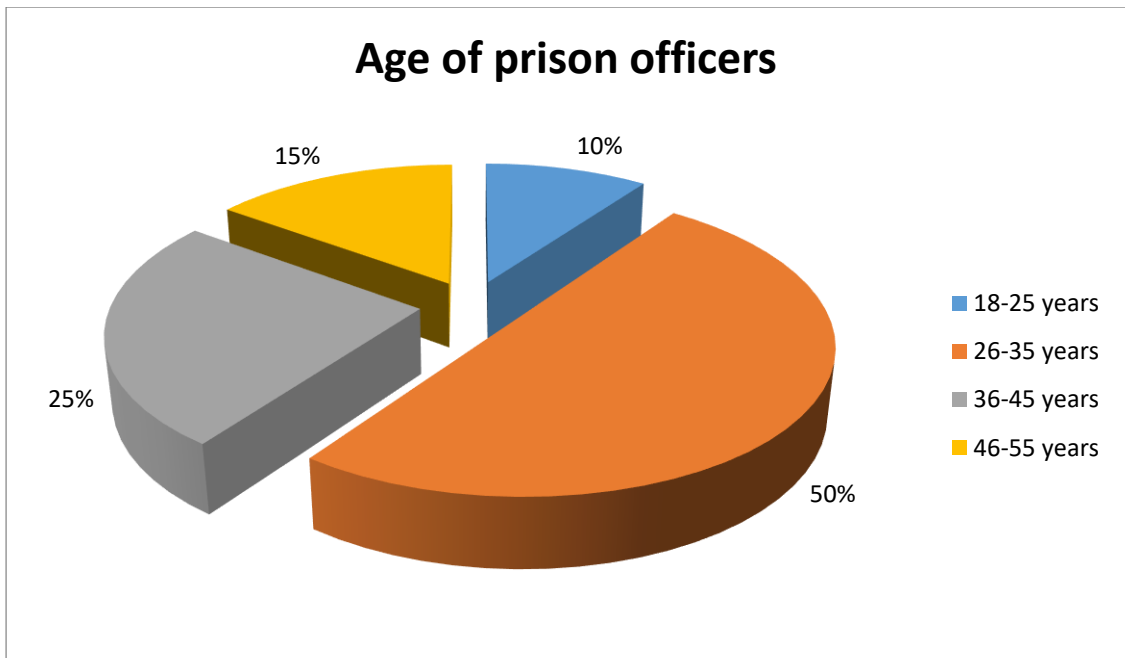
The length of imprisonment service revealed that a substantial majority, 75%, had been in prison for over 5 years, with the remaining 25% serving between 1-5 years. This indicates that most of the prisoners at Kitengela Prison are serving long-term sentences. Therefore, the government and prison administrators should ensure that the long time in prison is well spent through engagement in reformation activities so as to ensure that convicts leave prison institutions rehabilitated.

### 4.3.2 Prison Officers' Profile

This section examines socio-demographic characteristics of prison officers at Kitengela Prison. The section provides insightful data into the age distribution, educational attainment, and length of service as prison officers.

#### The Age of Prison Officers

The pie chart below represents the age of prison officers.

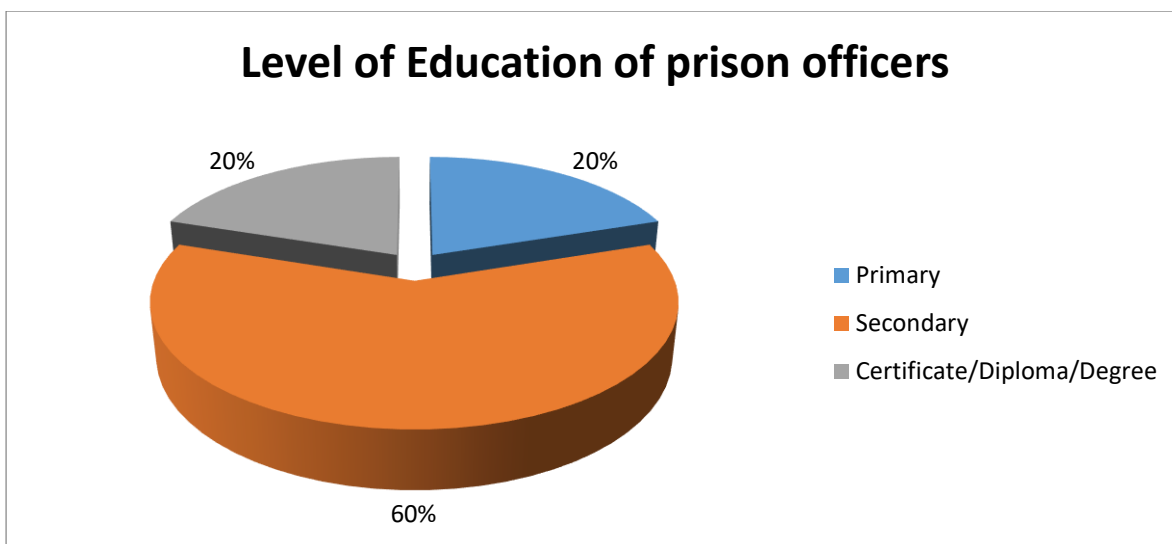


**Figure 4.6: Age of the Prison officers**

Concerning the age of prison officers, the majority fall within the 26-35 years age range, constituting 50% of the total population of warders surveyed. This was followed by those in the 36-45 years age bracket, representing 25%. The 46-55 years age group accounts for 15%, while the youngest age group, 18-25 years, makes up 10%. These findings on prison staff ages corresponds with those of Omboto, (2010) who established that 65% of prison officers at Kamiti Maximum security Prison were aged between 18 and 40 years. Ages between 31-40 years at 45% and 18-30 years at 20%. The distribution indicates a relatively young workforce of 60% aged between 18 and 35 years; a significant concentration in the early to mid-career stage. Therefore, a majority of prison officers are energetic, and with correct support and resources can deliver the reformation and rehabilitation mandate.

#### **Educational Background of Prison Officers**

The pie chart below represents the educational background of prison officers.



**Figure 4.7: Level of Education of prison officers**

In terms of educational background, a significant majority of prison officers at 60% had attained secondary education. This was followed by both primary and certificate levels, each accounting for 20% of the prison officers. The finding by this study that 60% prison officers are secondary school levers are exactly the same with what was established by Omboto, (2010) at Kamiti Maximum security Prison where a majority of the prison staff respondents were secondary school levers at 60% followed by college at 30%, while university and primary both at 5%.

The absence of warders with diploma or higher qualifications highlights a predominantly secondary level of educational attainment, suggesting that the majority have completed high school as their highest level of education. For effective reformation of prisoners, the government should employ well educated prison officers with university degrees.

**Table 4.4: Marital status of Prison Officers**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Married	14	70
Single	4	20
Divorced/Separated	2	10
Total	20	100

The presented data on the above table describes the marital status of prison officers, showing the frequency and percentage of warders who are married, single, or divorced/separated. Among the prison officers surveyed, a significant majority are married, with 70% falling into this category. This suggests that marriage is the predominant marital status among the warders. This may reflect broader social trends within this group or specific attributes related to the warders' job or community that support marriage.

The percentage of prison officers who are single is 20%. This is a notable minority and could indicate that some prison officers are either early in their careers, prefer single life, or have other reasons for not being married. This may also suggest a potential for relationships and marriage within this group. Divorced or separated warders make up 10% of the sample. This could indicate a lower rate of marital dissolution among prison officers, suggesting stability in their personal lives. However, this group may face unique challenges due to their relationship circumstances.

## Length of Service of Prison Officers

The table below represents the length of service of prison officers at Kitengela prison.

**Table 4.5: Length of Service of prison officers**

Length of Service	Frequency	Percent
Less than a year	2	10
1-5 years	4	20
Over 5 years	8	40
6-10 Years	4	20
Over 10 Years	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

Regarding the length of service, the data illustrated a wide range of experience among the prison officers. Those with over 5 years of service formed the largest group, making up 40% of the population. This was followed by prison officers who have served between 1-5 years and 6-10 years, each group representing 20%. Notably, both the less than a year and over 10 years categories account for the smallest portions, each constituting 10% of the total. This spread of service length indicates a blend of relatively new and more experienced prison officers within the prison staff, suggesting a diversity of experience and perspectives on prison reformation programs. Based on this, the study deduces that a majority of prison offices had the experiential knowledge

to facilitate reformation of prisoners, and give their views on reformation programmes and rehabilitation of prisoners at Kitengela Prison under this study.

#### **4.4 Prison Reformation Programmes used in Rehabilitation of Prisoners**

The first specific objective of the study was to assess the prison reformation programmes used in rehabilitation at Kitengela Prison in Kajiado County. On prison reformation programmes, the study findings were as follows:

##### **4.4.1 Availability of Vocational Programmes**

Table 4.6 below presents results on vocational program availability at Kitengela Prison, as perceived by both prison officers and prisoners, revealing both alignments and disparities in the views of those who manage and those who participate in these programs as shown.

**Table 4.6: Descriptive Statistics on Availability of Vocational Programs**

Programs	OFFICERS		PRISONERS	
	Available	Not Available	Available	Not Available
Trade test industries	15.0 (75.0%)	5.0 (25.0%)	64.0 (80.0%)	16.0 (20.0%)
Building maintenance	16.0 (80.0%)	4.0 (20.0%)	41.0 (51.25%)	39.0 (48.75%)
carpentry	20.0 (100.0%)	0.0 (0.0%)	80.0 (100.0%)	0.0 (0.0%)
Electrical trade	19.0 (95.0%)	1.0 (5.0%)	45.0 (56.97%)	34.0 (43.03%)
Plumbing	20.0 (100.0%)	0.0 (0.0%)	44.0 (55.01%)	36.0 (45.0%)
Barbering	16 (80%)	4 (20.00%)	62.0 (81.56%)	14.0 (18.42%)
Food services	13.0 (65.0%)	7.0 (35.0%)	44.0 (55.01%)	36.0 (45.0%)
Culinary arts	12.0 (60.0%)	8.0 (40.0%)	42.0 (52.5%)	38.0 (47.5%)
Horticulture	20.0 (100.0%)	0.0 (0.0%)	52.0 (65.0%)	28.0 (35.0%)
Custodial maintenance	13.0 (65.0%)	7.0 (35.0%)	46.0 (57.49%)	34.0 (42.5%)
Upholstery	19.0 (95.0%)	1.0 (5.0%)	57.0 (72.11%)	22.0 (27.84%)
Masonry	20.0 (100.0%)	0.0 (0.0%)	76.0 (95.0%)	4.0 (5.0%)
Auto detailing	14.0 (70.0%)	6.0 (30.0%)	48.0 (60.0%)	32.0 (40.0%)
Welding	20.0 (100.0%)	0.0 (0.0%)	78.0 (97.5%)	2.0 (2.5%)
Heating	8.0 (40.0%)	12.0 (60.0%)	9.0 (11.25%)	71.0 (88.75%)
Ventilation	9.0 (45.0%)	11.0 (55.01%)	23.0 (28.75%)	57.0 (71.25%)
Air conditioning	6.0 (30.0%)	14.0 (70.0%)	10.0 (12.66%)	69.0 (87.34%)
Leather processing	20.0 (100.0%)	0.0 (0.0%)	44.0 (55.01%)	36.0 (45.0%)

From the prison officers' perspective, a significant portion of vocational programs appears to be widely available, with carpentry, plumbing, horticulture, masonry, welding, and leather processing being noted as available by 100% of the prison officers

surveyed. These numbers suggest a strong institutional support for vocational training, reflecting a commitment to rehabilitation and skill development. Electrical trade and upholstery also receive high marks for availability from warders, with 95% noting their availability. This broad availability, as reported by prison officers, highlights an institutional intent to offer a diverse range of skill sets for the prison population.

The high availability of programs like carpentry, plumbing, and welding, as reported by warders, aligns with the institutional commitment to rehabilitation through skill development. This commitment is mirrored in empirical research, which consistently finds positive correlations between vocational training in prisons and reduced recidivism rates, improved employment prospects, and better post-release outcomes

Conversely, the prisoners' perspectives on the availability of these programs paint a more varied picture. While carpentry (100%), masonry (95%) and welding programs (97.5%) are perceived as universally available by prisoners, mirroring the prison officers' views. However, discrepancies arise in other vocational programs. For instance, only 51.25% of prisoners feel that building maintenance programs are available, compared to 80% of warders. Similarly, the electrical trade, which 95% of warders report as available, is seen as available by only 56.97% of prisoners. This suggests possible barriers to participation or awareness among prisoners, or perhaps differences in how availability is perceived between the two groups.

The discrepancies between prison officers and prisoners' perceptions, particularly in the availability of electrical trade and building maintenance programs, point to significant issues of communication, accessibility, or perhaps the criteria used to assess availability. Barriers to participation, whether real or perceived, can significantly diminish the potential benefits of these programs.

From the prison officers' viewpoint, the availability of heating (40%), ventilation (45%), and air conditioning (30%) programs is markedly lower than for other vocational offerings. This is starkly mirrored in the prisoners' perceptions, with only 11.25% for heating, 28.75% for ventilation, and a mere 12.66% for air conditioning programs. The low availability and perception on training on heating, ventilation and air conditioning programs suggest low prioritization of these vocational programs by prison administration.

One potential explanation for the low prioritization of heating, ventilation and air conditioning programs is the resource intensity and high costs associated with establishing and maintaining these vocational training programs. Vocational training programs that require specialized equipment, tools, and instructors may receive less funding and support due to budgetary constraints within the prison system. Heating, ventilation and air conditioning training, in particular, requires access to specific machinery, tools, and often more sophisticated facilities to simulate real-world environments, which can be significantly more expensive than less resource-intensive programs.

Another factor could be alignment between the prison administration's perceptions of labour market demands. Wolcott, Roberts, and Davidson (2008) suggest that correctional education programs should adapt to the labour market needs. While the demand for heating, ventilation and air conditioning professionals has been growing, correctional facilities might not update their vocational training offerings promptly, due to bureaucratic delays or lack of industry engagement to inform program development.

Asked to give his view on divergent opinions between prison officers and prisoners on availability of reformation programmes, a key informant; Number-2 asserted that:

*“You cannot rely on the views of prisoners because they only know about the programmes, they are involved in. For instance, those prisoners in carpentry workshop may tell you that masonry or electrical trade doesn't exist which is not true.”*

#### **4.4.2 Operational Vocational Programs at Kitengela Prison**

On operational perceptions regarding vocational programs used in rehabilitation at Kitengela Prison, the data likewise highlights a considerable disparity in the operational status from prisoners and prison officers' perspectives as is highlighted in table 4.7 below.

**Table 4.7: Descriptive Statistics on Operational Vocational Programs**

Programs	Prisoners		Prison officers	
	Operational	Not Operational	Operational	Not Operational
Trade test industries	28 (35.00%)	52 (65.00%)	11 (55.00%)	9 (45.00%)
Building maintenance	32 (40.51%)	47 (59.49%)	16 (80.00%)	4 (20.00%)
carpentry	59 (74.68%)	20 (25.32%)	15 (75.00%)	5 (25.00%)
Electrical trade	17 (21.25%)	63 (78.75%)	17 (85.00%)	3 (15.00%)
Plumbing	27 (33.75%)	53 (66.25%)	16 (80.00%)	4 (20.00%)
Barbering	32 (40.00%)	48 (60.00%)	4 (20.00%)	16 (80.00%)
Food services	23 (28.75%)	57 (71.25%)	12 (60.00%)	8 (40.00%)
Culinary arts	23 (28.75%)	57 (71.25%)	6 (30.00%)	14 (70.00%)
Horticulture	47 (58.75%)	33 (41.25%)	15 (75.00%)	5 (25.00%)
Custodial maintenance	20 (25.00%)	60 (75.00%)	8 (40.00%)	12 (60.00%)
Upholstery	55(69.62%)	24(30.38%)	15 (75.00%)	5 (25.00%)
Masonry	47(58.75%)	33(41.25%)	15 (75.00%)	5 (25.00%)
Auto detailing	20 (25.00%)	60 (75.00%)	14 (70.00%)	6 (30.00%)
Welding	62 (77.50%)	18 (22.50%)	16 (80.00%)	4 (20.00%)
Heating	5 (6.33%)	74 (93.67%)	4 (20.00%)	16 (80.00%)
Ventilation	0 (0.00%)	80 (100.00%)	1 (5.00%)	19 (95.00%)
Air conditioning	0 (0.00%)	79 (100.00%)	0 (0.00%)	20 (100.00%)
Leather processing	10 (12.82%)	68 (87.18%)	10 (50.00%)	10 (50.00%)

For prisoners, the results on vocational training programmes showing the highest levels of operation were welding, carpentry, and horticulture, with participation rates of 77.50%, 74.68%, and 58.75%, respectively. These programmes represent the cornerstone of prisoner engagement in vocational training. This suggests a strong

alignment with the prison's strategic focus on trades with potential for high employability upon release. In stark contrast, the programmes for ventilation and air conditioning were entirely non-operational for prisoners, with heating barely engaging 6.33% of the population, indicating a critical gap in the availability or interest in these specific technical trades.

On the prison officers, the results demonstrated a different pattern of engagement, with the highest operational rates observed in electrical trade and welding, at 85% and 80%, respectively. This suggests that to the warders there is a strong focus in more technical skills. Conversely, the results revealed that air conditioning programme had no operation, and the ventilation programme had an operational rate of merely 5%. This implies that non operation programs are largely skill based in nature.

These findings underline the presence of both robust and underutilized vocational training opportunities within Kitengela Prison. While certain trades like welding and carpentry flourish, signifying successful engagement and potential pathways for prisoner reformation and skill development, the absence of participation in other technical fields such as air conditioning and ventilation for both prisoners and warders suggests an area ripe for development.

On why some trades are indicated by a large number of prisoners as not operational against the opinion of prisons staff, a prisoner during focus group discussion, FGD member 4 said thus:

*“You cannot say that a trade is fully operational because of the workshop building but the equipment -the machines are not working or obsolete. Again, even where there are tools, in some cases they are few against a large number of prisoners. In that case, how can I say that they are operational?”.*

#### 4.4.3 Availability of Educational Programs at Kitengela Prison

Table 4.8 show results on the evaluation of the availability of psychological programs at Kitengela prison through the perspectives of both prison officers and prisoners.

**Table4.8: Descriptive Statistics on Availability of Vocational Programs**

<b>Educational Programs</b>	<b>Prison Officers Available</b>	<b>Prison Officers Not Available</b>	<b>Prisoners Available</b>	<b>Prisoners Not Available</b>
Primary (KCPE)	20 (100.00%)	0 (0.00%)	80 (100.00%)	0 (0.00%)
Secondary (KCSE)	16 (80.00%)	4 (20.00%)	80 (100.00%)	0 (0.00%)
Grade 1- 6 (KIPSEA)	8 (40.00%)	12 (60.00%)	42 (52.50%)	38 (47.50%)
Junior School	6 (30.00%)	14 (70.00%)	34 (42.50%)	46 (57.50%)
Academic certificate (non-vocational) courses	18 (90.00%)	2 (10.00%)	45 (56.25%)	35 (43.75%)
Academic (non-vocational) diploma courses	13 (65.00%)	7 (35.00%)	32 (40.00%)	48 (60.00%)
Degree courses	9 (45.00%)	11 (55.00%)	20 (25.00%)	60 (75.00%)

The analysis of the table focusing on the availability of educational programmes at Kitengela prison reveals availability of various levels of education. Prison officers reported that there is universal participation of prisoners in primary education program,

while the prisoners indicated an availability of 80%. This unanimous participation underscores a shared recognition of the importance of basic education as a cornerstone of reformation and rehabilitation.

At the secondary education level (KCSE), approximately 80% of the prison officers indicated that secondary education programs are available, while all the prisoners observed that secondary education program are available. This slight disparity suggests that while the commitment to continuing education remains strong among prisoners, some warders may face constraints or differing priorities that limit their participation.

A more pronounced divergence in participation is evident in competency-based curriculum education programs. For instance, only 40% of prison officers, and 52.50% of prisoners reported availability for Grade 1-6 (KIPSEA) and Junior School program, where only 30% of prison officers and 42.50% of prisoners indicated availability for Grade 1-6 (KIPSEA) and Junior School programs. This suggests that competency-based curriculum education programs are relatively lacking in correction facilities.

The results revealed that the availability of non-vocational academic certificate courses remains relatively high according to views of prison officers at 90%, though the availability decreases to 56.25% according to prisoners' views. This discrepancy could point to differing perceptions of the value or applicability of these programs to prisoners' reformation and future opportunities. A concerning trend was the significant drop in availability for higher education, with only 45% of prison officers and a mere 25% of prisoners reporting the availability of degree courses. This may reflect perceived barriers to provision of higher education in correctional facilities due to resource limitations and eligibility criteria in Kenya.

#### 4.4.4 Operational Educational Programs at Kitengela Prison

Table 4.9 below presents the descriptive statistics on the operational educational programs used in rehabilitation of prisoners at Kitengela prison, based on prison officers and prisoners' views.

**Table 4.9: Descriptive Statistics on Operational Educational programmes**

Educational Programs	Prison Officers Operational	Prison Officers Not Operational	Prisoners Operational	Prisoners Not Operational
Primary (KCPE)	20 (100.00%)	0 (0.00%)	69 (86.25%)	11 (13.75%)
Secondary (KCSE)	16 (80.00%)	4 (20.00%)	61 (76.25%)	19 (23.75%)
Grade 1- 6 (KIPSEA)	2 (10.00%)	18 (90.00%)	24 (30.38%)	55 (69.62%)
Junior School	1 (5.00%)	19 (95.00%)	4 (5.00%)	76 (95.00%)
Academic certificate (non-vocational) courses	10 (50.00%)	10 (50.00%)	7 (8.75%)	73 (91.25%)
Academic (non-vocational) diploma courses	8 (40.00%)	12 (60.00%)	9 (11.25%)	71 (88.75%)
Degree courses	1 (5.00%)	19 (95.00%)	3 (3.80%)	76 (96.20%)

Results for primary education (KCPE) showed that both prison officers and a majority of prisoners view the program as operational, with all prison officers (100%) and a substantial majority of prisoners (86.25%) affirming its active status. This indicates a strong foundation and wide acknowledgment of the primary education program's effectiveness and accessibility within the prison.

As the educational level progresses to Secondary education (KCSE), a slight decline in the perception of operational status was noted. Eighty percent of prison officers consider the program operational, compared to 76.25% of prisoners. This suggests a

broad but slightly reduced consensus on the functionality of secondary education programs.

The views on whether Grade 1-6 (KIPSEA) and Junior School programs are operational revealed significant disparities between prison officers' and prisoners' perspectives. Only 10% of prison officers view the KIPSEA program as operational, and prisoners at 30.38%. The Junior School program sees a further decline, with a mere 5% operational perception from both prison officers and prisoners, indicating almost unanimous agreement on the non-operational status of this educational program.

For non-vocational academic certificate courses, the results revealed a split view among prison officers (50% operational), while a vast majority of prisoners (91.25%) view these programs as non-operational. This indicates that prison officers perceive significant discrepancy in this programme, which suggests a critical need to address the perceived barriers or shortcomings that lead to such a low operational perception.

The operational perception further declines for academic diploma courses and degree courses, with only 40% and 5% of prison officers, respectively, viewing these programs as operational. The prisoner perspective mirrors this decline, with only 11.25% and 3.75%, respectively, believing these programs are functional. This indicates a critical gap in the higher education offerings within the prison, with an overwhelming majority viewing these programs as non-operational. This therefore calls for the government and prison administration to put in more effort in these levels of education for prisoners.

Generally, these findings highlight a significant discrepancy in the perceived operational status of educational programs at Kitengela prison, with basic education programs generally viewed as operational by both warders and prisoners. However, as

the educational level advances, there's a marked decline in these perceptions, particularly for higher education and specialized programs.

#### 4.4.5 Availability of Psychological programmes at Kitengela Prison

Table 4.10 show results on the evaluation of availability of psychological programs at Kitengela prison through the perspectives of both prison officer and prisoners.

**Table 4.10: Availability of the Psychological Programmes Based on Prisoners and prison officers' Perspectives**

Psychological Programs	Prison Officers Available	Prison Officers Not Available	Prisoners Available	Prisoners Not Available
Counselling	20 (100.00%)	0 (0.00%)	70 (87.50%)	10 (12.50%)
Assessment	16 (80.00%)	4 (20.00%)	45 (56.25%)	35 (43.75%)
Mental wellness treatment/therapy	13 (65.00%)	7 (35.00%)	65 (81.25%)	15 (18.75%)
Substance use/addiction rehabilitation	16 (80.00%)	4 (20.00%)	53 (66.25%)	27 (33.75%)

The results indicated that counselling services stood out as the most accessible and presumably effective psychological support, with unanimous availability reported by the prison officers (100%) and a high availability acknowledged by prisoners (87.50%). This suggests a strong institutional support and a potentially positive impact of counselling services on the prison population, indicating their foundational role in the prison's psychological support system.

The results showed a notable discrepancy in availability of assessment services, while 80% of prison officers reported its availability, only 56.25% of prisoners perceived assessment services as available. This gap highlights potential barriers to access or awareness among prisoners regarding the assessment services offered within the facility.

Results on mental wellness treatment and therapy demonstrated that these services as relatively accessible, with 65% of prison officers and a significant 81.25% of prisoners acknowledging their availability. This high prisoner acknowledgment could reflect the value placed on mental wellness interventions and their role in addressing the complex psychological needs of the incarcerated population.

Results on substance use and addiction rehabilitation services also showed that they are recognized for their availability by a substantial portion of both prison officers (80%) and prisoners (66.25%). These findings suggest a generally positive perception of the availability of psychological programs at Kitengela prison, with counselling and mental wellness treatment/therapy being highly regarded by both prisoners and prison officers. However, the findings show variations in perceived availability, especially for assessment services and substance use rehabilitation.

#### **4.4.6 Operational Psychological programs at Kitengela Prison**

Table 4.11 presents the operational psychological programs at Kitengela prison, as perceived by warders and prisoners.

**Table 4.11: Operational Psychological Programmes Based on Prisoners and prison officers' Perspectives**

Psychological Programs	Prison Officers Operational	Prison Officers Not Operational	Prisoners Operational	Prisoners Not Operational
Counselling	16 (80.00%)	4 (20.00%)	36 (45.00%)	44 (55.00%)
Assessment	15 (75.00%)	5 (25.00%)	15 (18.75%)	65 (81.25%)
Mental wellness treatment/therapy	8 (40.00%)	12 (60.00%)	26 (32.50%)	54 (67.50%)
Substance use/addiction rehabilitation	15 (75.00%)	5 (25.00%)	29 (36.71%)	50 (63.29%)

On counselling services, considered foundational to psychological support in the correctional setting, results appeared to show the services to be widely acknowledged by warders as operational, with 80% affirming their functionality. However, prisoners' perspectives painted a contrasting picture, with only 45% viewing these services as operational. This suggests challenges in either the delivery or the perceived quality and accessibility of counselling services from the prisoners' standpoint.

Results on assessment services, essential for identifying individual needs and guiding subsequent interventions, also showed a marked discrepancy in operational perception. While 75% of prison officers consider assessment services operational, a strikingly low 18.75% of prisoners share this view. This indicates significant barriers to accessing assessment services.

Mental wellness treatment/therapy and substance use/addiction rehabilitation programs further exemplify the challenges in operationalizing psychological support within the prison. Both services were reported as less operational by prisoners, with only 32.50% and 36.71%, respectively, affirming their functionality. These results contrast with the optimistic views of prison officers, who considered these services operational at rates of 40% and 75% for mental wellness and substance use respectively.

The discrepancies highlighted between prison officers' and prisoners' perceptions of the operational psychological programs points to potential issues in communication, accessibility, and the alignment of services with prisoners' needs and expectations. The findings suggest that while efforts are made to provide psychological support, significant gaps exist in making these services effectively operational and accessible to all inmates.

On availability and operation of counselling programmes at the prison, a key informant; Number-3 said that:

*“Some of these prisoners have a lot of psychosocial problems. Some of them committed crimes because of poor anger management, that is why prisons department put a lot of effort in providing counselling services to inmates”.*

#### **4.4.7 Availability of Recreational programme at Kitengela Prison**

Table 4.12 show results on the assessment of the availability of recreational programs at Kitengela prison through the perspectives of both prison officers and prisoners.

**Table 4.12: Availability of Recreational Programmes Based on Prisoners and prison officers' Perspectives**

Recreational Program	Prison Officers Available	Prison Officers Not Available	Prisoners Available	Prisoners Not Available
Ball games	20 (100.00%)	0 (0.00%)	78 (98.73%)	1 (1.27%)
Track activities	10 (50.00%)	10 (50.00%)	36 (45.00%)	44 (55.00%)
Indoor games e.g. cards	20 (100.00%)	0 (0.00%)	59 (73.75%)	21 (26.25%)
Modelling	10 (50.00%)	10 (50.00%)	28 (35.00%)	52 (65.00%)
Music and dance	20 (100.00%)	0 (0.00%)	47 (59.49%)	32 (40.51%)

The participants reported that ball games are unanimously available according to prison officers (100%), a view nearly mirrored by the prisoners, with 98.73% acknowledging their availability. This nearly universal availability underscores ball games as the most accessible recreational activity within the facility. Contrastingly, track activities exhibit a stark division in availability perceptions. Only 50% of prison officers reported track activities as available, a perspective that aligns with the prisoners', among whom only 45% acknowledge their availability. This suggests a prisoners and prison officers consider track activities are moderately available.

Indoor games, such as cards, also enjoyed a high rate of reported availability from prison officers (100%), with also a substantial majority of prisoners (73.75%) affirming the availability of indoor games. Modelling activities, similarly to track activities, were perceived as available by only 50% of warders, a view that reflects a more considerable gap in prisoner perceptions, with just 35% reporting availability. This significant

disparity suggests that modelling may face the most considerable barriers to access in prison facilities. Music and dance activities were reported as available according to all prison officers surveyed (100%), yet only 59.49% of prisoners acknowledged their availability. This suggests a discrepancy between the provision of such programs and the prisoners' awareness or utilization of them.

The findings highlight a varied landscape of recreational program availability at Kitengela prison, with significant discrepancies noted between prison officers' reports and prisoners' experiences, especially in less universally accessible activities such as track activities and modelling.

#### **4.4.8 Operational Recreational programme at Kitengela Prison**

Table 4.13 presents the evaluation on operational recreational programs at Kitengela prison, as discerned from the perspectives of prison officers and prisoners. The findings reveal a notable divergence in the perceived functionality of these programs between the two groups.

**Table 4.13: Operational Recreational Programmes Based on Prisoners and prison officers' Perspectives**

<b>Recreational Program</b>	<b>Prison Officers Operational</b>	<b>Prison Officers Not Operational</b>	<b>Prisoners Operational</b>	<b>Prisoners Not Operational</b>
Ball games	20 (100.00%)	0 (0.00%)	41 (51.25%)	39 (48.75%)
Track activities	10 (50.00%)	10 (50.00%)	7 (8.75%)	73 (91.25%)
Indoor games e.g. cards	20 (100.00%)	0 (0.00%)	50 (62.50%)	30 (37.50%)
Modelling	7 (35.00%)	13 (65.00%)	10 (12.50%)	70 (87.50%)
Music and dance	18 (90.00%)	2 (10.00%)	19 (23.75%)	61 (76.25%)

In the evaluation of the operationalization of recreational programs at Kitengela prison, as discerned from the perspectives of prison officers and prisoners, the findings reveal a notable divergence in the perceived functionality of these programs between the two groups.

Results indicated that ball games are deemed operational by all prison officers (100%), yet only a slim majority of prisoners (51.25%) affirm this operational status. This contrast suggests a gap in the perceived accessibility or effectiveness of ball games among the prison population, despite unanimous recognition of their availability by the warders.

Regarding track activities, a balanced view among prison officers is observed, with an equal split (50%) between those considering it operational and not operational. Conversely, a significant majority of prisoners (91.25%) perceive these activities as not operational, highlighting a profound discrepancy in access or execution of track activities within the prison environment.

Indoor games, such as cards, are unanimously seen as operational by prison officers (100%), contrasting with prisoners' perspectives, among whom 62.50% viewed indoor games as operational. This disparity suggests variations in participation or satisfaction with how these activities are implemented.

Modelling activities exhibited the greatest disparity, with only 35% of prison officers viewing them as operational, a perception starkly reflected by the prisoners, of whom only 12.50% affirm their operational status. This indicates significant challenges in the availability or execution of modelling as a recreational option, as perceived by a vast majority of the prison community. Music and dance activities, perceived as operational by 90% of prison officers, face a sharp discrepancy in prisoners' views, with only

23.75% considering them operational. This may point to underlying issues in accessibility, interest, or perhaps the implementation of these programs.

The findings underscore a significant divergence between prison officers' perceptions of operational recreational programs and the prisoners' experiences of these activities' functionality and accessibility.

However, on availability and participation in ball games, a prisoner FGD member 2 declared:

*“I am one of the prisoners who actively play football during our free time. It helps us to relieve the stress of imprisonment and temporarily forget our misery”.*

#### **4.5 Implementation of Prison's Reformation Programmes used in Rehabilitation of Prisoners**

The second specific objective of the study was to analyse the implementation of the prison's reformation programmes. This section presents data on implementation of prison's Reformation Programmes.

##### **4.5.1 Enrolment Status of Vocational Programs**

Table 4.14 presents enrolment status in vocational programs at Kitengela prison, based on the perspectives of prison officers and prisoners. This analysis reveals distinct participation patterns across various vocational programs as discussed below.

**Table 4.14: Enrolment Status of Prisoners in Vocational Programs Based on Prisoners and prison officers' Perspectives**

<b>Program</b>	<b>Prison Officers Enrolment (Freq, %)</b>	<b>Prison Officers No Enrolment (Freq, %)</b>	<b>Prisoners Enrolment (Freq, %)</b>	<b>Prisoners No Enrolment (Freq, %)</b>
Trade test industries	20 (100.00%)	0 (0.00%)	59 (73.75%)	21 (26.25%)
Building maintenance	20 (100.00%)	0 (0.00%)	42 (52.50%)	38 (47.50%)
carpentry	20 (100.00%)	0 (0.00%)	50 (62.50%)	30 (37.50%)
Electrical trade	12 (60.00%)	8 (40.00%)	27 (33.75%)	53 (66.25%)
Plumbing	17 (85.00%)	3 (15.00%)	36 (45.00%)	44 (55.00%)
Barbering	10 (50.00%)	10 (50.00%)	47 (58.75%)	33 (41.25%)
Food services	10 (50.00%)	10 (50.00%)	38 (47.50%)	42 (52.50%)
Culinary arts	10 (50.00%)	10 (50.00%)	36 (45.00%)	44 (55.00%)
Horticulture	20 (100.00%)	0 (0.00%)	55 (68.75%)	25 (31.25%)
Custodial maintenance	9 (45.00%)	11 (55.00%)	23 (28.75%)	57 (71.25%)
Upholstery	20 (100.00%)	0 (0.00%)	40 (50.00%)	40 (50.00%)
Masonry	20 (100.00%)	0 (0.00%)	52 (65.00%)	28 (35.00%)
Auto detailing	7 (35.00%)	13 (65.00%)	38 (47.50%)	42 (52.50%)
Welding	20 (100.00%)	0 (0.00%)	52 (65.00%)	28 (35.00%)
Heating	6 (30.00%)	14 (70.00%)	29 (36.25%)	51 (63.75%)
Ventilation	4 (20.00%)	16 (80.00%)	36 (45.00%)	44 (55.00%)
Air conditioning	3 (15.00%)	17 (85.00%)	38 (47.50%)	42 (52.50%)
Leather processing	16 (80.00%)	4 (20.00%)	53 (66.25%)	27 (33.75%)

Notably, prison officers reported a 100% enrolment rate in several programs, including trade tests conducted in industries, building maintenance, carpentry, horticulture, upholstery, masonry, and welding, indicating a unanimous view among prison officers that all prisoners eligible for these programs were enrolled. In contrast, the enrolment

percentages among prisoners for these programs were lower, with the highest enrolment observed in trade test industries (73.75%) and the lowest in Upholstery (50.00%). This discrepancy suggests a gap between prison officers' perceptions and actual prisoner enrolment, or perhaps differences in eligibility criteria or prisoner interest.

Programs such as electrical trade, plumbing, barbering, food services, culinary arts, custodial maintenance, Auto Detailing, Heating, ventilation, and air conditioning demonstrated a variance in prison officers enrolment perspectives, ranging from 50% to 85% in some cases. The prisoners' enrolment percentages in these programs were notably lower, with Electrical Trade (33.75%) and Custodial Maintenance (28.75%) marking the lowest prisoner enrolment rates. These figures point towards a significant portion of prisoners not participating in these vocational offerings due to different barriers to enrolment.

Furthermore, the enrolment status in leather processing stands out, with an 80% enrolment perspective from prison officers and a corresponding 66.25% enrolment from prisoners. This shows a relatively high level of prisoner participation in comparison to other programs. The analysis of enrolment statuses highlights the critical role of vocational programs in the reformation and rehabilitation of prisoners. The significant variance in enrolment percentages between prisoners and prison officers across different programs indicates areas where further investigation is needed to understand the barriers to enrolment and participation.

#### **4.5.2 Status of the Facilities for Prisoners' Vocational Programs**

Table 15 presents the facility status in vocational programs at Kitengela prison, based on the perspectives of prison officers and prisoners. The facility status for vocational programs at Kitengela prison, as reported by prison officers and prisoners, offers critical

insights into the physical infrastructure and resources available for the reformation and rehabilitation of prisoners.

**Table 4.15: Status of Facilities for Prisoners’ Vocational Programs Based on Prisoners and prison officers’ Perspectives**

Program	Prison Officers There are Facilities (Freq, %)	Prison Officers No Facilities (Freq, %)	Prisoners There are Facilities (Freq, %)	Prisoners No Facilities (Freq, %)
Trade test industries	16 (80.00%)	4 (20.00%)	23 (28.75%)	57 (71.25%)
Building maintenance	15 (75.00%)	5 (25.00%)	15 (18.75%)	65 (81.25%)
carpentry	17 (85.00%)	3 (15.00%)	44 (55.00%)	36 (45.00%)
Electrical trade	6 (30.00%)	14 (70.00%)	16 (20.00%)	64 (80.00%)
Plumbing	13 (65.00%)	7 (35.00%)	18 (22.50%)	62 (77.50%)
Barbering	8 (40.00%)	12 (60.00%)	22 (27.50%)	58 (72.50%)
Food services	10 (50.00%)	10 (50.00%)	16 (20.00%)	64 (80.00%)
Culinary arts	5 (25.00%)	15 (75.00%)	22 (27.50%)	58 (72.50%)
Horticulture	16 (80.00%)	4 (20.00%)	26 (32.50%)	54 (67.50%)
Custodial maintenance	7 (35.00%)	13 (65.00%)	16 (20.00%)	64 (80.00%)
Upholstery	16 (80.00%)	4 (20.00%)	12 (15.00%)	68 (85.00%)
Masonry	13 (65.00%)	7 (35.00%)	31 (38.75%)	49 (61.25%)
Auto detailing	6 (30.00%)	14 (70.00%)	21 (26.25%)	59 (73.75%)
Welding	12 (60.00%)	8 (40.00%)	34 (42.50%)	46 (57.50%)
Heating	3 (15.00%)	17 (85.00%)	7 (8.75%)	73 (91.25%)
Ventilation	3 (15.00%)	17 (85.00%)	12 (15.00%)	68 (85.00%)
Air conditioning	1 (5.00%)	19 (95.00%)	21 (26.25%)	59 (73.75%)
Leather processing	7 (35.00%)	13 (65.00%)	20 (25.00%)	60 (75.00%)

Among the various programs, prison officers reported a higher availability of facilities for Carpentry (85%), trade test industries, horticulture, and upholstery (each at 80%), indicating a belief in the adequacy of resources for these programs. In stark contrast, the prisoners' perspectives on the availability of facilities for these same programs were markedly lower, with Carpentry being the highest at 55% and Upholstery the lowest at a mere 15%. This shows a potential overestimation of facility adequacy by prison officers.

Electrical Trade, Custodial Maintenance, Auto Detailing, Heating, Ventilation, and Air Conditioning programs were noted for particularly low facility availability from the prison officers' perspective, with Electrical Trade at 30%, and Heating and Ventilation each at 15%. The prisoners' perspectives corroborated these findings, with even lower percentages (8.75% to 20%), indicating an acute awareness of the lack of facilities.

Interestingly, programs like masonry and welding, which had moderate facility availability reports from prison officers (65% and 60%, respectively), saw a somewhat low corresponding prisoners' perspective (38%, and 42.5%, respectively). This indicates wider variation in perceptions of facility adequacy between prison officers and prisoners for these programs.

However, the overall trend indicates a considerable gap between the prison officers' and prisoners' perceptions of facility availability, with prisoners consistently reporting lower facilities availability across almost all programs. This disparity suggests that while prison officers may believe that adequate facilities are in place for vocational training, prisoners face challenges in accessing these facilities, which could hinder their participation and the overall effectiveness of the reformation programs.

Asked why to most prisoners the facilities are insufficient, a prisoner FGD member 4 observed:

*“The tools in those industries are not enough for all us. Some are also outdated”.*

#### **4.5.3 Instructor Status on Implementation of Vocational Programs**

This section presents instructor status within the vocational programs at Kitengela prison, as viewed by both prison officers and prisoners. Instructors are pivotal component in assessing the implementation and effectiveness of the prison's reformation and rehabilitation initiatives. This analysis examines the availability and perceived adequacy of instructors.

**Table 4.3: Instructor Status of Prisoners in Vocational Programs Based on Prisoners and prison officers' Perspectives**

<b>Program</b>	<b>Prison Officers Instructors Available</b> (Freq, %)	<b>Prison Officers No Instructors</b> (Freq, %)	<b>Prisoners Instructors Available</b> (Freq, %)	<b>Prisoners No Instructors</b> (Freq, %)
Trade test industries	8 (40.00%)	12 (60.00%)	15 (18.75%)	65 (81.25%)
Building maintenance	8 (40.00%)	12 (60.00%)	9 (11.25%)	71 (88.75%)
carpentry	6 (30.00%)	14 (70.00%)	23 (28.75%)	57 (71.25%)
Electrical trade	14 (70.00%)	6 (30.00%)	5 (6.25%)	75 (93.75%)
Plumbing	8 (40.00%)	12 (60.00%)	17 (21.25%)	63 (78.75%)
Barbering	16 (80.00%)	4 (20.00%)	17 (21.25%)	63 (78.75%)
Food services	18 (90.00%)	2 (10.00%)	9 (11.25%)	71 (88.75%)
Culinary arts	19 (95.00%)	1 (5.00%)	6 (7.50%)	74 (92.50%)
Horticulture	8 (40.00%)	12 (60.00%)	16 (20.00%)	64 (80.00%)
Custodial maintenance	20 (100.00%)	0 (0.00%)	7 (8.75%)	73 (91.25%)
Upholstery	8 (40.00%)	12 (60.00%)	9 (11.25%)	71 (88.75%)
Masonry	9 (45.00%)	11 (55.00%)	20 (25.00%)	60 (75.00%)
Auto detailing	20 (100.00%)	0 (0.00%)	11 (13.75%)	69 (86.25%)
Welding	8 (40.00%)	12 (60.00%)	16 (20.00%)	64 (80.00%)
Heating	8(40.00%)	12(60.00%)	3 (3.75%)	77 (96.25%)
Ventilation	3 (15.00%)	17 (85.00%)	5 (6.25%)	75 (93.75%)
Air conditioning	5 (25.00%)	15 (75.00%)	6 (7.50%)	74 (92.50%)
Leather processing	14 (70.00%)	6 (30.00%)	11 (13.75%)	69 (86.25%)

Prison Officers reported a 100% availability of instructors for custodial maintenance and auto detailing, signifying a strong belief in the presence and sufficiency of instructional resources for these particular vocational tracks. Conversely, the prisoners' perspectives on instructor availability for these programs were significantly lower, with the highest reported availability being 13.75% for auto detailing and the lowest at 8.75% for custodial maintenance.

In programs such as Culinary Arts, Food Services and Barbering, where warders perceived instructor availability to be exceedingly high (95%, 90% and 80%, respectively), prisoners reported drastically lower instructor presence (7.50%, 11.25% and 21.25%, respectively). This gap underscores a potential misalignment between the provision of instructors and the accessibility or effectiveness of these instructors from the prisoners' viewpoint.

The results also showed contrast between the lowest scoring status for prisoners and prison officers. Prison Officers reported lowest scores for air conditioning (25%) and carpentry (30%) while prisoners reported lowest scores for ventilation (15%) and air conditioning (25%), respectively. Such disparities suggest challenges in either the actual availability of instructors for prisoners or prisoners' perceptions of instructional support.

The findings reveal a significant difference between prison officers' and prisoners' perspectives on the instructor status in vocational programs at Kitengela prison. While prison officers generally believe that sufficient instructional resources are available, prisoners frequently reported a lack of access to instructors.

#### 4.5.4 Enrolment Status for Education Programmes

Table 4.17 presents an analysis of the enrolment status in the education programmes used in rehabilitation at Kitengela prison. The table reveals a detailed perspective from both prisoners and prison officers regarding the participation in various educational initiatives. This analysis highlights the contrasting views and participation rates across different levels of education offered within the facility.

**Table 4.17: Enrolment Status of Prisoners in Education Programs Based on Prisoners and Prison Officer' Perspectives**

Educational Programs	Prison Officers Enrolment (Freq, %)	Prison Officers No Enrolment	Prisoners Enrolment (Freq, %)	Prisoners No Enrolment
Primary (KCPE)	20 (100.00%)	0 (0.00%)	51 (63.75%)	29 (36.25%)
Secondary (KCSE)	16 (80.00%)	4 (20.00%)	49 (61.25%)	31 (38.75%)
Grade 1- 6 (KIPSEA)	4 (20.00%)	16 (80.00%)	31 (38.75%)	49 (61.25%)
Junior School	3 (15.00%)	17 (85.00%)	32 (40.00%)	48 (60.00%)
Academic certificate (non-vocational) courses	13 (65.00%)	7 (35.00%)	53 (66.25%)	27 (33.75%)
Academic (non-vocational) diploma courses	9 (45.00%)	11 (55.00%)	22 (27.50%)	58 (72.50%)
Degree courses	0 (0.00%)	20 (100.00%)	19 (23.75%)	61 (76.25%)

It was observed that for primary education (KCPE), prison officers reported a complete lack of enrolment, contrasting sharply with the prisoners' reports, where 63.75%

claimed enrolment, and 36.25% reported non-enrolment. This discrepancy indicates a divergence in the perception of educational participation at the primary level between the two groups.

In the case of secondary education (KCSE), a similar pattern emerged, with 80% of prison officers

noting enrolment, while 20% observed no enrolment. Prisoners, however, reported a slightly lower enrolment rate of 61.25%, with 38.75% indicating no enrolment. This suggests a modest alignment in perceptions of enrolment at the secondary level, albeit with a notable portion of prisoners not participating in these programs.

For the Grade 1-6 program, a significant contrast was noted, with only 20% of prison officers acknowledging enrolment compared to 80% who did not. Prisoners also reported a higher non-enrolment rate of 61.25%, with 38.75% indicating enrolment. This indicates a near similarity in perceptions and actual enrolment figures at this educational level.

The results on Junior School saw an even greater disparity, with only 15% of warders recognizing enrolment, against 85% who observed no enrolment. Among prisoners, 60% reported not being enrolled, while 40% claimed enrolment. This reflects a pronounced discrepancy in the recognition and participation in this educational segment.

For academic certificate (non-vocational) courses, 65% of prison officers noted enrolment, contrasting with 35% who observed no enrolment. Among prisoners, a majority of 66.25% reported enrolment, while 33.75% were not enrolled, highlighting equality in the participation in academic certificate programs for both groups.

Academic (non-vocational) diploma courses and degree courses showed a continuing trend of disparity between prison officers' observations and prisoners' reports. For diploma courses, 45% of prison officers reported enrolment, while 55% did not, compared to prisoners, where 72.50% reported not being enrolled. Degree courses revealed no prison officer reported enrolment, starkly contrasting with prisoners' reports of 23.75% enrolment and a significant 76.25% not being enrolled. The findings underscore the varied enrolment statuses across different educational programs at Kitengela prison, as perceived by prison officers and prisoners.

#### **4.5.5 Facility Status on Implementation of Educational Programs**

Table 4.18 presents facility status for prisoners enrolled in education programs at Kitengela prison, as perceived by both prisoners and prison officers. The tables offer a comprehensive insight into the resources available for education advancement within the institution.

**Table 4.18: Facility Status for Prisoners in Education Programs Based on Prisoners and prison officers' Perspectives**

Education Programs	Prison Officers Facilities Available (Freq, %)	Prison Officers No Facilities (Freq, %)	Prisoners Facilities Available (Freq, %)	Prisoners No Facilities (Freq, %)
Primary (KCPE)	15 (75.00%)	5 (25.00%)	28 (35.00%)	52 (65.00%)
Secondary (KCSE)	10 (50.00%)	10 (50.00%)	37 (46.25%)	43 (53.75%)
Grade 1- 6 (KIPSEA)	3 (15.00%)	17 (85.00%)	7 (8.75%)	73 (91.25%)
Junior School	3 (15.00%)	17 (85.00%)	7 (8.75%)	73 (91.25%)
Academic certificate (non-vocational) courses	7 (35.00%)	13 (65.00%)	16 (20.00%)	64 (80.00%)
Academic (non-vocational) diploma courses	5 (25.00%)	15 (75.00%)	12 (15.00%)	68 (85.00%)
Degree courses	0 (0.00%)	20 (100.00%)	5 (6.25%)	75 (93.75%)

For the Primary Education level (KCPE), prison officers reported that 75% of the facilities were available, with 25% indicating a lack of facilities. Contrastingly, prisoners perceived the availability of facilities significantly lower, with only 35% affirming their presence and a majority of 65% citing their absence. This difference

suggests a notable difference in the evaluation of facility adequacy between the two groups at the primary education level.

In Secondary Education (KCSE), the divide in perception becomes more evident. Prison officers perceived a balanced scenario with 50% reporting the availability of facilities and another 50% acknowledging their absence. Prisoners, however, reported a slightly less optimistic view, with 46.25% indicating the availability of facilities and 53.75% highlighting their absence. The almost even split in perception among prison officers' contrasts with the slightly more negative view from prisoners, pointing to differing assessments of facility sufficiency for secondary education.

For the Grade 1-6 (KIPSEA) program and Junior School the disparities in perceptions of facility availability are stark. Both programs were noted by prison officers to have a mere 15% availability of facilities, with an overwhelming 85% noting the absence of such. Prisoners' perceptions aligned closely with this assessment, reporting a minimal 8.75% availability and a significant 91.25% absence of facilities. This shows a critical gap in resources for these educational levels.

Academic certificate (non-vocational) courses saw prison officers reporting a 35% availability of facilities, in contrast to 65% who noted their absence. Prisoners echoed this sentiment, with 20% reporting available facilities and 80% citing a lack thereof. This reflects a considerable perception gap in the adequacy of facilities for non-vocational academic certification courses.

In academic (non-vocational) diploma courses, the situation appears more dire, with only 25% of warders and 15% of prisoners reporting the availability of facilities, against 75% and 85% respectively noting their absence. Degree courses reported the most significant gap, with no prison officers reporting available facilities and 100% noting

their absence, while prisoners reported a slight 6.25% availability against a 93.75% absence.

The results of facility status for vocational programs at Kitengela prison reveals a significant difference between prison officers ' and prisoners' perceptions of resource availability. Across all educational levels, prisoners consistently report lower availability of facilities compared to prison officers.

#### 4.5.6 Instructor Status on Implementation of Educational Programs

Table 4.19 presents data extracted on the availability and absence of instructors across various education levels as perceived by the prisoners and prison officers.

**Table 4.19: Instructor Status on Implementation of Educational Programs**

**Based on Prisoners and Prison's Perspectives**

Education Programs	Prison Officers Instructors (Freq, %)	Prison Officers No Instructors (Freq, %)	Prisoners Instructors (Freq, %)	Prisoners No Instructors (Freq, %)
Primary (KCPE)	10 (50.00%)	10 (50.00%)	27 (33.75%)	53 (66.25%)
Secondary (KCSE)	7 (35.00%)	13 (65.00%)	26 (32.50%)	54 (67.50%)
Grade 1- 6 (KIPSEA)	0 (0.00%)	20 (100.00%)	0 (0.00%)	80 (100.00%)
Junior School	0 (0.00%)	20 (100.00%)	0 (0.00%)	80 (100.00%)
Academic certificate (non-vocational) courses	7 (35.00%)	13 (65.00%)	9 (11.25%)	71 (88.75%)
Academic (non-vocational) diploma courses	2 (10.00%)	18 (90.00%)	2 (2.50%)	78 (97.50%)
Degree courses	0 (0.00%)	20 (100.00%)	2 (2.50%)	78 (97.50%)

At the primary education level (KCPE), a balanced view was observed among prison officers with 50% reporting the presence of instructors and another 50% noting their

absence. Contrastingly, prisoners reported a less favourable scenario, with only 33.75% indicating the presence of instructors against a significant 66.25% reporting their absence. This disparity between prison officers' and prisoners' perceptions highlights a potential gap in the effective communication or realization of instructional support at this foundational level of education.

In secondary education (KCSE), a further divergence in perspective was noted. Only 35% of prison officers reported the presence of instructors, with a majority of 65% acknowledging their absence. This was mirrored in the prisoners' responses, with a slightly lower 32.50% indicating the presence of instructors and a higher 67.50% reporting their absence. The consistency in these findings across both groups highlights a notable challenge in securing instructional support for secondary level education within the prison.

For Grade 1-6 (KIPSEA) and Junior School programs, both prison officers and prisoners uniformly reported a complete absence of instructors, with 100% consensus in both cases. This unanimous agreement highlights a critical shortfall in the provision of educational support for these levels, indicating an area requiring immediate attention and intervention to facilitate educational advancement opportunities for prisoners.

In the context of academic certificate (non-vocational) courses, 35% of prison officers reported the availability of instructors, contrasting sharply with the 65% who noted their absence. Prisoners presented a more dire perspective, with only 11.25% reporting the presence of instructors against a vast majority of 88.75% highlighting their absence. This points to a profound challenge in instructor availability for non-vocational academic programs.

The academic (non-vocational) diploma courses and degree courses presented the starkest findings. Only 10% of prison officers reported the presence of instructors for diploma courses, with an overwhelming 90% noting their absence. Prisoners' responses were aligned, with a mere 2.50% indicating the presence of instructors and a near-unanimous 97.50% reporting their absence. For degree courses, the scenario was similarly grim, with no warders reporting the presence of instructors and 100% noting their absence; prisoners reported similar scenario with 2.50% indicating the presence of instructors against 97.50% reporting their absence.

Therefore, there is revelation of significant gaps in the availability of instructors across all levels of education, with particularly acute shortages noted in higher education and CBC courses.

#### **4.5.7 Enrolment Status on Psychological Programs**

Table 4.20 shows the enrolment status in psychological programs at Kitengela Prison, as perceived by prison officers and prisoners. This section sheds light on the implementation and accessibility of three critical rehabilitative services.

**Table 4.20: Enrolment Status of Prisoners in Psychological Programs Based on Prisoners and prison officers' Perspectives**

Program	Prison officers Sufficient Enrolment (Freq, %)	Prison officers No Enrolment (Freq, %)	Prisoners Sufficient Enrolment (Freq, %)	Prisoners No Enrolment (Freq, %)
Counselling	20 (100.00%)	0 (0.00%)	50 (62.50%)	30 (37.50%)
Assessment	16 (80.00%)	4 (20.00%)	49 (61.25%)	31 (38.75%)
Therapy/Treatment	8 (40.00%)	12 (60.00%)	41 (51.25%)	39 (48.75%)

Prison officers reported a unanimous enrolment (100%) in counselling programs. This suggests a perception that all eligible prisoners have been enrolled. However, prisoners reported a significantly lower enrolment rate at 62.50%, indicating that a considerable portion of the inmate population perceives themselves as not being part of this program. This difference highlights a potential gap in communication or understanding regarding program enrolment between staff and inmates.

In the case of the assessment program, 80% of prison officers reported prisoner enrolments, compared to a slightly lower prisoners' reported enrolments rate of 61.25%. The difference in these percentages' points to a minor, yet notable, variance in perceptions of enrolment. This implies that some prisoners might not be aware of their participation in assessment activities or there might be differences in what is considered enrolment by prisoners and prison officers

The therapy/treatment program exhibited the largest gap in enrolments perceptions. While only 40% of prison officers reported enrolments in this program, indicating acknowledgment of a more selective or limited participation, prisoners reported a higher enrolment rate of 51.25%. This inverse discrepancy, where prisoners perceive higher enrolment than prison officers do, suggests a complex dynamic in the recognition and classification of therapeutic or treatment engagement within the prison.

#### **4.5.8 Facility Status on Implementation of Psychological Programs**

Table 4.21 presents data regarding the facility status of prisoners in psychological programs, as perceived by both prisoners and prison officers at Kitengela prison. The table reflects responses on the availability (or lack thereof) of facilities for counselling, assessment, and therapy/treatment programs, as reported by prison officers and prisoners.

**Table 4.21: Facility Status for Prisoners in Psychological Programs Based on Prisoners and Prison officers' Perspectives**

<b>Program</b>	<b>Prison officers Facilities (Freq, %)</b>	<b>Prison officers No Facilities (Freq, %)</b>	<b>Prisoners Facilities (Freq, %)</b>	<b>Prisoners No Facilities (Freq, %)</b>
Counselling	10 (50.00%)	10 (50.00%)	30 (37.50%)	50 (62.50%)
Assessment	11 (55.00%)	9 (45.00%)	24 (30.00%)	56 (70.00%)
Therapy/Treatment	6 (30.00%)	14 (70.00%)	29 (36.25%)	51 (63.75%)

For counselling programs, it was observed that an equal division of opinion exists among the prison officers, with 50% (n=10) acknowledging the existence of adequate facilities, while the remaining 50% (n=10) perceived a lack of such facilities. In contrast, prisoners' perspectives on counselling facilities were notably more pessimistic, with a substantial majority of 62.50% (n=50) reporting the absence of adequate facilities, compared to 37.50% (n=30) who felt that adequate facilities were in place.

Similarly, the assessment programs depicted a disparity in facility availability, with 55.00% (n=11) of prison officers recognizing the presence of facilities versus 45.00% (n=9) who disagreed. The prison officers, on the other hand, presented a grimmer view, where a significant 70.00% (n=56) reported a lack of facilities, contrasting with only 30.00% (n=24) who acknowledged their availability.

The discrepancy in perceptions was further evident in the context of therapy/treatment programs. Here, only 30.00% (n=6) of prison officers identified the presence of adequate facilities, in stark contrast to 70.00% (n=14) who noted their absence. This gap between the provision and perception of facilities was also reflected in the

prisoners' responses, where 63.75% (n=51) indicated a lack of facilities, against 36.25% (n=29) who believed that adequate facilities were available.

These results highlight a significant perception gap between prison officers and prisoners regarding the status of facilities for psychological programs. While there is a recognition among a proportion of warders about the availability of facilities for these crucial services, prisoners predominantly perceive a substantial gap in the provision of such facilities.

#### 4.5.9 Instructor Status on Implementation of Psychological Programs

Table 4.22 offers an insightful view into the instructor status on prisoners' psychological programs used in rehabilitation at Kitengela prison, highlighting the perspectives of both prisoners and prison officers. This analysis provides a detailed examination of the availability of instructors for counselling, assessment, and therapy/treatment programs, shedding light on the discrepancies between the perceptions of the two groups.

**Table 4.22: Instructor Status on Prisoners' Psychological Programs Based on Prisoners and Prison officers' Perspectives**

Program	Prison officers Instructors (Freq, %)	Prison officers No Instructors (Freq, %)	Prisoners Instructors (Freq, %)	Prisoners No Instructors (Freq, %)
Counselling	12 (60.00%)	8 (40.00%)	14 (17.50%)	66 (82.50%)
Assessment	12 (60.00%)	8 (40.00%)	12 (15.00%)	68 (85.00%)
Therapy/Treatment	4 (20.00%)	16 (80.00%)	14 (17.50%)	66 (82.50%)

In the realm of counselling programs, the warders reported a more optimistic view with 60% (n=12) confirming the presence of instructors, contrasted with 40% (n=8) who indicated their absence. However, the prisoners' perspective revealed a significant disparity, with a vast majority of 82.50% (n=66) reporting no instructors available for counselling, compared to a mere 17.50% (n=14) who identified the presence of instructors.

A similar trend was observed in the assessment programs, where again 60% (n=12) of the prison officers acknowledged the availability of instructors, while 40% (n=8) noted their absence. On the prisoners' side, the disparity grew even wider, with an overwhelming 85% (n=68) stating that there were no instructors available for assessment programs, leaving only 15% (n=12) who reported their availability.

The most striking discrepancy, however, was seen in the therapy/treatment programs. Here, only 20% (n=4) of prison officers reported the availability of instructors, with a significant 80% (n=16) highlighting their absence. This view was somewhat mirrored by the prisoners, where 82.50% (n=66) reported a lack of instructors for therapy/treatment, with only 17.50% (n=14) reporting their presence.

These results highlight a considerable gap between the perceptions of prison officers and prisoners regarding the instructor status in psychological programs. While prison officers tend to report a somewhat optimistic view on the availability of instructors for counselling and assessment programs, prisoners overwhelmingly perceive a scarcity of instructors across all programs. The disparity is especially notable in therapy/treatment programs, where the lack of instructors is acutely felt by prisoners and is also acknowledged by a significant majority of prison officers.

#### 4.5.10 Enrolment Status on Recreational Programs

Table 4.23 provides a comprehensive overview of the enrolment status of prisoners in various recreational programs at Kitengela prison, capturing the perspectives of both prisoners and prison officers. This analysis aims to highlight the participation rates based on the views of respondents.

**Table 4.234: Enrolment Status of Prisoners in recreational programs Based on Prisoners and prison officers' Perspectives**

Recreational Program	Prison officers	Prison officers	Prisoners	Prisoners
	Sufficient Enrolment	No Enrolment	Sufficient Enrolment	No Enrolment
Ball games	20 (100.00%)	0 (0.00%)	57 (71.25%)	23 (28.75%)
Track activities	9 (45.00%)	11 (55.00%)	45 (56.25%)	35 (43.75%)
Indoor games e.g. cards	16 (80.00%)	4 (20.00%)	35 (43.75%)	45 (56.25%)
Modelling	7 (35.00%)	13 (65.00%)	42 (52.50%)	38 (47.50%)
Music and dance	20 (100.00%)	0 (0.00%)	50 (62.50%)	30 (37.50%)
Religious services	20 (100.00%)	0 (0.00%)	60 (75.00%)	20 (25.00%)

A unanimous agreement among prison officers was observed in their perspective on ball games and music and dance programs, with 100% (n=20) reporting enrolment in these activities, indicating full participation and possibly reflecting a high level of interest or availability of resources for these programs. Similarly, religious services also saw complete enrolment according to warders, with all responding warders (n=20) noting prisoner participation, suggesting a strong inclination towards spiritual engagement among the prison population.

However, other recreational activities demonstrated varying levels of enrolment. Indoor games, such as cards, were reported by 80% (n=16) of prison officers to have prisoner enrolment, though 20% (n=4) noted a lack of participation, which might indicate a moderate interest or possible constraints in accessing these games. The enrolment in track activities and modelling was perceived to be lower among prison officers, with 45% (n=9) and 35% (n=7) respectively acknowledging prisoner participation, whereas a majority noted non-enrolment, signalling potential disinterest or limitations in these activities.

Prisoners' responses mirrored some of these trends while highlighting disparities in others. A significant majority of prisoners were enrolled in ball games (71.25%, n=57) and religious services (75%, n=60), corroborating the prison officers' observations of high participation rates in these programs. Music and dance also enjoyed a considerable enrolment rate of 62.50% (n=50) among prisoners, further reflecting a shared interest in cultural and expressive activities.

Conversely, discrepancies were notable in the perceived enrolment for indoor games and modelling, with prisoners reporting lower enrolment rates of 43.75% (n=35) and 52.50% (n=42), respectively, compared to warders' more optimistic views. This could indicate a misalignment in the perceived accessibility or appeal of these programs. Track activities showed a moderate enrolment rate of 56.25% (n=45) among prisoners, suggesting a balanced but not overwhelming interest.

These results underscore a clear enthusiasm for certain recreational programs, such as ball games, religious services, and music and dance, while revealing potential gaps or lessened interest in others like track activities, indoor games, and modelling.

#### 4.5.11 Facility Status on Implementation of Recreational Programs

Table 4.24 provides a pivotal insight into the facility status for recreational programs at Kitengela prison, as perceived by both prison officers and warders. This detailed examination focuses on assessing the availability or lack thereof of facilities for various recreational activities, including ball games, track activities, indoor games such as cards, modelling, music and dance, and religious services.

**Table 4.54: Facility Status of Prisoners in Recreational Programs Based on Prisoners and Prison officers' Perspectives**

Recreational Program	Prison officers Facilities Available	Prison officers No Facilities	Prisoners Facilities Available	Prisoners No Facilities
Ball games	10 (50.00%)	10 (50.00%)	23 (28.75%)	57 (71.25%)
Track activities	6 (30.00%)	14 (70.00%)	25 (31.25%)	55 (68.75%)
Indoor games e.g. cards	7 (35.00%)	13 (65.00%)	26 (32.50%)	54 (67.50%)
Modelling	5 (25.00%)	15 (75.00%)	17 (21.25%)	63 (78.75%)
Music and dance	9 (45.00%)	11 (55.00%)	12 (15.00%)	68 (85.00%)
Religious services	11 (55.00%)	9 (45.00%)	37 (46.25%)	43 (53.75%)

A split perspective emerged from the prison officers regarding the availability of facilities for ball games, with an equal distribution of views: 50% (n=10) affirming the presence of facilities, and the remaining 50% (n=10) indicating their absence. These results are starkly contrasted by the prisoners' perspectives, where a substantial

majority, 71.25% (n=57), report a lack of facilities for ball games, with only 28.75% (n=23) indicating their availability.

For track activities and indoor games, a similar trend is observed. The prison officers' responses suggest a predominant view of inadequate facilities, with 70% (n=14) for track activities and 65% (n=13) for indoor games, highlighting their non-availability. Prisoners echo this sentiment, reporting even higher percentages of facility unavailability for track activities (68.75%, n=55) and indoor games (67.50%, n=54).

Modelling and music and dance activities further emphasized this gap, with a notable 75% (n=15) of warders for modelling and 55% (n=11) for music and dance indicating the absence of facilities. The prisoners' responses were markedly more pronounced, with a significant 78.75% (n=63) for modelling and an overwhelming 85.00% (n=68) for music and dance reporting no access to adequate facilities.

Conversely, religious services appeared to be the most favourably viewed in terms of facility availability, with a slight majority of warders (55%, n=11) affirming the presence of facilities. Prisoners' perspectives are more balanced on this program, with 46.25% (n=37) acknowledging facility availability against 53.75% (n=43) reporting their absence.

The results revealed a conspicuous discrepancy between prisoners and prison officers in their perceptions of facility availability for recreational programs, with prisoners consistently reporting a higher perception of inadequacy across all programs.

#### **4.5.12 Instructor Status on Implementation of Recreational Programs**

The study focused on analysing the instructor status in the implementation of recreational programs at Kitengela Prison, collecting views from both prisoners and

prison officers. The data, encapsulated in Table 4.25, illustrates the presence or absence of instructors across various recreational activities, as perceived by both groups.

**Table 4.25: Instructor Status of Prisoners in Recreational Programs Based on Prisoners and Prison officers' Perspectives**

Recreational Program	Prison officers Instructors Available	Prison officers No Instructors	Prisoners Instructors Available	Prisoners No Instructors
Ball games	5 (25.00%)	15 (75.00%)	16 (20.00%)	64 (80.00%)
Track activities	3 (15.00%)	17 (85.00%)	9 (11.25%)	71 (88.75%)
Indoor games e.g. cards	6 (30.00%)	14 (70.00%)	12 (15.00%)	68 (85.00%)
Modelling	0 (0.00%)	20 (100.00%)	10 (12.50%)	70 (87.50%)
Music and dance	7 (35.00%)	13 (65.00%)	8 (10.00%)	72 (90.00%)
Religious services	9 (45.00%)	11 (55.00%)	34 (42.50%)	46 (57.50%)

In the context of ball games, a significant disparity was observed between the prisoners' and prison officers' perspectives. Only 25% of prison officers reported the presence of instructors, as opposed to 75% noting their absence. From the prisoners' viewpoint, 20% acknowledged the presence of instructors, while a vast majority, 80%, did not, suggesting a consensus on the lack of formal guidance in ball games.

Track activities showed an even more pronounced discrepancy, with only 15% of prison officers and an even lower 11.25% of prisoners recognizing the existence of instructors.

The overwhelming majority from both groups, 85% of prison officers and 88.75% of prisoners, reported no instructor involvement, indicating a significant gap in structured leadership for these activities. Indoor games such as cards exhibited a slightly better situation concerning instructor involvement, with 30% of warders and 15% of prisoners acknowledging their presence. However, the majority still perceived lack of instructors, underscoring a potential area for improvement.

Modelling stood out with a stark 100% of prison officers reporting the absence of instructors, a sentiment echoed by 87.5% of prisoners. This activity notably lacks any formal instruction, pointing to a critical void in structured recreational engagement. Music and dance activities seem to fare slightly better, with 35% of prison officers and 10% of prisoners noting the presence of instructors. Yet, a substantial portion still indicates an absence, suggesting room for enhanced instructional support.

Religious services presented a unique case where slightly less than half of the respondents, prisoners (42.5%) and prison officers (45%) reported the presence of instructors. This marks the only activity where a considerable number of participants acknowledge structured guidance, highlighting its distinct status within the prison's recreational programs. The findings suggest a pervasive lack of formal instructors across most recreational activities, as perceived by both prisoners and prison officers.

#### **4.5.13 Success of Programs Implemented**

The analysis presented in Table 4.26 offers a comprehensive view of the perceived levels of success in the implementation of various programs at Kitengela prison, as evaluated by both prisoners and warders. The assessment employs a numerical scale where 1 indicates the most successful implementation, and 4 denotes the least

successful. This evaluation allows for a detailed understanding of the effectiveness of vocational, educational, psychological, and recreational programs within the prison context.

**Table 4.26: Level of Program Implementation Success at Kitengela Prison**

Program	Prison officers Mean	Prison officers Min	Prison officers Max	Prisoners Mean	Prisoners Min	Prisoners Max
Vocational	1.55	1	3	1.75	1	4
Educational	1.95	1	3	2.5875	1	4
Psychological	2.231	1	4	2.725	1	4
Recreational	2.32	1	4	2.475	1	4

The analysis presented in Table 16 offers a comprehensive view of the perceived levels of success in the implementation of various programs at Kitengela prison, as evaluated by both prisoners and prison officers. The assessment employs a numerical scale where 1 indicates the most successful implementation, and 4 denotes the least successful. This nuanced evaluation allows for a detailed understanding of the effectiveness of vocational, educational, psychological, and recreational programs within the prison context.

Vocational programs were perceived as the most successfully implemented, with prison officers assigning a mean rating of 1.55, indicating a consensus towards high success. The range of their assessments stretches from a minimum of 1 to a maximum of 3, suggesting a generally favourable view of these programs' effectiveness. Prisoners'

ratings for vocational programs also reflect a high level of success, with a mean score of 1.75, extending from a minimum of 1 to a maximum of 4. This indicates a broad consensus on the vocational programs' success from prisoners and prison officers.

Educational programs were rated as the second most successful initiative by both groups, with prison officers giving a mean score of 1.95 and prisoners slightly higher at 2.5875. This suggests a fairly successful implementation for prison officers and least successful for prisoners. This highlights a variance in perceived effectiveness between prisoners and prison officers. Psychological programs are seen as less successful than vocational and educational programs, with warders assigning a mean score of 2.231 and prisoners a mean of 2.725. The maximum rating of 4 from both prison officers and prisoners indicates some degree of dissatisfaction with the implementation of these programs, suggesting areas where improvements could be beneficial.

Recreational programs, while not rated as the least successful overall, show a mean score of 2.32 from warders and 2.475 from prisoners, indicating a perception of moderate success. The full range of scores from both groups suggests a diverse experience with these programs, with some individuals finding them less beneficial than others.

These results reveals that vocational and recreational programs are viewed as successful in comparison with other programs. This reflects a strong foundation for vocational and recreational activities within the prison.

## 4.6 Challenges Facing Implementation of Reformation Program used in Rehabilitation of Prisoners

The results provided in Table 4.27 offers an insightful overview of the challenges encountered in the implementation of prison reform programs at Kitengela prison, as perceived by both prison officers and prisoners. This analysis identifies several key obstacles that significantly impact the efficacy of reform initiatives within the facility.

**Table 4.27: Challenges Facing the Implementation of Prison Reform Programmes**

Challenges	Prison officers a challenge (Freq, %)	Prison officers Not a challenge (Freq, %)	Prisoner a challenge (Freq, %)	Prisoner Not a challenge (Freq, %)
Inadequate facilities	20.0 (nan%)	nan (nan%)	55 (68.75%)	25 (31.25%)
Insufficient human resource	16.0 (80.0%)	4.0 (20.0%)	65 (81.25%)	15 (18.75%)
Overpopulation in the prisons	16.0 (80.0%)	4.0 (20.0%)	42 (52.5%)	38 (47.5%)
Lack of prisoners' interest in taking up the programmes	12.0 (60.0%)	8.0 (40.0%)	23 (28.75%)	57 (71.25%)
Poor prisoners- staff relationship	8.0 (40.0%)	12.0 (60.0%)	38 (47.5%)	42 (52.5%)
Lack of professionalism and integrity of the prison staff	12.0 (60.0%)	8.0 (40.0%)	46 (57.5%)	34 (42.5%)
Poor prison leadership and management	16.0 (80.0%)	4.0 (20.0%)	47 (58.75%)	33 (41.25%)
Rate of unemployment in the country	16.0 (80.0%)	4.0 (20.0%)	27 (33.75%)	53 (66.25%)
Social stigma towards prisoners by the society	16.0 (80.0%)	4.0 (20.0%)	60 (75.0%)	20 (25.0%)
Poor living conditions in the prisons	16.0 (80.0%)	4.0 (20.0%)	58 (72.5%)	22 (27.5%)

Inadequate facilities emerged as a primary challenge, with prisoners overwhelmingly identifying it as an issue (68.75%), compared to 31.25% who did not view it as a challenge. This perspective was unanimously echoed by prison officers, emphasizing the critical need for improved infrastructure to support reform programs effectively.

Insufficient human resources were also cited as a significant challenge by both groups, with 80.0% of prison officers and an even higher percentage of prisoners (81.25%) highlighting the lack of adequate staff as a barrier to program implementation. This underscores the necessity for increased recruitment and training of personnel to meet the demands of effective reform efforts.

Overpopulation in prisons was acknowledged by both prison officers (80.0%) and a majority of prisoners (52.5%), indicating that the issue of overcrowding not only exacerbates existing challenges but also hinders the successful rollout of reform programs. The lack of prisoners' interest in participating in programs was identified by (60.0%) of prison officers as a challenge, although a significant majority of prisoners (71.25%) did not perceive this as a significant issue, suggesting a potential disconnect in perceptions of program engagement and appeal.

Poor prisoner-staff relationships and the lack of professionalism and integrity among prison staff were noted as concerns, with nearly half of the prisoners (47.5%) and (57.5%) respectively and a significant proportion of prison officers (40.0% and 60.0%, respectively) recognizing these as impediments to effective reform.

A significant majority of prison officers (80.0%) and a substantial number of prisoners (58.75%) identified poor prison leadership and management as a key challenge. This consensus between prison officers and prisoners highlights the critical impact of

leadership quality on the success of reform programs within the prison environment. The findings suggest that deficiencies in leadership and management practices may hinder the successful implementation of reform initiatives, affecting everything from day-to-day operations to the broader strategic vision for rehabilitation and reintegration programs.

The rate of unemployment in the country was perceived differently by the two groups. While 80.0% of prison officers view it as a challenge, a smaller percentage of prisoners (33.75%) regard it as such. This discrepancy may reflect differing perspectives on the impact of external socio-economic conditions on the prison system and its reform programs. Social stigma towards prisoners and poor living conditions within the prison were also identified as substantial challenges, with a high percentage of prisoners (75.0% and 72.5%, respectively) and prison officers (80.0%) acknowledging these issues, which significantly affect the morale and rehabilitation prospects of inmates.

These results demonstrate that both prisoners and prison officers consider institutional and human resource challenges as the most significant impacting prison reformation programs at Kitengela prison. The findings also demonstrate that societal and individual level challenges impact prison program to less degree.

#### **4.7 Factors Influencing an Inmate to Undertake a Prison Reformation**

##### **Programme**

The data presented in Table 4.28 examines the factors influencing inmates to participate in prison reformation programmes at Kitengela prison, as perceived by both prison officers and prisoners. This analysis adopts a scoring system where 1 signifies a great

influence, and 4 indicates no influence on the implementation of these programmes.

Through this lens, a detailed examination of the factors is provided.

**Table 4.28: Factors Influencing an Inmate to Undertake a Reformation**

**Programme**

<b>Factors</b>	<b>Prison officers Mean</b>	<b>Prison officers Min</b>	<b>Prison officers Max</b>	<b>Prisoners Mean</b>	<b>Prisoners Min</b>	<b>Prisoners Max</b>
Generate income	1.8	1	3	1.8375	1	4
Make one not come to prison again	1.6	1	2	2.0625	1	4
Makes one relaxed while in prison	1.95	1	4	2.95	1	4
Helps in promoting Socialisation	1.75	1	4	2.56	1	4
Program of Interest	1.85	1	4	2.1875	1	4
Connects with God	2.6	1	4	2.925	1	4
Opportunities for Employment	1.6	1	2	1.5	1	3
Enhances Academic Knowledge	1.9	1	3	1.9125	1	4
Helps in forgetting problems	2.2	1	3	2.84	1	4
Make one better person	1.4	1	2	1.825	1	4
Friendliness of Prison Officers	2.52	1	4	2.4375	1	4
Adequate Program Facilities	1.7	1	3	2.375	1	4

**Income Generation and Employment Opportunities:** Both prison officers and prisoners perceived the ability of reformation programmes to generate income (prison officers mean: 1.8; prisoner mean: 1.8375) and provide opportunities for employment post-release (prison officers mean: 1.6; prisoner mean: 1.5) as significant influences on

participation of inmates in prison program. These factors are highly valued, suggesting that money incentives play a key role in influencing participation in prison programmes.

**Behavioural and Psychological Influences:** The factor 'Make one not come to prison again' was rated fairly by prison officers (mean: 1.6) and by prisoners (mean: 2.0625), indicating strong behaviour change as an motivators for inmates' participation in reformation programmes. Similarly, the importance of programmes in making inmates 'better persons' is underscored (prison officers mean: 1.4; prisoner mean: 1.825), pointing to a shared emphasis on the influence of moral and behavioural improvement as a motivator for prisoners' participation in programs.

**Emotional and Social Well-being:** Promoting relaxation (prison officers mean: 1.95; prisoner mean: 2.95), socialisation (prison officers mean: 1.75; prisoner mean: 2.56), and help in forgetting problems (prison officers mean: 2.2; prisoner mean: 2.84) are viewed as influential, albeit to varying degrees by prison officers and prisoners. This variation suggests that while prison officers consider emotional and social wellbeing of prisoners as a motivator for their participation in reformation programs, prisoners consider emotional and social wellbeing as of less influence.

**Educational and Spiritual Development:** The enhancement of academic knowledge (prison officers mean: 1.9; prisoner mean: 1.9125) was reported as a significant factor influencing prison participation in programs. However, connection with God (warder mean: 2.6; prisoner mean: 2.925) were less recognized as influencing factors.

**Infrastructure and Personnel:** Adequate program facilities (warder mean: 1.7; prisoner mean: 2.675) was mentioned as factor influencing program participation fairly. and the friendliness of prison officers was acknowledged as factory less influencing prison program participation by (prison officers mean: 2.52) while the prisoners (mean: 2.4375) felt that it fairly influences program implementation. This suggests that

infrastructure and personnel attitudes are deemed important to varying degree by prisoners and prison officers.

The findings reveal a varied view of the factors influencing the participation of prisoners in reformation programs. There is a clear consensus on the value of programmes that offer tangible benefits such as income generation and employment opportunities, alongside those fostering behavioural change and personal development. However, the variations in ratings, particularly from prisoners on factors related to emotional well-being, educational advancement, and the quality of facilities and staff relationships, highlight areas where expectations may not fully align with experiences.

In the study, one of the objectives was to examine control strategies for the challenges facing the implementation of prison reformation programs at Kitengela Prison. Data was collected from both prisoners and prison officers. Table 4.29 present the results of the mean scores, as well as minimum and maximum responses, for each strategy from both groups, using a scale where 1 represents "Strongly Agree" and 4 denotes "Strongly Disagree."

**Table 4.29: Control Strategies for Implementation Challenges at Kitengela****Prison**

Strategy	Prison officers Mean	Prison officers Min	Prison officers Max	Prisoner Mean	Prisoner Min	Prisoner Max
Adequate Human Resources	1.3	1	2	1.65	1	4
Adequate Materials	1.25	1	3	1.425	1	4
Marketable Courses	1.49	1	3	2.45	1	4
Partnerships with more Institutions	1.25	1	2	2.8625	1	4
Provision of Start-up tool	1.65	1	3	1.925	1	4
Money Incentives	1.6	1	3	2	1	4
Reducing Confinement Periods	1.7	1	3	1.3	1	3
Budgetary Allocations	1	1	1	1.65	1	4
Improvement in Program Management	1.75	1	4	2.2	1	4
Improving Health Provision	2.2	1	4	2.5375	1	4

For the strategy concerning adequate human resources, prison officers showed a strong consensus on its importance, with a mean score of 1.3, indicating a strong agreement. This view was slightly less pronounced among prisoners, who nonetheless agreed, evident from a mean score of 1.65. Both groups' responses ranged from strong

agreement to disagreement, but notably, no prisoner strongly disagreed with the importance of this strategy.

Similarly, the adequate materials strategy received strong agreement from both prison officers and prisoners, with mean scores of 1.25 and 1.425, respectively. This indicates a shared recognition of the necessity for materials in the reformation process, though prisoners displayed a slightly wider range of responses. The introduction of marketable courses as a strategy received differing levels of agreement. Warders showed strong agreement with a mean score of 1.49, while prisoners were more divided, reflected in a higher mean score of 2.45. This suggests prisoners perceive a greater challenge in the applicability or selection of courses offered.

Partnerships with more institutions were highly valued by prison officers, as shown by a low mean score of 1.25, contrasting with prisoners who disagreed on the statement (mean score of 2.8625). This significant difference underscores differing perspectives on the importance of partnership in successful implementation of reformation programs.

Provision of start-up tools and money incentives were strategies that both groups agreed on, though to varying extents. Mean scores were generally lower (indicating agreement), suggesting these are considered practical steps toward rehabilitation and reintegration. Interestingly, reducing confinement periods was the only strategy where prisoners showed stronger agreement (mean score of 1.3) compared to warders (1.7), highlighting a clear difference in priorities between the two groups.

Budgetary allocations and improvement in program management received strong agreement from prison officers, with mean scores of 1 and 1.75, respectively, indicating

a consensus on the need for financial and administrative support to overcome implementation challenges. Prisoners agreed but with less intensity, suggesting differences in the perceived impact of these strategies on reform programs' effectiveness.

Improving health provision was viewed differently, with prison officers showing agreement (mean scores of 2.2) while prisoners exhibited disagreement (mean= 2.5375) compared to other strategies. This indicates a recognition of challenges in health services within the reformation programs, albeit with varying degrees of concern between the two groups.

The results highlight both consensus and divergence in views between prisoners and prison officers on control strategies for addressing challenges in prison reformation programs at Kitengela Prison. These insights are crucial for tailoring interventions that are responsive to the needs and perspectives of both groups involved.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

Based on the findings, the study makes the following summaries, conclusions and recommendations.

#### 5.1 Summary

On socio-demographic profile, 71.2% of prisoners were aged between 18 and 45 years. While on education level a combined 56.3%, had completed primary and secondary. Those in formal employment and casual labourers were 25% and 21.3% respectively. The unemployed accounted for 12.5%. A significant majority of the prisoners at 66.3% are married. The length of imprisonment service revealed that a substantial majority at 75%, had been in prison for over 5 years. On the other hand, for prison officers; the majority at 50% were within the 26-35 years age. This was followed by those in 36-45 age bracket at 25%. On education level 60% had attained secondary education. This was followed by both primary and certificate levels, each accounting for 20% of the prison officers. A significant majority at 70% were married.

As concerns prison reformation programmes, 100% of prison officers indicated that carpentry, plumbing, horticulture, masonry, welding, and leather were available. conversely, the prisoners' perspectives on the availability of these programs were varied. carpentry stood at 100%, masonry 95% and welding programs 97.5% in terms of availability among the prisoners. For prisoners, the results on vocational training programmes levels of operationability were welding, carpentry, and horticulture, with participation rates of 77.50%, 74.68%, and 58.75%, respectively. On psychological

programmes, counselling services stood out as the most accessible and presumably most effective psychological support, with the prison officers indicating 100% availability and prisoners 87.50%. Ball games, music and dance programs were the most available recreational activities. On education programmes utilized for reformation of prisoners KCPE and KCSE levels of education were the most available, operational and successfully implemented.

On challenges facing the reformation programmes, inadequate facilities emerged as a primary challenge, with prisoners at (68.75%), a position supported by prison officers. Insufficient human resources were also cited as a significant challenge by both groups, with 80.0% of prison officers and an even higher percentage of prisoners (81.25%). Other challenges that also scored highly were overpopulation in prisons which was acknowledged by both prison officers (80.0%) and a majority of prisoners (52.5%), lack of prisoners' interest in participating in programs was identified by (60.0%) of prison officers although a significant majority of prisoners (71.25%) did not perceive this as a significant issue. Prison officers at 80.0%) and prisoners at 58.75% also identified poor prison leadership and management as a challenge. Poor prisoner-staff relationships and, lack of professionalism and integrity among prison staff were noted by prisoners at 47.5% and 57.5% respectively. For prisons staff these were rated at 40.0% and 60.0%, respectively.

On the control strategies for the challenges facing implementation of prison reformation programs at Kitengela Prison; among the prison staff; provision of adequate human resources had a strong consensus on its importance with a mean score of 1.3, however for prisoners its score was 1.65. Likewise, the adequate materials had mean scores of 1.25 and 1.425, respectively. Other measures that were strongly pointed out were

introduction of marketable courses, partnerships with more institutions, provision of start-up tools and money incentives to prisoners on release. Increased budgetary allocations, improvement in program management, and improving health provision to prisoners also received strong agreement across board.

## **5.2 Conclusions**

Assessment of reformation programmes at Kitengela Prison revealed that there are several vocational and formal education programmes available and are implemented in reformation of prisoners. The vocational programmes include carpentry, plumbing, horticulture, masonry, welding, and leather work. The education programmes majorly available and operational in reformation are KCPE and KCSE levels of education. It was also revealed that the operation of these programmes is above average. There is also in place psychological counselling for prisoners' psychological support, and ball games, music and dance for recreation.

However, there are challenges to 100% successful implementation and utilization of the reformation programmes at Kitengela Prison. These problems include insufficient capital and human resources, overpopulation in prisons, prisoners' disinterest in the programs, poor prison leadership and management, poor prisoner-staff relationships and, lack of professionalism and integrity among prison staff.

## **5.3 Recommendations**

First, the study recommends that the Kenyan government should ensure that all the reformation programmes used in rehabilitation of prisoners in prison institutions operates fully, Kitengela Prison included. This is not the case as per the study findings on availability and implementation of the programmes. This can be achieved by

controlling the challenges faced through provision of adequate capital and human resources.

Secondly, prisons department should introduce other marketable courses instead of relying purely trade tests. The department should also partner with other institutions in training and employment of prisoners after discharge. In addition, the government and other stakeholders should provide prisoners with start-up tools and money as incentives on release for them to practice the skills learnt. Lastly, corruption, maladministration and mismanagement by concerned prison staff must also be eradicated.

### **5.3.1 Recommendations for Further Study**

The researcher recommends that a study should be conducted on why prisoners compared to the prisons staff have lower views on all aspects of the reformation programmes within Kitengela Prison or prisons in general. This is vital given that they are the intended beneficiaries of the programmes, thus a negative attitude towards the very programmes if not addressed will have negative impacts.

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## APPENDICES

### APPENDIX I: The Prisoners' Questionnaire

Respondent no \_\_\_\_\_

Dear Respondent, my name is Dickson Odhiambo Osina. I am a Master of Arts degree student in security and policing studies at Kenyatta University. The purpose of this questionnaire is to collect data on reformation programmes and rehabilitation of prisoners at Kitengela prison in Kajiado County, Kenya. The information collected from you will be treated with utmost confidentiality. Your identity will be kept anonymous because you are not required to reveal your name on the questionnaire and during focus group discussion. Your honesty in answering the questions in this questionnaire and during focus group discussion is vital in understanding the linkages between reformation programmes and rehabilitation of prisoners at Kitengela prison.

#### **Instructions;**

Do not write your name on this questionnaire

Please give honest and correct answers to the questions asked in this questionnaire.

Thank you.

<b>SECTION</b>	<b>A:</b>	<b>RESPONDENT'S</b>	<b>SOCIO-DEMOGRAPHIC</b>
<b>CHARACTERISTICS</b>			

1. Gender:

a. Male ( )

b. Female ( )

2. Age:

- a. 18-25 ( )
- b. 26-35 ( )
- c. 36-45 ( )
- d. 46-55 ( )
- e. Above 55 years ( )

3. Marital Status

- a) Married ( )
- b) Divorced ( )
- c) Separated ( )
- d) Widowed ( )
- e) Single ( )

4 Highest level of education

- a. Primary school ( )
- b. Secondary school ( )
- c. Certificate level ( )
- d. Diploma level ( )
- e. Degree level ( )
- f. Others (please specify).....

5.Occupation before coming to prison

- a. Civil servant ( )
- b. Company employee ( )
- c. Casual labourer ( )
- d. Businessman ( )
- e. Farmer ( )

f. Student ( )

g. Unemployed ( )

h. Others.....

6.Length of stay in the prison

a. Less than one year ( )

b. 1-5 years ( )

c. Over 5 years ( )

**SECTION B: ASSESSMENT OF PRISON REFORMATION PROGRAMMES**

**AT KITENGELA PRISON**

1. Are you aware of prisoners' reformation programmes?

a) Yes ( )

b) No ( )

2. If Yes, are the following types of prisoners' reformation programmes in your prison?

a) Vocational Yes ( ) No ( )

b) Educational Yes ( ) No ( )

c) Psychological Yes ( ) No ( )

d) Recreational Yes ( ) No ( )

**3. Availability of vocational programmes**

Please tick either Yes or No for the availability and operationalisation of the vocational programmes in the table below

Type of Vocational Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>

a. trade test industries				
b. building maintenance				
c. carpentry				
d. electrical trade				
e. plumbing				
f. barbering				
g. food services				
h. culinary arts				
i. horticulture				
j. custodial maintenance				
k. upholstery				
l. masonry				
m. automotive mechanic				
n. welding				
o. heating				
p. ventilation				
q. air conditioning				
r. leather processing				
s. other(s) (specify)				

**4. Educational programmes**

Please tick either Yes or No for the availability and operationalisation of the educational programmes in the table below

Type of Educational Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Primary (KCPE)				
b. Secondary (KCSE)				
c. Grade 1- 6 (KIPSEA)				
d. Junior School				
e. Academic certificate (non-vocational) courses				
f. Academic (non-vocational) diploma courses				
g. Degree courses				

### 5. Psychological Programmes

Please tick either Yes or No for the availability and operationalisation of the psychological programmes in the table below

Type of Psychological Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Counselling				
b. Assessment				

### 8.Recreational programmes

c. Mental wellness treatment/therapy				
d. Substance use/addiction rehabilitation				
e. Others (specify)				

Please tick either Yes or No for the availability and operationalisation of the recreational programmes in the table below.

Type of Recreational Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. ball games				
b. track activities				
c. indoor games e.g. cards				
d. modelling				
e. music and dance				
f. other (specify)				

## 6. Importance of prisoners' reformation programmes

To what extent do you agree with the following statements about the importance of prisoners' reformation programmes? (Tick only 1 box)

a. They help reduce recidivism and congestion in prisons	Strongly agree	Agree	Disagree	Strongly disagree
b. They make prisoners to be law abiding citizen				
c. They increase their rate of employment				
d. They increase literacy levels				
e. They increase public safety				
f. They improve social economic status of the prisoners				
g. They enhance smooth prison administration				
h. They help reduce extremism and prisoner contamination				
i. They contribute to national security				
j. They enhance prisoners' reintegration upon their release from prison				

**SECTION C: ANALYSIS OF IMPLEMENTATION OF THE PRISONERS' REFORMATION PROGRAMMES AND REHABILITATION OF PRISONERS.**

1. Implementation of vocational programmes in terms of enrolment opportunities, facilities and staffing.

**Tick Yes or No against each of the types of vocational programmes**

<b>Type of Vocational Programmes</b>	<b>Enrols anyone interested</b>		<b>Has adequate facilities</b>		<b>Has adequate instructors</b>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. trade test industries						
b. building maintenance						
c. carpentry						
d. electrical trade						
e. plumbing						
f. barbering						
g. food services						
h. culinary arts						
i. horticulture						
j. custodial maintenance						
k. upholstery						
l. masonry						
m. auto detailing						
n. welding						

<b>o.</b> heating						
<b>p.</b> ventilation						
<b>q.</b> air conditioning						
<b>r.</b> leather processing						
<b>s.</b> other(s) (specify)						

## 2. Implementation of educational programmes

Type of Educational Programmes	Enrols anyone interested		Has adequate facilities		Has adequate teachers	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Primary (KCPE)						
b. Secondary (KCSE)						
c. Grade 1- 6 (KIPSEA)						
d. Junior School						
e. Academic certificate (non-vocational) courses						
f. Academic (non-vocational) diploma courses						
g. Degree courses						

## 3. Implementation of psychological programmes in terms of enrolment opportunities, facilities and staffing

Type of Psychological Programmes	Caters for anyone with a need		Has adequate facilities		Has adequate counsellors	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Counselling						
b. Assessment						
c. Treatment/therapy						
d. Others (specify)						

**4. Implementation of recreational programmes in terms of enrolment opportunities, facilities and staffing**

Type of Recreational Programmes	Enrols anyone interested		Has adequate facilities		Has adequate trainers/coaches	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. ball games						
b. track activities						
c. indoor games e.g. cards						
d. modelling						
e. music and dance						
f. religious services						

g. other (specify)						
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**5. Which one of the following programmes is the most successfully implemented in this prison? Give 1 for the most successful, 2 for fairly successful, 3 for less successful and 4 for the least successful.**

<b>Programme type</b>	<b>Implementation index</b>
Vocational programmes	
Educational programmes	
Psychological programmes	
Recreational programmes	

Kindly provide a brief explanation for your responses above.....

**6. Which one of the following programmes you received in prison will successfully assist you to be rehabilitated back into the society as a law-abiding citizen after release from prison? Give 1 for the most successful, 2 for fairly successful, 3 for less successful and 4 for the least successful.**

<b>Programme type</b>	<b>Implementation index</b>
Vocational programmes	
Educational programmes	
Psychological programmes	
Recreational programmes	

Kindly provide a brief explanation for your responses above.....

To what extent would the following factors influence you to undertake a prison reformation programme? Please tick one box per factor

<b>Factor</b>	<b>Greatly influences</b>	<b>Fairly influences</b>	<b>Less influences</b>	<b>Does not influence</b>
a. It can generate income				
b. It will make me not come to prison again				
c. It makes me relaxed while in prison				
d. It makes me socialise with other prisoners				
e. It is a programme that interests me a lot				
f. It connects me with God				
g. It will make me get employed				
h. It improves my academic knowledge				
i. It makes me forget about my problems in the prison or at home.				
j. Make me a better person when I leave prison				
k. If the officer(s) in charge of the programme are friendly				

1. If the facilities for the programme are adequate				
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Kindly provide a brief explanation for your responses above.....

**SECTION D: ASSESSMENT OF THE CHALLENGES FACING THE IMPLEMENTATION OF PRISON REFORMATION PROGRAMMES**

1. In your opinion, do you think the following challenges affect implementation of the prisoners’ reform programmes? Tick Yes or No.

<b>Challenge</b>	<b>Yes</b>	<b>No</b>
a. Inadequate facilities		
b. Insufficient human resource (teachers, trainers, counsellors, coaches)		
c. Overpopulation in the prisons		
d. Lack of prisoners’ interest in taking up the programmes		
e. Poor prisoners – staff relationship		
f. Lack of professionalism and integrity of the prison staff		
g. Poor prison leadership and management		
h. Rate of unemployment in the country		
i. Social stigma towards prisoners by the society		
j. Poor living conditions in the prisons		

**SECTION E: CONTROL STRATEGIES FOR THE CHALLENGES FACING THE IMPLEMENTATION OF THE PRISON REFORMATION PROGRAMMES**

1. Are the following strategies effective in improving the implementation of prisoners' reform programmes? Tick the box that matches your opinion on each strategy

<b>Strategy</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a. Adequate qualified teachers/ counsellors/ trainers/coaches				
b. Adequate materials				
c. Offering more marketable courses				
d. Involving more external institutions and NGOs				
e. Providing inmates with start-up tools upon release from prisons				
f. Giving more money incentives to the inmates from the sale of the products				
g. Reducing confinement periods on the basis of outstanding performance in the programmes and conduct				
h. Increasing budgetary allocations for the programmes				
i. Improving the way the programmes are managed				
j. Ensuring the health of the inmates at all times				

Kindly provide a brief explanation for your responses above.....

**Thank you for your participation.**

## **APPENDIX II: The Prison Officers' Questionnaire**

Respondent no \_\_\_\_\_

Dear Respondent, my name is Dickson Odhiambo Osina. I am a Master of Arts degree student in security and policing studies at Kenyatta University. The purpose of this questionnaire is to collect data on reformation programmes and rehabilitation of prisoners at Kitengela prison in Kajiado County, Kenya. The information collected from you will be treated with utmost confidentiality. Your identity will be kept anonymous because you are not required to reveal your name both during the interview and on the questionnaire. Your honesty in answering the questions in this questionnaire is vital in understanding the linkages between reformation programmes and rehabilitation of prisoners at Kitengela prison.

### **Instructions;**

Do not write your name on this questionnaire

Please give honest and correct answers to the questions asked in this questionnaire.

Thank you.

### **SECTION A: RESPONDENT'S SOCIO-DEMOGRAPHIC CHARACTERISTICS**

**Tick for the appropriate information in the bracket**

1. Gender

a. Male

b. Female

2. Age in years

18-30 yrs. ( )      31-40 yrs. ( )      41-50 yrs. ( )      51-60 yrs. ( )

Above 60 yrs. ( ), Specify.....

3. Marital Status

Married ( )      Single ( )      Divorced ( )      Separated ( )      Widowed ( )

4. Highest formal education level

Primary ( )      Secondary ( )      College ( )      University ( )

None ( )

5. Length service in the current prison facility

a Less than 1 year ( )

b 1-5 years ( )

c. 6 -10 years ( )

d. Over 10 years ( )

6. Nature of training

a. Prison warder only ( )

b. Prison warder and specialist ( )

please specify the skill.....

c. Others (please specify).....

**SECTION B: ASSESSMENT OF PRISON REFORMATION PROGRAMMES**

**AT KITENGELA PRISON**

1. Do you participate in prisoners' reformation programmes?

a) Yes ( )

b) No ( )

2. If Yes, which of the following types of prisoners' reformation programmes are you involved in? (You can tick more than one as applies)

e) Vocational ( )

f) Educational ( )

g) Psychological ( )

h) Recreational ( )

**3. Availability of vocational programmes**

Please tick either Yes or No for the availability and operationalisation of the vocational programmes in the table below in the facility

Type of Vocational Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. trade test industries				
b. building maintenance				
c. carpentry				
d. electrical trade				
e. plumbing				
f. barbering				
g. food services				
h. culinary arts				
i. horticulture				
j. custodial maintenance				
k. upholstery				
l. masonry				
m. automotive mechanic				

n. welding				
o. heating				
p. ventilation				
q. air conditioning				
r. leather processing				
s. other(s) (specify)				

### 7. Educational programmes

Please tick either Yes or No for the availability and operationalisation of the educational programmes in the table below

Type of Educational Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Primary (KCPE)				
b. Secondary (KCSE)				
c. Grade 1- 6 (KIPSEA)				
d. Junior School				
e. Certificate courses				
f. Diploma courses				
g. Degree courses				

### 8. Psychological Programmes

Please tick either Yes or No for the availability and operationalisation of the psychological programmes in the table below

Type of Psychological Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Counselling				
b. Assessment				
c. Mental wellness treatment/ therapy				
d. Substance use/addiction rehabilitation				
e. Others (specify)				

### 9. Recreational programmes

Please tick either Yes or No for the availability and operationalisation of the recreational programmes in the table below

Type of Recreational Programme	Available		Operational	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. ball games				
b. track activities				
c. indoor games e.g. cards				

d. modelling				
e. music and dance				
f. religious services				
g. other (specify)				

### 10. Importance of prisoners' reformation programmes

To what extent do you agree with the following statements about the importance of prisoners' reformation programmes? (Tick only 1 box)

	Strongly agree	Agree	Disagree	Strongly disagree
a. They help reduce recidivism and congestion in prisons				
b. They make prisoners to be law abiding citizen				
c. They increase their rate of employment				
d. They increase literacy levels				
e. They increase public safety				
f. They improve social economic status of the prisoners				
g. They enhance smooth prison administration				
h. They help reduce extremism and prisoner contamination				
i. They contribute to national security				

j. They enhance prisoners' reintegration upon their release from prison				
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**SECTION C: ANALYSIS OF IMPLEMENTATION OF THE PRISONERS' REFORMATION PROGRAMMES AND REHABILITATION OF PRISONERS.**

**1. Implementation of vocational programmes in terms of enrolment opportunities, facilities and staffing**

Tick Yes or No with respect to the information given against each type of vocational programmes

Type of Vocational Programmes	Enrols anyone interested		Has adequate facilities		Has adequate instructors	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. trade test industries						
b. building maintenance						
c. carpentry						
d. electrical trade						
e. plumbing						
f. barbering						
g. food services						

h. culinary arts						
i. horticulture						
j. custodial maintenance						
k. upholstery						
l. masonry						
m. auto detailing						
n. welding						
o. heating						
p. ventilation						
q. air conditioning						
r. leather processing						
s. other(s) (specify)						

## 2. Implementation of educational programmes

Tick Yes or No with respect to the information given against each type of educational programmes

Type of Educational Programmes	Enrols anyone interested	Has adequate facilities	Has adequate teachers

	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Primary (KCPE)						
b. Secondary (KCSE)						
c. Grade 1- 6 (KIPSEA)						
d. Junior School						
e. Academic certificate (non-vocational) courses						
f. Academic (non- vocational) diploma courses						
g. Degree courses						

**3. Implementation of psychological programmes in terms of enrolment opportunities, facilities and staffing**

Tick Yes or No with respect to the information given against each type of psychological programmes.

<b>Type of Psychological Programmes</b>	<b>Caters for anyone with a need</b>		<b>Has adequate facilities</b>		<b>Has adequate counsellors</b>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. Counselling						
b. Assessment						

c. Mental wellness treatment/therapy						
d. Substance addiction rehabilitation						
e. Others (specify)						

**4. Implementation of recreational programmes in terms of enrolment opportunities, facilities and staffing Tick Yes or No with respect to the information given against each type of recreational programmes.**

Tick Yes or No with respect to the information given against each type of recreational programmes.

Type of Recreational Programmes	Enrols anyone interested		Has adequate facilities		Has adequate trainers/coaches	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
a. ball games						
b. track activities						
c. indoor games e.g. cards						
d. modelling						

e. music and dance						
f. religious services						
g. other (specify)						

**5. Which one of the following programmes is the most successfully implemented in this prison? Give 1 for the most successful, 2 for fairly successful, 3 for less successful and 4 for the least successful.**

<b>Programme type</b>	<b>Implementation index</b>
a. Vocational programmes	
b. Educational programmes	
c. Psychological programmes	
d. Recreational programmes	

Kindly provide a brief explanation for your responses above.....

**6 Which one of the following programmes offered in prison successfully assists prisoners to be rehabilitated back into the society as law-abiding citizens after release from prison? Give 1 for the most successful, 2 for fairly successful, 3 for less successful and 4 for the least successful.**

<b>Programme type</b>	<b>Implementation index</b>

Vocational programmes	
Educational programmes	
Psychological programmes	
Recreational programmes	

Kindly provide a brief explanation for your responses above.....

To what extent would the following factors influence an inmate to undertake a prison reformation programme? Please tick one box per factor

<b>Factor</b>	<b>Greatly influences</b>	<b>Fairly influences</b>	<b>Less influences</b>	<b>Does not influence</b>
<b>a.</b> It can generate income				
<b>b.</b> It will make them not come to prison again				
<b>c.</b> It makes them relaxed while in prison				
<b>d.</b> It makes them socialise with other prisoners				
<b>e.</b> It is a programme that interests them a lot				
<b>f.</b> It connects them with God				
<b>g.</b> It will make them get employed				
<b>h.</b> It improves their academic knowledge				

<b>i.</b> It makes them forget about my problems in the prison or at home.				
<b>j.</b> Make them a better person when they leave prison				
<b>k.</b> If the officer(s) in charge of the programme are friendly				
<b>l.</b> If the facilities for the programme are adequate				

**SECTION D: ASSESSMENT OF THE CHALLENGES FACING THE IMPLEMENTATION OF PRISON REFORMATION PROGRAMMES**

1. In your opinion, do you think the following challenges affect implementation of the prisoners' reformation programmes? Tick Yes or No.

<b>Challenge</b>	<b>Yes</b>	<b>No</b>
a. Inadequate facilities		
b. Insufficient human resource (teachers, trainers, counsellors, coaches)		
c. Overpopulation in the prisons		
d. Lack of prisoners' interest in taking up the programmes		
e. Poor prisoners – staff relationship		
f. Lack of professionalism and integrity of the prison staff		
g. Poor prison leadership and management		
h. Rate of unemployment in the country		
i. Social stigma towards prisoners by the society		
j. Poor living conditions in the prisons		

**SECTION E: CONTROL STRATEGIES FOR THE CHALLENGES FACING  
THE IMPLEMENTATION OF THE PRISON REFORMATION  
PROGRAMMES**

1. Are the following strategies effective in improving the implementation of prisoners' reformation programmes? Tick the box that matches your opinion on each strategy

<b>Strategy</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
a. Adequate qualified teachers/ counsellors/ trainers/coaches				
b. Adequate materials				
c. Offering more marketable courses				
d. Involving more external institutions and NGOs				
e. Providing inmates with start-up tools upon release from prisons				
f. Giving more money incentives to the inmates from the sale of the products				
g. Reducing confinement periods on the basis of outstanding performance in the programmes and conduct				
h. Increasing budgetary allocations for the programmes				

i. Improving the way the programmes are managed				
j. Ensuring the health of the inmates at all times				

**Thank you for your participation.**

### **APPENDIX III: Focussed Group Discussion Guides for Prisoners**

This FGD guide is designed to facilitate the analysis of the prison reformation programmes in relation their effects on prisoners' rehabilitation process at Kitengela prison in Kajiado County, Kenya. The information collected will be purely used for academic reasons and be treated as confidential.

Please answer the questions honestly.

1. Which prisoners' reformation programmes are available at Kitengela Prison?
2. Which of prisoners' reformation programmes can you say are successfully run at Kitengela Prison? Which ones are not?
3. What are the challenges facing implementation of the prisoners' reformation at Kitengela Prison?
4. How can some of these challenges at Kitengela Prison be addressed?
5. What qualifies a reformation programme at Kitengela Prison to be graded as successful?

**Thank you for participation!**

#### **APPENDIX IV: Focus Group Discussion Guide**

I request we discuss the problem of reformation programs and rehabilitation of prisoners in regard Kitengela Prison.

- 1) Are the reformation programs available at Kitengela prison?
- 2) If yes, what are some of these reformation programs practiced at Kitengela prison?
- 3) How has these reformation programs been implemented at Kitengela prison to ensure their success?
- 4) How has these programs transformed the prisoners' behavior at Kitengela prison?
- 5) Which challenges hinder the implementation of reformation programs at Kitengela prison?
- 6) How can the challenges hindering the implementation can be overcome?

**Thank you for participation!**

## APPENDIX V: Krejcie & Morgan Table for Determining Sample Size

*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

**APPENDIX VI: State Department for Correctional Services Authorization  
Letter**

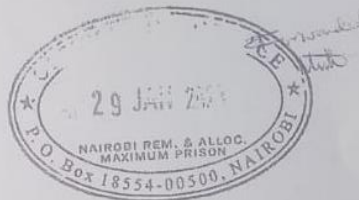
**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION  
STATE DEPARTMENT FOR CORRECTIONAL SERVICES  
KENYA PRISONS SERVICE**

Telegrams: "COMPRISONS", Nairobi  
Telephone: +254-20-2722900-6  
Fax: +254-2-2714716  
Email: [commissioner.prisons@gmail.com](mailto:commissioner.prisons@gmail.com)  
When replying please quote  
Ref No. 2007151802/33



PRISONS HEADQUARTER  
P.O. BOX 30175-00100  
**NAIROBI**  
Date: 17<sup>TH</sup> January 2024

**Dickson Odhiambo Osina (CPL)**  
PF: 2007151802



Thro'  
The Officer in Charge  
Nairobi Remand Prison  
P. O. Box 18554-00500  
**NAIROBI**

**RE: APPLICATION TO ACADEMIC RESEARCH.**

We acknowledge receipt of your letter dated 15<sup>th</sup> November 2023 requesting for permission to undertake a one-year academic research titled; *Analysis of Reformation and Rehabilitation of Prisoners at Kitengela Prison* as a partial requirement to complete your Masters in Security Management and Police studies.

This is to inform you that your request to be allowed to conduct your research at Kitengela Prison running from January 2024 to October 2024 has been **approved**.



You will be required to provide the Prisons headquarters with a copy of your research report at the end of your research.

By a copy of this letter, The Officer in Charge, Nairobi Remand is requested to release you for the research.

**HASSAN S. BUGU, SACGP**  
**DIRECTOR ADMINISTRATION & PERSONNEL**  
**FOR: COMMISSIONER GENERAL OF PRISONS**

Cc  
Officer in charge, Kitengela Prison

**APPENDIX VII: Research Permit (NACOSTI)**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 737515	Date of Issue: 31/October/2023
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr.. Dickson Odhiambo Osina of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: Analysis of reformation programmes and rehabilitation of prisoners at Kitengela prison, Kajiado County, Kenya for the period ending : 31/October/2024.</p>	
License No: NACOSTI/P/23/30796	
737515 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
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