INSTITUTION FACTORS INFLUENCING IMPLEMENTATION OF EDUCATION PROGRAMMES IN PRISONS: A CASE OF KODIAGA MAXIMUM PRISON, KISUMU COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this work to my lovely children Alma and Finely.

ACKNOWLEDGMENT

TABLE OF CONTENTS

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

EPP   Education Programmes in Prison

FGD   Focus Group Discussions

IOE   Inspector of Education

KICD   Kenya Institute of Curriculum Development

KMP   Kodiaga Maximum Prison

KNLS   Kenya National Library Services

NACOSTI   National Commission for science Technology and Innovation

SPSS   Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to establish institutional factors influencing implementation of education programmes prisons: a case of Kodiaga Maximum Prison, Kisumu County, Kenya. Specifically, the study was set to establish the influence of learning and teaching resources, physical facilities, teachers' qualifications and teachers' perception towards inmates on implementation of education programmes in prisons (EPP). The study adopted a case study research design where the target population consisted of inspector of education who is head of EPP, 43 warders (teachers) and 256 inmates (learners) enrolled in EPP. The sample size of this study was derived from 20% of 43 teachers which was 9, 20% of 256 learners which was 51 and inspector of education. Teachers and learners were purposively sampled in order to ensure that those in education programmes in prisons were included as they were of much relevance to the study. The study used interview schedule to collect data from inspector of education. Questionnaires were used to collect data from teachers while focus group discussions guide was used to collect data from learners. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 24. Quantitative data was analyzed using descriptive statistics tools such frequency distribution tables, pie charts and graphs. Qualitative data was analyzed by synthesizing the information from respondents and the information arranged thematically in line with the objectives of the study. The study established that learning and teaching resources influenced implementation of EPP to a very large extent and their availability also positively influenced implementation. Physical facilities were found to influence implementation of EPP to a very large extent. There existed a positive relationship between teacher's qualification and EPP implementation. Teachers' qualification was the best predictor of implementation of education programmes in prison. Teachers' perception level towards learners and effective implementation of education programmes in prison was highandv it influenced the implementation of education programmes in prison. The following recommendations were made: The government should provide all learning and teaching materials the way it provides to public schools, government should also construct more classrooms. Prison department should only assign qualified teachers to teach and teachers should have good perception towards learners for effective implementation of EPP. Suggestions for further studies include; factors influencing implementation of education programmes in prisons other than the institutional ones, Influence of education programmes on prison reforms and a replica of the study should be carried out in another maximum security prison

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Instruction programs offered in detainment facilities have a critical task to carry out in the day by day life of the detainees and also huge ramifications for resettlement on discharge. The arrangement of training for detainees is inalienably mind boggling and, where it happens, it does as such in a domain naturally threatening to its freeing potential (Nally, Lockwood, Knutson, and Ho, 2012). Deficient consideration and assets, both human and budgetary, devoted to training, joined with the harming effect of detainment, worsen low dimensions of confidence and inspiration of students and make real difficulties for jail chairmen, staff and students alike (Lochner, and Moretti, 2013). Arrangement of open, accessible, versatile and adequate instruction is one crucial component in jail condition (Nally et al., 2012).

Giving a committed region to instruction, for example, a bunch of classrooms, can make an instructive climate, which is unmistakable from the primary jail itself and is helpful for learning (Hawley, Ilona, and Manuel, 2013). As indicated by Hawley et al., in Vienna-Stewing jail in Austria, escalated gifted specialist preparing is conveyed in a memorable building, palace 'Kaiser-Ebersdorf'. Subsequently, the premises don't instantly take after a jail. This idea is upgraded by the way that the detainees wear the normal working garments of the particular exchanges (cooking gear, woodworkers' pants) rather than institutional attire

1

(Hawley, et al., 2013). In Flanders (Belgium) as well, endeavors are being made to make the schools in jails resemble the schools outside, to inspire the detainees in their learning (Gail, 2014). Conversely, in Britain, wing-based learning (notwithstanding a different instructive site in the jail) has been observed to be effective in extending access to instructive chances (Hawley, et al., 2013). It can connect with detainees since they feel progressively good in their very own environment and can be increasingly adaptable as far as access to learning (Engel, Holford, and Mleczko, 2010).

Oates (2007) and Maunsell (2008) feature the troubles related with the timings of learning openings. They take note of that a few detainees encounter troubles getting to planned training classes that conflict with different exercises inside the jail routine. With limited staff and assets, in a few nations encouraging staff are distributed a set number of hours to convey instructive chances (Gail, 2014). As indicated by Downes (2011), there are impediments and varieties in the assets accessible in penitentiaries to support training programs. Given that the nature of jail libraries changes crosswise over European nations, sharing assets crosswise over detainment facilities and better advancing perusing in jail and use by detainees of library offices can be sure. This reflects past Committee of Europe enactment that expresses each foundation will have a library for the utilization of all detainees that is satisfactorily loaded with an extensive variety of both recreational and instructive assets (Hawley, et al., 2013). Albeit advanced education is likewise ending up increasingly more basic for work, recreation and

self-awareness, the present absence of access to Data Correspondence Innovation (ICT) offices in European detainment facilities exhibits a hindrance to the instructing of computerized proficiency aptitudes. In Denmark, Finland, Iceland and Norway, and for an agent choice of detainees in Sweden, insufficient access to ICT hardware was viewed as the most concerning issue looked by detainees in getting to training (Eikeland, Trough, and Asbjørnsen, 2009).

Jail staffs assume a key job in helping detainees to comprehend the distinctive parts of instruction programs accessible to them and they along these lines should know about and be focused on the need to locate a fitting harmony between the double goals of consideration and guardianship (Lynes, 2012). Advancing detainee instruction ought to be a fundamental goal of the jail organization and this ought to be clarified to each one of the individuals who are included, including outside suppliers and jail officers (Braggins, and Talbot, 2014), who can assume a critical job in spurring and supporting detainees to get to learning openings. In Estonia, jail officers additionally bolster detainees in their investment in self-awareness and mindfulness programs (Tamm and Saar, 2010). However training staff at times needs fitting help from jail officers, which can prompt late and non-participation of detainees in instruction (Place for Social Equity, 2009). A Unified Kingdom concentrate to investigate the perspectives of detainees occupied with instruction found that numerous detainees felt that jail officers were not strong of training programs. Detainees imagined that officers gave more regard for order and security matters (Jail Change Trust, 2013).

Where jail officers themselves have low dimensions of capabilities, there might be a few issues with respect to their comprehension of the estimation of instruction for detainees. They may feel that detainees are offered a bigger number of chances than they themselves, or others in the 'outside' network, are (O'Brien, 2010). In a few nations, there may in this manner be work to be done to guarantee that jail officers have a decent comprehension of the job learning can play in the recovery of detainees. Detainee officers can likewise wind up associated with the conveyance of figuring out how to detainees and research has discovered that numerous jail officers would be keen on doing as such, yet feel obliged by the requests of their activity and absence of time (Braggins, and Talbot, 2014). This is likely anyway to require further interest in preparing of jail officers and in the present setting this might be troublesome in numerous nations, where jail staff are as of now under expanding strain to enable them to devote time to different errands past security, due to congestion and restricted assets (Drago, Galbiati and Vertova, 2012).

Jail instructors and mentors ought to hence be completely qualified and professionally and foundationally bolstered to guarantee that arrangement is comparable with that in the network (Gail, 2014). The jail setting is remarkable and forces confinements and imperatives not experienced somewhere else, by the by jail educators and mentors require nonexclusive instructing and preparing aptitudes and abilities which are enhanced by extra abilities, and limits explicit to the jail setting (Hawley, et al., 2013).

4

Instructive work in jails must be completed inside the imperatives set by the jail experts based on security and different destinations and prerequisites of the jail framework. Crafted by the educator/coach in jail in this way carries with it an extra and in a few regards distinctive arrangement of difficulties, requiring mental, social, didactical and academic readiness and on-going help in the system of beginning and proceeding with instructor preparing. Along these lines while usually favored that instructing will be furnished via prepared instructive staff with guaranteed branch of knowledge ability (Langelid, Mäki, Raundrup, and Svensson, 2009), it likewise appears to be critical for training and preparing staff working in the jail setting to approach applicable preparing identified with the explicit difficulties they confront.

There is in any case, some discussion and clashing perspectives in Europe about the sort of capabilities, preparing and encounter instructors and mentors in jails ought to have (Hawley, et al., 2013). While some contend that educators and coaches require extra preparing to work effectively in the jail condition, others contend that this methodology infers that detainees are an alternate class of students who should be treated in an alternate/extraordinary way. Rather, they contend, what is required is an all around qualified educator who comprehends the way toward learning and can apply this to the jail populace as the standards of instructing apply to a wide range of learning.

In most European nations, instructors and coaches in jail are required to have a pertinent educating/preparing capability. While for instructors this will in general be indistinguishable capability from is expected of instructors working in standard arrangement, for mentors and grown-up teachers there is more prominent variety crosswise over nations (Hawley, et al., 2013). Just in few nations are educators/mentors required to have explicit capabilities identifying with instructing in jails (O'Brien, 2010). Educators and coaches are offered acceptances to work in detainment facilities in the larger part of nations, despite the fact that these shift regarding length and substance. As indicated by Gaes (2013), preparing for jail instructors is important to empower them to keep pace with changes in the standard training framework and with the developing aptitudes necessities of managers.

Gumi (2014) found that in Kamiti Maximum Prison, Kenya, there was lack of enough and qualified teachers which negatively affected implementation of education programmes in prison. There was a library facility in prison and it helped to reduce idleness and empower those with zeal of more knowledge. Although the library was accessible, there were no enough books and other reading materials. This affected the implementation of education programmes in prison to a great extent. Gumi (2014) also found that lack of funding affected the adequacy of the educational facilities in Kamiti as there was low access to funding of education programs. The prison also lacked enough and qualified teachers which negatively affected implementation of education programmes in

6

prisons. Although Gumi looked at education as a human right, this study focuses on institutional factors influencing implementation of education programmes in prisons (EPP) in Kodiaga, Kisumu County.

1.2 Statement of the Problem

This study was premised on the concern that the issue implementation of education programmes in prison has not been effectively explored as in the mainstream education system. Training can be given in a huge number of fields, detainment facilities being one of them. Detainment facilities frame a quite certain learning condition with particular difficulties contrasting from those looked in the standard training. By giving constructive learning situations, penitentiaries can bolster their prisoners to make great utilization of their sentence, to address holes in their learning and aptitudes, to enhance their employability and to change their own dispositions and recognitions – including the improvement of new observations and frames of mind which can assist them with understanding the purposes behind and results of their activities. Education programmes in prisons if well implemented, has positive influence on rehabilitation and recidivism. However, there are some institutional factors that determine effective implementation of the education programmes in prisons. The study seeks to establish how these factors influence implementation of formal education programmes in Kodiaga Maximum Prison.

1.3 Purpose of the Study

The purpose for this study was to set up institutional components impacting execution of training programs detainment facilities: an instance of Kodiaga Greatest Jail, Kisumu Area, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To establish the influence of learning and teaching resources on implementation of education programmes in Kodiaga Maximum Prison.
2. To determine the influence of physical facilities on implementation of education programmes in Kodiaga Maximum Prison.
3. To examine the influence of teachers' qualifications on implementation of education programmes in Kodiaga Maximum Prison.
4. To determine how teachers' perception towards inmates influence implementation of education programmes in Kodiaga Maximum Prison.

1.5 Research Questions

The following research questions guided the study:

1. To what extent does learning and teaching resources influence implementation of education programmes in Kodiaga Maximum Prison?
2. To what extent do physical facilities influence implementation of education programmes in Kodiaga Maximum Prison?

3. How does teachers' qualification influence implementation of education programmes in Kodiaga Maximum Prison?

4. How does teachers' perception towards inmates influence implementation of education programmes in Kodiaga Maximum Prison?

1.6 Significance of the Study

The study may give valuable data to the administration on available resources of enhancing training programs in penitentiaries. The study might be valuable to the jail office's approach creators, in assessing the viability of instruction programs in meeting the present jail changes. The study may be beneficial to inmates in that resultants recommendations may be used to enhance education programmes which have a direct relationship with the improvement of their living conditions. Lastly the study may also be significant to the future researchers in the area of education programmes in prisons as it may act as reference for them to do further research.

1.7 Limitations of the Study

The researcher was not in a situation to control the dispositions of the respondents when they were reacting to investigate instruments because of the unforgiving condition they are in. It was not be possible to cover the opinions of other stakeholders involved in the implementation of education programmes in

Kodiaga prison, but are not physically present within the prison because tracing them required considerable time, resources and other logistics.

1.8 Delimitations of the Study

This study was delimited to Kodiaga Maximum Prison for it being one of the nine high level security prisons and the largest in Western Kenya. The prison houses serious offenders who may need education as a way of rehabilitating them. There could be many variables that influence implementation of education programmes in prisons (EPP) but the study focused on learning and teaching resources, physical facilities, teachers' qualifications and teachers' perception towards inmates because they are very critical in the implementation of education programmes. The study was also delimited to inmates undertaking education programmes in prisons because they pose the needed information for the study.

1.9 Assumptions of the Study

The study was based on the following assumptions:

1. That education programmes in Kodiaga Maximum Prison follows Kenya Institute of Curriculum Development (KICD) guidelines.

2. That respondent had required knowledge and they were competent to give accurate responses to the questions on the questionnaires.

3. That effective implementation of any educational programme is hinged on the role teachers and the government.

1.10 Definition of Significant Terms

The following terms are defined in context of the study:

Education programmes in prison refers to formal education that follows Kenya Institute of Curriculum Development (KICD) guidelines given to inmates.

Inmate refers to is a man demonstrated blameworthy of a wrongdoing claimed against him/her and lawfully condemned to discipline of repression in a jail.

Institutional variables allude to factors inside the jail's set up that impact powerful execution.

Implementation refers to put into viable impact of an instructive framework so as to deliver the expected outcome and goals in instructive framework.

Learner refers to inmates enrolled in education programmes in prison

Perception refers to the way of thinking about or understanding of inmates.

Physical facilities refer to the structures necessary for inmates to learn effectively.

Prison refers to a place where people are kept from individual freedom.

Prison warder refers to a guard in prison

Teacher refers to prison warder who teaches in education programmes in prison

Learning and teaching materials refers to the items and resources used in class that facilitate effective learning and teaching to take place.

1.11 Organization of the Study

This study is composed into five chapters. Chapter One displayed the presentation catching the foundation of the examination, explanation of the issue, reason for the investigation, criticalness of the examination, impediments of the examination, delimitations of the examination, fundamental presumptions, meanings of terms and association of the investigation. Chapter Two concentrated on the surveyed writing which was examined by the impact of learning and showing assets, physical offices, instructors' capabilities and educators' recognitions towards detainees on execution of training programs in jails. It additionally included reasonable structure, hypothetical system lastly an outline of the audited writing. Chapter Three incorporated the exploration strategy which comprised of presentation, investigate configuration, target populace, test and inspecting systems, inquire about instruments, instrument legitimacy, instrument unwavering quality, information gathering methodology, information examination procedures and moral thought. Chapter Four involved information introduction, investigation, understanding and Chapter Five comprised of dialog, outline of the examination, ends, proposals and recommendations for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents reviewed related literature to the study involving examining document analysis such as books, magazines, journals and desertions that have a bearing on the study. The chapter covered; the concept of education programmes in prisons, influence of learning and teaching resources, physical facilities, teachers' qualification and teachers' perception towards inmates and implementation of education programmes in prisons. It also has the summary of the gaps to be filled, the theoretical framework and the conceptual framework.

2.2 Concept of Education Programmes in Prisons

Education programmes in prisons (EPP) is a piece of the jail change development. It is a window through which one can watch and energize human advancement. Rhode (2004) characterizes instruction programs in detainment facilities as training given to detainees to empower them leave jail with more aptitudes to be in the situation to discover important and long haul work. Training programs in jails looks to furnish prisoners with learning and abilities that may help them to reintegrate into their particular networks and to discover business or make independent work, and along these lines to forestall future wrongdoings. Despite the fact that instruction programs in may not be the panacea to wrongdoing, the general suspicion is that once jail prisoners are furnished with

the fundamental learning and significant abilities, the majority of them could take part in independent work exercises rather than criminal exercises (Poku and Zawada, 2012).

In this day and age training is viewed as the best methods for liberating individuals from maltreatment, obliviousness, joblessness, powerlessness and destitution. Instruction and preparing for jail detainees is in this manner presently picking up money in numerous vote based nations. As indicated by Poku and Zawada (2012), the controlling thought behind EPP is that once jail prisoners learn explicit abilities they are probably going to take part in helpful financial exercises. EPP offer detainees the chance to learn ace social standards by giving an enclave expelled from the criminal subculture dominating among prisoners (Gaes, 2013). Communicating with teachers can acquaint detainees with the standards and trusts that well behaved nationals watch while likewise lessening the sentiment of distance that detainees will in general involvement while in jail. The subsequent enhancement in social abilities can make it simpler for prisoners to discover and hold a vocation upon discharge, which thus lessens their probability of re-culpable or coming back to wrongdoing (Oreh, 2012).

In Kenya the government adopted the open door policy to reform its prisons (East African Human Rights Institute, 2004). The prison service was to grant equal access to civil society, Non Governmental Organizations and any other

stake holder access to prisons so that they can identify the challenges as well as assist in improving the provision of basic provisions to inmates such as housing, clothing, bedding, medical care amongst others. The open door policy was further augmented by the rapid reform initiative policy (Gray, 2008) in which the government set various goals of prison reforms and worked towards the achievements of these goals within a short time. Prison reforms in Kenya have also resulted to an improvement in the education being offered to inmates since through the open door policy other stake holders who want to improve education programmes can easily access prisons.

2.3 Learning and Teaching Resources and Implementation of Education Programmes in Prison

Learning and training assets incorporate perusing materials, for example, course readings, non-perusing materials, for example, outlines and publications and realia. Lewis and Harcleroad (2009) see course books as having favorable circumstances which incorporate economy, independence of directions and enhancement of educating rehearses. The component of economy is seen from the way that the course books can be utilized for longer timeframe. The reading material individualizes guidelines. It encourages the student to continue with the learning procedure at a rate controlled by his capacities.

Learning and instructing materials are basic fixings in learning, and the planned program can't be effectively actualized without them. For educational programs to be completely executed according to design, schools ought to be provided with satisfactory materials, for example, course readings, showing helps and stationery so as to empower educators and students to assume their job acceptably in the educational modules usage process (Oreh, 2012). No significant learning and instructing, which is a part of educational programs execution, happens without satisfactory materials. The materials should in this manner be accessible to the students in satisfactory quality and amounts, and at the expected time to empower usage of different instructive assignments (Mungai, 2014). Materials utilized by the instructors are vital in light of the fact that they enable educators to get ready plans of work and exercise notes which control them over the span of instructing.

Institutions embarking to implement any curriculum should be able to obtain the necessary learning and teaching resources such as relevant text books both for teachers and learners (Ouoch, 2012). The success or failure of the implementation of the curriculum in prison set up depends largely on the availability of the learning and teaching resources. There is need for adequate learning and teaching materials to make EPP a success. A study conducted by Oreh (2012) in Nigeria indicated that in most prisons materials were not provided or were inadequate for inmates enrolled in education programmes. Prisons were overcrowded and experiencing shortage of text books and other materials.

2.4 Physical Facilities and Implementation of Education Programmes in Prisons

The mind-boggling expense of physical offices remains a test to the administration's objective to give instruction to all. Physical offices for training contains land, building and furniture. Training is an intricate procedure that might be affected by components both inside and outside the dividers of classroom. An investigation led in Nigeria framed the end that offices like structures, separate classrooms and understudies' work areas decide the plain association of learning and instructing exercises and these variables impact student accomplishment (Oreh, 2012). Concentrate in India demonstrates that the presences of school work areas and to a lesser degree school structures are imperative if a school will be achievement (Vagrhese, 2011).

Fuller (2012), in a survey of the global research on condition and learning inferred that physical offices are imperative however the proof is less persuading for the UK and USA than it is for developing nations. The general end and which is being fortified as new research results come in, is that while school structures and furniture don't educate (guardians, educators, and course books do) soundly assembled, all around kept up and satisfactorily outfitted and prepared structures have a significantly beneficial outcome on both support and accomplishment rates.

17

2.5 Teachers' Qualifications and Implementation of Education Programmes in Prisons

Teachers' preparation is commonly viewed as a noteworthy component in the enhancement of the nature of training for detainees. As educators, the jailers are vital asset in learning and instructing process and their preparation and use thusly requires basic thought. As per Eggleston (2011) for successful usage of EPP, there is requirement for jail corrections officers dealing with the prisoners to be prepared to empower them handle these detainees dependably. Qualified jail corrections officers realize that classroom needs should be from a curricular outlook in which troubles are characterized relying upon every explicit errand and action and on classroom conditions.

The encouraging calling in developing nations comprises of under-qualified, inadequate and qualified teachers (O'Brien, 2010). Instructors in the initial two classifications as a rule enlist in courses to overhaul their capabilities and distinguish abilities required in their division of activity. Once in a while, by overhauling their expert senses, they can perform far superior to the expert instructor who has had an exclusive assemblage of information at the preparation school. Discoveries of many research works have uncovered that the capability of an instructor decides his/her skill in the classroom.

Penuel, Angler, Yamaguichi and Gallagher (2011) found that the instructive fulfillment of instructors influences students' execution. By expansion, proficient/scholarly capability of the instructor impacts educator's classroom ability. Educators with expert capabilities would in general partner and submit themselves more to educational modules execution necessities (Lochner and Moretti, 2013). Be that as it may, this position is contestable given that there have been counter contentions that the person's capability essentially can't decide how powerful they progress toward becoming in the classroom. The person's scholarly capacity can't and ought not be limited.

Penuel, et al. (2011) noted that issues of professionalism and non-professionalism are closely linked to teacher qualifications. Professional or non-professional teachers also respond to curriculum implementation in diverse ways. For Ipaye (2012) and Penuel, et al. (2011), teachers ignore, refuse, adopt, and adapt the official curriculum. They contended that teacher qualification affects curriculum implementation.

2.6 Teachers' Perception Towards Learners and Implementation of Education Programmes in Prisons

Discernment can be portrayed as how we see our general surroundings. It portrays one's definitive experience of the world and commonly includes further preparing of tactile information. Recognition harps to a great extent on what we

subliminally include or subtract from low tactile contributions to deliver yield and possess private image of the world. There are five detects which incorporate sight, smell, hearing, contact and smell. Observation might be considered as the intuition of individuals since all intellectual life capacities depend on it (Wang, 2007).

Teachers work straightforwardly with students, and their view of students may either upgrade or diminish the execution of EPP. As indicated by Esperian (2010), in the event that educators see students adversely, they may drop out or perform inadequately and this thusly influences execution process contrarily. Alternately, on the off chance that educators have positive view of students, they may work serenely for powerful execution of EPP. Effective usage of EPP is to a great extent subordinate upon educators' uplifting frame of mind and discernment towards the students selected in the instruction program (Lochner and Moretti, 2013). This is on the grounds that educators' frames of mind assume a noteworthy job on whether EPP can be viably actualized in jail condition or not (Gaes, 2013). Pearce (2008) suggests that instructor's inspirational frames of mind towards training students with criminal records and distinctive instructive necessities are a vital factor for effective execution of instruction programs.

2.7 Summary of Reviewed Literature

As per Mungai, (2014), learning and training materials must be accessible to the students in sufficient quality and amounts, and at the expected time to empower execution of different instructive errands. No important learning and instructing, which is a segment of educational programs usage, happens without satisfactory materials (Oreh, 2012). Institutions embarking to implement any curriculum should be able to obtain the necessary learning and teaching resources such as relevant text books both for teachers and learners (Ouoch, 2012). Vagrhese (2011) found that the presences of school work areas and to a lesser degree school structures are vital in the execution of any instruction program. Fuller (2012), in a survey of the worldwide research on condition and learning reasoned that physical offices are essential however the proof is less persuading for the UK and USA than it is for creating nations. Successful implementation of EPP is largely dependent upon warders' positive attitude and perception towards the inmates enrolled in the education programme (Lochner and Moretti, 2013). The study seeks to establish how institutional factors influence implementation of education programmes in Kodiaga maximum prison.

2.8 Theoretical Framework

The study is guided by leadership obstacle course model produced by Neal Gross in 1971. The theory grew out of want of Neal to determine the success or failure of an organization. The model states that for implementation of any

programme, leaders should neutralize resistance by providing conditions to the organization members (Ornstein & Hunkins, 1988). It expresses that execution of any program brings into mind the topic of offices, singular abilities and capacity, the executives bolster, similarity inside authoritative plans and clearness of what could possibly be done the usage (Kiarie, 2014).

For effective implementation of educational programmes in prisons, both teachers and learners would have a clear understanding of the programme. The teacher must be provided with the necessary skills and possess capability required to handle the learner. The physical facilities to be provided, teaching/learning materials need to be made available to allow implementation. Teachers' positive perception towards inmates will promote implementation of the programme.

2.9 Conceptual Framework

A Conceptual Framework is a model that utilizes the utilization of an attracting or chart to clarify the interrelationship between the factors particularly the autonomous and the dependant factors (Orodho 2009). Institutional factors, for example, instructing/learning assets, physical offices, instructors' capability and educators' observation towards detainees if very much adjusted would prompt compelling usage of training programs in jails. The interrelationships of the factors in the investigation are appeared on Figure 2.1.
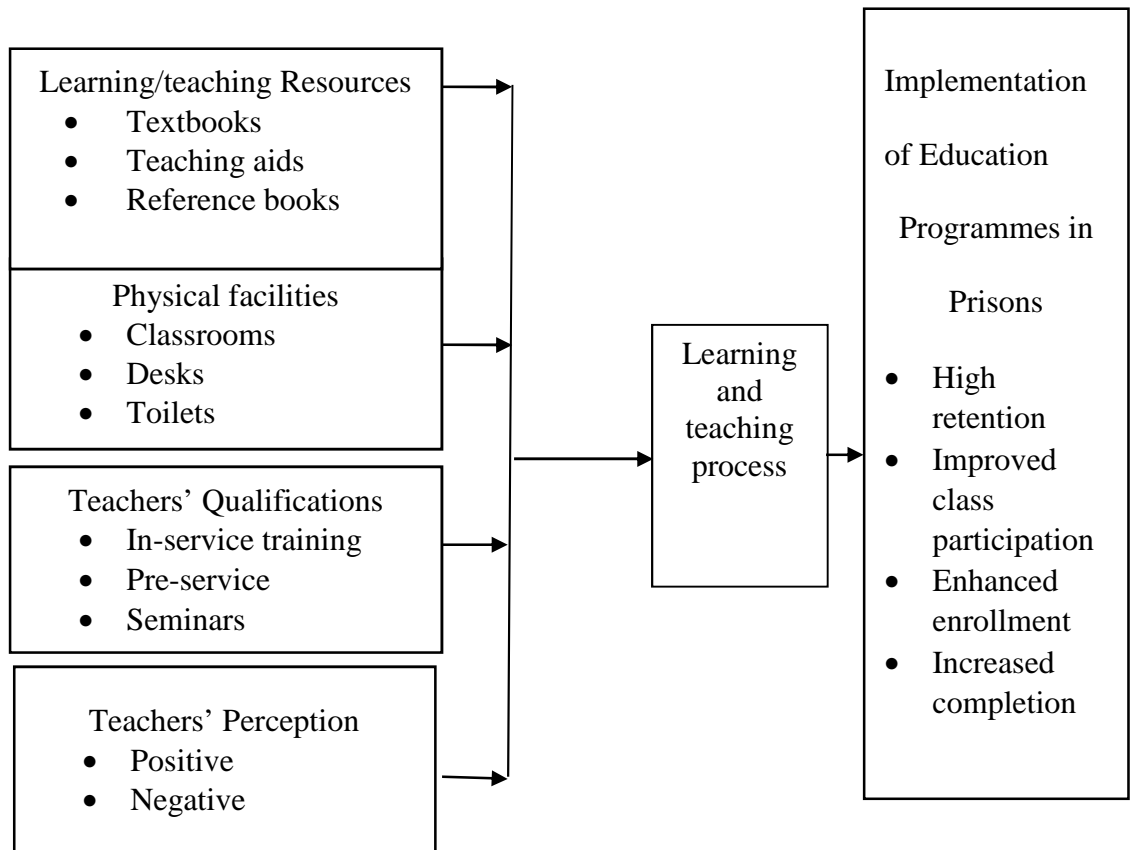
Figure 2.1 Conceptualised Predictors of Education programmes in prisons Implementation

Figure 2.1 demonstrate a reasonable structure which is show that the investigation will utilizes to clarify the interrelationship between the factors particularly the autonomous and the dependant factors (Orodho 2009). Institutional factors such as learning and teaching resources, physical facilities, teachers' qualifications and teachers' perception towards inmates if well adapted would lead to effective implementation of education programmes in prisons. The learning and teaching resources include textbooks, teaching aids and reference books. The physical facilities include classrooms, desks and toilets.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology covering research design, target population, sample size and sampling procedures, research instruments, data collection procedures and methods of data analysis and ethical considerations.

3.2 Research Design

The Study embraced a contextual investigation look into configuration, using both quantitative and subjective procedures in social affair information. The structure produces information that is all encompassing and inside and out. Kombo and Tromp (2006) contend that a contextual analysis tries to portray a unit in detail, in setting and comprehensively. It has capacity to decide and report things the manner in which they are and depict what is in a framework, for example, a jail (Orodho, 2009). This plan is viewed as fitting in light of the fact that as per Aaker, Kumar, and Day (2014), a contextual investigation takes a gander at an individual or a little member pool, reaching inferences just about that gathering and in that specific situation. A contextual investigation along these lines can be distinct individual, an occasion, social gathering or an organization. The plan is picked in light of the fact that the examination concentrated especially on jail detainees inside a focus.

3.3 Target Population

In this study the population consisted of inspector of education who is head of education programme in prison, 43 warders (teachers) and 256 inmates (learners) enrolled in EPP (Kodiaga Maximum Prison, 2018).

3.4 Sample Size and Sampling Procedures

Kothari (2009) states that an example size of between 10% to 20% of the populace is viewed as sufficient for point by point or inside and out examinations. Saunders, Lewis and Thornhill (2009) contend that 10% to 20% of open populace is satisfactory on the off chance that reviews. The example size of this examination is in this manner gotten from 20% of 43 educators which is 9, 20% of 256 students which is 51 and investigator of training. To choose the educators and students, purposive examining strategy was utilized so as to guarantee that those in instruction programs in jails were incorporated as they were of much importance to the investigation. As per Mugenda and Mugenda (2003), purposive testing enables the scientist to utilize cases that have the required data in regard with the target of the examination.

3.5 Research Instruments

Meeting plan was utilized to gather information from monitor of instruction. Meeting plan is favored in light of the fact that as per Gupta (2009) it offers an opportunity to the specialist to get information required to meet the examination

25

sub topic. Surveys were utilized to gather information from instructors (corrections officers). Surveys offer opportunity to the respondent to express their perspectives and make recommendations without dread as secrecy is guaranteed. A survey is free from individual predispositions. The examination utilized center gathering exchange manual for gather information from students. As per Punch (2004), center gathering talks (FGD) can likewise make vital commitments in instruction. They can yield a ton of data inside a brief timeframe. This study needed a lot of information from learners and therefore FGD guide was the most appropriate instrument. An ideal focus group comprised of seven to twelve inmates. To identify the prison physical facilities the researcher will use the observation checklist, (Ogula 2005).

3.6 Instrument Validity

Validity alludes to the issue of whether a marker (or an arrangement of pointers) that is contrived to check an idea truly measures that idea (Bryman, 2008). The instruments for this situation tried to gather data that was important to the respondents. Orodho (2005) sees legitimacy as how much the observational measure or a few proportions of an idea precisely measures the idea. Legitimacy was dictated by giving two specialists to assess the importance of everything in the instruments to the destinations and rate everything on the size of exceptionally relevant (4) very pertinent (3) to some degree significant (2) and not applicable (1). Content legitimacy file was then utilized whereby things evaluated 3 or 4 by

the two specialists were included and separated by the aggregate number of things in the instruments. The study conducted a pilot test to test for the validity of the instruments. Five warders and ten inmates were involved in the pilot study and not included in the main study. Mugenda and Mugenda (2003) recommend the use of 1-10% of the total population for piloting. Purposive sampling technique was used to select the inmates in order to ensure that those in education programmes in prisons only participated.

3.7 Instrument Reliability

Dependability is the consistency of a proportion of an idea (Bryman, 2008). The test-retest strategy was utilized in the investigation to build up the consistency with which the examination instruments produce a similar data on rehashed endeavors. This included directing the exploration instruments; scoring the instruments; regulating a similar instrument to the gathering of subjects following two weeks and scoring the instruments physically; at that point looking at the reactions acquired in the two events. Scores were correlated using the Pearson Product Moment formula as shown below:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:-

   X   =   the sum of scores in x distribution

   Y   =   the sum of scores in y distribution

	=	symbol of summation
X^2	=	the sum of squared scores in x distribution
Y^2	=	the sum of squared scores in y distribution
XY	=	the sum of products of paired x and y scores
N	=	the total number of subjects.

As per Mugenda and Mugenda (2003) a connection co-productive of 0.6 to 0.9 demonstrates that the instrument is proper. A connection co-proficient of 0.77 was processed and thought about fitting for the examination.

3.8 Procedure for Data Collection

Upon freedom by the Division of Instructive Organization and Arranging of The University of Nairobi, the scientist continued to the Service of Training Science and Innovation through the National Commission for Science Innovation and Advancement (NACOSTI), to look for an examination allow so as to complete the exploration ponder. The specialist at that point made a starting visit to Kodiaga Most extreme Jail, and on the concurred date, the scientist controlled the examination instruments.

3.9 Data Analysis Techniques

The information was broke down utilizing Measurable Bundle for Sociologies (SPSS) form 24. The SPSS has a capacity of offering broad information taking care of and various measurable investigation schedules that can break down little

to substantial information measurements (Mujis, 2004). Quantitative information was examined utilizing elucidating measurements; frequencies and rates and the discoveries introduced on tables, pie diagrams and visual diagrams. Subjective information was examined by incorporating the data from respondents and the data masterminded specifically in accordance with the targets of the examination.

3.10 Ethical Considerations

Upon freedom from the bureau of training organization and arranging, the specialist connected for authorization from the NACOSTI before continuing to Kodiaga Most extreme Jail. From there on, the scientists distinguished herself to the respondents and clarified the goals of the investigation. The analyst attempted by all way to shield the classification of the respondents from other individuals in the examination and from the overall population. Respondents were guaranteed that the data that they gave would be treated as secret. They were asked not to compose their names on the surveys.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

The purpose of this study was to establish institutional factors influencing implementation of education programmes prisons: a case of Kodiaga Maximum Prison, Kisumu County, Kenya. This chapter presents data analysis, findings, presentation and interpretation of findings. Data collection relied on interview administered to the inspector of education, questionnaires administered to teachers and focus group discussion among learners. Quantitative data was analyzed using descriptive statistics; frequencies and percentages and the findings presented on tables, pie charts and bar graphs. Qualitative data was analyzed into themes and presented in tables and discussions.

4.2. Response rate

Bryman (2012) defines response rate as the percentage of a sample that does, in fact, agree to participate in a study. Table 4.1 shows the response rate for the study

Table 4.1

 Response rate

Targeted respondents	Total sample	Number of usable questionnaires/interview schedule	Unsuitable or uncontactable members of the sample	Response rate Percent (%)
Inspector of education	1	1	0	100
Teachers	9	9	0	100
Learners	51	51	0	100
Total	**61**	**61**	**0**	

Table 4.1 shows a response rate of above 100 percent for all the respondents. This was because all the respondents were within one concentration area. A response rate of above 80 percent according to Baruch (1999) is very good and adequate for social sciences studies. This implies that the response rate is very good and adequate for analysis, as it is representative of the population.

4.3 Demographic characteristics of participants

This section presents the demographic information of inspector of education, teachers and that of learners that were used in the study. The demographic information collected from the participants included gender and age. Kodiaga maximum prison has two wings, one for males and the other for females. The

31

study sought to know the gender of the participants. The results are shown in Table 4.2.

Table 4.2

Distribution of participants by gender

Gender	Inspector of education		Teachers		Learners	
	Frequency (F)	Percent (%)	Frequency (F)	Percent (%)	Frequency (F)	Percent (%)
Male	1	100	7	78	43	83
Female	0	0	2	22	8	16
Total	1	100	9	100	51	100

Table 4.2 indicates that inspector of education who is in charge of education programme in Kodiaga is a male. Majority of teachers (78%) and learners (83%) are also male. This shows a greater gender disparity among teachers and also among learners. The gender disparity among learners is due to the fact that males traditionally commit more crimes than females (Muasya, 2013).

The teachers and learners were also asked to indicate their ages. Table 4.3 shows their responses

Table 4.3

Distribution of teachers and learners by their age

	Teachers		Learners	
Age	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
21 – 25 years	-	-	22	43
26 – 30 years	2	22	12	23
31 – 35 years	4	44	9	18
35 – 40 years	1	11	3	6
41 – 45 years	2	22	4	8
0ver 45 years	-	-	1	2
Total	9	100	51	100

The results on Table 4.3 indicate that many of the teachers (44%) were aged between 31 – 35 years. There was no teacher over 45 years. This implies that the teachers were younger. Farkas (2009) found that younger officers tend to show a more custody-oriented approach, while older officers showed a stronger support and seemed to have a more positive approach to inmates. Many of the learners (43%) were aged between 21 – 25 years. This implies that many learners in prison are youths. Awilly (2015) in her case study of the King'ong'o Prison, Nyeri in Kenya reported that majority of the prisoners were the youth who did not go beyond primary level education. This implies that many youths are engaged in

criminal activities due to lack of education which causes unemployment forcing them to commit crimes.

4.4 Learning and teaching resources and implementation of education programmes in prisons

Learning resources are the aids used by the learner to help him/her learn effectively while teaching resources are aids used by the teacher to help him/her in teaching his/her lesson effectively. They are key contributors to successful implementation of any education programme. The study sought to establish the influence of learning and teaching resources on implementation of education programmes in Kodiaga Maximum Prison. Teachers were asked if the there were learning and teaching resources for EPP implementation. The results are shown in Table 4.4.

Table 4.4

Teachers' responses on availability of resources

Response	Frequency (f)	Percent (%)
Yes	6	67
No	3	33
Total	9	100

Table 4.4 shows majority of teachers (67%) agreed that learning and teaching resources for implementation of EPP were available. This is supported by the findings in the focus group discussion where the learners said that the required materials were available. This implies that there are learning and teaching materials for EPP implementation.

The study also sought to establish the extent by which learning and teaching resources influence implementation of education programmes in prisons. Teachers were asked to give their views. The results are shown in Table 4.5

Table 4.5

Influence of learning and teaching resources on implementation of EPP

Extent	Frequency (f)	Percent (%)
Very Large extent	6	67
Large extent	2	22
Small Extent	1	11
Total	9	100

Table 4.5 shows that majority of teachers (67%) had a view that learning and teaching resources influenced implementation of EPP to a very large extent. The resources help teachers to deliver lessons successfully and easily and also enable them to express intended concepts of learning effectively. The learners also agreed that the resources influenced implementation of EPP as they make lessons interesting and learning easy.

The participants were asked to indicate their level of agreement with the following statements relating to influence of learning and teaching resources on implementation of EPP. (Scale 5 = Strongly agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = strongly disagree)

Table 4.6

Influence of learning and teaching resources

Statements	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
There are enough teaching and learning materials for all learners	1	11	1	11	2	22	4	44	1	11
Teaching and learning resources are critical ingredients in learning	-	-	-	-	1	11	7	78	1	11
Availability of teaching and learning resources positively influence implementation of education programmes in prison	-	-	-	-	-	-	9	100	-	-
Resources help teachers and learners to play their role satisfactorily for implementation of education programmes	-		-		-		8	89	1	11

N = 9

The results in Table 4.6 indicate that many teachers (44%) agree that there are enough teaching and learning materials for all learners. This implies that the teaching and learning resources required for implementation of EPP are available. Majority of teachers (78%) agree that teaching and learning resources are critical ingredients in learning. All teachers (100%) agree that availability of teaching and learning resources positively influence implementation of education programmes in prison. This means that there is a positive relationship between teaching and learning resources and implementation of EPP. 89 % of teachers agreed that resources help teachers and learners to play their role satisfactorily for implementation of education programmes in prison.

The study also sought to establish the adequacy of learning and teaching resources from teachers. The results are shown in Table 4.7

Table 4.7

Adequacy of learning and teaching resources

	Very adequate		Adequate		Inadequate	
Facilities	F	%	F	%	F	%
Textbooks	-	-	3	33	6	67
Teaching aids	-	-	2	22	7	78
Chalkboard	1	11	5	56	3	33
Charts and posters	1	11	6	67	2	22
Teachers" guides	-	-	2	22	7	78

N = 9

On determining the adequacy of teaching and learning resources, Table 4.7 show that majority of teachers (67%) indicated that the textbooks were inadequate. The inspector of education in the interview indicated that Kenya national library services (KNLS) support education programmes in prisons by providing book donations, bulk book borrowing services and reading promotion initiatives. This helps in addressing textbook shortage. Majority of teachers (78%) also indicated that teaching aids and teachers' guides were inadequate. This implies that there is lack of some essential teaching and learning resources in the prison. Chalkboards were adequate as 56 % of teachers indicated so. Majority of teachers (67%) indicated that charts and posters were adequate.

4.4.1 Result from checklist on number of learning and teaching resources

The study sought to observe physical proof of learning and teaching resources in the prison. Observations were recorded on the spot using checklist on the availability of observable facilities. A record of facilities was kept based on the checklist that included: text books, exercise books and pens. Physical verification of learning and teaching resources revealed the following results as shown in Table 4.8.

Table 4.8

Number of learning and teaching resources

Resources	Number
Text books	113
Exercise books	784
Pens	127
Chalkboard	3
Duster	2

Table 4.8 shows the results from checklist. It reveals the number of learning and teaching resources in Kodiaga maximum prison. It included 113 text books for all the subjects taught in secondary school, 784 exercise books, 127 pens, 3 chalkboards and 2 dusters. This implies that the necessary learning and teaching resources are available and this means that EPP is being implemented.

4.5 Physical facilities and implementation of education programmes in prisons

The study sought to establish the influence of physical facilities on implementation of education programmes in prisons. The teachers were asked to indicate the adequacy of the facilities. The results are shown in Table 4.9

Table 4.9

Adequacy of facilities

	Very adequate		Adequate		Inadequate	
Facilities	F	%	F	%	F	%
Classrooms	-	-	4	44	5	56
Chairs/benches	3	33	5	56	1	11
Desks	2	22	6	67	1	11

N = 9

The results in Table 4.9 shows that majority of teachers (56 %) indicated that the classroom were inadequate for the implementation of education programmes in prisons. In the focus group discussion, the learners indicated that they were forced to sometimes share classes or even study under the trees due to inadequacy of classrooms. Majority of teachers (56%) indicated that the chairs and benches were adequate. This implies that the learners do sit during lessons. Desks were also adequate as 67 % of teachers supported their adequacy. This implies that the learners have somewhere to put their books when writing notes. In the focus group discussion, the learners indicated that the adequacy of chairs and desks makes them learn comfortably and this supports implementation of education programmes. Adequate and appropriate physical facilities in learning institutions

enhance implementation of education programmes (Ministry of Education Science and Technology, 2007).

4.5.1 Availability of library in the prison

The study sought to establish if there was a library in the prison. Majority of teachers (100%) indicated that the prison had a library. Library is an important facility in enriching knowledge and its availability in prison is very important because it helps to reduce idleness and empower those with zeal of more knowledge (Wright, 2008). In the interview with the inspector of education, he indicated that the Kenya national library service (KNLS) in support of education programmes to inmates had joined them by extending its library services to prisons. KNLS support education programmes in prisons by providing book donations, bulk book borrowing services and reading promotion initiatives. The learners indicated the KNLS initiative has been of great importance and helpful in enabling them advance their education.

The study also sought to establish how frequent the learners visit the library. The results are shown in Figure 4.1
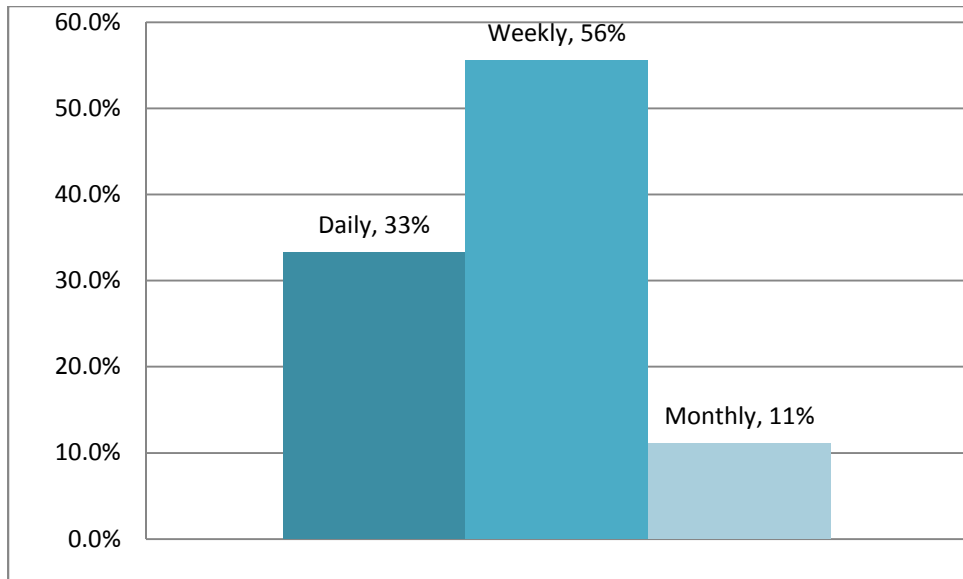
Figure 4.1: Frequency of access to the library

The results in Figure 4.1 indicate that majority of teachers (56%) said that most learners access the library on weekly basis.

4.5.2 Result from checklist on number of physical facilities

The study sought to observe physical proof of physical facilities in the prison. Observations were recorded on the spot using checklist on the availability of observable facilities. A record of facilities was kept based on the checklist that included: rooms, toilets, desks, laboratory and library. Physical verification of physical facilities revealed the following results as shown in Table 4.10

Table 4.10

Number of physical facilities

Physical facilities	Number of physical facilities
Rooms	3
Toilets	2
Desks	40
Laboratory	0
Library	1

Table 4.10 shows the results from checklist. It reveals the number of physical facilities in Kodiaga maximum prison. It included 3 rooms used as classes, 2 toilets which were supplemented with several buckets, 40 desks and one library. There was no laboratory since all learners were recommended for theory and not practical. It is therefore possible to implement education programs in the prison because of the availability of some of the physical facilities needed in the implementation.

The study sought to establish the extent by which physical facilities influence implementation of education programmes in prisons. Teachers were asked to give their views and the results are shown in Table 4.11

Table 4.11

Influence of physical facilities on implementation of EPP

Extent	Frequency (f)	Percent (%)
Very Large extent	4	44
Large extent	3	33
Small Extent	2	22
Total	9	100

Table 4.11 shows that many teachers (44%) agreed that physical facilities influence implementation of education programmes in prisons to a very large extent. This implies that physical facilities are significant in the implementation of EPP.

4.6 Teachers' qualifications and implementation of education programmes in prisons

The study sought to establish the influence of teachers' qualification on implementation of education programmes in prisons. The teachers were asked if they were trained. The results are shown in Table 4.12

Table 4.12

Teachers' responses on whether they are trained

Response	Frequency (f)	Percent (%)
Yes	5	56
No	4	44
Total	9	100

Table 4.12 shows over half of teachers (56 %) are trained. This implies that majority of teachers are trained to teach the learners and implement the education programmes. Training for prison educators is necessary to enable them to keep pace with changes in the mainstream education system and with the evolving skills requirements of employers (Langelid et al., 2009).

The study also sought to establish the highest educational qualification of teachers. The results are shown in Table 4.13

Table 4.13

Teachers' educational qualification

Response	Frequency (f)	Percent (%)
Certificate	4	44
Diploma	3	33
Degree	2	22
Total	9	100

The results in Table 4.13 indicate that many teachers (44%) have certificate as their highest educational qualification. This implies that even though they are not trained as teachers, they are qualified to teach.

The teachers were asked to indicate their teaching experience. Their response are shown in Table 4.14.

Table 4.14

Distribution of teachers by teaching experience educational

Years	Frequency (f)	Percent (%)
3 – 4 years	1	11
5 – 6 years	5	55
7 – 8 years	1	11
Over 8 years	2	22
Total	9	100

The results in Table 4.14 indicate that majority of teachers (56%) had a teaching experience of between 5 – 6 years. This implies that they were experienced to implement EPP. Teacher experience has a more positive

46

relationship with quality teaching or implementation, but still the overall picture is not that strong (Hanushek, 2011).

4.6.1 Attendance of attended in-service or seminars on EPP

The study sought to find out if the teachers had attended in-service or seminars on EPP. Majority of teacher (100%) agreed that they had attended in-service and seminars on education programmes in prisons which boosted their abilities in implementing the programmes. They also gained required knowledge and skill to carry out their duties as teachers effectively.

4.6.2 Relationship between teacher's qualification and EPP implementation

The study also sought to find the relationship between teacher's qualification and EPP implementation. The teachers were asked if there existed any relationship. Majority of teachers (100%) agreed that there existed a positive relationship between teacher's qualification and EPP implementation. the more a teacher is qualified, the more effective the implementation of EPP. Focus group discussion indicated that teachers' qualification was the best predictor of implementation of education programmes in prison. In the focus group discussions it was found that qualified teachers implement education programmes better that unqualified teacher, in terms of content delivery during teaching, motivating and engaging all learners in learning.

4.6.3 Teachers' qualifications influence on implementation of education programmes in prisons

The study revealed that the teachers' qualification determines his/her competence in the classroom which is part of implementation of EPP. Penuel, Fisherman, Yamaguichi & Gallagher (2007) found that the educational attainment of teachers affects their class performance. By extension, professional/academic qualification of the teacher influences his/her classroom competence. Teachers with professional qualifications tended to associate and commit themselves more to implementation requirements of education programmes. The inspector of education in the interview revealed that the prison was trying its best to ensure that all teachers in EPP are qualified for effective implementation. Lack of qualified teachers was one of the challenges in implementing EPP.

4.7 Teachers' perception towards learners and implementation of education programmes in prisons

The study sought to establish how teachers' perception towards learners influences implementation of EPP. Teachers were asked the level of their perception towards learners and effective implementation of education programmes in prison. The results are shown in Figure 4.2
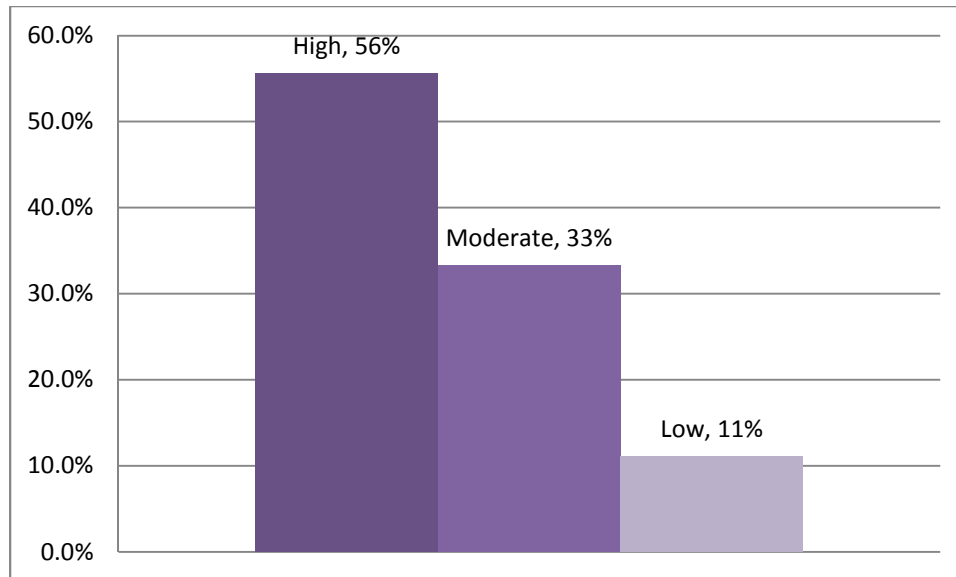
Figure 4.2: Teachers' level of perception towards learners

The results in Figure 4.2 indicate that the level of perception of majority of teachers 5 (56%) towards learners and effective implementation of education programmes in prison was high. This implies that teachers' perception towards learners is good and has influence in the implementation of EPP

The teachers were asked to indicate their level of agreement with the following statements relating to influence of teachers' perception towards learners on implementation of EPP. (Scale 5 = Strongly agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = strongly disagree).

Table 4.15

Teachers' perception towards learners

Statements	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
The learners have a right to education	-	-	-	-	-	-	5	56	4	44
Teachers do their best to ensure learners get the best education	-	-	-	-	2	22	4	44	3	33
Teachers enjoy teaching the learners	-	-	-	-	3	33	6	67	-	-
Teachers go extra mile and even organize individualized learning with the learner	2	22	1	11	3	33	2	22	1	11

N = 9

The results in Table 4.15 indicate that majority of teachers (56%) agree that learners have a right to education. Education is not only a means of supporting offenders in their transition from prison to the outside world. It is an imperative in its own right and prisoners should not forfeit this right to access education while in prison (Muñoz, 2009). Many teachers (44%) do their best to ensure learners get the best education. Majority of teachers (67%) enjoy teaching the learners. This implies that the teachers are supportive to EPP. This is contrary to a UK study by Prison reform trust (2013) which found that teachers were not supportive of education programmes in prison but gave more attention to discipline and security matters.

The study sought to find from teachers if their perception towards learners influences the implementation of EPP. The results are shown in Figure 4.3
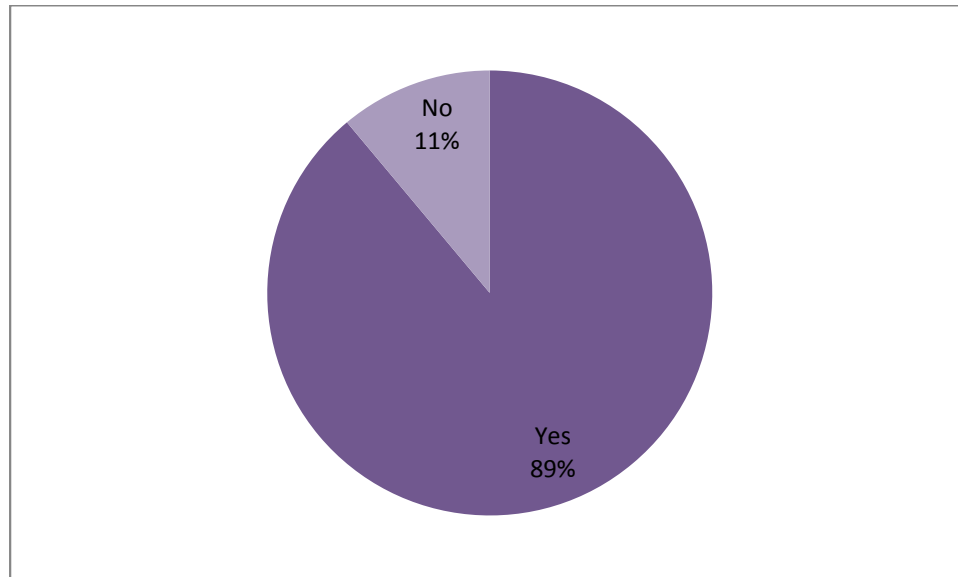
Figure 4.3: Teachers' responses on perception towards learners and implementation of EPP

The results in Figure 4.3 indicate that majority of teachers (89%) agreed that teachers' perception towards learners influences the implementation of education programmes in prison. This is supported with the findings from the group discussions whereby majority of learners pointed that when teachers had good perception towards them, they tend to like schooling and this improves their participation. The inspector of education always want teachers to refers to the inmates as learners while undertaking the programme for effective implementation.

The study also sought to establish whether the teacher support education programme in prison. The results are shown in Table 4.16

Table 4.16

Teachers' responses on the support of EPP

Response	Frequency (f)	Percent (%)
Yes	8	89
No	1	11
Total	9	100

Table 4.12 shows majority of teachers (89%) support education programme offered in prison. Effective implementation of any programme requires full support of people involved (Thomas, 2015). This therefore means EPP is effectively implemented in Kodiaga prison.

4.7.1 Challenges faced in the implementation of EPP

The study found from the inspector of education the following challenges faced in the implementation of EPP. The infrastructures were poor and inadequate. There were fewer classes compared to the total enrolment in the programme. The prison experienced shortage of qualified teachers to implement the programme. The programme depended on government support which sometime delayed. This affected smooth implementation. lack of finance and motivation among teachers was another challenge.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of this study was to establish institutional factors influencing implementation of education programmes prisons: a case of Kodiaga Maximum Prison, Kisumu County, Kenya. Specifically, the study was set to establish the influence of learning and teaching resources, physical facilities, teachers' qualifications and teachers' perception towards inmates on implementation of education programmes in prisons. The study adopted a case study research design where the target population consisted of inspector of education who is head of education programme in prison, 43 warders (teachers) and 256 inmates (learners) enrolled in EPP. The sample size of this study was derived from 20% of 43 teachers which was 9, 20% of 256 learners which was 51 and inspector of education. Teachers and learners were purposively sampled in order to ensure that those in education programmes in prisons were included as they were of much relevance to the study.

The study used interview schedule to collect data from inspector of education. Questionnaires were used to collect data from teachers while focus group discussions guide was used to collect data from learners. After getting introductory letter from the University of Nairobi and permit from the National Council of Science and Technology, the researcher then made an introductory visit to Kodiaga Maximum Prison, and on the agreed date, the researcher administered the research instruments.

The study discovered that majority of teachers (67%) agreed that learning and teaching resources for implementation of EPP were available. This is supported by the findings in the focus group discussion where the learners said that the required materials were available. Majority of teachers had a view that learning and teaching resources influenced implementation of EPP to a very large extent. The resources help teachers to deliver lessons successfully and easily and also enable them to express intended concepts of learning effectively. Many teachers (44 %) agree that there are enough teaching and learning materials for all learners. Majority of teachers (78%) agreed that teaching and learning resources are critical ingredients in learning. All teachers (100%) agree that availability of teaching and learning resources positively influence implementation of education programmes in prison. 88.9% of teachers agreed that resources help teachers and learners to play their role satisfactorily for implementation of education programmes in prison. majority of teachers (67%) indicated that the textbooks were inadequate.

The inspector of education in the interview indicated that Kenya national library services (KNLS) support education programmes in prisons by providing book donations, bulk book borrowing services and reading promotion initiatives. This helps in addressing textbook shortage. Majority of teachers (78%) also indicated that teaching aids and teachers' guides were inadequate. Chalkboards were adequate as 56% of teachers indicated so. Majority of teachers (67 %) indicated that charts and posters were adequate. Other learning and teaching resources like text books for all the subjects taught in secondary school, exercise books, pens, chalkboards and dusters were also available.

Physical facilities like classrooms were found to be inadequate for the implementation of education programmes in prisons as learners were forced to sometimes share classes or even study under the trees. Desks, chairs and benches were adequate and it enabled learners to learn comfortably and this enhanced implementation of education programmes in the prison. The prison had one library which got some support from Kenya national library service (KNLS). KNLS supported education programmes by providing book donations, bulk book borrowing services and reading promotion initiatives. The results from checklist revealed the number of physical facilities in Kodiaga maximum prison. It included 3 rooms used as classes, 2 toilets which were supplemented with several buckets, 40 desks and one library. There was no laboratory since all learners were recommended for theory and not practical. Physical facilities were found to

influence implementation of education programmes in prisons to a very large extent.

The study revealed that over half of teachers (56 %) are trained. Many teachers (44%) had certificate as their highest educational qualification. They are therefore qualified to teach the learners and implement the education programmes in prison. All teachers had attended in-service and seminars on education programmes in prisons which boosted their abilities in implementing the programmes. They also gained required knowledge and skill to carry out their duties as teachers effectively. Majority of teachers (100%) agreed that there existed a positive relationship between teacher's qualification and EPP implementation. The more a teacher is qualified, the more effective the implementation of EPP. Focus group discussion indicated that teachers' qualification was the best predictor of implementation of education programmes in prison. In the discussions it was found that qualified teachers implement education programmes better that unqualified teacher, in terms of content delivery during teaching, motivating and engaging all learners in learning. The study revealed that the teachers' qualification determines his/her competence in the classroom which is part of implementation of EPP. Teachers with professional qualifications tended to associate and commit themselves more to implementation requirements of education programmes. The inspector of education in the interview revealed that the prison was trying its best to ensure that all teachers in

EPP are qualified for effective implementation. Lack of qualified teachers was one of the challenges in implementing EPP.

The level of perception of majority of teachers 5 (56%) towards learners and effective implementation of education programmes in prison was high. This implied that teachers' perception towards learners had influence in the implementation of EPP. Majority of teachers (56%) agree that learners have a right to education. This means that the right to participate and benefit from education has not been relinquished. Many teachers (44%) do their best to ensure learners get the best education. This supports the implementation of EPP. Majority of teachers (67%) enjoy teaching the learners. Majority of teachers (89%) agreed that teachers' perception towards learners influences the implementation of education programmes in prison. This was supported with the findings from the group discussions whereby majority of learners pointed that when teachers had good perception towards them, they tend to like schooling and this improved their participation. The inspector of education always want teachers to refers to the inmates as learners while undertaking the programme for effective implementation

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

Some of the learning and teaching resources for implementation of EPP were available. Learning and teaching resources influenced implementation of EPP to a very large extent. The resources help teachers to deliver lessons successfully and easily and also enable them to express intended concepts of learning effectively. Availability of teaching and learning resources positively influence implementation of education programmes in prison and helped teachers and learners to play their role satisfactorily.

Classrooms are inadequate but desks, chairs and benches were adequate and it enabled learners to learn comfortably and this enhanced implementation of education programmes in the prison. Physical facilities were found to influence implementation of education programmes in prisons to a very large extent.

Half of teachers are trained and qualified to teach the learners. All teachers had attended in-service and seminars on education programmes in prisons which boosted their abilities in implementing the programmes. They also gained required knowledge and skill to carry out their duties as teachers effectively. There existed a positive relationship between teacher's qualification and EPP implementation. The more a teacher is qualified, the more effective the implementation of EPP. Teachers' qualification was the best predictor of

implementation of education programmes in prison. Qualified teachers implement education programmes better that unqualified teacher, in terms of content delivery during teaching, motivating and engaging all learners in learning. Teachers' qualification determines his/her competence in the classroom which is part of implementation of EPP. Teachers with professional qualifications tended to associate and commit themselves more to implementation requirements of education programmes.

Teachers' perception level towards learners and effective implementation of education programmes in prison was high. Teachers agreed that learners had a right to education. Many teachers did their best to ensure learners get the best education. Majority of teachers agreed that teachers' perception towards learners influences the implementation of education programmes in prison. This was supported with the findings from the group discussions whereby majority of learners pointed that when teachers had good perception towards them, they tend to like schooling and this improved their participation.

5.4. Recommendations

The following recommendations were made by the study:

i. The government should provide all learning and teaching materials the way it provides to public schools for effective implementation of education programmes in prisons.

ii.   The government should also construct more classrooms to facilitate implementation of education programmes in prisons.

iii. The prison department should only assign qualified teachers to teach as teachers' qualification is the best predictor of implementation of education programmes. The untrained and unqualified teachers should be trained.

iv.   Teachers should have good perception towards learners in order to improve their participation in the education programmes in prison

5.5. Suggestions for further study

The following are the areas that need further research;

- Factors influencing implementation of education programmes in prisons other than the institutional ones

- Influence of education programmes on prison reforms

- A replica of the study should be carried out in another maximum security prison

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APPENDICES

Appendix I: Introduction Letter

University of Nairobi,

P.O BOX 30197-00100,

Nairobi.

The Inspector of Education,

Dear Sir/ Madam

RE: <u>REQUEST TO CONDUCT RESEARCH IN KODIAGA MAXIMUM</u>

<u>PRISON</u>

I am a Masters Student at the University of Nairobi undertaking a research titled:

Institutional factors influencing implementation of education programmes in

prisons: A case of Kodiaga Maximum Prison, Kisumu County, Kenya.

I seek your permission to conduct a research in your institution.

The information provided by the respondents will be used only for this research

and their identity will be handled with confidentiality.

Thank you.

Yours faithfully,

Melline Akeyo Ochiel

Appendix II: Interview Schedule for Inspector of Education

This interview is intended to collect data on institutional factors influencing implementation of education programmes in prisons: a case of Kodiaga Maximum Prison, Kisumu County, Kenya

1. How is education programmes implemented in the prison?

2. What are the things that influence effective implementation of education programmes in prison?

3. How does learning and teaching resources influence implementation of education programmes in prison?

4. How do physical facilities influence implementation of education programmes in prison?

5. How does teachers' qualifications influence implementation of education programmes in prison?

6. How do you ensure that you have qualified teachers to implement education programmes in prison?

7. How can you describe the perception of teachers towards the learners?

8. How does teachers' perception towards learners influence implementation of education programmes in prison?

9. What is your position on the implementation of education programmes in prison?

10. What are the challenges faced in the implementation of education programmes in prisons?

11. In your own opinion what do you think should be done to improve implementation of education programmes in prisons?

Thank you for participating in the study

Appendix III: Questionnaire for the Teachers

This questionnaire is intended to collect data on institutional factors influencing implementation of education programmes in prisons: a case of Kodiaga Maximum Prison, Kisumu County, Kenya.

a. Please do not write your name on the questionnaire

b. The information you will give will be treated with confidentiality

c. Indicate your choice by a tick ( )

d. Kindly answer all the questions

Section A: Background Information

1. What is your age bracket in Years?

21 – 25 [   ]   26 – 30 [ ]   31 – 35 [ ]   36 – 40 [ ]

41 – 45 [ ]   Above 45 [ ]

2. State your gender: Male [ ]   Female [ ]

Section B: Teaching and teaching resources

3. How is education programme implemented in prison?

4. Is implementation of EPP carried out in effective way?

5. Does the prison have teaching/learning materials to accommodate education programmes in prisons?

   Yes   [ ]   No [ ]

Explain

……………………………………………………………………………………………

……………………………………………………………………………………………

If No, what are the necessary teaching/learning materials needed?

……………………………………………………………………………………………

……………………………………………………………………………………………

6. To which extent does learning and teaching resources influence implementation of education programmes in prisons?

Very Large extent [ ]

Large extent   [ ]

Small Extent   [ ]

No Extent   [ ]

7. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 strongly disagree

Statements	1	2	3	4	5
There are enough learning and teaching materials for all learners					
Learning and teaching resources are critical ingredients in					

learning				
Availability of learning and teaching resources positively influence implementation of education programmes in prison				
Resources help teachers and learners to play their role satisfactorily for implementation of education programmes				
Learning and teaching materials are critical ingredients in learning				

8. Indicate the adequacy of the following resources

Facilities	Very adequate	Adequate	Inadequate
Textbooks			
Teaching aids			
Chalkboard			
Charts and posters			
Teachers¨ guides			

9. To what extent does learning and teaching resources influence implementation

   of education programmes in prisons?

Very Large extent [ ]

Large extent   [ ]

Small Extent   [ ]

No Extent   [ ]

Section C: Physical facilities

10. Indicate the adequacy of the following facilities

	Facilities	Very adequate	Adequate	Inadequate
a)	Classrooms			
b)	Chairs/benches			
c)	Desks			
d)	Library			

11. Is there a library in the prison?

Yes [ ]   No [ ]

12. How frequent do learners visit the library?

Daily [ ]

Weekly [ ]

Monthly [ ]

13. Do physical facilities influence implementation of education programmes in prisons?

Yes [ ]   No [ ]

b) If yes, state how…………………………………………………………………

14. To what extent do physical facilities influence implementation of education programmes in prisons?

Very Large extent [ ]

Large extent [ ]

Small Extent [ ]

No Extent [ ]

Section D: Teachers' qualifications

15. Are you a trained teacher?

    Yes [ ]   No [ ]

16. What is your highest educational qualification?

Certificate [ ]

Diploma [ ]

Degree [ ]

Masters [ ]

17. Have you attended in-service or seminars on EPP?

    Yes [ ]   No [ ]

18. Have you ever been trained to handle inmates as learners in a classroom?

    Yes [ ]   No [ ]

19. What is your teaching experience?

   1 -2 years [ ]   3 – 4 years [ ]   5 – 6 years [ ]   7 – 8 years [ ]

  over 8 years [ ]

20. What is the relationship between teacher's qualification and EPP implementation?

……………………………………………………………………………………

……………………………………………………………………………………

21. How does teachers' qualifications influence implementation of education programmes in prisons?

....

....

Section E: Teachers' perception towards inmates

22. What is the level of your perception towards inmates and effective implementation education programmes in prison?

High [ ]

Moderate [ ]

Low [ ]

None [ ]

23. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 strongly disagree

Statements	1	2	3	4	5
The learners have a right to education					
Teachers do there best to ensure learners get the best education					
Teachers enjoy teaching the learners					
Teachers go extra mile and even organize individualized learning with the learners					

24. Does teachers' perception towards learners influence implementation of EPP?

    Yes [ ]   No [ ]

    If yes, how?

    …………………………………………………………………………

25. How does teachers' perception towards learners influence implementation of education programmes in prisons?

    ……………………………………………………………………………

    ……………………………………………………………………………

Thank you for participating in the study

Appendix IV: Focus Group Discussion Guide

The purpose of this guide is to gather information about your own perception of how institutional factors influence implementation of education programmes in prisons: a case of Kodiaga Maximum Prison, Kisumu County, Kenya.

DATE………………………………………………………………………

Venue of focus group discussion………………………………………………

GROUP……………………………………………………………………

Age range of participants……………………………………………………….

Number of participants…………………………………………………

1. How is education programmes implemented?

2. What are things that facilitate effective implementation of education programmes?

3. How do learning and teaching resources influence implementation of education programmes in prisons?

4. How do physical facilities influence implementation of education programmes in prisons?

5. How does teachers' qualifications influence implementation of education programmes in prisons?

6. How does teachers' perception towards you influence implementation of education programmes in prisons?

Appendix: V: Checklist

The purpose of this checklist is to gather information concerning on facilities influencing implementation of EPP

Tick [✓] *where applicable*

| Facilities | Number | For use in education programmes in prison | | |
		Always	Little	None
Rooms				
Toilets				
Desks				
Text books				
Laboratory				
Library				
Exercise books				
Pens				

APPENDIX VI: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. MELINE AKEYO OCHIEL
of UNIVERSITY OF NAIROBI, 0-40332
KOSELE,has been permitted to conduct
research in *Kisumu* County

on the topic: *INSTITUTION FACTORS*
INFLUENCING IMPLEMENTATION OF
EDUCATION PROGRAMMES IN
PRISONS:A CASE OF KODIAGA MAXIMUM
PRISON,KISUMU COUNTY, KENYA

for the period ending:
15th November,2019

Permit No : NACOSTI/P/18/73947/26840
Date Of Issue : 15th November,2018
Fee Recieved :Ksh 1000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
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Website: www.nacosti.go.ke

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 21879

CONDITIONS: see back page

APPENDIX VII: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471.
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/73947/26840**

Date: **15th November, 2018**

Meline Akeyo Ochiel
University of Nairobi
P. O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institution factors influencing implementation of education programmes in prisons: A case of Kodiaga Maximum Prison, Kisumu County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **15th November, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

National Commission for Science, Technology and Innovation is ISO9001-2008 Certified

80