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## **ASSESSMENT OF PRISONS REHABILITATION PROGRAMS ON BEHAVIOUR REFORMATION OF OFFENDERS IN KENYA**

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### **ABSTRACT**

*The purpose of this study was to analyse prison rehabilitation programs on behaviour reformation of offenders in Kisumu Main Prison, Kisumu County, Kenya. This study employed descriptive research design. A sample of 343 participants was selected from a population of 2400 individuals. Purposive sampling was done in order to select serving prisoners who are engaged in rehabilitation programs on behaviour reformation of offenders. The study utilized questionnaires and interview schedule for data collection. The study found that vocational skills training programs, educational training programs, religious programs, socio-psychological training programs, agricultural training programs had high significant contribution of rehabilitation programs on behaviour reformation of offenders. On the basis of these findings, we conclude that prison rehabilitation programs contribute significantly to the prediction of the behaviour reformation of offenders 5% level of significance. This contribution results from, adequate education facilities and material used to facilitate reformation of offenders as well as tailoring of the programs to enable reformation of offenders. Also, adequate and well trained staff greatly enhances behaviour reformation of offenders. The research recommends rehabilitation programs to enhance behaviour reformation of offenders. It is anticipated that the findings of the current study will provide necessary information useful to the policy makers, prison officers and other stakeholders to enhance behaviour reformation of offenders in rehabilitation centres in Kenya.*

**Keywords:** Rehabilitation programs; Behaviour reformation; Offenders,

## 1.0 INTRODUCTION

Rehabilitation programs employed to offenders by Kenya Prisons Service in prisons are designed to enable them acquire and learn skills which assists them with working life while they are released from prison. According to Omboto (2013) the primary goal of rehabilitation programs is to change the offender's pattern of thinking, attitudes and behaviours thus reforming them and making them less likely to reoffend. Kisumu main prison offers vocational skills training programs, educational programs, socio-psychological programs, religious programs and Agricultural programs to offenders with the aim of behaviour reformation. Despite this fact the institution continues to admit high number of offenders many being recidivist who have served a full jail term earlier in the same institution or part of their sentence before. Okanga (2014) in his study stated that 78% of offenders in Kisumu main prison participated in mandatory training as part of rehabilitation and reformation but majority reoffended within 3years or less. This trend tends to imply that the station is not succeeding in contributing in behaviour reformation of offenders through rehabilitation programs. No previous study that has been done on existing prison rehabilitation programs on behaviour reformation of offenders in Kenya. Hence a knowledge gap exists. This study sought to bridge this gap by doing analysis of prison rehabilitation programs on behaviour reformation of offenders in Kisumu main prison, Kenya using multiple regression model.

## 2.0 LITERATURE REVIEW

### 2.1 Theoretical Review

The study was guided by two theories: rehabilitation theory and theory of reformation. These two theories focus greater attention on humanly treatment of prisoners in prisons, suggesting that instead of prisoners being allowed to idle in jail, they should be properly taught, educated and trained so as to adjust themselves to normal life in the community after their release from penal institutions. Rehabilitation and reformation theories view that a person should be helped to readopt to society or restore to a former position or state and that all prisons should be transformed into residences where physical and intellectual training should be given in order to improve the characters of offenders. These two theories are founded on the belief that one cannot inflict a severe punishment of imprisonment and expect the offender to reform and be able to re-integrate into society upon his or her release (Cassia, 2002).

#### 2.1.1 Rehabilitation theory

Rehabilitation theory states that the objective of the incarceration is to reform criminals, the idea behind this theory is that no one is born a criminal this is a product of the social, economic and environmental conditions it is believed that if the offenders are nurtured through imparting them with appropriate skills and training they have well in the community, rehabilitation theory is proved to be successive in cases of all categories of prisoners with a goal to prevent future crime in giving offenders the ability to succeed within the confines of law (Harris, 2006).

### **2.1.2 Reformation Theory**

According to this theory, the objective of imprisonment should be the reform of the offender, through the methods of individualization. It is based on the humanistic principle that even if an offender commits a crime, he does not cease to be a human being. He may have committed a crime under circumstances which might never occur again. Therefore, an effort should be made to reform him during the period of his incarceration through provision of education and teaching some art or industry during the period of his imprisonment so that he may be able to start his life again after his release from prison. The major thrust of this theory is complete reformation of inmates in penal institutions so that they are transformed into law-abiding citizens (Mamie, 2006)

## **2.2 Empirical Literature Review**

### **2.2.1 Vocational programs on reformation of offenders**

According to Kennedy (2009) training refers to acquisition of knowledge, skills and competencies as result of teaching of vocational or practical skill and knowledge that relate to specific useful competencies. Training forms the core of apprenticeship and provides the backbone of personal development in career path. In addition to this basic training is required for a trade, occupation or professional, observes of labour market, recognize training need to continue acquiring skills and knowledge (Freisxas, 2006). Areas of training are knowledge; training aimed at imparting knowledge to offender thus providing facts, information and principle related to the knowledge area. Technical skills; the training here is aimed at teaching offenders the physical acts or actions like operating machines, working with computer. It is more like on work training. Social skills; the training in this area is wider in capacity involving a lot of aspects. Thus social skills training aims at the development of a person and team work.

Vocational skill training is paramount as one of rehabilitation program in offenders' reformation. Rule 71(3) of the United Nations Standard Minimum Rules for the treatment of prisoners' states that "sufficient work of a useful nature shall be provided to keep prisoners actively employed for a normal working day (UNSMR, 2015). This strengthens the vocational training on offenders. The rules also warn against vocational training for primary purpose of making a profit for the prison out of prisoner's labour. Okanga (2014) stated that despite limited opportunity for vocational training for African prisoners, more of them are involved in this kind of rehabilitation programs more than in academic or literate training. This is possibly due to vocational training close relationship to useful prison labour. According to UNSMR inmates are expected to be active and useful. Active employment is achieved when the inmates feel that they have made an impact within the society. Nations offer vocational skills training program in different and varying forms. In Kenya, for example training is through carpentry, masonry, upholstery, metalwork, weaving, tailoring and dressmaking as well as agriculture (KHRC, 2009) in Uganda, many prisoners are convicted to serve hard labour in farms, which produces revenue for prisons (Okanga, 2014).

According to Eddy (2007) vocational training offers more opportunities in the prison settings to offenders as much of what is offered will depend upon the local prison programming and also the local population skills of life, example in Petersburg prison, inmates have option to learn carpentry and a number of other vocations via ‘live work’ employment (plumbing, electricity, landscaping) in this regard recidivism is greatly reduced as more inmates are reformed. In America study found one million dollars spent on vocational training prevent about 600 crimes thus making vocational skills training almost twice as cost effectively as crime controls policy (Glaze, 2008). Howell (2003) stated that “those offered opportunity to acquire vocational training have first glimmer of hope that they escape the cycles of poverty and violence that dominated their lives” it can awaken senses numbed and release creativity that is both therapeutic and rehabilitative thus reforming them in the long run” vocational skill training reduces inmates risk of recidivism by teaching them marketable skills they can use to find and retains employment following release from prison, further reduces institutional problem behaviours by replacing inmates idle time with constructive work (Welch, 2007). The type of vocational training depends on inmates’ interest, availability of teaching staff and funding. In completion of these skills prisoners may be connected with prospective employers through apprenticeship programs this includes opportunities to work hours toward industry-recognized and credited certificates. (David, 2007). In Kenya, NGOs have helped some inmates with various tools and equipment that they use in various vocational trainings, they also provide tool kits to prisoners upon release so as they may use them to start new life outside prison (Omboto, 2013). This practice of tool provision is greatly encouraged by prison authority with hope that offenders will use them to start workshops. Kenyan prisoners are provided with opportunity for useful employment through the option of serving their sentence in economic development process of the country. This practice is managed by prison administration and highly uses vocational training for rehabilitation and eventual reformation rather than financial profit (UNSMR rule 72(2)2015)

### **2.2.2 Educational programs on reformation of offenders**

Many offenders throughout the globe are under educated group, mainly because majorities maintain less than 5th grade proficiency in reading and writing due to them coming from backgrounds full of poverty, with few skills for handling every day task, and little or no experience in a trade or career. Hence many require significant remedial help in advancing their education (BOP 2010). According to Cullen (2013) education program in prison is fundamental component of rehabilitation mostly offered in juvenile confinement facilities in America prison, education “behind bars” present an opportunity for the offenders to prepare for success upon release. In USA many federal states have supported education systems and programs. In a study carried out by department of education, 3000 prisoners in Ohio, Minnesota and Maryland were followed for three years after release from various prisons it found that prisoners who participated in education programs while in prison, only 22% went back to prison, of those who did not participated in education programs 78% went back to prison, (Welch, 2007).

In another study, the commission of safety and drug abuse in American prison reported that education programs in prisons could reduce recidivism rates by almost 50%. BOP (2011) states that only few prisoners participate in education program 5% only, it emphasizes that if these programs are to be made available and more accessible to all inmates and provides a stronger incentive for participation, the result would be astonishing, not only would it benefit the transgressors themselves but it would allow room for more dangerous criminals to reform and stop crimes at their sources instead of merely confining the violence for the time being. As part of president Obama administration's commitment to create a fair, more effective criminal justice system, reduce recidivism and combat the impact of mass incarceration on communities, GED have been emphasized to prepare inmates for more advance education programs in prison as a part of wider rehabilitation scheme.

In July 2013 department of education announced the second chance Pell pilot program to test new models to allow incarcerated American prisoners to receive federal Pell grant and pursue the post-secondary education with a goal of helping them get jobs, support their families and turn their live around thus reforming them in long run (BOP,2010). Education is available in many Ethiopian prisons, but many prisoners complained that access to higher education is not available. Bura farm prison lacked basic education infrastructure despite it being cited as a model prison. The country has emphasized on education programs as a rehabilitation measure among its ever high prison population. In recent report 45% of those attended GED program. In Ethiopian prisoners did not find their way back in prison compare to 55% of those who did not attend GED program finding their way back in prison within 3-4 month upon release, thus Ethiopia is succeeding in using educational as rehabilitation measures to its offenders (Gendereau, 2001). Kenyan prisoners participate in education classes as one of rehabilitation program. Prisoners are provided with literate classes and primary-secondary level classes recognized by the ministry of education. Funding is mostly done by NGOs and tertiary institutions (Omboto, 2013) Kamiti and Naivasha maximum prison are role model prisons with recent extension to Kisumu main prison in provision of both formal and adult education (Okanga, 2014)

### **2.2.3 Socio-psychological Programs on reformation of offenders**

Different program work for different types of offenders for example providing employment opportunities has been shown to work in reducing recidivism, but only for people who were more than 26 years old (Webster,2009) multi-system therapy (MST) and multidimensional treatment of foster care programs “appear promising in the treatment of severely aggressive adolescents with chronic juvenile justice histories” with reported decrease in arrest rates of 25 to 75 percent lower than control groups over one-year to four-year follow up periods, according to evaluation studies (Connor et al.,2006), the research is supportive of functional family therapy as well. Scott Haggler has received much attention for producing a model that not only “works” to reduce recidivism, but also is a continuously evaluation and has been successfully replicated in

other areas. The main goal of MST is to assist parents in dealing with their child's behavior problems. Example of these problems include poor school performance and hanging around with deviant peers. The program serves youth both in social service and youth justice system (Mackenzie, 2006) MST is usually administered in natural settings, such as prisons, schools or in a society. The duration of the treatment is four months, including 50 hours of prison time with a counsellor. In addition to 50 contact hours, counsellors are on call for emergency service (Howell, 2003). Beyond programs that attempt to furnish inmates with the skills to live productively in community, socio-psychological programs attempt to change underlying programs causing, or implicated in an offender's criminality. Most common intervention are drug abuse programs mainly because many offenders almost half of who enter in the prison reported to have used drug in the month before their arrest (McGuire, 2002). Pg 508) promotions of drug offenders in United states and federal prison in USA have risen to 6 per cent (Johnson, 2010). In this regard many are participating in drug treatment programs thus increasing from 4.4 percent to 32.7 percent Doob (as cited in Cromwell, 2010).

Therapeutic communities' programs are used by institutions in housing drug addicted inmates in separate unit. In 2004, Canada federal government began offering funding to state prisons for it RSAT programs, which provided drug treatment in separate units in prisons (reducing offenders drug use') thus correctional institutions frequently provides individuals and group counselling aimed at making offenders forfeit their criminal ways of life, over the years' various treatment modalities have been in use. These programs have increased appeal in large part due to growing support and its effectiveness, in cognitive-behavioral treatment. This program target criminal's attitude and ways of thinking that foster illegal behavioral (Butterfield, 2001). Multi-dimensional treatment foster care (MTFC) is a rehabilitation program which puts delinquent youths into modified foster home inside the prison, either by themselves or with one another foster parents are trained and use behavioral parenting techniques prior to taking a youth home from prison.

Studies have been done comparing MTFC with treatment in a group home through random assignment and concluded that MTFC is effective in reducing subsequent arrest (greenwood, 2006) for example, Eddy et al. (2007) compared the violent recidivism of 42 male youth who were randomly assigned to group care (GC) with 37 male youth who were randomly assigned into MTFC between 1991 and 1995. Group care consisted of home with six to 25 offenders staying together. Despite wide variation between the homes, most youth were termed serious and chronic offenders who fell into the top one percent of local juvenile offenders in terms of total arrest in the past 3 years (Eddy et al, 2007). Findings indicated that those MTFC participants had significantly fewer criminal referrals for violence than youth who are in Group Care (GC) (21 percent versus 38 percent) (chamberlain, 2011). Social integration is a rehabilitative program that is designed to acquaint the inmate with his society, authority, family life ideas and with phase of social order, of which on release, he will again become an integral part, all available community facilitates are used to help in this work, from lectures and discussions to cooperative programs

within the prison (Welch, 2009). Participants is on voluntary basis, but is encouraged, since it provides the prison administration with its best opportunity for offender personal counselling (BOP, 2010).

According to Robert (2006) functional family therapy is rehabilitation program designed to treat middle class family with delinquent and pre-delinquent youth, the program in recent times includes poor, multi-ethnic with very serious problems such as conducted disorder, adolescent drug abuse violence. FFT is conducted by family therapist in clinical settings, which is a standard procedure for most family therapy. The intervention involves strong cognitive or attribution component which integrate into systematic skills training, parenting skills and conflict management skills FFT have demonstrated reduction of recidivism condition. (Greenwood et al, 2001(as cited in lipsey and Cullen, 2007) with less serious offenders, reduction ranged from 50-75% and with very severe cases a 35% reduction in re-offending rate.

Cognitive behavioral therapy (CBT) as a rehabilitative program is an approach that is used on its own or as part of another intervention. It uses exercises and instructions that are designed to alter the unpleasant thinking patterns exhibited by many offenders. For instant, a focus dominance in interpersonal relationship, feelings of entitlement, self- justification, displacement of blame and unrealistic expectations about consequences behavior (Walters 1990; Lipsey and Cullen, 2007). CBT helps individuals become aware of the existence of those dysfunctional thinking patterns, or “automatic negative thoughts, attitudes expectations and benefits and understand how these negative thinking patterns contributes to unhealthy feelings and behavior (Wolfe. 2007). CBT focuses on one of the most robust correlate of crime, anti- social attitudes however prison staff can be trained to conduct CBT in a relatively short period of time (Hubbard, 2007).

CBT helps offenders challenge their thinking pattern and beliefs and replace “errors”in thinking emphasizing more realistic and effective thoughts, thus decreasing emotional distress and self-defeating behaviors (Hubbard, 2007). CBT together with moral recognition therapy helps felons overcome anti-social personality disorder, greatly decreases the risk of offenders re-offending. (Clear, 2009)

#### **2.2.4 Religious programs on reformation of offenders**

Rule 66 of the UNSMR states that prisoners so far as practicable, they shall be allowed to satisfy the need of their religious life by attending the services provided in every person and having in their possession the books of religious observance and instructions. This guarantees every prisoner right to religion. Religious leaders provide a crucial role in spiritual nourishment and moral development of prisoners as well as providing outgoing guidance support (UNSMR, 2015) According to journal for the scientific study of religion (2005) the practice of religion significantly reduces the chance of prisoners to engage in verbal or physical altercations and increases the likelihood of reform that after completion of a prison sentence. Randal (2002) said” my goals are the same as those of prisons authorities to make better human beings. The only

different is that their means are discipline, security and iron bars, mine are spiritual ministration that operates with the mind and heart'. According to Haeren (2010) prisoners are engaged in religious practice in their rehabilitation so as to; gain direction and meaning in one life, improves one concept of self, promote personal behavioral change, gain protection from God, meet other volunteers and obtaining prison resources thus culcating the culture of well-being thus reforming in the long run. Spiritual organizations and ministries are wide spread across Kenya as they are elsewhere across Africa. They are often more seen in prisons and have a greater access to non-faith based providers because they do provide greatly needed contact with the outside world including a wide range of services and support which comes with various religious intentions. Their acceptance by prison administration indicate greater faith in rehabilitation as they are measured through religious conversion rather than through dealing with the many other risk factors associated with offending (Okanga, 2014)

### **2.2.5 Agricultural training program on reformation of offenders**

According to Penner (2013) (1) agricultural programs are prolific in world in rehabilitation of offenders. In San Diego's Richard J. Donovan correctional facilities offenders are taught basic skills of farming in prison farm in a new farm rehabilitation meals (farm) program, a fresh inmate upon entry into prison is taught sustainable agricultural practices and if approved by prison authorities they put the produce on an inmate. Community gardening, compost manure making and water wise gardening. This equips prisoners with basic knowledge of farming which they use to earn a living upon release from these prison farms. It keeps them busy and reduces idle time otherwise used in offending (Austin, 2012). According to Reeve (2013) horticultural therapy programs are paramount in rehabilitation of convicts. After closure of many federal prison programs, Horticultural programs involving greenhouse programs, small plot gardening and therapeutic garden design evolved. Most of these programs are mainly based in Kingston penitentiary (spiritual gardens 2006) and in British Colombia (Penner, 2013). These program focused on teaching inmates plant identification, landscape design method, how to use garden tools, how to care for plants and recognize signs of healthy garden, responsibility appropriate behaviour for interacting with others and problem solving (2013). According to reeve (2013) prison farms have greatly shaped behaviours of prisoners who worked on these farms.

It has greatly enhanced prisoners' categorization with aim of employing them in agricultural programs which suits them individually. Randall (2002) pointed out that by recognizing that many inmates will join the society at some point after expiration of their sentence in prisons, it is prudent for them to acquire agricultural skills which equip them with social and employability skills that makes them reform and become productive member of society. This agricultural program emphasizes on rehabilitation and reformation of offenders to make them reliable and productive in society because the program is designed for making them whole rather than just for punishment (jiler,2006). Furst (2006) states that "studies have shown the psychological benefits of animal interaction including the mutual affection and non-judgmental relationship that can be



fostered and the relaxing and reassuring effects that animals can have on a person; the contact with animals can also lead to improvement in social interaction including accountability, communication and responsiveness this shapes the mind of the offenders making them regain locus of control of their characters. Animals grooming training in agricultural farms provides the inmates with a kind of affection they need making them re-evaluate their self wholly and rehabilitates their conduct (Furst, 2006)

### **3.0 METHODOLOGY**

#### **3.1 Research design**

This study was guided by descriptive research design, according to Mugenda and Mugenda (2008) descriptive research entails collecting information with an objective of describing of a phenomenon. This study adopted a case study design which is a form of descriptive research since this allowed the researcher to carry out study without affecting the flow of work. This was preferred because it would concern with answering questions such as how, much, what, which (cooper and Schindler, 2011). A research design guides researcher in planning and implementing the study in a way most likely to achieve the intended goal (Burns and Grove; Stommel and Wills 2001). Descriptive survey design in this study enabled the researcher to find out facts without manipulation of data, analyse and interpret the relationship between the independent and dependent variables concerned in the study.

#### **3.2 Location of study and Target population**

The study was conducted in Kenya, Kisumu County, and Kisumu west sub-county at Kisumu Main prison. Target population refers to entire group of individual, event or object having a common characteristic or attributes (Mugenda and Mugenda 2008). Target population consisted of 2400 individuals these are prison officers in the three levels of administration and serving prisoners all who participates in rehabilitation programs (Kenya prison service (2015)

#### **3.3 Sampling procedure and techniques**

Sampling technique is the process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orotho, 2002). A sample of 343 participants was selected from a population of 2400 individuals. Purposive sampling was done in order to select serving prisoners who are engaged in rehabilitation programs on behaviour reformation of offenders. Purposive sampling techniques allow researcher use cases that have required information with respect to objective of the study (Saunders, 2009).

#### **3.4 Research instruments**

Data collection was from two main sources: primary and secondary sources. Primary data was collected by use of questionnaires and interviews. Secondary data included relevant documents

and other relevant researches as well as relevant reports the study used both qualitative and quantitative techniques.

### 3.5 Data analysis techniques and procedures

Qualitative and quantitative data were analysed using descriptive statistics in Statistical Package for Social Sciences (SPSS) software. Descriptive statistics including measures of central tendency and dispersion were calculated to profile individual respondents and the study variables.

## 4.0 RESULTS AND DISCUSION

### 4.1 Response Rate

**Table 1: Questionnaires return rate**

	Sample Size	Responses	Response Rate (%)
Prisoners	278	223	80.2%
Prison Officers	65	54	83.1%
Total	343	277	80.8%

**Source: (Researcher, 2016)**

The study targeted two hundred and seventy-eight (278) prisoners where 223 of them filled and returned their questionnaire forms with the remaining 55 giving no response. This translated to a response rate of 80% Fifty-four (54) prison officers out of a sample of 65 also responded giving a response rate for this category as 83.1% as shown in Table 1. The response rate for both categories was considered adequate for this study as Edward et al (2002) stipulates that, a response rate of 80% and above is excellent for any study with that of 60% - 80% being sufficient.

### 4.2 Regression Analysis

#### 4.2.1 The Individual Significance

Regression was done to find the bivariate relationship between independent variables and the behaviour reformation of offenders. The study is guided by the following hypothesis

*H<sub>0</sub>: There is no significant relationship between the prison rehabilitation programs and behaviour reformation of offenders in Kisumu Main Prison, Kisumu County, Kenya.*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.40	0.20		1.95	0.05
Vocational skills training	0.21	0.05	0.26	4.19	0.00
Education training programs	0.14	0.09	0.16	1.53	0.03
Socio-psychological	0.23	0.05	0.28	4.50	0.00

training programs					
Religious programs	0.21	0.06	0.24	3.39	0.00
Agricultural training programs	0.12	0.08	0.15	1.42	0.06

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**Dependent Variable: Behavior reformation of offenders**

The relevant results are shown in Table 2

**Table 2: Regression coefficient matrix**

*Source: Research Data (2016)*

Using the details presented in Table 2, the regression model can be constituted as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where:

Y is the Behaviour reformation of offenders;  $X_1$  is the vocational skills training;  $X_2$  is the education training programs;  $X_3$  is the socio-psychological training programs;  $X_4$  is the religious programs and  $X_5$  is the agricultural training programs.  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  are coefficients for vocational skills training; education training programs; religious programs and agricultural training programs respectively.

Therefore, Behaviour reformation of offenders (Y) is constituted as:

$$Y = 0.40 + 0.26X_1 + 0.16X_2 + 0.28X_3 + 0.24X_4 + 0.15X_5 + e$$

The constant of 0.40 indicates the value of behaviour reformation of offenders when prison rehabilitation programs are at zero. This means that if all the stated independent variables did not, at all, determine the behaviour reformation of offenders' programmes the level of reformation would rate 0.40 points out of 5 points. Results are also interpreted to mean that, at multivariate level, a change in one unit of vocational skills training would lead to behaviour reformation of offenders by 0.26 units; a change in one unit of education training programs would lead to behaviour reformation of offenders by 0.16 units; and a change in one unit of socio-psychological training programs would lead to behaviour reformation of offenders by 0.28 units. In addition, a change in one unit of religious programs would contribute to a change in the demand by 0.24 units; with a change in one unit of agricultural training programs leading to a change in behaviour reformation of offenders by 0.15 units. In summary, all the independent variables considered in this study positively lead to a change in the behaviour reformation of offenders. On the basis of these findings, we conclude that prison rehabilitation programs contribute significantly to the prediction of the behaviour reformation of offenders 5% level of significance.

#### 4.2.2 The Overall Significance

**Table 3: ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	13.72	5	2.74	65.6	0.00
Residual	4.56	109	0.04		
<b>Total</b>	<b>18.28</b>	<b>114</b>			
<i><b>Predictors:</b> (Constant), Agricultural training programs , Socio-psychological training programs , Vocational skills training , Religious programs , Education training programs</i>					
<i><b>Dependent Variable:</b> Behavior reformation of offenders</i>					
<i><b>Source:</b> (Researcher, 2016)</i>					

From Table 3, F-calculated was 96.7 compared to F-critical of 2.29. The criterion is to accept the null hypothesis as stated if f-critical is greater than F-calculated. We therefore don't accept the null hypothesis and adopt alternative hypothesis which infers that there is a significant relationship between all predictors and the behaviour reformation of offenders in Kisumu Prison since f-critical (2.29) is less than F-calculated (96.7). Approving these results was the significant value of 0.00 giving a confidence level of at least 95%.

#### 4.2.3 The Goodness-of-Fit

Coefficient of determination, also called R-Square ( $R^2$ ) gives the proportion of variance in the dependent variable (science) which can be predicted from the independent variables. If there are significant outliers,  $R^2$  is adjusted/corrected for errors.

**Table 4: Coefficient of determination**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.866	0.751	0.739	0.204
<i>Predictors: (Constant), Agricultural training programs , Socio-psychological training programs , Vocational skills training, Religious programs, Education training programs</i>			
<i><b>Source:</b> Research Data (2016)</i>			

Table 4 illustrates  $R^2$  of 0.751 which means that for any change in the behaviour reformation of offenders programmes, all the predictors collectively explain up to 0.751 (also stated as 75.1%) of that change. Adjusted R Square was 0.739, a figure close to that of  $R^2$  which indicates that there were no significant outliers in responses for all the variables. In conclusion, the model is adequate for utilization.

### 4.3 Correlation Analysis

Variable relationship was based on correlation coefficient (with acronymic R). This is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable.

**Table 5: Correlation matrix**

		Behaviour reformation of offenders	Vocational skills training	Education training programs	Socio-psychological training programs	Religious programs	Agricultural training programs
<b>Pearson Correlation</b>	Behaviour reformation of offenders	1.000					
	Vocational skills training	0.679	1.000				
	Education training programs	0.665	0.399	1.000			
	Socio-psychological training programs	0.690	0.568	0.407	1.000		
	Religious programs	0.715	0.512	0.650	0.536	1.000	
	Agricultural training programs	0.679	0.475	0.873	0.447	0.586	1.000
<b>Sig. (1-tailed)</b>	Behaviour reformation of offenders						
	Vocational skills training	0.000	.				
	Education training programs	0.000	0.000				
	Socio-psychological training programs	0.000	0.000	0.000	.		
	Religious programs	0.000	0.000	0.000	0.000		
	Agricultural training programs	0.000	0.000	0.000	0.000	0.000	.

**Source: Research Data (2016)**

Table 5 shows a correlation coefficient of 0.873 between the education training programs and the agricultural training programs with the lowest correlation being between the education training programs and vocational skills training (0.399). All variables positively correlated with each other.

## 5.0 CONCLUSION AND RECOMMENDATION

The study found that vocational skills training programs, educational training programs, religious programs, socio-psychological training programs, agricultural training programs had high significant contribution of rehabilitation programs on behaviour reformation of offenders. On the basis of these findings, we conclude that prison rehabilitation programs contribute significantly to the prediction of the behaviour reformation of offenders 5% level of significance. This contribution results from, adequate education facilities and material used to facilitate reformation of offenders as well as tailoring of the programs to enable reformation of offenders and adequate and well trained staff for reformation of offenders greatly enhance behaviour reformation of offenders. The research recommends emphasis on vocational skills training programs, educational training programs and religious programs to enhance behaviour reformation of offenders.

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