



ADEQUACY AND APPROPRIATENESS OF VOCATIONAL EDUCATION TRAINING RESOURCES ON INTEGRATION OF PRISONERS INTO THE SOCIETY

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Abstract

This paper disseminates information from a dissertation titled “VOCATIONAL EDUCATION AND TRAINING FOR COMMUNITY REINTEGRATION AND PREVENTION OF RECIDIVISM IN KENYAN PRISONS.” The Kenyan government, in its push to improve on correctional institutions, introduced Vocational Education and Training (VET) in most of the prisons. The roll-out of the programs in these institutions has been successful but several challenges exist in the attainment of its desired goal. VET serves to impart skills to the inmates for the sake of enhancing their integration back into society. One of the issues evaluated in this extraction is adequacy and appropriateness of the resource materials and the impact it has on the inmates’ integration back into the society. Questionnaires were used to collect information with different constructs explicating the resources available for VET delivery among different groups of study interest. Both qualitative data and quantitative data was collected. The data was then cleaned and analyzed using the Predictive Analytical Software (PASW). Descriptive statistics were used to describe demographic characteristics of the samples, frequencies across the different themes, and inference was made using simple linear regression. The regression model was found to be statistically significant with $p < 0.05$. The regression coefficients were also found to be significant with $p < 0.05$. The coefficient of determination was 0.368 and the correlation coefficient score was 0.608 meaning that 60.8% of the total observations were fitted into a linear model. The impact of adequacy and appropriateness was found to increase chances for integration into the society by 0.494 whenever there was a unit change in the appropriateness and adequacy of the resource materials. This paper recommends materials used to disseminate VET need to be assessed against the skill demands in the job market. In terms of the teaching materials, there is need to consider the environment that the inmates live in. Low stress conditions serve to ensure that the trainees are of good mental strength serve which in turn enables them to learn with ease.



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I. Introduction

Access to education and employment are essential in defining the quality of life that an individual can access. In a contrariwise manner, these two essential life defining attainments have an influence on crime patterns (Harer, 1995). Prison population in the United States of

America (USA) was characterized by low literacy levels when compared to the general population (Andrews and Bonta, 1998). Harlow (2003) established that approximately 37% of the state prison inmates did not have a high school diploma compared to about 19% who didn't among the general population. Further discrepancy was observed at the higher education level. Half of the general population had postsecondary experience compared to 14% of state prisoners. Spellings (2007) noted that most offenders did have a disadvantage at the job market since the job market requires one to have a postsecondary education of some basic degree of training.

Vocational Education and Training is meant to impart skills on those individuals who did not qualify for college. The high number of incarcerated individuals with low education levels necessitated the need to introduce VET in correctional facilities (Solomon et al., 2004). This increases the capacity for people to access employment, increase their chances to social engagement, and self-sufficiency. It was also established that those who were initially employed before incarceration experienced deterioration of skills, experience and network contacts where education was not offered (Wolff, Shi, and Schumann, 2012). Given positive associations between education, employment, and desistance from crime, researchers and practitioners suggest that incarceration should be organized such that it functions as a mechanism for enhancing offenders' human capital (Petersilia, 2003; Travis, 2005). Corrections-based vocational and education programs are intended to reduce offender recidivism by enhancing educational attainment and employability (University of Utah, 2013).

Before 2003, the execution of VET programs in the rehabilitation institutions in Kenya was low. The challenge was attributed to the fact that there was a shortage of equipment and resource materials for VET within the prison facilities and even prospective places of work (KNCHR, 2005). However, the situation was soon improved after the Kenyan government adopted the "open door" policy where the prisons were subjected to external scrutiny. VET became one of the defining corrective mechanisms adopted by the government. According to a report for Kenya Prisons Needs Assessment Report for developing vocational and training programs in Kenya (2009), VET programs were rolled in over 60% of the Kenyan prison institutions. Some of the courses identified in the report included upholstery, fashion and design, tailoring, pottery, carpentry, metal work, welding, stone curving, leather work, mat

making, motor vehicle mechanics, polishing, hair dressing, modeling, farming, printing and building construction among others.

Resource adequacy and appropriateness

The success of imparting VET skills in prison depends on the resource materials used in the implementation of the same. Nwachukwu (1998) noted that development of different skills taught can be reinforced by utilization of appropriate resources. Three factors were noted to be key determinants of vocational education (Keiser et al. (2004). One, that workplace is constantly changing and this demands different skillsets. Secondly, there is need to inculcate flexibility in the methodologies used in VET. Finally, there must be performance mechanisms that helps assess the progress of the trainees for weaknesses to be identified. During such assessment actual tools must be used to ensure that the trainees have the ability to demonstrate the skills that they have learnt.

There exist a number of challenges that must be confronted in training of inmates. These challenges include low levels of education, substance abuse, mental instability, bullying from fellow inmates, depression, among other things (Urban Institute: Justice Policy Center, 2006). Because of these challenges the absorption rates for the programs are varied from one trainee to another. It is therefore necessary that different teaching methods and training resources be employed where necessary. Urban Institute: Justice Policy Center(2006) report further noted that there are challenges that are experienced by inmates when they get released from jail. These include; inability to access employment, inability to reconnect with families after a long time, societal rejection among others. Prison education programs should essentially help the inmates to meet the challenges of re-entering the society with ease. Solomon et al. (2004) recommended that prison education should be able to provide job readiness training, job placement assistance, assistance in stress management, and providing mentoring services.

Considering the fact that VET was revitalized in the year 2003, there are several challenges that the Kenyan prisons continue to experience in the implementation of these programs. The need to match up to the standard market needs in the dissemination of different skillsets is necessary. According to Mutemi (2017), one of the main challenges that Kenyan prisons faced was lack of resources and professional personnel. The little resources were reportedly shared among prisons which introduced scarcity even as they were available. The lack thereof or limited number of professionals in the prisons was considered a recipe for

low knowledge dissemination. Mutemi further noted that the harsh prison environment does not favor appropriate dissemination and knowledge. As such there is need for the prisoners to be provided with comfort in terms of where they stayed to enable them to learn efficiently.

II. Material And Methods

This study was conducted in Shimo La Tewa prison situated at Mombasa County. A descriptive survey design was considered the most ideal. This was thought appropriate since most social scientists focus on gathering authentic data for describing a large population (Babbie, 2010). Qualitative and quantitative responses from the target sample were collected through questionnaires that targeted specific response groups. The sample comprised of prisoners engaged in VET program, the trainers, prison administrators, and the ex-convicts. The distribution of the respondents is shown in Table 1. **Table 1:**

Table 1 Distribution of respondents across categories

Category	Target population	Sample population	Percentage	Sampling Strategy
Prisons Administrators	10	10		Purposive
Prison trainers	25	25		Purposive
Prison trainees	1700	369		Systematic Random
Trained Ex-Prisoners		50		Purposive
Total		454		

Study Design: A descriptive research design was used in the study.

Study Location: Shimo la Tewa Maximum Security and Mombasa Medium Security Prison.

Study Duration: August 2019 to September 2019.

Sample size: The estimated sample size for the study was 454.

Sample size calculation: The sample size estimation formula was used to estimate the number of trainees (369 respondents). A formula for calculating one proportion was used with the formula $n = (Z^2pqD) / d^2$. Targeted sample identification was done based in Table 1.

Subjects & selection method: The respondents from respective categories were selected differently. The trainees were randomly selected from the prison. The prison administrators, the trainers, and the ex-convicts were purposefully selected based on their availability. A total of 369 questionnaires were administered to the prison trainees. The total number collected was slightly lower with about 348 completed questionnaires. This represented a response rate

of 94.3%. Among the 10 prison administrators, 7 of them submitted duly filled questionnaires, among the 25 prison trainers, 22 questionnaires were collected, and finally, responses from Ex-convicts and prison administrators were documented.

Procedure methodology

Mixed method approach was used for data collection and analysis. Qualitative data collection was used majorly for the prison administrators and for the ex-convicts. Structured questionnaires for special target samples were developed. The questionnaires collected both qualitative and quantitative responses. The questionnaires were classified in two section; one section collected demographic information of the respondents. The demographic questions asked included ages, duration in prison, level of education, and professional qualifications for the trainers, courses chosen by the trainees, and gender. The specific questions regarding to the different objectives set for the study then followed.

Statistical analysis

Data was analyzed using Predictive Analytical Software (PASW). Descriptive analysis was performed to assess the distribution of the responses for demographic variables, regression analysis was used to determine the degree of linear relationship between integration of released prisoners into the society and appropriateness and adequacy of the resource materials used in the delivery of VET. Inference was made based on the level of significance $P < 0.05$ for regression analysis.

III. Results

Training Curriculum

According to the prison administrators, the VET programmes in prison were mostly run by the National Industrial Training Authority (NITA) which was responsible for the rolling out of different vocational education courses in prisons. This was achieved by continuous review of curricula for apprenticeship programmes and development of trade tests. The changes made on VET programmes were also implemented once NITA provided the updates. Frequency of implementation of the changes were dependent on how regular the changes and curricula updates were done. According to findings from the trainers, there were only 16 respondents out of 22 who provided their responses on whether they were aware of any documented training curricula. Among the 16, 8 (53.3%) respondents noted that there was no

training curriculum that was available for use. However, they did not provide responses when they were asked to provide the source or the drafters of the curriculum. See Figure 1.

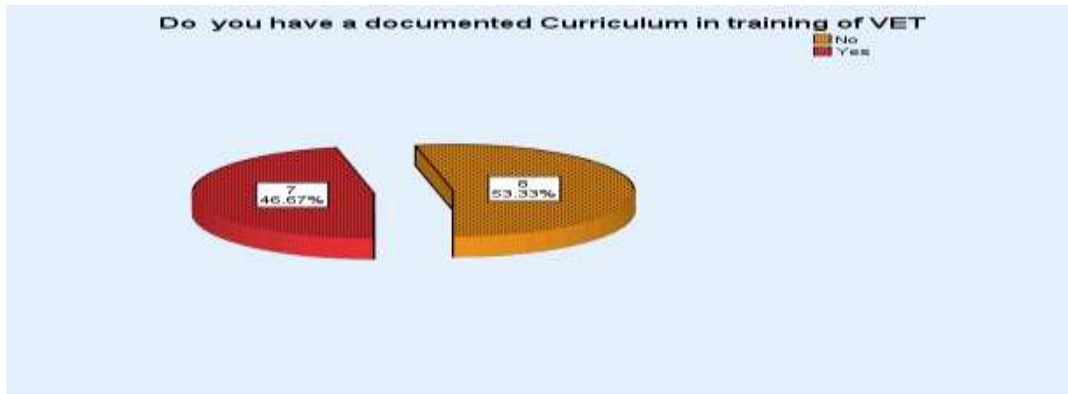


Figure 1: Knowledge on Training Curriculum for VET

Vocational Education Training Aids

Trainees

While assessing the training aids used in teaching of VET, the respondents were allowed to provide multiple responses. Most common of all training aids used was face to face teaching where 99.7% (346) of the respondents noted. 270 (77.8%) respondents indicated that modules were used, 4 (1.2%) indicated that Television was used, 4 (1.2%) picked on radio use, and finally, use of computer was picked as a training aid by 8 (2.3%) respondents. See Figure 2.

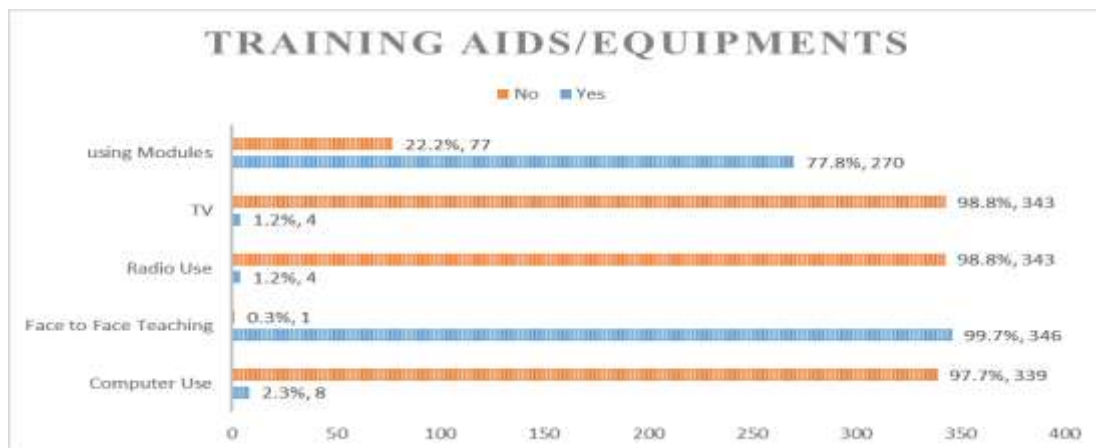


Figure 2: Vocational Education Training Aids

Figure 3 shows the ratings of the different types of training aids used in totality. Majority (119, 34%) of the respondents believed the training aids or equipment used were good, 80 (23%) believed the respective choice of training aid to be excellent, 71 (21%) believed it to be poor, and 76 (22%) believed it to be of average.

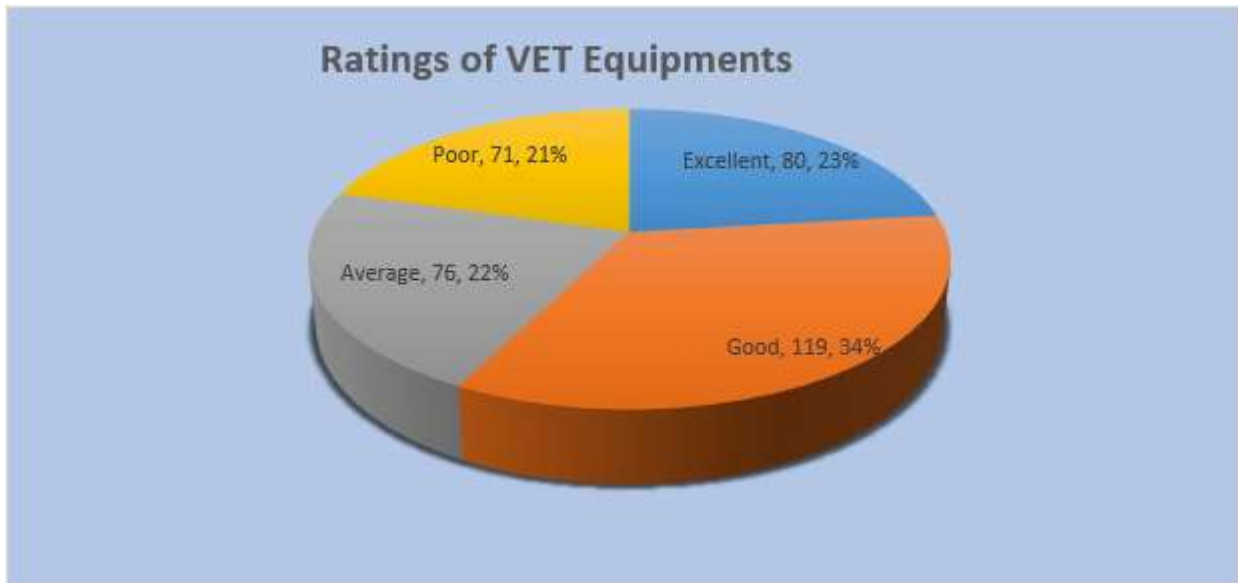


Figure 3: Ratings of VET Equipment

Trainers

Face to face training method was considered to be used for training by most (20, 90.9%) respondents compared to other training aids. Computer use was noted to be used by 4 (18.2%) respondents compared to respondents who noted that it was not a training aid of choice used in VET. Modules was rated the second widely used as a training aid by 14 (63.6%) respondents favoring it. See the Table 2.

Table 2: Training AIDS (Trainers)

Comp			
		Frequency	Percent
	Yes	4	18.2
	No	18	81.8
	Total	22	100.0
Face to Face			
	Yes	20	90.9
	No	2	9.1
	Total	22	100.0
Radio			
	Yes	1	4.5
	No	21	95.5
	Total	22	100.0
Modules			
	Yes	14	63.6
	No	8	36.4
	Total	22	100.0
Television			
	Yes	2	9.1

No	20	90.9
Total	22	100.0

Other training aids identified included demonstration, sign language, and sketches and drawing as per Table below.

Other Training Aids

Other Training Aids		
Valid	Demonstration	1
	Sign Language, sketches and diagrams	1
	Sketches and Drawings	1
	Total	3

4.13.1 Rating of VET Training Aids.

With regard to the ratings of VET training Aids by the trainers, majority of them (9, 41%) noted that training aids were average, 6 (27%) indicated that they were excellent, and finally 7 (32%) believed them to be good. See Figure 4

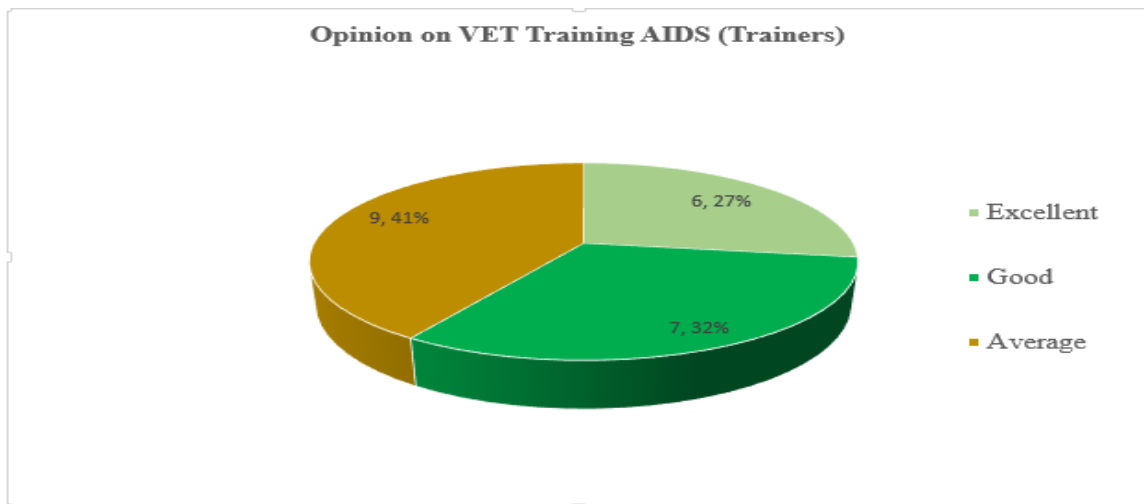


Figure 4: Rating of VET Training Aids by Trainers

Training resources

Trainees’ Responses

In terms of the resources used in vocational education training, it was found that the use of modules was the most utilized with 270 (77.8%) respondents of 347 noting this to be true. Text books were notably used as indicated by 68.9% (239) of the respondents, and finally was the internet which was not used in the prison facilities at all. See Table 3.

Table 3: Resource Materials Used in VET

Resource Materials	Response	Frequency, %	Total
Modules	Yes	270, 77.8%	347
	No	77, 22.2%	
Text Books	Yes	239, 68.9%	347
	No	108, 31.1%	
Internet	Yes	0	347
	No	347, 100%	

When the trainees were asked to rate the resource materials referenced in **Error! Reference source not found.**, most of them (94, 27.4%) noted that the resource materials used were of average quality, 88 (25.7%) noted that the resources used were excellent, 84 (24.5%) respondents rated the resource materials as good and 77 (22.4%) noted that the resource materials used for VET were poor. See the Table 4.

Table 4: Opinion on Resource Materials used in VET

	Frequency	Percent	Cumulative Percent
Excellent	88	25.7	25.7
Good	84	24.5	50.1
Average	94	27.4	77.6
Poor	77	22.4	100.0
Total	343	100.0	

4.14.1 Trainers' Responses

The training materials listed for teachers to choose from were textbooks, modules and internet. Majority of the trainers indicated modules were the most utilized resource materials with 13 (62%) trainers picking onit. Textbooks however trailed closely and were favored by 8 (38%) respondents. No respondent indicated that internet was a resource material that could be used in the implementation of VET. See Figure 5.

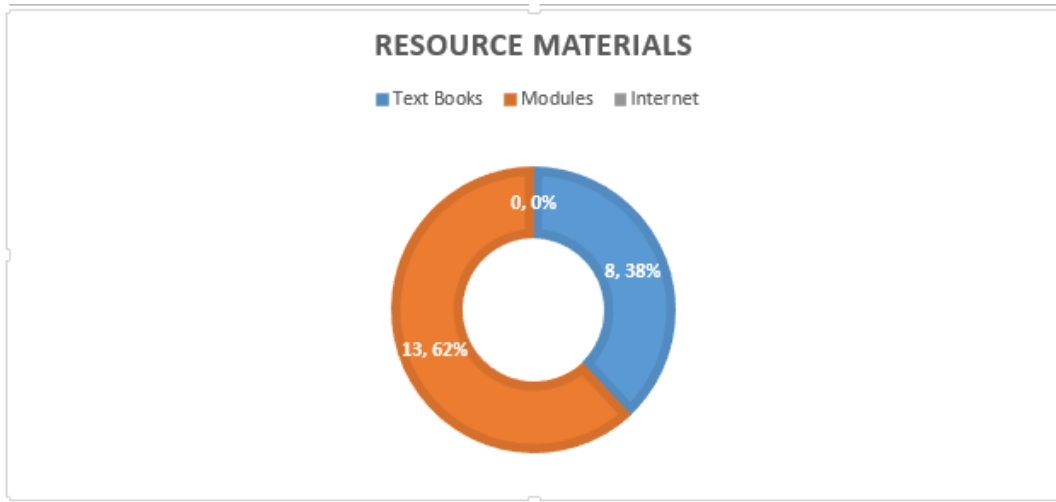


Figure 5: Resource Materials listed by Trainers

Other resource materials identified by the trainers included oral education, use of picture and sketches as outlined in Table 5.

Table 5: Other Resource Materials Identified by Trainers

Oral Education	2
Picture Methods	2
Pictures	1
Sketches	2

In terms of the opinions that the trainees had with regard to the suitability of the training materials, most of them believed the materials to be of average rating with 14 (63.6%) of the respondents believing this to be true. See Figure 6.

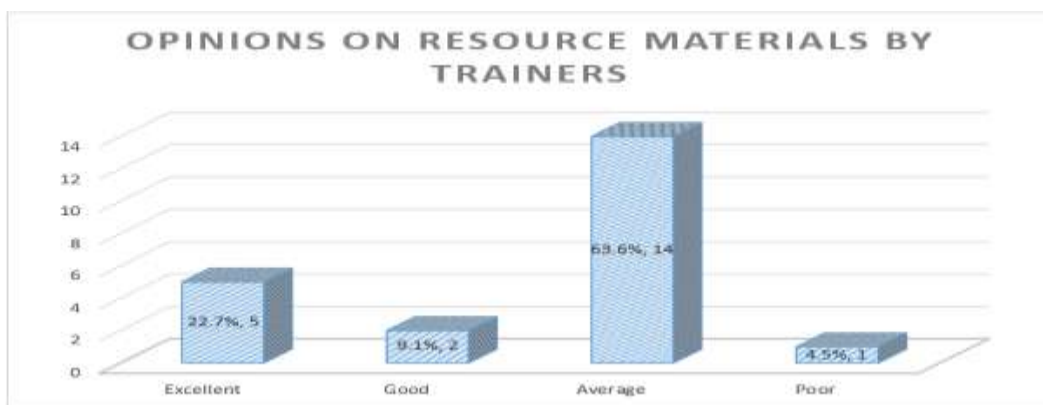


Figure 6 Opinions on Resource Materials by Trainers

Training Methods used in VET

Trainees' Responses

The most common of all training methods employed in VET was found to be lecture with 199 (57.2%) respondents indicating that this was the most preferred teaching method. The second prevalent method was discussion tied along with direct instructions which were attested to by 180 (51.7%) trainees, 177 (50.9%) respondents picked on demonstration, and 170 (49%) respondents picked on field work. In total, the study evaluated six methods that are used in VET.

Table 4.6: Teaching Methods used for VET

Demonstration		
Response	Frequency	Percentage
Yes	177	50.9
No	171	49.1
Total	348	100.0
Presentation and Lecture		
	Frequency	Percentage
Yes	199	57.2
No	149	42.8
Total	348	100.0
Discussion		
	Frequency	Percentage
Yes	180	51.7
No	168	48.3
Total	348	100.0
Direct Instruction		
	Frequency	Percentage
Yes	180	51.7
No	168	48.3
Total	348	100.0
Field work		
	Frequency	Percentage
Yes	170	49.0
No	177	51.0
Total	347	100.0

In terms of rating the VET teaching methods, it was found that the most effective method used was direct instruction with 66 (37.1) respondents believing this to be very effective, 58 (32.6%) believed direct instructions to be effective and 54 (30.3%) thought it was not effective. Discussion was thought to be very effective by 54 (30.2%) of the respondents, 54 (30.2%) thought it to be effective, and 71 (39.7%) noted that this method was not effective. For field work, 55 (32.5%) of the students were for the opinion that it was very effective, 64 (37.9%) thought this to be effective, and finally, 50(29.6%) thought was not effective. Demonstration was thought to be very effective by 65 (36.9%) of the respondents, 63

(35.8%) thought it to be effective, and 48 (27.3%) noted that this method was not effective. In terms of presentation and demonstration, 63 (31.8%) thought it to be very effective, 76 (38.4%) thought it to be effective, and 59 (29.8%) noted that this method was not effective. See Figure 10.



Figure 7: Trainees' Opinion on VET Methods

Of the commonly used training methods, demonstration was noted to be most commonly 106 (32.7%) of the respondents. This was followed by lecture where 92 (28.4%) of the respondents indicated that it was a commonly used method, 60 (18.5%) respondents opined that direct instruction was common, 39 (12.0%) indicated that discussion was common, and finally, 27 (8.3%) respondents noted that field work was commonly used. See Table the table below.

Commonly Used Method in Training

Commonly Used Method in Training		
	Frequency	Percentage
Demonstration	106	32.7
Discussion	39	12.0
Field Work	27	8.3
Presentation and Lecture	92	28.4
Direct Instruction	60	18.5
Total	324	100.0

Training Methods used by Trainers

In order to determine the training methods used by trainers, the trainers were asked to choose from a variety of options. These options include demonstration, presentation and lecture direct instructions, discussion, fieldwork and finally online instructions. Notably, demonstration was widely adopted for training with all the respondents (22, 100%) reporting

it to be used in VET. The second most adopted training method was direct instruction were 13 (59.1%) respondents took note, discussion and field work followed with 11 (50%) respondents picking on it, 4 (18.2%) picked on presentation and lecture method and none of the respondents indicated that online instructions was one of the teaching methods used in VET. See the Table below.

Teaching Methods used for VET

Demonstration		
Response	Frequency	Percentage
Yes	22	100
No	0	0
Total	22	100.0
Lecture		
	Frequency	Percentage
Yes	4	18.2
No	18	81.8
Total	22	100.0
Direct Instruction		
	Frequency	Percentage
Yes	13	59.1
No	9	40.9
Total	22	100.0
Discussion		
	Frequency	Percentage
Yes	11	50.0
No	11	50.0
Total	22	100.0
Field work		
	Frequency	Percentage
Yes	11	50.0
No	11	50.0
Total	22	100.0
Online Instructions		
	Frequency	Percentage
Yes	0	0
No	22	100.0
Total	50	100.0

After having identified the different training methods used, the respondents were asked to list the common method used in training. It was established that the most utilized training method was demonstration (13, 68.4%) followed by fieldwork (4, 21.1%), and finally, direct instruction which was identified by 2 (10.5%) of the respondents.

Commonly Used Training Method

	Frequency	Percent
Demonstration	13	68.4
Direct Instruction	2	10.5
Field Work	4	21.1
Total	19	100.0

Learning Strategies

In terms of the learning strategies employed, two categories were examined. Cognitive strategies were pictorial presentations, use of sketches and diagrams, video tutorials, and observations. The behavioral learning strategy was also examined based on four forms of learning. The four forms of learning included discussions, direct instructions, demonstration, and experimentations. The respondents were asked to provide answers depending on which scale of agreement they thought the learning strategies could help them in the world of work. According to findings of the study and references made to Table 4.14, more prisoner trainees were inclined toward behavioral learning compared to cognitive learning. Demonstration was favored by 135 (38.8%) respondents who strongly believed it was more effective in preparing them for the world of work. The second best rated method amongst the behavioral learning was discussions with 100 (28.7%) respondents strongly believing that it did prepare them for the world of work. With regard to the use of sketches and diagrams, there was no significant variation as shown in the table below.

Perceived effect of Learning Strategies in preparing them in the World of Work

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Pictures	78	22.4%	60	17.2%	74	21.3%	66	19.0%	70	20.1%
Sketches	82	23.6%	55	15.8%	70	20.1%	69	19.8%	72	20.7%
Diagrams										
Videos	62	17.8%	64	18.4%	81	23.3%	66	19.0%	75	21.6%
Observations	71	20.4%	70	20.1%	79	22.7%	60	17.2%	68	19.5%
Discussions	78	22.4%	39	11.2%	55	15.8%	76	21.8%	100	28.7%
Demonstrations	21	6.0%	39	11.2%	74	21.3%	79	22.7%	135	38.8%
Direct Instruction	79	22.7%	71	20.4%	90	25.9%	68	19.5%	40	11.5%
Experiments	75	21.6%	81	23.3%	67	19.3%	58	16.7%	67	19.3%

Evaluation of VET

In terms of evaluation methods used in VET, the trainees were asked three major questions. The respondents were required to respond to whether there was a continuous system of evaluation or summative evaluation for their performance. Most of the trainees (168, 54.0%)

noted that they received summative evaluation on their progress compared to 158 (50.8 %) trainees who indicated that the evaluation system they underwent was a continuous assessment.

Evaluation of VET- trainees’ responses

Continuous Evaluation		
	Frequency	Percent
Yes	178	52.7
No	160	47.3
Total	338	100.0
Summative Evaluation		
Yes	183	54.1
No	155	45.9
Total	338	100.0

In order to identify the total number of trainees whose training progressed from continuous to summative, a cross tabulation of the two was done. It was found that among the trainees who noted that there was a continuous evaluation system, there were about 98 (55.1%) who also indicated that there was a summative evaluations system in place. 80 respondents (44.9%) who noted that there was a continuous system of evaluation did not believe that there was a summative evaluation in place.

Proportion of Trainees with continuous and summative evaluations

Is there any method of continuous evaluation given during the VET training? * Is there any summative evaluation given at the end of VET training? Cross-Tabulation

			Summative		
			Yes	No	Total
Continuous	Yes	Count	98	80	178
		% within Continuous	55.1%	44.9%	100.0%
	No	Count	85	75	160
		% within Continuous	53.1%	46.9%	100.0%
Total	Count		183	155	338
	% within Continuous		54.1%	45.9%	100.0%

Prison administrators also indicated that the tracking of the successes made in the roll out of VET programmes in prisons were facilitated by NITA. Much as the summative evaluation was NITA dependent, continuous evaluations were done periodically to ensure that different challenges experienced by the trainees could be handled progressively. Most of the ex-prisoners also noted that a summative evaluation provided them with the necessary cadres of performance and certificates at the end of their trainings. One of them indicated that he was

awarded a NITA Grade 2 certification at the end of his training. However, continuous assessments by the trainers were also done periodically.

4.1. Opinion on Relevance of Different Aspects of VET and Inmates' Self Development by Trainers

Relevance of Vocational Education and Training was measured and its significance determined by their mean scores. The measurement scale ranged from 1- 'not at all', 2- 'to a little extent', 3- 'I don't know', 4- 'to a great extent', and 5- 'to a very great extent'. Theoretical understanding, practical understanding, and self-employment once released from prison had means 3.14, 3.64, and 3.59 respectively. The scores indicate that the trainers thought that VET was relevant in the respective listed items. Academic development and community development had means of 2.14 and 2.86 respectively. The two constructs were therefore not significant and therefore not relevant when it came to evaluating its relevance with regard to VET.

When the ex-prisoners were asked the relevance of the VET courses they had taken, most of them responded positively. It was noted that the training had them apply acquired skills which improved on their ability to master the courses. This is in tandem with the perceived relevance on practical understanding that was asserted by the trainees. They further indicated that the courses had been helpful in helping them gain employment despite the hardships experienced at first when they had been released. Also, this married well with the idea that the trainers believed that the courses would help them in their pursuit of self-employment and self-reliance in the field of work.

Mean in Relevance of VET by Trainers.

	Mean	S.D	Decision
Theoretical understanding	3.14	1.207	Relevant
Practical understanding	3.64	1.706	Relevant
Self-employment once released from prison	3.59	1.098	Relevant
Academic Development (Lifelong learning- become continually educated)	2.14	.468	Not Relevant
Community Development	2.86	1.283	Not Relevant

Disciplines in which VET Prepare Ex-Prisoners for the World of Work

The specific courses that help prepare ex-prisoners in their areas of work were evaluated for the degree in which the courses helped prepare them. The study assumed a mean scales obtained from the 5-point Likert Scale of 0.5-1.5 for ‘not at all’ rating, 1.5-2.5 assumed ‘to a little extent’ rating, 2.5-3.5 for ‘I don’t know’, 3.5-4.5 for to a great extent, and finally those greater than 4.5 to represent scores which were rated ‘to a very large extent’. Mat making, stone carving, leather work, fashion and design, tailoring, and number plate making had mean scores between 1.5 and 2.5. Among courses that trainers noted that they did not know if they influenced the integration of ex-prisoners into the work environment were carpentry, metal work, painting, building and construction, and finally, motor vehicle mechanic which rated between 2.5 and 3.5.

How VET Prepares the Ex-Prisoners in the World of Work

Courses	Mean	Std. Deviation	Average Rating
Upholstery	2.82	1.468	I don’t Know
Fashion & design	2.00	.632	To a little Extent
Tailoring	2.38	1.557	To a little Extent
Carpentry	3.11	1.779	I don’t Know
Metal work	3.09	1.514	I don’t Know
Stone Carving	2.38	1.557	To a little Extent
Leather work	2.22	1.093	To a little Extent
Mat making	1.89	1.269	To a little Extent
Motor vehicle mechanic	3.00	1.958	I don’t Know
Number plate making	2.00	.707	To a little Extent
Painting	2.77	.927	I don’t know
Building construction	2.85	1.625	I don’t know

Adequacy of Resource Materials

The adequacy of resource materials used for VET were evaluated on a five-point Likert scale ranging from 1= ‘Strongly Disagree’, 2= ‘Disagree’, 3= ‘Neutral’, 4= ‘Agree’, and finally 5= ‘Strongly Agree’. However, the responses on the either end of the neutral score were grouped together into two level scores of Disagree and Agree. Most of the materials were found to be inadequate except for modules which had 149 (42.8%) noting it to be adequate. Text books, internet, stationary were found to be inadequate as shown in Table 4.7.

Table 4.7: Adequacy of Training resources.

	Disagree(1,2)		Neutral (3)		Agree (4,5)	
	Freq.	%	Freq.	%	Freq.	%
Text	146	42.0%	66	19.0%	136	39.1%
Modules	134	38.5%	65	18.7%	149	42.8%
Internet	348	100.0%	0	0.0%	0	0.0%
Stationary	139	39.9%	79	22.7%	130	37.4%
Black board	140	40.2%	69	19.8%	139	39.9%

Regression Analysis

The research sought to establish the relationship between integration back into the community and the appropriateness and adequacy of resource materials used in VET that they were enrolled into. The strength of the linear relationship was explained using the Person R Square statistic. When there is a higher value of the R Square statistic, it is implied that the level of linear relationship between the dependent variable and the independent variable was good. The converse is also true. The perception of VET by prisoners was found to be positively correlated even though the linear strength between the variables was 60.6%. In essence, 36.8% of the total variation was explained by the independent variable.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.606 ^a	.368	.366	.43000

a. Predictors: (Constant), Adequacy and appropriateness of resources

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.224	1	37.224	201.322	.000 ^b
	Residual	63.975	346	.185		
	Total	101.200	347			

a. Dependent Variable: Integration back into the society

b. Predictors: (Constant), Adequacy and appropriateness of resources

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.888	.138		13.638	.000
	Adequacy and appropriateness resources	of.494	.035	.606	14.189	.000

a. Dependent Variable: Integration back into the society

Regression Coefficients

A linear equation model obtained from the model was as follows.

$$Y = 1.888 + 0.494X_1$$

Y = Integration of prisoners back into the society

β_0 = Constant, β_1 is the linear regression coefficient

X_1 = Adequacy and appropriateness of the resource materials

From this analysis it was evident that at 95% confidence level, the effect adequacy and appropriateness of the resource materials on the integration back into the society was found to be statistically significant ($p < 0.05$). A unit increase in the scores on perception on VET would lead to 0.494 increase in the integration of released inmates back into the society. Both the constant and the regression coefficient were found to be statistically significant in the model $P < 0.000$.

IV. Discussion

The adequacy and appropriateness of teaching materials are defined by how updated the VET technology is and how well they are utilized. According to the administrators, the rollout of VET programmes was limited by technological transformations for the materials that were used in prisons. Existing materials were dated back to the colonial times and minimal efforts were or have been made to replace them. Utilization of these material impacted negatively on the overall goals of the programmes since they are required to prepare the inmates attain economic independence once they have been released. Using outdated equipment which do not match the ones available in the market place, introduced significant bias in terms of practical application of the skill gained. As such, it is challenging for the inmates to gain employment when discharged because their competence compared to other workers was characterized by their inability to use market defined tools and equipment.

According to the findings from trainers, the forms of training resources used included the use of modules and text books. The internet was an additional option to choose but it was not indicated as having been utilized by the respondents. . The two were broadly utilized but other useful teaching resources mentioned included the use of pictures, sketches, and sometimes oral teaching. Given that these types of teaching materials were utilized by the trainers, the later listed methodologies were more appropriate. According to Solomon (2016), physical teaching materials were more practical. This point was drawn by the fact that (1) it

prevents any chances of trainers undermining the efforts of the students to learn and (2) that it provides means for vivid image creation in their minds which in turn encourage practical learning. The use of pictures and sketches was more appreciable compared to the traditionally acclaimed methods of education. In terms of relevance, one key pointer was the level of education that the benefactors were classified into. Most of them had the highest levels of education at primary and a few of them had achieved secondary level of learning. The literacy levels were therefore deduced to be low. The level of literary proficiency among the inmates was cited as one of the main challenge that negated the uptake of VET.

Much as the training resources constrained the chances for proper utilization, the methodologies that were used were commendable. Methodologies used in VET determined to a great extent the appropriateness of VET in penal institutions. Demonstration was one of the key methodologies that were found to be used in delivery of VET. Face to face teaching, direct instructions, and field work were also utilized. The methodological orientations utilized were inclined to interactive learning. These teaching methods were found to impact on the relevance of different aspects of self-development for the inmates. According to the responses from inmates, the contributions of the methodologies rolled out in various VET areas were found to impact on the theoretical understanding of the inmates in terms of courses they pursued, their practical understanding, and increased chances for self-employment once they were released from prison. The academic aspect of their lives was however not improved and this is probably due to the notion that there was no programme to help the learners through their literary development. The issues of community integration were also rated lowly in terms of its role in community development.

V. Conclusion

It was concluded that the learning materials used in the delivery of VET were limiting. The use of modules was the only resource that had the highest percentage of adequacy compared to text books, internet, stationary, and black boards. By virtue of their inadequacy, the implementation processes attracted some degree of challenges. The decision to utilize more practical approaches by the trainers only served to improve on the skills attained and competency. More engagements drawn into behavioral learning serve to counter such shortfalls. On the downside however, issues such as literacy growth are limited as the respondents do not get a chance to improve on their academic proficiency. Consequently,

because of the low acquired literacy a chance to realize or actualize self-employment becomes limiting. To conclude, adequacy and appropriateness of the teaching materials are instrumental in defining the path to community integration for prisoners. In this breath, materials used to disseminate VET need to be assessed against the skill demands in the job market. In terms of the teaching materials, there is need to consider the environment that the inmates live in.

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