

Physical Learning Environment and Inmates Participation in Post Literacy Project in Government Prisons in Kenya

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Abstract: Adult illiteracy remains a worldwide phenomenon in spite of numerous efforts being made by the government, church, community based and non governmental organizations. The phenomena surrounding adult illiteracy is fundamentally an abuse of human rights since, it deprives the adult their psychological, social and physical provisions. It is against this background that research was conducted in the Nairobi government prisons (GK prisons) to establish the extent to which physical learning environment influences the participation of inmates in the post literacy adult classes. Survey and naturalistic designs were employed. Probability sampling procedures were employed to select three adult education officers, six prison welfare officers, 32 teachers and 96 learners (prisoners) and one adult education teacher. To obtain the information from the respondent, questionnaires, interview guide, observation schedule and document analysis were used. Data was collected and summarized into frequencies, percentages, graphs, cross tabulations, charts and narrative reports. The null hypotheses were tested using independent samples t-test and One-way ANOVA. The findings of the study revealed that effective participation in post literacy project in prisons has been hindered by lack of qualified adult education teachers, lack of facilities and teaching and learning materials.

Keywords: adult education, learning environment, physical environment, inmates, prisons

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1. INTRODUCTION

The universal declaration of Human rights of 1948 proclaims that everyone has a right to education. However, today an estimated 861 million adults including 140 million youths (15-24 years) worldwide are illiterate (The New Courier 2003). Illiteracy relates to the inability of an individual to use reading, writing and computational skills in everyday life. Today, the number of adults and youths who are out of work and out of school either as graduates or dropouts and not undergoing any training is increasingly worrisome. No doubt, lack of education, employment and the inability of the education particularly at the secondary school level to provide basic skills for attainment of self-reliance make people go into crime, Akpotu and Jike, (2004).

The developing nations have the highest number of illiteracy cases. In 2000 it was estimated that 68% of the illiterates are found in East and South Asia while 37% are found in Sub-Saharan Africa, (Koichiro 2002). The illiteracy problem is acerbated by poor quality of basic education; large numbers of young people who though have completed some or all of primary education fail to further their education and end relapsing into illiteracy, (UNESCO, 2009). The lack of effectiveness of the basic education and the inability of learners to utilize the acquired knowledge lead most literates to becoming illiterate since the education may not be meeting their learning needs and they are not able to apply what they learnt in the school.

In Africa education is challenged by increased number of out of school children who are estimated at 40 million or 37% of world's total of 115.4 million who are not in school. Many of these children drop out from school after four or five years without acquiring requisite life skills to enable them lead a dignified life. In addition a massive number of adults and youths have never been to school. Hence, providing quality education to every child and youth is the key to preventing today's young generation from becoming tomorrow's new generation of illiterate adults. In addition, development of formal adult literacy programme brings new ways of learning literacy and creating a lasting literacy environment to be achieved according to the worldwide commitment of achieving education for all by 2015, (EFA 2000). Such as use of self directed learning approach, participatory, learning and earning and learning for livelihood Education and literacy is further challenged by poverty, wars, cultures, lack of Governments commitment and lack of conducive environment for learning.

Atchoarena in Akpotu and Jike,(2004), noted that a large number of youngsters who were out of school, out of work, and not undergoing any training were increasingly seen as contributing to the high incidence of juvenile crime, teenage pregnancy and drug abuse. This further reveals that most of the prison inmates who attended school after the first school leaving certificate left school

either as dropouts or as completers without certificate. Many of the similar studies confirm that criminality and illiteracy are connected. Indicated is also a correlation between growing literacy and diminishing criminal behavior among juveniles for whom intervention to increase their literacy rate is swift and effective, (Newman, *et al* 2004).

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Unlike conventional adult literacy programmes, educational activities in prison rarely meet minimum requirements for successful learning. Conditions of overcrowding, lack of classroom space and inappropriate literacy materials are not conducive either to learning or practicing literacy skills, (Maeyer, 2005). Kerka (1995) further points that low literacy in prisons is a serious problem, besides the issues arising from overcrowding, correctional educators must contend with inadequate financial support, budgetary allocations, equipment, and materials. In addition the prison educator's challenge is compounded by the uniqueness of prison culture: routines such as lock-downs and head counts, inmates' hearings or meetings with lawyers which all disrupt regular classes. The tutors and students are sometimes locked in a room and monitored by guards while peer pressure may discourage attendance or achievement and a more serious constraint is the conflicting beliefs about the goals and purposes of corrections either as security, control, punishment, or rehabilitation? In institutions where the philosophy is more rehabilitative than punitive, education is secondary to security. The prison population constitutes disproportionate number of adults who are economically disadvantaged, inmates who are released from prison are frequently unable to find jobs because they lack experiences and/or literacy skills thus mastery of literacy skills may be a proactive way to address the problem of reincarceration. Certainly effective educational programmes are filling gaps in inmates' vocational and academic backgrounds, thus reducing recidivism and its related costs and also increasing inmates' potential to lead productive lives, (Kerka, 1995). Denying inmates access to education prevents them from reaching their full potential in the same way it does to law-abiding citizens, hence, educating prisoners is the most effective method of reintegrating them into the public and allowing them to become positive contributors in the society, (BBC News, 2005).

Heneveld and Craig (1995) pointed, an enabling environment; the physical facilities and school climate are important for the effectiveness of an education programme. They further pointed that school buildings, classrooms, clean running water and toilets are important determinants of quality schooling. Ngau (1997) pointed that the adult education program was faced by inadequate teaching materials; adult learners did not have access to textbooks and other printed for use outside the class. This situation was also noted in all the prisons. Learners did not have textbooks let alone to use outside the class but also within

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the class. She also noted that literacy centers that had no sponsors had temporary structures which did not have appropriate furniture's for use by adults' learners. This phenomenon was also noted in the prisons especially the male prisons which have not been sponsored unlike the women's prison which has had sponsors for furniture, textbooks, teaching learning materials and building of classrooms. She also pointed that in some cases learners were forced to sit on low level and narrow benches which had no backs which was a similar situation in the male prisons where the learners sat on benches, forms, cans or mattresses

2. PHILOSOPHY BEHIND POST LITERACY PROJECT

The post literacy project was initiated by the German Technical Cooperation (GTZ) in conjunction with Department of Adult Education (DAE) in the Ministry of Gender, Culture, Sports and Social services in 1996 as response to high rate of adult and youth relapsing into illiteracy due to their inability to utilize the literacy skills and knowledge acquired. Many adults and young people, who had dropped out of the formal education system or completed Adult Literacy Project (ALP), were unable to apply their literacy and numeracy skills in everyday life, to work in their communities. In addition there was a shortage of post basic literacy provision for them to progress onto and the identified weakness of the existing ALP were factors that were seen as contributing to the perceived relapse into illiteracy (Oluoch, 1998).

The Kenya Post Literacy Project (KPLP) was designed against the backdrop of the newly literate learners declining motivation for literacy and loss of their newly acquired literacy skills. The national literacy campaign, which set in motion a flurry of pedagogic activities to make illiterate adults literate, was declared in 1978 in a Presidential speech. According to the President's directive, illiteracy was to be eradicated by 1983, (Oluoch 1998). However, the initial euphoria of optimism for the eradication of illiteracy was not matched by strategies to sustain the intrinsic and extrinsic motivation of the learners' utilization, sustainability and expansion. The initial success of the NBL programme which was evidenced by increased learners enrolment and performance in official proficiency test was not sustained, hence, the programme witnessed a steady decline in learner enrolment and participation due to lack of a follow up programme, (Thompson, 2002). The Post Literacy Project (PLP) was thus a follow-up to the basic literacy programme which needed to strengthen and stabilize the literacy and numeracy skills acquired at basic level and to prevent relapse into illiteracy, (Oluoch, 1998). The rationale of the PLP aims at; Creating and sustaining a learning society through life long learning; Enabling learners to use basic learning tools, skills and essential knowledge; and to sustainably improve their quality of life.

3. OBJECTIVE OF THE STUDY

To establish the extent to which availability of physical environment influence the participation of Inmates in Post Literacy classes in GK prisons

To establish if there is difference between male and female learners attitude towards influence of availability and adequacy on the participation of inmates in post literacy classes in GK prisons.

4. HYPOTHESIS

Null hypothesis1: There is no significant difference between learners' attitude on availability and adequacy of T/L facilities and materials when classified by their gender.

Null hypothesis 2: Attitude of teachers towards adequacy and availability of facilities classified by their gender.

5. RESEARCH METHODOLOGY

The study employed a combination of cross sectional survey and naturalistic design to carry out the study. Probability sampling procedures were employed to select three adult education officers, (two divisional and one provincial adult education officers, six prison welfare officers (two welfare officers from each prison, 32 teachers (prisoners) and 96 learners (prisoners) and two teachers qualified in adult education from the department of adult education, a total of 132 participants. To obtain the information from the respondent, questionnaires, interview guide, observation schedule and document analysis were used. Data were collected and summarized into frequencies, percentages, cross tabulations, graphics and narrative reports. The null hypotheses were tested using One-way ANOVA

6. STUDY RESULTS

6.1 Respondents gender

The respondents' distribution by gender is shown in Figure 1

A total of 111 (80.4%) respondents were males and 27(19.5%) were females. Data indicated that 77(55.8%) of the respondents were male learners, and 19 were female learners; 27(19.6%) teachers were male and five female; five welfare officers were male and one was a female; two AE officers were male and one was a female and the adult education teacher was a female. Most of the people who took part in the study were male respondents. This is mainly because most of the prisons in Nairobi are male dominated with a ratio of 6:1 that is six male prisons to one female prison. It was also noted that more of the

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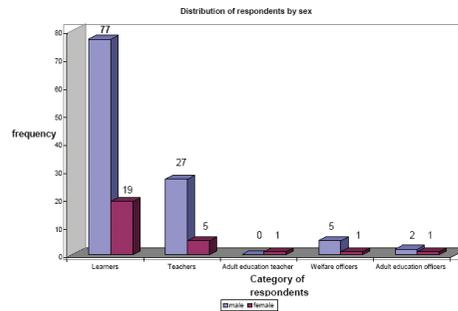


Figure 1: Distribution of Respondents by gender

male prisoners have enrolled for the literacy classes as compared to the women prisoners. These shows there are gender disparities in provision of literacy which limits the effectiveness of the project and the equal participation of male and female offenders.

The study came up with the following findings on the availability and adequacy of the physical environment and participation by inmates in the post literacy program in GK prisons.

6.2 Availability and Adequacy of Physical Facilities and teaching-learning materials

a) Class rooms

Fifty nine (61.5%) learners, 4 (66.7%) welfare officers, 20 (60.6%) teachers and 2(66.7%) AE officers pointed classrooms are not available. From the data it's evident that the classrooms were not available in all the prisons. From the observation conducted it was discovered that although learning took place in the prisons the rooms used were not conducive for any learning activity. In two of the prisons observed learning was held in a hall, In Langata women's the hall served as a class, store, staffroom and computer room. Learning for class eight, five and four learners went on concurrently in the same hall during the morning session while in Kamiti Maximum the hall was used as a staffroom and a form one class. In addition other classes in Kamiti Maximum were conducted in the sleeping cells and corridors. In Kamiti medium prison learning was conducted in an abandoned kitchen and store. This environment was not conducive since the classrooms were adjacent to the kitchen and the smoke hit directly on learners. Although, the rooms were permanently built in all prisons they were poorly maintained and not in good condition. Concentration of learners was affected by noise disturbances from other inmates who were not learners, direct sunlight that hit the learners and teacher on the corridor as shown in figure 9a

and dumpy cells and wards rooms as shown in figure 9b. This affected learners' concentration, participation and achievement, thus hindering the effectiveness of the project in the prisons. 90% of the respondents pointed that the classrooms were inadequate and the rooms used were congested.

6.3 Learners learning along the corridor in Kamiti maximum prison



Figure 2: Learners learning along the corridor at Kamiti maximum

Figure 1 shows a teacher conducting a mathematics lesson along the corridor in the condemned prisoners ward for class six learners at Kamiti maximum prison. Learning was conducted outside due to congestion in the condemned ward which limited the space available for learning.

6.4 Learning in a cell room



Figure 3: Learning in cell rooms

Figure 3 shows class eight learners attending an English lesson in cell room at Kamiti Maximum prison. Prisons lacked facilities as observed from the photograph learners sat on water cans while others stood during the lesson as shown in figure 1 while in figure 2 some learners sat on mattresses while the majority sat on water cans and wrote on their laps. The figure also shows the sitting posture of learners. This condition hinders the participation and enrolment of more learners in the classes hence limiting the effectiveness and benefit of the project in the prison and to prisoners.

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b) Desks and Chairs

Sitting facilities used by learners in Kamiti Maximum prisons



Figure 4: Sitting Facilities

Figure 4 shows sitting facilities used by learners during a lesson in Kamiti Maximum prison. This included mattresses, stools, water cans and forms. Ninety percent of the respondents pointed that desks and chairs were not available while 100% noted those available were inadequate. From the observation made in the three prisons only Langata women's prisons had sitting facilities appropriate and comfortable for adults, learners used armed chairs while each teacher had a chair and a Table. The situation was different for the two male prisons, learners from Kamiti Maximum prison sat on forms, benches, stools and mattresses while the majority sat on water cans. In Kamiti medium learners in class four, five six and seven sat on a stone surface of an abandoned kitchen while class eight learners sat on benches which can only accommodate three learners comfortably and leave space for each to write yet they shared among 4 and 6 learners per bench. In the male prisons majority of the learners wrote on their laps apart from the few who had benches which affects the concentration of learners hence limiting their participation. Sitting facilities were therefore inadequate in all the prisons.

c) Staffroom



Figure 5: A section of the Hall used as a staff room in Kamiti Maximum prison

Figure 5 show learners participating in class in Kamiti maximum Prison. Ninety percent of all the respondents pointed that the staffrooms were not available however there were rooms which could be used as staffroom though they had no facilities. In Langata women's (primary section) and Kamiti Maximum (secondary section) teachers prepared their lessons from one corner of the hall used as a classroom. Some teachers who taught in the cells pointed they had no places and time to prepare their lessons thus end up teaching using textbooks which limited their effectiveness in the subjects and learners participation.

6.5 Chalkboard

Part of a chalk board used by teachers in Kamiti Maximum prison



Figure 6: Part of a chalk board used by teachers in Kamiti Maximum

Figure 6 shows a teacher explaining a concept on the chalk board and learners listening attentively to follow the teacher's explanations. Sixty percent of the respondents pointed that chalkboards were available, however, 100% pointed that they were inadequate, some classes lacked a chalkboard thus had to wait for others to finish their lessons so that teach hence the use of shifting method in learning in the prisons. From the observation made in all prisons the chalkboards were small and in poor condition. Figure 2 and 5 shows the chalkboards used in the prisons, the size limits the amount of data teachers can write which may hinder the learner from following the lesson thus limiting the learners' contribution and participation in the class. An observation of a class eight mathematics lesson at Kamiti medium prison, the teacher continued his calculation on the wall to allow the learners to follow the calculation since the chalkboard was too small to accommodate a whole calculation.

e) Head teachers and Deputy's Office

In all the prisons the head teachers and deputies were prisoners. There were no offices for head teachers or their deputies. In two prisons, they used the

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hall for all activities while in other, the head teacher or deputy had to prepare office activities at their own time. 100% of the respondent pointed there were no offices for Head teacher or deputy

f) Teaching and learning materials

These included textbooks, chalks, lab equipment, writing materials, and teaching aids. 60% of respondents pointed that teachers and learners textbooks were not available and 80% pointed that they were inadequate. From the welfare officers, textbooks and teachers guides and learning materials were mainly donated by individuals, NGOs and the Kenya National Library Service (KNLS). However they pointed that they were inadequate. It was also noted that most of the textbooks donated were outdated and out of syllabus. In most cases learners had no textbooks and those available were outdated. One of the teachers pointed that one area of difficulty is that they are still using old curriculum and syllabus books when the country has changed to a new syllabus and books. An observation of the libraries displayed similar information. All libraries and stores had out dated books which could not be used for the teaching the current syllabus. In addition books such as novels, magazines, or spiritual books were in abundance. Lack of appropriate and recommended textbooks and syllabus hinders effective teaching thus limiting learner's performance.

Fifty percent of the respondents pointed that writing materials were available but not adequate. This includes learner's exercise books; pens, chalks, and teachers note books. These were mainly contributed by donors, individuals and companies. Learners from the male prisons pointed that often times they use one exercise book of less than eighty pages to write more than two subjects. Since the enrolment of male prisoners is high compared to the female prisoners, the few materials donated are inadequate for male prisoners. Prisoners education should be provided freely and be fully equipped since prisoners do not have money to either buy textbooks or exercise books while in the prisoners. Teachers also lacked writing materials to prepare lesson as those donated were inadequate.

From observation teaching Aids were not available while 90% of the respondents also pointed out that the teaching aids were not available. However the chalkboard and teachers textbooks were available though inadequate. Mathematical sets, laboratory equipments and charts were not available while chalks were in adequate.

g) Qualified teachers

All prisons lacked qualified adult education teachers. However, prisoners who had either attained degrees, diplomas in different careers volunteered to teach

learners in different levels. Though Department of Adult Education (DAE) has employed and posted a qualified adult education teacher for each division to teach in the prisons, they do not teach. During the study the evaluator only met one female Adult Education (AE) teacher who monitors the project in Kamiti Maximum and Medium prisons, she however does not teach, while in the female prison the AE teacher posted was unavailable during the time of study. Eighty one (84.4%) Prisoners were comfortable while 14 learners were uncomfortable being taught by fellow prisoners. Both categories pointed there was need to employ other teachers to enable learners have different perspective from the teachers experience. These reveals change in prisoners attitudes towards the society and their need to associate with them to bring development rather than destruction

The study further noted that all the thirty two teachers (prisoners) had not attended any training or workshop on adult pedagogy and only the trained adult education teacher who had attended workshops on teaching methods, psychology of adult learners, motivation of adult learners and post literacy curriculum. There is need for in-service training for teachers and workshops and seminars on adult education teaching methods, psychology and motivation. This revealed that due to the minimal attendance either for workshops or / and seminars effective implementation of the project in the prison would be impossible. The qualified adult education teacher noted the workshop and seminar lessons were effective and would enhance teaching. Effectiveness of a program is enhanced when the staff embarks on professional development in their teaching area or by establishing a mentoring system to provide advice and give direction. A study on effective teachers found out that the effect of teacher participation in specialist in-service programs was substantial, especially in the area of research, (McGraw 1992) thus there is need for teachers to attend in-service training and seminars for professional development and for effective teaching.

6.6 Enrolments for the post literacy classes

A major concern of this study was to determine the year of enrolling for the post literacy classes and the total enrolment in all the prisons.

The Table 1 shows the year learners enrolled in the literacy classes in all prisons. Though, learners had stayed for more than four years majority of the learners enrolled in the years 2005 and 2006, three to four years after being in the prisons. Cross tabulation of years spent in prison and year of enrolling for post literacy shows that 22 of the learners who enrolled in 2005 had spent between 1-4 years in prison while 9 of those who had enrolled in 2005 and 2006 have spent 5-9 years. According to the prisons records there were 1346 post literacy learners for the last six years distributed as follows.

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Table 1: Year and number of learners who joined Post Literacy Classes

Year	F
1999	1
2000	2
2001	2
2002	4
2003	7
2004	11
2005	34
2006	35

Table 2 shows the total enrolment of prisoners in the post literacy classes for the last six years in the different prisons.

Table 2: Shows data on enrolment of Post Literacy learners in the prisons between 2000 – 2006

PRISON/YEAR	2000	2001	2002	2003	2004	2005	2006	TOTALS
Kamiti Main	41	45	64	72	66	74	96	458
Langata Women's	-	-	-	58	105	65	63	291
Kamiti Medium	-	105	114	103	98	96	81	597
TOTALS	41	150	178	233	269	235	240	1346

Results in Table 2 shows that post literacy started in 1996 and 2001 in the male prisons and 2003 in the women prisons. The data shows a total of 1346 learners have enrolled for post literacy classes in the last six years and only 240 learners enrolled for year 2006. learners, teachers and officers felt that the Low enrolment observed in all prisons was attributable to Learners' ignorance on the importance of the project, dissatisfaction of prisoners on the project, the conditions in the prisons, lack of motivation, psychological problems and lack of teaching and learning materials

Inadequacy of the curriculum to meet learners immediate needs. The prisons offered the formal school curriculum which in most cases allows learners to further their studies either to secondary or college which was not a desire of most prisoners. This thus showed that the education learners learnt was not meeting their needs in life. Thus, they needed education that could enable them improve their livelihood. Some learners completed schools and the level and skills/ careers they were interested in were not available in the

prisons. Lack of adequate and effective support from the prison administration and project officers and community. Strict prison protocols which do not favor learning such as counting done 4 times a day waste much of the learning time. Inadequate qualification of teachers. Though educated, most prisoners after release lived a similar life with those who did not attend school hence lacked the relevance of the education.

6.7 Regularity in Attendance of Learners to Post Literacy Classes

Table 3: Responses on the Learners regularity in attending classes

Classes	Welfare	Teachers
	F	F
Majority attend regularly	3	25
Majority do not attend regularly	3	8
Totals	6	33

Out of 33 teachers 25(75.8%) noted that learners attended classes regularly and 8 noted the attendance is not regular, however, the welfare officers had equal preference for those who attended classes regularly and those who did not attend regularly. From the adult education teacher and the observation made by the evaluator majority of the prisoners do not attend classes regularly unlike class eight learners who were more regular.

The welfare officers and teachers gave the following reasons for learners enrolling and attending classes regularly; 3 of the welfare officers pointed that majority of the learners wanted to acquire new knowledge and improve learnt skills for a better tomorrow, while 11 teachers pointed that most prisoners have the zeal to learn since they felt education would improve the quality of their lives after release, 5 teachers pointed that most prisoners were educated and they wanted to improve and acquire more knowledge. This concurs with what majority of learners pointed earlier on as the reasons they attend post literacy classes. Majority 62.5% noted they attend PL classes to improve, retain and apply writing, reading and arithmetic skills. Poor attendance as noted by eight teachers and three welfare officers was attributed to frustrations and stress due to the circumstance they were in, negative attitude toward life, learners were ignorant on the importance of education and literacy, lack of the awareness on the importance of learning and think they are too old to learn, discouraged and de-motivated due to lack of adequate time for lessons and personal study. learners were involved in hard labor before they attended classes, hence majority were too tired by the time they attended classes, harassment and

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discouragement of Learners by the prison authorities and other inmates not attending lessons. According to one respondent the wardens felt that since they were not also well educated the prisoners also did not deserve to learn as they were condemned.

6.8 Adequacy of teaching learning materials and facilities

Although learners attended classes regularly, the project needed to strive and provide comfortable, adequate facilities and learning materials, and create awareness to prison officers and prisoners to revert the problem of harassments and discouragements by wardens or other inmates. Responses from the teachers and welfare officers indicated that majority of the learners attended school regularly due to the support given by officers in charge and the value they placed on education thus there is need for officers in charge to support education programmes more in the prisons. Learners lacked adequate exercise books, pens, mathematical sets, text books and chalks. They also lacked new syllabus materials and textbooks for teachers and learners. Teaching aids were also un available in all prisons.

6.8.1 Learners' enrolment and participation

Most teachers pointed that enrolment and participation in the prisons was low since most learners were discouraged by harassment and hostility from prison authorities, hard labour after which they had to attend classes, lack of adequate facilities and learning materials and inadequacy of time.

6.9 Learners' Participation in class

It was found that most learners actively participated in their classes however male prisoners actively participated in their classes than their female counterparts. Learners were active in answering questions asked though learners in class four, five and six had communication problems in English which made the teachers revert to Kiswahili or 'sheng'. Though this simplified the teaching and understanding of learners it limited their fluency in English. Majority of the learners 75 (78.1%) pointed out that they complete their assignments immediately, 16 complete after classes and only 2 reported they did not complete assignments. which they related to lack of time. Those who completed immediately and after class noted they had to do so since the lighting system in the cell was poor and there were noise disturbances from other inmates in the cell that would not allow them to read as well they lacked time and space since the cell was overcrowded. Majority 75 (78.1%) pointed out that their books were marked every day while for 11 learners they

were marked 2-3 times a week and for 9 learners marking was done once a week while only one who pointed that marking was not done. This shows that majority of the learners are motivated and have the zeal to learn despite the circumstances they went through.

Although learners were not considered for entry in secondary schools majority of the learners are capable of finding places in secondary schools as they perform well in the nationally based examinations. Majority are capable of performing well though they were disadvantaged by lack of current syllabus, textbooks, adequate time (only spend 2 hours every day which is not comparable to the time spent by other learners), do not have adequate and comfortable facilities and lack classrooms which cause them to keep on shifting to allow others to learn.

Null hypothesis 1: Difference between learners' attitude on availability and adequacy of T/L facilities and materials when classified by their gender.

Table 4: One Way ANOVA Test of difference of mean scores when learners are classified by their gender

ANOVA	Sum of square	c/f	Mean square	F	Sign
Between groups	868.22	2	434.11	52.998	.000
Within groups	761.77	93	8.19		
Total	1629.99	95			

The P value of 0.000 is less than 0.05 level of significance; hence, the Ho was rejected. It was thus concluded that there was a significant difference among male and female learners attitude towards the adequacy and availability of facilities in the prison.

Null hypothesis 2: Attitude of teachers towards adequacy and availability of facilities classified by their gender.

Ho2: There is no significant difference in mean attitude score of teachers towards availability and adequacy of facilities classified by sex.

The results indicate a P. value of 0.011 which is less than 0.05. Therefore, the null hypothesis was rejected and concluded that there was a significant difference between the attitude of male and female teachers towards the adequacy and availability of facilities and teaching and learning materials.

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Table 5: One way ANOVA Test of difference of mean scores when teachers are classified by sex

ANOVA	Sum of squares	df	Mean square	F	Sign
Between groups	66.67	1	66.67	7.340	0.011
Within groups	281.57	31	9.08		
	348.24	32			

7. FINDINGS OF THE STUDY

Inadequate qualified and permanent teachers

In all the prisons the teachers were prisoners as evident with the information given earlier on teachers qualifications. One teacher had a masters degree, four had Bachelors degree, and nine had diploma certificates while the majority 19 had attained secondary education. It was concluded that majority of the teachers were not qualified. In addition one of the prisons had 28.5% untrained teachers (secondary leavers); 28.6% trained education teachers and 42.9% trained non education teachers. It was also noted that only one teacher was trained in adult education. All prisoners were not permanent they are subject to release or transfers.

In adequate/ inappropriate physical facilities and teaching learning materials;

All prisons lacked classrooms; rooms used as classrooms were halls, sleeping cells, corridor or kitchen buildings which were not conducive and adequate for learning.

Libraries were not well ventilated and equipped. Most libraries were in small rooms such that learners could only borrow magazines and newspapers and either read them outside the building or at their own time. They also lacked furniture's and were equipped with donated books that were out dated and books out of syllabus. This situation was common in the male prisons.

Learning rooms lacked adequate and comfortable chairs and desks for adult learners. It was only the female prison (Langata Women's) which was found to have comfortable sitting facilities for adults. The male prisons had furniture that varied from benches, stools, water cans, kitchen wall surface and mattresses.

Learners lacked adequate exercise books, pens, mathematical sets, text books and chalks. They also lacked new syllabus materials and textbooks for teachers and learners. Teaching aids were also un available in all prisons.

8. CONCLUSION

Effective project implementation has been hindered in the prison due to lack of qualified adult education teachers, lack of facilities and teaching and learning materials and lack of opportunities for professional development through in service training, workshops and seminars of teachers and prison officers. These have hindered effective teaching and learning process in the implementation of the project.

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9. RECOMMENDATIONS

Prisons in the divisions should be considered for constituency development funds allocations so as to enable these centers improve the physical facilities and teaching and learning materials. Budgetary allocations should also be increased for the Department of Adult Education to enable them cater for the physical facilities, teaching and learning resources and motivate volunteering prisoners. In addition, NGOs, individuals, companies and other organizations should offer the support in provision of adequate facilities and teaching and learning resources.

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