The Influence of Rehabilitation Programmes on the Reformation of Offenders in Leribe and Botha-Bothe Correctional Institution, Lesotho

By

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Certification

This is to certify that this dissertation has been read and supervised as having met the requirements of the Faculty of Social Sciences, National University of Lesotho, for the award of the Degree of Master of Social Work.

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I declare that the work on ' The Influence of Rehabilitation Programmes on the Reformation of Offenders in Leribe and Bothe-Bothe Correctional Institution, Lesotho has not been previously submitted in whole, or in part for the award of any degree. Each significant contribution and quotation in this dissertation from the work or works of other people has been attributed and has been cited and referenced.

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Signature   Date

Acknowledgements

Dedication

I dedicate this work to my son Letlotlo Nicholas Matela, my nieces especially Kananelo Kholumo and my nephews. Always remember; THE FUTURE BELONGS TO THOSE WHO HAVE LAID THEIR FOUNDATION ON EDUCATION.

Abstract

Rehabilitation is a fundamental aim of the correctional system. This aim is based on the postulation that individuals can be treated to desist from crime. Huebner and Inzana (2020) articulate that rehabilitation programmes are broadly provided to offenders in custodial and community settings around the world. Studies have shown that disciplining inmates is more than just physical punishment but the use of different rehabilitation programmes to reduce recidivism

In Lesotho, there seems to be rare recent studies concentrating on the influence of rehabilitation programmes on the reformation of offenders. It is imperative to understand the influence rehabilitation programmes have on transformation of offenders so as to ensure effective utilisation of rehabilitation programmes and that awareness could be raised about the importance of reformation of offenders.

This phenomenological study which adopted a qualitative research method sought to explore the influence of rehabilitation programmes on the reformation of offenders in Leribe and Botha-Bothe correctional institutions, Lesotho. The sample of the study was formed of eighteen participants (sixteen males and two females) who were selected using a purposive sampling method. Data was collected in May 2021 for three weeks through semi-structured interviews which took forty-five minutes per session. Content analysis was used to analyse the findings. The chosen theoretical framework of this study was Hirschi's social control theory.

The findings revealed that the psychosocial services through social support, counselling sessions, restorative justice and reintegration have positive influence on reformation of offenders. However there were challenges such as lack of social support to some offenders and inconsistency in counselling sessions. The other findings were that the educational programmes were provided by unqualified people however these programmes help participants to boost their confidence levels and to set life- changing goals. Vocational skills training programmes have less influence on the reformation of offenders because they perceive them as punishment and provision of free labour. However they attested that they could help them to become self-reliant.

Religious belief have significant role in transformation of offenders because they develop new images and meanings of life through religious programmes. Recommendations included; information dissemination strategies, strengthening communication channels, broadening services, rehabilitation policy formulation, establishment of reintegration programmes, engagement of offenders in community activities, employment of qualified personnel in vocational skills training programmes.

Table of Contents

List of Tables

List of figures

List of Acronyms

CSC   Correctional Services Canada

ICCT   International Conference of Communication Technology

LCS   Lesotho Correctional Services

SCP   Situational Crime Prevention

SCT   Social Control Theory

UNESCO   United Nations Educational Scientific and Cultural Organisations

UNODC   United Nations on Drugs and Crime

VOM   Victim Offender Mediation

CHAPTER ONE

INTRODUCTION

1.0   Introduction

Increased crime rates affect majority of countries. The problem of crime has been identified to affect almost all societies adversely in their social, economic and political scopes. UNODC (2013) showed that statistics of committed homicide which were estimated to nearly half a million globally in 2012, Africa was among the ones with highest reported cases. It showed that 31% of committed homicides occurred in Africa while 36% occurred in America. These were the upper most continents with most cases of homicides. Lesotho is not freed from the social problem and among the major ones is that of increasing crime rates. In view of this matter, many governments have examined means of reducing crime rates. One of the generally encouraged possibilities of dealing with the increase of crime rates is the use of imprisonment of the offender. Through incarceration, the offender is incapacitated. The Lesotho 2019 Crime and Safety report showed that there is a serious risk from crime in Maseru. The increase of criminal activities is due to prevailing poverty and broad unemployment conditions.

Country Reports (2020) stipulates that Lesotho has a high crime rate where outsiders are normally targeted and mugged and have sometimes been carjacked and murdered. This can pose a major threat and scare the tourists to visit the country and that would negatively affect the economy of the country. Although crime can occur anywhere in Lesotho, it is most common in the urban areas. The most common offence as reported in Correctional Service Statistics (2012) was murder with 27.2% followed by sexual offence and housebreaking with 16.6% and 8.8% respectively. More than half (51.5%) of persons received in correctional services were in the age group 21 to 30 years. Looking at the age group of people being incarcerated, it is mostly people who should be active members in the country to contribute to developments of the country to change it for the better.

According to data from World Bank (2020), Lesotho crime rate and statistics for 2015 was 41.2, a 32.48% increase from 2013. In 2017, the statistics showed 5.59% increase of crime rate in South Africa. In Botswana crime rate and statistics for 2010 was 15.00 2.74% from 2009. Eswatini crime rate and statistics for 2017 was 9.50 a 10.47% increase from 2016. Looking at the numbers given, it is clear that countries face the alarming rate of crime increase. Our country Lesotho with its small population seems to have more increasing crime rate than Botswana and Eswatini.

Previously in Lesotho, there were jails or prisons where people were punished for the criminal activities they have done. Later the prisons changed to correctional institutions where the prisoners now regarded as offenders were offered rehabilitation as a way of correcting deviant behaviour. There are eleven correctional services institutions, one in each district except Maseru where there are two institutions, namely Central and Female correctional institutions. The total population in correctional Institution had been decreasing from 2008 to 2012. Majority of people had never been convicted before (Correctional Services Statistics, 2012). This research sought to establish the influence of rehabilitation programs offered in correctional institutions on the reformation of offenders.

1.1 Background of study

In Africa unlawful activity was fixed by compensation rather than penalty. Local justice systems were victim perpetrator-centred with the end aim being penitentiaries, the objective of imprisonment persisted to secure compensation for victims rather than to punish offenders. Incarceration and chastisement were regarded as last options within justice systems. Incarceration was brought to the continent from Europe. The engagement of corporal punishment and capital punishment to control political tyranny was the dominant aim of Africa's first prisons.

There had always been the existence of crime, but the manner in which people dealt with it has changed. Previously, people have perceived revenge as an appropriate form of punishment. In most cases the punishment given out did not match the crime committed and was too harsh as compared to the nature of crime. This resulted to the perpetrator taking on a new role as a victim and probably seeking revenge of their own. This no-win situation led to many vendettas which resulted in fights among families (Volo Auto Museum, 2020).

Before the judges, court structure and penal colony, early societies depended on unwritten customs that often were more firm than written law. The public's response to anti-social behaviour was ruled by a simple basic drive: revenge. The belief was that killing a criminal would ensure no repetition of that behaviour (Roth, 2011).

According to Novak (2014), in Pre Modern African criminal justice compensation to the victim's family was regarded as the crucial resolution of criminal sanction. Historically in Lesotho everyone was allowed to take part in the discussion of punishment for the offender, even a total stranger. Punishment for murder in traditional villages was compensation of ten cattle from the offender's family to the victim's family. The basic understanding in traditional law was everyone parted ways peacefully once punishment was handed down. Customary law in Lesotho was the governing law before European colonisation and it is still reserved in the criminal law. In the 19th century, the paramount chief King Moshoeshoe negotiated with the British colonist and allowed the land to become a British Colony. The British government used both the Roman Dutch and English law thus Lesotho had to follow the same laws (Nalla and Newman, 2011).

Prison sentences followed as new forms of punishment. London is known as the birth place of modern imprisonment. One philosopher Jeremy Bentham who was against the death penalty created a concept for a prison that would be used to hold prisoners as a form of punishment (Crime Museum, 2008). In Lesotho the constitution was drafted in 1993. Since then the prison sentences became more common. Crimes were punishable by prison sentence or death. Overcrowding in prisons led to devising new attempts to implement sanctions such as probation, judiciary, supervision and community service in sentencing of criminals.

According to Woodruff (2017), imprisonment has been the primary method of social control and comprises several strategies. Prison facility function as;

- Custody and safekeeping of inmates and defence against outside force.
- Punishment
- Systematic supervision of both prisoners and their keepers
- Prevention of corruption of prisoners as a consequence of their association with one another.

- Maintenance of prisoners' health
- Reformation of prisoners by various measures such as religious instruction, solitude, labour, vocational and academic instruction and therapy.

High incarceration rates seem to be associated with several factors. One of the most chief contributors to these numbers is recidivism. Recidivism refers to an individual's setback into criminal behaviour (Moyer, 2016). Reducing recidivism rates reduces the load of incarceration systems, taxpayers, communities and families. Peterson and Lee (2017) assert that research has shown that a rehabilitation program is normally effective at reducing recidivism if it holds three key principles. Firstly, the program should be evidence founded, secondly, the program should be assessed for cost-effectiveness and lastly, the program should concentrate on the greatest risk and highest need inmates as this has the greatest potential to decrease recidivism.

Presently, most prisons employ rehabilitation as a strategy to help offenders. Rehabilitation is a decisively intended interventions rather than unplanned occurrence which targets to transform characteristics of the offender attitudes, cognitive skills and processes, personality or mental health and social, educational or vocational skills that are believed to be the cause of the offender's criminal behaviour (ICCT, 2012). Rehabilitation strives to help both wrongdoers and the public. By treating criminals, the expectation is to give them the attitudes and skills to avoid crime and live a fruitful life.

 According to UK Essays (2018), one of the major encounters is being placed in an institution for so long that individuals no longer know how to function in the outside world. This makes some of them to relapse into crime so that they can go back to prison where they know how to survive. The rehabilitation programmes have therefore been formed to aid convicts settle in to society and eliminate themselves from all environmental risk factors. However, Akih and Deyer (2017) argue that incarceration in Africa brings with indefinable adversities and pain especially where authority is abused and force is used to control inmates. They forward that prisons can be tyrannical arrangements that do not contribute to rectification as the name correctional services would suggest but rather to producing delinquents, labelling and isolating criminal types and creating a new classification of social entities. This basically implies that prisons are not ideal places to provide rehabilitation for

inmates. Incompetency and unprofessionalism may act as obstacles to enhancement of rehabilitation programs. Therefore all officials who provide rehabilitation programmes should be equipped with necessary skills and knowledge to present rehabilitation programs. Lacks of resources contribute to the ineffectiveness of rehabilitation.

Rehabilitation is a fundamental aim of the correctional system. This aim is based on the postulation that individuals can be treated to desist from crime. Huebner and Inzana (2020) articulate that rehabilitation programmes are broadly provided to offenders in custodial and community settings around the world. Kusada (2014) assert that rehabilitation of lawbreakers integrates a number of issues such as educational programmes, vocational skills training, recreational activities and psychosocial services. Chiwanza and Mokotjo (2015) interviewed the Lesotho Correctional Services (LCS) director of rehabilitation. During the interview, she explained that in big centres such as Maseru, Mohale's Hoek and Leribe, agriculture, stone-cutting, carpentry, welding and other training courses are provided as an approach of assisting inmates to make an income after leaving prison. These are all factors that are aimed at reforming offenders to a better citizen.

According to Cullen & Jonson (2012), Rehabilitation of criminals engaged by correctional institutions is perceived as more beneficial in comparison to other correctional theories like retribution, incapacitation and deterrence. They stipulate that rehabilitation is obviously distinguished from other theories of punishment in a number of ways; first, it does not simply guarantee justice but also pursues to produce social good in terms of humanizing the criminal and reducing recidivism. Secondly, rehabilitation offers services like vocational skill and education to develop offender lives. This shows that indeed the goal of rehabilitation programs is directed towards the attainment of reformation of offenders.

Most prisons specify that their main purpose is rehabilitation. This means that individuals are given a chance at restoration. However, the reality does not always match with the specified mission. Many prisons are congested, poorly managed where inmates suffer mistreatment at the hands of guards and prisoners. Lesotho correctional institution is not exempted from these issues. According to the country report human rights practice (2019), prison conditions were cruel and life-

threatening due to congestion. The former Mister of corrections attributed that high rates of unemployment contribute to overcrowding in prisons. According to the World Bank (2020), unemployment remains high at 23.6% in 2018 with high inequality and poverty. The LCS reported that facilities in Maseru, Leribe and Berea were overcrowded. Prisoners reported eight complaints of physical abuse by correctional officers. Sixteen cases of inmate-on-inmate violence were registered (Country Human Rights Report, 2019). These act as negative influencing factors to rehabilitation programs.

Lam (2020) found out that a shift to prioritising rehabilitation programs would address the root cause of crime and lead to an overall more effective prison system that discourages people from committing crime. It is therefore important to consider implementation of policies that would prevent inmates from engaging in criminal acts once released. Igbinovia and Omorogiuwa (2019) discovered that in Benin City Prisons in Nigeria, the effectiveness of rehabilitation programs is not limited to any particular programme rather it is prevailing to all services, social intervention, skills acquisition, education, recreational although with variants. Majority of inmates acknowledged that rehabilitation programmes, influenced them positively given their changed attitudes and the skills learned for personal and social development. Maripe and Raboloko (2019) discovered that rehabilitation is an important aspect in bringing integration of offenders into societies in Botswana. However, much effort and resources must be directed to rehabilitation programs.

The introduction of rehabilitation in Lesotho Correctional services began in 1976. The training for prison officers to rehabilitate inmates began in 1976 and continued until 1982. The theme for the training was contemporary challenges and resolution to modern administration of prisons. Dr Mohapeloa came up with the rehabilitation techniques that are still being used to date. The institutions were still regarded as prisons and the rehabilitation was done by prison officers who attended the workshop. The first professionals in rehabilitation came to the institutions in 1999 and were mostly sociologists. The transition from prions to correctional institutions was in 2004.

The information reviewed shows the transition of how social control had been managed from historical times to present; from the use of revenge, capital

punishment, imprisonment and finally the implementation of rehabilitation. Studies have been conducted to establish whether rehabilitation is the best practice in dealing with crime. The purpose of social control is to maintain social order. This can be achieved through conformity to governing law. Rehabilitation seems to be acknowledged as the best way to maintain social order however even through the adaptation of this practice there seems to be challenges, crime still prevail and recidivism rates do not deteriorate. As a result the study intended to investigate the influence of rehabilitation programmes on the reformation of offenders.

1.2   Statement of the problem

Studies have shown that disciplining inmates is more than just physical punishment but the use of different rehabilitation programmes to reduce recidivism. Lipsey (2014) study revealed that engagement in rehabilitation programmes is connected with a substantial decrease in reoffending. There are several rehabilitation programmes such as vocational skills training, correctional education and psychosocial and counselling services. The goal of these programmes is the reformation of offenders. There seems to be barriers to proper rehabilitation of offenders such as overcrowding, lack of resources, unqualified professionals etc. Congested places are not favourable to render services that are intended to bring positive change. There is also a lack of resources in correctional institutions. This becomes a problem when administering services such as vocational skills and training because there is little equipment thus some prisoners may not get a chance to get involved in such activities.

In Lesotho, the correctional officers still receive the same training they did while the punitive system was still being employed. This may suggest there is no proper training on how best to provide rehabilitation as it is intended in correctional institutions. The problem is that the same people are expected to manage some of the rehabilitation services. For example, correctional officers in these two institutions are the ones who provide teaching services to inmates. However, they are not trained to be teachers. Ngozwana (2017) research showed that there is a shortage of staff and they lack skills and training. This, therefore, suggests that the educational programme might have some challenges without professionals.

It is the researcher's observation that there might not have been proper orientation for correctional officers in executing proper rehabilitation since punishment and torture still continue to be practiced. This becomes a problem on inmates' psychological wellbeing and their health in general. This may hint that correctional institutions are not favourable for rehabilitation towards the reformation of offenders. It is important for counselling and psychological services to be performed by the right people in order to serve their purpose. However, few social workers are employed by the institutions and unlike South Africa, there are no psychologists in correctional institutions. Therefore, there may be challenges rendering psychological and counselling effectively to inmates. Evaluation of programmes should be done to ensure that the existing programmes still serve the purpose. However, in correctional institutions, there seems to be no evaluation of the programs.

"The goal of rehabilitation programmes is to reform prisoners from committing crimes and assisting them in starting normal lives" (Papa, 2015). There is extensive body of observed research that supports the belief that rehabilitation programmes have positive effect on reformation of offenders. This suggests that with conducive environment, proper training of staff and adequate resources, rehabilitative programmes would positively effect on prisoners towards their reformation. The educational programmes, vocational and skill training and psychological and counselling services play a significant role in the rehabilitation processes. Considering that there are hindrances in the proper provision of these services, there is a need to explore these programmes to discover their influence in restoring offenders.

1.3 Purpose of the study

The purpose of this qualitative study was to discover the influence of rehabilitation programmes on the reformation of offenders in Leribe and Botha-Bothe correctional institutions. This study had explored how educational programs, vocational skill training, spiritual activities and psychosocial services helped in the reformation and rehabilitation of offenders. The study had also established which programmes are most influential to reformation of offenders through the interviews that were conducted

1.4 Objectives of the study

The study had been guided by the following main and specific objectives

1.4.1 Main objective

To explore the influence of rehabilitation programmes on the reformation of offenders in Leribe and Botha-Bothe correctional institutions, Lesotho.

1.4.2 Specific objective

1. To study how psychosocial services help in reforming offenders.

2. To discover how educational programs influence change in behaviour.

3. To establish the influence of vocational skill training in the transformation of offenders.

4. To find out how religious beliefs play a role in the rehabilitation process.

1.5 Significance of study

It seems in most studies conducted, the focus has been mostly on the conditions of the prison, how effectively rehabilitation programs can be delivered. Rehabilitation programs have been reviewed but less emphasis on how they influence the reformation of offenders has been put forward. It is of utmost importance to find measures that combat crime and reduce the rate of recidivism in the country. As statistics point out, there is an increasing crime rate. In Lesotho crime increasing in the past three years is high 76.92 (Numbeo, 2020). This suggests that measures taken to combat crime need to be revisited including the rehabilitation programs which are intended to aid in reducing crime rates.

The contribution of this study therefore is that informative data had been gathered to assess whether the influence rehabilitation programmes has on offenders is as it is expected to be thus help the rehabilitators to improve the programmes. Most studies conducted are often in the capital city Maseru. This study had shed light about other institutions that receive less attention from other researchers. In Lesotho, there seems to be rare recent studies concentrating on the influence of rehabilitation programmes on the reformation of offenders. It is imperative to understand the influence rehabilitation programmes have on transformation of offenders so that

relevant policies could be formulated and that awareness could be raised about the importance of reformation of offenders. It is hoped that this study had provided correctional officers with substantial information of the purpose of the rehabilitation programmes thus raise awareness to offenders to show more enthusiasm in taking part in rehabilitation programs offered to them thus avoid future crime. It is the researcher's interest to come up with new information that will help the relevant people, being the policymakers, rehabilitation officers and all people involved in the reformation of offenders to device possible strategies that aid to reduce recidivism.

1.6 Research questions

The following research questions guided the study.

1. What is the contribution of psychosocial services in the reformation of offenders?
2. How do educational programs including literacy and numeracy contribute in aiding offender desist from crime?
3. How does engagement in vocational skill training help offenders re-shape their lives?
4. How do religious beliefs encourage the change in behaviour of offenders?

1.7 Definition of terms

This section comprised of definitions and operational meanings of the key terms used in the study. These are:

1.7.1 Rehabilitation

Rehabilitation is essentially the process of helping inmates grow and change, allowing them to separate themselves from the environmental factors that made them commit a crime in the first place (Madison, 2014). The study adopted this definition.

1.7.2 Rehabilitation Programs

According to lawinsider, rehabilitation program means any continuing activity conducted or approved by authorities of correctional institutions for the purpose of restoring inmates usefully to society through education, vocational training,

employment, counselling services and health therapy. For this study however, rehabilitation programmes referred to the programmes provided to the inmates by rehabilitation officers and correctional officers such as educational programmes, vocational and skill training, psychosocial services and religious programmes.

1.7.3 Reformation

According to Cambridge dictionary, reformation means the act of making an improvement especially by changing a person's behaviour or the structure of something. This study adopted the Law dictionary's definition which states reformation as the act of bringing back a criminal to such sense of justice so that he may live in a society without any detriment to it.

1.7.4 Correctional institution

Correctional Institution is a place for confinement for persons who have been remanded in custody by judicial authority or have been deprived of their freedom following conviction for a crime (Coyle, 2018). The study adopted this definition.

1.7.5 Offender

An accused defendant in a criminal case or one convicted of a crime (Hill, 2005). For this study offenders included convicted females and males and those who are recidivists.

1.7.6 Crime

Any act or behaviour which violates the norms of a society (UKEssays, 2018). This study adopted this definition.

1.7.7 Recidivism

Schubert (2017) defines recidivism as the recurrence of criminal activity after an individual serves prison time for a prior crime. For this study recidivism simply means reoffending.

1.7.8 Influence

To change the behaviour or thinking of someone (Yourdictionary.com). This study adopted this definition.

1.7.9 Psychosocial services

According to Meteor (2014) these are services which aim to address the ongoing psychological and social needs of individuals. For this study the psychosocial services are the social support such as visitations, counselling of inmates and reconciliation of inmates and victims.

1.7.10 Educational programmes

Coherent set or sequence of educational activities designed and organised to achieve pre-determined learning objectives or accomplish educational tasks over a sustained period (Unesco, 2011).

1.7.11 Vocational skill training

Lawrence, Mears and Dubin (2009) define it as vocational programme that involves the training of an offender in certain skills to be used in future jobs upon release. The same meaning was used in this study.

1.7.12 Restorative Justice

Approach to justice that focuses on addressing the harm caused by crime while holding the offender responsible for their actions, by providing an opportunity for the parties directly affected by the crime to identify their needs in the aftermath of crime. (Department of Justice Canada, 2018). The study adopted the same definition.

1.7.13 Incarceration

Confinement of persons convicted of crimes authorised by judicial System (Legal-dictionary). This definition was adopted in this study.

1.7.14 Religious beliefs

Strong beliefs in supernatural power or powers that control human destiny. In this study religious beliefs will included the religious programmes, sermons and bible studies inmates engaged in.

1.8 Limitations of the study

Targeting only two correctional institutions out of the eleven that exist in the country might not be as informative as one would wish. However, due to the limited duration of this study, all correctional institutions from all districts cannot be covered in this study. Also, there are not enough budgets to target the entire population of correctional institutions. The COVID-19 pandemic has instigated numerous challenges worldwide, due to strict regulations set to fight this calamity; the institutions could not allow the researcher much access to conduct this study. The information provided by the participants might be bias since the researcher is a rehabilitation officer thus the inmates might have felt they need to give only positive responses. Finally, in accordance with the nature of the qualitative studies, the sample of this study was small and did not allow for the results to be generalizable to all offenders in Lesotho. The findings did not represent the experiences of all offenders in Leribe and Botha-Bothe correctional institutions, Lesotho.

1.9 Overview of chapters

Chapter One: Introduction

The chapter comprises of the introduction, the background of the study, statement of the problem, objectives of the study, significance of the study and research questions. The definition of terms and study limitations are also presented in this chapter.

Chapter Two: Literature Review

The chapter presents the reviewed literature which includes all necessary information that is related to the study. It shows what previous researchers found out in their studies. It further shows the theoretical framework. The knowledge gaps are also shown in this chapter.

Chapter Three: Research Methodology

This chapter presents research methodology in terms of study design, target population, sample and sampling procedures, data collection methods. The philosophical underpinnings guiding the study, data analysis techniques and ethical considerations are also presented.

Chapter Four: Presentation of Findings

The findings and results of the study had been presented in this chapter.

Chapter Five Discussion and Interpretation of Findings

The discussions and interpretations of the findings had been shown in this chapter. Conclusions and recommendations had been presented in this chapter.

1.10 Chapter summary

Crime poses a number of challenges in most countries. Measures such as incarceration have been taken to combat crime. Historically the aim of incarceration seemed to be punishment. Currently the idea of rehabilitating offenders seems to be adopted by majority of prisons. However there seems to be hindrances to proper rehabilitation of offenders. There was therefore need to investigate the influence of rehabilitation programmes on the reformation of offenders.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter examines the studies that were conducted before to establish the gaps which this study aims to fill. Both the empirical and the theoretical literature are shown in this chapter.

2.1   Related literature

2.1.1 Correctional institutions

Reynolds (2020) posits that the purpose of corrections is to detach lawbreakers from their society in which they would function. Corrections function as part of the criminal justice system providing housing and programs for offenders who have been condemned of wrongdoings that require the loss of freedom for the offender. According to CSC (2019), correctional programs aid criminals recognize that they are responsible for their illegal actions; target risk factors that once changed that have been verified to decrease future recidivism. They also instil skills for handling risk factors for crime, help change criminal attitudes and reduce the risk offenders present when they return to society.

2.1.1.1   Principles of effective correctional interventions

Ross and Fontao (2014) outline the following as effective correctional interventions;

❖ Correctional involvements ought to make use of organized and authorized risk-assessment. The employment of a complete system of continuous offender-risk screening and need assessment is better than the application of inaccessible tools or procedures. Evaluating offenders in a reliable and valid manner is viewed as a requirement for effective treatment, management and supervision of offenders. Evaluation ought to be executed by staff that is well skilled in the management of tool and instrument and there should be inscribed accounts or protocols of the procedures that are applied.

❖ Clients should be allocated to treatment according to the risk principle. Treatment must be strongly linked to the criminogenic needs of the target group

❖ Cognitive behavioural interventions are the methods of choice; if they are managed in a manner that equals the intellectual and emotional skills of their clients

❖ Managers and supervisors should attend to the relationship and structural skills of the services delivery staff.

❖ Treatment will work better if the management policy is supportive. Monitoring, feedback and corrective action routine should be active ingredients of the management strategy in correctional services.

❖ Staff should relate to offenders in interpersonally sensitive and constructive ways to enhance intrinsic motivation because lasting behavioural change will not occur if intrinsic motivation is low.

❖ The likelihood of transformation to happen is influenced by the quality of relationship experiences when the offender is making on his present environment. Therefore, on-going positive reinforcement of perceived behavioural change both in correctional institutions and natural communities is regarded as the cornerstone of the maintenance and improvement of treatment effects coming from different sources.

A comparative study of prisons system in African countries by Stephens (2018) which adopted a qualitative approach of enquiry where data was obtained primarily from literature search and review of related literature, the discovery was that most institutions' buildings in African countries are dilapidated and in bad conditions thus making the institutions not to meet international standards as far as physical structure is concerned. The other finding was that the institutions and treatment of offenders were also not in alignment with international standards. Specifically, there is overcrowding in most institutions in Africa. Medical care is not sufficient with lack of facilities, medical personnel and medication. Results also yielded that separation of categories is not observed as most prisons lock up people awaiting trial with convicted persons, minor offenders with adults but in most cases women are

separated from men. These findings may indicate that correctional institutions are not conducive for proper service delivery such as rehabilitation thus acts as negative factors towards reformation of offenders. As stated in problem statement earlier these findings are hindrances to effectiveness of rehabilitation programs.

2.1.2 Evolution of prisons and rehabilitation

Prisons were envisioned for the purpose of confining a person within a prison as a means of keeping the culprit apprehended until the real punishment would be carried out. By the 19th century, prisons were constructed for the purpose of housing inmates with the intention to deter people from getting into criminal activities. People found guilty of numerous misconducts were sent to these institutions and deprived of their freedom. They would be expected to do tough work while incarcerated and to live in harsh conditions (Crime Museum, 2008). Prisons are the customs adopted from colonialism in Africa and their presence is continued to the present date.

2.1.2.1 Goals of imprisonment

There are a number of accepted reasons for the use of incarceration. These include deterrence, retribution, incapacitation and rehabilitation (Coyle, 2018). Brooks (2014) defines deterrence as a philosophy which claims that punishment is justified through preventing future crimes. Deterrence stops future crimes by frightening the perpetrator or the general public. Types of deterrence include; specific and general deterrence. Specific deterrence applies to an individual perpetrator. When the government disciplines an individual perpetrator, he/she is supposedly less probable to commit another crime because of the fear of another similar or harsher punishment. General deterrence relates to the public at large. When the public learns of an individual's punishment, the public is supposedly less probable to commit the crime because of fear of punishment the perpetrator went through (Bushway, 2018). Incapacitation denotes to the limitation of a person's autonomies and liberties that they would usually have in society. Within the criminal justice system, incapacitation is the reaction used when an individual has committed a crime. By incapacitating the offender, the individual is prevented from committing future crimes because he/she is detached from society and locked up or constrained somehow (Norwood, 2016). Retribution is a theory of punishment based on the belief that individuals who commit crimes should be punished and that the harshness

of the punishment should be comparative to the crimes committed. The rehabilitation model originated in the 1930s and reached its high point in the 1950s. The objective was for appropriate individuals to establish the foundation of an offender's criminal behaviour, recommend treatment to restore the individual and determine when the individual had become reformed (Online encyclopaedia, 2020). The rehabilitation model was imported from the West to African countries.

There seems to have been other goals of imprisonment that were employed before rehabilitation. However rehabilitation gained more prominence, the study sought to establish the influence of rehabilitation on reformation of offenders which other goals seemed not to meet.

2.1.3   Crime prevention approaches

Situational Crime (SCP)

SCP focuses on the ways to which crime can be prevented and opportunities for a crime can be reduced (UNODC, 2019), SCP is based in the belief that crime can be deterred by making strategic changes to an environment. SCP is based on four components;

1) Rational choice, which involves understanding the thought process of offenders who choose how to commit a crime

2) Specificity which looks at specific types of crimes to understand opportunities that allowed the offender to commit a crime

3) Opportunity Structure, in which analysts gather information from both offender and victims to create a map of the path the offender, took to committing a crime.

4) Techniques for crime prevention that reduce the opportunity for crime (Brooks, 2020)

Developmental prevention refers to interventions designed to prevent the development of criminal potential in an individual, especially those targeting risk and preventive factors discovered in studies of human development. Community prevention refers to involvements intended to change the social situations and institutions that encourages antisocial acts in residential communities. Criminal

justice prevention refers to traditional deterrent, incapacitative and rehabilitative strategies operated by law enforcement agencies of the criminal justice system. (Welsh and Farrington, 2012)

In Lesotho, the Prime Minister, Dr Moeketsi Majoro, launched Operation Restore Hope where he handed over 31 vehicles and 3 helicopters which are intended to help the established task force that comprises of members from LDF, LMPS and NSS to fight crime in the country. Operation Restore Hope is intended to work towards zero crime tolerance in the country. ORH has been established to strengthen the fight against crime in the country (Velaphe, 2020). In 2001, the police piloted the community policing strategy in selected areas, targeting crimes such as stock theft, housebreaking and theft, assault and murder (Matope, 2017). Rehabilitation serves as crime control strategy therefore it is important to discover other strategies that are aimed to control crime. The more the implementation of crime prevention strategies, the decline in crime rates hence the decrease in overcrowding in correctional institutions. Rehabilitation programmes may be more effective.

2.1.4 Rehabilitation programmes and recidivism

Olson (2018) stipulates that recidivism by those who had received treatment through rehabilitation is one of the extensively used measures of the usefulness of correctional programs and prison sentencing. Generally defined, recidivism is the return to criminal behaviour following particular sort of intervention by the criminal behaviour system. A number of factors are linked with desistence from crime and a reduction in reoffending. These include the gaining of new skills, full-time employment, and important life-partnership. Preventing recidivism call for effective interventions based on an understanding of factors that place offenders at risk and make it difficult for them to successfully reintegrate into society. These include victimization, learning disability, substance abuse, unsupportive families. Some risk factors are dynamic, meaning that they are open to change (UNODC, 2012).

According to Stefanski (2019), the following factors can help in the treatment of recidivism;

- Prison culture needs to change; prison is not a healthy setting it is in fact an awful place full of toxic codes that inmates need to abide by.
- Incarceration facilities need to focus on rehabilitation; while there is definitely a need for individuals to be reprimanded and punished in prisons, it is more important that these individuals are properly diagnosed and treated in ways that will rehabilitate them and make them productive members of society.
- Employers need to be more willing to hire offenders; while some companies are more willing than others to hiring lawbreakers, many employers will never give them a chance. The lack of employment opportunities is a big issue and heavily contributes to prisoners' lack of ability to adjust back in society upon their release.
- States with higher recidivism rates need to modify their practices and put into practice the programmes that states with less recidivism rates have implemented.
- Drug and mental health issues of offenders need to be addressed.

The Study which employed mixed methods approach was conducted by Aghan (2016) in Kenya to explore the association between custodial rehabilitation and recidivism of male prisoners in Kenya. This study which comprised a sample of 80 inmates which were selected purposively revealed that custodial rehabilitation programmes have an essential influence on recidivism decline in the Kenyan correctional facilities. The results also showed that rehabilitation programs could aid in providing offenders with livelihood, vocational skills as well as the capability to relieve stress, resolve conflicts and make decisions that enabled them to refrain from recidivism habits. Another finding was that even though the custodial rehabilitation programs had positive effect on recidivism reduction, the facilities and services still need to be improved to successfully address criminogenic and special needs of offenders who are battling with drug addiction and mental disorder. Last discovery was that change of attitudes towards crime, desistance from criminal tendencies that cause relapse in recidivism tendencies and ability to make right choices were brought by custodial rehabilitation programmes. These findings show that in Kenya rehabilitation programmes help to reduce the rate of reoffending and change lives of the Kenyan inmates. This study sought to establish if the rehabilitation programmes

in Leribe and Botha-Bothe correctional institutions also help inmates' attitudes towards crime thus avoid future relapse.

2.1.5 Rehabilitation programs

Jurisdictions in Australia conducted internal reviews which have recognized the need for convincing alteration and develop a number more intensive rehabilitation programs for moderate to the high-risk offender. These newer programs are well rooted within correctional case management systems and are consistent with evidence-based principles of offender rehabilitation. These are likely to have a positive impact on recidivism rates (Heseltine, Sarre and Day, 2011).

Thomas et al (2010) stipulate that after a wide criticism of rehabilitation in United States in the 1970s, it attained better approval once research in the 1980s and 90s validated that a cautiously executed rehabilitation program could decrease recidivism. Norway moved its focus from punishment to rehabilitation including for those who were imprisoned twenty years ago. This was followed by a large reduction in reoffending rates (Bandyopadhyay, 2020).

Cullen and Johnson (2012) found out that rehabilitation of criminals employed by correctional institutions are seen as more useful in comparison to other correctional theories like retribution or just incapacitation and deterrence. Research studies on education in general and rehabilitation programs specifically for the offenders in Lesotho are inadequate if not absent and there seems to be no obvious policy on offenders' rehabilitation programs (Setoi 2012).

A quantitative study by Uche, Malachy et al (2015) conducted in Nigerian prisons with a sample size of one hundred and forty-five respondents through the administration of questionnaires where purposive sampling technique was employed showed that rehabilitation programmes in the prisons have not achieved much. The majority of the respondents showed that lack of fund or adequate funding was the major deterrent to the programmes. Other factors contributing to the ineffectiveness of rehabilitation were the inadequacy of rehabilitation equipment, lack of trained personnel, lack of manpower and poor management of rehabilitation programmes.

A quantitative study conducted by Magadzire (2018) in Zimbabwe through the administration of questionnaires and interviews showed that the rehabilitation

mechanisms included vocational training which involves programmes such as hairdressing, cosmetology, chicken rearing, tailoring, knitting, and cooking; hospitality also psychosocial rehabilitation which includes counselling services, recreational activities, spiritual activities and education activities which involves the provision of education from primary to tertiary level. The results revealed that these rehabilitation mechanisms have managed to be good and helpful. They seemed to be helpful in preparing inmates for pre-release and they equipped inmates with new skills to search for employment. Most of the rehabilitation mechanisms shown in this study include those that this study seeks to focus on to establish how they contribute to the reformation of offenders. The findings show that they are helpful thus could be regarded as positive factors influencing rehabilitation programmes.

Miceli (2009) stated that research conducted by Doris MacKenzie and others discovered that the rehabilitation programmes that have shown to be effective include academic education, vocational education, moral recognition therapy, reasoning and rehabilitation, cognitive restructuring, cognitive behavioural treatment for sex offenders, multi systematic therapy for juveniles, drug treatment in the community and incarceration based drug treatment. These findings are also relevant in this study because they show that rehabilitation programmes can be effective.

2.2   Empirical literature

2.2.1 Psychosocial services

According to Meteor (2014) these are services which aim to address the ongoing psychological and social needs of individuals. The psychosocial services provided in correctional institutions include counselling for inmates, cognitive behavioural therapy, social services and restorative justice. "Counselling comprises use of practice that aids individuals, groups and organisations operate optimally by evaluating and altering personal and interpersonal dysfunctions that occur in many areas such as emotional adjustment, relationship problems, career planning, vocational and educational issues or health problems" (Queesturnble, 2018). "cognitive behavioural therapy is defined as a type of therapy that focuses on both the cognitive (thinking) and behavioural (action) aspects of a person. It is widely used in counselling and treatment of criminal and juvenile offenders for variety of reasons. According to Phillips (2011), prisons provide social services to rehabilitate

prisoners and prepare them for their life in the community. Yesudhas, (2011) elucidates that psychosocial needs of the prisoners include the emotional satisfaction and maintenance of relationship with family members.

2.2.1.1   Social factors associated with crime

African Report (2005) outlines the following social factors as contributors of crime in Africa;

- Income Inequality; one of the greatest strong quantifiable links of official crime rates. Africa hosts some of the most imbalanced countries in the world. On the average, the richest 10% earn 31 times more than the poorest 10%.

- All over the world teenage and young adult males commit most of the crime and Africa is youthful (43% under the age of 15) implying that a larger part of the public falls in this group of possible criminals. A lot of these young people are not enrolled in educational programs and cannot find employment.

- A rapid rate of urbanization; an issue that combines features of population density, cultural clash and population instability is also a robust link of crime rates.

- Poor countries have poorly resourced criminal justice systems and Africa suffers from the world's least favourable police and judge-to-population ratios. This eventually impacts on conviction rates; even if the law enforcement agency function optimally, lawbreakers in Africa are greatly probable to be chastised for their wrong-doings than those in the rest of the world. Such a system cannot effectively deter, incapacitate or rehabilitate criminals.

2.2.1.2   Importance of social support in reformation

Martinez and Abrams (2013) articulate that the notion of social support comprises the sources and types of support. Sources of support could range from formal support such as professionals to informal supports including family, friends and community. The types of social support include emotional, instrumental support or tangible support, informational support and appraisal support such as for self-evaluation (Kim and Mazza, 2014). Berg and Huebner (2011) regard the

maintenance of social connections as one approach to increase inmates' likelihoods of positive reintegration.

According to Duwe (2018), social support interventions have broadly been discovered to cause improvement in recidivism and prison misconduct even though they are underused by prison systems. The rate of recidivism declines when prison visitation is more frequent spread out among several individual visitors and closer to inmates' release from prison. Further visits from community volunteers such as clergy and mentors have been found to be more helpful in recidivism reduction. Correctional programs relying on community volunteer have been more effective when they have provided range of social support from prison to the community. In a study conducted by Cochran (2014), the findings revealed that prisoners who had visitors early in their prison term and who consistently had visitors were significantly less likely to reoffend than prisoners who were never visited. The findings also provided additional support for the notion that social links were imperative for re-entry and that interaction during prison may be particularly salient.

In another cross sectional study conducted by Dadi et. al (2019) in Ethiopia in Prisons of North West Amhara regional state, the results yielded that the odds of social support was higher in those that were educated and rural prisoners.   It revealed that social support is a safeguarding tool for difficulties and hardships faced by prisoners while they are in prison and very helpful to reduce mental health illnesses and their consequences therefore should be strengthened.

Fitz (2013)'s study that used mixed methods conducted in South Africa through observations established that the support system plays a significant role in the rehabilitation process of offenders. The family ties are regarded as the best support system to encourage offenders to engage in rehabilitation programmes. Good family ties inspire offenders to modify their minds to a more corrective approach. Another finding was that positive support system also helps when offenders must be reintegrated back in the society because if the support system was good prior it will be much easier upon release for the family to accept the offender.

The studies reveal the importance of social support to offenders in their rehabilitation and reformation journey. Social support according to these findings has a significant

value in the journey to behaviour change. The researcher aimed to find how social support plays a role in the reformation of offenders.

2.2.1.3 Role of social workers and counsellors

Counsellors challenge inmate's anti-social attitudes, excuses supportive of criminal behaviours, attempts to express blame and failure to confront the harm they have committed. According to John (2015), imprisonment has negative psychological deterioration therefore there is a great need for prisoners to receive psychological services. He forwards that some inmates need assistance to cope with the length of their incarceration; dealing with being separated from loved ones or accepting that prison is going to be their home for a period of time. Miller (2018) explains that the main goal of a prison counsellor is to provide guidance to inmates when they first enter prison and throughout the duration of their sentence. They also provide education and individual and group counselling. They offer vocational, academic, social and personal counselling to help prisoners develop new skills and promote understanding to prevent recidivism.

Kheswa and Lobi (2014) conducted a qualitative study at Middledrift Correctional Centre in Eastern Cape, South Africa through in-depth interviews with a sample size of ten participants. The findings were that the role of the social workers and effective psychoeducational programmes that are rendered sway positively on the welfare of the inmates, although congestion, the entry of drugs, poor living settings and rape are regarded as factors hindering rehabilitation process. Other findings revealed that recidivism is relatively low and offenders' stress level decreases because of the exposure to the role-plays and group sessions by social workers, school enrolment and family support. They also discovered that participating in sport activities such as soccer, boxing, judo, rugby and cricket helped inmates to remain actively involved and boost their psychological well-being.

2.2.1.4 Cognitive skills training program

The main basis of cognitive models is that what and how offender thinks, how he views the world and how well he understands people, his values, reasoning problems-solving ability play a role in his criminal behaviour. The basic assumption of cognitive model is that offenders' thinking should be the primary target for offender

rehabilitation. A study by Porporino, Fabioano and Robison (2015) in Canada, presented that following completion of cognitive skill training, the participants are better to appreciate perspectives of others when faced with task of interpreting social situations. The other result showed that offenders demonstrate more complexity in their view about concepts such as authority, rule structures and critical feedback. Also they are able to generate a greater number of behavioural options on tasks that require the resolution of interpersonal conflicts. Also offenders make positive changes in the direction of more prosocial thinking. The participants expressed high degree of satisfaction with cognitive skill training.

Cognitive skill training programmes for offender seem to be helpful in their rehabilitation process. Through cognitive skill training reformation can be achieved. The study will seek to investigate whether in two institutions cognitive skill training program is used as a strategy to reform offenders.

2.2.2 Educational programs

Manger and Roth (2014) assert that several studies show that education has been attributed as an important factor for rehabilitation and in aiding the reduction of recidivism among prisoners. Davies et al (2013) show that on average, the prisoners who participate in rehabilitation programmes have a reduction in the risk of re-offending compared to those who do not participate. Lee (2018) states that education program includes strategies and program to improve the knowledge, skills and abilities of incarcerated individuals.

Research on the impact of prison education in England and Wales revealed that the most recent and large-scale national study reported a 7.5% reduction in one-year re-offending rates. The possible suggestions supported by qualitative research are that education might help in these ways;

- Improving employability and hence the likelihood of obtaining a meaningful job which in turn improve re-offending outcomes.

- It may have the transformational effect that helps people to move away from crime and people may come to see themselves, their capability, their futures, the world and others differently.

- It may also help prisoners cope with the negative effects of life in prison or experience different routine or culture (Her Majesty Prison and Probation Service, 2019).

Bender (2018) stipulates that in 2016, the Rand cooperation in the US produced a report that showed that individuals who participated in any type of educational program while in prison are 43% less likely to return to prison. Education does not only reduce recidivism but also improve outcomes from generation to the next. Incarcerated with low education often find themselves without the financial resources or social support and therefore are likely vulnerable to committing criminal acts rather than becoming reintegrated into society.

In a qualitative study conducted by Ngozwana (2017) through semi-structured interviews and focus group discussion, the findings were that in Lesotho the ministry of Justice and Correctional Services offer education and training to the inmates as mechanisms to rehabilitate and reintegrate them with their communities. Also, the inmates are provided with skills training such as carpentry and joinery, stone cutting, building, welding, leatherwork, electrical installation, plumbing, plastering and brick making, upholstery and sewing. The juvenile centre in Maseru provides formal schooling for youth between ages of fourteen and eighteen and skills training in building, carpentry, handicraft, tailoring, horticulture and poultry.

2.2.2.1 Education in juvenile training centre

In 2013 10 detainees in Lesotho juvenile training centre graduated from Juvenile Primary School. This performance impressed the correctional staff. Two of the ten that set for exams obtained a First Class pass, one Second Class Pass and seven got Third Class pass. The LCS is in support of the government's decision to make primary education compulsory for all children (Motšoeli, 2013). Their rehabilitation also includes providing them with skills that are aimed at assisting them when they are released. This shows that education programs are highly acknowledged by the LCS but whether they contribute to reformation of these offenders is the question to be addressed by this study.

2.2.2.2   Perceptions of offenders on literacy and numeracy

According to New Zealand Government (2017), poor literacy and numeracy are obstacles to advance education and employment and can adversely influence a prison learner's everyday life. In attempt to address this, provision of intensive literacy and numeracy services is done by corrections with the intend to support prisoners to develop their literacy and numeracy competency so they can work toward formal qualifications and acquire skills expected by employers. Bird (2018) articulates that "while there are many perspectives of literacy in prison, a prevalent one links it with narratives of empowerment. Literacy skills alone do not reverse the discriminatory employment practices many formerly incarcerated people confront on a regular basis."

Johnson (2015) conducted a qualitative study in Pretoria, South Africa, on perceptions of offenders in the educational programmes and officials on whether programmes addressed their development and that of their communities. The sample of sixty-five (65) comprised of males, females, youth offenders, ex-convicts and officials from correctional services and NGO's. Interviews and observations were used to collect data. The results revealed that offenders perceived the literacy campaign as an opening to their greater levels of education. Another result showed that offenders who never got an opportunity of basic schooling profited from basic reading, writing and numeracy skill as a bridging programme towards skill development. The findings suggested that offenders perceived literacy skills to have impact in improvement of their lives. Once they had literacy skills covered, they wish to go further for higher skills and levels of knowledge.

The literacy and numeracy programmes seem to be highly perceived by those who engage in them. This suggests that they may have an effect on transformation of offenders. The study therefore examined how offenders in Leribe and Botha-Bothe correctional institution perceived the literacy programmes in the institutions.

2.2.2.3   Effect of education programmes on transformation

Torrijo and Maeyer (2019) posit that prison education has unquestionable benefits. Evidence has shown that likelihood for opportunities in labour market after release is

higher for those who participated in prison education than those who did not engage in learning. Also education plays an important role to inmates' social reintegration.

In a study which employed convergent parallel mixed methods design with a sample of hundred and nine (109) through in-depth interviews and questionnaires to examine the transformative effect of education programmes by Vandala (2017) in South Africa, the discovery was that education programmes promote offender transformation. Other results showed that education programmes reduce recidivism, improve quality of life and improve literacy levels. However criminal record seemed to be a barrier to ex offenders' employment in communities.

A meta-analysis of programmes that provide education by Lois et al (2013) revealed that chances of not returning to prison are increased by correctional education. Inmates who participate in correctional education had lower likelihoods of reoffending than those who did not. Another result was that it may expand their probabilities of obtaining employment after release. A qualitative study by Cage (2019) conducted in the United States through semi-structured interviews to investigate the incarcerated students' perceptions of correctional education revealed that students perceived the correctional education as an approach to overcome personal and academic obstacles. Another result showed that students are aided to stay out of trouble when they attend classes. The other finding was that the effect of correctional education programme inspires positive behaviours regardless of undesirable endeavours in the prison.

These findings suggest that correctional education has a positive transformative effect on offenders. However there were also barriers identified in these studies which may temper with transformation done by educational programmes. The researcher sought to establish the barriers that may affect contribution done prison education in transformation of offender.

2.2.3 Vocational skill training

2.2.3.1 Contribution of vocational skill acquisition

According to Mannir (2016), the rehabilitation of inmates through vocational skill acquisition programmes has enhanced the social well-being as well as economic well-being of inmates. Uzochukwu (2019) in Nigeria conducted a descriptive survey

of a sample of three hundred and fifty-one (151) through self-structured interviews examining the contribution of vocational skills acquisition. The findings revealed that the importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, effective function and crime reduction. Mohammed and Mohammed (2014) assert that the introduction of vocational education and training as part of the prisoner rehabilitation offers opportunities for offenders to increase the likelihood of successful reintegration to the community and reducing the risk of re offending. Providing offenders with vocational education and training will provide significant benefit in addressing issues that cause offences as well as reduces recidivism rate. Zoukis (2015) posits that employment is critical for a prisoners' reintegration into the society. Vocational training programmes in prisons aim to provide inmates with skills to find a job and earn a living wage. He forwards that multiple studies prove inmates who take vocational training are more likely to find a job and stay out of prison. These findings reveal that vocational skill acquisition is important for betterment of offenders' lives. The researcher aimed to find more on the contribution of life skills influence change in behaviour since the findings only reveal their contribution but not much emphasis is not placed on the how part.

2.2.3.2 Benefits of agriculture and gardening programmes

Correctional agriculture and gardening have become more popular and evidence points to physical, social and mental health benefits. A qualitative study in Canada t investigate how a prison garden fosters rehabilitation and healing for incarcerated men conducted by Timler, Brown and Varcoe demonstrated that "while growing food in prison is beneficial, providing opportunities to donate food and nurture connection between growers and recipients has impact for incarcerated people far beyond the immediate benefits of gardening. The benefits include the self-esteem and self-worth necessary to imagine a future shaped by the experience of giving back through meaningful work.

Another study by Jenkins (2016) to examine effects of gardening programmes on psychosocial health of incarcerated individuals in United States through systematic review of literature discovered that gardening programmes were shown to increase self-efficacy and self-worth and decrease anxiety in inmates involved in those

activities. Another result showed reduction in recidivism rates. Lastly the prison garden programmes enhanced the incarcerated individuals' psychosocial well-being.

These results show that agricultural and gardening programmes do not only provide inmates with skills about gardening but also contribute to their inner being thus working towards change. The programmes therefore seem to be positive factors contributing to reformation of offenders. These findings guided the researcher to establish whether inmates in the two correctional institutions are changed by the same programmes.

2.2.3.3   Usefulness of art programmes on behaviour

Maxwell (2017) stipulates that participation in arts during incarceration helps individual create new identity for themselves. The new identity helps in the rehabilitation because they develop a new purpose for their actions and future and also modify their behaviour to gain acceptance to the artist subgroup. Improvement of personal and interpersonal skills and character enhancement can also be attained through arts. Twartes and Harkeness (2019) reveal that arts can help offenders in evaluation of their individuality and establish factors that are important for them. Engagement in arts gives offenders opportunity to express themselves and achieve recognition. Through their work they can take pride in something prosocial. Artwork gives offenders an opportunity to improve themselves and their emotions and to view themselves in a different light.

One may think that engaging in art is just to keep inmates' minds occupied and to improve their skills in art. However the findings of the studies suggest that participation goes beyond drawing, painting, drama and music to the introspection of offenders and transformation.

2.2.3.4   Barriers in effectiveness of vocational skill training

A quantitative study by Anyanwu (2018) in Nigeria where a sample comprised of hundred inmates randomly selected where questionnaires were used to collect data, the results were vocational activities is a means used in prison for the rehabilitation of prisoners which is skills oriented and employment motivated. Vocational education is an indisputable means of combating and the reduction in the high rate of recidivism in the society. However the findings also revealed that vocational activities

are not adequately carried out. Prison inmates are merely educated on the purpose and the benefits of vocational activities but the actual vocational activities are not made practical. Another discovery was that prison inmates are not interested in the vocational activities. Notwithstanding there is an influence of vocational education on prison inmates' interest in vocational activities. This related to this particular study to address the question of whether the inmates participate in vocational skill training of their choices and whether they benefit them upon release.

Despite the good contribution of vocational skill programmes in enhancement of offenders behaviour there seems to be barriers that temper with the effectiveness of such programmes. In this study the researcher examined the factors that may act as barriers in vocational skill training.

2.2.4   Religion and reformation

Religion is part of society that delivers a decent direction and stability in society. It adjusts human behaviour so that there is conformity to norms and values that are upheld by society (Khan, 2020). "Religious programmes had long been associated with correctional practice. This influence began prior to invention of the prison and continued with the development of correctional philosophy" (Dammer, 2002). This explains why religion is still used as rehabilitative means in correctional institutions.

2.2.4.1   Transformative effect of religion on offenders

Jang and Johnson (2019) conducted a survey in four correctional institutions in South Africa where they conveniently sampled two hundred and forty-five (245) males and one hundred and eighty (180) females to test hypothesis that religious traditions promote personal virtues like self-control, forgiveness, accountability and these help offenders overcome addictive or harmful behaviours. The results presented that religious offenders reported higher level of sense of meaning and purpose in life than their non –religious peers. In addition those who scored higher on existential belief and personal virtues tended to report lower levels of the feelings of anger, frustration, depression and anxiety religious offenders experienced lower levels of negative emotions partly because their religion was likely to have helped them find new meaning and purpose in life and develop virtuous characteristics which tended to reduce negative emotions. In a study conducted by Akunesiobike

(2016) in Nigeria, the findings revealed that prisoners who actively engage in religious activities and, or consider themselves religious are likely to derive significant benefits both while incarcerated and post-release. These benefits are reformative in nature as they foster positive socialisation and moral or spiritual development in offenders who are given the opportunity to work through personal and faith-related issues within the framework of religious support.

This may indicate that developing positive emotions and releasing negative ones makes it easy to leave old habits and adopt new ones which are more acceptable in society. Religious programmes may be regarded as positive factors towards reformation of offenders.

In research conducted by Stansfield, Mowen, O'Connor and Bohman (2016), the results showed that religious support had strong robust prosocial effects on both post-release employment and substance abuse. The relationship between religious support and recidivism did not reach a statistical significance. Johnson (2012) study revealed that regular participation in volunteer-led Bible studies is associated with reductions in recidivism. Roman and Roman (2019) stipulate that it is important to influence the strength of the faith-based community by having government and community stakeholders actively engage the faith community. They believe that these partnerships when carefully accustomed to reducing criminogenic risks and responsive to needs can likely be powerful and humanizing promoters for rehabilitation.

2.2.4.2   Role of chaplaincy in rehabilitation offenders

In the context of Africa, Pastoral Care, Counselling and Chaplaincy could help inmates to transcend the immediate reality, connect to that which is beyond them and help them adapt to challenges and circumstances of prison life and culture. The degree of influence that religious values and beliefs have on inmates depends on social and communal attachments. Religious beliefs have the power to deter delinquent and criminal acts only when supported by social bonds (Akih and Dreyer, 2017). This will guide the researcher in addressing the question of how religion plays a role in the reformation of offenders.

In a case study that adopted mixed methods by Wanguru (2018), aimed to analyse the role of chaplaincy services in prisons play in the rehabilitation of offenders through administration of questionnaires, interviews and observation, the results were that chaplaincy played a crucial part in the rehabilitation of offenders. Prison administration was found to be harsh and authoritarian while chaplaincy was perceived more humane hence more effective in rehabilitation. The second result was that psychological and spiritual comfort and support to prisoners that helped them to stick to humane behaviour was provided by chaplaincy. The challenges that affect effectiveness of chaplaincy were also discovered. One of the challenges was lack of schedule of work, lack of resources poor prison conditions and lack of training and skills. In this study the researcher intended to discover the role of chaplaincy in Leribe and Botha-Bothe correctional institution.

2.3   Theoretical framework

According to McCombes (2020), theoretical framework is basically the discussion and evaluation of theories that are most relevant to one's research. Main goals of theoretical framework include defining key concepts, evaluating and combining relevant theories and explaining the assumptions and expectations that guide one's research.

2.3.1 Social control theory (SCT)

According to Wells (2017), control theories have gained dominance in criminological theory and research since 1969 when Hirschi published his seminal work on social bond. Thompson (2020) asserts that the theory can be traced back to the works of Thomas Hobbes. His argument was that in a society of self-interested individuals there should be a state to prevent things fading into the war of all against all. The individuals sacrificed some of their individual liberty with a promise of obeying laws of the state and in return, the state promised them protection. Talcott Parsons (1937) came up with one of the sociological perspectives on social control. His argument was that conformity was not just a product of external agencies compelling people to obey rules through the threat of punishment but also through people adopting norms and values through socialisation.

The concept was later developed by Travis Hirschi in 1969 with an argument that juvenile delinquency was the result of weakened individual's bonds to society. His theory suggested that ties to family peers and other social institutions were important. Hirschi's interest was on what causes conformity. Morris and Kempff-Leonard (2017) posit that explanation of conformity especially in the process by which people are socialised to obey the rules is the core of social control theory. The assumption in SCT is that crime and delinquency are non-problematic, what should be explained is why most people conform to the laws of society most of the time. People would not risk in engaging in criminal behaviour for they might lose bonds to society. This focus on social forces that promote conformity makes SCT (Costello, 2010). It seeks to establish why people desist from offending. SCT stipulates that ties to family, school and other aspects of society serve to reduce one's tendency for deviant behaviour. Hirschi believed that crime occurs when such bonds are weakened or are not well established. He suggests that bonds are based on four elements; attachment which is the relationship with family and friends, commitment explained as time invested in education and career and involvement which is time invested in activities outside crime and lastly belief which is an agreement with social norms (Tibbetts and Hemmens, 2015).

2.3.2 Studies that used SCT

In a study conducted by Smith (2017) findings revealed that prison programs that follow the aspect of SCT have lower recidivism rates than the general population. The research also revealed that attachment is an influential aspect of SCT. Villalba (2014) reviewed and analysed SCT and made a conclusion that approximately fifty percent (50%) of engagement in criminal behaviour can be explained by SCT. She explains that engagement in deviant behaviour in early years is prevented by parents through established rules and guidelines of the home which must be followed. The religious institutions or churches also prevent misbehaviour by values and morals that are taught. The schools contribute by teaching rules, laws and regulations especially at the adolescent stage or youth stage. All these are examples of social ways of preventing crime. Villalba (2014) drew a conclusion that about ninety-nine per cent (99%) of the prevention of criminal behaviour is explained by SCT. Cott (2016) tested SCT in her study of extracurricular activities and substance use among adolescents. The results revealed that the important measures of self-control. The

parental attachment was associated with binge drinking and marijuana use as dependent variables. Adolescents who had higher levels of parental supervision and stronger attachments were found to be at a decreased likelihood of engaging in binge drinking and marijuana use. The study showed that social controls can prevent substance use.

2.3.3 Application of theory to the study

This theory is describing about for elements, namely; attachment, commitment, involvement and beliefs influencing behaviour of obeying social norms or controlling criminal behaviour. Application of this theory to this study was to explore how the institutions use these elements as an instrument for reformation of offenders through various programmes.

2.3.3.1   Attachment

Attachment defines the power of the ties and connections that exist with a person's societal surroundings. Ties with parents are regarded as the most important; however, there are other role players such as friends and schools. Attachment refers to interpersonal relationships, social and cultural values (Wickert, 2019). When people have an attachment, they gain knowledge of what is expected from them and what they should expect from others in their culture. White (2016) assert that failure to develop strong attachment leads to feeling isolated thus fail to internalise or establish the importance of social boundaries. Reviewed literature showed that Salvatore and Taniguchi (2012) discovered that social bonds reduce criminal offending. The results showed that religious participation, parental attachment and job satisfaction are potential tools in reducing offending. This corresponds with the objective of the study: To explore how psychosocial services help in reforming offenders.   Social Control Theory has the potential to address questions of how social factors help to reform offenders and whether the restorative justice programs have significance in the rehabilitation of offenders.

2.3.3.2   Commitment

Second social bond as explained by Robertson (2020) is the commitment, which refers to investments people make in conforming to accepted behaviour. There is a cost in the decision to commit a crime in which the costs of being caught are much higher for some than others. Commitment involves factors like education and career.

Wickert (2019) deterrence from violation of social norms emanates from people's commitment. Commitment has been attributed mostly to education and career. While reviewing the literature, an observation was that education is regarded as the most significant factor in rehabilitation. Manger and Roth (2014) assert that several studies show that education has been attributed as an important factor for rehabilitation and in aiding the reduction of recidivism among prisoners. This corresponds with the objective: To discover how educational programmes influence change in behaviour. The social control theory was found ideal because it guided on discovering whether prisoners' commitment to educational programmes had a role in the reformation of offenders.

2.3.3.3   Involvement

Another social bond explained is involvement which indicates that participation in socially legitimate activities lessens a person's likelihood of deviance. Social control theorists believed that a person who engages in conventional activities has less time and opportunity to engage in deviant behaviour. It is regarded as a tactic to prevent and deny access to criminal actions through involvement in activities. This might help to explain the contribution of vocational skill and educational programs in the rehabilitation of offenders. The theory had aided the researcher to observe if offenders reform when they are committed or engaged in educational and vocational skill training offered in correctional institutions. The researcher had been guided by this element of SCT to establish if involvement in activities such as piggery, tailoring contributed to offenders becoming law-abiding citizens.

2.3.3.4   Belief

Belief is defined as a respect for authorities, an internalisation of social norms and the absence of neutralisation. People who accept the idea of social rules being valid are less likely to break rules   than those people who are less constrained by rules (All Answers Ltd, 2018)The review on literature of religion-crime relationship have suggested that religiosity provide a form of social support, connects individuals to prosocial peers and the feelings of support a person receives act as a coping mechanisms against strain. More literature evidence a positive relationship between religious behaviours and beliefs and inmate adjustment to prison (Dye et al, 2014). This component helped the researcher to make a discovery how spirituality and religion have an impact on the reformation of offenders.

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┌─────────────────────────────────────────────────────────────────────────┐
│                      SOCIAL CONTROL THEORY                                │
└─────────────────────────────────────────────────────────────────────────┘
        │                    │                    │                    │
        ▼                    ▼                    ▼                    ▼
  ┌───────────┐      ┌────────────┐      ┌────────────┐      ┌──────────┐
  │ATTATCHMENT│      │ COMMITMENT │      │INVOLVEMENT │      │  BELIEF  │
  └───────────┘      └────────────┘      └────────────┘      └──────────┘
        │                    │                    │                    │
        ▼                    ▼                    ▼                    ▼
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| CHARACTERISTICS Relationship building, social connection and bonds | CHARACTERISTICS Engagement in educational programs | CHARACTERISTICS Participation in activities | CHARACTERISTICS Moral beliefs, spirituality and religion |

| EXAMPLES Visitation rights, restorative justice, counselling sessions | EXAMPLES Literacy and numeracy classes, formal primary education, formal high school education | EXAMPLES Agricultural programs, tailoring upholstery brick forming and laying | EXAMPLES Bible studies, sermons |

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┌─────────────────────────────────────────────────────────────────────────┐
│                      REFORMATION OF OFFENDERS                             │
└─────────────────────────────────────────────────────────────────────────┘
        ▲                    ▲                    ▲                    ▲
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| OBECTIVE 1 To study how psychosocial services help in reforming offenders. | OBJECTIVE 2 To discover how educational programs influence change in behaviour. | OBJECTIVE 3 To establish the influence of vocational skill training in the transformation of offenders. | OBJECTIVE 4 To find out how beliefs play a role in the rehabilitation process. |

```
        ▲                    ▲                    ▲                    ▲
┌─────────────────────────────────────────────────────────────────────────┐
│                      REHABILLITATION PROGRAMMES                           │
└─────────────────────────────────────────────────────────────────────────┘
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FIGURE: 2.1 Application of Theory to the Study

2.4　Gaps in literature

Correctional institutions and rehabilitation programs seem to have been subjected to research by different researchers. The impact, the effectiveness and the situations in the prison environment seem to have been of interest to most researchers. However, there seems to be scarce information on the <mark>contribution of rehabilitation programmes on the reformation of offenders</mark>. Taking into consideration that most studies revealed that there are challenges like lack of resources, shortage of staff, overcrowding in prison and other challenges that have not been revealed by the studies that affect the offenders during that incarceration, it is essential to understand the influence rehabilitation programs rendered in these prevailing situations have on offenders. This study had filled the identified gaps as it dealt specifically with exploring the influence of rehabilitation programmes on the reformation of offenders.

2.5　Chapter summary

In this chapter, the review of studies that were previously conducted is presented showing how it relates to this particular study. The gaps in the literature reviewed were identified and presented. The social control theory is presented in the theoretical framework as it will be used as a guiding theory in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

According to Libguides (2020), research methodology refers to particular processes or methods applied to detect, choose, process and evaluate information about a topic. Siley (2019) define research methodology as "path through which researchers need to conduct their research". Jansen and Warren explain that research methodology is basically about how the researcher analytically plans a study to guarantee valid and reliable results that address the research aims and objectives. This chapter provides an outline of the research methods used in the study. It focuses on the research design, study site, population, sample and sample selection strategies as well as methods of data collection, data analysis and ethical considerations of this study.

3.1   Philosophical underpinnings

Research philosophy is significant in any field of the research whether if it is natural sciences or social sciences. Esterby-Smith et al (2002) as quoted by Jariya (2015) emphasises that if one fails to think on philosophical issues in his/her research, it can affect the quality of the research. Philosophy can help the clarity research designs, which design will work and which will not and to identify and even create designs that may be outside researchers experience. All research is based on some underlying philosophical assumptions about what constitutes valid research and which research methods are appropriate for the development of knowledge in a given study. To conduct and evaluate any research, it is important to know these assumptions. Understanding philosophy is important because social science research can only be meaningfully interpreted when there is clarity about the decisions that were taken that affect the research outcomes some of these decisions are based not always knowingly on some key philosophical principles. Philosophy provides the general principles of theoretical thinking, a method of cognition, perspective and self-

awareness, all of which are used to obtain knowledge of reality and to design, conduct, analyse and interpret research and its outcomes (Moon and Blackman, 2017).

3.1.1 Intepretivism epistemology

Bryman (2016) stipulates that "epistemological issue concerns with the question of what is (or should be) regarded as acceptable knowledge in a discipline." Interpretivism of epistemology underlies the idea that the researcher is part of the research, interprets data and as such can never be objective and removed from the research. Interpretivism is interested in the specific, contextualised environment and acknowledges that reality and knowledge are not objective but influenced by people within that environment (Gray, 2014). For example, studying culture, norms or values of a particular group, a researcher is usually part of the research. In the interpretive paradigm, knowledge is relative to particular circumstances, historical, temporal, cultural, and subjective and exists in multiple forms as representations of reality (Levers, 2013). The researcher found this approach ideal because through the use of detailed unstructured interviews thorough investigation of participants' experiences and realities from their perceptions provided more understanding and knowledge of their experience.

3.1.2 Constructivist ontology

Ontology is concerned with the nature of social entities. It is a theory of what exists (West, 2011). Ontologically in this study, social entities will be perceived as subjective. Constructivism is apposition on the ontological status of objects which claims that certain objects are constructed or invented by the mind rather than discovered (Pfeifer, 2019). Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences. The goal of the research is to rely as much as possible on the participants' views of the situations being studied (Cresswell, 2013). In this study, the researcher intended to interact and work together with offenders to gain insight into their social world from their perceptions about the influence of rehabilitation programmes on their reformation.

3.2   Research approach

The study followed a qualitative approach. According to Waller, Farquharson and Dempsey (2015), qualitative research involves investigating the quality or nature of something. Crossman (2020) defines qualitative research a type of social science research that collects and works with non-numerical data and that seeks to interpret meanings from this data that helps understand social life through the study of targeted populations or places. Babbie (2014) also shares the same by defining qualitative research as systematic means of observation to collect non- numerical data. Bhandari (2020) stipulates that qualitative research is used to understand how people experience the world. He also explains that the approaches such as grounded theory, ethnography, action research, phenomenological research and narrative research tend to be flexible and focus on retaining rich meaning within interpreting data.

Qualitative research involves recording, analysing and attempting to uncover the deep meaning and significance of human behaviour and experience including contradictory beliefs, behaviours and emotions. Silverman (2019) states that qualitative research is concerned with subjective meanings. Qualitative research used to conduct social and behavioural studies because human interactions are more complex than molecular reactions in a beaker. Subjectivity, non-random sampling and small sample size distinguishes qualitative research from quantitative. An advantage is the ability to deeply probe and obtain rich descriptive data about social phenomena through structured interviews, cultural immersion, case studies and observation (Mcleod, 2019). Looking at the characteristics of qualitative research such as allowing researchers to investigate more and acquire expressive information, this approach seemed more suitable because it had enabled the researcher to get to more familiar with the offenders' experiences of prison life and their interpretation of rehabilitation programs from their own point of view.

3.2.1 Research design

According to Kumar (2011), a research design is a plan, structure and strategy of investigation developed to obtain answers to research questions or problems. The plan is a complete scheme of research which includes an outline of what investigator will do; from writing the hypothesis and operational implications to the final analysis

of data. Majid (2018) defines it as the use of evidence-based procedures, protocols and guidelines that provide the tools and framework for conducting a research study. The same author adds on to say that the study design is related to the philosophical orientation and researcher's assumptions because philosophical assumptions drive methodological decisions.

Phenomenology had been the used design in this study. Phenomenology is used to identify phenomena and focus on subjective experiences and understanding of the structure of those lived experiences. Additionally, it is used to describe in-depth the common characteristics of the phenomena that have occurred (statistics solutions, 2013). Sauro (2015) explains that the researcher relies on participants' perspectives to provide understanding into their motivation. Phenomenology is concerned with systematic reflection and analysis associated with conscious- experiences such as human judgement, perceptions and actions to appreciate and describe social reality from the diverse subjective perceptions of participants involved and understanding the symbolic meanings attached to these subjective experiences. The researcher's interest was to discover the influence of rehabilitation programs to the reformation of offenders from the offenders themselves. Their views on factors contributing to their reformation were extremely important in this study. The interest was to get information as original as it can possibly be from offenders thus this design was deemed more suitable. The expectation was to get different perceptions from different individuals hence phenomenology seems appropriate because it focuses on subjective experiences.

3.3   Study site

Murovhi (2018) defines a study site as the place where the researcher chooses to undertake a study. There are eleven correctional institutions in the Lesotho however only ten are functioning since Mafeteng is being maintained. The planned study site for this research was the Leribe Correctional Institution and Botha-Bothe Correctional Institution. Both institutions comprise of both male and female sections. Data had been collected in these institutions because in previous years offending and incarceration have been reported to be high. However, in 2012 there was a decline in Botha-Bothe Correctional Institutions and was never among those receiving majority of offenders in subsequent years. This, therefore, triggered

interest in the institution to the chosen topic. Most studies have placed much focus in the capital city hence the researcher found it essential to conduct a study outside the capital city. Bureau of Statistics (2017) revealed that these institutions and Central received the majority of offenders in 2007 and 2006. Leribe Correctional Institution was among other institutions that received the largest proportions of persons again in 2011 and 2016 (Bureau of Statistics, 2011; 2016).

Table 3.1 Population in Correctional Institutions by Year (2011, 2012, 2021)

Correctional Institution	2011	2012	2021
Central	810	905	589
Juvenile	41	50	35
Female	64	68	42
Berea	133	164	115
Leribe	284	276	170
Botha-Bothe	101	82	68
Mokhotlong	59	68	60
Thaba-Tseka	119	161	121
Qacha's Nek	68	87	71
Quthing	88	118	98
Mohale's Hoek	379	406	393
Mafeteng	167	187	----
Total	2,313	2,572	1,762

3.4   Population

The population is defined as the nonrepresentational idea of a big cluster of several cases from which a researcher draws a sample and to which results from a sample are generalised (Neuman, 2014).   According to Sekaran and Bougie (2016), the population is the entire group of people, events or things that are of interest to the researcher for exploration and concluding on.   The target population in this study encompasses 170 offenders in Leribe and 68 in Botha-Bothe Correctional Institutions. The study population included first time offenders who are serving long sentences and have engaged in rehabilitation programmes for at least three years, and recidivists.

3.5   Sample and selection procedures

A small set of cases an investigator chooses from a large pool and takes a broad view of the population is regarded as a sample (Neuman, 2014). According to Majid (2018), a good sample is a statistical representation of the population of interest and is large enough to answer research questions. Bryman (2016) elucidated that a sample is a portion of the population that is chosen for exploration. Young, Barnet, Thorpe and Vasileiou (2018) assert that "sample in qualitative enquiry tend to be small to support the depth of case-oriented analysis that is fundamental to this mode of enquiry" They forward that qualitative sample sizes are large enough to allow the understanding of the phenomenon under study but small enough that the deep case oriented analysis of qualitative data is not excluded.

3.5.1 Sample size

The Sample size for this study was eighteen (18) participants. This was decided with the consideration that according to Leedy and Omrod (2013), saturation point in a qualitative study is reached by a sample size ranging from 5-25 participants. According to statistics solutions (2013), the goal of qualitative researchers should be the attainment of saturation. Saturation is reached when responses from more participants do not yield additional information or new perspectives. Botha-Bothe Correctional Institution had a smaller proportion than Leribe because the population is smaller than in Leribe Correctional Institutions. Eight (8) participants formed a sample for Botha-Bothe Correctional Institution; participants were all males. Ten (10) participants were from Leribe Correctional Institutions which had been formed of

eight (8) male offenders and two (2) female offenders. The sample comprised of more male offenders because in both institutions, the female offenders did not match the inclusion criteria; the study sought to collect data from offenders who had at least served two years in prison.

3.5.2 Selection procedure

Sampling refers to the selection of components from a chosen population so that by studying the sample fair generalisation of results back to the population from which they were selected can be made (Trochim, 2020). Purposive sampling had been used for both male and female offenders. McCombes (2020) posits that purposive sampling involves the researcher using their judgement to select a sample that is most useful to the purpose of the research.

The sample criteria included:

➢ Reoffenders of all ages from both female and male sections in the institutions
➢ First time offenders of all ages both females and males who have served at least two years in prison.

Exclusion criteria: People awaiting trial had been excluded from the sample because they do not engage in rehabilitation programmes even though they form part of prison population.

3.6   Methods of data collection

Data collection is a process of collecting data information from relevant sources to find answers to the research problem, test hypothesis and evaluate the outcomes. Data collection methods can be divided into two categories; secondary methods of data collection and primary methods of data collection. Bhandari (2020) explains that data collection is a systematic process of gathering observations or measurements. It allows the researcher to gain first-hand knowledge and original insights into their research problem.

Interviews were used to collect data during the month of May 2021. Interviews are used to gain an in-depth understanding of perceptions or opinions on a topic. Face to face interviews is one of the most common types of data collections methods in qualitative research. The interviewer collects data directly from the interviewee. The

interview can be informal, unstructured, conversational or semi-structured (Jovancic, 2019). The study used semi- structured interviews. According to Magald and Berler (2020), semi structured interview is and explanatory interview used most often in social sciences for qualitative purposes. "While it follows a guide or protocol that is devised prior to the interview and is focused on core topic to provide general structure, it allows for discovery with space for topical trajectories as the conversation unfolds." Doyle (2020) describes semi-structured interview as a meeting which the interview does not strictly follow a formalised list of questions.

This type of interview seemed convenient because participants were inmates who would feel intimidated by the researcher for they fall under vulnerable groups. Thus it was imperative to use methods that would make them feel at ease. The semi structured interviews, therefore, seemed more appropriate because they allowed for a two- way communication allowing inmates to ask questions thus making this seem like a normal conversation which made them feel more at ease. Also because questions are prepare ahead of time, it saved some time because the institutions allow certain things to be done at specified time. That is time keeping was very important in correctional institutions. Face to face interaction with participants had been done where open ended questions had been asked allowing the participants to give detailed information of their experiences. The interviews were conducted in an office where there were no destructions thus enabling participants to feel comfortable. During interviews the researcher compiled field notes. Field notes are the observation data produced by the researcher. These basically give description of what is observed in plain and concrete language (UKESSAYS, 2015). These are important because they allowed the researcher to have on going record of observations since there was no audio recording device.

3.7   Data analysis

Neuman (2014) emphasizes that data analysis means systematically organising, integrating and examining research for patterns and relationships among specific details. Bhatia (2018) deliberates that in qualitative research, data preparation and analysis happen in parallel. He outlines the following steps that are necessary for data preparation and analysis; 1) getting familiar with data, 2) revisiting research objectives, 3) developing a framework and 4) identifying patterns and connections.

Content analysis had been used in this particular study. "Content analysis is any technique for making inferences by systematically and objectively identifying special characteristics of messages," (Publichealth, 2020). Laidlaw (2020) defines content analysis as "a research option in the social sciences used to reduce a large amount of unstructured textual content into manageable data relevant to research questions." Warren (2020) explains that content analysis is used to evaluate patterns within words, phrases, images or sources of communication.

The following steps of content analysis were followed. Firstly data collected was transcribed. The transcriptions were then translated from Sesotho language to English language. While repeatedly going through the field notes the researcher familiarised herself with data and identified the important data. While continuing to browse over all transcripts, the researcher made notes about first impressions. In this stage bracketing aided the research to avoid immersing her own impressions to maintain reflexivity. The data was the condensed to have manageable dada. Condensation is defined as a process of shortening text while still preserving the core meaning.

Coding Followed. In this step the researcher identified and labelled relevant pieces such as words, phrases and sentences. These labels were based on opinions of offenders. The codes were selected on the frequency of phrases, sentence and words in responses of participants. Codes are defined as labels, name that most describes what this particular condensed meaning unit is about. The researcher then established which concepts were important based on research questions and study objectives. The researcher went through codes again and discarded those that seemed to have lesser meaning in answering research questions and kept the

important ones. Those were then grouped together to form categories and sub categories.

3.8 Ethical considerations

Resnick (2015) shows that research ethics are important because of the following reasons;

- They promote the aims of the research such as expanding knowledge.

- They support the values required for collaborative work, such as mutual respect and fairness. This is important because scientific research depends on the collaboration between researchers and groups.

- They mean that researcher can be held accountable for their actions.

- They ensure that the public can trust research.

- They support important social and moral values such as the principle of not harm participants.

3.8.1 Informed consent

Denzid and Lincoln (2011) believe that the foundation of ethical research is informed consent. The participants must be fully informed of what will be asked of them, how the data will be used and what consequences there could be. Fleming and Zegwaard (2018) suggest that participant must provide explicit, active, signed consent to taking part in the research. They should be informed of their rights to access their information and the right to withdraw at any point. The researcher had drawn a consent form and made sure the participants understood it before they signed to give their consent to be part of the study. All details that offenders needed to know about this study had been disclosed. They had been enlightened on the rights they possessed when participating in this study.

3.8.2 Avoidance of harm

Bryman (2010) stipulates that a study that is likely to cause harm to participants is considered as unacceptable. Harm includes aspects such as physical harm, harm to participants' development, and loss of self-esteem, strain and including participant to

carry out shameful acts. Inmates are regarded as a vulnerable group thus a researcher needed to conduct a study in a sensitive way that did not cause harm either physically, psychological and emotionally to offenders. The researcher aimed to avoid harm to participants in all possible ways, however some questions may be too sensitive thus trigger emotional harm to participants. Fortunately the researcher is a qualified social worker with experience of dealing particularly with inmates thus was able to detect such emotions and offer necessary help.

3.8.3 Voluntary participation

Cherry (2020) assert that ethical research must be conducted using willing participants. Study volunteers should not feel coerced, threatened or bribed into participation. In most cases, offenders are obliged to comply with orders from authorities in institutions. The researcher therefore had ensured that this did not seem like an obligation to offenders so that they may volunteer to take part in the study. The researcher had assured the participants that participation is absolutely voluntary and that he or she had been free to discontinue participation at any time.

3.8.4 Anonymity and confidentiality

Babbie (2013) reveals that anonymity in a research project has achieved when neither the researcher nor the readers of the findings can identify a given response with a given respondent. Allen (2017) stipulates that confidentiality and anonymity are ethical practices that are designed to protect the privacy of human subjects while collecting data. To ensure that anonymity and confidentiality were not violated, the use of real names of respondents had been avoided by the researcher. Code names had been allocated to each participant which only the researcher had identified. Any information that identifies the participant had not been added in the report. The information that had been transcribed had been destroyed as soon as the report was completed.

3.8.5 Deception

McLeod (2015) posits that researchers should avoid deceiving participants about the nature of the research unless there is no alternative; types of deception include deliberate misleading and deception by omission. De Vos Et.al (2013) define deception as misinforming participants consciously, misrepresenting facts or hiding

information from participants. The researcher had made it clear to the participants that the study was for academic purposes and what the researchers aimed to discover at the end of the research. The participants had been informed that the information would be shared with the department of sociology, anthropology and social work because the researcher has to be allocated marks. However they had been assured of anonymity.

3.8.6 Invasion of privacy

Privacy refers to the control one has over the extent, timing and circumstances of disclosing personal information with others (UCLA, 2020). To ensure that participants' privacy was not invaded the researcher had negotiated the time of meetings with them, allowed them to share the information they felt comfortable to share.

3.9   Reflexivity

Reflexivity basically refers to describing relative interconnecting relationships between the participants and researcher. This increases credibility and expands people's understanding of the work (Dodgson, 2019). According to Barret et. al (2020), reflexivity refers to "continual process of engaging with and articulating the place of the researcher and the context of the research. It involves challenging and articulating social and cultural influences and dynamics that affect this context." Winter and Lumsden (2014) articulate that reflexivity is the matter of engaging in rigorous institutional analyses of the social and historical structures that condition one's thinking and inner experience.

Nursekey (2017), assert that the most used strategy for maintaining reflexivity is to maintain a reflexive journal or diary. Reflexive writing is used to record in an on-going fashion thought about how previous experiences and readings about the phenomenon are affecting the enquiry. The second strategy is reflexive bracketing. According to Tufford and Newman (2012) reflexive bracketing is a technique used by qualitative researchers to guard against the damaging effects of unrecognized philosophies related to the research and thereby increase the thoroughness of the project. Subjectivity statements are another option that can be encompassed into diaries and draw on personal histories, cultural world views and professional

experiences. Their purpose is to help researchers identify how personal experiences, beliefs, feelings, cultural standpoints and professional predispositions may affect their research (Mann, 2016).

In this study, the researcher was knowledgeable about rehabilitation programs since she works as a rehabilitation officer. This might lead her to be bias and influence some of the responses of the participants. Bracketing had been helpful in guiding the researcher to dismiss the knowledge she has and avoid preconceptions in the investigation.

3.10   Ensuring Trustworthiness

According to Pilot and Beck (2014) as quoted by Connelly (2016), trustworthiness refers to the degree of confidence in data, interpretation and methods used to ensure the quality of study. Cypress (2017) posits that trustworthiness refers to the quality, authenticity and truthfulness of findings of qualitative research. It relates to the degree of trust or confidence readers have in results. There are four aspects of trustworthiness that qualitative researchers must establish; credibility, dependability, confirmability and transferability.

Credibility refers to confidence that can be placed in the truth of the research findings. It establishes whether the research findings represent plausible information drawn from participants' original data and is correct interpretation of participants' original views. Strategies to ensure credibility include; prolonged engagement, persistent observation, triangulation and member check (Korstjens and Moser, 2018).

- Prolonged engagement involves researcher gaining familiarity and understanding of culture and context surrounding the persons or situations being studied (Johnson, Adkins and Chauvin, 2020).
- Persistent observation is a technique which ensures depth of experience and understanding in addition to the broad scope encouraged through prolonged engagement. To be persistent the enquirer must explore details of the phenomena under study to a deep enough level that he/she can decide what is important and what is irrelevant and focus on the more relevant aspects (Williams, 2011).

- Triangulation refers to examination of phenomenon from multiple angles. This may be from collecting data from different groups of stakeholders, collecting different form of data (interviews, observation, documents) or even bringing different investigators to collect data in a single study (Precision, 2020).

- Member Check refers to checking of study findings by the respondents from whom the data was originally obtained (Hadi, 2016).

To ensure creditability, the researcher used member checking during interview process. The researcher had summarised information and then questioned the participants to determine accuracy.

Dependability according to Nayab (2015) is the description of changes that occur during the course of research and an understanding of how such changes affect the research or the study. To ensure dependability the researcher had accounted for any changes that might occur to ensure accuracy and consistence. The researcher and the supervisor had always deliberated on changes that were not initially included in the research proposal.

Confirmability refers to the degree to which others agree or corroborate with the research findings (Nayab, 2015). According to Wahyuni (2012), confirmability is regarded as capturing the traditional concept of objectivity and refers to the extent which others can confirm findings in order to ensure that results yield understandings and experiences from involved participants as opposed to the researcher's own influences or preferences. To ensure confirmability, the researcher had used audit trails. Carcary (2020) explains that an audit trail in qualitative study is a record of how qualitative study was carried out and how conclusions were arrived at by the researcher.

According to Statistics Solutions (2016), transferability refers to how qualitative research demonstrates that the research study's findings are applicable to other contexts. Devault (2019) stipulates that transferability generalises study findings and attempts to apply them to other situations and contexts. To ensure transferability the researcher had thoroughly described the research context that is full details of where interviews took place and other aspects of data collection that helped to provide a richer meaning and fuller understanding of research setting (StatisticsSolutions, 2017)

3.11   Chapter summary

This chapter outlines the specific procedures and techniques that had been used by the researcher to identify, select and analyse information about factors influencing rehabilitation programmes' contribution to the reformation of offenders.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0   Introduction

This chapter presents the findings obtained in this study which sought to discover the influence of rehabilitation programmes on the reformation of offenders in Leribe and Botha-Bothe correctional institutions. Analysis of this study sought to explore how educational programs, vocational skill training, spiritual activities and psychosocial services help in the reformation and rehabilitation of offenders. The following research questions guided the study; what is the contribution of psychosocial services in the reformation of offenders, how do educational programs including literacy and numeracy contribute in aiding offender desist from crime, how does engagement in vocational skill training help offenders re-shape their lives and how do religious beliefs encourage the change in behaviour of offenders in Leribe and Botha-Bothe correctional institutions Lesotho?

 The findings are systematically presented in this chapter. Summary of demographic information begins the presentation. The overview of demographic information combined in one table begins the presentation followed by separate charts and figures to show independent characteristics per sample. The chapter proceeds to outline four main themes of data and fourteen subthemes which emerged during data analysis based on the objectives and problem statement of the study. It further presents the narratives of offenders in Botha-Bothe and Leribe correctional institutions that have been quoted verbatim and concludes with summary of findings.

 The presented data was collected during the month of May 2021 for three weeks through semi-structured interviews which were held in an office where there were no destructions hence allowing participants to be comfortable (Magald and Berler,2020; Doyle, 2020) from two settings; Botha-Bothe Correctional Institution and Leribe Correctional Institution. This phenomenological study (Statistics Solutions, 2013; Sauro, 2010) comprised of eighteen participants who were purposively selected

(Trochim, 2020; McCombes, 2020). Content analysis was used to analyse data following these steps;

Firstly the data that was collected using Sesotho language was transcribed and translated to English. Through thorough browsing of transcripts, familiarization was done. Notes on first impressions were compiled. Labelling of relevant pieces followed and were assigned a code. Decision on which concepts were more important based on research questions and study objectives was done. The codes were grouped together to form categories and sub categories and labelled accordingly. Step by step detail of the data analysis procedure was presented in the preceding chapter.

4.1   Demographic characteristics of participants

This section presents the demographic characteristics of participants from Leribe and Botha-Bothe Correctional Institutions in Lesotho. The table demonstrating the combined demographic characteristics of participants will begin the presentation. The illustrative depictions in the form of pie charts, column charts and tables showing participants' ages, gender, marital statuses, educational levels, religious denominations, offences committed, sentences and number of convictions will follow.

4.1.1 Overview of demographic information of participants

The overview of participants' ages, gender, marital statuses, educational levels, religious denominations, offences committed, sentences and number of convictions is elucidated below;

The sample comprised most males (89%) than females (11%) because the females in both institutions did not match the inclusion criteria; they had not served at least two years in prison that is they have less experience about rehabilitation programmes. The age groups of participants were 20-30 (17%) of the sample, 31-40 (39%) of the sample, 41-50 (22%) of the sample, 51-60 (17%) of the sample and 61-70 (6%) of the sample. six participants were married, two widowed, one separated, three divorced and six single. Majority (67%) of participants' educational level was primary, others (28%) high school level and (5%) no educational level. The sample comprised mostly of Protestants (83%) and Catholics (17%). The offences committed included housebreaking and theft, rape, arson, assault, robbery,

shoplifting and dagga. Rape was the frequent offence. The study participants were mostly long term offenders and just two were regarded as short-term offenders. The sentences ranged from three years to twenty years. Sixty-one (61%) of participants were recidivists while thirty-nine (39%) were first time offenders.

Table4.1 Presenting Overview of Demographic Information of Participants

Participant	Gender	Age	Marital Status	Edu. Level	Religion	Offence	Sentence	No. of Convictions
A	M	28	Married	Primary	Protestant	Housebreaking	8 years	1
B	M	69	Widowed	None	Protestant	Rape	15 years	1
C	M	36	Separated	Primary	Protestant	Robbery	8 years	3
D	M	22	Single	H. School	Protestant	Housebreaking	10 ears	2
E	M	42	Married	Primary	R.C.C	Dagga	5 years	5
F	M	31	Single	Primary	Protestant	Housebreaking	7 years	1
G	M	39	Single	Primary	R.C.C	Assault	9 years	3
H	F	46	Divorced	Primary	R.C.C	Theft	6 years	4
I	F	57	Divorced	Primary	Protestant	Shoplifting	3 years	1
J	M	35	Married	H. School	Protestant	Rape	17 years	2
L	M	52	Divorced	Primary	Protestant	Rape	15 years	1
M	M	37	Married	Primary	Protestant	Arson	17 years	3
N	M	43	Married	H. School	Protestant	Rape	20 years	1
O	M	55	Widowed	Primary	Protestant	Rape	20 years	2
P	M	42	Married	Primary	Protestant	Assault	3 years	1
Q	M	36	Single	H. School	Protestant	Robbery	6 years	2
R	M	24	Single	H. School	Protestant	Robbery	5 years	3
S	M	40	Single	Primary	Protestant	Rape	15 years	2

4.1.2 Age of participants

There were three participants from age group of 20-30, seven participants from group ranging from 31-40, four participants from age group 41-50, three participants

from age group 51-60 and only one person from age group 61-70. This indicates that majority of participants aged from 31 to 40 years.

Table 4.2: Age of Participants

AGE GROUP	FREQUENCY	PERCENTAGE %
20-30	3	17
31-40	7	39
41-50	4	22
51-60	3	17
61-70	1	6
TOTAL	18	100

4.1.3 Gender of participants

Only two (2) females who comprise eleven (11%) of the sample were participants. This is because in Botha-Bothe correctional Institution there were no females interviewed since they did not match the inclusion criteria. The only females who matched the inclusion criteria mentioned in the previous chapter were those two from Leribe Correctional Institution.
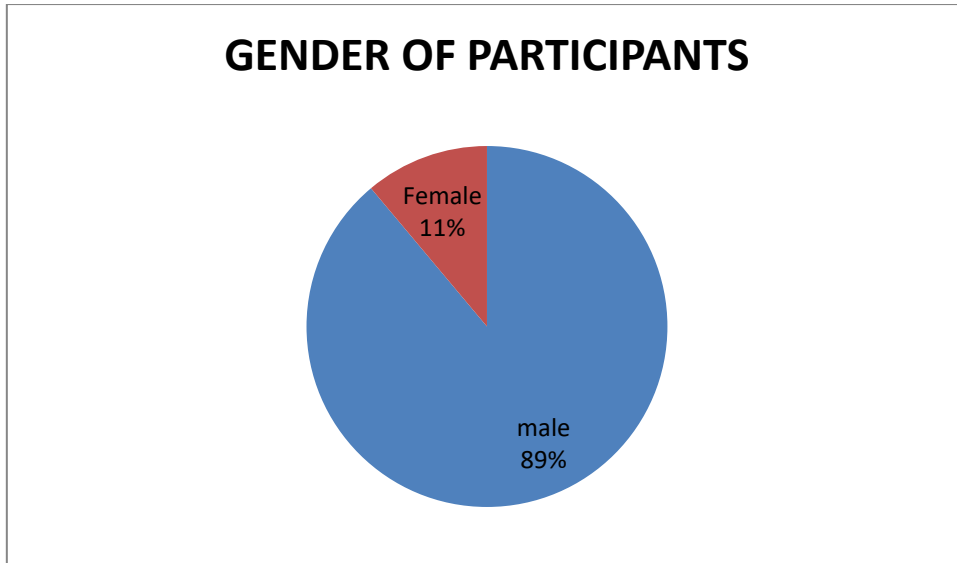
Figure 4.1: Gender of the participants

4.1.4 Marital statuses of participants

The figure depicts the marital status of the participants. Six participants showed that they had never married before thus were single, six participants were married, four were divorced while two were widowed.
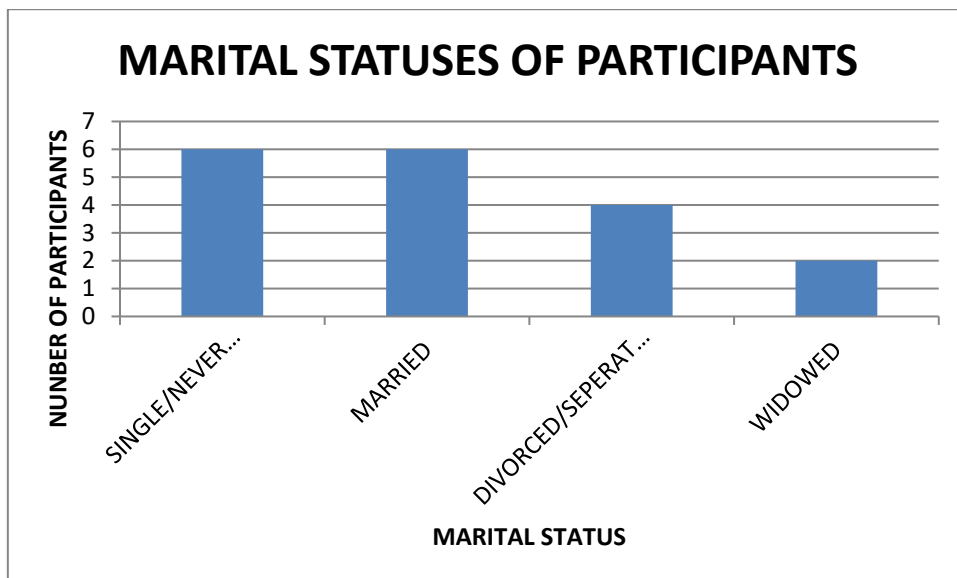
Figure 4.2: Marital Statuses of Participants

4.1.5 The educational level of participants

The highest level of education for inmates was primary level. None had gone for higher education. Twelve (67%) participants attained primary level, five (28%)

participants attained high school level and one (5%) participant had no educational level.
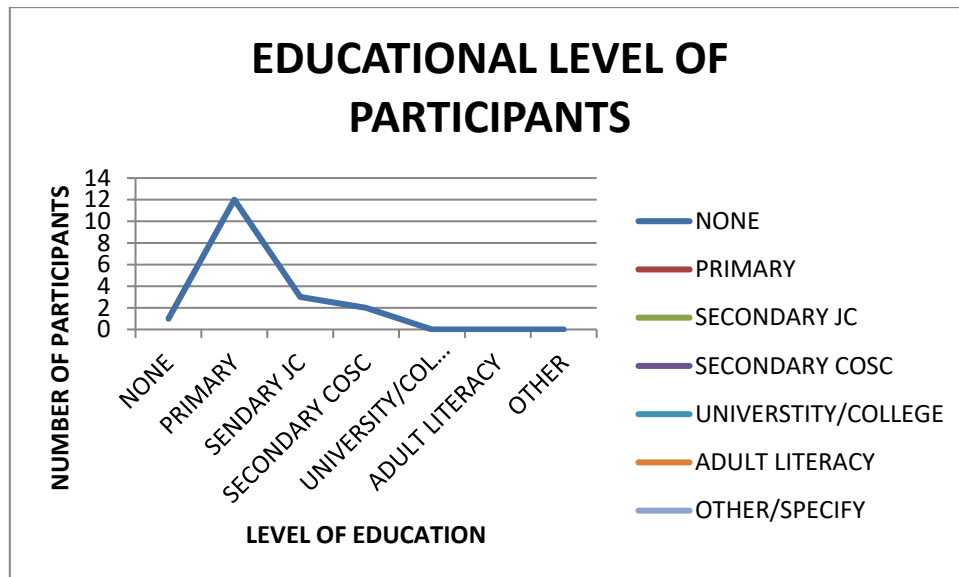
Figure 4.3: The educational level of participants

4.1.6 Religious beliefs of participants

This figure illustrates the religious beliefs of offenders. Fifteen (15) participants who constitute eighty-three (83%) of the sample were Protestants while three (3) participants who constitute seventeen (17%) of the sample were Roman Catholics.
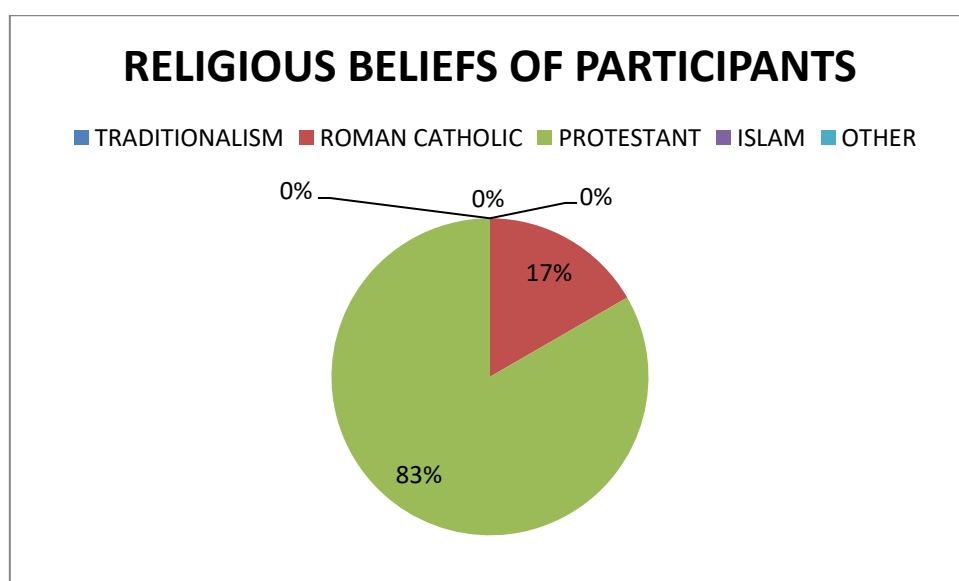
Figure 4.4: Religious beliefs of Participants.

4.1.7 The types of offences committed by participants

Four (4) participants were convicted of housebreaking and theft, six (6) were convicted of sexual offence, three (3) were convicted of robbery, one (1) was convicted of possession of dagga, two (2) were convicted of assault and two (2) committed other offences.

Table 4.3: The types of offences committed by participants

Type Of Offence	Frequency
HOUSEBREAKING AND THEFT	4
SEXUAL OFFENCE	6
ROBBERY	3
PENAL CODE (DAGGA)	1
ASSAULT	2
OTHER	2
Total number of Respondents	**18**

4.1.8 Participants details of sentence

The sentence of participants ranged from three years to 20 years. participants serving three years formed (11%) of the sample, those serving five years (11%), six years (11%), seven years (6%), eight years (11%), nine years (6%), ten years (6%), fifteen years (17%), seventeen years (11%) and twenty years (11%).

Table 4.4: Participants Details of Sentence

SENTENCE	FREQUENCY	PERCENTAGE
8 YEARS	2	11
15 YEARS	3	17
10 YEARS	1	6
5 YEARS	2	11
7 YEARS	1	6
9 YEARS	1	6
6 YEARS	2	11
3 YEARS	2	11
17 YEARS	2	11
20 YEARS	2	11
Total no of Respondents	**18**	**100**

4.1.9 Length of sentence served

Three participants had served four years in prison, one participant had served nine years, three had served three years, three had serve two years, three had served five years, three had served eight years, one had served ten years and one had served six years when this study was conducted.

Table.4.5 Length of Sentence Served

TIME SPENT	FREQUENCY	PERCENTAGE
4 YEARS	3	17
9 YEARS	1	6
3 YEARS	3	17
2 YEARS	3	17
5 YEARS	3	17
8 YEARS	3	17
10 YEARS	1	6
6 YEARS	1	6
Total no of Respondents	**18**	**100**

4.1.10 Number of convictions the participants had

Thirty-nine (39%) of the sample were first time offenders, twenty-two (22%) had been incarcerated three times, twenty-eight (28%) had been incarcerated two times, six (6%) had five convictions and six (6%) had been incarcerated four times.

Table 4.6 Number of Convictions the Participants had

NUMBER OF CONVICTIONS	FREQUENCY	PERCENTAGE
1	7	39
3	4	22
2	5	28
5	1	6
4	1	6
Total no of Respondents	**18**	**100**

4.2   Findings

The findings are presented using the identified themes and the sub-themes that emerged during the process of analysis to answer the research questions. The themes are guided by specific objectives, problem statement and theoretical framework. The section summarises the themes and sub-themes by providing verbatim quotations from transcribed interviews.

4.2.1 How psychosocial services help in the reformation of offenders in Leribe and Bothe-Bothe correctional institutions, Lesotho

The influence of psychosocial services was investigated and the following sub-themes emerged, social support, counselling sessions, restorative justice and reintegration of offenders. Some minor themes also emerged under some of the sub-themes.

4.2.1.1 Social support

Fifteen participants articulated that they get support from their family member and their friends during their incarceration period. These participants indicated that they get emotional and tangible support from their loved ones. They expressed feelings of contentment from the visits they get.

"I could not be more grateful for the support I get from my family. They make my life in prison seem easier. They bring food and toiletries most of the time they come to visit." (R1)

" It is times like this one gets the chance to see how loved he is by family members. When I was not in prison, I used to do everything for myself, no one ever bought me anything, but now my family members come and they always bring things for me, food, cosmetics even the cigarettes. I am humbled by their support." (R12)

"I receive mails from family members who cannot come here. I am so grateful for the support I get from my mother. She used to tell me that she fears prisons and their environment but since I came here, despite her fear of the prison environment she comes regularly with home cooked meal."(R 3)

Some participants stipulated that the visits from their loved ones give them the courage to become better people.

"The love and support I receive from my family is so amazing. They have accepted that I made a mistake and them coming here proves that they are willing to put this behind. This makes me want to reciprocate; to show them my appreciation and the same love they give me by proving to them that the same mistake can never be repeated." (R2)

"The words of encouragement I receive from my visitors give me the urge to turn my life around and become a changed person" (R3)

"The sadness I see in my mother's eyes when she sees me in prison uniform is heart-breaking. Her voice when she tells me she hopes I have learned my lesson, hmm, I swear I will never come back to this place. I am going to be a law abiding citizen and avoid influence from my friends." (R2)

Other participants showed that the visits from their loved ones help them cope better with prison life. They asserted that support from family members helps in alleviating stress and loneliness they feel while incarcerated.

"Every time I have visitors, I feel like some weight has been lifted off my shoulders. I often worry about how things are at home during my absence, so every time they bring new information I get relieved" (R4)

"My wife and kids do not come often due to distance. I always worry about them; wonder how they are coping since I was the breadwinner before I came here. Every time they get the chance to come, my stress reduces because I get to see that they are still healthy and that they are coping even when I am not around." (R9)

Three participants (17%) of the sample showed that support from family alleviates stress and loneliness. Ten (56%) showed that support from family members gives them the drive to change for the better. Five (28%) explained that they got tangible support from family members.

4.2.1.1.1 Lack of social support

Some of the participants showed that they lacked social support. This negatively affects their reformation process. They alluded that they do not get motivated to become better people because they feel abandoned by their loved ones. They pointed out that prison feels like safe haven for them because at least they get the love from their fellow inmates.

"Well I understand that I have offended my loved ones, but I believe I should be given benefit of doubt. My family seem to have lost hope in me, so what is the point of proving anything to them. It shows that they will not even accept me upon my release. Prison is not a good place to live at but at least I have friends in here" (R5)

"Yes it is true I have brought shame and embarrassment to my family and friends but I expected that at least they could understand my situation. Prison is punishment enough so I fail to understand why they do not show up. This saddens me and I cannot cope hence I lose my focus on correcting my mistakes." (R6)

"I am not surprised that my father does not come here. After my mother's passing, he had always neglected me. I have been in and out of prison and he never came to see how I was doing. I feel so much better in here than outside with my father."

All participants who showed that they lacked support from their loved ones were reoffenders.

Very few participants regard lack of social support as a positive drive to become better people.

"I really do not blame my family for not coming to see me. I have brought shame for them several times. Maybe it is their way of showing me that they do not condone my behaviour. This gets me determined to prove to them that I can still become the best person they wish me to be." (R7)

"I have come to realise that time away from my loved ones makes life unpleasant. The lack of their support has driven me to desire for change so that I can never be separated from them again." (R8)

Four participants who are reoffenders showed their lack of social support. One associated it with long distance.

4.2.1.2   Counselling services

Some participants acknowledged the importance of counselling services and their contribution in their reformation process. They explained that counselling sessions include initial interviews, individual counselling sessions, group counselling and sometimes family circles. They indicated that these sessions are very crucial in their journey of becoming law abiding citizens because root causes of their behaviours are identified and dealt with. Other participants asserted that counselling sessions help them to introspect in order to correct their maladaptive behaviours. Others indicated that counselling sessions helped them restore relationships with family members which were broken before crime was committed.

"At first when I was called into the rehabilitation, I did not understand the purpose of these counselling sessions, I felt like the initial interview conducted was just an interrogation. An individual counselling sessions opened my mind better, I so much

loved the guidance I received from my rehabilitator. She helped me realise the cause of my actions and take responsibility for my actions." (R9)

"These sessions are very important, when I told the social worker who rehabilitates me about my family background, she was able to identify that some of my actions were results of the disrupted relationships with my family. She took measures to bring them to the institution so we can sort our differences. I have never felt so relieved after that session. Now that I have had time to confront my family with the concerns I had I feel like I am a new person and I intend to show them that I can a person they can be proud of so that I keep the relationship restored." (R10)

"It is true I am here because I have reoffended for the third time now, but I can proudly say counselling sessions help an individual to reform. I used to break in into Chinese shops and I felt it was not as bad as stealing from Basotho people. The first time I was institutionalised, I did not attend these sessions. Upon my second release I had discovered the bad in stealing and I actually did what my rehabilitator had asked me to do. I got a driver's licence and was hoping to do something better with it. However sometimes we are forced by circumstances to do unlawful actions. I was arrested for possession of dagga which I intended to sell. But truth of a matter is that counselling sessions help us reshape our lives but we choose to forget when we get released and face challenges outside prison." (R11)

"I really love the fact that counselling sessions are done in different ways to accommodate each one of us. I am a shy person and I feel uncomfortable during individual sessions. However during group counselling sessions I become a new person. I even participate more than others. Discussions with other inmates motivate me to reform and become a law-abiding citizen. Sometimes I silently criticise others however I learn from their mistakes that even the smallest stupid mistakes can land one in prison. I am now more informed and believe I can avoid a lot of unnecessary conflicts with the law and this is due to experiences of counselling sessions." (R12)

Twelve participants showed high appreciation of counselling sessions and the different styles used in counselling sessions. Six participants had indicated that they could use these service post release, however counselling sessions end the moment they leave the prison setting.

4.2.1.2.1   Role of social workers

The role of social worker is to provide informational support to offenders. Participants indicted that social workers play the most significant role in their reformation process. They indicate that social workers help them confront the cause of their deviant behaviour and help them to change their mind sets on criminality. Their encounter with social workers helps them to establish the potentials they never thought they possessed. These potentials can actually help them live crime-free lives upon release. The guidance they receive from social workers prepares them for the outside world.

"*The work that is done by social workers is so amazing; they guide us into becoming better citizens. When I came to the institution, 'ne ke bela' (how offenders refer to extreme agitation), I did not understand why I was convicted of rape while I did not have sex with the so called victim. The social worker calmed me, sat down with me and together we went through the sexual offence act and I realised why I was convicted. We then began guidance sessions and i am so happy with the progress we have. She plays an important role in my life.*" (R10)

"*I was rehabilitated by a social worker before she got transferred. She showed me ways to overcome crime and improved my thinking ability. She was always so nice to me. I do not feel so comfortable now that I am being rehabilitated by a correctional officer as I used before. Well, I am not saying Morena (*how they address officers) *does not know what he is doing but I felt comfortable with a social worker.*" (R 13)

Thirteen participants, (72%) of the sample showed that they had had interaction with the social workers who aid in their rehabilitation process and they appreciated the guidance and support they received from them. Some were being rehabilitated by correctional officer and they seemed to have little trust in them than they have for social workers.

4.2.1.2.2   Counselling sessions from other stakeholders

Some participants explicated that the social workers in the institution liaise with other stakeholders to help address issues that cause their maladaptive behaviours such as substance abuse. They expounded that they receive counselling sessions from social workers from Blue Cross to help them with their addictions. These sessions

include presentations for all offenders and individual sessions. This has made participant realise how rehabilitation office takes their reformation seriously and thus they are encouraged them to put effort in their own reformation.

"As I sat down with my rehabilitator, we discovered that my alcohol addiction was the cause of my violent behaviour. I had a couple of sessions with the social worker from blue cross. She told me I was making progress and if I could be loyal to myself and practice what we discussed post-release there was no way I could land in prison again. I am so happy I got the chance to work on the cause of my behaviour. This has been very helpful in my reformation process" (R13)

"We as offenders get so excited to meet new faces, when I was introduced to a social worker from Blue Cross I was so excited hence I gave her my full attention. I benefited a lot from the session because I had gone with a positive attitude. I am so thankful to our social workers to put this much effort in our reformation, this pushes us to aim to please them and change for the better," (R14)

Fifteen (15%) of the sample had shown than they were receiving substance abuse counselling from Blue Cross because the underlying cause of their criminal behaviour was alcohol abuse.

4.2.1.2.3 Lack and inconsistency of counselling sessions

Other participants elucidated that they had served more than two years in prison but had not been introduced to counselling sessions. They indicated that they are surprised because some of their fellow inmates had gone for counselling sessions several times. Others had had only initial interviews. They explained that the lack and inconsistency in provision of counselling services affect their process in a negative way. They feel neglected and long for such services because they see how motivated their fellow inmates become after those sessions.

"I have been here for three years now, but have never been called for counselling sessions nor been introduced to a rehabilitator. I have been enquiring from the officers who work in the rehabilitation office when I will get the chance to attend sessions but I always get the same response that my time will come. I long for these services because I have observed that people who had the chance to attend these

sessions change somehow. For example, even those who seemed distant before develop to enjoy the company of others." (R15)

"Those sessions are meant for certain people not all of us. Maybe I do not meet the eligibility criteria. When I first came to the institution I receive pre admission counselling and I was told that more sessions will continue during my stay in prison, however it has been almost two years and still I have not been to one session. This has reduced my morale and interest to learn more about these sessions which are regarded as inspiring by our fellow inmates." (R16)

"These counselling sessions are inconsistent. There is a huge gap in between sessions. As we talk, it has been almost ten months now since I went for sessions. I was given tasks by my rehabilitator but we had not discussed it yet. This challenge tempers with the progress I have already made because I had gained some push in the right direction through these sessions but now I am being taken back few steps in the process." (R17)

"The Counselling Sessions are very important for our reformation; however we take a long time before attending next sessions. The poor attendance of sessions delays our reformation process because we rely mostly on our rehabilitators to guide us into changing our lives hence feel discouraged when our progress is delayed." (R18)

Five participants (28%) of the sample had not received counselling sessions. Those who pointed out the inconsistency of the sessions formed (17%) of the sample.

4.2.1.3   Influence of rehabilitation programmes on reintegration of offenders

Participants showed that rehabilitation programmes provided in the institutions have positive influence on their reintegration. They explained that some programmes prepare them for better reintegration while others are preparing the community from their reintegration. They alluded that social workers play a vital role in ensuring that reintegration will be good post-release.

"Our social workers conduct home visits to enquire how the community perceives us and establish whether they will be welcoming when we get released." (R2)

"The home visits done by our social workers allay the fears that community members may have about our behaviours. I believe that community members cool down and

reduce any anger they might have had when they see efforts exerted by our social workers to guide us in our reformation." (R7)

"Well 'Morena', there is this programme I do not know what it is called. The offender is taken back to his community while still incarcerated to apologise to the entire community for his actions. I strongly believe that this aids a lot in reintegration process and the reformation process of the offender. I have not participated in this particular programme but I have enquired from my social worker who explained that this happens when the offender's action have inflicted pain either directly or indirectly to the entire community. I never thought our social workers go to such lengths to help us in our rehabilitation process." (R10)

Few inmates indicted that they are not aware of any programmes that contribute to their reintegration.

"I have not heard of any programmes that targets reintegration. I think it is my duty to gain trust of community members upon release in order to get their reception" (R5)

"There is no influence at all of rehabilitation programmes towards reintegration. When I was released after my previous incarceration, the community members were still very furious with me, I had to go to my relatives to lay low for a while until they calmed down. If rehabilitation programmes had any influence my reintegration could have been successful." (R 17)

Thirteen participants acknowledged the role of social workers in preparing for their reintegration through home visits; one even mentioned a community model where offenders restore relationships with the community. The other five seemed to have less regard of the influence of rehabilitation programmes on the reintegration of offenders.

4.2.1.4 Contribution of restorative justice (victim offender mediation sessions) on reformation

The participants seemed to be well informed about restorative justice and victim offender mediation sessions, however all of them had not participated in restorative justice programmes.

"There are often presentations done by our rehabilitation officers and social workers. Due to their voluntary nature we do not take part. From what I have heard about them I think they can positively influence change in behaviour" (R1)

"Most of us refuse to take responsibility of our actions and we still refuse to admit to the offences we have committed. This therefore makes us to be reluctant to engage in VOM session because I would mean that we admit we were guilty" (R18)

"Frankly speaking, I am too scared to engage in these sessions. Yes I do realise their importance and believe they would show how mature I have become to wish to reconcile with the victim and own up to my mistakes but I just cannot bring myself to face the person I have wronged," (R9)

All eighteen participants had knowledge about victim offender mediation sessions however had not participated in those sessions. Four mentioned their reluctance, thirteen mentioned their fear and one mentioned that his offence does not have a direct victim.

4.2.2 How educational programmes influence change in behaviour

The study sought to establish the influence of educational programmes under the following subthemes; perceptions of offenders on educational Programmes in Leribe and Botha-Bothe Correctional Institutions, experiences of literacy and numeracy programmes in Leribe and Botha-Bothe Correctional Institutions, reformatory effect of educational programmes in Leribe and Botha-Bothe Correctional Institutions

4.2.2.1 Enrolment of participants in educational programmes

Forty-five (45%) of the sample were enrolled in educational programmes, twenty-two (22%) used to enrol while thirty-three (33%) never enrolled in these programmes.

The sub themes which emerged under this theme were perceptions of offenders on educational programmes, experiences and opinions offenders on literacy and numeracy programmes and the reformatory effect of educational programmes.

ENROLLMENT OF PARTICIPANTS IN EDUCATIONAL PROGRAMMES

- enrolled in educational programmes
- used to enroll
- never enrolled in educational programmes

33%

22%

45%
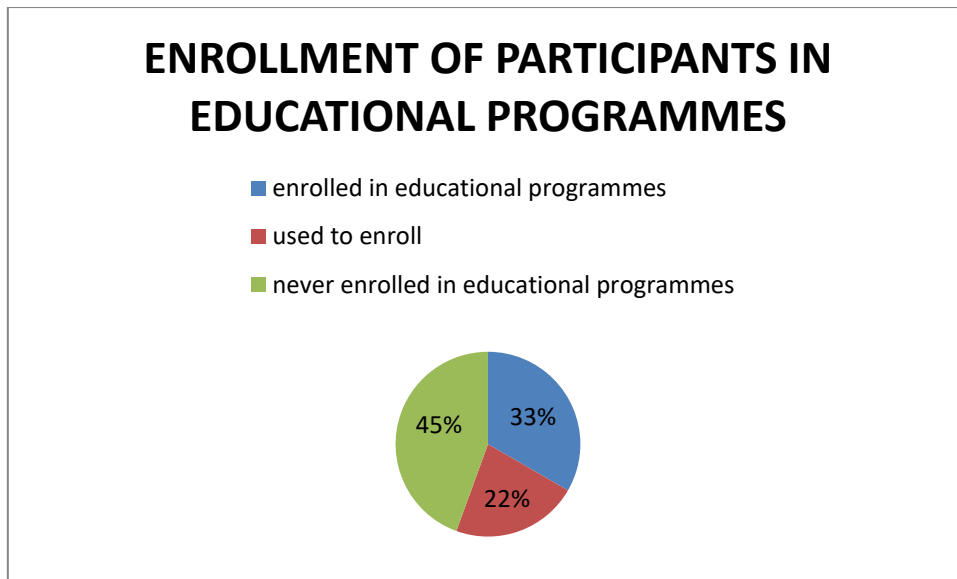
Figure 4.5: Enrolment of Participants in Educational Programmes

4.2.2.2 Perceptions of offenders on educational programmes in Leribe and Botha-Bothe correctional institutions

Participants showed that in Leribe Correctional Institution these programmes just vanished without an explanation. They stated that it has been years since the programmes stopped operating. Those who had been participating before they vanished expressed the programmes had been functioning well and contributed a lot in transforming their lives. They mentioned that there used to be qualified teachers who came to aid them in their learning process. In BBCI, participants showed that the programmes do exist even though they do not have qualified teachers. They explained that they are being taught by correctional officers. They believe that these programmes can bring positive changes in their lives if they can be well established. They asserted that educational programmes available in the institution focus mainly on primary education and they feel it is not enough because they believe they could use their time in prison profitably by engaging in programmes that are beneficial to them.

"*We do not have educational programmes in Leribe correctional institutions. There used to be such programmes which had professional teachers from outside. These programmes were taken very seriously by the learners (prisoner) and the teachers. Surprisingly the teachers just stopped coming and before we knew it, the programmes lapsed.*" *(R18)*

"There are educational programmes in our institution. We even have chance to write examinations. In 2016, three inmates were taken to Maseru central so that they could write their standard seven examinations." (R16)

"These programmes are very helpful, however there are no qualified teachers to facilitate our learning process." (R2)

Ten participants from Leribe correctional institution pointed out the absence of educational programmes. Two from Botha-Bothe correctional institution had the chance to write examinations and six showed the importance of these programmes even though there are no qualified teachers.

4.2.2.3 Perceptions of offender on literacy and numeracy programmes in Leribe and Botha-Bothe correctional institutions

Literacy and numeracy programmes seem to be highly appreciated by offenders even those who are not engaged in such programmes. They believe that literacy and numeracy bring positive changes to the lives of participating.

" this programme is very helpful because it equips offenders with writing and reading skills which we can all agree that are major requirements when seeking employment" (R15)

"People who are engaged in this programme are so eager to learn that they are always reading or practicing how to write. They no longer have time for other things hence are always kept out of trouble." (R7)

Two participants (11%) of the sample were engaged in the literacy and numeracy programmes and they stated that it helps them to avoid prison misconduct.

4.2.2.4 Experiences of literacy and numeracy programmes in Leribe and Botha-Bothe correctional institutions

Participants pointed out that the ability to read and write boosts their confidence levels. They believe that with the confidence they have gained, it will be easier for them to make right choices over bad ones.

"*I never got the chance to go to school, well where I come from, education was not really important hence we looked after cattle instead of going to school. I could neither read nor write when I came to the institution. I used to feel so embarrassed when I was asked for a signature because I could not write. I am now so proud of myself because I am now able to read though there is still a lot of stuttering and write few words including my name after attending literacy and numeracy classes. I feel so confident that I even volunteer to read the gospel during Sunday sermons.*" (R6)

Others mentioned that literacy and numeracy programmes help them to develop determination to learn more and develop ambitions.

"*I used to enrol in the similar programme while I was working at the mines, however we did not have ample time like we do in the institution hence acquiring skills was not a quick process. I was so excited when I found out that the programme exists in the institution. I got more determined to pick up where I left. It gives me the urge to want more knowledge.*"(R13)

4.2.2.5 Reformatory effect of educational programmes in Leribe and Botha-Bothe correctional institutions

Participants explained that educational programmes have positive effect on their reformation. They articulated that these programmes inspire them to set life changing goals, change mind-sets and avoid conflicts. Educational programmes unleash the potential individuals never thought they possessed. They therefore set goal which include will to pursue higher education.

"*In this institution due to lack of qualified teachers, the focus is only on primary education. I never thought I had what it takes to grasp what is being taught in class. My intention is to pursue my studies further until I get higher qualification.*" (R12)

"*My intention is to get a decent job. These programmes have opened my eyes that I am ready to face the world. I have become wiser and it is all thanks to the officers who contributed to my learning process.*" (R8)

"*I believe you are well aware that gangsterism is real in prisons. Most people end up defying officers because of the gangs they associate with. Engagement in educational programmes has helped me to pull out of those groups. I have actually*

distanced myself from the wrong crowd. At first it was not my choice, I was always loaded with assignments and had no time to socialize because well time is crucial in this institution. Later I observed that I no longer get in trouble like I used to when I was involved in crowds. I therefore made a decision that during my stay in this institution my life will be centred on my school work than in crowds." (R11)

Eight participants stipulated that the focus is only on primary education and showed interest in attaining higher levels of education. They also shared the same view that these programmes helped them to pull away from wrong crowds.

4.2.3 Influence of vocational skill training on transformation of offenders in Leribe and Botha-Bothe correctional institutions

The sub- themes that emerged under this theme were; contribution of vocational skill training on reformation of offenders, barriers in effective skill acquisition and benefits of various programmes

4.2.3.1 Contribution of vocational skill training on reformation of offenders in Leribe and Botha-Bothe correctional institutions

Majority of participants showed that they acquire lots of skill through these programmes which will aid them in future. However they do not consider these as rehabilitative programmes. They explicated that they regard these programmes as part of their punishment or just routines they perform while institutionalised. However these programmes are helpful to them because they keep their minds and bodies busy while still acquiring new skills. They showed that the only rehabilitative programme that existed in the institutions was tailoring.

"Well I do not think we are being trained, I think we are just being exploited. However there is nothing we can do about this because we are prisoners." (R3)

"The duties we are assigned to are for the benefit of the institutions. For example the bricks we make are sold and we never get anything out of our labour. It is true that I did not have any knowledge about how to manufacture bricks but I think we are being subjected to torture" (R9)

"This is not training, if it was I would not be forced to go even when I am sick and I would be allowed to choose the type of training I wished to have." (R17)

All male participants (89%) of study sample showed that vocational skill training programme is meant to torture, punish and exploit them. Female participants (11%) did not mention anything that suggests that these programmes are punishments. This could indicate that the treatment male offenders and female offenders receive during training is different.

4.2.3.2   Benefits of various skill training programmes

Even though the participants regard vocational skill training programme as punishment, they still believe it has benefits that will help them in the long run. They pointed out these programmes have helped them to learn to be self-reliant, to improve their standard of living through skills they have been equipped with.

"I have learned that I can produce things myself and make a living for me and my family. I never knew that I could make something profitable out of the trees I already have until now. I can sell wood, make capital for piggery project because I now know how to handle pigs and good care of them." (R1)

"The skills I have learned will keep me occupied hence I will no longer engage in criminal activities." (R4)

"Most of us end up in prison because we are from poverty-stricken families hence we resort to crime. I have learned much about gardening and I believe I can make something better out of it to turn my life around." (R14)

"Before skill acquisition we believe the only way to make it in life is to get employed, however I have discovered that there are lots of things one can achieve without employment and resorting to crime." (R8)

Participants who were convicted of housebreaking and theft (22%), robbery (17%) and shoplifting (6%) shared the same view that poverty leads them to resort to criminal behaviour.   30% of participants showed that they always thought employment was the only way to survive other than resorting to crime, the rest (25%) showed that they can produce things to sell and make capital for bigger projects.

4.2.3.3 Barriers in effective skill acquisition

Participants pointed out that there were factors in vocational skills training programmes which acted as barriers in their skill acquisition. These included; staffing, lack of resources, insufficient programmes and biasness in selection.

4.2.3.3.1 Staffing

Participants indicated that programmes are facilitated by correctional officers who lack knowledge and skills, more importantly interest in equipping offenders with needed skills. This does not motivate offenders to see the importance of these programmes thus they do not contribute in a positive manner in their reformation.

"Our officers escort us to do the work, but when we get there, they just keep an eye on us without proper supervision of what we are supposed to learn." (R10)

"It has come to my realisation that in gardening, only Officer X has interest in showing us and educating us more about gardening. He guides us on how a plot should look like and which crops are suitable for which season and when I should go to the market with my produced goods. As for other officers, I do not even get enthusiasm to perform the duty." (R12)

"Our officers do not motivate us to see the necessity to engage in vocational skills training. When we ask questions in what we are supposed to be learning they dismiss us and tell us to work and stop annoying them with stupid questions. The treatment we get just makes us feel like retaliating instead of getting motivated to participate in these programmes. " (R14)

Eleven participants were engaged in gardening programme and showed their dissatisfaction about other officers. Five of the eleven were from Botha-Bothe correctional institution and seemed to all agree that Officer X was the only one who showed interest in equipping them with skills. Seven from other programmes shared almost the same opinion that officers just escort them to do their tasks.

4.2.3.3.2 Lack of resources

Participants reported that lack or inadequate resources act as barriers in skill acquisition. They elucidated that some of the programmes lapsed due to lack of resources and this negatively affected the progress they had made.

"I had developed so much interest in blocks/brick making. I could see how useful it was and how I could use this skill wisely upon release had I completed the programme unfortunately we ran out of cement and sand thus the programme lapsed. I had to be assigned to another duty which I absolutely have no interest in because I do not see how I can actually benefit from it." (R5)

"There are few machines in the tailoring programme. This is why others are not allowed to engage in the programme even if they show interest. Sometimes we run out of fabrics and have to wait until some factories can volunteer to give us cut-offs or when the institution has sourced funds" (R11)

Eight participants had remarked that some programmes had lapsed. Six commented that they were unable to engage in tailoring programmes because the limit had been reached.

4.2.3.3.3 Insufficient programmes

In both institutions, participants reported believe that the programmes are not enough. They wish to have more accredited programmes such as welding, carpentry, machinery arts and upholstery. Some of the programmes that exist accommodate a certain number of individuals thus others do not get a chance to participate in such programmes. This affects the morale of offenders who do not get the chance to participate in programmes of interest.

"When I was incarcerated in Maseru, there used to be programmes which I found so helpful in developing skills that will benefit me in future, we were taught salon management and pottery. I learned to braid people's hair and discovered the large amount of money I could make per head I plaited was approximately three hundred maloti. I wish there were such programmes in here because some of the officers paid us for doing their hair and it was so fulfilling to make money while incarcerated." (R11)

"In other institutions, they are being taught how to fix cars and that is the skill I wish I could acquire, Can't you plead with the officials 'Morena' to give us that opportunity in this institution?" (R4)

One female participant showed interest in salon management which she had been introduced to while incarcerated in Maseru. However there are no programmes like that in these two institutions. All male participants wished to acquire skills in different programmes that do not exist in the institutions such as the ones aforementioned.

4.2.3.3.4 Biasness in selection

Participants are not given autonomy to choose the programs they have interest in or those that they find might be of benefit to them upon release. They sometimes feel like the officers are being biased.

"I have observed that there is favouritism in this institution. Some offenders are liked better than others by our officers. This gives them a good chance to get allocated in better skill training than others. This makes us feel bitter thus hindering reformation." (R9)

"Well, I understand that our behaviours contribute the kind of job we should be assigned to. For example, for those who are still wild, it is a great risk to assign them to duties is tools which may be used as weapons. However the selection of duties does not satisfy us at all hence we do not develop interest in what we are being taught." (R5)

Few alluded that this barrier gives them the urge to change their behaviour.

"Having observed that people are given specific tasks because they are considered to have good conduct instils in me that good behaviour is rewarded and therefore I should aim to be considered one of those who get rewarded." (R1)

Again this barrier did not affect the female participants. They seemed satisfied with the skills training they were given. They even indicated that they are introduced to more than one skill training programme. 10% of male participants showed that their change in behaviour would give them the opportunity to engage in skills training programmes that are perceived better. 90% were not satisfied with the selection method of participation in vocational skills training programmes.

4.2.4 How religious beliefs play a role in the rehabilitation process

The following were the sub- themes that emerged under this theme; transformative effect of religious programmes, role of chaplaincy in reformation process, attitudes towards sermons and bible studies.

4.2.4.1   Transformative effect of religious programmes

Participants reported that religious programmes have turned them into church goers. They stated that they have their denominations but they never went to church before incarceration. They mentioned that some of them have been awarded certificates to be preachers and they seem content to disseminate the word of God. Some alluded that they have actually seen other prisoners taking their preaching abilities seriously and continuing with the practice after release. They stipulated that religious programmes have a strong positive transformative effect to those who take those programmes seriously. Some pointed out that biblical teaching give them sense of hope. Others showed that it guided them to building new images that were tarnished by their crimes. It also helps them develop new meaning of life.

"We are guided by the Ten Commandments as Christians; some of us did not even know these commandments before we got introduced to these programmes. They have instilled in us the fear of sin; therefore we understand that criminality is sin."

"I never had interest in church, I grew up herding cattle thus never had any time to attend church. However since I came here I have formed a deep connection with God. I have observed that the word of God encourages us to live meaningful lives pure of sin. I wish I had been introduced to God earlier."

"I am a new creation because I have accepted Jesus as my saviour. I have hope that I will be a living testimony that God cannot lead you astray. I have repented of all my sins and I am going to live the rest of my life preaching the word of God."

Fifty-six (56%) of participants regard the religious programmes believe that religious programmes have positive transformative effect such giving them hope, helping them develop new images and finding new meaning of life. The remaining forty-six (46%) showed less interest in these programmes.

4.2.4.2 Role of chaplaincy

Chaplaincy plays a crucial role in our rehabilitation process. They pointed out that they had attended workshops which were organised by chaplaincy office in which they acquired certificates. The spiritual support they get from chaplaincy office aids them as much as counselling sessions they receive from rehabilitation office.

"I was one of the lucky ones who were chosen to attend a five days' workshop in which certificates of attendance were awarded. I have never felt so much contentment in my whole life. I felt like an important person and this encouraged me to work on becoming a better person who could be perceived as important to others."

All eight participants from Botha-Bothe correctional institutions were aware of the existence of chaplaincy and its role in the institutions. In Leribe Correctional Institutions seemed not to be sure of the existence of chaplaincy except for five participants who had the chance to attend the mentioned workshop.

4.2.4.3 Attitudes towards sermons and bible studies

Participants showed that they have noticed that most offenders serving long sentences and those whom they refer to as old are basically the ones who have shown much genuine interest in sermons and bible studies. Most of the youth only attend sermons because they have no choice. They stipulated that sermons and bible studies help them with self-examination to find new meaning of their lives.

"I feel revived each time I attend sermons. The biblical teaching and the songs of praise make me feel like a new person." (R2)

"Well the sermons are binding; we have no choice but to attend because we are ordered to. The bible studies are voluntary. Those things are for older people. They take them very seriously. As for us, we are always whispering and chatting during sermons we do not take them seriously." (R7)

Participants who showed more positive attitude towards the sermons and bible studies were older people from these age groups; 41-50, 50-60 and 61-70. The other age groups 20-30 and 31-40 seemed to be attending the sermons because they were obligatory. None of them participated in bible studies.

4.3 The Programmes which participants regarded as the most influential on their reformation

Another purpose of the study was to find out which rehabilitation programme was perceived most influential on the reformation of offenders. Thirty-nine (39%) of the sample perceived counselling sessions (psychosocial services) as the most influential on reformation.

Influential Programmes on Reformation

religious programmes 6%

gardening 22%

cousnselling sessions 39%

tailoring 33%
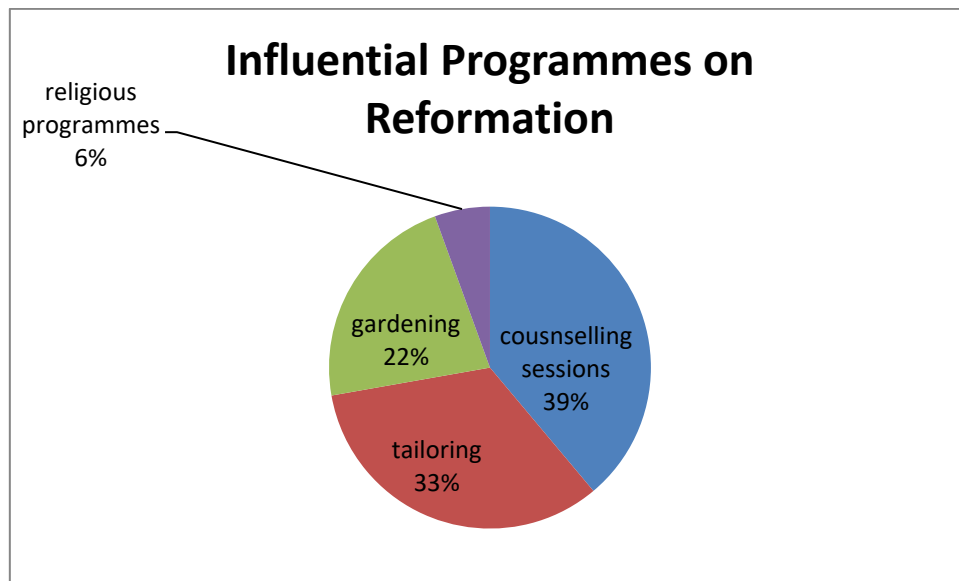
Figure 4.6 Influential Programmes on Reformation

4.4 Chapter summary

The study comprised of eighteen participants from Leribe and Botha-Bothe correctional Institutions. The sample was formed of two females and sixteen males. The females were fewer than the males due to the fact that most of them from both institutions did match the inclusion criteria proposed by the researcher. Participants' ages ranged from twenty-two to sixty nine. The study comprised (39%) of habitual reoffenders (those who have been incarcerated more than two times), (39%) first time offenders and (22%) those who are being incarcerated for the second time.

Psychosocial services which evidently showed reformative effect on prisoners are social support and counselling sessions. Reintegration and restorative justice seemed to lack the influence on the reformation of offenders in both institutions. It was interesting to realise that some offenders could find positive effect in what could

83

be described as troubling situations; few participants regard lack of visitation as a positive drive to become better people.

The educational programmes are faced with a number of challenges in both Botha-Bothe and Leribe Correctional institutions. The unavailability of educational programmes was the most shocking revelation by the researcher because in all ten institutions; one of the job specifications for social workers is facilitate for inmates education. The educational programmes which exist do go beyond primary level. This could imply that they could be meaningless for offenders because looking at the demographic details, most of them (67%) of the sample have attained primary level.

The participants perceive vocational skills training as a rehabilitative measure in correctional settings. They believe that they are neither trained nor rehabilitated but instead are being punished or just performing prison tasks. These programmes seem to be facing quite a number of challenges such as bad attitudes of officers towards prisoners while rendering services, lack of trained staff for training offenders, inadequate or lack of resources.

Religious programmes seem to have positive influence on reformation of offenders. Even though the programmes are mandatory, offenders did not show any dissatisfaction in taking part in these programmes. Most of them actually felt gratified to have such programmes in the institutions.

CHAPTER FIVE

DISCUSION AND INTERPRETATIONS

5.0   Introduction

The study aimed to establish the influence of rehabilitation programmes on the reformation of offenders in Leribe and Botha-Bothe Correctional Institutions, Lesotho. This chapter entails discussion and interpretation of the findings discussed in the previous chapter in connection with earlier reviewed literature and the theoretical framework used for the study. During content analysis four themes were identified together with the sub-themes that emerged. The chapter will also discuss the challenges encountered when conducting this study. The recommendations by the researcher will also be presented.

5.1   Discussion and interpretation of findings

The discussion and interpretation of themes that emerged during analysis stage are presented in this section. The systematic presentation that was used in chapter four will be followed. The themes identified are; how psychosocial services help in the reformation of offenders in Leribe and Botha-Bothe Correctional Institutions, how educational programmes influence change in behaviour, contribution of vocational skill training on reformation of offenders in Leribe and Botha-Bothe Correctional Institutions and how religious beliefs play a role in the rehabilitation process.

5.1.1 How psychosocial services help in the reformation of offenders in

Leribe and Botha-Bothe correctional institutions

"The term psychosocial refers to the dynamic relationship between the psychological dimensions of a person and the social dimensions of a person. The psychological dimension includes the internal, emotional and thought processes, feelings and reactions and the social dimensions include relationships, family and community network, social and cultural practices," (The Guardian, 2018). According to Obi et al (2018), crime creates psychological needs for victims, offenders and community where it occurs. John, (2015) articulates that imprisonment has negative

psychological effects on its inmates which lead to psychological deterioration thus there is a great need for psychological services.

Psychosocial services are provided in most correctional Institutions. They play a major role in the reformation officers. Despite the challenges in the service provision of these services they seem to have a significant role in the reformation of offenders. This is in line with a finding by Papa (2015) who revealed that Kissi GK main prison, proper training on social and psychological aspects in life creates great impact on inmates' lives. Okanga (2014) also revealed that social and psychological programmes aid in ensuring reformation of offenders even though they are faced with challenges.

The sub-themes that emerged under this theme were social support, counselling sessions, Restorative justice (VOM sessions) and reintegration of offenders.

5.1.1.1   Social support

Participants mostly from the age ranging from 20-45 showed that they have support from their family members and friends who come to visit them during their incarceration period. Meyers et.al. (2017) articulate that prison visitation serves as a critical setting by which prison life interacts with civilian life. The participants have feelings of contentment and love because of the visits. This alleviates stress and loneliness they feel during their incarceration thus making their stay in prison less unbearable. This finding corroborates Dadi et al (2019) who revealed that social support is a safeguarding tool for social constraints and adversities faced by prisoners while they are in prison and of great help to diminish mental morbidities and their consequences. This finding may imply that the youth receive more support from their family members and friends than the older people. Social support seems to play a significant role in the psychological wellbeing and health of inmates during their stay in prison. This validates Meyers et. al. (2017) who showed that prison visitation can minimise strain, alienation and pains of imprisonment. Visher and O'Connel (2012) also pointed out that prison visitation has been shown to improve inmates' mental health and physical health.

Participants articulated that receiving love and acceptance from family and friends give them the will to change for the better. This finding validates Fitz (2013) who

established that the support system plays significant role in the rehabilitation process of offenders. This finding also affirmed Davis, Bahr and Ward (2013) discovery that support had more impact among those who desired to change and those who receive support were likely to perceive that change is possible.

The Participants also showed that having support system while incarcerated will help to get better reception by the community upon release. They indicated that acceptance from the family members shows that bonds are not broken thus transition from prison to community will be easy. They mentioned that this makes them eager to change their ways so that they avoid bringing disappointment to their families. This finding corroborates with (Kras, 2019; Charkoudian et.al., 2012; Fontain, 2011; Gilchrist-Scott &Denver,2012; Mowen & Visher, 2016) who discovered that social support is important for individual successful re-entry.

The participants who reported that they lacked social support were mostly recidivists. They mentioned that even in their previous incarcerations they had no support system. Some reported that their family members passed on, one reported that his father stopped caring about him after he re-married; others showed that family members lived abroad. This could imply that weak family ties lead to deviance in behaviour just as the social control theory has attributed. In this study participants who received social support indicated that they felt they owe it to their loved ones to change their behaviour because of the love they had received from them. This is consistent with one of the components of the chosen theoretical framework; Attachment. Hirshi (1969) theory states that attachment refers to the affection people have towards others. If the bonds are strong people are more likely to care about others' opinions, expectations and support. Attachment involves an emotional connectedness to others especially parents who provide indirect control.

5.1.1.2   Counselling sessions

"Research has shown that a lot of inmates need psychological counselling. Inmates spend most of their time indoors, cooped up in their cells and barely allowed outside to feel the sun on their skin. Being in isolation for so long is not suitable for their mental wellbeing, James Ogloff, PhD, wrote, "Prisoners are two to three times as likely as those in the community to have a mental illness." Due to this circumstances,

some therapist strive to assis inmates cope with life in prison.''(Compassionate criminal Justice, 2019).

Participants highly appreciate the counselling sessions' contribution in their reformation journey. They asserted that counselling sessions help them to deal with stressful events that they encounter in the institutions. This is consistent with Akyina & Alubokin (2018) finding that individuals need counselling to improve their well-being, alleviate distress and maladjustment and resolve conflicts. Mutanana and Gasva (2017) also revealed that despite challenges, counselling sessions are quite effective in changing behaviour of offenders.

Participants stated that in an endeavour to reform inmates, several techniques are applied to address each of offenders' specific needs in order to reform. The participants showed that this variety of techniques and activities have positive influence on their reformation process. In his study Eshuys (2016) discovered that effective evidence-based offender counselling focuses on factors that contribute to the risk of re-offending. It addresses intervention methods as they relate to the individual, the family and the community.

Participants showed that various counselling styles such as individual counselling, group counselling and family therapy are employed by social workers. Individual counselling is mainly a process of self-discovery and over-coming problems where a person works out his/her issues under the guidance of an expert. Individual counselling is popular because it provides the setting for a client to talk openly about his or her problems and disclose his/her feeling openly without fear of being judged, (Yourdost, 2020). Individual therapy can increase positive feelings such as compassion and self,-esteem. People in therapy can learn skills for handling difficult situations, making healthy decisions and reaching goals (GoodTherapy, 2018).

Some participants had shown that they had engaged in family therapy during their incarceration. The purpose of developing couple and family therapy programmes in correctional institutions is to improve outcomes associated with the inmate populations' criminal reoffending in the community as well as rule violating behaviour in the institutions (Garofalo, 2020). The scientific literature supports the correlation between strong family bonds and low reoffending (Barretti & Beitin, 2010; Datchi & Sexton, 2013; Vera Institute of Justice, 2011).

These findings suggest that the two correctional institutions have followed the counselling styles supported by literature. The participants had perceived them as helpful measures in rehabilitation process. This could suggest that counselling sessions in Botha-Bothe and Leribe correctional institutions have positive influence on the reformation of offenders.

Participants showed that the institutions go extra miles to address root causes of their behaviour such as substance abuse. This is achieved by liaising with relevant stakeholders such as Blue-Cross. The recovery village (2021) posits that statistics repeatedly bear out a strong association between substance abuse and crime, some of which is violent in nature. Peters (2010) revealed that treatment provided during incarceration can lead to significant reductions in arrests, recommitment and substance abuse during extended follow-up periods. Another finding by Chandler, Fletcher and Volkow revealed that treating drug-involved offenders provides a unique opportunity to decrease substance abuse and reduce associated criminal behaviour.

These findings show that treatment of substance abuse is vital for those whose criminal behaviour had been caused by it. Even though there are no specific programmes that are specifically designed to address substance abuse issues, the social workers seem to have taken measures to ensure that offenders get treatment. This could indicate that social workers play a significant role in changing offending behaviour.

The participants showed that they receive counselling from social workers and correctional officers. It is crystal that the social workers have expertise in delivering counselling services. Whether the correctional officers have gone for training or have the skills for counselling inmates is the question of interest. Moreover, participants mentioned the collaboration with Blue Cross for drug abuse counselling, this raises an interest whether other stakeholders are available. For example some inmates may require psychologists or psychiatrists which are not available in the institutions. This could imply that there is shortage of professionals and also services are delivered by inexperienced personnel hence weakening the influence the counselling services could impact on the reformation of offenders.

5.1.1.3 Influence of rehabilitation programmes on reintegration of offenders

Rosen (2015) defined re-entry as correctional programmes that focus on the transition from prison to community and programs that have initiated treatment in a prison setting and have linked with community programme to provide continuity of care.

Few participants showed that rehabilitation programmes provided in the institutions have positive influence on their reintegration. They explained that some programmes prepare them for better reintegration while others are preparing the community from their reintegration. They alluded that social workers play a vital role in ensuring that reintegration will be good post-release. According to Social Solutions (2016) stipulate that the Federal Bureau of Prisons philosophy states that release preparation begin the first day of incarceration. Successful re-entry programmes for inmates require helping offenders change their attitudes and beliefs about crime. This therefore implies that rehabilitation programmes have positive influence on reintegration of offenders.

Most of the participants showed there influence of rehabilitation programs is not strong. They asserted that the rehabilitators often talk about activities that would make them reintegrate better upon release but they are never practiced. They mentioned that they are always told of lack of resources to carry out the activities.

Very few who have served a long time in prison articulated that some programmes or activities just vanish without explanation. They gave an example that there were times when they were allowed home visits once in a while to establish whether their reintegration will be good post-release. However they had no idea why such activities no longer happen in prison. They articulated that it made them feel like responsible people because they were trusted to go home by themselves and come back at a stipulated time. This also gave them contentment that they are still members of the community and the reception they got made them eager to change for the better. This could be aligned with Rosen (2015) study which revealed that some prisons have opened up after-care facilities like half-ways houses in which they moved some prisoners into small facilities in urban areas and let these prisoners go out to work during the day time while still serving their sentences.

These findings suggest that there is need for improvement in service delivery of rehabilitation programmes in ensuring reintegration of offenders. As mentioned in the statement of the problem hindrances such as lack of resources mentioned by the offenders pose challenges to the positive influence on the reformation of offenders. The idea of giving trust to offenders to go for home visits and come back to the institution at stipulated time sounds fascinating. The question as to why it stopped and how effective they were in reformation process could become a topic of interest for another study.

5.1.1.4   Contribution of restorative justice (V.O.M sessions) on reformation

Restorative Justice System is a method of justice administration that focuses on meeting the psychological needs of offenders and communities (Obi, Okoye, Ewoh and Onwudiwe, 2018).

The participants showed that they have knowledge about victim offender mediation sessions. They believe that Restorative Justice can be helpful in their reformation. However they are too scared to engage in those programmes because they are not ready to face people they have wronged. The victim offender sessions have to be initiated by the offenders by showing interest and approaching the social workers to facilitate the meeting between them and the victims.

Although the participants seemed to be informed and are aware of the contribution the restorative justice programmes could bring in their reformation journey, none of them had engaged in such programmes. There is an indication that these programmes function to a certain extent but fail to reach the desire goal. The conclusion could be drawn that these programmes have no or little influence in the reformation of offenders.

5.1.2 How educational programmes influence change in behaviour

According to Ogbaka, Ewelum and Anthony (2017), education is the most powerful instrument for change in behaviour. They assert that reformation of prison inmates can only be achieved through education and training. Education is one key aspect of the important rehabilitative role of prisons and has an important even if often indirect role to play in many other rehabilitative processes in which a prisoner can engage in

while in prison. It is a means of keeping a prisoner occupied. (Ilechukwu & Ugwuozor, 2017)

The sub themes which emerged under this theme were perceptions of offenders on educational programmes, experiences and opinions offenders on literacy and numeracy programmes and the reformatory effect of educational programmes.

5.1.2.1   Perceptions of offenders about educational programmes

Despite the challenges mentioned by participants, educational programmes seem to have positive influence on the offenders Participants pointed out that literacy and numeracy programmes can bring positive changes in their lives. They pointed out these programmes can open doors for employment. This finding validates Post University (2020) discovery that there is an increased and improved employment opportunity for those formerly incarcerated people who engaged in prison education program and re-entry is far smoother and more successful for those who took classes in prison especially in so far as gainful employment is one of defining features of successful re-entry. Another study by Steurer (2018) revealed that the lack of education does not itself cause crime but is highly correlated with other social problems such as criminal behaviour, drug abuse, homelessness and poverty. Because undereducated people do not qualify for jobs with a living wage many resort to illegal ways to support themselves.

Another study by Vandala (2019) revealed that offenders struggle to find employment due to literacy levels. The study concluded that correctional education makes significant contribution in offender rehabilitation process by changing behaviour, attitudes, boosting self-confidence, reviving humanity and enhancing employment skill.

5.1.2.2   Experiences of literacy and numeracy programmes

Participants pointed out that the ability to read and write boosts their confidence levels. They believe that with the confidence they have gained, it will be easier for them to make right choices over bad ones. New Zealand Government (2016) postulates that regardless of whether prisoner education lead to employment post release, evidence suggest that completing education classes in prison increases self-esteem and self-efficacy which relate to individual's belief in their ability to

success and impacts the way as individual approaches goals, tasks and challenges. Fakude (2012) also confirmed that inmates who participate in educational programmes reported improved self-esteem and self-efficacy. According to Don (2018), criminology researchers have found that self-esteem is related to illegal acts. Researchers found that juvenile and adults with lower self-esteem were slightly more to have engaged in illegal behaviours while those with greater self-esteem were slightly less likely. These finding validates Boduzek et.al. 2013 who discovered that low levels of self-esteem were related to a range of violent offending behaviour including interpersonal attacks, sexual assaults and partner violence.

These findings show how important it is to help offenders to build self-esteem so as to avoid illegal behaviour. They had shown that the educational programmes to some extend helped them to have confidence in themselves thus improving their self-esteem. It could be concluded that with the improvement and strengthening of educational programmes the educational programmes could have positive influence in building confidence and self-esteem hence changing offenders for the better.

5.1.2.3   Reformatory effects of educational programmes

Participants explained that educational programmes have positive effect on their reformation. They articulated that these programmes inspire them to set life changing goals, change mind-sets and avoid conflicts. Educational programmes unleash the potential individuals never thought they possessed. They therefore set goals which include will to pursue higher education. This validates Hawley et.al. (2013) who reported that various in which prison education can be transformative include; a prisoner may come to see themselves as a learner, someone capable of achieving academically. Her Majesty Prison and Probation Service (2019) also revealed that education may have the transformational effect that aids individuals to move away from misconduct and individuals could come to see themselves, their competence, their potentials, the world and others differently.

 Moreover education can help improve decision making skills, enhance personal autonomy and reduce feelings of shame and fear. This is consistent with Moriarity (2014) finding that the essence of the participants' experiences was increase interest and enjoyment in learning and education. The participants' aspiration for a better life and a better future for themselves had significant influence on their desire to learn

and participate in education. Cage (2019) revealed that the effect of correctional education programme inspires positive behaviours regardless of undesirable endeavours in the prison.

The findings under this theme and the subthemes suggest that education has positive change in the reformation of offenders. The programmes need to be improved to engage qualified teachers, re-opening of educational programmes in Leribe correctional institution. Since the participants feel the desire to reach their full potential in their learning process it is important to revamp the educational programmes with proper class settings so that learners could put good use of sentence while addressing gaps in their learning and skill.

5.1.3 Influence of vocational skill training on transformation of offenders

According to Kulu &Abba (2018), Vocational training can be described as any form of educational activity whose primary purpose is to prepare beneficiaries to acquire skills for gainful self-employment, self-sufficiency and poverty alleviation. The primary goal of vocational skill acquisition programme in prison is to help offenders develop marketable job skills upon release to the community.

The sub- themes that emerged under this theme were; contribution of vocational skill training on reformation of offenders, barriers in effective skill acquisition and benefits of various programmes

5.1.3.1   Contribution of vocational skill training on reformation of offenders

Majority of participants showed that they acquire lots of skill through these programmes which will aid them in future. However they do not consider these as rehabilitative programmes. They explicated that they regard these programmes as part of their punishment or just routines they perform while institutionalised. However these programmes are helpful to them because they keep their minds and bodies busy while still acquiring new skills. They showed that the only rehabilitative programme that exists in the institutions is tailoring programme.   This finding corroborates Ngozwana (2017) study which revealed that offenders regard their participation in non-formal activities as provision of free labour which does not comprise any education element therein.

The vocational skill training programmes are meant to be rehabilitative. They are to equip offenders with skills that are meant to enable them in self-reliance and self-employment. However in these two institutions, inmates feel exploited, tortured and punished through these programmes. This could indicate that proper orientation of these programmes was not handled well. Again the researcher had made an indication in the problem statement that the correctional officers still undertake the same training that was meant for prison officers. Prisons were punitive instead of rehabilitative thus the attitudes and treatment officer give to inmates could still be punitive due the type of training they received. It could also indicate that the programmes need evaluation to assess if they are worthy of being regarded as skills training.

5.1.3.2   Benefits of various skill training programmes

Even though the participants regard vocational skill training programme as punishment, they still believe it has benefits that will help them in the long run. They pointed out these programmes have helped them to learn to be self-reliant, to improve their standard of living through skills they have been equipped with. This is consistent with the UNODC (2019) advocacy of this training which has taken to prison facilities around the world, supporting member states with tried and tested method; strengthening prisoners' tenacity by teaching them vocational skills which they can practice in work schemes during their sentence and which can help them find work upon their release. After they have paid their debt to society, the ability to of ex-prisoners to find work is undoubtedly a factor which contributes to their dignity, self-reliance, their sense of belonging and the diminished likelihood of their recidivism, (UNODC, 2019). Onweonye, Obinne & Odu (2013) also reported that participation of prison inmates in vocational skills acquisition programmes in prison influences them to realise for themselves the importance of work which can help them to re-enter society after being released.

The participants acquire skills however with poor training and negative attitudes from both the offenders and trainers, it is questionable whether this benefits will be utilised well by the offenders. With the findings reported by offenders and the ones from other studies it is evident that vocational skill training could have positive influence on reformation of offender when the challenges are addressed. It is imperative

therefore for trainers to be given proper orientation about the goal of vocational skills training as a rehabilitative measure so that they could change their attitudes when rendering such services. It is also important for prisoners to have guidance on the importance of these programmes. Moreover it could be suggested that more vocational programmes which can be more rewarding for prisoners, which will open opportunities for jobs should be considered and implemented. For example, participants pointed out in some vocational training programmes exist in Maseru central which they find more meaningful such as carpentry, wood work, salon management, upholstery e.t.c. These programmes could be provided in all institutions to enable reformation of offenders.

5.1.4 How religious beliefs play a role in the rehabilitation process

The following were the sub- themes that emerged under this theme; transformative effect of religious programmes, role of chaplaincy in reformation process, attitudes towards sermons and bible studies

5.1.4.1   Transformative effect of religious programmes

Participants reported that religious programmes have turned them into church goers. They stated that they have their denominations but they never went to church before incarceration. They mentioned that some of them have been awarded certificates to be preachers and they seem content to disseminate the word of God. Some alluded that they have actually seen other prisoners taking their preaching abilities seriously and continuing with the practice after release.   They stipulated that religious programmes have a strong positive transformative effect to those who take those programmes seriously.

5.1.4.2   Attitudes towards sermons and bible studies

Biblical teachings give them a sense of hope that they can actually become better person. This is consistent with Qhongwana, (2017) who revealed that the role of religion was acknowledged for the sense of hope, comfort and support through challenges that women faced whilst being incarcerated. They also belief that they can be renewed by the word of God to live meaningful lives and built good images which were tarnished by the crimes they have committed. The teachings encourage them to become reputable people Chaplaincy plays a significant role in offering

spiritual support to offenders. Magadzire (2018) established that in Chikurubi Female Prison, prison chaplains go as far as baptizing inmates into testifying that they have reformed and want repentance because of religious teaching.

Most of the participants' responses were in line with Ilechukwu & Uwuozor (2017) who revealed the following findings; religious education raises the image of the prison inmates by making them and everyone else to realise that they are people made in the image of God and that they have inherent capacity to change the course of their life. In many cases, prison inmates gain direction and meaning for life after participating in religious education. Religion provides hope for inmate; hope to reform from life of crime and from life of imprisonment. Participating in religious education gives some inmates peace of mind which means having some level of personal contentment. Having peace of mind helps inmates improve their well-being especially those serving long sentences. Religion helps to improve own self-concept. Inmates often feel better about themselves if they hear religious teaching. Religion has psychological and emotional benefits to offenders such as changing behaviour and learning self-control.

The use of religious programmes in correctional settings had always been put under scrutiny by various researchers. With these findings, it becomes evident that religious programmes in prison are necessary to aid in the rehabilitation process. Working collaboratively, social workers and prison chaplains could achieve remarkable results in reforming the offenders.

5.2   Application of the theory to the study

Social Control theory argues that relationships, commitments, values and beliefs encourage conformity (Libretexts, 2021). It is describing four elements namely attachment, commitment, involvement and beliefs and how they influence behaviour of obeying social norms or control criminal behaviour. The study explores how the institutions use these as instruments in reformation of offenders through various programmes.

Table 5.1 Summary of application of social control theory to influence of rehabilitation programmes on reformation

Component	Rehabilitation Programme	Findings
Attachment	Psychosocial Services Category: How psychosocial Services help in the reformation of offenders in Leribe and Botha-Bothe Correctional Institutions Sub-categories: social support, counselling sessions, Restorative justice (VOM sessions) and reintegration of offenders	Participants articulated that receiving love and acceptance from family and friends give them the will to change for the better. They also showed the importance of counselling sessions from which the get informational support. They mentioned the efforts exerted by social workers to help in their reintegration to ensure good relations with community members. The study revealed issues that need to be addressed such as lack of social support, inconsistency/lack of counselling services, reluctance to engage in restorative justice programmes.
Commitment	Educational Programmes Category: How educational programmes influence change in behaviour Sub-categories: perceptions of offenders on educational programmes, experiences and opinions offenders on literacy and numeracy programmes and the reformatory effect of educational programmes	Participants pointed out that the ability to read and write boosts their confidence levels. They believe that with the confidence they have gained, it will be easier for them to make right choices over bad ones The programmes help them avoid prison misconduct because they no longer associate with gang and wrong crowd. Lack of qualified teachers and absence of educational programmes in the institutions were challenges in educational programmes.

Involvement	Vocational Skills Training Category: Influence of Vocational Skill Training on transformation of offenders Sub-categories: contribution of vocational skill training on reformation of offenders, barriers in effective skill acquisition and benefits of various programmes	Even though the participants regard vocational skill training programme as punishment, they still believe it has benefits that will help them in the long run. They pointed out these programmes have helped them to learn to be self-reliant, to improve their standard of living through skills they have been equipped with. This will help them stay out of trouble. Some of the challenging issues in these programmes were participants perceiving these as punishment instead of rehabilitation, attitudes of officers when rendering training skills. If not properly addressed they could affect reformation of offenders.
Beliefs	Religious Programmes Category: How Religious beliefs play a role in the rehabilitation process. sub-categories: transformative effect of religious programmes, role of chaplaincy in reformation process, attitudes towards sermons and bible studies	Some participants alluded that they have actually seen other prisoners taking their preaching abilities seriously and continuing with the practice after release. They stipulated that religious programmes have a strong positive transformative effect to those who take those programmes seriously. The problem with these programmes is that the youth show less enthusiasm in participating.

Incorporating the four element of social control in rehabilitation process seems to be the best strategy to successful transformation of offenders. It could be concluded that the utilisation of these elements by rehabilitation programmes is of outmost importance in the transformation of offenders. However there are drawbacks that impact negatively on proper utilization of these elements. There should be

implementation of new programmes that will employ the above elements to ensure transformation of offenders.

5.3   Challenges encountered

Due to the fact that Lesotho Correctional Services has been subjected to so much negativity and criticism on social media there was reluctance to allow the researcher to conduct this study. The fact that she is an employee at the correctional services worked to her advantage for her request to be granted. However this caused a delay in her data collection schedule. This was emotionally straining for the researcher because she did not know if her request would be granted.

For security reasons as put forth by the commissioner of LCS, the researcher's request to use an audio device record to aid later in data analysis was not approved. This was very challenging for the researcher because she had to rely only on field notes to do analysis. Still on security reasons, participants had to be escorted when coming for interviews with the researcher. Officers who work in rehabilitation offices were assigned to assist the researcher, however they also had their own sessions to attend and reports to write. This made the researcher wait for a long time before being assisted. At times they would be sent to attend other matters such as court cases and the researcher had to wait for them to come back. This tempered with the schedule the researcher had planned for herself.

Due to strict regulations of the institutions, time management was very crucial. The researcher had to work under a limited time. So participants were very slow and had to be probed with lots of questions before getting to the point. Because of allocated time, sometimes the researcher conducted fewer interviews than those she had planned for the day. Lack of funds also posed another challenge. The researcher had to rely on her own funds for data collection. This was very stressful when she had to make ends meet in order to complete the study.

Due to the fact that participants were fully aware of the researcher's identity as a senior rehabilitation officer, participants seemed to have hopes that taking part in this study would grant them opportunity to get amnesty or parole. Some went as far as asking the researcher to plead on their behalf to their counsellors to consider them for next amnesty or parole. The researcher could see disappointment in their eyes

when she told them to remember that the consent form she had read to them clearly stated that participation in this study does not have any rewards.

5.4   Conclusion

Firstly based on the findings, psychosocial services have a vital role in reformation of offenders through social support, counselling sessions by the social workers in the institution and counselling sessions from other stakeholders, reintegration, and restorative justice. The study proved that participants with strong support through visitation are more inclined to showing signs of reform. Study revealed the desire for participants to become better people due to guidance and informational support provided by social workers in the institutions. In liaising with Blue Cross, it was evident that the root course of their criminal behaviours was perpetuated by substance abuse. Therefore they work with the participants to address their criminogenic needs.

Participants were of differing opinions with regard to the influence of rehabilitation programmes in the reintegration of offender in the community. Some believe that the social workers' home visits have made it easy to be accepted into their communities while others felt it had no influence at all. They showed that some activities that aid in reintegration are hindered by financial constraints. Participants have attested to the fact that they were well informed of restorative justice programmes however they are reluctant to participate in such programmes for fear of facing the victims.

The study revealed that there are issues that need to be addressed in rendering psychosocial services such as lack of social support for other inmates which may lead to recidivism. There seems to be no clear Communication channels in the institution to strengthen offenders' support system. Inconsistency/lack of counselling sessions has proved detrimental to the offenders' moral and desire to change. Offenders have also displayed resistance in restorative justice programs for fear of facing their victims. These challenges may temper with the purpose of the rehabilitation programmes.

Even though there were minor challenges, psychosocial services have shown that attachment is used as an instrument in reformation of offenders. The researcher

therefore concluded that the psychosocial services have positive influence on the reformation of offenders.

The second objective sought to discover how educational programmes influence change in behaviour. The study revealed that in Leribe correctional institution, inmates are not satisfied with lack of programmes but agreed that during a time when they existed they yielded positive results in behaviour change as they prevent them from being part of gangsterisms and prison misconducts. In Botha-Bothe correctional institution, the educational programmes are run by uncertified teachers but they still contribute positively in building the participants' confidence. The aforementioned issues could imply that these educational programs lack clear guidelines regulating them thus diminishing their strength in effective rehabilitation process.

Generally, the participants from both prisons agree that educational programmes are beneficial in yielding job opportunities. They articulated that these programmes inspire them to set life changing goals, change mind-sets and avoid conflict. The researcher concluded that the educational programmes have a potential to be positive transformative tools for behaviour change. It was evident that commitment does control crime because some offenders had pointed out their renouncing from gangs and avoiding prison misconduct through participation in educational programmes. However there are challenges that need to be addressed to effectively control behaviour through commitment.

Thirdly the vocational skills programmes have less influence on the reformation of offenders judging from the perceptions of offenders and barriers in effective skill acquisition. As much as vocational skills are beneficial for future to be self-reliant and self-employed, they are tailored in such a way that offenders in these institutions feel like punishment and free labour. The only programme that feels like rehabilitation is tailoring programme. Participants showed barriers such as staffing, lack of resources, insufficient programmes and biasness in selection criteria. However the contribution of vocational skills training and the benefits indicated proved that involvement in activities as suggested by the theory does lead to change of behaviour. With proper addressing of the aforementioned challenges vocational skills training programmes could be effective tools in transformation of offenders.

Lastly religious beliefs have a significant role in rehabilitation of offenders through their transformative effect and positive attitudes of offenders towards sermons and bible study. Participants revealed that they develop new meanings to life, create new images which were tarnished by crime, gain hope through religious programmes. The issue inherent in religious beliefs are that they are mostly enjoyed by the adult offenders than the youth. This could imply that there is need for fascinating and fun programmes that could be of interest to the young offenders. In this study religious commitment was seen as inhibitor of destructive behaviour.

The researcher concluded that the most influential programmes were psychosocial services through counselling sessions. Majority of participants had indicated they deemed counselling sessions as most influencing to their reformation.

5.5   Recommendations

This section presents the recommendations to relevant stakeholders in addressing the challenges hindering positive influence of rehabilitation programmes on reformation of offenders.

5.5.1   Recommendations to the Department of Correctional Services

The purpose for the transition from prisons to the correctional services was to ensure that the rate of recidivism is reduced through effective rehabilitation. Therefore with the below suggestions success could be achieved with regard to the offenders reform

5.5.1.1   Information Dissemination Strategies

In this study, social support seemed to have positive influence on the reformation of offenders. The Department of correctional services should sensitize the public about the importance of social support in reformation of offenders. This could be achieved through public gatherings or media. Providing informative knowledge about importance of social support and prison visitations could help to strengthen the support systems for inmates thus aid in their reformation journey.

5.5.1.2   Strengthening or increasing Communication channels

Also since the findings reveal the importance of social support, means to keep offenders' interaction with their loved ones should be developed. For example, in some countries like France, offenders have a right to use a telephone at stipulated times. The country even plans to have landline phones installed in cells, (The Guardian, 2018). The institutions should consider employing such mechanisms to ensure that interaction and connection is kept. Some people may be hindered by distance or lack of funds to come for visits, therefore the use of telephones may be the easiest way method of strengthening family ties and relationships.

5.5.1.3   Broadening Services within the Institutions

Counselling programmes should be broadened. Professionals (psychologists, psychiatrists, social workers and counsellors) with expertise in different fields should be employed to deliver effective counselling sessions which will address the criminogenic needs of offenders Social workers, counsellors and rehabilitation officers should work on their schedule to accommodate offenders in counselling sessions. The institution should hire more staff to reduce the workload to ensure effective service delivery. Counselling programmes also end the day the offender is released from prisons; however he is yet to encounter challenges after release which might lead him/her to crime if not given proper guidance. There should be provision of counselling sessions to inmates after their release at least for a certain period of time.

5.5.1.4   Employment of qualified personnel in vocational skill training   programmes

 The vocational skills training programmes need skilled and qualified personnel to give proper training to inmates. Hiring people of this calibre will not only ensure good quality service provision but also create new job opportunities to unemployed Basotho so as to alleviate poverty which was revealed as one of the causes of crime by researchers. The vocational training programmes feel like punishment to offenders due to attitudes and bad approach in rendering services. Rehabilitation Managers, Principal rehabilitation officers and senior rehabilitation officers are urged to come up with strategies that introduce these programmes as rehabilitative

measures. District commanders are urged to give proper orientation of these programmes to their officers.

5.5.1.5 Establishment of Task Teams

Lack of funds was identified as a barrier to effective skill acquisition. With the COVID 19 pandemic, it is indisputably apparent that the economy of the country has been affected. This might suggest that expecting the government to increase budgets may seem like a far-fetched idea. The department of correctional services should therefore establish task teams whose mandate will be to source external funds so as to address the problems identified.

5.5.1.6 Establishment of Expert Team

Taking in to consideration the changing times and change in the nature crimes it is necessary for department to establish team with expertise to develop new programmes which will be applicable to current situation based on the need of the country. These new programmes will be helpful in addressing present needs of the current generation.

5.5.2 Recommendations to the Government

As the governing body it is important for the government to have a clear understanding of the hindrances in effective transformation of offenders through rehabilitation programmes so that they can freely allocate the needed funds which will lead to reduced crime rate in the country.

5.5.2.1 Formulation of Rehabilitation Policy

It seems there is a great need to improve the restorative justice programmes so that the offenders could benefit a lot from them. New strategies need to be developed to improve these programmes and to encourage offenders to participate. Training to service providers should be done so that they can be equipped with new knowledge to tackle challenges like this. If properly practiced the victim-offender rehabilitation path could work best in this particular challenge. There should be policies that emphasise the victim-offender rehabilitation path in Lesotho. The victims would be given chance to heal if given the same attention as offenders. This could prepare them better for restorative justice unlike being given few minutes of sensitization

about Restorative Justice and being expected to engage in such. Maybe they could also volunteer to have such sessions than waiting for offenders to volunteer.

5.5.2.5 Memorandum of Understanding between the Ministry of Education and Department of correctional services

The Ministry of Education and the Department of Correctional Institutions should develop a memorandum of understanding. It was discovered that educational programmes vanish for unknown reasons. Also there are no qualified teachers to provide education to inmates. A memorandum of understanding will help in finding solutions to these problems. The programme will follow the same guidelines that the ministry of education has formulated to govern all educational systems in Lesotho.

5.5.3 Recommendations to Rehabilitation Section

The rehabilitation section as the overseer must be informed of all the challenges that act as barriers to implementation of rehabilitation programmes so as to address them effectively.

5.5.3.1 Establishment of Reintegration Programmes

Judging from participants' responses, there seems to be scarcity of reintegration programmes. Successful re-entry has been proven by most researchers as an important factor in reducing recidivism. Rehabilitation managers, principal rehabilitation officers and senior rehabilitation officer should establish reintegration programmes. Also after-care programmes would aid in ensuring successful re-entry of offenders. The department should seek funds to enable successful establishment of these programmes.

5.5.3.2 Certificates to be awarded

Certificates should be given to those who have completed the programmes to make it easy for them to seek employment. It was shown that the vocational skills acquisition opens doors for employment purposes. However, only tailoring programme offers certificates to inmates upon completion of training. Certificates will aid inmates in their job hunt thus every training programme should award inmates with certificates upon completion.

5.5.3.3   Reviewing and Evaluating Existing Programmes

The discovery was made that the structure of rehabilitation and the programmes had been formulated in while the institutions were still regarded as prisons. Review and evaluation of programmes was not done when the transition from prisons to corrections was done. The commissioner and rehabilitation director are urged to review the programmes. It could be concluded that the programmes might be out-dated hence minimising their effectiveness in reformation of offenders. Reviewing and evaluating programmes will aid in developing suitable programmes that will address offenders' criminogenic needs.

5.5.4 Recommendations Community Leaders

The Community leaders as the influencing bodies play a vital role in the reintegration of the offenders in the community. They therefore could be best influencers to the community to accept the offenders back in to the community

5.5.4.1   Engagement of Offender in Community activities

Community leaders should ensure that offenders are given opportunity to participate in community activities. In most cases offenders are discriminated and labelled in their communities post release. Engaging ex-offenders in community activities will not only strengthen social bonds but will ensure successful re-entry while minimising chances of reoffending.

5.5.5 Recommendations to Chaplaincy Office

Due to the fact that most religious programs in the institution are initiated by the chaplaincy office, it is important that they improve the already existing programs which showed effectiveness in the change of behaviour of the offenders.

5.5.5.1   Engaging Faith Based Organisations

Religious programmes have proven to bring positive change to offenders. In strengthening these programmes, engaging faith based organisation seems appropriate. These would help in broadening activities performed in religious programmes. Inmates would be aided in receiving spiritual counselling that is provided by most faith-based organisations. Also faith-based organisations work

beyond prison walls, therefore offenders will still benefit from such organisations post-release.

5.5.6 Recommendations to Correctional Officers

The correctional officers are urged to work collaboratively with rehabilitation sections to have better understanding of rehabilitation programmes. This will help them to develop new attitudes in dealing offenders on daily basis. Also correctional officers spend more time with offenders thus could easily detect their needs that they could refer to the rehabilitation office. Good collaboration between correctional officers and rehabilitation office would yield good results in the transformation of offenders.

5.6   Suggestions for further research

The following suggestions are made for further research on the basis of reported challenges and shortages in literature.

Another qualitative study on the influence of rehabilitation programmes on the reformation of offenders should be conducted which will increase the sample to include the officers, social workers and family members. These will add more findings to the ones revealed in this study thus the body of knowledge will be increased.

There is a need to investigate the effectiveness of vocational skills training programmes as rehabilitative measures in prison settings. This recommendation emerged from the study finding that inmates regard these as punishment. This will benefit correctional institutions in assessing the programmes that serve the purpose of vocational skill training.

From the finding the researcher could not establish clearly the programmes intended to ensure the reintegration of offenders. This could be due to the fact that the offenders are not knowledgeable of the functions of the programmes or it could mean there are few or no programmes like that. A study focusing more on reintegration seems appropriate to establish whether the correctional institutions have reintegration programmes and whether they are effective.

A quantitative study should be conducted to cover all ten institutions to establish the influence of the rehabilitation programmes on the reformation of offenders. The

quantitative studies have large samples thus allows generalisation of findings. The researchers should try to establish why important programmes such educational ones fail in correctional institutions.

The participants had shown that they were allowed to go for home visits while still serving their time. The researcher recommends that there should be an in-depth study to establish why offenders are no longer permitted to go for home visits and to find out how effective home visits were as reintegration strategies.

5.7   Chapter summary

The chapter presented the discussion and interpretation of findings, challenges encountered when conducting the study, conclusions reached by the study and recommendations suggested address the challenges revealed that affects the influence of rehabilitation programmes on the reformation of offenders. Suggestions for further research concluded this chapter.

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APPENDICES

Appendix 1: Interview guide for offenders

<u>**DEMOGRAPHIC DETAILS**</u>

Respondent's Name/number:

Age:

Gender: 1. Male   2. Female

Marital status

1. Single/Never Married   2.   Married 3. Divorced/Separated 4. Widowed

Educational level

- None

- Primary

- Secondary 1-4

- Secondary 5-6

- University/College (specify)_____

- Adult Literacy

- Other (specify

Religion:

- Traditionalism
- Roman Catholic
- Protestant
- Islam
- Other (Specify)

Offence

- Robbery with violence
- Robbery
- Rape
- Murder
- Others specify

Sentence:

Number of convictions: _____

1. Psychosocial Services

    1.1 Can you share your experiences with your family and friends during incarceration?

    1.2 Describe how family and friends support you? If you are not getting social support from your family, what are your concerns about the lack of social support?

    1.3 Can you please share your view about how having social helps in your journey towards reformation?

    1.4 Based on your opinion, how will these visits from family members and friends be helpful for you to get good reception in the community upon release?

    1.5 Can you share your thoughts about counselling sessions' contribution towards reformation?

    1.6 Describe the experiences you have encountered through counselling sessions and your opinion on how they have benefited you?

    1.7 Clarify how interaction with social workers or counsellors aids in your reformation process?

    1.8 Can you please share your opinion about the influence of rehabilitation programmes on reintegration of offenders?

    1.9 Elucidate how victim offender mediation sessions help in the reformation session?

2. Educational Programmes

    2.1 Can you please share your experiences of literacy and numeracy programmes offered in the institution and you're your opinion about it?

    2.2 Describe how literacy and numeracy programmes contribute towards change of attitude?

    2.3 Explicate how educational programmes help you to avoid crime in future?

    2.4 Please share your views about the quality of educational programmes to enable reformation?

3. Vocational Skill Training

3.1 Can you share your thoughts about the contribution of skills training of skills programmes to facilitate reformation of offenders?

3.2 Describe how skill acquisition will in reducing chances of reoffending?

3.3 Talk about the barriers in vocational skills training and your opinion on how they affect your reformation?

3.4 Explicate how skill acquisition will aids in improving your standard of living?

3.5 Based on your experience what is the influence of vocational training offered in prison on self-sustainability?

4. Religious Beliefs

4.1 Describe the positive effects of religious programmes in transforming the behaviour of offenders?

4.2 Elucidate how chaplaincy plays a role in encouraging good behaviour?

4.3 Can you please share your thoughts about sermons and bible studies and your opinion on their contribution towards reformation?

4.4 Based on your knowledge, how have religious programmes assisted offenders from being non-conformists to good and great people in the community?

4.5 Based on your own opinion how do you gauge the rehabilitation programme in prison especially towards reformation of offenders?

Appendix 2: Request to conduct research

THE NATIONAL UNIVERSITY OF LESOTHO
Faculty of Social Sciences
Department of Sociology and Social Work
P.O. Roma 180
Lesotho.

Telephone:	(+266) 22340601/22213668
Fax:	(+266) 22340000
Website:	http//www.nul.ls

29/04/2021

To

The Commissioner,
Lesotho correctional service,
P.O.Box 41, Maseru 100

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This letter is concerning the research study that student Ms. Mamosa Mohau, ID Number: 200501320 She is a Master of Social Work student at the National University of Lesotho. She is currently working on a thesis entitled "The Influence of Rehabilitation Programmes on the Reformation of Offenders in Leribe and Botha-Bothe Correctional Institutions, Lesotho", in partial fulfilment towards obtaining a master's degree in Social Work. In light with this, I humbly ask you to allow the student to collect data in Lenbe and Botha-Bothe Correctional Institutions. I assure you that the information respondents will share, will be kept confidential and that it will only be used strictly for educational purposes. I have also include with the necessary information about the study below. Please kindly do the needful.

1. Study site: Leribe and Botha-Bothe Correctional Institutions.
2. Method of data collection: face-to-face interviews, Take down notes during the conversation and record conversation.
3. Timeframe for data collection: MAY 2021.
4. Sample Size: 25 participants.
5. Protocol to be observed by the researcher: when she collects the data: Letter of informed consent requesting offenders participation in the study.
6. Supervisor: Dr.Priya James

Thank you.

Dr.-Priya James
Supervisor - Department of Sociology and Social Work
The National University of Lesotho

Appendix 3: Letter of Approval to Conduct Research

Telegrams: Rehabit MASERU

Telephone: (266) 20072000

Fax: (266) 22325008

Email: lcscommissioner@tlmail.co.ls

Office of the Commissioner
of Correctional Service
P.O. Box 41
Maseru 100
Lesotho

·· CORR/HQ/Q/3

10TH MAY 2021

SRO 'Mamosa Mohau

Ha Ramapi

P. O. Box 884

Butha-Buthe 400

Dear SRO Mohau,

RE: APPLICATION TO CONDUCT RESEARCH ON THE INFLUENCE OF REHABILITATION PROGRAMMES ON THE REFORMATION OF OFFENDERS IN LERIBE AND BUTHA-BUTHE CORRECTIONAL INSTITUTIONS

The above subject matter bears reference.

Authority is hereby granted that you conduct your research on the influence of Rehabilitation Programs on the reformation of offenders in Leribe and Butha-Buthe Correctional Institutions from 10th May 2021 to end June 2021. However, your request on the use of Cellular phone to record the conversations during interviews is not allowed for security reasons.

On arrival you will report yourself to The Incharge Leribe and Butha-Buthe Correctional Instituions, and bring your student Identification Card.

Hope you find this in order.

Yours faithfully,

Appendix 4: Informed Consent Form

Informed Consent Form

Tittle of the study

The Influence of Rehabilitation Programmes on the Reformation of Offenders in Leribe and Botha-Bothe correctional institutions.

Researcher

Name   : 'Mamosa Mohau

Department   : Sociology, Anthroplogy and Social Work

Address   : National University of Lesotho

Phone   : 63138526

Email   : mmohau@gmail.com

Purpose of the Study

You are being asked to participate in a research study. Before you decide to take part in this study, it is imperative that you understand why the research is being done and what it will involve. Please read the following information carefully and feel free to ask for clarification or more information.

The purpose of this study is to discover the influence of rehabilitation programmes on the reformation of offenders in Leribe and Botha-Bothe correctional institutions. This study will explore how educational programmes, vocational skill training, spiritual activities and psychosocial services play a role in the reformation and rehabilitation of offenders.

Study Procedures

Face to face interviews will be conducted which are expected to take twenty minutes at most. Please note that the researcher will be taking notes during the interview which will aid her during data analysis stage.

Benefits

It is anticipated that after the completion of this study, findings will be beneficial to you and fellow prisoners because knowledge will be gained and you will be enlightened on programmes that best suit you in the journey to reformation. Prison officials will also have an idea off programmes that need to be improved. The public will also know the role they play in offenders' live and this will make better reintegration.

Confidentiality

Please be assured that the information you share will be kept confidential and that it will only be used for academic purposes. Your identity will be protected and you will be anonymous since code names will be used. Recorded information will be deleted after completion on this study.

Voluntary Participation

You should understand that there is absolutely no obligation thus your participation is voluntary. If you agree to participate in this study, you will be requested to sign a consent form. After you sign a consent form, you are still free to withdraw at any time and you are free to answer questions you are comfortable with.

Consent

I have read and understand the provided information and have had time to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time. I understand that I will be given copy of this consent form. I voluntarily agree to take part in this study.

Participant's Signature ……………………… Date……………………….

Researcher's Signature…………………….. Date……………………….