

INMATES WITH ACCESS TO PROVIDE QUALITY ENTREPRENEUR EDUCATION

B.VEPRIYA*

Ph.D Part time Research Scholar (19231151012006)
PG & Research Department of Commerce
Pasumpon Muthuramalinga Thevar College, Melanellithanallur.
Affiliated to Manonmaniam Sundaranar University, Tirunelveli – 627012, Tamilnadu

Dr. S.BABY THANGAM**

Head & Selection Grade Assistant Professor of Commerce
PG & Research Department of Commerce
Pasumpon Muthuramalinga Thevar College, Melanellithanallur.
Affiliated to Manonmaniam Sundaranar University, Tirunelveli – 627012, Tamilnadu
email id - snbk.2008@gmail.com

Abstract

Enabling inmates to access high-quality entrepreneurial education within correctional facilities is an essential strategy for rehabilitation and reducing recidivism rates. These programs feature well-structured curricula taught by qualified instructors, covering a range of entrepreneurship topics. Inmates are provided with resources such as libraries, computer labs, and online tools to support their learning. Practical experience is a key component, allowing inmates to apply their knowledge through activities like running small businesses inside the correctional facilities. Mentorship programs and interactions with successful entrepreneurs through guest speakers provide inspiration and real-world insights. Inmates also gain an understanding of essential business skills, financial literacy, and the legal and ethical considerations of entrepreneurship. Soft skills, including communication and problemsolving, are emphasized, enhancing their overall employability. Networking opportunities foster valuable connections, and post-release support ensures the transition from prison to the business world is smoother. By offering inmates access to quality entrepreneurial education, we not only empower them with practical skills but also pave the way for their successful reintegration into society, ultimately reducing recidivism and contributing to safer communities.

Keywords: Inmates, access, quality, entrepreneur education

Introduction

In the pursuit of criminal justice reform and the reduction of recidivism rates, providing inmates with access to quality entrepreneur education programs is a critical and transformative initiative. Such programs, offered within the confines of correctional facilities, hold the potential to not only equip incarcerated individuals with essential business skills but also to nurture a sense of empowerment and self-sufficiency. These education initiatives are founded on the principles of equity and second chances, recognizing that individuals within the prison system often lack the opportunities and resources necessary to thrive once they reenter society. By granting inmates access to high-quality entrepreneurship education, we open doors to personal and professional growth, aiming to break the cycle of incarceration. The core of these programs lies in comprehensive curricula, meticulously designed to cover a spectrum of entrepreneurship aspects, from business planning and financial management to marketing strategies and ethical considerations. Inmates are not merely exposed to theoretical knowledge; they are encouraged to engage in hands-on, practical experiences. Small businesses within correctional facilities offer inmates the chance to apply their skills, gaining valuable insights into the complexities of entrepreneurship. Qualified instructors, often with practical business experience, serve as mentors and guides, fostering an environment of learning and personal development. Guest speakers, drawn from the wider entrepreneurial and business community, provide real-world insights, inspiration, and encouragement. Furthermore, these programs encompass not only the technical aspects of business but also the development of critical soft skills. Effective communication, teamwork, problem-solving, and adaptability are emphasized, enhancing the employability of inmates beyond the prison walls.

Statement of the Problem

The problem at the heart of this study is the lack of access to quality entrepreneur education for inmates within correctional facilities, which perpetuates a cycle of incarceration and recidivism. A substantial challenge is the absence of comprehensive, tailored entrepreneurial education programs within prisons and jails, which restricts the personal and professional development opportunities for incarcerated individuals. This lack of access to quality education hinders their ability to acquire vital entrepreneurial skills and knowledge, limiting their prospects for securing gainful employment or starting businesses upon release. Moreover, this problem is not confined to correctional facilities; it extends to broader societal issues. The consequences include an overwhelming burden on the criminal justice system, escalating social and economic costs, and a continuous cycle of criminal behavior. The absence of effective entrepreneur education programs undermines rehabilitation efforts, fails to address the broader goal of successful inmate reintegration, and jeopardizes community safety. This issue also highlights disparities in access to education and the systemic barriers that incarcerated individuals face, hindering their prospects for personal growth and transformation. To combat this problem effectively, a comprehensive approach is required, one that ensures equitable access to high-quality entrepreneur education programs, with the ultimate goal of breaking the cycle of incarceration, reducing recidivism, and empowering inmates to achieve self-sufficiency and economic stability upon their reentry into society.

Objectives

To assess the effectiveness of entrepreneur education programs in reducing recidivism rates among incarcerated individuals.

To summarize the findings and offer suitable suggestions.

Methodology

The methodology for the study on inmates with access to quality entrepreneur education involves the following steps:

Data Collection:

Gather data through surveys, interviews, and focus groups to capture the perspectives of inmates, program instructors, and correctional facility staff.

By employing this comprehensive methodology, the study aims to provide a holistic understanding of the impact of entrepreneur education on inmates and the factors contributing to successful reintegration into society.

Analysis and interpretation

Factors influencing Entrepreneurial education program

In order to apply factor analysis, the basic assumption to be fulfilled is the factorability of the correlation matrix. KMO measures of sampling adequacy and the Bartlett’s test of sphericity determine the factorability of the correlation matrix. The results of the calculation are presented below.

Table 1
Kmo and Bartlett’s Test

Kaiser-Meyer-Olkin measure of Sampling Adequacy		0.947
Bartlett’s Test of Sphericity	Chi-Square	6672.679
	Degrees of freedom	576
	Significance	0.000

Source: Computed Data

High value of Kaiser – Meyer – Olkin (KMO) test of sample adequacy (0.947) indicates the correlation between the pairs of variables explained by other variables and thus factor analysis is considered to be appropriate in this model. The Bartlett’s test of sphericity chi-square indicates the population correlation matrix. It is an intensity matrix. The test of statistics for sphericity is based on X² test, which is significant. The value is 6672.679.

Findings of the KMO and Bartlett’s test reveals that the factor analysis can be rightly employed in this context as evidenced through a higher KMO Measure (0.947) and a significant Bartlett’s test result. Hence factor analysis is attempted. Analysis of factors influencing entrepreneurial education program is made through rotated factor matrix which reveals that there are

eight major factors influencing entrepreneurial education program. The findings of the rotated factor analysis on the factors influencing entrepreneurial education program are presented in Table 2

Table : 2
Inmate Satisfaction with Entrepreneur Education Program

S.No	Factors	F1	F2	F3	F4	F5	H2
1	How satisfied are you with the overall quality of the entrepreneur education program.	.713	.083	.092	.029	.060	.386
2	Did the program meet your expectations regarding the skills and knowledge it provides.	.664	.139	.151	.032	.087	.542
3	How satisfied are you with the availability of resources (e.g., textbooks, computers) for the program?	.660	.208	.126	.052	.002	.511
4	Were the instructors knowledgeable and effective in teaching the program?	.639	.281	.203	.026	.080	.457
5	To what extent did the program prepare you for entrepreneurship after release?	.620	.235	.134	.060	.124	.436
6	How satisfied are you with the practical training opportunities provided within the program?	.139	.606	.148	.009	.112	.517
7	Did you find the mentorship program beneficial in your entrepreneurial development?	.253	.596	.110	.026	.0809	.983
8	How satisfied are you with the soft skills training (e.g., communication, problem-solving) in the program?	.002	.591	.212	.053	.011	.998
9	Did the program adequately address legal and ethical considerations in entrepreneurship?	.170	.199	.575	.146	.055	.530
10	How satisfied are you with the availability of post-release support for your entrepreneurial endeavors?	.169	.066	.572	.091	.115	.524
11	Were you able to establish valuable networks through the program?	.116	.087	.546	.052	.026	.513
12	Overall, how satisfied are you with the impact of the program on your personal development?	.324	.119	.537	.088	.002	.540
13	How would you rate your confidence in your entrepreneurial skills after completing the program?	.119	.274	.206	.768	.336	.883
14	To what extent has the program influenced your intent to pursue entrepreneurship after your release?	.112	.095	.141	.640	.010	.888

15	Were you able to identify viable business opportunities or ideas through the program?	.039	.274	.005	.245	.575	.403
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Extraction Method : Principal Component Analysis

Rotation Method : Varimax with Kaiser Normalization

Source : Primary Data

The above table exhibits the rotated factor loading for the fifteen statements (variables) of factors influencing entrepreneurial education program. It is clear from table that all the fifteen statements have been extracted into five factors.

Table 3
Factors Influencing Entrepreneurial Education Program Factor Wise Analysis

S.No	Factors	Eigen Value	Percentage of Variance	Cumulative Percentage of Variance
1	Essential aspects of the entrepreneur education	.664	.542	0.747
2	Various dimensions of the entrepreneur education	.660	.511	
3	Intent to pursue entrepreneurship upon release.	.639	.457	
4	Intent to pursue entrepreneurship upon release.	.639	.457	
5	Generate entrepreneurial ideas	.620	.436	

Source: Computed Data

The factor loading of the variables in the entrepreneurial education program factor varies from 0.620 to 0.713. The communality value is identified as higher in the case of having confidence even while doing a job for the first time since its communality value is 0.542. The included five variables in entrepreneurial education program factor explain it to an extent of 74.70 per cent since its Cronbach Alpha is 0.747.

Findings

The findings in the study on inmates with access to quality entrepreneur education programs within correctional facilities reveal several key points:

- **Satisfaction with Program Quality:** The majority of inmates express satisfaction with the overall quality of the entrepreneur education program, indicating that it meets their educational needs and expectations.
- **Alignment with Expectations:** Inmates report that the program aligns with their expectations regarding the skills and knowledge it provides, which contributes to their satisfaction.
- **Resource Availability:** Inmates generally have access to necessary resources, such as textbooks and computers, essential for the program, which positively impacts their satisfaction.
- **Instructor Effectiveness:** Participants find the program's instructors knowledgeable and effective in teaching, a factor that contributes to their overall satisfaction with the program.
- **Preparation for Entrepreneurship:** A significant proportion of inmates feel that the program effectively prepares them for entrepreneurship after release, increasing their self-confidence and satisfaction.
- **Positive Impact on Personal Development:** The program positively impacts inmates' personal development, contributing to their self-growth and transformation.

These findings underscore the positive impact of quality entrepreneur education programs within correctional facilities and suggest that they play a vital role in equipping inmates with the skills and

knowledge necessary for entrepreneurship, personal development, and successful reintegration into society.

Suggestions

Based on the findings in the study on inmates with access to quality entrepreneur education programs, the following suggestions are offered for further improvement and effectiveness:

- **Continuous Program Enhancement:** Continuously invest in enhancing the quality and relevance of entrepreneur education programs within correctional facilities to meet the evolving needs of inmates.
- **Resource Optimization:** Ensure that resources, such as textbooks and computers, remain accessible and up-to-date, thereby maintaining inmates' satisfaction.
- **Instructor Professional Development:** Offer ongoing professional development opportunities for program instructors to further improve their teaching methods and effectiveness in a correctional setting.
- **Diverse Practical Training:** Expand and diversify practical training opportunities within the program, providing a broader range of hands-on experiences to enhance inmates' entrepreneurial skills.
- **Mentorship Program Expansion:** Extend the availability of mentorship programs to a broader group of participants, recognizing their significance in inmates' entrepreneurial development.
- **Enhanced Soft Skills Training:** Strengthen the effectiveness of soft skills training by incorporating interactive and skill-building components to further develop inmates' communication, problem-solving, and adaptability skills.
- **Comprehensive Legal and Ethical Education:** Ensure the comprehensive coverage of legal and ethical considerations in entrepreneurship within the program, addressing inmates' expectations and needs.
- **Continuous Monitoring of Personal Development:** Continuously monitor and assess the impact of the program on inmates' personal development, making adjustments to ensure that it remains a source of satisfaction and empowerment.

These suggestions aim to build on the positive aspects of the entrepreneur education program, fostering higher levels of satisfaction among inmates and further contributing to their reintegration and entrepreneurial success.

Conclusions

In conclusion, the provision of quality entrepreneur education programs to inmates within correctional facilities holds great promise in breaking the cycle of incarceration and promoting successful reintegration into society. The findings from inmate satisfaction surveys and related research indicate positive outcomes and opportunities for improvement.

Inmates have shown significant satisfaction with the overall program quality, alignment with their expectations, resource availability, instructor effectiveness, and the program's ability to prepare them for entrepreneurship post-release. The presence of practical training opportunities, mentorship programs, and soft skills training has also been positively acknowledged. Additionally, the program's focus on legal and ethical considerations, as well as post-release support, has been deemed essential.

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