

**EFFECTS OF JUVENILE DELINQUENTS' REHABILITATION PROGRAMS  
ON BEHAVIOUR MODIFICATION IN SELECTED REHABILITATION  
SCHOOLS IN KENYA**

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**C50/24350/2011**

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR  
DEGREE OF MASTER OF ARTS IN SOCIOLOGY IN THE SCHOOL OF  
HUMANITIES AND SOCIAL SCIENCES OF KENYATTA UNIVERSITY**

**NOVEMBER, 2021**

## DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or any other award.

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## **DEDICATION**

I dedicate this thesis to my family members who encouraged and inspired me to pursue master's degree.

## **ACKNOWLEDGEMENT**

I take this opportunity to thank my supervisors, Dr. Daniel Muia and Dr. Gladys Nyachio for their advice, guidance, motivation, and support as I was working on this thesis. Special thanks to Sociology department lecturers for their input in writing this thesis. My sincere thanks go to the school administrators, key informants, and juveniles at Kirigiti, Kabete, Dagoretti and Wamumu rehabilitation schools for creating a conducive environment during my data collection and providing relevant information. Steve Okoth and Arnold Charia feel appreciated in equal measures for your support in field work.

Special thanks to David and Esther Mwangi, my parents, for your financial and moral support that has seen me get this far in education, May God bless you. I appreciate Deborah Naswa, my house manager, for allowing me time to concentrate on my study as she took care of the house and family. My special gratitude goes to my spouse, Nelson and daughter, Kelsie for your encouragement and endurance during my academic hibernation. To my colleague, Jimmy Mwaluma, thank you for understanding me when I wanted to concentrate on my thesis.

Above all I thank Almighty God for making it happen.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ATP</b>	Adolescent Transition Program
<b>BYDC</b>	Bosasa Youth Development Centre
<b>CASASTART</b>	Center on Addiction and Substance Abuse: Striving Together to Achieve Rewarding Tomorrows
<b>CCLC</b>	Century Community Learning Centers
<b>ITP</b>	Individual Treatment Plan
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>LA'BEST</b>	Los Angeles Bartimore Educational Scholarship Trust
<b>LIFT</b>	Linking the Interests of Families and Teachers Program
<b>MTFC</b>	Multidimensional Treatment Foster Care Program
<b>NGO</b>	Non-Governmental Organization
<b>OSLC</b>	Oregon Social Learning Centre
<b>SPSS</b>	Statistical Package for Social Sciences
<b>U.S. A</b>	United States of America
<b>WHO</b>	World Health Organization

## OPERATIONAL DEFINITION OF TERMS

**Academic enrichment program:** Refers to a course designed to broaden someone's educational experience by gaining critical-thinking skills and advanced knowledge in a particular subject. This course is designed for students who demonstrate advanced reading or mathematical abilities at early ages (Lipsey, et al., 2010).

**Attitude:** Refers to a settled way of thinking or feeling about something (Oxford, 2009). The study used the term as defined.

**Behavior modification:** Refers to changing the way someone acts through various techniques used to replace undesirable ways of doing things with desirable ones (Skinner, 2014). The study used these terms as defined.

**Behavior:** Refers to the way someone acts or conducts oneself, especially towards others (Oxford, 2009). The study used the term as defined.

**Character:** Refers to mental or moral qualities that are distinctive to an individual (Oxford, 2009). The study used the term the term to refer to juvenile's traits/qualities or program administrator's traits.

**Delinquency:** This refers to a conduct that is not in accordance with stipulated law or accepted behavior of a society; it implies an act that, in case it is performed by an adult would be termed criminal (Encyclopedia Britannica, 2013). This study used this term to mean act of criminal behavior that is associated with people of under the age of eighteen years.

**Effectiveness:** Refers to the capability of producing desired results or output (Oxford, 2009). The study used the term to refer to the success or rehabilitation programs or program administrators in producing desired results.

**Effects:** Refers to a change which is a result or a consequence of an action or other cause (Oxford, 2009). The study used the term to refer to influences and consequences of a program or program administrators on the juveniles under study.

**Juvenile Justice System:** This refers to an area of jurisdictions that is applicable to people, who are not old enough to be held accountable for criminal acts, in most cases below 18 years (Kenya Law, Act No. 11 of 2017).

**Juvenile:** Refers to a person of the age of fourteen years or more and is under the age of sixteen years (Sect. 2 of the children and young person's act Cap.141, Laws of Kenya). The study used the word to mean to any person below the age of eighteen years.

**Negative Influence:** Refers to having a bad or wrong influence or effect on someone or something (Oxford, 2009). The study used the term to refer to a program or someone having some bad effects on juveniles under rehabilitation.

**No influence:** Refers to something having no influence or effect on someone or something else (Oxford, 2009). The study used the term to refer to a program or someone having no effect on juveniles under rehabilitation.

**Not applicable:** refers to something having no answer either because it does not apply to a particular case, or the answer is unavailable (Oxford, 2009). The study used the term to

refer to cases where no answer was provided because the program or the question asked did not apply to the juveniles under study.

**Perception:** Refers to the way something is regarded, understood, or interpreted (Oxford, 2009). The study used the term as defined.

**Positive Influence:** Refers to having a beneficial influence or effect on someone or something (Oxford, 2009). The study used the term to refer to a program or a person having some beneficial effects on juveniles under rehabilitation.

**Recidivism:** This refers to relapse into criminal behavior; it translates to a criminal record of reoffending. It simply means “to go back” (Burfeind & Bartusch, 2015). The study used this term to refer to reoffending after release from rehabilitation school.

**Rehabilitation program:** Refers to organized set of learning opportunities/activities delivered to offenders, so they can change behavior and become better and remain free from crime (Burfeind & Bartusch, 2015). The study used these terms as per the definition.

**Rehabilitation:** This refers to behavioral initiatives that are developed to influence the individual behavior change in a manner that benefits them and the community (Lipsey, Howell, Kelly, Chapman, & Carver, 2010). The study used this term as defined.

**Social development program:** Refers a course designed to improve the well-being of every individual in the society so that they can reach their full potential, it focusses on investing in people. The study has used these terms to refer to a course that invests in people both psychologically and spiritually to enable then reach their full potential (Van der Stouwe, Asscher, Hoeve, Van der Lan, & Stams, 2016).



**Socially acceptable means:** Refers to ways and deeds that are accepted as normal or appropriate to a certain group of people or culture (Oxford, 2009). The study used the term to refer to ways that juveniles adopt to earn them their living that are deemed appropriate by the societies these juveniles live in.

**Statutory Institutions:** Refers to bodies that are defined by law, shaped by an act of parliament, and set up by the government to consider data and make some judgement in some areas (Oxford, 2009). The study used the term to refer to organizations that hold juveniles from the time they are arrested up to when their judgement is passed.

**Vocational training program:** Refers to specific courses that are offered to learners to train them on a job or career normally to sharpen their skills and knowledge on a particular job. It basically focusses on practical applications of the skills learned and provides hands-on instructions in a job (Atienzo, et al., 2017).

## ABSTRACT

The purpose of this study was to establish the effects of juvenile delinquents' rehabilitation programs on juvenile's behavior modification in selected rehabilitation schools in Kenya. The study was carried out in four government rehabilitation schools in Kiambu, Nairobi and Kirinyaga Counties: Kirigiti Girl's Rehabilitation School, Dagoretti Girl's Rehabilitation School, Kabete Boy's Rehabilitation School and Wamumu Boy's Rehabilitation School. The specific objectives of the study were to identify the socio-demographic characteristics of the juveniles, to establish the effects of vocational training program on behavior modification of juveniles; determine the effects of academic enrichment program on behavior modification of juveniles and to assess the effects of social development program on behavior modification of juveniles in the selected rehabilitation schools in Kenya. In overall, the study intended to find out whether the rehabilitation programs had positive effects in modifying juvenile's behavior and reducing recidivism. The study used explanatory sequential mixed method design. The target population for the study was 142 delinquent juveniles who were in their last year of rehabilitation at the selected rehabilitation schools in Kenya and 22 Key informants who comprised of welfare officers, academic teachers, and vocational instructors. Census and purposive sampling were used to draw the sample size of 142 delinquent juveniles and 12 key informants, respectively. Research instruments used were interview schedule guide and Key informant interview (KII) guide. The instruments were pre-tested for validity and reliability. Approval to carry out the research was sought from the relevant authorities. Informed assent and consent were sought. Privacy and confidentiality of data collected was maintained. The quantitative data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21 while the qualitative data was analyzed inductively through narrative analysis. The findings were described numerically using measures of distribution (frequencies and percentages) and presented in form of charts, graphs, tables, and narrations. The findings indicated that vocational training program was the most preferred and with positive effects in empowering juveniles with skills and knowledge in different jobs to meet their financial needs. Academic program was found to have positive effects on behavior change by enabling juveniles solve the problems they encounter logically. All juveniles participated in spiritual welfare program, and it had positive effects in modifying delinquent juveniles as it taught them moral and ethical values. Mandatory counselling was offered to juveniles individually at admission and thereafter, counselling program was mostly administered to groups and on few instances to individuals. Some juveniles did not like counselling as they reported that the counsellors had some bad attitude towards them. The study concluded that the existing juvenile rehabilitation programs had positive effects on juvenile rehabilitation and behavior modification in reducing recidivism. The study recommended more academic and vocational teachers to be employed; training materials and tools to be availed; more vocational courses to be embraced; qualified counselors to be employed; welfare officers to adopt a positive attitude while interacting with the juveniles; and guardians/parents to be involved in juvenile rehabilitation process. Equally, the study recommends research on effects of parent/guardian involvement in juvenile's rehabilitation on behavior modification.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Juvenile delinquency is one of the leading social challenges globally (WHO, 2015). Juvenile delinquency goes through periods of increase and decrease, whereby as some juveniles' reform others get into crime, but it never disappears altogether (Shali, 2017). Effective juvenile delinquent's rehabilitation program within the rehabilitation schools could reduce juvenile delinquency relapse by 90 per cent (Odera, 2013). According to the Ireland Child Care Act (2011), the main purpose of children rehabilitation schools is to accord them quality education and training program and amenities for children referred to them by cultivating good morals among them for them to be reliable citizens in future (Shali, 2017). However, despite the efforts to correct juveniles' moral behavior through rehabilitation program, majority of juvenile delinquents tend to go back to crime/recidivism a year later after rehabilitation and release either because they were not fully rehabilitated while still at the rehabilitation school or because their families did not give good reception to the juveniles (Agarwal, 2018).

Recidivism refers to the rate at which juvenile delinquents' relapse back into criminal activity and it is measured by their return to rehabilitation schools for new or the same offence (U. S Department of Education, 2004). The current trend of recidivism shows the extent to which juvenile delinquents had been rehabilitated and the role of rehabilitation program on successful reintegration of juvenile delinquents back into the

society (Agarwal, 2018). Recidivism cases for juvenile delinquents are a cause for alarm for juvenile justice system (Agarwal, 2018).

Research findings of a study conducted in United States of America in 2014 show that formerly imprisoned youth return to the justice system at an alarming rate (BJSSR, 2014). Statistics from the Bureau of Justice Special Report (BJSSR) conducted in thirty states of USA in 2014 revealed that 404,638 juvenile delinquents were released from rehabilitation schools in 2005, however within one year of release about 47.8% of the released juveniles were re-arrested and 76.6% were re-arrested within five years (BJSSR, 2014). The overall rates of recidivism for juveniles released from rehabilitation centers are high at about 80% (BJSSR, 2014). The Casey Foundation in USA study findings showed that about 48% to 62% of these youths are re-imprisoned within a span of two years of discharge, and about 38% to 58% are judged or arrested for new offenses (Agarwal, 2018). Poor implementation of the programs in place was blamed for the recidivism, the programs were not aligned in a way to address the individual needs of the delinquent juveniles and offered them with workable alternatives to avoid crime and drugs (Atienzo, 2017).

Regionally, juvenile delinquents' rehabilitation is difficult for many African rehabilitation schools to achieve due to underfunding and overcrowding even when it stands as a major goal for policy makers (Burfeind & Bartusch, 2015). A study on the efficiency of juvenile rehabilitation institutions in Ghana was conducted with the major aim being to assess Ghana's submission to the jurisdiction and in practice with the significant global and local humanitarian rights bodies that are approved (Hoffmann &

Baerg, 2011). The findings of the study indicated that there were dilapidated buildings that were constructed in 1964 and since then no renovation had been done (Hoffmann & Baerg, 2011). The rehabilitation centers were understaffed with six social workers both at the boy's and girl's rehabilitation institutions (Hoffmann & Baerg, 2011). The social workers played every role from being counselor, teacher, and supervisor. The study found out that the juveniles often stayed long even more than the provided 3 years and they all had adequate time to learn a skill (Hoffmann & Baerg, 2011). Generally, juvenile delinquents were not effectively rehabilitated, and the juvenile justice system suffered from lack of funding and the remand homes greatly relied on the support from United Nations Children's Fund and the Non-Governmental Organizations since the government was unwilling to commit funding for the skills training (Hoffmann & Baerg, 2011). Recidivism rates were reported to be at 64 per cent in a span of five years in Ghana due to the ineffective juvenile rehabilitation (Hoffmann & Baerg, 2011).

In Kenya, there are three main juvenile rehabilitative programs at the rehabilitation schools namely vocational, academic enrichment and social development program. Most of these rehabilitation programs used in the juvenile delinquent's rehabilitation schools are designed to provide solution to juvenile delinquency; however, there has been cases of the rehabilitated juveniles relapsing back to criminal activities (Odera, 2013). There is insufficiency in professional staff with skills in juvenile rehabilitation schools and use of coercive strategy in the management of the juvenile delinquents which makes them more deviant (Wambugu, 2014). In 2019, about 15,503 juvenile offenders went through statutory children's institutions as first offenders

compared to 7,498 juvenile offenders in 2009 which indicate high rates of juvenile delinquency in Kenya; 37 per cent of 4,200 juvenile delinquents upon release from rehabilitation schools were reported to relapse back to criminal activities resulting to their re-arrest (Kenya National Bureau of Statistics, 2019).

As a result of the increased cases of recidivism, it has become imperative to establish efficient programs for addressing juvenile delinquency (Burfeind & Bartusch, 2015). However, from background check, the programs that have been in place to rehabilitate the juvenile delinquents have either been ineffective or poorly implemented no wonder the high rates of recidivism (Atienzo, Baxter, & Kaltenthaler, 2017). Therefore, there is need to find effective rehabilitative programs that address individual wants and needs of juvenile delinquents and provide them with reasonable options to manage life in the society without or with minimal cases of re-offending.

## **1.2 Statement of the problem**

The increasing number of children admitted in juvenile rehabilitation schools in Kenya is alarming with about 50 percent increase in 2019 census statics compared to 2009 census statistics; 15,503 arrests from 7,498 per every 100,000 population of juveniles aged between 10 to 18 years (Kenya National Bureau of Statistics, 2019). However, despite intense rehabilitation programs, cases of recidivism are still high. In most of the rehabilitation schools, majority of juvenile delinquents tend to go back to crime and drugs abuse a year or two later after rehabilitation and release (Ndegwa, 2014). Much finance has been invested in equipping rehabilitation schools with amenities and programs (KNBS, 2019). However, the rate of juvenile crimes still seems to be on the

rise and in most cases recidivism which stands at 37% of 4,200 juveniles released in 2019 compared to 10% of 2,748 juveniles released after rehabilitation in 2009 (KNBS, 2019). Therefore, there was need to find out the effects of juvenile's rehabilitative programs in place and whether they were focused on addressing individual needs of juvenile delinquents and providing them with workable options that enable them to cope with issues in the society without re-offending. It was apparent that there were some strong forces that were driving juveniles to becoming delinquent, and that the rehabilitative programs in place were either ineffective or poorly implemented due to the recidivism cases. This study therefore intended to establish the effects of juvenile delinquent's rehabilitation programs on behavior modification of juvenile in Kirigiti Girl's Rehabilitation School, Dagoretti Girl's Rehabilitation School, Kabete Boy's Rehabilitation School and Wamumu Boy's Rehabilitation School in selected counties in Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to examine the effects of juvenile delinquent's rehabilitation programs in modifying juvenile delinquent's behavior that foster positive behavior/character change and reduced recidivism, which result to improved academic performance, vocational skills and knowledge achievement, and improved parent-child relationship in selected rehabilitation schools in Kenya.

## **1.4 Objectives of the study**

The main objective of the study was to establish the effects of juvenile delinquents' rehabilitation programs on behavior modification of juveniles in the selected rehabilitation schools in Kenya.

### **1.4.1 Specific objectives**

1. To identify the socio-demographic characteristics of juveniles at the rehabilitation schools.
2. To establish the effects of vocational training programs on behavior modification of juveniles in the selected rehabilitation schools in Kenya.
3. To explore the effects of academic enrichment programs on behavior modification of juveniles in the selected rehabilitation schools in Kenya.
4. To examine the effects of social development programs on behavior modification of juveniles in the selected rehabilitation schools in Kenya.

## **1.5 Research Questions**

1. What are the socio-demographic characteristics of juveniles at the rehabilitation schools?
2. How do technical skills acquired through vocational training programs affect behavior modification of juveniles in the selected rehabilitation schools in Kenya?
3. To what extent do academic skills and social skills acquired through academic enrichment programs affect behavior modification of juveniles in the selected rehabilitation schools in Kenya?



4. How do spiritual growth and counselling affect behavior modification of juveniles in the selected rehabilitation schools in Kenya?

### **1.6 Significance of the study**

The research results will highly contribute to the academic body by assisting to close the gap that exist on effects of juvenile delinquents' rehabilitation programs on behavior modification thus more knowledge will be attained in this field. Since the study is based on scientific methods it will contribute to the present know how on juvenile delinquency. This study will provoke solutions to what programs work in rehabilitating juvenile delinquents and thus reducing recidivism. This will result to a better, productive, and strongly knit society. The study findings will also be beneficial to the juvenile delinquents as it will establish effective ways to fully rehabilitate them and shape their future in the long run. The research results will assist the overall juvenile justice personnel, non-government organizations (NGOs) and policy makers dealing with rehabilitation of juvenile delinquents in highlighting on effective programs/interventions to address juvenile delinquencies for positive behavior modification. The study suggests effective interventions for parents/guardians to employ in reducing juvenile delinquency in their families and society at large. In addition, the study will contribute to attainment of vision 2030 especially in social pillar whose aim is to develop a fair and unified community which enjoys equality social growth in a fresh and safe surrounding (Ministry of State for Planning, National Development & Vision 2030, 2007).

### **1.7 Assumptions of the study**

The study had the following assumptions:

- I. This study assumed that chosen participants would be available to take part in the research and that they would produce unbiased response. It was also anticipated that they would provide information on juvenile delinquency.
- II. Respondents would give accurate and truthful information. And just as per the assumptions, the respondents provided the information required accurately and truthfully as far as they were concerned.

### **1.8 Scope of the study**

The research focused on four public rehabilitation schools namely Kirigiti Girl's Rehabilitation School, Dagoretti Girl's Rehabilitation School, Kabete Boy's Rehabilitation School and Wamumu Boy's Rehabilitation School which are in Kiambu, Nairobi City and Kirinyaga counties, respectively. There were 33 delinquent juveniles in Kirigiti Girl's, 41 delinquent juveniles in Kabete Boy's, 32 delinquent juveniles in Dagoretti Girl's and 36 delinquent juveniles in Wamumu Boy's Rehabilitation School. The study sites were selected based on their characteristics of hosting boy's and girl's juvenile delinquents and diversity of the delinquencies committed by the juveniles. There are only two girl's rehabilitation schools in Kenya which were both captured in this study. The study also captured the two boy's rehabilitation school based on the fact they host boys and additionally based on characteristic of juvenile's risk details or behavior whereby Kabete mostly handled high and medium risk juveniles, and Wamumu hosted high risk juveniles.

The study focused on juveniles who were in their last year of rehabilitation and that had been confirmed to have significantly been rehabilitated to leave the rehabilitation schools.

School administrators, academic teachers, vocational instructors, and welfare officers in these rehabilitation schools were also involved in the study as key informants.

### **1.9 Limitation of the study**

Consent from Ministry of Labor and Social Protection - Children Department, a government authority in charge of children welfare was sought before conducting the study on juvenile delinquents which took some time to get approved. Due to ethical issues, getting some personal information from the juveniles such as reports on their committal offences was limited and therefore the researcher relied on those who voluntarily and without being prompted talked of the offences, they committed during the interview sessions. To avoid interference with the rehabilitation school's timetable, the study had to be conducted during school break holiday which was clustered with so many activities from visitor's visiting the rehabilitation schools, and this interfered with data collection scheduled dates by frequent postponements of the dates. This was dealt with by working for longer hours with the research assistants collecting data to ensure all the information was collected within the shortest time possible to avoid further postponements of dates. The data collected was subjective and such could be affected by the moods and expectations of the respondents, on the other side the subjective responses were important in informing the study on the effects of the programs since they were the beneficiaries of such programs.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section presents literature review on effects of juvenile delinquents' rehabilitation programs on behavior modification. The literature was reviewed based on the relevant theories on rehabilitation of juvenile delinquents and concept of the programs used in the selected Kenyan government sponsored juvenile rehabilitation institutions; Kirigiti Girl's Rehabilitation School, Dagoretti Girl's Rehabilitation School, Kabete Boy's Rehabilitation School and Wamumu Boy's Rehabilitation School.

#### **2.2 Global situation of juvenile delinquent's rehabilitation programs.**

A worldwide analysis indicates that there are programs that are likely to foster efficiency in issues related to rehabilitation of juvenile delinquency (WHO, 2016). In New York there are juvenile rehabilitation centers like Crossroads, that provides a place where young offenders are given a chance to build on the time they are forced to spend away from their homes and as they continue to enjoy their childhood journey (Poggio, 2018). Young offenders in New York are involved in an education program referred to as "freedom school" which keeps them busy for most of the day. They also learn how to cook and do manual work like farming, rearing chicken, drawing, and painting (Agarwal, 2018). Staffers are also involved in rigorous training on how to handle the young offenders. By adopting a rehabilitative model over punitive model, Crossroads Rehabilitation center in New York has seen delinquency cases requiring rehabilitation go

down from 560 in 2015 to 206 in 2017 and recidivism cases went down to less than 8% (Poggio, 2018).

Regionally, South Africa has adopted a rehabilitative model dubbed ‘diversion programs’ that focus on giving young offenders a second chance to avoid criminal records while at the same time teaching them to take responsibility for their actions (Bosasa Youth Development Centre, 2014). These diversion programs address the educational, vocational, and emotional needs of the young offenders by transforming and giving them hope for a brighter future (BYDC, 2014). As a result of involvement in the diversion programs, young offenders that were involved in the rehabilitation turned into being advocates and role models of positive behavior to other young people (BYDC, 2014).

Locally, the Government of Kenya, has established and funded rehabilitation schools with the aim of juvenile’s positive character reformation (Ndegwa, 2014). The rehabilitation schools are well equipped with rehabilitative programs that has enabled character reformation for some of the juveniles who have been through the program (Ndegwa, 2014). However, according to a study conducted in Kenya in 2019, juvenile delinquency is still on the rise and recidivism rates were at 37% of 4,200 juveniles released in 2019 compared to 10% of 2,748 juveniles released in 2009 from rehabilitation schools (KNBS, 2019). Such incidences have resulted into questioning the way the rehabilitative programs are delivered and their effects to the entire juvenile’s population under rehabilitation.

It is critical to establish juvenile delinquent's life skills, improve their partaking and school performance and enhance their chances of employment which could prevent them from fights and delinquencies, both in childhood stage and adulthood (WHO, 2016).

Life skills initiatives are applied in most parts of the world to improve the chances of young people in participating in educational programs like, preschool programs and vocational training (WHO, 2016). Life skills programs among the youth determine the possibility of transferring violence prevention techniques effects in, various areas such as low and middle-income countries (WHO, 2010).

Implementation of the three rehabilitation programs (vocational, academic, and social development programs) is based on 3 successful program's orientations developed by Oregon Social Learning Centre (OSLC) based on the principles of social learning theory (Dishion, Forgatch, & Chamberlain, 2016). Social Learning theory has been used in this study to explain how juvenile delinquent's rehabilitation takes place. The three OSLC programs that merit special attention are:

**Adolescent Transition Program (ATP)** which exposes the at - risk juveniles and parents to family control techniques like monitoring, disciplining, solving problems, communications, and other operative social skills. The main objective of this program is to advance communication skills, self-control, pro-social attitudes, and pro-social relations of both pre-teens and teens (Dishion, et al., 2016).

**Multidimensional Treatment Foster Care Program (MTFC)**, this program involves juvenile delinquents that portray repeated criminal behavior and are likely to get involved in more delinquencies. In this program, juveniles under rehabilitation participate in

sessions. Foreseen and other pro-social aspects of interventions are managed by a case manager with the intention of promoting skills related to solving problems, increasing social perspective undertakings and being nonaggressive in self-expression (Dishion, et al., 2016).

**Linking the Interests of Families and Teachers Program (LIFT)** is a delinquency prevention initiative process which holds juveniles, their guardians, their tutors, and their peers as significant player in achieving a successful social learning-based prevention/intervention program. The main objective of this program is to change the child's interactional behavior with teachers, peers and parents by a three-pronged method that focuses on classroom-based social and problem skills training for the child, playground-based behavior modification, and group-delivered parent training. In all the three methods, the child should be separated from his or her surroundings. Additionally, the relevant causes of discrimination stimuli in a teenager's life are the fathers, role models and important people, who participate in meaningful programming (Dishion, et al., 2016).

### **2.3 Rehabilitation programs and behavior modification**

There are three major rehabilitation programs in government sponsored juvenile rehabilitation schools in Kenya. The three major programs are vocational, academic, and social development programs. Vocational program entails the different job-specific technical trainings that are mandatory to all juveniles, agriculture, art and craft creativity 'life skills', sports and clubbing; while academic enrichment program entails classwork academic enlightening; on the other hand, social and development program entails

spiritual welfare/nourishment and counselling. The rehabilitation programs are organized in such a way that addresses the needs of the juveniles. The intention of rehabilitation schools is to fully rehabilitate all the juveniles that are admitted there (WHO, 2009). The rehabilitation programs have different effects on behavior modification as discussed below.

### **2.3.1 Socio-demographic characteristics of juveniles.**

Performance at the rehabilitation institutions is linked to juvenile's individual characteristics (Walker and Bishop, 2016). Juveniles engage in criminal activities because they are predisposed to risk factors. Risk factors are factors that come about when there is low level of social control in the society (Bellair, 2017). Social control as a function involves environmental conditions of the society i.e., who resides there, the socio-economical condition, the cultural norms and values, age, gender, and inhabitant's race (Kubrin & Mioduszewski, 2019). For rehabilitation programs to be effective, some variables that are considered to predispose the juveniles to crime such as juvenile's age, sex and socio-economic status should be considered as they could explain reasons for juveniles' engagement in crime as well as determine the chances of juveniles return to crime even after rehabilitation (Karimu, 2015).

A study conducted to determine juvenile's characteristics in influencing juvenile's rehabilitation performance in the USA revealed that juvenile's age determined juveniles' acquisition of skills at the rehabilitation school in that older juveniles acquired more skills and faster than the younger juveniles (Walker & Bishop, 2016).



A study conducted in the USA on the association between juvenile's sex and their rehabilitation outcome revealed that boys are more likely to recidivate at 29.2% compared to girls at 20.2% (Bright, Hurley, & Barth, 2014). The study also revealed that more boys than girls are in the intensive-in-home services meaning that more boys than girls engage in criminal activities (Bright et al., 2014). Socio-economic status of the juveniles also predisposed the juveniles into committing criminal activities. Juveniles from humble and poor backgrounds are more likely to engage in criminal behaviors than juveniles from well up families as they source for their livelihood and to meet their basic needs (Karimu, 2015).

Juvenile's level of education was also considered as a determinant in engaging in criminal activities. Juvenile's level of education determines juvenile's psychosocial maturity (Steinberg, Cauffman, & Monahan, 2015). A study on the influence of level of education on juvenile's rehabilitation found out that, rehabilitation was successful for juveniles who had achieved some level of education than those with no or minimal education as they could comprehend their offenses and why they were being rehabilitated (Walker & Bishop, 2016). Poor performance in class could also trigger delinquency, children tend to run away from schools because they fear punishment from their teachers and parents for low performance and ridicule from other children. When such children run away from school, they go into the streets and start engaging in criminal activities like mugging and drug abuse (Steinberg et al., 2015).

In Kenya, despite the juvenile rehabilitative programs in place being similar the government sponsored rehabilitation schools, juvenile's responsiveness to the programs has been different (Ndegwa, 2014). Juveniles in the rehabilitation schools are from

different backgrounds and this affects the way they respond to the rehabilitation programs (Odera, 2013). Juvenile's age, sex, gender, level of education, race, environment, socio-economic status, psychological health, emotional and physical health should be put into considerations when constructing juvenile's rehabilitation strategies (Wahu, Wachira, & Njuguna, 2020). When all socio-demographic characteristics of the juveniles are considered by the rehabilitation programs, successful juvenile rehabilitation is likely to take place as the programs will be tailor made to address the needs of each juvenile and offer solution using socially acceptable means (Wahu, et al., 2020)

Previous studies have shown that juveniles rehabilitation varies from individual to another individual depending on their responsiveness to the programs. One major thing that distinguishes individuals is the individual's unique characteristics. The unique characteristics enable the juveniles to respond uniquely to the rehabilitation programs. Therefore, this study found it necessary to investigate the effects of juvenile's socio-demographic characteristics on juvenile responsiveness to rehabilitation programs in the behavior modification process.

### **2.3.2 Vocational training on behavior modification**

Vocational program involves training juveniles on job-specific technical training for work in a specific career. Vocational program focusses on equipping the delinquent juveniles with hands-on instructions and skills in different career fields. Vocational program prepares juveniles on how to live life (Atienzo, et al., 2017).

Both developed and developing nations alike have implemented vocational training program and research results have shown that they have positive effects on participants' employment prospects, especially in the developing countries (WHO, 2016).

The juvenile delinquent's rehabilitative system has serious implications on a juvenile's immediate life and future well-being. The programs including vocational training are meant to help the youth grow out of delinquent behaviors as they take into consideration a disturbing background or abuse and treat juveniles as adolescents who have a chance to learn and grow (Ziedenberg & Holman, 2006). They are meant to promote personal accountability and accord criminals with real chance to succeed in sincere job opportunities. Siegal (2002) adds that vocational training can be effective if they are intensive, relate to program goals and meet adolescent's individual needs. Vocational training is one the program provided within juveniles' rehabilitation schools to positively improve the behavior of delinquents by offering the juveniles with alternative skills to survive in the society other than engaging in crime (Kikuvi, 2011).

Vocational programs specifically focus on technical skills (Atienzo, et al., 2017). There has been an evolution in the twenty first century of vocational programs from focusing mostly on technical trade to offering managerial expertise. Before the evolution, vocational programs prepared students for manufacturing jobs and production. However, there has been a significant decline in manufacturing industry in the United States. The economy in the United States has since become more of service and information based. The evolution has resulted to a greater emphasis on academics in vocational trainings

since the workers in service and information-based economy are considered to have a greater need for critical and creative thinking and social skills (Melissa, 2017).

Upon recognizing the need for more skilled workers in the service and information-based economy, the Carl Perkins Vocational and Education Act of 1998 granted funds to trade/vocational schools to develop and enhance vocational programs in place. The Act focused on investment in the quality of vocational programs that integrate academic and vocational education, promote students with attainment of high vocational and technical standards, provide students with strong experience and understanding of the chosen industry and expand the use of technology. The funds received facilitated the vocational schools to redesign their services to meet the needs of the students (Melissa, 2017).

A study done in the U.S.A on National assessment of vocational education in the year 2004 reported that nearly all juveniles in rehabilitation centers were involved in some form of vocational training. The report further found that vocational training at the rehabilitation centers had positive effects on short term and medium-term earnings amongst the juveniles – where juveniles benefitted from their skills while still at the rehabilitation centers. The study also found that juveniles who participated in the vocational programs increased on their academic course taking and achieved successful academic performance (U. S Department of Education, 2004).

An international meta-analysis showed that vocational training of the youth in low- and middle-income countries was 50 per cent more likely to lead in youths obtaining employment than vocational training in developed countries (WHO, 2016). There was an implication of vocational training in decreasing criminal incidences. However, this has

not been widely studied and, while several studies in the United States determined the impact on criminal behavior, the findings have been mixed. In the United States a review of studies of JOBSTART, a program that concentrated on improving the lives of high school dropouts, revealed that vocational training program precisely aimed at averting youth criminal activities and delinquency and that through it there were short-term positive effects of vocational training program (U. S Department of Education, 2004).

In New York, vocational programs not only prepare students for the construction and manufacturing industries as in the traditional specialties of vocational programs, but also for human services business sectors and health care. The specialties are diverse and range from television production, computer graphics, advertising art and design, business and computer technology, auto mechanics, engine technology, cosmetology, carpentry, masonry, practical nursing, floral design, and urban forestry (Melissa, 2017).

In South Africa, vocational training has been declining since the low achieving students in academic classes were dumped into the programs thus undermining the quality and rigor of the program (Atienzo, et al., 2017). Towards the late 1990s, considerable efforts and funds were allocated to institutions that offered vocational training to reform the perception built around vocational programs (Shali, 2017). Vocational program has been campaigned to be as competitive as academic program. Vocational training related reforms included integration of academic and vocational education. However, these reforms did not produce academic achievement for those who went to pursue vocational training out of poor performance in academic classwork. This failure could be because of poor implementation, where the programs are implemented in piecemeal or with great

focus on improving academics only contrary to what was envisioned in the legislation (Atienzo, et al., 2017).

In Kenya, vocational programs were pursued by individuals who had foregone academic education (Ndegwa, 2014). However, rehabilitation schools in Kenya have changed the trend and allowed juveniles to pursue vocational programs to complement their academics (Odera, 2013). Juveniles can select the vocational program based on the trade they wish to pursue (Kikuvi, 2011). Upon completion of any vocational training selected, juveniles are examined by an independent organization for certification. Juveniles who pass the vocational examination are accorded some certificates that increases their chances of getting a skilled job immediately than informally trained job seekers (Ndegwa, 2014). Vocational programs are believed to give the juveniles a competitive edge in job searches since the juveniles are already equipped with the certifiable knowledge and skills required to enter a specific career field, thereby providing a link between education and the working world (Kikuvi ,2011). The main objective of vocational training is to provide defiant youth who qualify to find job opportunities by according to them financial gain and preventing them from getting involved in crime and any other problems in future with an excuse of looking for finances (WHO, 2009; 2016).

Previous studies provide evidence that vocational training can lead to positive behavioral improvement. However, many youths have found themselves engaging again in criminal activities even after leaving rehabilitation schools. It was important to examine the effects of vocational training program as a tool in the behavior modification of juveniles in rehabilitation schools in Kenya. To find out the perceptions of the juveniles

regarding the vocational programs and whether they have any positive or negative effect on their behavior change. And to find out whether there were other stronger forces that were driving juveniles to reoffend after leaving the rehabilitation center.

### **2.3.3 Academic enrichment on behavior modification**

Academic enrichment program refers to an activity designed to add quality/ value to education. Where education refers to the process of learning and acquiring knowledge, skills, values, beliefs, and habits which normally takes place in a school set up (Wambugu, 2014).

Academic enrichment program contains information on different subjects like knowledge that involves basics in numerical and levels of literacy, examination revision and curriculum sports, foreign languages, crafts, and adventure (WHO, 2016). When this is targeted to children that are in socially disadvantaged environments, the programs have proved profound success in increasing literacy levels, numeracy, school turn up, improved performance, and general juvenile's perspectives towards schools (WHO, 2015).

Academic enrichment program in rehabilitation schools is aimed at making academic and social knowledge and skills available to juvenile delinquents as this increases their chances of success in their academic and social lives resulting to them desisting from crime and drugs abuse (Pettit & Kroth, 2011). The information contained in academic enrichment program is diverse in nature and ranges from self-esteem to development of languages and solving problems according to children's needs (Lipse, et al., 2010).

Majority of the juveniles detained and committed in the rehabilitation schools have severe to moderate skill deficits and prior school experiences that are marked with truancy, suspension, and expulsion, while some other juveniles could be performing at or above grade level (Pettit & Kroth, 2011). Absenteeism and poor academic performance are the main risks associated with school related conflicts; a program that increases children's performance and turn up in schools is likely to reduce the involvement in violence and any form of delinquency (Odera, 2013).

Academic enhancement programs are commonly practiced throughout the United States and some assessments of the program have determined varying behavioral outcomes (WHO, 2010). For instance, Los Angeles, the LA's BEST program was aimed at juveniles at-risk who were living in disadvantaged communities in Los Angeles; by according to them free academic enrichments after school and during juvenile's leisure time. Assessment of the programs indicated that it had no impact on conflict crime (WHO, 2010). In the 21st Century Community Learning Centers (CCLCs) in United States, the government provides loans for research that would inform on academic improvement on remediation basis, majorly for those students from disadvantaged communities. Assessment of this program for five years showed that there were no academic improvements, there were also negative influences on behavior for instance participants were more likely to involve in unacceptable behavior resulting in either disciplinary processes from teachers or suspension from school (Pettit & Kroth, 2011).

CASASTART is a multi-component program in the United States that offer more positive results, on community-based and school programs aimed for high-risk children, between



the ages of 13-18 years. CASASTART as a multi-component program mission is Striving Together to Achieve Rewarding Tomorrows. Each one of the programs has a case manager who leads in providing of the much-needed support to about 15 vulnerable children households at risk together with schools, community-based health systems, social services, and criminal justice. The program affords summer and after-schools activities added with social sustenance, family activities, education services, mentorship programs, community police services and criminal/juvenile justice initiatives and other support (WHO, 2010).

Assessment of the educational improvement for juvenile delinquents reported benefits that include lower involvement in violent criminal activity, low drug usage and less interaction with delinquent peers (WHO, 2015). Similarly, the multi-component program (CASASTART) in progress in United Kingdom, Australia, and the United States and countries, are famous for Extended or Full-Service Schools; the program accords different services and jobs for youths, family members and community members at schools after normal school hours (WHO, 2010). The objective is to endorse optimistic academic and social growth in youth. Though assessments have not inspected their impact on violent behavior, these programs show success in enhancing pro-social behavior, academics success and, in the United States, decreasing rates of below age initiation into using alcohol drinks (WHO, 2016).

In South Africa, education programs are among the many programs offered at rehabilitation schools to prepare offenders to become more productive and law-abiding citizens (Butchart, Burrows, & Kieselbach, 2019). Almost all correction facilities in

South Africa offer education such as adult basic education and training that is categorized as Grade 1 to 10 and secondary education that ranges from Grade 11 to 12. The academic program entailed adult basic education and training (ABET), secondary education and computer instruction (Butchart, et al., 2019).

However, most of the officials that were dealing with the juveniles in the rehabilitation centers were not trained to deal with the juveniles. For a successful educational program to take place there is need to have a conducive environment, innovative program, and better trained staff (Butchart, et al., 2019). An in-depth study into a rehabilitation school in Gauteng revealed inadequate learning and teaching materials and books that were carried from one classroom to another. There were no teaching aids on the walls of the classrooms, and this interfered with the learning of the offenders in Grade 1 and 2 because most of them could not read or write. There was inconsistency in the time set for academic classes. There was shortage of qualified teachers, the available teachers were overloaded and therefore teaching was compromised in most subjects and teaching hours were reduced. As a result, juvenile delinquents lacked the motivation to attend classes and therefore they did not benefit from the intended benefits of academic program to deter them from delinquency (Butchart, et al., 2019).

To deal with the challenges at Gauteng, some interventions were put into place to support the academic teachers in the rehabilitation schools to enhance the academic wellness of the juvenile offender learners. The interventions involved recruiting qualified teachers to volunteer in the part time teaching. Consequently, life orientation subjects like group counselling with qualified educational psychologist was reintroduced where

juveniles were taught about self-awareness and other topics geared towards behavior and attitude change. Motivational sessions on the importance of education were held, parents were involved in the academic journey of their children where the parents at selected times in a year would visit the classroom's and view the learner's work progress under the guidance of a subject teacher (Butchart, et al., 2019). Academic performance of the juveniles significantly improved; and issues of self-awareness, anger management, study skills and time management were addressed. Through the parent involvement technique, parent forgave their children and appreciated the changes they saw in the learning of the children. Ubuntu principle was put into place that for the delinquent juveniles to change their behaviors with collective efforts from the juveniles themselves, the teachers, the parents, and oneness in the community. Academic success was a significant element of social change within the rehabilitation center, and reoffending cycle was broken (Butchart, et al., 2019).

In Kenya, academic enrichment program focuses on the 8-4-4 education system that is followed by all government sponsored rehabilitation schools in Kenya (Wambugu, 2014). The 8-4-4 education system advocates the children's entry level to be 6 years so that the children can complete the cycle in 14 years (Wambugu, 2014). The objective of academic enrichment program in Kenya is to enable children acquire literacy, numeric and manipulative skills; to develop self-expression, self-discipline, self-reliance and be independent critical and creative thinkers; to enable the children understand their immediate environment and develop a positive attitude towards the environment as well as to familiarize the children with the norms of their societies (Ndegwa, 2014).

A major criticism of academic program in the rehabilitation schools is duration the juveniles are committed at the rehabilitation schools. The duration is inadequate to benefit the juveniles fully as there is interference when a committal term expires (Ndegwa, 2014). However, the rehabilitation schools have been to their defense on claims that the education offered at the rehabilitation schools is normally to offer a continuity to the juvenile's education assuming they were from school and on assumptions that from the rehabilitation schools the juveniles would go back to school to continue with their education (Ndegwa, 2014). Primary education is designed in such a way as to prepare children in participate fully in the political, social, and economic well-being of the country (Wambugu, 2014). The academic programs are designed to provide functional and practical education that caters for the needs of the children to finish their primary level education and prepare those who wish to contribute with secondary education (Odera, 2013).

The rehabilitation schools in Kenya basically offer primary education after secondary education was scrapped off in the 1980s after misuse (Wambugu, 2014). The government reported that some juveniles were misusing the rehabilitation schools as they knew after committing a crime, their life would continue normally as they would continue with their education to secondary schools (Wambugu, 2014). Additionally, juveniles who were at secondary school would on most occasions go on strike and destroy the rehabilitation school's property, a move that was not welcomed by the Kenyan government that was sponsoring those schools. It was decided that the rehabilitation schools were for juveniles who needed a second chance in life, and juveniles in this case

referred to juveniles who were still in primary school. Senior juveniles were taken to borstal centers (Ndegwa, 2014).

While poor academic performance and illiteracy rates are not the direct causes of delinquency, empirical studies have linked marginal literacy to likelihood of juvenile's involvement into the juvenile justice system (Odera, 2013). Education systems as are currently organized can contribute to the production of delinquent behaviors (Odera, 2013). In as much as, low intelligence is not considered as cause for delinquency, negative associations of school performance as measured by grades have been associated to delinquency (Ndegwa, 2014). Juveniles who excel in academic are less likely to engage in crime (Wambugu, 2014). In most cases, juveniles who are retained at the rehabilitation schools normally lag two or more years behind their age peers in basic academic enrichment and perform below average in academics compared to their peers outside because education in most of the rehabilitation facilities is inadequate due to inadequate teachers and teaching materials (Wambugu, 2014).

Providing education for confined juveniles has its challenges considering the mental health and academic needs of the juveniles (Wambugu, 2014). However, juveniles who achieve higher levels of education while still at the rehabilitation schools are more likely to experience positive outcomes in the community once they are released (Ndegwa, 2014).

Previous research has argued that academic enrichment programs are important in behavior modification of deviant juveniles from bad to law abiding and morally upright young people while some have argued that the program has no effects on behavior

modification of the juveniles. Some previous research has also argued that academic program has negative influence on behavior modification of the juveniles based on the grading awarded to the juveniles where low-grade lowers juveniles morale to study and end up engaging in other activities resulting to crime and drugs abuse. It is thus crucial to examine the effects of academic enrichment programs as a tool in the behavior modification of juveniles in selected rehabilitation schools in Kenya and whether it really addresses the individual needs of the juveniles deterring them from engaging in criminal activities and drug abuse. An in-depth study on this and subjective responses of the juveniles will help in finding out whether academic enrichment program is meeting the purpose it was meant to fulfill in juveniles' rehabilitation and positive behavior change.

#### **2.3.4 Social development program on behavior modification**

Social development programs refer to activities that promote pro-social behaviors and aims at averting any form of hostility in children by endorsing social skills such as management of anger self-control, better communication skills, ethical development, compassion, establishment, and maintenance of healthy relationships, solving problems, and peace resolution processes (Van der Stouwe, et al., 2016).

It is critical that classroom lessons are classified and combined with broader techniques of social participation. School activities promote acknowledgement for acceptable behavior that enhances positive bonding among children and their mentors (WHO, 2010).

Thereby, social development program is aimed at seeking to change the whole classroom or school surroundings, creating places of making better opportunities, attachment, and appreciation for children (Weisburd, 2015). Social expansion and

training could act as a significant section of family-focused involvements. The efficiency of the social development program as studies confirm, is that it reduces aggression and improves social skills among young people (WHO, 2015).

In the United States of America, social growth, and development of juveniles in and from incarceration centers is critical for social and economic welfare. Second Step program is an intervention example under school-based social development programs. The program entails the use of skills and solving problems related to anger management. The implementation of Second Step shows reduction of criminal behavior and improvement in individual social competence in children (Van der Stouwe, et al., 2016).

The findings of a cohort's study conducted in the United States, showed that the participation in a multi-component research conducted in Seattle Social Development Project had a reduction in the number of students involved in crime and violence (48 per cent compared with 60 per cent in the control group). Research respondents in the study, agreed to the fact that they lowered their levels of drinking and that there was an improvement in their sexual education regarding problems like teenage pregnancies (Weisburd, 2015). The analysis of data on costs and benefits indicated that there was a turnover profit \$3.14 in for every dollar invested and by the time respondents were the age of 21 years, the program was associated with better management of activities in school and the work responsibilities and better emotional and behavioral health (Weisburd, 2015). Social development programs are beneficial when teacher training initiative is incorporated with parental education (WHO, 2015).

Social development programs show positive results and positive implications on juvenile delinquency. The idea is likely to be adopted in solving family-based related violent behaviors (Van der Stouwe, et al., 2016). The self-control training program is followed by joint sessions, where one learns practical skills in resolving conflicts and increasing unity in families. A random control experiment among students in grade six (aged 11–12 years) found reduced levels of aggression and aggressive behavior from a sample of juveniles under study for about 4 years after introduction of the solution program from 67 per cent to 29 per cent, as measured by both findings from personal results and observation results (Van der Stouwe, et al., 2016). Reliable family interventions such as parenting education is likely to strengthen the parents and other caregivers in establishing efficiency in emotional skills in themselves and in their children (WHO, 2015; Van der Stouwe, et al., 2016).

In Ghana, rehabilitation schools combine treatment and schooling for incarcerated juveniles (Hoffmann & Baerg, 2011). Social development program has been advanced through ‘Healing Wings’ a program that has been incorporated enable focus on all the facets of social interactions and normal behavioral patterns, that aim at gaining self-confidence and respect. Juvenile’s guidance is provided in a personal and caring environment (Hoffmann & Baerg, 2011).

Counselling is pivotal to delinquent juvenile’s success (Atienzo, et al., 2017). Rehabilitation schools should have school counselors. School counselors support a safe learning environment and work to safeguard the human rights of all the members of the school community (Atienzo, et al., 2017). School counsellors address the needs of the



juveniles through culturally relevant prevention and intervention programs. Individual and group counselling are the activities most performed by school counsellors to juveniles (Atienzo, et al., 2017).

Social development programs promote pro-social behavior by preventing anger amongst children through teaching them social skills such as anger management, self-control, efficient communication skills, ethical growth, compassion, establishing and maintenance of healthy relationships, problem-solving and conflict resolution (Van der Stouwe, et al., 2016).

Based on the literature reviewed in this study, social development program has been effective in modifying juvenile's behavior in other parts of the world that have seen juvenile delinquency and recidivism go down. There is still a challenge in Kenya, whereby despite there being social development program in the rehabilitation schools, the rates of juveniles returning to crime after release from rehabilitation schools is still high. The study seeks to find out whether the social development program in place has positive or negative effects on juvenile's behavior modification in selected rehabilitation schools in Kenya. This would then explain why there are recidivism cases resulting from self-control management, parent-juvenile relationship, and juvenile's self-esteem.

In summary, previous studies have shown that vocational training program, academic enrichment program and social development program which are the major programs offered in juvenile rehabilitation schools have had positive effects in modifying juveniles' behavior in major parts of the world and in Kenya. However, most of the rehabilitated juveniles tend to bounce back to crime and drugs immediately or shortly after release. This study, therefore, is interested in finding out the effects of vocational

training program, academic enrichment program and social development programs and to find out whether these programs really address the needs of the juveniles, providing them with alternative survival skills to deter them from engaging in crime and drugs after their release which would consequently translate to reduced juvenile delinquency and recidivism cases.

## **2.4 Theoretical framework**

Rehabilitation is based on theories that explain social behavior (Van der Stouwe, et al., 2016). This study was grounded on social learning theory. Social learning theory was used to explain how juvenile rehabilitation through rehabilitative programs like academic enrichment programs, vocational training programs and social development programs results to juvenile behavior modification.

### **2.4.1 Social Learning Theory**

The study used Social Learning Theory as conceptualized by Ronald L. Akers in 1973. Social learning theory was used in the study based on its idea that people learn from their interactions with others in a social context where separately, by observing the behaviors of others, people develop similar behaviors (Akers & Sellers, 2012). After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior (Akers & Sellers, 2012).

In this study, social learning theory was used to explain that delinquent juveniles learn to change their behaviors by observing and associating with other juveniles who have conformed their behaviors at the rehabilitation school. The rehabilitation schools

teach the juveniles what is right and what is wrong, and advocates for the juveniles to adopt behaviors that conform to what is right and desist from doing what is defined as wrong by the society. At rehabilitation schools, juveniles are taught on how to react when offended and not to retaliate a wrong with another wrong, they are also taught to leap from their hard work sweat and to avoid short cuts when it comes to getting rewards. The rehabilitation schools consistently reward those juveniles who adopt conforming behaviors by praising them in front of other juveniles and where immense conformity is noted, the rehabilitation schools recommend shortening of the committal term for such conformed juveniles, while juveniles who continue with delinquent acts are consistently punished in different ways that the rehabilitation school's disciplinary committee deem appropriate. The juveniles, in most cases adopt the conforming behaviors to experiment what they have been taught at the rehabilitation schools; and to be like their conformed peers as well as get recognition from the rehabilitation school's administration for their behavior improvement while at the same time, they avoid being punished for engaging in any delinquent act. When juveniles adopt conforming behaviors, it becomes a habit for them to do what is right and resist what is wrong, which in turn result to their total behavior modification.

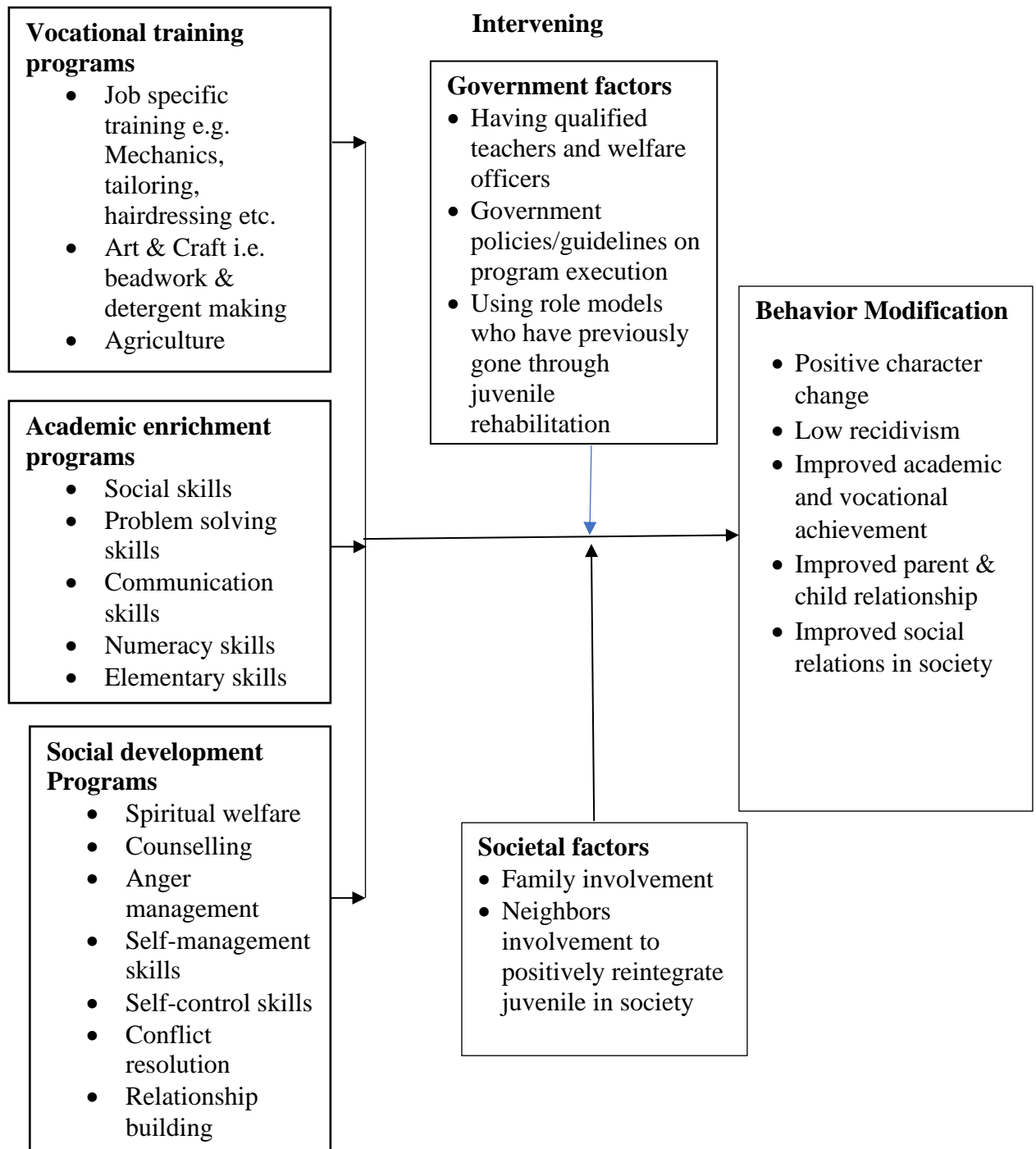
## **2.5 Conceptual Framework**

The conceptual framework in Figure 2.1 points out the relationship between rehabilitation programs and the behavior modification outcome of juvenile delinquents. The study focused on the effects of juvenile delinquent's rehabilitation programs on behavior modification. The study was guided by independent variables which were the rehabilitative programs being used: academic enrichment programs, vocational training

programs and social development programs for juvenile delinquent's rehabilitation. According to the study, manipulation of the rehabilitative programs that is academic enrichment program, vocational training program and social development program would have their effects manifest on the dependent variable which is behavior modification that is depicted by positive character change, low recidivism, improved academic and vocational achievement and improved child and parent/peers' relationship. The effects of rehabilitation programs on behavior modification would also be catalyzed by intervening variables that were categorized into government factors and personal factors according to this study. Government factors consisted of having qualified teachers and welfare officers to deliver the contents of rehabilitative programs in best way possible, government policies and guidelines on programs execution and involving role models who have made positive social effects to the society, and they too went through juvenile rehabilitation earlier in their lives; while personal factors included family background, individual beliefs of the juvenile while growing up on what is right and wrong. Both government and personal factors would determine the outcome of the dependent variable by availing the conditions required for the programs to be effective which collectively contributed to the ultimate outcome of behavior modification, dependent variable that is depicted by positive character change, low recidivism, improved academic and vocational achievement and improved child and parent/peers' relationship.

**Independent Variables  
Variable**

**Dependent**



**Figure 2.1 Conceptual Model**

**Source: Adopted from Odera, 2013 and modified.**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides information on research methodology used in the study. It gives details on research design, location and site description, target study population, sampling technique, research instruments and validation, pilot testing, valid and reliable, data collection procedures, management and investigation of data and ethical consideration.

#### **3.2 Research design**

Research design is an inquiry that gives specific direction for procedures in research, it constitutes the blueprint for collection, measurement, and analysis of data. The study used explanatory sequential mixed method design where quantitative data was collected first, and later qualitative data was collected to explain and build on the quantitative data (Creswell, 2014). It was a sequence of quantitative first then qualitative. In this study data was collected from juvenile delinquents who were in their last year at the rehabilitation school.

#### **3.3 Location and site description**

The study locations were in Kiambu, Nairobi and Kirinyaga Counties. The study was conducted in four study sites namely, Kirigiti Girl's Rehabilitation Schools, Kabete Boy's Rehabilitation School, Dagoretti Girl's Rehabilitation School and Wamumu Boy's Rehabilitation School. The study sites were selected based on their characteristics of hosting boy's and girl's juvenile delinquents and diversity of the delinquencies committed

by the juveniles. There are only two government sponsored girl’s rehabilitation schools in Kenya which were both captured in this study. The study also captured the two-government sponsored boy’s rehabilitation school based on the fact they host boys and additionally based on characteristic of juvenile’s risk details or behavior whereby Kabete mostly handled high and medium risk juveniles, and Wamumu hosted high risk juveniles.

### **3.4 Description and distribution of the study population**

The target population was 142 juvenile delinquents in the selected rehabilitation schools. The study focused only on juveniles who were in their last year of rehabilitation and had been confirmed to have significantly rehabilitated to leave the rehabilitation schools. The study targeted to gather more information on effects of rehabilitation programs on juvenile’s behavior modification from 12 key informants who comprised of school administrators, academic teachers, vocational instructors, and welfare officers from the four selected rehabilitation schools.

**Table 3.1 Description and distribution of the study population**

<b>Population distribution</b>	<b>Population(N)</b>	<b>Sample (N)</b>
Juveniles	142	142
Key informant	22	12
<b>Total</b>	<b>164</b>	<b>154</b>

#### **3.4.1 Sample Size and Sampling procedure**

The number of juveniles who were in their last year of rehabilitation from the four selected rehabilitation schools was 142. This number was relatively small and therefore,

the researcher found it necessary to include the whole population (142) of juveniles in their last year of rehabilitation population from the study sites in the sampling frame to better inform the study. Morris formula for small population (hypergeometric) was used to include the whole population into the sampling frame. The study further gathered information from a sample of 12 key informants who were selected through purposive sampling.

Evan Morris formula for determining sample size for smaller populations equates

$$n = Nz^2pq / (E^2(N-1) + z^2pq)$$

Where,

N is the sample size

N is the population size, in this case 142

p and q are the population proportions set at 0.5 each

z is the level of confidence in the confidence interval, in this case level of confidence was 99% where z is set to 2.58

E is the accuracy/ margin of error of the sample proportions, in this case 0

Therefore;

$$n = 142 * 2.58^2 * 0.5 * 0.5 / (0^2(142-1) + 2.58^2 * 0.5 * 0.5)$$

$$= 236.3022 / 1.6641$$

$$= 142$$



**Table 3. 2 Sample size of the juveniles and key informants in the study**

<b>Sample</b>	<b>School</b>				<b>Total</b>
	Kirigiti	Kabete	Dagoretti	Wamumu	
Juveniles	33	41	32	36	<b>142</b>
Key informant	3	3	3	3	<b>12</b>
<b>Total</b>	<b>36</b>	<b>44</b>	<b>35</b>	<b>39</b>	<b>154</b>

### **3.4.2 Sampling technique**

#### **3.4.2.1 Census sampling**

Census sampling was then used to include the entire juvenile’s population in their last year of rehabilitation into the sampling frame. This entailed counting each juvenile in the last year of rehabilitation.

#### **3.4.2.2 Purposive sampling**

Purposive sampling technique was used to select a sample of key informants. The school’s administrations had pre-identified the key informant respondents to participate in the study based on departmental expertise (administration, academic, vocational training, and social development welfare) and their seniority ranks in the departments.

### **3.5 Research Instruments and validation**

The study used two research instruments to collect data, and that were interview schedule guide and key informant interview. These two research instruments were

deemed accurate to measure what the research intended to measure by covering all variables and objectives in the study.

### **3.5.1 Interview Schedule Guide**

The study used interview schedule guide as the primary instrument to collect data. Play activities were involved for the juveniles to feel comfortable when giving their responses. The interview schedule guide used closed ended questions to obtaining quantitative data and open-ended questions to obtain qualitative data. The interview schedule guide comprised of two sections: section A that focused on socio-demographic characteristics of the respondents and section B that focused on the research objectives and research questions. Interviews were the most preferred tool for data collection in the study as the researcher and the research assistant were able to elaborate those questions that the juveniles did not understand and allowed for observation of body language when the juveniles were giving their responses.

### **3.5.2 Key informant interviews**

Key informant interviews were administered on school administrators, academic teachers, vocational instructors, and welfare officers at the rehabilitation schools. Key informant interviews were helpful in collecting information from people who were always in direct contact with the juvenile delinquents under study. Key informant interviews assisted in collecting expertise information from the expert who were more familiar with the rehabilitation programs, program's ultimate purpose and based on their level of experience at rehabilitation schools they were more informed.

### **3.6 Piloting**

A pilot study was carried out in Kabete Boys Rehabilitation School. The pilot study site was selected because it consisted of a population with similar characteristics and rehabilitation programs as the ones contained in the main study. The study was conducted on 10 juvenile delinquents who had already finished their committal term and released back to the society but had been recalled to finish their vocational exams which was sole determinant for issuance of vocational equipment's to the juveniles. The researcher used this opportunity to train the research assistant data collection tools and procedures by interviewing the selected sample. Any question from the research assistant was addressed. Involvement of research assistant was necessary in the study due to the busy schedules of the schools, and this called for data collection within the shortest time possible. Combined effort on data collection was therefore necessary to shorten the time taken at the schools. Any ambiguity or irrelevance of the interview schedules was noted down for the researcher to revise and rephrase the interview schedule guide for the purpose of the main research. My supervisors and some friends also pursuing their master's degree were involved in interview schedule guide revision and rephrasing to ensure research variables, questions and objectives of the study had been captured thus validation of the data collection instrument.

### **3.7 Reliability and Validity**

#### **3.7.1 Reliability Test**

Reliability of interview schedule was enhanced through test and retest method. This method was used to determine the stability and consistency with which the interview

schedule accurately measured the concepts under study. Therefore, the same interview schedules were used to collect data from the same primary respondents and the responses were compared and inferences made.

### **3.7.2 Validity Test**

Validity of the interview schedules that were used in the study was determined in terms of the construct and content appropriateness of the interview schedules. The interview schedule used had to capture the research variables, research questions and research objectives for them to be reliable and meaningful in the study. Expert judgment was involved. The process of drawing correct conclusion based on the data obtained from the study is what validity was all about.

### **3.8 Data collection procedures**

Data collection begun after obtaining relevant research permits. The researcher with the help of a research assistant involved the primary respondents who were juvenile delinquents in their last year of rehabilitation in play activities to enable them to feel free to open, gain some confidence and trust with the researcher and research assistant. This was crucial in facilitating interactive sessions for the researchers to conduct interviews using interview schedules on the delinquent juveniles under study. Data checking and cleaning was done during and after data collection. Data completeness and consistence was checked at the end of every field day.

### **3.9 Management and analysis of data**

Data analysis was descriptive. Descriptive data analysis was used to describe the phenomena in statistical terms as it happened or in an ex-post factor sense. The

quantitative data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21. The SPSS software allowed easy manipulation of the stored data through coding and recording all possible statistics in social science. The software allowed for data collected to be summarized and manipulated with ease. SPSS version 21 was used to analyze the relationship between the variables using data that was converted into frequency counts such as percentages and frequency distribution tables to describe the profiles of the population.

Qualitative information was in a non-numerical form. Qualitative information was analyzed inductively through narrative analysis. Important aspects of the research were highlighted and put together to interpret the findings. Qualitative data was described in words.

The research findings were then presented in form of charts, statistical graphs and tables for interpretation, summary, conclusions, and recommendations.

### **3.10 Ethical Consideration**

The graduate school provided guidance and approval for conducting research. Kenyatta University provided permission regarding ethical clearance under Kenyatta University Ethics Review Committees (KUERC). Research permit was sought from The National Commission for Science, Technology, and Innovation (NACOSTI). Permit to undertake research on delinquent juveniles at government sponsored rehabilitation schools was sought from Children Department under the Ministry of Labor and Social Protection. Authorization was sought from the local authorities of respective schools, Kiambu, Nairobi City and Kirinyaga County Education Commissioners. Informed

consent was filled by the rehabilitation school's administrators to allow the research to be conducted on the juveniles who were under their custody. Informed assent was filled by the primary respondents since they were below 18 years.

Personal details obtained in this study were private and confidential as participant's identity was held anonymous throughout and even after the research. Codes were used to identify interview responses while recording and not participant's names. The interview responses were secured in a separate phone and laptop secured with passwords only known by the researcher. The researcher ensured that all the respondents were treated with respect and courtesy. The researcher also ensured the procedures used in the study's data collection were reasonable, non-exploitative, carefully considered and fairly administered.

Community involvement was put into considerations by involving key informants in the research study. The researcher was culture sensitive based on the participant's communities' cultural needs and doctrines.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, AND INTERPRETATION**

#### **4.1 Introduction**

This chapter covers the on findings on effects of juvenile delinquent's rehabilitation programs on behavior modification in selected rehabilitation schools in Kenya. The findings include social and demographic information of the respondents, discussions on academic, vocational, and social development programs and their effects on behavior modification of the juvenile delinquents.

#### **4.2 Social and Demographic details of respondents**

This section describes data on juvenile's gender, age at the time of admission, level of education at the time of admission, duration spent at the institution, crimes committed and factors that contributed to committing the crimes. This personal data was helpful in informing the study and expounding on the effects of rehabilitation programs on juvenile's behavior modification.

##### **4.2.1 Juveniles' distribution based on sex**

According to the findings, more boys were involved in rehabilitation at 54.2% than girls who were at 45.8%. Based on the study findings, the difference in juvenile's sex involvement in crime could be traced and explained by the societal and theoretical explanations that considers the female to be less aggressive.

Previous studies show that most of the children in conflict with the law are males while the female juvenile offenders are in fewer numbers (Shali, 2017). Theoretically,

social learning theory as used in criminological studies suggests that there are lower rates of crime amongst female based on the expectations that the society has placed on them. The society expects female to be less aggressive, less confrontational, and less impulsive. Female juveniles learn from the structures of the society that female do not engage in criminal activities and most importantly in violent crimes (WHO, 2017). Social learning theory explain that female juveniles who engage in crime are looked down upon and reprimanded more for engaging in criminal activities than their male counterparts, and to avoid such punishments female engage less in criminal activities (Bright et al., 2014).

The study findings revealed that the society plays a significant role in male and female orientation in terms of engagement in criminal activities and no wonder the difference in juvenile’s gender in the rehabilitation schools. Female juveniles were more remorseful for their engagement in delinquent acts than their male counter parts. And in as much as both male and female juveniles were keen to modify their delinquent behaviors and become resourceful in the society, female juveniles were more aggressive than boys. This too could be explained by social learning theory and societal expectations on female expectations to be less delinquent and more compliant.

Juveniles’ distribution based on sex in this study was as indicated in Table 4.1.

**Table 4.1 Juvenile participation based on sex**

<b>Juvenile’s gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	65	45.8
Male	77	54.2
<b>Total</b>	<b>142</b>	<b>100</b>



#### **4.2.2 Juveniles' age at time of admission**

Juveniles were requested to give their ages at the time of admission in the rehabilitation schools. Amongst the delinquent juveniles who responded, 44.4% were taken to the rehabilitation school aged between 15 to 16 years, followed by those aged between 13-14 years at 36.6%; about 9.9% juveniles were aged between 11-12 years; some 7.0% were aged between 17-18 years and a few at 2.1% were aged between 9-10 years. These ages were subjective based on the juveniles' responses. The study findings revealed that most of the juveniles taken to the rehabilitation schools were at the adolescent stage.

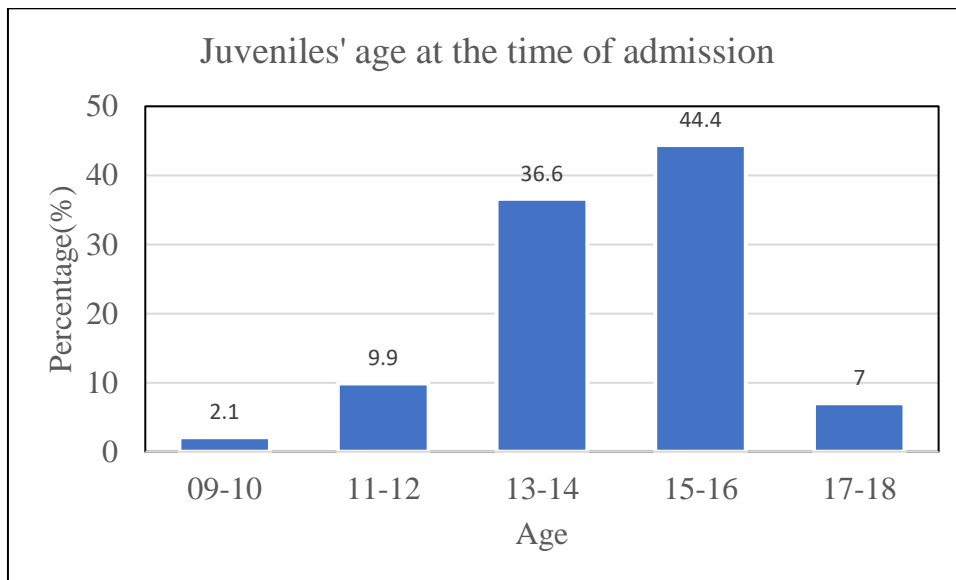
Social learning theory argues that adolescents and teenagers at a certain period in their life go through a stage of learning their environment as well as discovering themselves; in the process of learning and out of curiosity they explore their environment using socially acceptable means and the socially unacceptable means (Shali, 2017). Most juveniles engage in crime because they are not punished when they get their gratification through short cuts and socially unacceptable means, they develop a habit of such behaviors and shortcuts for gratification. Absence of punishment in this scenario, makes juveniles continue with such bad habits until rehabilitative interventions come in (Wambugu, 2014).

The findings implied that most of the juveniles were taken to the rehabilitation schools when at the ages of 10 and 18 years which is the adolescent transitional stage implying that the juveniles were in their formative age; where they wanted to explore the environment using both acceptable and unacceptable means; whichever favored them is

what they adopted. Adoption and repetition of unacceptable means to achieve juvenile's desired goals resulted to the juveniles getting into conflict with the law and recidivism cases which consequently resulted to admission and re-admission into the rehabilitation schools, respectively. From the juveniles' responses, most of the juveniles were remorseful after being in the rehabilitation school and were keen to adhere to the rehabilitation programs and teacher's instructions to change their behaviors from delinquent to compliant ones. Majority of juveniles in the study aged between 13 and 18 years were female, this could further explain how due to societal limitation and expectations, female juveniles explored and experimented on delinquent acts later in life unlike their male counter parts.

Juveniles' ages at the time of admission in the rehabilitation schools were as presented in Figure 4.1

**Figure 4.1 Age of the juveniles at time of admission**



#### **4.2.3 Juveniles' level of education before admission**

Juveniles were requested to state the highest level of education they achieved before admission at the rehabilitation schools. The study findings revealed that most of the delinquent juveniles' highest level of education before admission was between Class 4-6 which had a response rate of 48.6%, followed by responses from juveniles who were between Class 7-8 with a response rate of 43.0% ,juveniles whose highest level of education was Form 1-2 represented 4.9%, there was one juvenile whose highest level of education before admission was Class Three representing 0.7% and there were four juveniles who had never been to school before they were admitted at the selected rehabilitation schools representing 2.8%.

Study findings implied that most of the juveniles were in the upper primary level of education and most probably at their adolescence stage. Most teenagers tend to show antisocial and delinquent behavior during adolescence which is often dropped when they enter adulthood (WHO, 2017).

According to social learning theory, juveniles' engagement in crime at these stages of education could be explained by the fact that during adolescence, there are many physiological, psychological and social changes that take place in the life of the juveniles and in the process of discovering themselves, some sort of disorientation occurs making juveniles who lack close guidance from peers to engage in deviant behaviors and even a relapse to crime for some juveniles who had already reformed. Through the same way that juveniles explore their environment and find themselves committing delinquent acts, the study found out that it was also possible to rehabilitate such juveniles by allowing them opportunities to explore their environment through socially acceptable means since

they were still in their formative years. In the formative years, it is easily possible to positively change some adopted behaviors as it meant that the juveniles are still in the process of their development. From the study findings, most of the respondents were willing to change their behaviors and even continue with their education to achieve greater heights.

Juveniles' response on their level of education before admission were presented in Table 4.2

**Table 4.2 Level of education before admission**

<b>Education level</b>	<b>Frequency</b>	<b>Percentage %</b>
Never been to school	4	2.8
Nursery	0	0
Class 1-3	1	0.7
Class 4-6	69	48.6
Class 7-8	61	43.0
Form 1-2	7	4.9
<b>Total</b>	<b>142</b>	<b>100</b>

#### **4.2.4 Duration of stay at the rehabilitation school**

Juveniles were requested to state the period they had been at the rehabilitation school. Based on the responses, the study established that 28.9% of the juveniles were in the third year of rehabilitation which is the maximum term. However, some 5.0% of the juveniles had been in the rehabilitation school for more than 3 years. The researcher learnt that the extended stay of more than three years was requested for by the school's

administration. The 5.0% of the juveniles were under care and protection as their respective homes were not yet conducive for the juveniles' re-integration due to rebellious and drug and substance intoxicated parents. Majority of the juveniles at 43.6% had been in the rehabilitation schools for two years; others at 14.8% had been in the schools for one year and some at 7.7% had been in the rehabilitation for less than one year.

The study included juveniles who had been in the rehabilitation school for less than three years because these juveniles had been sentenced for few years and were in the last year of their term; and others had not finished their term, but the school's administrations had requested the committing office for their early release. The early release was allowed based on performance – juveniles that had performed exceedingly, a sign of being rehabilitated and “to the best interest of the child” for those juveniles who had done their K.C.P.E exams and excelled; and were to join secondary school. From the study responses, the researcher learnt that those who remained at the rehabilitation schools after other juveniles had been released were so bitter for being left out and such bitterness affected their rehabilitation process and from their responses, such could result to recidivism because of feeling left alone and isolated.

Juveniles' responses on their duration of stay at the rehabilitation schools were presented in Table 4.3

**Table 4. 3 Duration at rehabilitation school**

<b>Duration at rehabilitation school</b>	<b>Total</b>	<b>Percentage</b>
Less than 1 year	11	7.7
1 year	21	14.8
2 years	62	43.6
3 years	41	28.9
More than 3 years	7	5.0
<b>Total</b>	<b>142</b>	<b>100</b>

**4.2.5 Reason for admission at the rehabilitation schools**

There were various reasons that resulted into the juveniles being admitted at the rehabilitation schools. According to the findings, 24.6% of the delinquent juveniles reported to have been admitted because they ran away from their homes, some 21.8% reported to have stolen while some 20.4% reported to have refused to go to school; juveniles' engagement in drug abuse was at 12% and engagement in teenage sex had a response of 10.6%; about 4.9% juveniles reported to have destroyed property. However, 5.6% of the delinquent juveniles, did not respond.

Juvenile crimes range from status offenses (actions considered to be wrong because they are committed by a child and that if they were committed by an adult, they would not be wrong) to property crimes and criminal crimes (Burfeind & Bartusch, 2015). When children steal, play truant, set fires, and damage property and engage in drug and substance abuse they are considered as juvenile delinquents (Shali, 2017).

From the study responses, the researcher established that juveniles had been admitted at the rehabilitation schools because they had either committed status crimes, property crimes and violent crimes that required to be controlled and managed through juvenile rehabilitation programs to result to behavior modification and prevent recidivism. Despite the nature of the offense, most of these juveniles had positively embraced the rehabilitation programs and were willing to modify their behaviors and adopt compliant behaviors which would enable them to live peacefully back in their societies. The study findings further revealed that the rehabilitation programs in place were integrating the reasons for juveniles' admission at the rehabilitation schools by counselling the juveniles to abstain from what brought them there or anything else that would lead them to return at the rehabilitation schools.

The study findings also revealed that some of the juveniles who were admitted at the rehabilitation schools because of running away from their homes and stealing were repeat offenders. The juveniles reported that their homes were hostile after their first discharge after rehabilitation and unconducive for them to continue living there and that is why they ran away and were arrested for being found loitering in the streets and others for mugging people in the streets to meet their needs like food and drugs.

Juveniles' reasons for their admission at the rehabilitation schools were as presented in Table 4.4

**Table 4.4 Reason for admission at the rehabilitation schools**

<b>Crime committed</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Running away from home	35	24.6
Refusal to go to school	29	20.4
Stealing	31	21.8
Drug abuse	17	12
Did not reveal	8	5.6
Engaging in teenage sex	15	10.6
Destroying property	7	4.9
<b>Total</b>	<b>142</b>	<b>100</b>

#### **4.2.6 Factors that contributed to the crimes committed**

There were various factors that propelled juveniles engaging in delinquent acts and being admitted at the rehabilitation schools. From the responses given, the study found out that majority of the juveniles committed the offenses due to peer pressure at 54.2%, some 12.7% committed the offense due to family/home breakdown; 8.5% committed the offense out of harassment at school while another at 5.6% was because of harassment at home that resulted to unconducive environment for the juvenile. About 1.4% reported that they committed the offences accidentally. Some 12.0% did not respond on this.

According to Burfeind & Bartusch, the most influencing factors for juvenile delinquency are parenting styles and peer associations; with others being low socio-

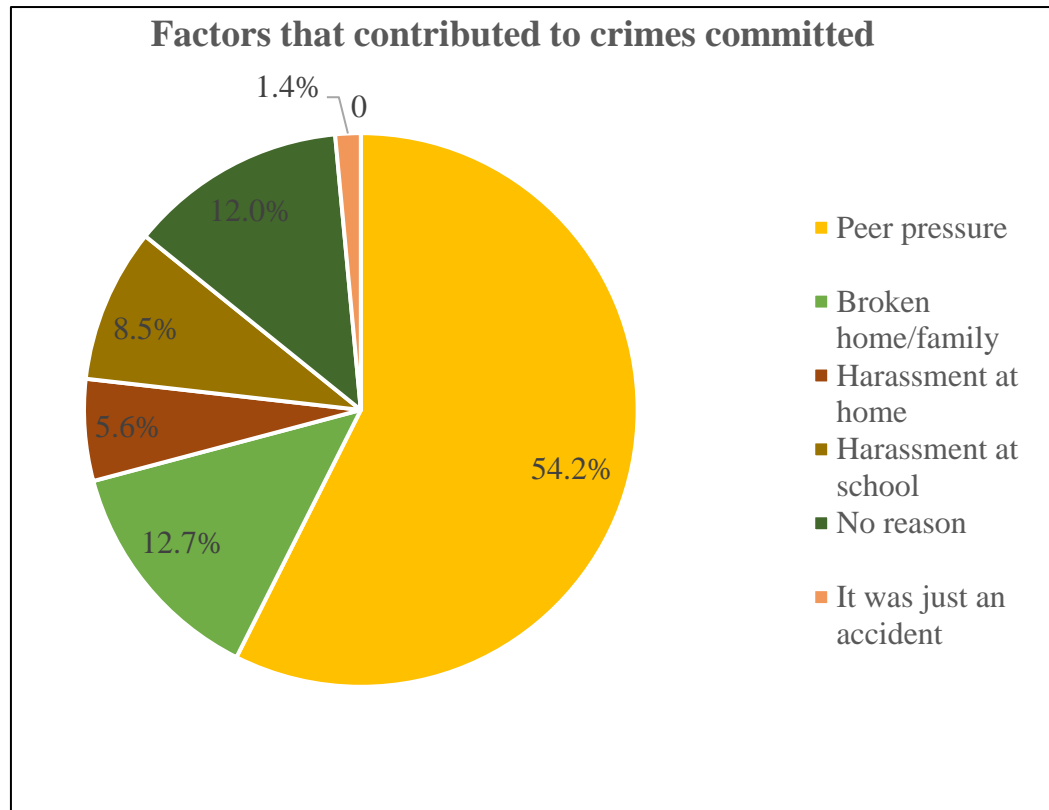


economic status, poor school preparedness and performance and peer rejection (Burfeind & Bartusch, 2015). About 40% of juvenile offenders commit most of their crimes with other peers; the other major factors that pushes juveniles towards delinquency is poverty together with family conflict which pushes the children to survive beyond the family context that is neither empowered nor empowering (Shali, 2017). Children who receive adequate parental supervision are less likely to engage in criminal activities (Atienzo, et al., 2017).

The study findings established that most of juveniles committed the offenses because of peer pressure at 54.2% which has been considered as a major factor that influence juvenile delinquency by scholars in the juvenile delinquency field. Some 12.7% juveniles were influenced into crime because their families/homes had broken up and about 5.6% resulted to crime because they were harassed at home resulting from poor parenting styles which has also been considered as a major factor influencing juvenile delinquency. Around 8.5% juveniles resulted to crime because of harassment at school which could be due to poor performance at school and rejection by other school mates and teachers', which has also been considered as another factor that influence juvenile delinquency by other studies. The researcher established that the factors influencing juvenile delinquency are in most cases common and/or connected with each other. The study found it crucial that such factors should be considered while rehabilitating such juveniles to address the individual needs of the juvenile delinquents that would translate to positive juvenile's behavior modification

The factors that influenced juveniles into engaging in criminal behavior were as presented in Figure 4.2

**Figure 4.2 Factors that contributed to crimes committed**



#### **4.2.7 Provision of basic needs**

The juveniles were requested to answer on whether their basic needs were met at the rehabilitation school, that entailed food, shelter, clothing, and security. All juveniles responded on the affirmative at 100% stating their basic needs were provided. Further clarification by the researcher on why the juveniles reported that their basic needs were fully met was supported by the following response given by one of the respondents who was a female and had been rehabilitated for 2 years said,

*“If it were possible, I would have loved to be staying here until I become a grown up and own a house because I get everything I want and am at peace here. Back at home, my father used to be so violent on us and he rarely bought us clothes and shoes. At times we would stay and sleep hungry” (Respondent No. 19, 08/04/2019).*

On juveniles’ responses on whether their basic needs were being met at the rehabilitation school one of the male key informants who had been a welfare officer at the rehabilitation school for close to 6 years said,

*“Most of these juveniles you see here, are under care and protection. They come from vulnerable homes, where getting their basic needs was basically impossible and that is why most of them resulted to crime. When they came here, they appeared depressed and starved. We have noted major improvement since their admission and as you can see, they are all happy now” (Key Informant No.4, 11/04/2019).*

Lack of basic needs- food, shelter, clothing, and security pushes juveniles to commit crimes as they learn new ways to survive (Shali, 2017). Low socio-economic factors make it impossible for juveniles to get their basic needs met, in pursuit to satisfy their basic needs they find themselves using socially unaccepted means thus committing crime (Burfeind & Bartusch, 2015). Social learning theory on juvenile delinquency postulates that juveniles learn to commit crime from their environments to survive (Akers, 2017), therefore then the same theory can be used to unlearn criminal behaviors if they are provided with their basic needs and reinforcement for behaviors where juveniles are rewarded for conforming and punished for non-compliance.

The study findings expressed that, juveniles in the selected rehabilitation schools were happy that their basic needs were being met and the satisfaction resulted to the juveniles conforming to positive behaviors, being less deviant and thus rehabilitation. The researcher found out that provision of basic needs to the juveniles was a catalyst to the juvenile’s rehabilitation and to some juveniles from vulnerable homes, ran away from their homes where they did not have resources to return to rehabilitation schools so that their basic needs could be met.

**Table 4.5 Provision of basic needs (food, shelter, clothing & security)**

<b>Basic needs provision</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	142	100.0
Some	0	0
No	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

### **4.3 Vocational Program and its effects on juvenile’s behavior**

This study focused on vocational program as one of major programs in juvenile rehabilitation schools. In this study, vocational program was used to refer to trainings offered to juveniles on job-specific technical training for work in a specific career. The study found that the vocational programs offered in the selected girls rehabilitation schools included hairdressing, fashion and design, bakery, art, and craft: beads work and detergents making, agriculture; while at the boy's rehabilitation schools the programs

offered included masonry, carpentry, electrical wiring, welding, auto mechanic, art, and craft: beads work and detergent making, agriculture and sports and clubbing.

The researcher was interested in finding out how the following aspects of vocational program and their effects on juvenile's behavior modification: juveniles' involvement in the program, vocational instructors rating based on their influence as role models, vocational training environment, vocational program rating based on problem solving and their overall effects on juvenile's behavior change.

#### **4.3.1 Vocational Program Involvement**

The study was interested in finding out juvenile's involvement in vocational programs in the selected rehabilitation schools. Juveniles were requested to respond on whether they had been involved in any vocational rehabilitation program during their stay at the rehabilitation school.

From the responses obtained, juvenile's involvement in vocational program had 100% representation. This implied that all juveniles had participated in at least one vocational program at their respective rehabilitation schools. The researcher developed interest to understand the response rate on juvenile's involvement in vocational program by engaging a key informant who happened to be a vocational instructor at the rehabilitation school for 8 years. The key informant responded by saying,

*“Of all the programs that we offer here and in most rehabilitation schools that are sponsored by the government, vocational program happens to be the most preferred program by the juveniles. This is a program that juveniles get to choose for themselves what they want to be or do later in their life. It is a program that is more practical and*

*engages the juveniles with less theoretical education. Vocational program is a program that does not really focus on education background of a juvenile, all that is required to pursue this program is a willing heart. The juveniles undertake this program with passion, I can tell you. You will never push juveniles to attend their vocational classes like we do for other programs. Even on the free time you will see the juveniles in their vocational classes busy doing something. Isn't that impressive? Do you now understand why you got your response on vocational program participation? In addition to the juveniles being given an option to choose a vocational program based on the career they want to pursue later in life, another thing that motivates the juveniles to like the vocational program even more is because after they pass the vocational standard examinations, they are provided with tools and at times capital to start small businesses to put the vocational skills gained into action as well as source for healthy livelihood. In the real sense all these juveniles who have been here for more than one year have participated in more than one vocational program and we encourage this since the juveniles can explore their different talents and capabilities” (Key Informant No:1, 10/04/2019).*

Another key informant who was a vocational tutor for 6years in one of the rehabilitation schools under study explained the overwhelming juvenile participation in vocational programs by saying,

*“Juveniles participate more in vocational programs because they like the program more than they do for other rehabilitation programs we offer here. Considering that the juveniles are given an option to choose the vocational program they participate in; it*

*makes the juveniles like their choice even more. It is a human nature to like what we choose” (Key Informant No:10, 16/04/2019).*

The researcher learnt that the juveniles in the selected rehabilitation schools had been offered with an opportunity to choose a vocational program based on the career the juveniles wished to pursue later in their lives. This opportunity encouraged juveniles to participate more in the vocational programs regardless of their education background. The study established that all juveniles participated in the vocational program because the program harmonized and accommodated all participants regardless of their previous backgrounds and education, and all the juveniles focused on one objective which was to gain vocational skills that would help them mold their career. Further, the study found out that there were incentives offered to juveniles who successfully passed their vocational program examination where they were offered with tools and capital to start small businesses based on the specific vocational program concentrated in.

Previous studies found that engaging juvenile offenders in skills - based trainings is an important component of successful rehabilitation with positive engagements in meaningful activities, associated with improved self-beliefs and prevention against future engagement in criminal activities (Shali, 2017). Vocational program prepares juveniles on how to live life (Atienzo, et al., 2017). Vocational training is one the program provided within juveniles’ rehabilitation schools to positively improve the behavior of delinquents who get involved in it (Kikuvi, 2011). Juveniles who get involved in vocational program and pass the vocational examination are accorded some certificates that increases their chances of getting a skilled job immediately than informally trained job seekers (Ndegwa, 2014).

Social learning theory aspect of reinforcement was in play in juvenile's involvement in vocational program whereby; juveniles were equipped with skills that they would use to get their pay/rewards. Juveniles who excelled in vocational training examinations were rewarded with tools and capital to start up their businesses. These rewards were used so that they could reinforce the behavior of juvenile's engagement in vocational program as a healthy means to get their gratification instead of engaging in criminal activities. The tools and capital reward motivated almost all the juveniles to engage in vocational program and work hard so that they could pass their examinations and be rewarded. Vocational program involvement was mandatory, and this meant that almost all juveniles were busy doing some activity that would lead them to being rewarded. The zeal to work hard for positive rewards resulted to behavior modification.

Juvenile participation in the vocational programs implied that the program was beneficial to the juveniles as suggested in previous studies and social learning theory; and had positive effects on the rehabilitated juvenile's attitude and behavior. Vocational program assisted in molding the juvenile's careers and enabled juveniles to start up small businesses to source for livelihood through socially acceptable means. The rewards that came about with juvenile participation in vocational program resulted to all juveniles participating in the program which consequently resulted to behavior modification.

Juveniles' responses on their involvement in vocational rehabilitation program were as tabulated in Table 4.6



**Table 4. 6 Vocational Program Involvement**

<b>Involvement in vocational program</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	142	100.0
No	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.3.2 Vocational instructors rating based on their influence as role models**

To better understand the effects of vocational program instructors on juvenile's behavior modification, the researcher was interested in finding out how juveniles rated the vocational program instructors in terms of how they influenced the juveniles as role models. The researcher requested the juveniles to rate the vocational instructors based on their influence as role models to the juveniles.

From the responses given, 98.6% of the juveniles reported that vocational instructors had positively influenced juveniles as role models to change behavior through the way they executed their duties. These juveniles reported that they aspired to be as organized, composed, knowledgeable and presentable as their vocational instructors. And such positive attitude resulted to the juveniles being determined to drop their non-compliant behaviors and adopt compliant behaviors that would enable them to achieve being like their role models, hence positive behavior change. About 1.4% of the juveniles reported that the vocational instructors had no influence as role models to the juveniles. Such juveniles did not get the thrill from the vocational instructors that would stimulate the juveniles to look up to the instructors as role models.

The researcher further probed the juveniles to get to know why the juveniles rated the vocational instructors as they did. One male juvenile respondent who had been rehabilitated for three years responded by saying,

*“Personally, I find the vocational teachers to be competent enough and know exactly what they teach us. They know everything they teach us, they have so many solutions to a problem. If we lack some materials required to achieve a certain outcome, they give us other alternatives to use, and we achieve close or almost the same outcome as earlier expected. Am amazed at how knowledgeable they are and the miracles they perform in those vocational classes. I aspire to be as competent as they are. They have taught us nothing is impossible, as long as we have the will to achieve something, we should do everything possible to achieve it” (Respondent No:13, 08/04/2019).*

Another juvenile who had been rehabilitated for two and a half years respondent justified his vocational instructor rating by saying,

*“The vocational instructors here are too qualified and should be absorbed by the government or the big companies as per their competency. Imagine teaching something to perfection to different groups, don’t you think these instructors have gained lots of knowledge with so many years of experience? Given a chance when I grow up, I would want to have as much and wide knowledge as these instructors have. The instructors are also so patient with us and ensure we all get the concepts of doing something even if it means having remedial classes during their free time. Personally, the vocational instructors have made me desire to work hard to learn so much so that I can open my company and be rich” (Respondent No.100,13/04/2019).*

From the responses obtained, the study found out that juveniles had a liking for the vocational instructors based on the competency they had in delivering the programs and were patient enough to ensure all the juveniles got all the concepts and skills pertaining to a specific job they were training for. The juvenile respondents reported that the vocational instructors were so knowledgeable and self-disciplined and that triggered the juveniles to like and desire to be like them more. The juvenile respondents said they considered the vocational instructors as role models based on how they managed themselves and the wealth of knowledge they possessed. The researcher deduced that vocational instructors were influential in juvenile's behavior modification. This was because the vocational instructors were patient enough to ensure that all juveniles got the skills required for a certain job specific training of their choice.

Vocational instructors should seize every opportunity to encourage vocational learning, believing that all juveniles have different vocational skills that only require to be explored and sharpened (Atienzo, et al., 2017). A good vocational instructor understands the importance of cultivating and developing oneself to enable him/her to maintain high standards of self-discipline and professional integrity which consequently wins the hearts and minds of the students (Ndegwa, 2014). Vocational training program through the practicality involved normally makes the vocational tutors to be more effective and professional in carrying out their mandate of securing juveniles for the purpose of rehabilitation and re-integration back into the society (Shali, 2017).

From the findings, the concepts of social learning theory were evident from the way juveniles wanted to emulate and learn from their vocational instructors. In this case

reinforcement was being linked to vocational instructors in terms of their behavior and knowledge acquisition, therefore the juveniles did need to be like the vocational instructors ended up making the juveniles acquire conforming behaviors that were in line with those of the vocational instructors.

Vocational instructors as suggested by previous research and social learning theory and as evident in the study, have significant effects in juvenile's behavior modification. Juveniles looked up to their vocational instructors as their role models in every way resulting to the juvenile's dropping their criminal behaviors to be like their vocational instructors. This resulted to juveniles adopting conforming behaviors. Vocational skills acquired by the juveniles motivated the juveniles to be more creative and resourceful by practicing what they had learnt, and this translated to juvenile's deviation from crime and concentration on molding their career. The juveniles were aspired to be more like the vocational instructors, and this meant them deviating from crime and trying to emulate the vocational instructors.

Juveniles' responses on their ratings on the vocational instructors based on their influence as role models to the juveniles were as presented in Table 4.7

**Table 4.7 Vocational instructor’s rating based on their influence**

<b>Vocational instructor rating</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	140	98.6
No influence	2	1.4
Negative influence	0	0
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

### **4.3.3 Vocational training environment**

Vocational training environment is an important determinant in juvenile’s rehabilitation. Juveniles who participated in vocational program were requested to report on the state of how conducive the vocational training environment was; where 50.5% juveniles reported having conducive classrooms, 40.9% juveniles reported having sufficient training materials and books representing and only 8.6% juveniles who participated in vocational training program, reported having adequate vocational instructors.

From the responses given, the researcher further probed the juveniles to give reasons for the ratings. One of the juvenile respondents who had been at the rehabilitation school for three years supported her rating by saying,

*“The workshops are not of good quality as you would expect. However, they are habitable. The buildings here are very old with minimal renovations done. We have learnt to appreciate the fact that they are still habitable as we understand the school must wait*

*for sponsors to help with the renovations. But, if we get sponsors to buy the materials required, we can do the renovations ourselves. The training materials are available, but you see we are many and we are bound to finish these materials within short duration. The stock is not normally enough and at times we are forced to wait for months before the stocks are replenished and this incapacitates our training. I would say the main challenge we have is that of vocational instructors, they are few. Like now we only have three vocational teachers, this inadequacy affects the way we are trained as at times the vocational teachers are overwhelmed by our numbers and this at times affect how they teach as they cannot fully do personal follow ups to all the juveniles” (Respondent No.93, 12/04/2019).*

The researcher was curious to know what the key informants established about the vocational training environment and the ratings given by the juvenile respondents. One of the key informants who happened to be a male and a vocational instructor said,

*“I would say our workshops are not as conducive as should be because as you can see the floors are all chipped and worn out, the walls are dirty, the windows are broken, and the iron sheet are rusted and leak whenever it rains. We are not complaining because we know we are better off than others but we would appreciate some renovations. On training materials, we are lucky enough to have sponsors alongside the government who provides us with these training materials and resources. However, there are times we must wait for longer when the contracts of the sponsors expire, and we must wait for other sponsors to come on board. This inconveniences the learning process all together as we waste a lot of time idling or doing very little in the workshops than is expected. I*

*wish the government had a schedule of replenishing these stocks well in advance and at the beginning of every term to avoid the time wastage. I would also wish the government to employ more vocational teachers than we are now for effective and efficient training to take place. Otherwise, we are few vocational teachers, and the courses are many forcing us to multitask to ensure at least the students benefit. I know you are from studying the juveniles and you have come across such complains. The juveniles have every right to rate everything that happens here according to how they see it because they are the main players here and we are the referees” (Key Informant No.5,11/04/2019).*

From the study responses, the researcher learnt that vocational training environment had some positive effects on the juvenile’s rehabilitation in that they were conducive to accommodate the juveniles as they were undergoing their rehabilitation. The juveniles accepted that they were influenced positively by the vocational training environment that focused on rehabilitation through behavior and mind modification. In that, you cannot have everything you want but by the little you have and the alternatives you have around you can be able to achieve a lot if only you maintain a positive attitude and mind set. The condition of the workshops, insufficient training materials and resources, and inadequacy in vocational instructors did not deter the juveniles from achieving what they wanted in the rehabilitation process as they always sought for other alternatives when countered with inadequacy.

Adequate learning takes place when a teacher assumes the role of a facilitator in a learning environment to enable maximum interactions with students (Pettit & Kroth, 2011). Creating environments that are conducive to autonomous learning is a quite

essential goal in a vocational learning environment (Ndegwa, 2014). Vocational instructors should be student centered rather than the traditional teacher centered. This way the vocational instructor can facilitate learning rather than to dictate the learning process (Pettit & Kroth, 2011). Vocational training is more inclined towards the learner's options and preferences and therefore the learning should involve the juveniles more (Wambugu, 2014).

For effective vocational training to take place there should be enough training materials as vocational training is more practical and less theoretical (Pettit & Kroth, 2011). The training workshop should also be conducive enough to facilitate effective training (Shali,2017). Vocational instructors to learner's ratio should be standardized to avoid overwhelming the vocational instructors with so many students that could result to work fatigue for the instructor and the learners will not benefit from learning when the instructors are fatigued (Wambugu, 2014).

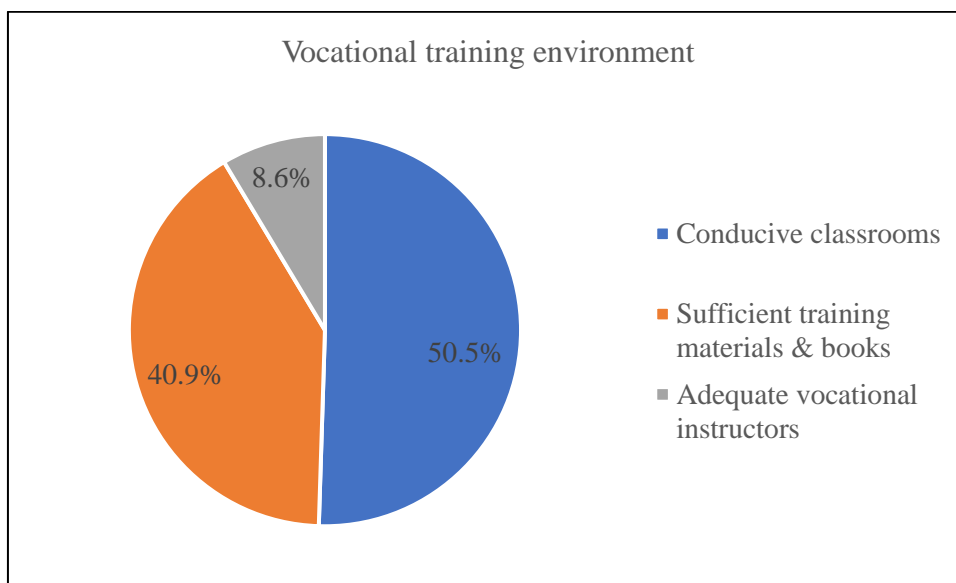
The study findings revealed that juveniles had learnt how to be optimistic from vocational training program and were well equipped to handle life appropriately as postulated in social learning theory which holds that juvenile's behavior is a product of what they learn from their environment; where when a certain behavior is rewarded and praised then people tend to adopt it and when a behavior is punished then people avoid it. Therefore, the environment at vocational training workshops had some positive effects on juvenile's behavior modification. The environment in the rehabilitation schools was focused on juvenile rehabilitation and therefore juveniles had to be what the environment was speaking to them. The juveniles went through vocational trainings and got the



vocational skills they wanted to further their studies and secure source of living once they finished their committal terms. As previous studies postulates that a conducive vocational training environment facilitates effective rehabilitation of juveniles, it was evident in the study whereby ambitions and the atmosphere of the vocational training environment were all geared towards juveniles' rehabilitation and learning new skills to equip juveniles for better job market prospects and behavior modification. This resulted to juveniles modifying their behaviors to learn new skills and be competent in the job market upon their release from the rehabilitation schools.

Juveniles' responses on the state of the vocational training environment were as illustrated in Figure 4.3.

**Figure 4. 3 Vocational Training environment**



#### **4.3.4 Vocational program rating based on problem solving skills**

Some juveniles were in the rehabilitation schools because they were unable to solve the problems that they faced in socially acceptable means. This study sought to find out how vocational program influenced on juvenile's problem-solving skills.

The study findings revealed that vocational training program had 100% positive influence on juvenile's problems solving skills. Juveniles reported that vocational training program had positively influenced their problem- solving skills. To validate the ratings, one male juvenile respondent who had been at the rehabilitation school for three years respondent said,

*“Our Sunday school teacher back at home used to encourage us to explore ourselves so that we can identify the different talents that we have; she reinstated that besides education our talents can help us solve different problems when we encounter them. However, I did not understand what the Sunday school teacher meant until I was admitted here. Through vocational training program, I have learnt and perfected in plaiting hair, baking, doing different beads work accessories and more so am good at crop farming. With these vocational skills that I have gained from the vocational program offered here, I believe in myself that I can handle life better now. I attest to it that I am endowed with different talents and these talents can help me solve different problems that might come my way. I am wiser and patient in analyzing any challenge that I face before I strategically solve it. Right now, am ready to tackle life challenges through socially acceptable means and learn more” (Respondent No:73, 10/04/2019)*

To emphasize on how vocational program had positively influenced juvenile's problems solving skills, another male juvenile respondent who had been at the rehabilitation school for one year justified his response by saying,

*“Participating in vocational training program has been so beneficial to me. Through vocational learning I have learnt to work hard and be patient while waiting for the results I want. I have learnt gratification from hard work is gradual and not as drastic as I earlier thought. Patience is key to solving any problem as such allows you time to create a strategy. Patience is a virtue that I have gained through vocational training, I have gained it as a bonus in addition to the vocational skills and I am confident this virtue will help me in problem solving. Before I came here, I was not patient and always wanted quick rewards regardless of whether I hurt others or not” (Respondent No:122, 15/04/2019).*

The study findings revealed that vocational training program was essential to the juveniles as it equipped the juveniles with different problems solving skills that would enable the juveniles deal with different economic challenges that they would encounter. The juveniles were equipped with vocational skills that they participated in that they would use to source for livelihood in socially acceptable manner hence solving poverty problems that they earlier had.

According to previous studies, juveniles in most cases lead into wrong paths in quest to improve their financial conditions; juveniles may start becoming drugs addicts to forget their financial distress while others may start selling drugs or stealing other people's belongings to improve their economic conditions (Atienzo, et al., 2017). Vocational programs are incorporated in rehabilitation centers to equip participants with

skills that would increase their employment prospects (Pettit & Kroth, 2011). When participants concentrate on improving their vocational skills, they are less likely to engage in crime (Ndegwa, 2014). Vocational training program is believed to be more helpful to the juveniles as it targets career attitudes, increase skills and knowledge in that career which consequently translates to post release employment and reduced recidivism rates (Shali,2017). Juveniles who have been through vocational training need employment for them to be self-sufficient and not to return to crime (Wambugu, 2014). Vocational training program is equipped to challenge juvenile's offending behaviors, to provide juveniles with knowledge and skills to tackle illiteracy and to equip juveniles with life and work skills (Shali, 2017).

This study findings concurred with previous studies on how vocational training program enabled students to solve the problems they encountered like poverty, which meant they could not meet their basic needs requirements because their parents could not provide them with and/or because the juveniles did not have skills to perform some jobs that would generate them income to source for their basic needs. Vocational training program had equipped the juveniles with different vocational skills and knowledge that they would put in place to tackle a problem from different angles and with different options. It also emerged from the findings that juveniles had learnt to have some virtues like patience through vocational training program where gratification for work done was not immediate rather the gratification was gradual. Patience during the waiting time to get gratification was essential to the juveniles as it taught them to take some time and

meditate before taking any action so as reflect on ideas and strategies that can be used and conceptualize what would be the possible repercussions.

Consequently, the juveniles ended up being equipped with different options and knowledge of solving problems to live a better life. Adopting the options advocated for by vocational training program, resulted in the juveniles changing to conforming behaviors so that they could reap from their hard work.

Juveniles' ratings on the influence of vocational programs on juvenile's problem-solving skills were as presented in Table 4.8 below.

**Table 4. 8 Vocational training program rating based on problem solving skills**

<b>Vocational training program rating based on problem solving skills</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	142	100
Negative influence	0	0
No influence	0	0
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.3.5 Vocational training program effects on behavior change**

Juveniles who went through vocational training program were asked to report on whether the vocational program had any effects on their behaviors. The researcher was interested in finding what the juveniles found out about vocational training program and whether the program was influential to juveniles' behavior modification.

All the juveniles at 100% in the selected rehabilitation schools responded on vocational training program having positive influence on their behavior change. The juveniles learnt that vocational program had motivated them to change their behaviors for the better and reform. The researcher was interested in understanding juveniles' responses on the influence of vocational training program on behavior change further. The researcher prompted the juveniles to justify their answers. One of the juvenile respondents who had been at the rehabilitation school for more than three years justified her response by saying,

*"I love vocational training program so much and through it I have learnt to appreciate the different work people do to earn their living. I have learnt to live my own life to the fullest and appreciate that am endowed in a unique way just as everybody who is unique in their own ways. Previously, I wanted to be like others, to have what others have but now I have learnt every person has different talents and skills and that is why we cannot all be equal. This understanding has really changed how I perceived life and now want to live fully in socially acceptable means without comparing myself with others"* (Respondent No.61, 10/04/2019).

The study findings revealed that vocational training program had influenced juveniles to adopt socially acceptable lifestyle and to appreciate why people live different lifestyles altogether.

To emphasize on the influence of vocational program on juvenile's behavior change, another juvenile respondent justified his response by saying,

*"Vocational training program teaches about living. Vocational skills acquired are to enable us to craft our ways into living a good life. Everybody even you what to have a*

*good life, right? Through vocational training, I have learnt that if I concentrate on improving and perfecting my vocational skills, I can start up my business and work hard to its success. This way I will lead a very good life and be successful. This has changed the way I used to perceive life, I am more optimistic, and I want to excel. After my term is over and I go back home, I want to start a business and work so hard to its success, I want to start living” (Respondent No: 98, 13/04/2019).*

The study sought for an overview of what the key informants thought about vocational training program’s influence on juvenile’s behavior change. One of the key informants who was a male vocational tutor for six years responded by saying, “I wouldn’t want to engage myself so much on the influence of vocational program on juvenile’s behavior because after all I am not the recipient of the influence, the juveniles are. If anything, they are the ones that are beneficiaries of all the programs here. However, being a welfare officer who sits in a committee that evaluates juveniles progress at this rehabilitation school, I am certain that vocational program has significantly influenced juvenile’s behavior change for the better. There has been tremendous improvement in juvenile’s behavior. During juvenile’s free time you will find the juveniles in the workshops working on something, or somewhere busy with the bead work or at the farms doing something. This has made us appreciate that the juveniles like vocational programs and they want to engage more in vocational activities. The increased time and mind spent on vocational activities has reduced juveniles’ idle minds to engage in crime or unacceptable acts. These juveniles always busy practicing their vocational skills and have become more creative in so many ways” (Key Informant No:7, 13/04/2019).

The study findings found out that vocational training programs had significant influence on juveniles' behavior change. The responses obtained revealed that juveniles benefitted from vocational training program and had significantly improved on their behavior and how they perceived life in general. This was reflected in juveniles' zeal to exercise what they had learnt to enable them to excel in life. Majority of the juveniles expressed their wish to engage in meaningful businesses that would enable them to earn a good livelihood using socially acceptable means. It was evident from the findings that juveniles had also learnt why people are different in what they do and with such the juveniles confessed that after going through the vocational training program they were able to appreciate their uniqueness and avoid being influenced to be what others are. Key informants confirmed juveniles' positive behavior change that was reflected in the juveniles' progress report. Both the juveniles and the key informants appreciated vocational training program's positive influence towards juvenile's behavior, attitude, and perceptions.

The study findings affirmed social learning concept of learning a behavior through reinforcement. This came into play from the rewards that vocational training program brought forth to the juveniles. Juveniles learnt new job specific skills that they could use to source for income and basic needs in return. The gratification of getting income and meeting basic needs motivated juveniles to embrace vocational training program prospects. Embracing vocational training program resulted to juveniles modifying their behaviors from non-compliant to compliant behaviors as advocated for by vocational training program to thrive and reap positive rewards from the competitive job market. Vocational program through social learning theory advocated to the juveniles that hard



work and positive behavior and attitude pays; and that, juveniles must work to get their rewards. On the other hand, vocational training through social learning theory taught the juveniles that if they did not acquire skills from vocational training program then they would not be able to adopt fully and utilize the resources in their respective environment, which meant that juveniles would continue with their struggles to meet their basic needs. Out the fear of the struggle and sufferings that would come about with lack of basic needs, juveniles opted to embrace vocational training program so that they could meet their basic needs.

The study findings revealed that vocational training program, as echoed by previous studies and social learning theory, has positive effects in juvenile's behavior modification and is an integral program in juveniles' rehabilitation schools. The rewards that come about with vocational training program become a catalyst in juveniles behavior modification.

Juveniles' responses on the overall effects of vocational training program on juveniles' behavior modification were as presented in Table 4.9

**Table 4.9 Effects of Vocational training programs on behavior change**

<b>Vocational training program effects on behavior change</b>	<b>Frequency</b>	<b>Percentage</b>
Positive influence	142	100
Negative influence	0	0
No influence	0	0
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.4 Academic Enrichment Program and its effects on juvenile's behavior**

The study focused on academic enrichment program as the second major program in juvenile rehabilitation schools. Academic enrichment program was used in this study to refer to an activity designed to add quality/value to education. Where education refers to the process of learning and acquiring knowledge, skills, values, beliefs, and habits which normally takes place in a school set up (Wambugu, 2014).

Academic enrichment program as used in this study, is an activity that contains information on different subjects that teach on basic knowledge on numerical and basic elementary skills that include writing, reading, and spelling which improves juvenile's literacy levels. The researcher was interested in finding out how the following aspects of academic enrichment program: juveniles' involvement in the program, academic environment effects, academic teachers influence as role models, basic elementary skills enlightenment, academic program influence on social and communication skills,

academic program influence on problem solving and their effects on juvenile's behavior change.

#### **4.4.1 Academic Involvement**

The study was interested in finding out rehabilitated juvenile's involvement in academic enrichment program. Juveniles were requested to respond on whether they had been involved in the academic enrichment program available during their stay at the rehabilitation school.

From the study, 96.5% juveniles reported participation in academic enrichment program. It was observed that academic enrichment program was mandatory. However, 3.5% reported non-participation in the program.

A female key informant, who had been at the rehabilitation school for close to nine years, on juvenile's academic participation said that,

*“We make it mandatory for all the juveniles to participate in academic program so that they can get the basic elementary skills and knowledge. It is a mandatory program in all schools with time-table allocation. The program is meant to ensure the juveniles at the rehabilitation schools do not miss on their education life. However, there are few exemptions from participation in this program if during assessment, the juvenile is deemed old and not eligible to be placed in lower classes in cases where the juvenile had never attended school and in cases where juveniles were attending to Muslim based education system that is not provided for in the schools” (Key Informant No: 3 10/04/2019).*

The research was interested in finding out what the delinquent juveniles found out about their participation in academic enrichment program. Juveniles who participated in the academic enrichment program were requested to give their view about the program and what they discovered after participation. One of the juveniles who had been rehabilitated for two years and participated in the study said that,

*“I am happy because I was given a chance to continue with my studies because I thought I would never go to class again after my parents died. I take my studies seriously and even teach my fellow students where I understand more than they do. It’s about sharing and especially now that we are confined here, I consider it my second home. Education is key to everyone who wants to succeed in life and since I want to succeed, I take my academic studies more seriously. There is so much in academics that I have to study, so my mind is always busy on my studies, and I am focused towards finishing my studies and securing myself a good job or start a business” (Respondent No.2, 08/04/2019).*

The researcher also wanted to have a view or two from juveniles who did not participate in academic enrichment program. One of the juvenile respondents who had been at the rehabilitation school for three years and did not participate in academic program responded by saying,

*“I am 15 years old and a first born in my family. My parents did not advocate for education, I used to graze our cows and goats every day. There are times I would be sent to graze and then I would leave the livestock alone and go to the nearby school but again I would not get into the classroom because I did not have school uniform, instead I waited outside to play football with my neighbors and then go back to graze when they returned*

*to classroom. When I came here, the teacher told me to concentrate on vocational and social development program which I appreciated because going back to class one at my age would be more traumatizing” (Respondent No.9, 08/04/2019).*

Another respondent who had been at the rehabilitation school for two years and 8 months and did not participate in academic program said,

*“I don’t participate in academic program here because I was undertaking madrasa classes before I came here, in this school they do not offer those classes. Therefore, I was exempted from this program” (Respondent No:41, 09/04/2019).*

The study responses revealed that majority (at 96.5%) of the juveniles participated in academic enrichment and were happy about their participation. These juveniles took academic studies seriously with the focus that academic program would brighten their future lives. However, some juveniles did not participate in academic program because they did not grasp anything in the academic classroom. Some juveniles’ illiteracy resulted to their dissatisfaction and poor self-esteem which consequently prompted the juveniles to opt out of academic studies.

Previous studies noted that education is a critical element in the rehabilitation of a delinquent juvenile and is foundation for programming in most juvenile institutions (Shali, 2017). Enabling juveniles acquire education is one of the most effective approaches of preventing delinquency and reducing recidivism (Odera, 2013). Juveniles excelling in academics are less likely to engage in crime since they aspire to achieve more in their success ladder (Ndegwa, 2014). On the other hand, high rates of illiteracy results to dissatisfaction and poor self-esteem among the juvenile offenders prompting the

juveniles to opt out of academic studies (Ndegwa, 2014). Academic enrichment in rehabilitation school is often associated with reduced recidivism, economic empowerment, and high post release employment (Shali,2017). The most important role of academic enrichment program in a rehabilitation school is that the juvenile should come out better than he or she went in, more capable and responsible, with better education and informed, more self-reliable and with more self-knowledge (Wambugu, 2014).

Social learning theory was conspicuous in the study. Juveniles learnt that at the rehabilitation schools they had limited options and had to participate in the rehabilitation programs like academics. While most juveniles concentrated on academics because the program was mandatory within the confines of the rehabilitation school, these juveniles were also optimistic that they would reap from the rewards that come about with academic concentration. Academic teachers had always insisted that education was key aspect to excel in life as it enlightens one's knowledge and skills failure to which juveniles would have limited knowledge about themselves and their environment. The study established that most of the juveniles concentrated on academic program not only because it was mandatory but because they wanted to enlighten their knowledge about themselves and their environment. Most of the juveniles who concentrated on academic program ended up excelling in academics and even helping other juveniles in their studies.

From the responses obtained, juveniles' participation in academic enrichment program had some positive effects on juvenile's rehabilitation. Most of the juveniles who participated in academic program concentrated more towards succeeding in their academics and thereafter excelling in their life as they would have enlightened their

knowledge and that of their environment. Such juveniles were enabled to explore their abilities and their environment through socially acceptable means. Through academic enrichment program, juveniles also learnt acceptable societal values and beliefs to enable them to live harmoniously with others within the institution and outside thus refraining from what is unacceptable.

Juveniles’ responses on their involvement in academic enrichment program were as tabulated in Table 4.10

**Table 4. 10 Academic enrichment program involvement**

<b>Involvement in academic enrichment program</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	137	96.5
No	5	3.5
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.4.2 Academic environment**

Academic environment was deemed to be an important aspect in determining the effects of academic program on juvenile’s behavior. Juveniles who participated in academic enrichment program were requested to report on the status of the academic environment; where 54.5% juveniles reported having conducive classrooms, 37.9% juveniles reported having sufficient training materials and books and only 7.6% juveniles who participated in academic program, reported having sufficient teachers.

The researcher was interested in finding out the reasons behind the ratings given for academic environment by the juveniles. This prompted the researcher to request the

juveniles to support the ratings they had given on academic environment. One of the juvenile respondents who had been rehabilitated for three years responded by saying, *“The classrooms here are habitable except the fact that they are so old and have not been renovated in a long time. Otherwise, I find them better or equivalent to the classes at the public schools back at home. Provided there is a roof and a wall, I think the rest can be tolerated. We are here for a short term and if everything is made perfect then maybe we can have some laxity in improving our behaviors so that we continue being here where everything is comfortable”* (Respondent No.16, 08/04/2019).

Still on academic environment, another juvenile respondent who had been at the rehabilitation school for 3 years responded by saying,

*“The classrooms are okay but not so much as they need some renovations. However, they are better than having none. According to me, the one thing that ails academic program more is the insufficiency in academic teachers, teaching aids and stationaries. We only have three academic teachers in the whole school, the government should work on bringing more teachers here. Most of the times we have no option but to read on our own and at times consult from my fellow students. If the government can employ more teachers and provide us with study materials, am sure so many of us can benefit more from academic program than we currently are”* (Respondent No. 55, 10/04/2019).

From the responses, it emerged that the rehabilitation schools had classrooms where academic studies took place. Most of the juveniles considered the classrooms to be okay compared to the classrooms they had back at their homes. However, most of such classes were dilapidated and required renovations. The responses also revealed that there were insufficient academic teachers in all the selected rehabilitation schools and such



interfered with the juveniles learning. It also emerged that teaching aids and stationaries were insufficient in the selected rehabilitation schools, and this interfered with their learning. This notwithstanding, juveniles took their studies seriously despite the obstacles that came along with the academic program and the inadequacies.

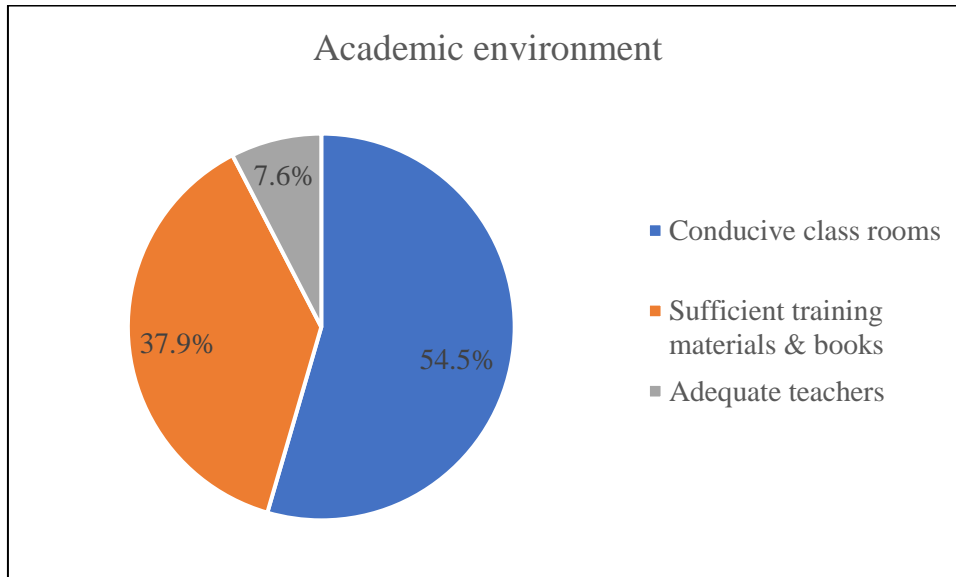
Through previous studies it was established that academic programs in many juvenile rehabilitation facilities are inadequate, however appropriate education services in most of these facilities may not be a priority when the school programs and security functions must compete for the limited resources (Shali, 2017). Qualitative investigations on the status of education at juveniles' rehabilitation schools suggest that there is not a lack of interest in pursuing education among the juvenile offenders, but rather there is a disconnection with educational system when there are insufficient teachers and academic resources (Ndegwa, 2014). Juveniles in rehabilitation schools may fail to receive educational services or receive much less instructional time than youth in public school (Ndegwa, 2014).

Social learning theory that postulates that certain behaviors can be learnt through reinforcement where rewards increase learning certain behavior and punishment reduces adopting certain behaviors was persistent in the study; and was manifested by the fact the juveniles concentrated in their academic studies despite all the shortfalls because they wanted to get the rewards that come about with gaining education and enlightening their knowledge. By the juveniles focusing on their academic achievements, they ended up modifying their behaviors and adopting socially acceptable behaviors that would propel their academic excellence.

The study findings revealed that participation in academic enrichment program was mandatory, and the rehabilitated juveniles were willing to learn despite shortages in academic teachers and resources. Most of the juveniles were so determined to learn that they did not focus so much on the status of their classrooms and the inadequacies they had of teachers, teaching aids and stationaries. The confinement in the rehabilitation schools limited the juveniles into advancing and developing themselves through the programs offered there. This increased juvenile focus into learning. Most of the juveniles' focus was on learning and changing their lives altogether for the better. Juveniles learnt the rehabilitation schools had so much on their hands to deal with and appreciated the rehabilitation school's efforts to ensure a smooth rehabilitation process. Despite the academic environment not being so good, juveniles were not deterred to continue learning and gaining academic skills and knowledge required for academic achievements and to live successfully thereafter.

Juveniles' responses on the state of academic environment were as presented in Figure 4.4.

**Figure 4. 4 Academic environment**



#### **4.4.3 Academic teacher's rating based on influence as role models**

In most cases, teachers are considered as role models by children during the learning process. In this study the researcher wanted to find out the influence the academic teachers had in the juvenile's rehabilitation process. Juveniles were requested to rate academic teachers based on teacher's influence as role models for juvenile's emulation.

Most of the juveniles at 93% reported that the teachers had positive influence on juveniles as role models to positively change behavior. About 5.6% of the juveniles reported that they did not experience significant influence from the academic teachers as role models. Some 1.4% of the juveniles did not rate the academic teachers. The researcher further probed the juveniles to justify the responses given. One of the juvenile respondents who had been at the rehabilitation school for 2 years and nine months and rated the academic teachers as having positive influence justified her answer by saying,

*“I have rated the academic teachers as having positive influence as role models because of the way they carry themselves around. Academic teachers are always smartly dressed, they treat all juveniles with respect and are always willing to listen to us when we go to them for help. They are educated and I would want to be like them when I grow up. I like the way they can manage all classes by themselves, teaching from class four to class eight. Even when the schools are closed, you still see them here trying to help us. I love the dedication they have towards helping us improve. By seeing these academic teachers manage themselves and treat us well, I have resolved I want to be a teacher too. I want to change completely for the good, finish my studies and specialize in teaching. I want to help other children just like the way I have been helped by our academic teachers”* (Respondent No: 26, 11/04/2019).

To understand juveniles’ responses on academic teachers rating better, the researcher had requested all juveniles to justify their responses. One of the juveniles who had been rehabilitated for one and a half years and rated the teachers as having no influence as role model said,

*“I have rated the academic teachers as having no influence because I have not seen any unique thing about them. Again, when they come to teach us at the classroom, they are too fast when teaching they do not pay much attention to the slow learners unless you seek them privately. Anyway, I understand they are understaffed and maybe are too tired to attend to the needs of all of us and that is why I have rated them as being fair and not bad”* (Respondent No: 57, 10/04/2019).

The study responses revealed that juveniles were attracted to the way academic teachers managed themselves and this made them have some interest in pursuing

academics so that they could get some associations with the academic teachers. Associating academics with the teachers who were role models to the juveniles resulted the juveniles to pursue academics and excel in academics which are important aspects of positive behavior change in juveniles' rehabilitation process.

Previous studies argue that a teacher is the one who understands the importance of cultivating and developing oneself to enable him/her to maintain high standards of self-discipline and professional integrity which consequently wins the hearts and minds of the students (Ndegwa, 2014). For a successful educational program to take place there is need to have a conducive environment, innovative program, and better trained staff who can be emulated as role models by the juvenile delinquents (Butchart, et al., 2019). Competent teachers should always be the cheerleaders for juvenile's behavior modification as they are their immediate guardians while at school (Wambugu, 2014)

Social learning theory on reinforcement of behavior was manifested in the study by the fact that juveniles wanted to associate themselves with academic teachers because they saw something good in them. They wanted to emulate the teachers in the way they did things and managed themselves. The reinforcement in this case was getting the rewards of being like the academic teachers which was pleasant to the juveniles. In their pursuant expedition, the juveniles ended up appreciating academic program and concentrating on it which consequently led to the juveniles drop their awful behaviors to adopt what was advocated for by academic program as well as the academic teachers. These resulted in the juveniles adopting compliant behaviors.

From the research findings, the researcher learnt that according to most of the juveniles, academic teachers were of good character and had positive influence on the

juveniles as role models. The juveniles envied the way the academic teachers dressed, interacted with others and how knowledgeable they were, and this significantly influenced some juveniles to choose academic teaching as the career they wanted to pursue after finishing their studies. The juveniles appreciated the fact that despite the academic teacher's shortage in their respective schools, academic teachers available had tried so much to fill in the void and ensure that at least all the juveniles were taught. Some juveniles however, had a different opinion that academic teachers did not consider the slow learners while teaching at the classrooms. But they appreciated the fact that the academic teachers provided private tuition to the slow learners during their free time. The dedication of these academic teachers is what made them to be vouched as having positive influence on juvenile's attitude and character and motivated the juveniles to look up on them as role models. Academic teachers' rating revealed that the teachers had positive influence on juvenile's character based on the way the teachers delivered the program and their influence as role models to the juveniles. Juveniles in turn ended up adopting compliant behaviors and working hard I their academics to be like their teachers and such resulted into positive behavior change of the juveniles.

Juveniles' ratings based academic teacher's influence as role models were as presented in Table 4.11

**Table 4. 11 Academic teacher’s rating based on influence as role models**

<b>Academic teacher ratings</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	132	93.0
No influence	8	5.6
Negative influence	0	0
Not applicable	2	1.4
<b>Total</b>	<b>142</b>	<b>100.0</b>

**4.4.4 Academic enrichment program rating based on basic elementary skills enlightenment**

The study was interested in finding the effects academic enrichment program had on juvenile’s basic elementary skills enlightenment. Juveniles were asked to rate academic enrichment program on whether it really delivered the basic elementary skills such as knowing how to write, pronunciation and basic mathematics (numeracy).

About 90.8% of the juveniles rated academic program as having positive influence on juveniles’ basic elementary skills. Some 7.0% of the juveniles reported the program to have no influence on basic juveniles’ elementary skills while about 2.1% of the juveniles responded on the program not being applicable to them.

One of the juvenile respondents who had been at the rehabilitation school for three years and responded on the academic enrichment program having positive influence on basic elementary skills justified her answer by saying,

*“When I came here, I was not confident enough in pronunciations of some words and I was also poor in counting. However, with the help of academic teachers and fellow students who are in class eight and in secondary school, I have really learnt a lot and I can comfortably read, write, and even count. This rehabilitation has really helped me, and especially the academic enrichment program” (Respondent No:1, 08/04/2019).*

The findings revealed that juveniles were happy that through academic program, their basic elementary skills were enhanced to write and solve mathematical problems. However, there was another group of juveniles that reported that academic enrichment program did not have any effect on their basic elementary skills. One of the juvenile respondents who had been at the rehabilitation school for two and a half years and responded that academic program did not influence his basic elementary skills justified his response by saying,

*“Academic enrichment program has had no influence on my basic elementary skills. I do not have any different experience from the way I came here in terms of my academic knowledge. Before I came here, I was in class five and so even here I was placed in class five, however I seem not to understand anything from the classroom. Maybe my former school was lagging in teaching us and this has slowed down my learning, so here my academic learning is a challenge. At times fellow pupils laugh at me when they see the struggles I have even in pronouncing some words in English. Personally, I have not had any improvement in my academics and that is why I said academic program has had no influence in my basic elementary skills” (Respondent No:133, 16/04/2019).*

Key informants’ opinion on the influence of academic program on juvenile’s basic elementary skills enlightenment was necessary to get a deeper understanding of the



effects academic program on juveniles' rehabilitation. A key informant who had been an academic teacher ten years, five of which he had been in that rehabilitation school reinstated on the effects of academic enrichment program on juvenile's basic elementary skills by saying,

*“Most of the juveniles here are school dropouts, the school purposes to ensure that all juveniles in the rehabilitation school get the basic elementary knowledge and skills to enable them to survive. With basic elementary knowledge (knowing how to read, write and count) the juveniles are better equipped to survive in any environment they are exposed to” (Key Informant No:9, 13/04/2019).*

From the study, the researcher found out that majority of the juveniles benefitted from the academic program in that they got the basic elementary skills that helped them and that would continue helping them even after their release from the rehabilitation schools. The researcher learnt that the rehabilitation schools were purposed towards ensuring that all the rehabilitated juveniles got basic elementary skills. Majority of the juveniles benefitted from academic program as their elementary skills were sharpened and enriched. Most of the juveniles had been rehabilitated with minimal or no knowledge but by the time of the interview these juveniles reported that academic enrichment program had really improved on their knowledge as they could comfortably read and write unlike before. This notwithstanding, some juveniles reported that academic enrichment program did not have any influence on their basic elementary skills since even after spending more than one year at the rehabilitation school they still could not read and write

Based on previous research, literacy skills are essential to everyone to survive and meet the demands of the complex world we live in (Odera, 2013). Increased literacy and basic elementary skills promote prosocial outcomes (Wambugu,2014). Academic enrichment program helps in improving juvenile's cognitive skills, whereby speaking, writing, reading, and listening as well as reasoning are cognitive skills (Shali, 2017). According to some studies, a high number of juvenile delinquents have inadequate reading and writing skills (Wambugu,2014). Acquiring knowledge and becoming a life-long learner is controllable and the portrayed evidence is based on the change in mindset (Shali, 2017). Lack of knowledge in a strategy or using a learning strategy in a wrong way may result to failure to achieve an intended goal, poor performance and even loss of interest in the entire learning process (Wambugu, 2014).

Social learning theory was used in the study to explain the role played by academic program on juvenile's basic elementary skills. Juveniles acquired some behaviors (compliant behaviors) because there was a reinforcement involved. Reinforcement in this case was the juveniles obtaining basic elementary skills as a reward for participating in academic enrichment program and the punishment was not getting basic elementary skills for those juveniles who did not participate in academic enrichment program. Driven by the urge to get the rewards of gaining basic elementary skills, the juveniles adopted compliant behaviors that were being advocated for by academic enrichment program and ended up changing their behaviors altogether to being obedient and law-abiding juveniles.

Based on the study findings, previous research and social learning theory, academic enrichment program had positive effects to the juveniles through basic elementary skills. Majority of the juveniles engaged in academic program with the view of gaining basic elementary skills that would help the juveniles achieve their goals and add on to their knowledge. Academic enrichment programs advocated for compliant behaviors that would aid the juveniles in gaining basic elementary skills. Therefore, by gaining the basic elementary skills, it meant that juveniles would also have adopted compliant behaviors and dropped non-compliant behaviors they previously had, and this would result to behavior modification.

The juveniles' ratings on academic enrichment program delivery of basic elementary skills were as presented in Table 4.12

**Table 4. 12 Academic enrichment program rating based on basic elementary skills**

<b>Academic enrichment program rating based on basic elementary skills</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	129	90.8
Negative influence	0	0
No influence	10	7.0
Not applicable	3	2.1
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.4.5 Academic enrichment program rating based on social and communication skills**

The researcher wanted to find out the effects of academic program on juvenile's social and communication skills. Juveniles were requested to rate the academic enrichment program based on how influential it was in administering social and communication skills.

Majority of the juveniles 88.0% of those who participated rated the program as having positive influence on their social and communication skills. About 9.9% of the juveniles rated the program as having no influence on their social and communication skills while some 2.1% of the juveniles reported that the program was not applicable to them.

One of the respondents who had been rehabilitated at the rehabilitation school for one year and who reported that academic program had positively influenced his social and communication skills supported his response by saying,

*“When I joined this school, I could not address a group of people as I could tremble and was incoherent in my speech but now, I have gathered enough confidence and have learnt a lot on public speaking through academic program that advocates for debates and story-telling sessions” (Respondent No: 69 10/04/2019).*

A juvenile respondent who reported that academic enrichment program did not have any influence on her social and communication skills, justified her answer by saying, *“I am the same as I came here in terms of being social and having good communication skills. In fact, I was a games prefect in my former school because my former teachers believed I got along with other pupils easily. I am this girl that you meet once and click a conversation immediately. Again, while here at this rehabilitation school, I am more inclined towards vocational training than to academic programs. Therefore, I would not credit academic enrichment program for my sociable characteristics”* (Respondent No:3, 08/04/2019).

The study findings revealed that academic program had positive influence on majority of the juveniles’ social and communication skills. Majority of the juveniles responded to have gained good communication skills and confidence in expressing themselves. These juveniles applauded academic enrichment program for enabling them to address an audience comfortably and have confidence in the way express their concerns. Before rehabilitation, these juveniles were not able to express themselves even when they were offended and in turn, they withheld these feelings that cultivated them to harboring hatred and anger against other people. On the contrary, some juveniles reported that academic enrichment program did not have any influence on their social and

communication skills because these juveniles did not participate in academic enrichment program and other juveniles did not observe any difference in their social and communication skills even after going through academic enrichment program.

According to previous studies, difficulties with language and communication skills appear to be prevalent among juvenile offenders, about 90% of juvenile offenders demonstrate language skills below average (Ndegwa, 2014). Effective schooling and appropriate support to the juvenile offenders may serve as aid to effective engagement in rehabilitative interventions and may prevent future engagement in criminal activities (Shali, 2017). Academic enrichment program is believed to improve juvenile's educational qualifications which consequently have positive effects on juvenile's self-esteem and confidence (Ndegwa, 2014).

The study through social learning theory established that juveniles changed their behaviors because of participating in academic enrichment program through social and communication skills. Juveniles participated in academic program because there was a reinforcement through a reward of gaining social and communication skills that would enable juveniles live a better life of interacting and relating with other people and their environments. In the process of gaining social and communication skills the juveniles learnt compliant behaviors that are advocated for by academic enrichment program. Also,

the social and communication skills gained enabled the juveniles to change their behaviors to compliant behaviors that would enable them to interact and related with others in their surroundings.

From the study findings, it emerged that academic enrichment program through social and communication skills, had positive effects in juveniles modifying their behaviors to adopt compliant behaviors. Majority of the juveniles dropped non-compliant behaviors to adopt compliant behaviors that would aid them in getting social and communication skills. The social and communication skills obtained further pushed the juveniles to fully adopt and heed to compliant behaviors to relate well with their environment. This consequently resulted to the juveniles changing their behaviors from non-compliant to compliant behaviors.

Juveniles' responses on academic enrichment program influence in administering social and communication skills were as presented in Table 4.13 below.

**Table 4.13 Academic enrichment program rating based on social and communication skills**

<b>Academic enrichment program rating based on social and communication skills</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	125	88.0
Negative influence	0	0
No influence	14	9.9
Not applicable	3	2.1
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.4.6 Academic enrichment program rating based on problem solving skills**

Some juveniles were in the rehabilitation schools because they were unable to solve the problems that they faced in socially acceptable means. This study sought to find out how academic enrichment program influenced on juvenile’s problem-solving skills.

Academic enrichment program had positive influence on problem solving skills to 81% of the juveniles who responded, about 16.9% of the juveniles rated the program as having no influence on their problem-solving skills while 2.1% of the juveniles who responded said that the program was not applicable to them. Majority of the juveniles reported that academic program had positively influenced their problem- solving skills. Reiterating on how academic program had positively influenced juvenile’s problem-solving skills, one juvenile respondent who had been at the rehabilitation school for two years said,



*“I used to hear people say that education is power, but I did not understand what they meant until I was admitted here. I can now attest to it that with education, you have powers to solve any problem you encounter. I have become wiser and patient in analyzing any challenge that I face before I strategically solve it. Right now, I do not see challenges as limitation rather I consider them to be staircases to advance myself. Through academic enrichment program, I have known the effects of drug and substance abuse and I do not want to engage myself with drugs and substance abuse again in my life because I do not want to harm my body” (Respondent No:102, 13/04/2020)*

Another juvenile respondent who had been at the rehabilitation school for two years and seven months said,

*“Participating in academic program has been so beneficial to me. You see there is that wisdom that we are born with but that alone cannot solve problems quite well because you will need to know how to strategically address whichever problem. Through learning different materials and books here, I have learnt how other people have handled problems in the past and what others did to achieve best results. With such knowledge even though am still learning through continuous reading, I have appreciated the skills I have gained on problem solving. Generally, I like spending most of the time in the library reading motivational books” (Respondent No:30, 11/04/2019).*

There were some juveniles who held different opinions from the rest. Some juveniles reported that academic enrichment program did not have any influence on their problem-solving skills. One of these juvenile respondents said,

*“According to me academic program has not influenced my problem-solving skills because a good program is that which is practical, where you have a problem in front of*

*you and they you are shown how to solve that problem. However, academic enrichment program just teaches you the values and norms, but it does not practically teach you how to solve problems. What this academic program is not looking at, is that at times such theories are not applicable when working on some things as they manifest themselves. Therefore, academic enrichment program has not had any influence in my life” (Respondent No.46, 09/04/2019).*

The study findings established that academic enrichment program had positive influence on majority of the juveniles who responded to have significantly benefitted in terms of the knowledge and skills they had acquired to solve any problem they encountered. Majority of these juveniles expressed that they committed the different crimes that led to their containment at the rehabilitation schools because they did not have the knowledge to solve problems in socially acceptable ways like they did at the time of the interview. To these juveniles their rehabilitation at the selected rehabilitation schools was an eye opener as they had learnt the importance of having some knowledge in life. However, there were some juveniles who reported not to have had any influence of academic enrichment program on their problem-solving skills and this was since the program was more theoretical than practical and yet the juveniles wanted something that would show that how to solve problem as the problem unveils.

Social learning theory was used to explain how problem-solving skills advocated for by academic program influenced juvenile’s behavior. With the reinforcing reward being acquisition of problem-solving skills that would enable the juveniles cope in their competitive environments, juveniles strived hard to participate in academic enrichment program to acquire the problem-solving skills as well as the compliant behaviors

advocated for by academic enrichment program. Acquisition of problem-solving skills also enabled the juveniles to change their behaviors and adopt compliant behaviors so that they could efficiently and effectively solve problems. Adoption of compliant behaviors resulted to juvenile’s behavior modification.

From the study findings and social learning theory, it emerged that academic program through problem solving skills was beneficial to majority of the juveniles since through the process of acquiring the problem-solving skills, juveniles learnt compliant behaviors to abide to. And the problem-solving skills changed juveniles’ behaviors to compliant ones to enable the juveniles solve different problems they encounter then and even later in their lives.

Influences of academic enrichment program on juvenile’s problem-solving skills were rated as presented in Table 4.14 below.

**Table 4.14 Academic enrichment program rating based on problem solving skills**

<b>Academic enrichment program rating based on problem solving skills</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	115	81.0
Negative influence	0	0
No influence	24	16.9
Not applicable	3	2.1
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.4.7 Academic enrichment program effects on behavior change**

The researcher requested the juveniles who went through academic program to report on whether academic program had any effects on their behaviors.

Majority of the juveniles responded on the program having positively influenced their behavior to a better and reformed person at 95.8%. Some 2.8% of the juveniles responded that academic program did not have any influence on their behavior. About 1.4% of the juveniles reported that academic enrichment program was not applicable to them.

The study findings revealed that academic program was significant in behavior change to majority of the juveniles, and this was reflected in some of their responses. One juvenile respondent who had been at the rehabilitation school for one year and nine months justified her response by saying,

*“Participating in academic enrichment programs was one of the best things that has happened to me since through academic lessons and motivational books reading, I have learnt to appreciate life and live fully in socially acceptable means” (Respondent No.75, 12/04/2019).*

Another juvenile respondent who had been rehabilitated for three years, on his response justification said,

*“Education and good life are inseparable. When you look around, most of the people who are living a good life and making a lot of money are educated and speak good English. They use their education to manage their businesses. You see even those who did not go to school when they were young, they still go back to school when they are old not because they want to make money but because they want to know how to manage the money they*

*have. Looking at such people has made me appreciate education even more, and I have since decided to change my behavior and attitude for the good, embrace education and concentrate on what I read and am taught so that I can have a brighter future” (Respondent No: 64, 10/04/2019).*

The research findings established that majority of the juveniles’ behavior had been positively influenced by academic problem. However, there were some few juveniles who reported that academic enrichment program did not have any influence on them mostly because they did not participate in the program while few reported that even after going through the program, they did not experience any influence from the program. One of such juveniles justified his answer by saying,

*“I have participated in academic program, and I am not any different from the way I came here. The same things that I have been taught here is the same or less as I was being taught while back at my former school. So, I would not say that academic program has had any influence or changed my behavior in any way” (Respondent No.136, 16/04/2019).*

The researcher was also interested in finding out what the key informants had about academic enrichment program and its effect on juvenile’s behavior. On the interview, one of the key informants who summed up as an academic teacher for 8 years in that rehabilitation school, reported on academic influence on behavior by saying,

*“Academic enrichment program has been so helpful to the juveniles who have participated. The juveniles have learnt how to live a good life through what they have been taught in the classrooms. These juveniles have gained some knowledge and wisdom that will help them tackle the challenges that come along in this life. Most of these*

*juveniles came here while illiterate and by the time they leave this institution they will be literate teenagers. There are also those juveniles who do not participate in academic program for various reasons that leads to their exemption from this program. Such juveniles are missing a lot considering that they are still young and need some education, however the exemption is normally done to the best interest of the child, and I cannot challenge such decisions. I am confident this program is essential in rehabilitation schools as it acts as a catalyst to behavior change when juveniles learn what is expected from them” (Key Informant No:5, 11/04/2019).*

The response revealed that academic enrichment program had influenced the juveniles to adopt socially acceptable lifestyle in all they do to prevent themselves from getting into conflict with the law. Through academic enrichment program, juveniles had learnt the importance of books and reading about other people’s experiences on different issues and the lessons drawn which in turn, helps and guide the juveniles to avoid making mistakes in life. Majority of the juveniles have acquired a lot of knowledge and wisdom that has changed their attitude and perception about life altogether. Such juveniles reported to have reformed and were determined to live a good life that they did not live before, because they have drawn a lot of lessons and values from academic enrichment program. However, some of the juveniles did not experience the influence of academic program because they did not undertake academic studies at the rehabilitation schools; while others who undertook academic program reported that the contents of the program were less, and they had already covered them before and therefore they did not learn anything new.

Social learning theory explained how academic enrichment program had modified juvenile's behavior in the process of adopting new skills and knowledge and even through the new skills and knowledge adopted that would lead juveniles to modifying their behaviors into compliant ones. The reinforcement that comes about with academic enrichment program of being rewarded with acquisition of new skills and knowledge is what motivated the juveniles to keep their focus on. Juveniles who concentrated on academic enrichment program enjoyed most of the rewards of academic program and the rewards modified juvenile's behaviors significantly. While juveniles who had less or no concentration on academic program got a punishment of not reaping the benefits of academic enrichment program and experience minimal behavior change.

From the study findings and social learning theory, academic enrichment program proved to have had positive behavior change to majority of the juveniles who undertook the program. Majority of the juveniles reported to have benefitted from academic enrichment program in terms of the skills and knowledge they had acquired alongside modification on their behavior to be in line with the acquired knowledge. Most of the juveniles said the program was an eye opener to their lives and appreciated the fact they got a chance to participate in the program. Some of the few juveniles who did not focus much on academic enrichment program did not enjoy much of the skills and knowledge enrichment that came about with academic enrichment program and therefore there was minimal behavior modification.

Juveniles' responses on the overall effects of academic enrichment program on juveniles' behavior change were as presented in Table 4.15

**Table 4.15 Effects of Academic enrichment programs on behavior change**

<b>Academic program effects on behavior change</b>	<b>Frequency</b>	<b>Percentage</b>
Positive influence	136	95.8
Negative influence	0	0
No influence	4	2.8
Not applicable	2	1.4
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.5 Social development program and its effects on juvenile’s behavior**

The study focused on social development program as the third major rehabilitation program in juvenile rehabilitation schools. The study regarded social development program as a program that entails molding juveniles spiritually, mentally, and socially to enable them to adapt to any environment that they are exposed to. In this study, social development program merged spiritual welfare program and counselling program because the two programs were both geared towards enabling the juvenile’s interactions with the environment based on the set morals and values that are considered acceptable by the society. The researcher was interested in finding out how the following aspects of social development program: juvenile’s involvement in spiritual welfare program, juvenile’s involvement in counseling program, welfare officers influence as role models, social development program influence on self-control and management, social



development program influence on interactions and relationship building and their effects on juvenile's behavior change.

#### **4.5.1 Spiritual welfare program involvement**

The study sought to find out juvenile's involvement in the spiritual welfare program. From the findings, juveniles participated in spiritual nourishment program at 98.6% representation while 1.4% of the juveniles did not participate. The study findings found out that majority of the juvenile respondents participated in the spiritual program. The study was further interested in finding out juvenile's opinions about their participation in the spiritual welfare program. One of the juvenile respondents who also happened to be a Christian and had been at the rehabilitation school for three years responded by saying,

*"I am so happy to have participated in spiritual development program. Before I came here, I had never gone to church but through the spiritual program, I have learnt so much about the bible and how to live God dedicated life. I have actually learnt, the crime I committed is also condemned in the bible and am serving my committal term in the hope that with God's guidance I will not commit any crime in future" (Respondent No: 37, 09/04/2019).*

Another juvenile respondent who happened to be a Muslim, rehabilitated for two years and nine months and who participated in spiritual welfare program applauded her participation in spiritual program by saying,

*"Through the few Mandrasa classes that I have attended, I have learnt what Allah expects from me. I regret my former behaviors, where my actions really hurt people. I have since*

*repented and vowed to religiously follow Allah's commandments and to help others in need. I don't want to face the wrath of Allah" (Respondent No: 84, 12/04/2019).*

A key informant who was a priest and assisted in counselling at one of the rehabilitation schools said that spiritual nourishment program was mandatory and appreciated the way the juvenile respondents embraced it. The key informant further said, *"Most of the juveniles here were spiritually starved back at their respective homes, they have since positively embraced the program for their spiritual growth and nourishment. The program has played a major part in juvenile's rehabilitation in that all juveniles are willing to follow biblical and Koran teachings and to modify their behavior and actions, which in turn make work easier for us as welfare officers as we do not have to keep monitoring what the juveniles are doing. These juveniles have embraced the 'brother's keeper' attitude and are willing to help each other towards behavior modification for the better. Normally all juveniles are expected to participate in this program, and we have not had any requests from the juveniles for exemptions" (Key Informant No:8, 13/04/2019).*

From the study findings, it was clear that spiritual nourishment program was a mandatory program to be undertaken by all juveniles with no exemptions and it emerged that it was positively embraced by the juveniles and was integral in juvenile's rehabilitation process. Majority of the juveniles participated in spiritual program and were happy because they learnt a lot about the bible and Koran that they previously did not know. This knowledge made most of the juveniles want to change their behaviors from non-compliant to compliant. The study also established that few juveniles did not participate in spiritual welfare program, and they did not also disclose why they did not

participate. The key informants were not aware of any juveniles who did not participate in spiritual welfare program and therefore the researcher could not find more information about juveniles' non-participation in spiritual welfare program.

According to previous studies, the juvenile rehabilitation programs also aim at developing the juveniles spiritually (Van der Stouwe, et al., 2016). Spiritual welfare teaches moral and ethical values, the difference between right and wrong behavior (Atienzo, et al., 2017). Social learning theory revealed how resourceful juvenile's confinement at the rehabilitation schools was to the juveniles. Juvenile's confinement at the rehabilitation schools called for juvenile's participation in spiritual welfare program, that turned out to be useful to the same juveniles as they learnt more about the holy books that motivated and informed their behavior change. The urge to know more about the bible and Koran was the reinforcement for juvenile's participation in spiritual program whereby they were being rewarded with gaining more knowledge about God's /Allah's will for his people. It was learning about the biblical/Koran teachings that juveniles resolved to change their behaviors and to be more compliant as per the biblical and Koran teachings.

Through the previous studies, social learning theory and the study findings, it emerged that spiritual welfare program enabled juveniles to relate their behaviors with the biblical teachings through which they wanted to repent and change their behavior fully and live as God wanted them to live. Spiritual welfare program was essential in the juvenile rehabilitation program since through the spiritual program, juveniles were able to analyze their life, reflect and make decisions to turn about from wrongful actions and behaviors resulting to behavior modification.

The responses of juveniles' involvement in spiritual welfare program were as presented in Table 4.16

**Table 4. 16 Juvenile's involvement in spiritual welfare program**

<b>Spiritual welfare program involvement</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	140	98.6
No	2	1.4
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.5.2 Counseling program involvement**

The study wanted to find out about juvenile's participation in counseling program. Juveniles were asked to respond on their involvement in counseling program.

From the responses given, majority of the juveniles participated in counseling program at 87.3% while 12.7% juveniles did not participate in counseling. The researcher was interested in finding out different opinions from the juveniles who participated in the counselling program and from those who did not. A juvenile respondent who had been at the rehabilitation school for two years and participated in the study said,

*"I normally take counselling program seriously because I want to know what the teachers and welfare officers expect from me. I also want to live a good life when I finish my term. Counselling has helped me to change my behavior and attitude since I am the one on the steering wheel of my life and if I adopt socially acceptable and positive attitude and mentality then my behavior will automatically change, and I will attract all the good*

*things, people and favors. I have also learnt the mistakes I did before and how and why I need to change” (Respondent No:17, 08/04/2019).*

The researcher further sought to find out why some juveniles did not participate in the counselling rehabilitation program. One of the juvenile respondents who had been at the rehabilitation school for two years and four months and did not participate in the counselling program said,

*“I don’t like counselling because I can counsel myself. The welfare officers are in most cases in charge of counselling, are so biased and what to help some juveniles and not all of us here. When you go to them with a concern, they will just dismiss you and at times laugh at your saying you are a lesbian and want to destroy others even when you are not. They make you feel worse than you came here. I do not like them at all. I pray that I finish my term and leave this place” (Respondent No:70, 10/04/2019).*

To understand more on juvenile participation in counselling program, the researcher went ahead to find out from one key informant who was a welfare officers at the rehabilitation school for four years and oversaw counselling program on what he found out about the counselling program and juvenile participation. The response from the key informant was,

*“Counselling is meant for all juveniles but there are some difficult juveniles who don’t want to attend to the counselling classes, in such cases we opt not to force them. Such juveniles are the defiant group that has not shown any progress of rehabilitation. This group tend to negatively influence other juveniles, and in the process, they are reprimanded by their teachers or welfare officers for such behaviors. It is because of such reprimanding and punishment that these group of juveniles hate on the counselling*

*administrators as there is conflict of roles. I wish we would have professional counsellors to counsel the juveniles fully and then the teachers and welfare officers can concentrate on their areas of specialization. This way in as much as the juvenile is reprimanded by a welfare officer, it will not affect the counselling of the juvenile” (Key informant No.6, 11/04/2019).*

From the research findings, the researcher established that all juveniles had clear intentions of participating in the counselling program to help them modify their behavior and reform as part of their rehabilitation process. Counselling program had enabled the juveniles to learn the mistakes they had done and reflect on what they wanted their life to be like in future, which in most cases resulted in juveniles changing their behavior and attitude for the better. It was observed that counseling was mandatory at the admission level and thereafter it was optional, whereby some juveniles responded not to like the program and thus did not participate in it. Some of the juveniles did not participate in the counselling program because according to them, the counsellors did not like them and opted not to attend the counselling classes. The research findings revealed that rehabilitation process involved both the juveniles and the program’s administrators. And therefore, all the participants had to be positively geared towards the same direction for rehabilitation programs to have positive results. Juveniles were involved in setting their Individual Treatment Plans (ITP) which basically measured their rehabilitation progress based on the already set goals by the juveniles and school’s progress monitoring committee.

The study findings revealed that the maximum term was three years and that for any extension, the rehabilitation schools had to get an approval from the children’s court.

Some juveniles were sentenced to lesser terms. Based on “the best interest of the child” the rehabilitation school committee at times requested the committing office to have the juveniles released earlier before their term ends. This happened when juveniles had finished their class eight and had to proceed to secondary school and on instances where juveniles had been assessed using the ITPs and confirmed to have fully changed even before their term elapsed. Extensions of juvenile’s term were sought when the welfare officers discovered that the juvenile’s reception back at their home were not yet conducive. According to the welfare officers, releasing rehabilitated juveniles to unconducive environment could trigger them to relapse to crime.

According to previous studies, counselling is pivotal to delinquent juvenile’s success (Van der Stouwe, et al., 2016). Through individual counselling, a school counsellor can build a therapeutic and supportive relationship with the juvenile that focus on changing juvenile’s negative self -image, depressed and anxious feelings, and healthy relationship difficulties with peers (Van der Stouwe, et al., 2016). Group counselling are believed to help juveniles’ express their feelings more appropriately and develop positive self-concept, improve their social skills and academic performance as well as increase juvenile’s motivation to live a healthy lifestyle (Burfeind & Bartusch, 2015). School counsellors in juvenile rehabilitation school’s support a safe learning environment and work to safeguard the human rights of all the members of the school community (Atienzo, et al., 2017). School counsellors address the needs of the juveniles through culturally relevant prevention and intervention programs; individual and group counselling are the activities most performed by school counsellors to juveniles to help them deal with problems of self-esteem, self-control, and self-management (Atienzo, et al., 2017).

Social learning theory pointed out the role of counselling in rehabilitation schools through need to adhere to rules and regulations. It was noted that counselling was administered by welfare officers who engaged with the juveniles to know what was bothering them and how they could be helped. Welfare officers ensured that juveniles adhered to the set rules and regulations at the rehabilitation schools. Reinforcement for adhering to the set rules and regulations was through punishment for non-adherence. For fear of punishment juveniles ensured they complied to what they were told by the welfare officers, and they complied to the set rules and regulations. Compliance to the set rules and regulations, advice from welfare officers on their expectations from the juveniles consequently resulted to juveniles changing their behaviors altogether thus behavior modification.

Counselling was significant part of social development program in that it enabled juveniles to know what the society expected from them to a peaceful co-existence, which consequently resulted to some positive behavior change. Through counselling, juveniles were able to seek for advises from the welfare officers to enable them in changing their behaviors. Juvenile's compliance to the set rules and regulations at the rehabilitation schools for fear of punishment resulted in the juveniles dropping their non-compliant behaviors and adopting compliant behaviors thus behavior modification.

Juveniles' responses on their involvement in counselling program were as presented in Table 4.17 below.



**Table 4. 17 Participation in counseling as social development program**

<b>Counseling program participation</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	124	87.3
No	18	12.7
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.5.3 Welfare officers rating based on influence as role models**

To understand the effects of social development program on juvenile’s behavior, the researcher was interested in finding out how the welfare officers influenced juvenile’s behaviors as role models, and this was based on juvenile’s ratings. These ratings were based on the welfare officer’s influence as role models to the juveniles.

Most of the juveniles at 84.5% reported that the welfare officers had positively influenced juveniles as role models to positively change behavior. About 9.2% of the juveniles reported that they did not experience any influence from the welfare officers as role models. Some 6.3% of the juveniles rated the welfare officers as having negative influence on the juvenile’s behavior and attitudes.

The juveniles were requested to justify their ratings on welfare officers. One of the juveniles who rated the welfare officers as having positive influence as a role model and had been at the rehabilitation school for three years, justified his answer by saying, *“As far as am concerned, the welfare officers are good in everything that they do. When I have something bothering me, I go to them, and they help me. They motivate me to stay positive always. In case, I do not have a soap they will give me, and they try to help me*

*get in touch with my parents. I have the energy to push on because I know I can call on them anytime” (Respondent No: 57, 10/04/2019).*

A juvenile who rated the welfare officers as having no influence as a role model and had been at the rehabilitation school for three years, justified his answer by saying, *“I rated the welfare officers as not having any influence on me because, they are not good and are not bad. They are just there in between. They are not good because when it comes to disciplining, they do not get to know the truth of the matter instead they just discipline the party who has been reported. I just do not like that because you will be disciplined yet you are innocent. And they are not bad because they have accepted all of us here and they try to help us change. You know here, we have juveniles who have done all manner of crimes, some are even scary to listen to leave alone to associate with such juveniles. But welfare officers have braced themselves to talk to these juveniles that we even fear associating with and creating an environment that we can live as one family. In short let me say the welfare officers are good but since they have their own short comings, let us just conclude they are fair and I don’t get any influence from them as role models (Respondent No: 134,16/04/2019).*

The researcher was also interested in understanding the justification of the juveniles who rated the welfare officers as having negative influence as role models, where one of the juvenile respondents who reported negative influence and had been at the rehabilitation school for three years as a second sentence term after three and a half years previously in the same rehabilitation school said,

*“The welfare officers are bad; they can criticize you until you opt for death. I have attempted running away from this place twice but ended up being caught, simply because*

*of this welfare officers. You see this is my second time to come here, and my problem is because we do not relate well with my parents who are both drunkards. So, when I returned the welfare officers started shaming me to everyone that am a hard nut to crack and that is why even my parents cannot condone me. This statement really hurt me, and I wished I would die. They normally say am a bad company and therefore most of the girls here do not want to be associated with me for fear of victimization and being beaten for no reason. These welfare officers here have made my life even more difficult, and I hate them. I go to church yes because I want to connect with my God, but I don't attend counselling because the welfare officers are solely involved there" (Respondent No: 7, 08/04/2019).*

The research findings found that the juveniles rated the welfare officers differently and they all had reasons behind their ratings. It was evident that the juveniles had some issues with the welfare officers that had resulted to their dislikes. The juveniles did not like the way the welfare officers were punishing some juveniles who were at times innocent. The juveniles reported that the welfare officers were mistreating some of the juveniles for no reason and such resulted into the juveniles' harboring hatred against the welfare officers. Juveniles dislike for the welfare officers made them to be selective in attending counselling programs however, majority of the juveniles reported to attend to spiritual welfare services because they wanted to connect with their God. The research findings further found out that the welfare officers oversaw juvenile's welfare and discipline as well as counselling. The double roles led to conflict of roles whereby the welfare officers were supposed to discipline the juveniles whenever they did not comply with set rules and regulations and yet at the same time counsel the same juveniles they

had punished. This led to juveniles disregarding counselling program because the program administrator had once punished them.

Based on previous studies, qualified welfare officers with proper trainings, can facilitate supportive peer activities such as creating cooperative welfare officer's workgroups to strategize on the social skills activities and programs that focus on solving problems, conflict resolution, anger management, and friendship making amongst the welfare officers themselves resulting to healthy relationships amongst the welfare officers for juveniles to emulate (Shali, 2017). Juveniles tend to emulate the welfare officers more because they mostly do the roles of a parent while at the rehabilitation school, like they are the ones involved in juvenile's counselling and provision of basic amenities such as clothes and personal effects (Wambugu, 2014).

To some extent social learning theory was used to explain the study in that juveniles wanted to learn and to be associated with the welfare officers because they were good in their service delivery, knowledge wise and the way they managed themselves. Majority of the juveniles who wanted to be associated with the welfare officers emulated the welfare officers in most of the things they were doing so that they could be like the welfare officers. These juveniles in return learnt new behavior in the process with the objective of even learning more. The reinforcement in this case was juveniles becoming like the welfare officers and that meant the juveniles changing their behaviors to emulate those of the welfare officers. However, some juveniles reported that the welfare officers were bad and therefore social learning theory was unable to explain how such juveniles could learn compliant behaviors from peers they regarded to be bad.

Welfare officers played a significant role to majority of the juveniles as influential role models both in service delivery and in the way they managed themselves. Majority of the juveniles had learnt compliant behaviors from the welfare officers, and such had enabled the juveniles to see the bright side of life and get a new lease to live again as a better and compliant individual. Conflicting roles of the welfare officers as counsellors as well as disciplinarians had made some of the juveniles develop a bad attitude about the welfare officers and did not want to be associated with the welfare officers in any way. The juveniles did not like it when the welfare officers were advising them and at another time disciplining them. Therefore, in as much as majority of the juveniles got their behaviors influenced for the better by the welfare officers as they emulated them as role models, there were some juveniles whose behaviors did not have any positive change instead it worsened the juveniles' behaviors and they started hating on the welfare officers.

Juveniles' responses on the ratings of welfare officer's ratings as role models were as presented in Table 4.18

**Table 4.18 Welfare officers rating based on influence as role models**

<b>Welfare officers rating</b>	<b>Frequency</b>	<b>Percentage %</b>
Good	120	84.5
Fair	13	9.2
Bad	9	6.3
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.5.4 Social development program rating based on self-control and management**

The researcher further probed to know how the juveniles rated the social development program based on how it influenced them to control and manage themselves. Juveniles were requested to rate the social development program based on self-control and management.

Majority of the juveniles at 90.1% rated the program as having positive influence on how to control themselves and manage anger; about 3.5% of the juveniles reported that that the program did not have any influence on how the managed and controlled their anger while some 6.4% reported that the program had negative influence on how they controlled themselves and managed their anger.

The researcher further sought to find out the reasons for the responses given. One of the juveniles who had been rehabilitated for three years and four months, and had been influenced positively by the program said,

*“The program has been helpful to me as I have been able to control and manage myself even when angered. I have learnt to reason before taking any action and that any action has consequences. Here at the school if any person does anything wrong to me, I do not act immediately. First, I ask myself whether I had triggered the action and if I am the one who triggered I try as much as possible not to repeat it again and if I had not triggered it, I go tell the person face to face that I did not like what they did and if they repeat, I will report them to the welfare officer. I attribute the positive energy to both the spiritual program and the counselling program” (Respondent No. 59, 10/04/2019).*

One of the juvenile respondents who had been rehabilitated for three years and had been negatively influenced said,

*“I hate social development program with all my heart, not the spiritual welfare part but the counselling part. I thought by coming here I would get love and acceptance but instead there is so much hatred from some of our welfare officers. When they pick on you, your life in the rehabilitation school will be miserable until you leave this place. They make even the other juveniles to hate you. Only few juveniles understand what I am going through and are willing to help, the rest look at you like you are a witch. I hate myself for being here, I hate everybody, it is much better to die. At times, these welfare officers accompany us to church and in as much as the priest will tell us to love one another and forgive when wronged, these welfare officers do not practice it on us, yet they want us to practice it to fellow juveniles. You cannot love if you are not loved yourself. Other programs here have really helped me, but counselling is a total waste of my time”*  
(Respondent No. 11, 08/04/2019).

The study findings revealed that social development program had positively influenced some juveniles towards controlling and managing their anger to facilitate co-existence and interactions within the school and others in the society. Such juveniles reported that everything related to social development program was well articulated towards helping juveniles’ control and manage their anger. The findings also disclosed that some of the juvenile respondents did not experience any influence from social development program, nothing much had changed on how they controlled and managed themselves when confronted with anger and tension. From the study findings it was also evident that some juveniles did not like the way they were being treated by some welfare officers, as this resulted to hatred and destruction of the juvenile’s self-esteem and ego.

Therefore, instead of improvement, some of these juveniles' behavior and attitude worsened and they could not manage and control themselves.

Based on previous studies, social development programs enable juveniles in incarceration centers to build positive self-esteem by creating appropriate ways that the juveniles can express their feelings, teaching juveniles to think of alternate solutions to a problem, empowering juveniles to be critical and creative thinkers and to take part in decision making process, creating an enabling environment for juveniles to learn positive behaviors through reward system for every good act and recurring successful achievements (Van der Stouwe, et al., 2016). Many juveniles recidivate to criminal behavior because they lack the basic adopting and social skills to function successfully in a society (Shali,2017). Juveniles' attitudes towards rehabilitation institution and the program are an essential indicator of the performance of the rehabilitation process. Juveniles with less confidence on the rehabilitation programs are likely to get least of the rehabilitation outcomes and even resist the rehabilitation's transformation process (Dzeter, 2018). Juveniles respond differently to the rehabilitation programs meaning that the differences in juvenile's rehabilitation are majorly dependent on the juvenile's individual characteristics (Lipsey et al., 2010).

Social learning theory was used to explain the study of how participation in social development program enabled juveniles to learn how to control and manage themselves. The reinforcement of participating in the program was being rewarded with skills and knowledge on how to manage and control oneself and the punishment for non-participation was not getting the knowledge and skills. Majority of the juveniles who participated and focused on the social development program were able to gain skills and



knowledge on how to manage and control themselves and this resulted to a significant change in their behavior while those who did not focus on social development program did not fully get the knowledge and skills to manage and control themselves. These juveniles did not have significant positive change in their behavior and instead it deteriorated because they were bitter about the program administrators who they reported to hate on them. Through the mentality that some of the juveniles had that the welfare officers hated on them through association some of these juveniles learnt/started also hating on the welfare officers which worsened their behaviors.

Social development program had positive effects to most of the juveniles in their behavior modification. Majority of the juveniles learnt the skills and knowledge on how they could control and manage themselves, their tempers, their behaviors and even their relations to enable them to live a healthy and productive life. Self-control and management were key factors to most of these juveniles to be able to relate with others and live a meaningful life. Most juveniles were interested in living a good life in future and this made them develop a close interest in learning how to control and manage themselves which consequently resulted to significant positive behavior changes. Some juveniles reported negative influence on their behavior, and this was because these juveniles had bad relationship with the program administrators and therefore, they were not willing to participate in social development program which in turn meant they did not get the knowledge and skills required to control and manage themselves. To such juveniles instead of their behavior improving, it worsened and were noncompliant to advises given.

Juveniles’ responses on their ratings of social development program based on its influence on juveniles’ self-control and management were as presented in Table 4.19

**Table 4. 19 Social development rating based on self-control and management**

<b>Social development rating based on self-control and management</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	128	90.1
No influence	5	3.5
Negative influence	9	6.4
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

**4.5.5 Social development program rating based on interactions and relationship building influence**

Juveniles were requested to report on how the program was in influencing juvenile’s interactions and relationship building. This was aimed at finding out whether the program had influenced the juveniles on creating and maintaining healthy relationships.

Majority of the juveniles at 93.7% rated social development program on social interactions and relationship building as having positive influence on juveniles’ behavior. About 2.8% of the juveniles reported that the program did not have any effect on them while about 3.5% of the juveniles reported that the social development program on social

interactions and relationship building had negatively influenced their behaviors and attitudes.

The study findings revealed that social development program had positively influenced majority of the juvenile offenders with tactics on how to socially interact with others and create healthy relationships. This group of juveniles was so positive and engaged in constructive relationship within the rehabilitation schools both with other juveniles and their peers. One juvenile who appreciates how social development program had positively influenced on her social interactions and relationship building for almost three years that she had been at the rehabilitation school said,

*“Through the social development programs offered here on how to interact with others and create healthy relationship, I have learnt to identify who to relate with and why I need to relate with them. If I evaluate and find some relationships will not add value to my life, I just avoid them. This way, I have made friends with whom I identify with, and we do things together like composing, singing, and dancing to our songs. Currently we have four songs that we hope we shall get a sponsor to help us record them. I am happy I identified myself with my group of friends since together we are doing constructive things which have changed our behaviors and perception about life. Upon discharge, I will leave this place better than I came and will advise other juveniles to only identify with friends who can add value to their lives and not the kind of friends who deprives values and morals” (Respondent No: 3, 08/04/2019.*

However, to some juveniles the program did not have any effect to their interactions and relationship building. While to another group of the juvenile offenders, the program had deteriorated their interactions and relationships instead of improving.

When asked how the program had negatively affected the juveniles; one juvenile respondent who reported to have been at the rehabilitation school for three years and five months as a second sentence term after servicing other three years previously in another rehabilitation school said,

*“How can you interact with people who isolate themselves from you? Can you even have a relationship with this kind of people? Absolutely, you cannot. So when you are here and anybody decides to pick on you and be against everything you do, and especially a welfare officer or a teacher he or she will poison all other people to see you as a bad person and even use bad names when referring to you like ...’**Wewe ni mjinga sana ndio maana ata watu wenyu hawakutaki**’ (you are a fool no wonder your people do not want you). I just do not like the program because those who teach it are the first to hate on you. They teach you to do the good, yet they are the ones worsening your stay here – with such conditions my attitude towards others and even how I perceive people has worsened because you don’t know who is true to their words” (Respondent No. 14, 08/04/2019).*

The findings revealed that social development program was effective in rehabilitation majority of the juveniles on social interactions and relationship building, majority of the juveniles appreciated the program. Some juveniles had been able to build interact with other juveniles and build healthy relationships that fueled them to work constructively together. However, to some juveniles the program did not have any effect to their interactions and relationship building. From some of the juveniles’ responses, the study established that social development program’s effects on social interactions and relationship building worsened some juveniles’ behavior and attitudes not because the contents of the program were not good, but because of the attitude of the program

administrator towards some juveniles. Some of the juveniles reported to have been neglected and rejected by the program administrators. Administering a program with negative attitude affected the goal of the rehabilitation program and in turn worsened the juvenile's behavior, attitudes and perceptions that ought to have been protected.

According to previous studies, man is a social being and therefore interacting with other positive beings is essential to maintain a functional society (Odera, 2013). Healthy relationships are crucial for a healthy co-existence in whichever society (Wambugu, 2014). For proper functioning of a society, roles should be clearly identified and good relationship amongst all members be established and maintained (Odera, 2013). Lack of social and moral values can result into juveniles having poor interactions with other people and such would make the juveniles to be less confident about themselves (Atienzo, et al., 2017). Lack of juvenile's socialization make the juveniles to become selfish, arrogant, and even disrespectful to others and even to the laws of the state (Wambugu, 2014). Juveniles and especially teenagers at their transition state, tend to look for someone who pays attention to them, and this predisposes them to falling into wrong company of friend (s) while seeking for attention (Atienzo, et al., 2017).

Social learning theory explained that juveniles learnt new behaviors as advocated for by social development program on interactions and relationship building through some reinforcement in form of rewards or punishment for participation in the program. Juveniles who participated in social development program were rewarded by gaining more skills and knowledge on how to interact and create healthy relationships with other people, and ideas on what to look for before engaging in any relationships. The quest to gain more knowledge and skills on relationship building made juveniles to develop some

interest in social development program and even focus on it more. It was from the knowledge and skills gained, that juveniles started changing their behaviors and attitudes towards others to engage in healthy relationships and lead a better life. On the other hand, some juveniles did not or minimally put their focus on social development program either because they had been reprimanded by the program administrator and got into conflict with them and thus developed some dislike towards the program. These juveniles who did not participate in the program did not or minimally reap from the rewards of participation and instead they got a punishment of having limited knowledge and skills on interactions and relationship buildings. To these juveniles, their behaviors and attitudes did not have any significant positive change and instead some deteriorated for lack of knowledge and tips.

Social development program on interactions and relationship building played a significant role in majority of the juveniles lives as they gained the knowledge and skills of how to build healthy and beneficial relationships that would enable them to live a better life. Upon gaining the knowledge and skills, majority of these juveniles started changing their behaviors and attitudes towards other people with the aim of also learning other people to know how to relate with them. These enabled these juveniles to relate with people who have the same interest with them and people who would help them grow in socially acceptable ways and in compliant behaviors. On the other hand, juveniles who did not participate or had minimal concentration on social development program, lacked the knowledge and skills to build healthy relationships and interact with others. Such juveniles remained isolated and demoralized.

Juveniles' responses on their ratings on social development program influence on juvenile's interactions and relationship building were as presented in Table.4.20

**Table 4.20 Social development program rating based on interactions and relationship building**

<b>Social development program rating based on interactions and relationship building influence</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	133	93.7
No influence	4	2.8
Negative influence	5	3.5
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

#### **4.5.6 Social development program effects on behavior modification**

The researcher wanted to establish the overall effects of social development program on juvenile's behavior modification. The interest was to find out whether the social development program had contributed to juveniles changing their behaviors and attitude all together for the better. The respondents were requested to respond on the kind of influence that social development program had on behavior modification.

Social development programs had positive influence on the behaviors and attitudes on the juvenile delinquents as rated by about 90.2% of the juveniles. About 3.5% of the juveniles reported that the program did not have any influence of behavior and

attitudes while another 6.3% of the juveniles reported that social development program had negatively influenced their behavior and perceptions.

In overall, social development program managed to positively influence majority of the juvenile offenders by enabling them to identify and control their feelings when alone and in gatherings which in turn enabled them to create healthy relationships which was the goal of the rehabilitation program. One of the juveniles who responded to have been influenced positively by social development program and had been rehabilitated for two years and nine months said,

*“My most preferred program is social development program as it has enhanced by spiritual welfare and enabled me to know and identify myself better. There is that fulfillment that I get by identifying with God. I can tell you am always at peace learning the bible and in church. The school’s provision of the bibles, motivational books and allowing different church members to come preach to us has greatly influenced on my learning process and influenced me to change my behaviors to become a better and a law-abiding person” (Respondent No.20, 08/04/2019).*

Another juvenile who had been positively influenced by social development program and had been rehabilitated for one year and seven months, justified his answer by saying,

*“Social development program has positively influenced me through counselling. I have been able to reconnect with my inner self. I have learnt where I went wrong and more so, I have learnt that even if no one appreciates me, I should always be my number one cheer leader to appreciate myself for any achievement and to appreciate the challenges I face as a learning block to improve myself. The counselling program has really turned my*



*mind and I can tell you I feel like I was just born, I want to start life a fresh, I want to be happy, I want to be a role model to others, and I want to counsel others who have given up on themselves like I had” (Respondent No: 128, 16/04/2019).*

However, from the study findings, there were several the juvenile offenders that were not influenced by the program, and some got negative influence from the program which was against the target of the rehabilitation program. One of the juvenile respondents who reported not to have any influence from social development program since he went into that rehabilitation school two and a half years ago, justified his answer by saying,

*“I don’t think social development program and especially counselling has had any influence on my behavior change because the counsellors normally tell me what I already know. What is normally said is a times different from what really happens on the ground. The counsellors should not just talk because they must, they should also put themselves in our shoes and know where it bites most. Some of us did commit crime not because we did not know it was a crime, but because we had reached the dead end and nothing positive seemed to be born; and we had to steal to eat, you see. Social development program is more theoretical than practical. Therefore, I have nothing to boast from social development program and that is why I responded not to have any influence from the program on my behavior” (Respondent No:46, 09/04/2019).*

A response from a juvenile respondent who responded to have been negatively influenced by social and development program and had been at the rehabilitation school for two years and ten months said,

*“I don’t like social development program and mostly the counselling program because mostly counselling is done by the welfare officers as it falls in the welfare docket, and I totally hate the welfare officers. The welfare officers in this school can make you hate yourself which could even result to suicidal thoughts. I came to this school in 2016, my reception here was accompanied by insults from this welfare officers because mine is a repeat offender. They called me bad names in front of other juveniles who would in turn laugh at me. This made me hate them with my whole heart and mind. I stopped attending the counselling classes because every time I did, I felt worst about myself, I was angry about myself, and I could wish for the world to crumble down. I don’t like talking about this please” (Respondent No.23, 11/04/2019).*

The researcher was interested in having key informant’s comments on juvenile’s sentiments on the effects of social development program on juvenile’s behavior modification. One of the key informants who oversaw welfare program at one of the rehabilitation schools under study for six years responded by saying,

*“Social development program is very crucial in juvenile’s rehabilitation as it is meant to take charge of juvenile’s mental and spiritual wellbeing. The program has had positive effects to majority of the juveniles as we have observed tremendous improvement in their behaviors and the way they reason. However, there has been a fraction of the juveniles who are rebellious to the program and especially counselling. These juveniles seem to harbor some hatred and denial in themselves, and we have tried our best to even counsel them privately in futile. As you might have heard from some of them, these juveniles have conflicted with their parent/guardians where some of these parents have denounced these juveniles. These juveniles are aware of these relationships with their parents, and it*

*bothers them, and that is why despite how much we try to counsel them there is little or no success. Trying to change the juvenile's perception of what the grudges they have against their parents makes the juveniles to even hate on the person counselling them. That is the challenge we have. I believe and you will get the same sentiments from other key informants that these juvenile's parents/guardians should also be involved in intense counselling. The school administration should try to facilitate reconciliation meetings after such counselling to enable the parents settle their differences for rehabilitation to be successful before the juveniles are reintegrated back into their societies” (Key informant No: 12, 16/04/2019).*

Another key informant, who was a welfare officer, on the effects of social development program had earlier pointed out on the need for parent's inclusion in counselling by saying,

*“One of the major obstacles we are facing in these juvenile's rehabilitation, is that we work so hard to get these juveniles embrace the rehabilitative programs and change their behaviors, yet when they go back to their families, they find the environment there still being hostile and frustrating the juveniles. In most cases, these juveniles bounce back to crime by running away from the families and going to the streets and while at the streets, they are bound to commit crimes to meet their basic needs. These juveniles are rearrested and brought back here for rehabilitation, so you find it forming a cycle kind of a thing. Noting that the juvenile's life is the one getting wasted, the administration and the committing office should ensure that the parents are involved intensely in counselling and in juvenile's rehabilitation where they are given a stern warning that should the juvenile*

*relapse to crime again, an action would be taken against them too. This ultimatum could help mitigate recidivism cases” (Key Informant No:3, 10/04/2019).*

According to previous studies, punitive rehabilitation styles of a program and administrators have been found to be less successful at achieving juvenile offender’s adherence (Atienzo, et al., 2017). Juveniles do not conform when they are frustrated, stressed, and angered (Van der Stouwe, et al., 2016).

The study findings revealed that all the juvenile delinquents identified with their preferred rehabilitative programs based on the salient features of the rehabilitation programs offered and the learning environment. Responses given by the juveniles varied from one juvenile to another, majority of the juveniles reported to have had a positive influence from the social development program that had really changed the juvenile’s way of thinking and behaving for the better. Most of the juveniles reported to have reformed from what they had learnt from social development program. Most of the juveniles whose behavior had been positively influenced were so eager to leave the rehabilitation schools and go start their lives a fresh. However, there were some juveniles who did not experience any influence from social development program because they were being taught what they already knew. The researcher noted that there were still some juveniles who had negative influence from social development program and most of the reasons given for the negative influence resulted from the attitude of the program administrators. Much of the negative influences from the juveniles’ responses were clinched to the attitudes of the program administrators towards the juvenile offenders. It was also observed that parents were not directly involved in juvenile’s counselling.

Social learning theory helped in explaining how majority of the juveniles reaped from the benefits of participating and concentrating on social development program. According to social learning theory, social development program had some reinforcements to ensure juveniles pay attention to the program. The reinforcement was in form of rewards and punishments where juveniles who participated in the program got some knowledge and skills on how to improve themselves and lead a better life while juveniles who did not participate in the program did not get these knowledge and skills. Juveniles who got new knowledge and skills were able to change their behaviors, attitudes and perceptions about themselves and their environment and such made them to be optimistic in life.

The study found out that concepts held from previous studies and social learning theory about social learning theory having positive effects on juvenile's behavior were true. And this was reflected in the way juveniles willingly and positively embraced the new knowledge and skills they obtained from social development program. Majority of the juveniles were informed by the acquired knowledge and skills, and they changed their behaviors to be more compliant. Some juveniles did not appreciate social development program and therefore they had little to gain from the program in terms of knowledge and skills which meant little positive behavior change or none. To some of the juveniles who did not participate in the program, their behaviors worsened from the negativity they harbored about the welfare officers. The study findings also revealed that parents were not involved in juvenile's counselling to enable them to reconcile any differences that they could be having. This meant that building healthy relationship between the parents/guardians and the juveniles early enough before the juveniles finish their committal term

and are reintegrated back to their societies was not there. Failure to involve parents in juvenile’s rehabilitation translated to not having a conducive environment for juveniles to return to the society once they finished their term which consequently resulted to recidivism.

Juveniles’ responses on the overall effects of social development program on juvenile’s behavior modification were as presented below in Table 4.21

**Table 4. 21 Social development program effects on behavior modification**

<b>Social development programs effects on juvenile’s behavior</b>	<b>Frequency</b>	<b>Percentage %</b>
Positive influence	128	90.2
No influence	5	3.5
Negative influence	9	6.3
Not applicable	0	0
<b>Total</b>	<b>142</b>	<b>100.0</b>

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the research findings, conclusions drawn from the findings and researchers recommendations based on the objectives of the study. This chapter also presents areas for further research based on the study findings. The main objective of this study was to establish the effects of juvenile delinquent's rehabilitation programs on behavior modification of juveniles in selected rehabilitation schools in Kenya. The specific objectives of the study were to identify the socio-demographic characteristics of juveniles under study, to establish the effects of vocational training on juvenile's behavior modification; to establish the effects of academic enrichment program on juvenile's behavior modification and to examine the effects of social development program on juvenile's behavior modification.

#### **5.2 Summary of the Findings**

In response to the study objectives, the study findings were as follows:

##### **5.2.1 Social and demographic characteristics of the juveniles**

On socio-demographic characteristics of juveniles at the rehabilitation schools, the study findings revealed that both male and female juveniles were admitted at the rehabilitation schools. However, there were more male than female juvenile delinquents at the rehabilitation schools, which meant that more male than female were engaged into criminal activities. Juveniles in the rehabilitation schools included those in their pre-

teenage years with majority being in their teenage years. More female juveniles were admitted in their later years of teenage, meaning they engaged in juvenile delinquencies later in life than their male counter parts. According to the findings, juveniles age contributed to the success of most of the rehabilitation programs since the juveniles were in their formative stages and therefore, it was easy to correct and guide them into the right direction. Juvenile's level of education before admission ranged from never being in school to those who had been in Form 2 (in secondary school), this indicated a population in dire need of guidance and counselling to continue with their education and pursue vocational training to gain skills and knowledge that would help them later in life. Juveniles under study reported that their basic needs were being met at the rehabilitation schools. Social demographic characteristics of the juveniles were useful to the study as they explained the status of juveniles who were recipients of juvenile rehabilitation programs.

### **5.2.2 Vocational Program and its effects on juvenile's behavior**

The study established that during admission, juveniles were assessed on the vocational courses that befitted them best, based on juvenile's interests and the main economic activity practiced where they come from. The assessment was used for guidance only, as the juveniles were left to choose the courses they wished to pursue on their own discretion. The study found out that all the juveniles participated in vocational training program and the juveniles who participated reported that the program had influenced their behaviors positively. Juveniles were eager to learn vocational skills as they were getting them at no fee which would have been otherwise expensive if they enrolled at technical schools, which some could not even afford to get. In return, juveniles



ended being more receptive to gain more vocational skills and adopt compliant behaviors that would enable them secure jobs and source for their living. However, the findings exposed that there were insufficient raw materials and tools of trade at the vocational training workshops, and this interfered with juveniles learning new skills that were required in their behavior change and adoption of new knowledge and skills. The vocational training workshops needed some renovations as they were old and dilapidated. The findings also revealed that some programs that were being offered at the rehabilitation schools were obsolete like masonry, where stones were cut manually yet with technological advancement, most constructions use machine cut stones such interfered with juveniles' behavior change as they did not get the thrive of keeping up with the new technological changes. In overall, vocational training program had positive effects on juvenile's behavior modification as juveniles adopted compliant behaviors. Through gaining skills from vocational training program, juveniles became more responsible and goal oriented and had to adjust their behaviors to thrive in competitive job market.

### **5.2.3 Academic Enrichment Program and its effects on juvenile's behavior**

Academic program was found to be mandatory in all the rehabilitation schools as program aimed at ensuring all juveniles got the basic education to ensure continuity of education life of the juveniles despite them being at the rehabilitation schools. Majority of the juveniles embraced the program positively and were motivated to continue and finish their education after their release. This determination resulted to juveniles dropping their delinquent behavior and adopting compliant behaviors that would enable them to excel in their academics. However, some juveniles reported that academic teacher's

inadequacy and insufficiency of training materials at times was interfering with their learning progress, and such resulted to slow adoption of knowledge and skills which translated to slow positive behavior change.

Juveniles who participated in academic program reported that the teachers were role models to majority of the juveniles based on their expertise and the way they managed themselves and this encouraged the juveniles to adopt compliant behaviors to be like their teachers in the so many ways. Academic enrichment program had positively influenced the juveniles with basic elementary knowledge and skills; social and communication skills; and problem-solving skills that resulted to juveniles improving on their knowledge and skills which promoted them change their behaviors and attitude for them to start excelling in life. These juveniles reported to have been enlightened and were recharged to finish their committal term and go start their lives afresh using socially acceptable means thus positive behavior modification. However, there were some juveniles who reported that their behavior was not influenced by academic program in any way as they expected something practical from academic enrichment program, yet it was theoretical. According to such juveniles a lot of words did not mean anything as they expected something that would physically address the problems they had directly and not indirectly.

#### **5.2.4 Social development program and its effects on juvenile's behavior**

The study revealed that social development program aimed at developing individuals spiritually, mentally, and socially. The program merged spiritual welfare and counselling. According to the respondents, spiritual welfare nourishment played a significant role in positively modifying juvenile's behavior as majority claimed to have

reformed and wanted to live a life that was guided by the holy book and be at peace with other people.

Counselling was provided to the juveniles individually upon admission as it was mandatory. Thereafter, welfare officers tried to counsel juveniles as follow up to ensure they adopt and modify their behavior and attitudes positively. However, some juveniles reported that the welfare officers were biased as they provided individual counselling to some juveniles leaving out others. Such biasness resulted into some juveniles gaining some knowledge that would help them in changing their attitude and behaviors for peaceful coexistence as others were left out. Some juveniles reported that the welfare officers were using abusive language towards the juveniles and therefore they did not like counselling since it was being administered by the same welfare officers insulting them. Such abusive language resulted into the juveniles becoming more resistant and even developing defiant behaviors and attitudes to protect themselves which resulted to negative behavior change. On the other hand, the welfare officers reported that there was conflict of interests in that they summed up as counsellors and at the same time as disciplinarians and therefore the juveniles considered them to be bad.

Based on the findings, counselling program had positive influence on some juveniles who responded to have significantly changed their attitudes and perceptions because of being counselled and advised at the rehabilitation school. Juveniles responded that parent's visitation and their counselling made the juveniles feel loved and have assurance that all was not lost and there was room to redeem themselves and this motivated them to adopt positive and compliant behaviors to finish their terms and live happily with their families. Some of the juveniles who had never been visited were bitter

and this resulted into them harboring bitterness towards their keen which consequently affected their adoption of positive attitude that catalyze their positive behavior change. Most of the juveniles who returned to rehabilitation schools reported that their homes were still hostile and could not stay there. This meant that the parents/ guardians and family members had not accepted the juveniles back to their families and such lowered the juvenile's morale such that even if they had changed and adopted compliant behaviors, they relapsed to their non-compliant behaviors to survive in their harsh environments.

Social development program was significant in this study as it had positive effects on juvenile's behavior modification. Most of the juveniles reported to have been influenced positively by the program and had modified their behaviors and attitudes for the better. However, there were some juveniles who reported that social development program and especially counselling was not beneficial to them instead it had negative effect on their behaviors.

### **5.3 Conclusions**

This study was prompted by the increasing rates of juvenile delinquency and recidivism. Therefore, study sought to find out the effects of juvenile delinquents' rehabilitation programs in behavior modification that would result to reduction of crime rates and recidivism all together.

Socio-demographic characteristics of the juveniles revealed that more male than female juveniles were in the rehabilitation schools and that from the data, male juveniles started committing offences at an early age that their female counter parts. The juveniles were in their pre-teenage and teenage years of development and therefore required a lot

of guidance and counselling to guide them. The juveniles were still in their educative years, and this meant that they required a lot of concentration in terms of their education, knowledge, and skills advancement.

Academic enrichment program was one of the major juvenile's rehabilitation programs in the rehabilitation schools under study. Academic rehabilitation program enabled the juveniles to reflect on their lives, identify their mistakes and plan how they wanted their lives to be in future. The study found out that academic program had positive effects to majority of rehabilitated juveniles characterized by improved academic performance and ability to make independent and wise decisions, which resulted to positive behavior modification. The program made the juveniles turn away from criminal behaviors and quest to live a positive life using compliant behaviors; and this consequently translated to reduction in crime rates and recidivism in the society thus promoting social co-existence.

Vocational training program the second major juvenile's rehabilitation program and the most preferred program in the rehabilitation schools under study. The study found out that vocational training program had overwhelming positive effects on behavior modification of all the juveniles in the rehabilitation school's understudy. The program influenced juveniles to absorb positive and compliant behaviors to concentrate and reap from the job specific trainings. Juveniles were able to do different jobs, make independent and wise decisions, and become creative in so many ways to increase on their competitiveness in their work. Juvenile's adoption of compliant and positive behaviors meant their behavior modification which consequently resulted to reduction in crime and recidivism rates.

Social development program was the third major juvenile rehabilitation program that entailed both spiritual welfare program and counselling program. Spiritual welfare program was positively embraced by almost all the juveniles, and it had positive effects on juvenile's attitudes, way of thinking and behaviors. Almost all the juveniles modified their behaviors based on the teachings from this program and they aspired to live a crime free life, which would promote positive coexistence in the society. Counselling program had both positive and negative effects of juvenile's behaviors. Counselling program had positive effects to some of the juveniles and it enabled some of these juveniles to reflect about their past and resolve on how they wanted their future to be by modifying their perceptions, attitudes, and behaviors. Through spiritual and counselling programs, juveniles gained the ability to make independent and wise decisions, ability to identify good and healthy relationships and ability to control and manage their tempers amongst other positive changes. On the other hand, counselling program worsened the perceptions, attitudes, and behaviors of some of the juveniles through the program administrators. Some counselling program administrators were biased towards some of the juveniles which resulted into the juveniles hating counselling program and the program administrators and having negative attitude and perceptions about the program and life in general since according to them, it seemed like the entire world was against them. This translated to worsening juvenile's attitude and behaviors.

Controlled parent's visitation was allowed at the selected rehabilitation schools. This encouraged juveniles to change their behavior so that they could be reunited with their families. However, some juveniles had never been visited and they reported to harbor rejection feelings and attitude which were not healthy in juvenile's rehabilitation.

Majority of the juveniles were remorseful of their actions and were psyched up to finish the rehabilitation program so that they could be re-integrated back to their societies. However, some families were not ready to embrace the juveniles back and this demotivated the juvenile's rehabilitation. Most of the juvenile recidivism cases were because their home environments were not yet conducive meaning the parents and family members had not welcomed the juveniles back.

#### **5.4 Recommendations**

According to the study findings and conclusions made, several recommendations were made regarding delinquent juvenile's rehabilitation programs in the rehabilitation schools:

1. The study recommended that the government through the Ministry of Labor and Social Protection - Children Welfare Department should employ more academic teachers, vocational instructors, and counsellors to promote effectiveness and efficiency in rehabilitation programs administration as well as specialization of roles. Since insufficiency of teachers and instructors as in the study findings interfered with efficiency of rehabilitative program delivery and the staff members specializing on their specific roles as they had to multitask in performing other roles.
2. The government through the Ministry of Labor and Social protection - Children Welfare Department should come up with stringent measures and policies on parent's involvement in the juvenile rehabilitation as such interactions would promote a smooth rehabilitation and reintegration of the juveniles back to their homes. This is because lack of compulsory parent's involvement in the

rehabilitation process resulted into parents rejecting the juveniles during the re-integration back to the society after they have been rehabilitated.

3. More courses to be incorporated in vocational program to enable juveniles get competitive vocational skills in line with the rapidly changing society like plumbing and barber work, stationaries and training material should be available always to ensure smooth flow of the learning process. This is because the study finding revealed that some programs were outdated like manual stone cutting and limited skills and knowledge was obtained from them yet the competitive programs that would highly attract the juveniles were missing.
4. The rehabilitation schools to have refresher programs and guidelines for welfare officers and counsellors on how they should relate with the juveniles under their care as such would improve on their relationships. This is because the findings revealed that the welfare officers and counsellors lacked sufficient training on how to handle and deal with the juveniles under their custody and this interfered with delivery of the rehabilitative programs.

### **5.5 Suggestions for further research**

The study findings were able to show effects of juvenile delinquent's rehabilitation programs on behavior modification in the selected rehabilitation schools in Kenya. However, there were some gaps for further research that were disclosed through the study findings that would add value in studying the effects of juvenile rehabilitative programs on behavior modification. This study recommends that:

1. A study to be done to establish the effects of juvenile's relationship with the staff at the rehabilitation schools on juvenile's behavior modification.



2. A study to be done to find out the effects of parent/guardian involvement in juvenile's rehabilitation on juvenile's behavior modification.
3. A comparative study to be done to find out the effects group counselling and individual counselling in juvenile rehabilitation on juvenile's behavior modification.

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## APPENDICES

### **Appendix I: Informed consent template for legal guardian to allow juvenile delinquents involvement in this research**

Date:\_\_\_\_\_

My name is Elizabeth Wangari Mwangi, and I am a Master of Arts student in Sociology at Kenyatta University. I am doing research on the **“Effects of juvenile delinquent’s rehabilitation programs on behavior modification in selected rehabilitation schools in Kenya”**. Based on previous studies that have been done on juvenile delinquents there seems to be a gap in that the rate of juveniles reoffending seems to be on the rise despite them having been to rehabilitation schools. Therefore, the study is seeking to establish the effects of juvenile delinquents’ rehabilitation on behavior modification. This study will assist in finding programs that are more effective in rehabilitating juvenile delinquents and thus investing in such programs to save on financial costs that come about with re-arresting and rehabilitating again, in the long run it results to a closely knit society with less or no delinquency. This research is intended to take place between January 2019 to May 2019. The research will be conducted in Kirigiti, Kabete, Dagoretti and Wamumu rehabilitation schools as they have both girls and boys, besides hosting juveniles whose characteristic range from high, medium to low. Data will be collected using interviews from both juvenile delinquents as well as the key informants. Your institution has been chosen as a study site in this research. Juvenile delinquents who are in their last year of rehabilitation will be involved in this study as primary population of study while academic teachers, welfare officers and vocational instructors will be key informants/secondary population of study. Juvenile delinquents and key informant



participation in this study is voluntary and if they decide not to participate, they will not be penalized. There will be no financial benefits or incentives to those involved in the study.

The interviews will be conducted in a private setting and participants names will not be recorded anywhere in the interview schedule rather a code will be assigned to the interview guide and voice recording used on the participant. Personal details obtained in this study will be held as private and confidential as participant's identity will be held anonymous throughout and even after the research. The interview responses will be secured in a locked phone and laptop for privacy.

I therefore request you to give me consent to conduct this research on juvenile delinquents in your institution. Thank you.

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**Name and signature**

---

**Designation**

**Appendix II: Informed assent template for juvenile delinquents under study**

Date: \_\_\_\_\_

I, (Code of Participant) \_\_\_\_\_

\_\_\_\_\_ understand that my legal guardian (school administrator/welfare officer) \_\_\_\_\_  
\_\_\_\_\_ has allowed me to participate in this study on effects of juvenile delinquent's rehabilitation programs on behavior modification under the direction of **Elizabeth Wangari Mwangi**. This study will assist in finding programs that are more effective in rehabilitating juvenile delinquents and thus investing in such programs to save on financial costs that come about with re-arresting and rehabilitating again, as in the long run it results to a closely knit society with less or no delinquency.

My participation in this research is voluntary and I have been advised that I may stop my participation in this research at any time without penalty and loss of benefit to myself.

I have been advised that the interviews will be conducted in a private setting and that my name will not be recorded anywhere in the interview schedule rather a code will be assigned to the interview schedule and voice recording to be used on me. The interview responses will be secured in a locked phone and laptop for privacy.

\_\_\_\_\_

**Initials/Signature**

### **Appendix III: Informed consent template for key informants**

Date: \_\_\_\_\_

I, **(Code of Participant)** \_\_\_\_\_ agree to participate in this study on effects of juvenile delinquent's rehabilitation programs on behavior modification of juveniles in rehabilitation schools under the direction of **Elizabeth Wangari Mwangi**. This study will assist in finding programs that are more effective in rehabilitating juvenile delinquents and thus investing in such programs to save on financial costs that come about with re-arresting and rehabilitating again, as in the long run it results to a closely knit society with less or no delinquency.

My participation in this research is voluntary and I have been advised that I may stop my participation in this research at any time without penalty and loss of benefit to myself.

I have been advised that the interviews will be conducted in a private setting and that my name will not be recorded anywhere in the interview schedule rather a code will be assigned to the interview schedule and voice recording to be used on me. The interview responses will be secured in a locked phone and laptop for privacy.

\_\_\_\_\_

**Initials/Signature**

## **Appendix IV: Semi structured interview schedule guide for juvenile delinquents**

### **Section A: Demographics**

Please tick ( ) in the box next to your right response.

1. What is the name of your rehabilitation school?  
Kirigiti ( ) Kabete ( ) Dagoretti ( ) Wamumu ( )
2. What is your sex? Male ( ), Female( )
3. How old were you when you joined this rehabilitation school?  
9-10 ( ), 11-12 ( ) 13-14( ) 15-16 ( ) 17-18( ) below 9, specify.....
4. What was the level of your education before you got admitted to this rehabilitation school?  
None ( ), Nursery ( ) Class 1-3 ( ) Class 4-6( ) Class 7-8 ( ) Form 1-2( ) Form 3-4 ( )
5. How long have you been in this rehabilitation school?  
Less than 1 year ( ), 1 year ( ), 2 years ( ), 3 years ( ), More than 3 years, specify...
6. Which offense did you commit that made you to be committed here? (Optional)
7. Which factors led you to commit the crime?
8. Are your basic needs met at this rehabilitation school (food, shelter, clothing, medication & security)?  
Yes ( ) No ( ) Partially ( )

### **Section B: Rehabilitation Programs**

9. Which are the rehabilitation programs offered in this school? Spiritual Welfare ( ), Counselling ( ), Academic ( ), Vocational (Job specific training) ( ), Agriculture ( ), Sports & Clubbing ( ), Art & Craft ( ).

10. Have you been involved in any vocational training program in this school? Yes ( ) No ( )

11. How would you rate the vocational training instructors on influence as role models? Explain your answer.

Positive influence ( ) No influence ( ) Negative influence ( ) Not Applicable ( )

12. How is the vocational training environment? Explain your answer.

Conducive class rooms Yes ( ) No ( )

Sufficient training materials & books Yes ( ) No ( )

Adequate vocational instructors Yes ( ) No ( )

**Key:**

*Ratings used in the following questions are based on the following aspects: Positive influence to refer to improvement in behavior and reformation of juvenile, Negative influence to refer to worsening of behavior, No Influence to refer to no effect on juveniles and not applicable to refer to it does not apply to that juvenile.*

13. How has vocational training influenced on your problem-solving skills? (Ability to tackle a challenge or obstacle). Explain your answer.

Positive Influence ( ) Negative influence ( ) No influence ( ) Not applicable ( )

14. Having gone through vocational training programs, how have they influenced on your behavior in general. (be it your thoughts, attitude, perceptions, actions, character) Give reasons for your answer.

Positive Influence ( ) Negative influence ( ) No influence ( ) Not applicable ( )

15. Have you taken part in academic enrichment rehabilitation programs? Explain your answer based on what you experienced from it.

Yes ( ), No ( )

16. How is the academic enrichment environment? Explain your answer.

Conducive class rooms Yes ( ) No ( )

Sufficient training materials & books Yes ( ) No ( )

Adequate academic teachers Yes ( ) No ( )

17. How would you rate your academic teachers based on their influence as role models?

Positive influence ( ) No influence ( ) Negative influence ( ) Not applicable

18. How has academic enrichment program influenced on your basic elementary skills? (Knowing how to read, write, pronunciation and basic numeracy skills).

Explain your answer.

Positive Influence ( ) Negative influence ( ) No influence ( ) Not applicable ( )

19. How has academic enrichment program influenced on your social and communication skills? (Ability to communicate and interact with others).

Explain your answer.

Positive Influence ( ) Negative influence ( ) No influence ( ) Not applicable ( )

20. How has academic enrichment program influenced on your problem-solving skills? (Ability to tackle a challenge or obstacle).

Explain your answer.

Positive Influence ( ) Negative influence ( ) No influence ( ) Not applicable ( )

21. Having gone through academic enrichment programs, how have they influenced on your behavior in general. (Be it your thoughts, attitude, perceptions, actions, character) Give reasons for your answer.

Positive Influence ( ) Negative influence ( ) No influence ( ) Not applicable ( )

22. Have you been involved in spiritual welfare as a social development program during your stay at this rehabilitation school? Explain your answer based on what you experienced from it.

Yes ( ), No ( )

23. Have been involved in counselling as a social development program during your stay at this rehabilitation school? Explain your answer based on your experience about it about it.

Yes ( ), No ( )

24. How would you rate the welfare officers on how they address your needs and interact with you?

Good ( ) Fair ( ) Bad ( ) Not applicable ( )

25. How has social development program influenced on your self-control and management? (Ability to control and manage your moods when happy and angry).

Explain your answer.

Positive Influence ( ) No influence ( ) Negative influence ( ) Not applicable ( )

26. How has social development program influenced on your interactions and relationship building skills? (Ability to interact with others and be wise when creating & maintaining relationships).

Explain your answer.

Positive Influence ( ) No influence ( ) Negative influence ( ) Not applicable ( )

27. Having gone through social development programs, how have they influenced on your behavior in general. (Be it your thoughts, attitude, perceptions, actions, character) Give reasons for your answer.

Positive Influence ( ) No influence ( ) Negative influence ( ) Not applicable ( )

28. Which suggestions would you give to improve the rehabilitation process in this rehabilitation school?

29. What do you aspire to do after you have been released from this rehabilitation school?

**“Thank you. I highly appreciate your participation”**



**Appendix V: Interview guide for the key informants (staff)**

Name of the institution .....

Job title: Gender: Male ( ) Female ( ) Qualifications .....

1. What is this institution's capacity in terms of juvenile's population? .....  
What is the institution's exact population now?
2. Is this institution entirely a rehabilitation school or a combination with reception center?
3. How long have you been involved in the rehabilitation of juvenile delinquents?
4. How would you explain the socio demographics of these juveniles in relation to them committing the crimes they committed i.e., sex, age, level of education?
5. How does juvenile's population size in this institution affect control and management of the juveniles? Are their basic needs met?
6. What do the juvenile delinquents in this school do in a normal week?
7. Which rehabilitative programs do you offer to the juvenile delinquents in this institution?
8. In your opinion, do these rehabilitative programs have any influence on the juvenile delinquents? Explain your response.
9. How do the rehabilitation programs affect: character of the juveniles, academic achievement of the juveniles, vocational achievement of the juveniles, social relations of the juvenile? Justify your responses comparing the status of the juveniles now and the time they were committed here.

10. What tools do you use to assess whether the juveniles have changed their behavior and are ready to go back to the society other than end of their committal terms?
11. What is your opinion, how the juveniles perceive these rehabilitative programs?
12. How is the relationship between the staff members in this rehabilitation school and the juveniles?
13. Have you had recidivism cases here? What reasons would you give to explain your answer?
14. Do the juveniles get to communicate with their relatives while still at the rehabilitation school?
15. What do you do to prepare the juveniles for reception back at their homes i.e., parents, siblings, and neighbor's preparation?
16. Which challenges do you encounter here at the rehabilitation school that affect how you administer the rehabilitative programs to the juveniles?
17. What are your thoughts on what can to be done to deal with the challenges highlighted above to facilitate more effective rehabilitation of the juveniles?

**“Thank you. I have highly appreciated your input”**