

**PSYCHO-SOCIAL RISK CORRELATES OF SERIOUS OFFENDING
BEHAVIOUR AMONG JUVENILES OF SCHOOL GOING AGE WITHIN
KENYAN BORSTAL INSTITUTIONS**

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research proposal has been completed by referenced sources duly acknowledge. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to my children Leah, Sheerow, Diana, Rose and Francis and all children in Africa because they have a special gift for the world.

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ABBREVIATIONS AND ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
ADHD	Attention Deficit Hyperactivity Disorder
B.I	Borstal Institution
CA	Children Act, 2002
CBT	Cognitive Behavior Theory
DCS	Department of Children Services
GDP	Growth Development Product
GoK	Government of Kenya
ICPSR	Inter-University Consortium for Political and Social Research
NCJRC	National Crime Justice Reference Center
P.S	Prison Superintendent
RNR	Risks Needs Responsivity Model
UNCRC	United Nations on the Rights and Welfare of the Child
VAC	Violence against Children in Kenya, Report, 201
W.O/C	Welfare Officer/Counsellor

ABSTRACT

Serious delinquency among juveniles is a significant concern globally as indicated by the rising rates of juvenile recidivism in many countries. Recidivism among juveniles has been linked to seriousness of criminality. Several studies have associated it to insufficient preventive and rehabilitation processes and programs for juvenile offenders. This challenge is a deterrence to the realization of access to quality education for every child. In Kenya the problem of serious juvenile offending is a drawback to the milestones achieved towards the realization of quality education for all, sustainable development goals and vision 2030 flagship projects. Therefore, this issue necessitates strategic intervention in order to ensure that every child enjoys their right to quality education. This study purposed to establish the association between psycho-social correlates and serious juvenile offending behavior among juveniles of school going age in Kenyan Borstal institutions. The study objectives sought to establish the relationship between antisocial attitudes, parental support, commitment to school, exposure to community violence and serious juvenile offending behavior among school going age juveniles incarcerated within Kenyan Borstal institutions. The study was guided by the Cognitive Behavior Theory proposed by Aaron Beck (1966). The study adapted correlational research design. The target population was all the 250 male juvenile offenders in Shimo La Tewa prison, all the 26 female offenders at Kamae Borstal Institution and key informants in the two institutions. To draw inferences from the targeted population, 49 male juveniles and 26 female juveniles were selected. The researcher used systematic sampling method in Shimo la Tewa but targeted the entire population of female juvenile offenders at Kamae Borstal. 8 key informants comprising the superintendents in-charge of each institution, 3 welfare officers/counsellors, 2 teachers and 1 visiting counsellor were sampled using purposive sampling. A questionnaire incorporating scales from the Denver Youth Survey tool, Social Support questionnaire for Children and Self Report Delinquency Survey were used as instruments. A pilot study was conducted among ten serious Juvenile delinquents who were not part of the study sample. Central tendency and frequency counts were utilised as descriptive statistics and correlation analysis as inferential statistics. The results indicated; a moderate positive significant correlation between antisocial attitudes and serious juvenile offending behavior ($r(70) = .42, p = .000 \leq 0.05$), a weak negative relationship between parental support and serious juvenile offending behavior ($r(70) = -.23, p = .05 \leq 0.05$), a weak positive but insignificant correlation ($r(70) = .18, p = .14 \geq 0.05$) between commitment to school and serious juvenile offending behavior and a weak positive but insignificant correlation ($r(70) = .16, p = .18, \geq 0.05$) between exposure to community violence and serious juvenile offending behavior. The findings also revealed high rates of recidivism ($M = 21.28, SD = 3.05$) and a high frequency of (58.2%: $n = 42$) indicating that targeted juveniles were serious offenders. The study did not establish any moderating effect of gender as the intervening variable. The study concluded that antisocial attitudes and parental support contributed to serious juvenile offending behavior but commitment to school and exposure to community violence did not influence serious juvenile offending behavior. In the light of these findings, this study recommends a collaborative response among actors in the education and child protection sectors to safeguarding learners from serious offending behavior.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Chapter details the background information of this study. It recounts the identified problem, the purpose of the study, the objectives of the study, the research hypotheses and significance of the study, delimitations, limitations, and assumptions of the study, and the theoretical and conceptual framework.

1.2 Background to the Study

Serious juvenile offending behavior has been reported across the globe as a solemn challenge in many nations. In the United States, the National Centre for Juvenile Justice and Office of Juvenile Justice Delinquency Prevention (2020), statistics revealed that the total number of most serious juvenile offenses disposed of in court was 424,300 which was a -38% drop from 2016. Out of this 12,000 were robbery cases, 19,140 were aggravated assault, 15,130 were burglary, 32,070 were violent crimes, 1200 were arson cases and 11,110 were possession of weapons. The report indicates that the COVID 19 pandemic lock down could have contributed to the notable decline in the rates of serious juvenile offending behaviour. However the available data depicts disturbing numbers of serious juvenile offenders in-spite of the decline in the prevalence.

Canada is also faced with the problem of juvenile delinquency. Statistics from the Canada Department of Justice (2023) indicate that Canada's youth crime severity index(CSI) rose by 7% to 53.74 this marked the second consecutive year of a spike

following a 22% increase in 2022. The available data shows that in 2019, the youth crime rate was 3,213 per 100,000 compared to 2898 per 100,000 in 2023. This translates into a youth crime severity index of 55.10 in 2019 compared to 53.74 in 2023. The data portrays a consistent moderate rate of youth crime severity in Canada over the review period.

At the African level, data on juvenile delinquency trends is scanty, though available research acknowledges that juvenile delinquency is widespread in the continent. In South Africa, the World Bank Country Assessment Report (2012) revealed that violence perpetrated by young youths was a problem to reckon with and required strategic and multidisciplinary response. The study report indicated that young people were responsible for 75 percent of murders of children, 83 percent of murders of other youths, and 61 percent of murders of adults. The study also established that 15 to 34-year-old youths were charged with 42 percent of defilement cases committed against children under the age of 12 years. At the secondary school level, learners were found to be primarily responsible for violence against their peers. According to Odongo (2015), the number of juveniles in Kenya incarcerated in 2013 and 2014 was 2570 and 3455, respectively, which demonstrated a rise in juvenile offending. In the same article, the author outlined the causes of juvenile delinquency in Kenya as follows: severe socioeconomic difficulties at the family level due to high rates of poverty and unemployment, and secondly, he faulted the efficiency of the Kenyan Juvenile Justice System. The article further observed that rates of recidivism among juveniles in Kenya were unusually high. For instance, from 2013 to 2014, an increase of 76.9% in the number of recidivist offenders was recorded. Juveniles who are incarcerated are forced to drop out of mainstream schools. The high rates of recidivism are an indication that these repeat offenders may altogether drop out of school.

In conventional practice, education has been a protective factor for youth at risk of delinquency. Machin (2012) demonstrated this in his study, which sought to identify the impact of educational attainment on youth crime in the United Kingdom. He established that, efforts to retain youth in school through the compulsory education system reduced crime behavior among young men by approximately 1.9% in 1980s and 1.7% in 1990s. The findings also indicated that the crime rate was reduced by 1.1% to 1.3% among women. Shavisa (2015) also conducted a related study among serious juvenile delinquents in Shikusa Borstal Institution in Kenya, which indicated a statistically significant relationship between school dropout and involvement in criminal behavior. These findings depict schools as a protective factor for children at risk of juvenile delinquency.

According to the Law Insider Dictionary (2013-2023), a serious juvenile offender is a youth, eighteen years and below, who has engaged in any act that would be regarded a felony if performed by an adult. It goes further to state that a felony includes offenses involving dangerous illicit substances or violent crimes against people or property. Atieno et al. (2019) observed that crime, violence, and disruptive behavior among Juveniles are diverse and range from hazing, defilement, rape, sexual harassment, assault, robbery, murder, intimidation, bullying, gangsterism, vandalism, drug trafficking, stabbing among others. Opiyo, also indicated in her study that these acts of violence have been known to cause grievous harm to survivors and their families, loss of life, low educational outcomes, and overall negative socioeconomic consequences at family, community, national, and global levels. The Kenyan Children's Act, Section 15 (2022), caps the age of criminal culpability at twelve years and refers to juvenile offenders as child offenders. The 'Through Care Guidelines' (Gok, 2014) provides for assessment and classification child offenders through the 'Risks–Needs and Responsivity Model," which classifies juvenile offenders into three

categories: low risk, medium risk, and high risk/serious offenders. The serious offenders are mainly repeat offenders with a high probability of recidivism and those who have committed serious offenses, for instance, murder, rape/defilement, robbery with violence, and arson. According to the Through Care Guidelines (2014), if tried and convicted, serious offenders are normally committed to Borstal Institutions for three years.

Meanwhile, medium-risk offenders and low-risk offenders may either be rehabilitated at the community level or committed to children rehabilitation schools or probation children's institutions. The 'Through Care Guidelines' (2014) advocate for a multidisciplinary approach to the rehabilitation of juvenile offenders. According to Okutoyi (2015), incarcerated serious juvenile offenders in Kenyan Borstal Institutions are taken through various rehabilitation programs, which include formal education where they are assessed and placed in the appropriate class or grade level. Juveniles who opt for vocational training are placed in vocational training programs matching their career aspirations. Social skills training programs are offered to all juveniles in the Borstal institutions. The Borstal institutions also partner with credible private institutions to provide counseling and other psycho-social services to the juveniles. In addition, the Through Care Guidelines (2014) state that schools, families, and communities, which constitute the environment of the serious juvenile offender, must be adjusted to provide reintegrated juvenile offenders with the support they require to fit in and lead productive lives.

The researcher in this study sought to investigate the association between antisocial attitude and serious delinquency among Juveniles of school-going age. Anti-social

attitudes are described as distrust that individuals present to authority figures such as (police, children's officers, and magistrates) and a perception of the world as an unsafe place coupled with approval of solutions that include aggression and identification with outlawed peers (Kumar, 2020). Some researchers have associated a person with antisocial attitudes with the following characteristics; ignores right and wrong, lies, takes advantage of others, is insensitive and disrespectful of others, depicts a superiority complex, and demonstrates hostility and irresponsibility (Mayo Clinic, 2023). Palvlovski's (2022) findings in Macedonia echoed the definition above; he established the following personality traits among the male juvenile offenders incarcerated in prison: antisocial attitudes, lack of social skills, inadequate stress management skills, impulsiveness, lack of self-control and poor value system.

Omucheni et al (2024) associated antisocial attitude and behaviour in children with complicated grief while another study conducted by Ndehi et al (2023) indicated that in Nairobi county half of the adolescents were found to have moderate to severe antisocial attitude and behaviour. The researcher investigated antisocial attitude as a correlate of serious offending behavior and found out that the majority of the respondents portrayed the characteristics outlined above.

The second independent variable was parental support. Barnes (2000) described parental support as parental attitude and behaviors towards the child demonstrated through acts like; praising, encouraging and giving physical affection. He said the aforementioned acts demonstrate acceptance and love to the child. Jacob (1994) explained parental support as a component of good parenting that includes concepts like love, coherence, acceptance, nurturing, and attachment.

Pavlovski (2022) also alluded to the following as aspects of parental support: dysfunctional family relationships, lack of emotional support among family members, ineffective parenting skills, parents with criminal histories, meager housing conditions, and economic problems. Maslow's hierarchy of needs (1943) identified the need for love as the most important basic need in a human being; therefore, parental support, which encompasses love, nurturance, and adequate support to a child, is critical for their psychological safety. A study done by Kioko R. N (2019) indicated that poor family structure and functioning contributed to juvenile delinquency among incarcerated juveniles in Nairobi and Kiambu counties, similarly this study established that most of the juveniles reported low parental support. The findings underscore the significance of parental support in safeguarding children from serious juvenile offending behavior.

Commitment to school was the third independent variable. The Oxford Dictionary defines commitment as one's ability to devote oneself to a cause or an activity; therefore, in this study, juvenile commitment to school indicates their psychological and cognitive commitment to their schoolwork. Researchers have identified several factors that define commitment to school, namely, achievement motivation or the drive for a learner to do well in their studies, engagement in school where a learner actively participates in available learning activities, commitment to working on their homework, bonding to school and reading for pleasure (Search Institute, 2007). Inadequate commitment to the school is likely to result in poor learning outcomes and, therefore, disinterest in school by the learner and likelihood of engagement in offending behavior (Furlong, 2008; Klem 2004; & Hambleton, 2011).

The fourth independent variable in this study was exposure to community violence. Community violence is broadly described as events that take place in a local community that involve criminal activity, the use of weapons, violence, or the possibility of violence committed by people other than family members (Jung Sung, 2014).

The National Centre for Children Exposed to Violence in the United States (2003) revealed that juveniles mainly experience community violence by witnessing acts such as burglary, mugging, gunshots, weapon use, the presence of teen gangs, and the sound of guns. Daniel et al (2012) pointed out that the surroundings and atmosphere in which Zulu youth are raised in South Africa may propagate the likelihood of delinquency; the study indicated that youth dwelling in areas with high levels of crime and poverty demonstrated a higher risk of involvement in serious crime. In Kenya Kristopher et al (2023) revealed in their study that 85% of the Kenya youth who were exposed at least to one form of community violence exhibited depressed and aggressive behaviors this is not supported by the current study which indicates that there is no significant relationship between exposure to community violence and serious juvenile offending behaviour.

This study, therefore, primarily investigated the correlation between antisocial attitudes, parental support, commitment to school, exposure to community violence variables, and serious juvenile delinquency.

1.3 Statement of the Problem

The challenge of serious crimes committed by juveniles continues to escalate in Kenya. According to the National Crime Research Centre(NCRC), the youth commit 51% of the crimes in Kenya. Both the 2012 and 2017 NCRC reports indicate that the

number of youth-dominated criminal gangs is on the rise in the country. According to the Star Newspaper 418 juveniles were incarcerated in Kenya Borstal Institutions in 2023 and 76.3% were boys. The current study results agrees with these findings. They indicate that the juveniles sampled in the study were serious juvenile offenders with a high frequency of 58.2%. The high rates of crime and violence perpetrated by juveniles in Kenya have both direct and indirect outcomes on learning, economic growth, and social development. The majority of serious juvenile offenders have dropped out of school and are at a greater risk of discontinuing their formal education altogether. The National Crime Research Centre report of 2013 indicates that a substantial amount of the country's Growth Development Product (GDP) is invested in responding to the medical needs of the survivors of violence as well as crime prevention to the disadvantage of furthering the country's education goals and other economic development initiatives. Worse still, the country has lost valuable contributions to economic development by citizens who are either maimed or killed through the acts of serious juvenile delinquency. If the serious juvenile delinquency menace is not curtailed, it may undermine the gains already made towards realizing education goals, sustainable development goals, related national goals like the Big Four agenda, and, ultimately, vision 2030. Existing studies on juvenile delinquency in Kenya lack adequate data on serious juvenile delinquency in spite of the fact that serious juvenile delinquents are more at risk of dropping out of school with limited chances of re-enrollment than medium and low-risk juvenile offenders. The said studies include Kikvi (2011) who examined the factors leading to juvenile delinquency in Machakos Rehabilitation School; Odera (2011), who investigated the effectiveness of rehabilitation programs on juvenile delinquents in Kenya; and Langat (2020), who studied the policing of juvenile delinquents in the Kenyan criminal

justice system. All these studies and other related ones have contributed enormous knowledge to juvenile delinquency. However, this study sought to address the existing knowledge gap on serious juvenile offenders of school-going age and examined if antisocial attitude, parental support, commitment to school, and exposure to community violence are predictors of serious offending behavior.

1.4 Purpose of the Study

The main purpose of this study is to examine the selected psycho-social risk variables that predispose school-age juveniles to serious offending behavior.

1.5 Objectives of the Study

The study was directed by the following objectives.

- i. To establish the correlation between antisocial attitude and serious juvenile offending behavior within Borstal institutions in Kenya
- ii. To establish the correlation between parental support and serious juvenile offending behavior within Borstal institutions in Kenya
- iii. To establish the correlation between commitment to school and serious juvenile offending behavior within Borstal institutions in Kenya
- iv. To establish the correlation between exposure to community violence and serious juvenile offending behavior within Borstal institutions in Kenya

1.6 Research Hypotheses

H_{a1}: There is a relationship between antisocial attitude and serious juvenile offending behavior.

Ha₂: There is a relationship between parental support and serious juvenile offending behavior.

Ha₃: Inadequate school commitment is correlated with serious juvenile offending behavior.

Ha₄: There is a relationship between exposure to community violence and serious juvenile delinquency.

1.7 Significance of the Study

Specifically, children make up about half of Kenya's population, and the government invests more than a third of the GDP to facilitate children's access to quality education, health, and social amenities (Kenya Demographic Health Survey, 2019). However, the rising cases of juvenile offending undermine this investment and the anticipated gains. The researcher hopes that study results will add value to the existing mitigation measures against serious juvenile offending behavior. This would consequently minimise children the risk of exposure to serious juvenile delinquency among children.

The current study findings revealed that antisocial attitude psychosocial risk variable is positively correlated with serious juvenile offending behaviour among juveniles of school going age. This revelation is hoped to inform and strengthen existing child care and education policies in a bid refocus more on optimising social emotional development among children as well as supporting those lagging behind to catch up on missed out milestones.

Another outcome of this study portrayed parental support as protective factor against the risk of serious juvenile delinquency. These finding are expected to create awareness among parents and guardians on the need to provide prompt and quality

nurturing care to their children, especially in their early years. This is in line with the CBT theory, which indicates that juveniles learn faulty cognitions in their early childhood relationships, which predispose them to the risk of serious offending behavior further on in their lives.

The researcher also anticipates that the study findings will benefit educators and child protection actors in their child-safeguarding role by enriching their knowledge of the psycho-social risk factors that contribute to serious juvenile offending behavior. It is anticipated that this input will contribute to increased access to quality education by those at risk and effective rehabilitation as well as reintegration of serious juvenile offenders into their families and communities. The researcher anticipates that the study will be used to strengthen existing legal policy instruments and programmatic efforts that support the holistic well-being of children who have committed offenses through the promotion of safe, protective, and stimulative learning environments, families, and communities. The aforementioned are protective factors that contribute to increased access, retention, and completion rates among serious juvenile offenders and those at risk.

1.8 Limitations and Delimitations

1.8.1 Limitations of the Study

In the methodology of the study, the researcher foresaw the risk of inadequate sample size due to early release of the juveniles or normal release after completion of their committal term. This risk was encountered at Kamae Borstal Institution, where the researcher had anticipated a population of 200 female juvenile offenders, however on the actual day of data collection, the entire population was 26. The researcher

navigated this risk by sampling the entire population. She also increased the number of key informants from 4 to 8.

On instrumentation, when the researcher pretested the tools, she identified some lack of clarity with the Denver Youth Survey scale, specifically the items on commitment to school. The confusion arose because the respondents did not know whether to report their experiences of the school they were in before their apprehension or the current school in their Borstal Institution. The researcher amended the instructions for the said section and guided participants to take into account only the experiences of their previous school.

The method of data collection required respondents to recall past events. This could have resulted in a problem of recall bias where the respondent failed to remember accurately what happened in the past. The researcher mitigated this potential limitation by defining the research questions correctly and ensuring that the scales were of high quality. Also, the data collectors were trained and requested to provide ample time for respondents to respond to the questionnaire.

1.8.2 Delimitations of the Study

The researcher delimited the study to serious juvenile offending behavior because existing data indicated that this area was under-researched in Kenya; this delimitation has been tackled by proposing further research among low-risk and medium-risk juvenile offenders.

The study also delimited itself to four psycho-social correlates of serious juvenile offending behavior: antisocial attitudes, parental support, commitment to school, and exposure to community violence. Yet numerous psycho-social risk factors may predispose juveniles to serious offending behavior. They include self-esteem, self-

regulation, decision-making skills, peer influence, and psychological disorders. The study proposed that additional research could be carried out to investigate the correlation of other psycho-social risk factors with serious juvenile offending behavior.

The study was also delimited to the institutions sampled for data collection. Kenya has three Borstal institutions, but the study was conducted in two, namely Kamae and Shimo La Tewa Borstal Institutions. This was purposively selected to incorporate the male and female genders in the study. To mitigate these delimitations, the researcher has proposed further research to be done in Shikusa Borstal Institution.

1.9 Assumptions of the Study

The researcher presumed that there was a correlation between antisocial attitudes, parental support, commitment to school, exposure to community violence, and serious juvenile offending behaviour. The findings confirmed the anticipated association between antisocial attitude, parental support, and serious juvenile offending behavior. However, they established no correlation between commitment to school and exposure to community violence with the dependent variable contrary to the assumptions held.

Secondly the researcher had assumed the respondents would provide correct responses. This assumption was supported by use of scales that were clear and easy to understand by the respondents. The researcher also presumed that she would be able to measure the serious juvenile offending behaviour and she managed to achieve this by using recidivism as a measure of the dependent variable.

Lastly the researcher anticipated that the sample taken would provide a fair representation of the serious juvenile offender population in Kenya in spite of the fact that the study was done only in two out of the three Borstal institutions in Kenya. The sample size was quite representative, and the researcher also measured the influence of gender on the findings, therefore the assumption was realistic.

1.10 Theoretical Framework and Conceptual Framework

1.10.1 Theoretical Framework.

The study was grounded on the Cognitive Behavior Theory (CBT) by Aaron Beck (1966) which proposes that people's thoughts, behaviors and feelings are linked to each other. The theory further purports that faulty cognitions are learnt from significant others and predispose people to ineffective emotional management strategies and mal-adaptive behaviors. CBT also provides that these faulty cognitions can be unlearned and effective ones learned.

1.10.2 Cognitive Behavior Theory (CBT)

Cognitive Behavior Theory (CBT) was championed by Aaron Beck in the 1960s. CBT blends affective, behavioral, and cognitive dimensions in understanding human behavior. It proposes that distress in an individual is caused by faulty cognitive processes. This theory underlines the four study objectives of the study which present the psycho-social risk of antisocial attitude, parental support, school commitment and exposure to community violence as correlates of serious juvenile offending behaviour. The gist of this study is unpacked by the CBT theory which upholds that the serious juvenile offender learns irrational beliefs from significant others during childhood at the family, school, or community level, from which he or she creates irrational

dogmas. This happens when the juvenile offender consciously picks up and perpetuates detrimental convictions by self-repetition, self-suggestion or acting as though they are helpful. The theory explains that the juvenile offender learns these self-defeating beliefs, values, and attitudes captured as antisocial attitudes in this study from the significant relationships he with his parents, members of their school community and community members respectively. A child who lives with emotional and physical violence in the family, school, or community settings may internalize self-defeating dogmas or beliefs of unworthiness, self-blame, and doubt, which may predispose him/her to psychological disturbance that may manifest in form of aggressive and violent behavior against others during adolescence and adulthood (Corey, 2009).

The perspective of CBT theory which upholds that psychological distress is occasioned largely by disturbances in the cognitive processes, which may be triggered by exposure to community violence, unsupportive parents, and school communities guided the entire research design, that is, the identification of the right study locale and population as well as the research methodology and instruments. Also the data analysis and interpretation of the study results process which sought to establish whether there was any association between the four independent research variables and the dependent variable as the theory posits.

CBT proposes that the faulty cognitions that juvenile offenders learn from their relationships with parents, school members, and exposure to community violence may be unlearned in favor of adaptive cognitions. Instead of concentrating mostly on emotional expression, the theory emphasizes working with thinking and acting. The process of therapy is viewed as an educational one; the therapist teaches the client

strategies for straight thinking and assigns him homework to practice learned skills in daily life.

The theory further theorizes that through repetition of these early indoctrinated irrational thoughts, the juvenile offender keeps the dysfunctional attitudes alive and operational in his or her life. Therefore, the serious juvenile offender can be assisted to dispute and abandon their irrational beliefs in favor of rational ones through cognitive restructuring. This may entail helping the juvenile in keeping an eye on their self-talk, recognizing bad self-talk, and replacing it with constructive self-talk. It involves helping the juvenile to understand how his/her thought process impacts his/her personality traits such as emotions and behavior. Aaron argues that the majority of emotional disorders stem from blaming. Therefore, it is crucial that the young offender learns to accept themselves completely despite their flaws and accept responsibility for their circumstances to heal from a personality disorder. (Corey, 2009). These theoretical view are supported by a randomized evaluation study of CBT based programs in the United States which indicated that students at risk of offending behavior in a CBT inspired program have a lower likelihood of being arrested and a higher probability to graduate on time than those in the control group (Jameel, 2018). The aforementioned theoretical precepts guided the research in the formulation of relevant study conclusions and recommendations and helped to demonstrate the relevance of cognitive behavior theory and therapy in the assessment and rehabilitation of juveniles who commit serious offenses.

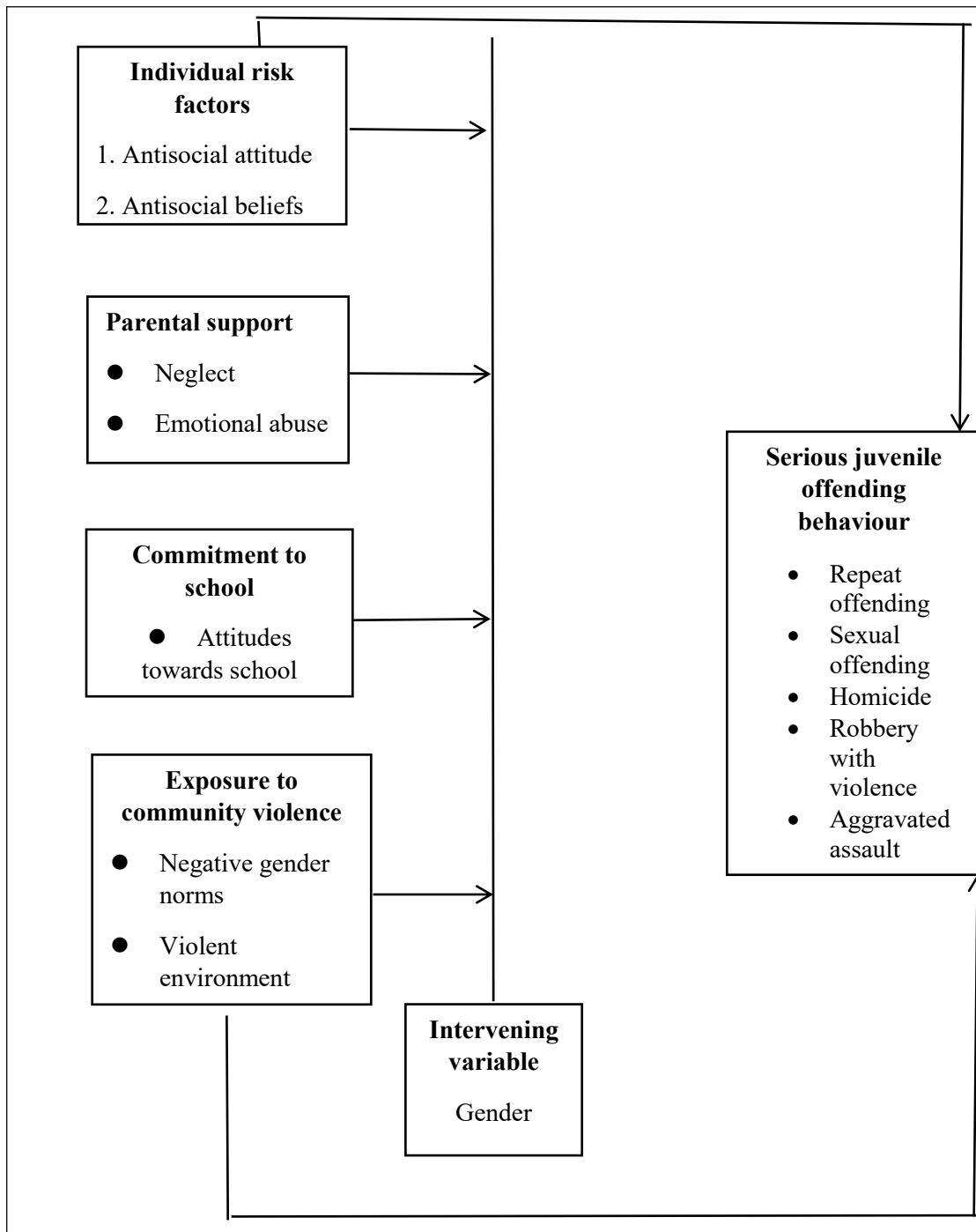
1.11 The Conceptual Framework

The conceptual model depicted below underpinned the study. The following risk correlates of serious juvenile offending behavior; antisocial attitudes, parental support, commitment to school, and exposure to community violence were the independent

variables, while juvenile serious offending behavior was the dependent variable. It was hypothesized that the four independent variables had a correlational relationship with the dependent variable.

Figure 1.1

Conceptual Representation of the Study (Source: Researcher)



Note. The conceptual model above portrays the hypothesized relationship between the four independent variables and the dependent variable.

1.12 Operational Definition of Terms

- Age of criminal responsibility:** This is the age that a child is liable for prosecution or is considered culpable for a criminal offense. In Kenya it is 12 years.
- Juvenile Delinquent:** A person who has attained 12 years but below 18 years and who habitually commits offenses or unlawful acts.
- Kenyan Borstal Institutions:** These are institutions under the Prisons Department established through the Kenya Borstal Institutions Act, 2012 for detention of youthful offenders aged above 15 years but less than 18 years old.
- Recidivism:** Recidivism is repeat offending where a juvenile commits the same offense that he/ she was apprehended for in the past and it is used as a measure of serious juvenile offending behaviour.
- Serious Juvenile offender :** Any male and female who has attained 15 years but below 18 years, who has been found guilty of a violent offence(s) and is committed to a Kenyan Borstal Institution by the Children's Court. However some of the serious juvenile offenders attain the age of majority while serving their committal period.

Serious Juvenile offenses:	These are unlawful acts that are categorized as violent or chronic offenses committed by persons aged 12 years and below 18 years.
Superintendent of Borstal Institution:	The overall in charge officer in a Borstal Institution
Visiting counsellor:	Professional counsellor or an intern student counsellor working with the institution to provide psychological services to the juveniles
Welfare officers/counsellor:	Officers in charge of juveniles psycho-social well-being

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Chapter two expounds on the global, regional, and national trends of antisocial attitudes, parental support, commitment to school, and exposure to community violence variables as predictors of serious juvenile delinquency.

2.2 Antisocial Attitude as a Correlate of Juvenile Serious Offending Behavior

Antisocial attitudes are among the numerous personality traits that predispose a juvenile to violent offending behavior. Mirko (2020) conducted a study in London among 700 British young offenders (aged 11 to 18 years) to investigate the influence of antisocial attitudes and beliefs on anti-social behavior. The study sample was drawn from a large-scale Systemic Therapy for Risk Teens data set comprising 433 males and 250 females. Response rates ranged from 99.12 percent to 99.85% per variable. The study measured the antisocial behavior's acceptability, emotional reaction, and likelihood of engaging in such behaviors. The British young offender's antisocial attitudes and beliefs were hypothesized to be predictive of future offending. Self-reported antisocial views independently predicted the rate of re-offending among youths during the 18 months of their enrollment in the study, supporting the main research hypothesis (H1). About 15% of the observed variation was predicted by the latent variable (with a correlation coefficient of .393 and a probability value of $p < .001$). This finding was considered important because it implied that if two offenders had offended the equal number of times, the offender with a greater degree of self-reported antisocial attitudes and beliefs was more likely to commit another crime in

the future. This study was conducted in Britain and London among young offenders and did not target serious offending. The study sample comprised juvenile offenders aged 11 to 18 years. In Kenya, the age of culpability is set at 12 years (Children Act, 2022); therefore, this study may not be adequately representative in Kenya because of variance in the age of criminal culpability. The current study was conducted in Kenya among serious juvenile offenders within Kenya Borstal institutions, and it addressed the gap of the correctness of the attributes of the targeted population in the study.

Anjaswarmi and Yusuf's (2019) study is related to the above findings. They studied six risk factors (peer groups, lifestyle, family, educational environment, life skills, and technology risk correlates) that influenced the occurrence of juvenile offending behaviour in East Java, Indonesia. The study employed a cross-sectional survey study design and probability sampling technique. They drew a sample of 295 adolescents aged 12 to 19 years, 235 from students in Junior School and Senior School and 60 from Blitar Children's Prison. The study used a questionnaire on the juvenile counseling and assessment Program Model. The questionnaire validity tested at $r = 0.312$ and reliability at $0.570 - 0.935$. The study results indicated that 56.6% were delinquents with antisocial attitudes and beliefs and lacked requisite life skills compared to 52% and 64.4% who had good and very good social attitudes and life skills, respectively. 58.4% had maladaptive coping mechanisms and indulged in delinquency, compared to 59.2% who had adaptive coping mechanisms and no history of delinquency. 65.6% demonstrated a bad lifestyle and exhibited delinquent behaviors compared to 60% and 65% who demonstrated good and very good lifestyles and were not delinquents. This study was done in Indonesia among students and incarcerated juveniles and did not investigate gender as an intervening variable.

The current study examined the impact of gender as an intervening variable on the hypothesized association between parental support and serious juvenile offending behaviour.

Fernandez et al (2016) conducted an empirical study using a quantitative methodology and a retrospective design. They studied risk factors predisposing school dropouts to juvenile delinquency in Asturias, Spain. They drew a sample of 264 young offenders from a population of convicted young offenders aged between 14 to 18 years. The researchers analyzed three individual variables, namely deviant attitude among the participants, a sense of irresponsibility, and substance use and abuse. They established that 45.5 percent of the respondents had antisocial attitudes demonstrated by their challenges in complying with rules, limits, schedules, and orders, while 32.6 percent were found to be irresponsible. The study further identified that 15.9 percent of the respondents used alcohol, while 61.4 percent abused illegal drugs. These research findings indicate that the three individual risk factors investigated in the study are indeed associated with delinquency behavior. This study was conducted in Asturias, Spain, posing a geographical location gap. The study location has socioeconomic factors that differ from those in Kenya because Spain is a developed country, whereas Kenya emerged recently as a middle-income economy. This infers that the socioeconomic issues affecting juveniles in Spain differ from those in Kenya. These variations may compromise the generalization of the study findings in Kenya. The current study was conducted in Kenya, in Borstal Institutions to address this challenge.

2.3 Parental Support as a Correlate of Serious Juvenile Offending Behavior

Anjaswarni and Yusuf (2019) conducted a cross-sectional survey study in East Java, Indonesia, to investigate the risk factors that influence the manifestation of juvenile delinquency. The study adopted a cross-sectional design and a simple random technique. The research independent variables were individuals, families, school environments, peer groups, coping mechanisms, lifestyles, and technologies. The family factors that were measured in the study were parenting and bonding, family functioning, family communication and relations, and economic status. The findings indicated that family factors were correlated to juvenile delinquency at P- Value = 0.0005 and at alpha= 0.005. They indicated that 58.4 percent of the respondents enjoyed less parental support and were delinquents compared to 11.3 percent and 57.7 percent, who enjoyed solid and very solid family support and were not delinquents. So, the researchers concluded that family factors significantly influence the occurrence of juvenile delinquency.

The research incorporated a regression analysis, which revealed out of the seven research independent variables, technological factors had the most influence on the dependent variable (juvenile delinquency) with a significance level $\alpha \leq 0.005$. This study was done in Indonesia among students and incarcerated juveniles who have access to a variety of technological devices. In Kenya, juveniles from disadvantaged families may not have access to technological devices; therefore, these study findings may not apply to juvenile offenders in Kenya. To address the challenge of study results not being adequately relevant in Kenya, the researcher conducted the study in Kenyan Borstal institutions and sought to investigate the association between family

support and serious juvenile offending behavior because family is a variable that is common to the juveniles unlike technology.

Another similar study conducted in Asturias, Spain, by Fernandez et al. (2016) examined the association of family structure and parental monitoring with juvenile delinquency among convicted juveniles. The study sampled 264 young offenders identified from 14 to 18 years old who had been sentenced with a judicial penal measure. 218 of the sampled respondents were male offenders, while 46 were female. The individual factors that were measured were defiant attitude and irresponsibility. The researchers used secondary data, namely the judicial files of the offenders, to mine for the research data. Descriptive statistics indicated that (n=120: 45.5%) demonstrated defiant behavior in their responses, while (n= 86: 32.6%) of the respondents were termed as irresponsible by professionals. The finding indicated that 69.3% of the participants had an absent mother or father, while 42.4% lacked clear parental limits and rules on expected behavior at home. Multivariate logistic regression analysis indicated that juveniles experiencing parental supervision in the family were more unlikely to drop out of school in spite of their individual attributes and patterns of substance use and abuse. This demonstrated a negative relationship between parental monitoring and school dropout. Further analysis indicated that both school truancy and school conflict demonstrated a positive relationship with school dropout. However, this relationship was insignificant after taking into account the individual and family correlates. The referenced study did not incorporate the views of key informants. Validating the responses of the primary respondents adds credibility to the research findings. The current study sampled eight key informants

whose findings were used to triangulate the responses of the primary informants to address this gap.

Murray and Farrington (2010) conducted a review of prospective longitudinal studies with large community samples. The study aimed at identifying the risk factors for conduct disorder and delinquency. The emphasis of their research was on young people aged 10 to 17 years. One of the studies reviewed by the researchers focused on the relationship between family risk factors and juvenile delinquency at Cambridge in England. The study results indicated that punitive or inconsistent parental discipline, harsh, flaccid, or neglectful parental attitudes, and poor parenting regulation, all measured at age eight years, predicted later juvenile convictions and self-reported delinquency.

A review of longitudinal studies in Cambridge in the same study showed that authoritarian parenting style, which was defined as punitively emphasizing obedience, was the second most important predictor of convictions for violence after hyperactivity and (or) poor concentration. The study generally observed that juveniles faced with the presence of this adverse family background had a doubled the risk of a later conviction. These observations resonate with the CBT theory, which is the basis of this study. The findings clearly demonstrate that the quality of the relationship that juveniles have with their parents influences their serious juvenile offending behavior in their adolescence. The study demonstrates that the painful experiences that juveniles had in their childhood with their parents contributed to their offending behavior later on in their lives.

In the same study, parental imprisonment was also found to be a predictor of violent behavior among juveniles; the results stated that fathers who were imprisoned before their sons turned 10 years old demonstrated an increased risk of antisocial and delinquent outcomes among the boys sampled. However, the effect of parental imprisonment in Sweden in Project Metropolitan disappeared after controlling for parental criminality. This cross-national difference was linked to the shorter prison sentences in Sweden, more friendly family prison policies, a welfare-oriented juvenile justice system, and a more sympathetic public attitude towards prisoners. This study indicates that parental absence in a child's life is a form of neglect and, therefore, punitive to the child. The short prison terms and humane treatment of prisoners in Sweden appeared to mitigate the said risk of parent imprisonment on juvenile offending tendencies. The cross-sectional study amplified the association between parental support risk factors and serious juvenile delinquency. The referenced study did not investigate the influence of gender on the study findings. However, the current study integrated gender as an intervening variable and investigated its influence on the results. Secondly, this study was a desk review of existing longitudinal studies. Secondary data has the potential to sometimes be outdated or unrepresentative. This current study relied on primary data to address this gap.

2.4 School Commitment as a Correlate of Serious Juvenile Offending Behavior

A child's failure to commit to school and subsequent early school dropout can expose them to the risk of serious juvenile delinquency. The study by Daniel and Leksandar (2022) mentioned above in North Macedonia with a study sample of 10 incarcerated male juveniles, indicated that half of the juveniles had been sentenced for the following crimes: 3 of them had committed murder, 3 robberies, 2 aggravated thefts, 1

smuggling of immigrants and 1 serious acts against the safety of people and property in traffic. Half of the juveniles serving prison were not in school at the time they committed their offense. The other half were in school but demonstrated poor school commitment and academic achievement. The study also indicated that the most of the respondents were connected to peers who had delinquent behavior and criminal history. Multivariate logistical regression analysis demonstrated that the school variable did not influence school dropout beyond individual and family variables.

However, both truancy and school conflict had a bivariate positive relationship with school dropout. The results further indicated that the bivariate positive relationship of both truancy and school conflict was insignificant after taking into account the individual family variables in the study. The study sample comprises 10 male juveniles, which may not have been representative of the population of serious juvenile offenders in North Macedonia. The study was also not able to harness the responses of female juvenile offenders. The current study identified a representative sample among serious juvenile offenders in Kenyan Borstal Institutions and purposely sampled a girl's institution to ensure that the perspective of the female gender was incorporated in the study.

Anjaswarni and Yusuf's (2019) study, also referenced earlier, reflects findings similar to those of the study above. They found out that 72% of the respondents who had less support from their schools engaged in delinquent behavior compared to 57.5% and 64.4% who had supportive and very supportive school environments, respectively, and were not delinquent. A closely related study was conducted in Spain by Asuncion et al. (2016). The study, among other risk factors mentioned above, measured

commitment to school risk factors, specifically truancy and conflict. The researchers established that 55.3% of the 264 respondents were found to be missing school regularly without the consent of the school authority, while 41.7% were found to have a history of conflict. This study was done in Indonesia among students and incarcerated juveniles. Hence, the results may not be representative of the Kenyan context because of geographical and racial differences in the study sample. These differences pose notable variations in the social-cultural systems of the juveniles in Kenya and Macedonia that may influence the study findings. Some of the referenced studies above were desk reviews and hence relied on secondary data. The study at hand was conducted in Kenyan Borstal Institutions to address the gap of the social cultural differences between the study population in Macedonia and Kenya. The current study also relied on primary data to address the challenge of sole reliance on secondary data.

2.5 Exposure to Community Violence as a Correlate of Serious Juvenile Offending Behaviour

Brad et al. (2018) were commissioned to conduct a study to produce a public statement about the risk of youth violence. This was occasioned by a mass shooting that occurred in Florida in the United States, resulting in the death of 17 people. The study established that youth who accessed guns easily had a higher risk to commit violence. They associated the likelihood of the youth committing crime to the fact that guns provide a psychological distance between the perpetrator and the victim, which makes the killing easier. The referenced study also flagged out that regular victimization or being ostracized had the potential to make the youth feel socially isolated with limited access to protective factors. They volunteered that victims of

bullying may develop strong resentment for a particular group of people and thus more prone to engage in mass shooting. This study was conducted by a fact-finding mission commissioned to establish the factors contributing to youth violence in the US. It was, therefore, majorly a qualitative study that did not provide data on the relationship between independent and dependent variables. The current study was a quantitative study that sought to establish associations between selected psychosocial variables and serious juvenile offending behavior.

Another related study was conducted by Pan Chen et al. (2016) in the mid-western part of the United States of America. The purpose of the study was to find mitigating factors that could shield young people from the negative consequences of being exposed to violence in the community. The study took into account community cohesion, school affiliation, family warmth, future expectations and neighbourhood cohesion as promotional factors. The sample was made up of 3,350 sixth and eighth graders from 16 schools within the urban and suburban area made. The results established a significant relationship between each of the four promotive factors' positive attributes and lower levels of adolescent delinquency; the weakest correlations with delinquency were found for neighborhood cohesion ($b=.05$), school attachment ($b=.19$), future expectations ($b=.14$), and family warmth ($b=.22$). The results showed that family warmth and school affiliation were more strongly correlated than community cohesion and future expectations.

Further, the finding also indicated that future expecting promotive factors had a moderating effect on the connection between community violence exposure and adolescent delinquency. The referenced study was conducted among students who had not committed serious offenses. Therefore, it may not be adequately be referenced

to provide information on serious delinquency in Kenyan. The current study was conducted among incarcerated serious juvenile offenders in Kenyan Borstal institutions to address the identified gap. The referenced study also integrated neighborhood cohesion as a moderating variable which would have been difficult to measure because the current study was administered at the institutional level to address this gap the researcher identified gender as the intervening variable.

Studies done in Kenya in the recent past have established that negative gender norms have been identified as a major contributor to sexual and other forms of violent offenses. According to Bridgewater's (2016) desk review, one of the main reasons for sexual abuse is that women hold a lower position in patriarchal cultures, which exacerbates gender inequality. According to the findings, boys are also socially defined to have a position that is superior to that of girls, while girls are brought up to feel that their role is gender-defined. According to Grace, these disparities in authority lead to a stratified society where men dominate women both within and outside of the family.

This study was a desk review and relied on secondary data pertaining to influence of gender on delinquency. To address the aforementioned gaps, the researcher collected primary data among serious juvenile offenders and key informants on the influence of gender and other forms of community violence to serious offending behaviour among juveniles in Kenyan Borstal Institutions.

2.6 Summary of Review of Related Literature

The above literature review looked into previous studies that investigated the correlation between four psycho-social risk correlates and serious juvenile delinquency. A substantial number of the studies reviewed depicted a significant

association between the study's independent and dependent variables. One such study investigated the influence of antisocial attitudes and beliefs on antisocial behavior among young British offenders. The referenced study did not specifically investigate antisocial attitude and its association with serious juvenile behavior, which weakens its ability to demonstrate the correlation between antisocial attitude and juvenile offending behavior. The current study sought to address this gap by focusing on the correlation between antisocial attitudes and serious juvenile offending behavior.

Another longitudinal study carried out in Macedonia and Sweden demonstrated a correlational relationship between parental support and serious juvenile offending behavior. A gap in research design was identified, where descriptive design was used. Hence, the findings did not statistically explain the correlational relationship between the two variables. The current study adopted a correlational research design to address this gap. A longitudinal study that was carried out in Sweden and supported the second hypothesis was also reviewed. The findings negated the null hypothesis and indicated that there was a relationship between parental support and serious juvenile offending behavior. A number of the studies reviewed focused generally on juvenile offenders. The current study focused on serious juvenile offenders and investigated the correlation between antisocial attitudes, parental support, commitment to school, exposure to community violence, and serious juvenile offending behavior.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The current chapter describes the research methodology that was used in the study. It explains the research design, the target population, the Sample and sampling procedure, the research instruments, instrument validity, instrument reliability, data collection, procedures of data analysis techniques, and ethical considerations.

3.2 Research Design

The study employed a correlation research design. The researcher utilised this design to investigate if there was a statistically corresponding relationship between the four selected psycho-social risk correlates and serious offending behavior among juveniles of school going age in Borstal Institutions within Kenya. A correlational research design aimed to identify variables that were correlated where a change in one was expected to occasion some change in the other (Busayo, 2023). Therefore, the researcher sought to establish whether each of the four research hypotheses is true or false.

3.2.1 Research Variables

The independent parameters were antisocial attitudes, parental support, commitment to school, and exposure to community violence, while the dependent variable was serious offending behavior among juveniles of school-going age within Kenyan Borstal Institutions. The study aimed to unveil if there was any association between the identified independent psycho-social risk correlates and the dependent variable.

3.3 Location of the Study

This study was conducted in two Borstal Institutions. The researcher purposely selected Borstal institutions among other children's rehabilitation centers in Kenya because, according to existing jurisprudence and Through Care Guidelines (2014), serious juvenile offenders are committed to Borstal institutions, while medium to low-risk offenders are committed to children's rehabilitation schools. The researcher sampled Shimo La Tewa Boys Borstal Institution, with a capacity of 350 juveniles, and Kamae Girls' Borstal Institution, with a capacity of 200 juveniles. Shimo-La Tewa Boys' Borstal Institution is in Mombasa County, and Kamae Girls Borstal Institution is in Nairobi County. Identification of the two research locations was done to strengthen the gender responsiveness of the proposed study. Gender was used in the study as an intervening variable.

3.4 Target Population

The study's referenced population included 250 males in Shimo La Tewa, 200 male Juveniles in Shikusa, and 26 female juveniles in Kamae Borstal Institutions incarcerated for serious offenses, as well as the entire population of key informants comprising prison superintendents, welfare officers/counsellors, teachers, and visiting counselors.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

The researcher planned to employ a systematic random sampling technique to draw samples of serious juvenile offenders of school-going age in the two Borstal

Institutions. In order to ensure adequate representation from the various sub- groups in the accessible population, the researcher used the stratified sampling method to identify key important informants (Rafael & Russell, 2009).

3.5.2 Sample Size Determination

Kenya has only three registered Borstal institutions mandated to rehabilitate serious juvenile offenders. Two of these institutions admit male juveniles, while one admits females. Purposive sampling was used to select two Borstal institutions, one for females and the other for males. This was done with regard to the known presence of distribution of both genders and categories of offenders in the two institutions. Shimo La Tewa Borstal Institution was selected for the study because it had a higher population of juveniles compared to Shikusa. Kamae Borstal Institution was identified for the study because it was the only institution for girls in the country. The sample size used in this study was between 10 and 20% of the population, as proposed by Rafael and Russel (2009). The researcher used systematic sampling method to draw a 15% sample among the serious juvenile offenders of school going age in Shimo La Tewa Borstal institution, which translated to 49 boys. This was achieved by assigning numbers to the entire population of boys in Shimo La Tewa from 1 to 250 followed by the selection of every 5th boy. In Kamae Girls Borstal Institution, the researcher intended to use a sample size of 15%, amounting to 30 girls of school-going age with a sampling interval of every 5th juvenile. However, most of the girls had been reintegrated back into their families and communities at the time of data collection, leaving a total population of 26. Therefore, the researcher decided to sample the entire population.

The researcher also sampled the following key informant respondents: 2 prison superintendents, one from each of the study locations; 1 visiting counsellor from

Shimo la Tewa; 3 welfare officers/counsellors (2 from Kamae and 1 from Shimo la Tewa); and 2 teachers, drawn from the two study location.

Table 3.1

Sampling Frame (Target population and sample size)

Institution	Designation	Male	female	Total	Sample (Male)	Sample (Female)	%Sample
Kamae B.I	Juveniles	0	26	26	0	26	100
	P.S	0	1	1	0	1	100
	Visiting Counselor	0	0	0	0	0	0
	W.O/C	0	2	2	0	2	100
	Teacher	1	0	5	0	1	20
Shimo La Tewa B.I	Juveniles	250	0	250	49	0	18
	P.S	1	0	1	1	0	100
	Visiting Counselor	1	1	2	1	0	50
	W.O/C	1	1	2			
	Teacher	1	8	8	1	1	12.5%

Source: Kenya Prison Service (2024)

3.6 Research Instruments

The researcher made use of developed and tested tools to obtain the required data from the respondents. The tools comprised the following pre-existing scales.

3.6.1 Denver Youth Survey (ICPSR, 1990).

The Denver Youth Survey (ICPSR, 1990) was adapted to measure the juvenile's antisocial attitudes, commitment to school, and exposure to community violence. This

scale had 39 items to measure three domains of psychosocial risk factors of juvenile serious offending behavior: antisocial attitudes, commitment to school, and exposure to community violence. 14 items were used to measure antisocial attitudes that is the juvenile's sagacity of how acceptable it was to behave aggressively both under fluctuating conditions of provocation and when no conditions are specified. The 14 items were scored on a 4-level Likert scale ranging from 1 '*very wrong*,' 2 '*A little wrong*,' 3 '*Wrong*', and 4 '*Not very wrong*'. Based on the tool's 14 items, the score level stretched from 14 to 56, whereby a score of (14 to 28) portrayed a low level of antisocial behavior, 29 to 42 indicated a moderate level of antisocial attitude, and 43 to 56 indicated very high levels of antisocial attitude. 12 items of the Denver Youth Survey tool were used to measure school commitment. The 14 items were scored through a 4-level Likert scale from '*Strongly agree*' 1, 2) '*Agree*' 2, 3) '*Disagree*' 3, 4) '*Strongly disagree*' 4. The scores ranged from (12 to 48), whereby a score of (12 to 24) indicated a low commitment to school, (25 to 36) moderate commitment, and (37 to 48) very high commitment. A set of 13 items from the same tool were used to measure levels of exposure to community violence. The scores ranged from (13 to 52) where a score of (13 to 26) was considered low, (27 to 39) moderate and (40 to 52) very high. The 13 items were scored through a Likert scale where 1) '*Strongly agree*' 4, 2) '*Agree*' 3, 3) '*Disagree*' 2 and 4) '*Strongly disagree*' 1. The scores ranged from (13 to 52) where a score of (13 to 26) was considered low, (27 to 39) moderate and (40 to 52) very high. The authors of the tool had done initial instrument validation to determine the validity and reliability of the tool (Huesmam, 1997), indicating the validity of this tool to be .39 and reliability .90. Part C has 13 items to assess commitment to school and its association to serious juvenile delinquency. (Thornberry, 1991) confirmed the

validity of the commitment to school scale to be at .81. The exposure to community violence scale validity was established to be .86 (Shapiro, 1997)

3.6.2 The Social Support Questionnaire for Children developed by (Gordon, 2011).

The second scale that the researcher used was the Social Support Questionnaire for Children developed by (Gordon, 2011). The scale had 10 items. The 10 items were scored through a 4-level Likert Scale from A) 'All the time' 4, B) 'Sometimes' 3, C) 'Rarely' 2, and D) 'Never' 1. To measure levels of parental support, the scores ranged from (10 to 40), whereby a score of (10 to 20) indicated low parental support, (21 to 30) moderate parental support, and (31 to 40) very high parental support. Confirmatory factor analysis was conducted to assess the construct validity of this tool. On average the results validity and reliability test indicated the tool had a validity of .73 and reliability of .98 (Gordon, 2015).

3.6.3 Self-Report Delinquency Survey (Delbert, 1976)

Self-reporting of the Delinquency Survey (Delbert, 1976) was the third scale used in this study. It had 17 items. The 17 items were scored through a 4-level Likert scale: Never 1, Twice 2, Thrice 3, and Four times or more 4. To measure levels of juvenile severe offending, the scores ranged from (17 to 68) whereby (17 to 34) was a low level of offending, (35 to 51) was a medium level, and (52 to 68) was a high level of offending. (West, 1977) indicated that the Self-Report tool was valid. He found that 94% of convicted boys admitted that they had committed offenses compared to 20% of un-convicted boys. Thornberry, 2000) argued that previous research indicated that the self-report methodology posed acceptable reliability for most analytical practices; they stated that the Test-retest correlations were often 0.80 or higher

The researcher collected similar information from both the serious juvenile offenders and key informants. The same scales were used, but the researcher rephrased the questions to address the key informants. However, the key informants did not respond to the scale that measured 'exposure to community violence. The key informants' scales helped to triangulate the findings as the researcher obtained information on the correlation between the manipulated and response variables from two categories of respondents. This was done to achieve higher validity and reliability of the expected research findings.

3.7 Pilot Study

This study carried out a pretest on a similar population. In this, 10% (n = 14) of the sample size of the study was used. The results of the pretest showed a Cronbach's Alpha of .710, and this is considered acceptable. Cronbach's alpha is used to assess the internal consistency or reliability between several items and measurements, and it depicts the reliability of the responses of a questionnaire administered on a particular study population (Bujang et al., 2018).

3.8 Data Collection Techniques

In readiness for the data collection exercise, the researcher trained two research assistants on all the data collection tools. The researcher also pretested the tools and made a few adjustments on some scales to ensure all the items were clear and friendly to the respondents. She then made ample copies of the data collection tools for all the sampled respondents.

The investigator also made a pre-visit to the Kamae and Shimo La Tewa Borstal Institutions with copies of authorization letters to conduct the research. The purpose of this visit was to introduce herself and make plans for the actual data collection exercise with the respective Borstal institution administration. Once all the preparatory activities mentioned above were implemented, the researcher trained two research assistants on all the scales and modalities of administration of the questions. The research team visited each institution on the scheduled data collection day and distributed the scales to the identified respondents. Each respondent took about thirty minutes to comprehensively respond to the research questionnaire. Upon completion of the exercise, the researcher thanked the respondents and the administration for their support and cooperation before departure.

3.9 Data Analysis

The researcher started the data analysis process by documenting all the responses received from targeted respondents. This helped the researcher to develop an outline of the analytical process. The documented non-numerical data was categorized into groups through the latest version of SPSS 25 and assigned numerical codes to facilitate conversion and comparisons. The researcher proceeded to use SPSS functions to analyze the data through inferential statistics, specifically Pearson Product moment correlation coefficient. Through the Pearson Product Moment Correlation Coefficient, the researcher sought to establish the association between each predictor variable and the response variable. Values less than zero indicated a negative association, while values more than zero indicated a positive association between the respective independent variable and the dependent variable.

Descriptive data analysis methods, mainly tables, were also embraced. Finally, the research findings were presented systematically, and interpretations were drawn in relation to the research objectives. The researchers made recommendations based on the analyzed findings, which will be useful in informing further research, relevant programs, and policy formulation.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher, with support from Kenyatta University School of Education, requested for authority to conduct the proposed research from the Ministry of Education (MoE) and the Ministry of Interior and Coordination of National Government

3.10.2 Ethical Considerations

This study safeguarded the safety and well-being of the respondents by embracing three ethical principles recommended by Bhandari (2023); before data collection, respondents were made aware that they could only be part of the exercise out of their own will, and that they were free to withdraw from the exercise anytime they felt uncomfortable, they could also chose not to respond to some questions, confidentiality would be upheld, and lastly, the intent of the study was well explored in advance with all the the respondents. The investigator also followed all the laid down guidelines and procedures by Kenyatta University to ensure that research plagiarism and fraud were avoided.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

Chapter four explores the research findings, interpretations and discussions of the study according to the following research hypotheses:

H₀₁: There is no relationship between antisocial attitude and serious juvenile offending behavior.

H₀₂: There is no relationship between parental support and serious juvenile offending behavior.

H₀₃: Inadequate school commitment is not correlated with serious juvenile offending behavior.

H₀₄: There is no relationship between exposure to community violence and serious juvenile delinquency.

The presentation begins with the response rate of the research, It further articulates the demographic characteristics of participants, and culminate with findings of the study in relation to the study objectives respectively, and ends with the chapter summary.

4.2 General and Demographic Information

4.2.1 Return Rate

In this section, the response rate of the questionnaires distributed to the participants of this study was 96% as expounded in the narration on page 42.

4.2.2 Response Rate

The sample size of participants was 75. 75 questionnaires were distributed, 75 were returned to the researcher, and 3 of the questionnaires got spoiled and hence discarded. The remaining 72 questionnaires were properly filled and were used for analysis. Therefore, this research had a 96% completion rate. Sataloff and Vontela (2021) contend that a questionnaire return rate of 70% and above is adequate for drawing a relevant inference on the area of the study.

The researcher had targeted to sample a total of 30 female serious juvenile offenders. However, on the data collection day, only 26 were available in the institution. The researcher resolved this problem of attrition by sampling the entire population of female serious juvenile offenders of school going age present in the institution. She also made a decision to increase the number of key informants in the two data collection sites whose views were used to validate the findings from the primary respondents.

4.3 Demographic characteristics of Gender, Age, Offending Behaviour, Professional Role and Geographical Distribution

4.3.1 Population Characteristics of Serious Juveniles Offenders

In this section the researcher describes the demographic characteristics of the primary participants of this study. This includes gender, age, level of education, offense committed, duration of stay in the Borstal institution and the regions juveniles came from. The results are tabulated in Table 4.1.

Table 4.1*Demographic Characteristics of Participants*

Gender	Frequency	Percent
Male	47	65.3%
Female	25	34.7%
Total	72	100.0%
Age		
14-15 years old	13	18.1%
16-18 years old	17	23.6%
19-21 years old	41	56.9%
22 and above	1	1.4%
Total	72	100.0%
Educational Levels		
Class 4-6	1	1.4%
Class 7-8	1	1.4%
Form 1-2	33	45.8%
Form 3-4	28	38.9%
Above Form 4	9	12.5%
Total	72	100.0%
Offense Committed		
Fighting / robbery with violence	3	4.2%
Defiling/ rape	9	12.5%
Assault	57	79.2%
Drug abuse/trafficking	3	4.2%
Total	72	100.0%
Duration of stay in prison		
1-6 months	6	8.3%
7months to 1 year	12	16.7%
1month-2 years	53	73.6%
3 years and above	1	1.4%
Total	72	100.0%
Regions of Juveniles		
Central Kenya	23	31.9%
Nairobi Kenya	13	18.1%
Eastern Kenya	3	4.2%
Western Kenya	7	9.7%
Rift Valley Kenya	5	6.9%
Nyanza Kenya	7	9.7%
Coastal Kenya	12	16.7%
North Eastern Kenya	2	2.8%
Total	72	100.0%

As seen in Table 4.1, most (65.3%, n = 47) of the participants of this study were males, then followed by the females (34.7%, n =25). It was found that most (56.9%, n = 41) of the participants were between the ages of 19-21 years old, while 1.4% (n = 1) of the participants was within 22 years and above. Findings from the educational level revealed that 45.8% (n = 33) the participants were in Form 1-, while 1.4% (n = 1) of the participants were in class 4-6 and 7-8 respectively. Finding revealed that a majority (79.2%, n = 57) of the participants had committed assault, while 4.2% (n = 3) had fought/ robbed with violence and had abused/trafficked drug respectively. Regarding duration of stay in Borstal institution, a majority (73.6%, n = 53) had been incarcerated from 1 month to 2 years, while 1.4% (n = 1) had being incarcerated between 3 years and above. Based on the regions where the juveniles came from, 31.9% (n = 23) of the juveniles were from Central Kenya, while 2.8% (n = 2) of the juveniles came from Northeastern Kenya.

4.3.2 Population Characteristics of Key Informants

The study report in this section explores the demographic characteristics of the key informants of this study. This includes gender, county stationed, positions and duration of work. Table 4.2 shows the findings.

Table 4.2

Demographic Characteristics of Key Informants

Gender	Frequency	Percentage
Male	2	25.0%
Female	6	75.0%
Total	8	100.0%
County Stationed		
Mombasa	4	50.0%
Nairobi	4	50.0%
Total	8	100.0%
Positions of key informant		
Superintendent in charge	2	25.0%
Welfare Officer/Counsellor	3	37.5%
Visiting counsellor	1	12.5%
Headmaster	1	12.5%
Teacher	1	12.5%
Total	8	100.0%
Duration of work		
1-5 Years	4	50.0%
6-10 Years	3	37.5%
11-15 Years	1	12.5%
Total	8	100.0%

As seen in Table 4.2, the majority (75.0%, n = 6) of the key informants were females, while 25.0% (n = 2) were males. There was an equal distribution of the key informant's county of stationed, Mombasa and Nairobi being at 50.0% (n = 4) respectively. Based on the positions of the key informants, findings revealed that 37.5% (n = 3) were welfare officers/counsellors, while 12.5% (n = 1) of the key informants were visiting counsellor, headmaster and teacher respectively. Most (50%, n = 4) of the key informants of this study had worked in the prison between 1-5 Years, while 12.5% (n=15) of the key informants had worked in the prison between 11-15 Years.

4.4 Establishing the Correlation between Antisocial Attitude and Serious Juvenile Offending Behavior among Juveniles of School Going Age within Kenyan Borstal Institutions

In the first objective, the study investigated the association between antisocial attitude and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal Institutions.

4.4.1 Descriptive Statistical Analysis for Antisocial Attitude and Serious Juvenile Offending Behavior

The Descriptive statistical analysis for antisocial attitude and serious juvenile offending behavior were performed as summarized in order to ascertain the minimum and the maximum values, the mean and standard deviation. Findings are shown in Table 4.3.

Table 4.3*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
Antisocial attitude	72	10.00	21.00	14.81	2.80	7.81	.47	.28
Serious juvenile offending behavior	72	7.00	15.00	11.89	1.82	3.32	.49	.29
Valid N (listwise)	72							

As observed through the summarized data in Table 4.3, that juveniles' antisocial attitude scores minimum value was 10.00, while maximum was 21.00. The participants registered a high mean ($M = 14.82$, $SD = 2.80$). On serious juvenile offending behavior score, the minimum value was 7.00, while maximum value was 15.00, they had a high mean of ($M = 11.89$, $SD = 1.82$). These findings imply that the participants had a high score on the two variables; antisocial attitude and serious juvenile offending behavior which suggest that the juveniles were deeply involved in antisocial lifestyle, leading to serious offending behavior. Antisocial attitude is therefore a concern and requires more attention within the sector.

Similarly, descriptive statistical score was conducted so as to measure the levels of antisocial attitude among juveniles of school going age within Kenyan Borstal institutions. The findings are tabulated in Table 4.4.

Table 4.4*Levels of Antisocial Attitude*

Levels	Frequency	Percentage
Low	3	4.2%
Moderate	11	15.3%
High	58	59.7%
Total	72	100.0%

As observed in Table 4.4, findings revealed that most (59.7%, n = 58) juveniles scored high level of antisocial attitude, while 4.2% (n = 3) of the juveniles of school going age within Kenyan Borstal, were at low level of antisocial attitude. The high score on antisocial attitude is a critical concern that calls for intervention.

Also, descriptive statistical score was carried out in order to measure the levels of serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal institutions. The results of the analysis are presented in Table 4.5.

Table 4.5*Levels of Serious Juvenile Offending Behaviour*

Levels	Frequency	Percentage
Low	10	10.2%
Moderate	12	20.4%
High	50	69.4%
Total	72	100%

According to Table 4.5, the outcome of the analysis demonstrated that a significant number of the participants were at high level of serious juvenile offending behavior (69.4%, n = 50), while the lowest score (10.2%, n = 10) was low level of serious juvenile offending behavior.

4.4.2 Descriptive Statistics on Recidivism

The Descriptive statistical analysis on recidivism was performed, as summarized in order to find out the minimum and the maximum values, the mean and standard deviation. Findings are shown in Table 4.6

Table 4.6

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Recidivism	72	17.00	29.00	21.28	3.05	9.30	.61	.28
Valid N (listwise)	72							

As seen from the descriptive statistical finding in Table 4.6, the summarized data on juveniles' recidivism score minimum value was 17.00, while maximum score was 29.00. They scored a high mean of ($M = 21.28, SD = 3.05$). These findings imply that the juveniles are serious juvenile offenders because of the high rate of repeat offending.

Also, descriptive statistical score was conducted to gauge the levels of recidivism among juveniles within Kenyan Borstal. The findings are shown in Table 4.7.

Table 4.7

Levels of Recidivism

Levels	Frequency	Percentage
Low	3	15.5%
Moderate	27	26.3%
High	42	58.2%
Total	72	100.0%

The outcomes as indicated in Table 4.7, demonstrated that most of the juveniles (58.2%, n = 42) scored high levels of recidivism, while 15.5% (n = 3) of the juveniles of school going age within Kenyan Borstal scored low recidivism. These findings indicate a high rate of recidivism or re-offending among the juveniles which is an indicator of serious offending behavior, Andrew and Bonta (2007).

4.4.3 Hypothesis Testing

H₀₁: There is No Relationship between Antisocial Attitude and Serious Juvenile Offending Behavior

The scattered plot on page 50 depicts the Y axis (antisocial behavior) and the X axis (serious juvenile offending behavior) points to a straight line/linear relationship between the two variables. This scattered plot demonstrates that as antisocial behavior increases, so does serious offending behavior.

Figure 4.1 Scatter Plot Diagram for Antisocial Attitude and Serious Juvenile Offending Behaviour Variables



Correlation analysis was executed and the outcomes are depicted in table 4.8 below

The Pearson correlation analysis was used to examine the first null hypothesis that states that; there is no relationship between antisocial attitude and serious juvenile offending.

Table 4.8

Correlation between Antisocial Attitude and Serious Juvenile Offending Behavior

		Antisocial Attitude	Serious Juvenile Offending Behavior
Antisocial Attitude	Pearson Correlation	1	.42**
	Sig. (2-tailed)		.000
	N	72	72
Serious Juvenile Offending Behavior	Pearson Correlation	.42**	1
	Sig. (2-tailed)	.000	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

As seen in Table 4.8, findings from the Pearson correlation analysis revealed that there was a moderate positive correlation ($r(70) = .42, p = .000 \leq 0.05$) between antisocial attitude and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal institutions. These outcomes implied that there was a direct relationship, which means that an increase in one variable leads to a corresponding increase in the other variable; a rise in antisocial attitude led to a correspondent increase in serious juvenile offending behavior. Thus, the first null hypothesis that states that; there is no relationship between antisocial attitude and serious juvenile offending behavior, was rejected and the alternative hypothesis adopted.

4.4.4 Correlation Analysis on Key Informants' Responses

The key informants' position regarding the first objective of this study which is; correlation between antisocial attitude and serious juvenile offending behavior, was analyzed. The Pearson's correlation analysis was used to conduct the investigation. Findings are shown in Table 4.9.

Table 4.9

Correlation between Antisocial Attitude and Serious Juvenile Offending Behavior

		Antisocial Attitude	Serious Juvenile Offending Behavior
Antisocial Attitude	Pearson Correlation	1	.79
	Sig. (2-tailed)		.02
	N	8	8
Serious juvenile Offending Behavior	Pearson Correlation	.79	1
	Sig. (2-tailed)	.020	
	N	8	8

Based on key informants' position, as seen in Table 4.9, there was a strong positive correlation ($r(6) = .79, p = .020 \leq 0.05$) between antisocial attitude and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal Institutions. These results validate the results obtained from analysis of the serious juvenile offender responses, which indicates that antisocial attitude contribute to serious juvenile offending behavior and therefore is one of the psycho-social risk factors that require attention.

4.4.5 Correlation between Demographic Characteristics and Antisocial Behavior among Juveniles of School Going Age within Kenyan Borstal Institutions

The Pearson product moment correlation analysis was applied to investigate the connection between demographic characteristics of gender, age, duration of stay of juvenile in prison, County of participants, level of education and antisocial behavior among juveniles of school going age within Kenyan Borstal. The results are given in Table 4.10.

Table 4.10

Correlation between Gender and Antisocial Behavior

		Gender of participants	Antisocial Attitude
Gender of participants	Pearson Correlation	1	.13
	Sig. (2-tailed)		.27
	N	72	72
Antisocial Attitude	Pearson Correlation	.13	1
	Sig. (2-tailed)	.27	
	N	72	72

As seen in Table 4.10, the outcomes of the analysis revealed that there was weak positive but insignificant correlation ($r(70) = .13, p = .27 \geq .05$) between gender and antisocial attitude. This could be elucidated to mean that the intervening variable had no influence on the results of the study.

Table 4.11

Correlation between Age of participants and Antisocial Behavior

		Age of participants	Antisocial Attitude
Age of participants	Pearson Correlation	1	-.06
	Sig. (2-tailed)		.61
	N	72	72
Antisocial Attitude	Pearson Correlation	-.06	1
	Sig. (2-tailed)	.61	
	N	72	72

There was negative but insignificant relationship ($r(70) = -.06, p = .61, \leq 0.05$) between age and antisocial attitude.

Table 4.12*Correlation between Duration of Stay in Prison and Antisocial Behavior*

		Duration of stay of juveniles in prison	Antisocial Behavior
Duration of stay of juvenile in prison	Pearson Correlation	1	.17
	Sig. (2-tailed)		.16
	N	72	72
Antisocial Attitude	Pearson Correlation	.17	1
	Sig. (2-tailed)	.16	
	N	72	72

There was a weak positive but insignificant relationship ($r(70) = .17, p = .16, \leq .05$) between duration of stay of juvenile in prison and antisocial attitude.

Table 4.13*Correlation between County of Participants and Antisocial Behavior*

		County of participants	Antisocial Attitude
County of participants	Pearson Correlation	1	.19
	Sig. (2-tailed)		.1
	N	72	72
Antisocial Attitude	Pearson Correlation	.19	1
	Sig. (2-tailed)	.11	
	N	72	72

The findings in Table 4.13 demonstrate that there was a positive but insignificant relationship ($r(70) = .190, p = .110, \leq .05$) between County of juveniles and antisocial attitude

Table 4.14

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Antisocial Attitude * Educational level	72	100.0%	0	0.0%	72	100.0%

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.92 ^a	12	.15
Likelihood Ratio	16.66	12	.16
Linear-by-Linear Association	4.48	1	.03
N of Valid Cases	72		

a. 16 cells (76.2%) have an expected count of less than 5. The minimum expected count is .08.

Outcomes of the Chi-square test results demonstrated that there was no statistical significance relationship (Chi-Square value = 16.92a, df = 12, p-value = .153 \geq .05) between level of education and antisocial attitude.

4.5.6 Discussion of the Results of the Analysis of the Association between Antisocial Behaviour and Serious Juvenile Offending Behaviour

The first objective of the study sought to establish if there is a correlation between antisocial behavior and serious juvenile offending behavior. The descriptive statistics demonstrated that serious juvenile offenders with high levels of antisocial behavior

also manifested serious juvenile offending behavior. The inferential statistics further revealed that a significant relationship existed between antisocial attitude and serious juvenile offending behavior. This outcome suggests that antisocial attitude among juveniles contributes to serious offending behavior.

The results agree with many published studies that seek to examine the correlation between antisocial attitude and offending behavior among juveniles. The findings corroborate with Mirko (2020) study that established those self-reported anti-social beliefs independently predicted the rate of reoffending among incarcerated 11- to 18-year-olds British offenders. The study also concurs with the findings of Fernandez et al (2016) which demonstrated that 45.5% of the respondents drawn from 14 to 18 years' old convicted offenders, had anti-social attitudes. Therefore, it can be inferred that anti-social attitudes contribute to repeat offending among juveniles which qualifies them to be categorized as serious juvenile offenders.

The study outcome also aligns very well with the Cognitive Behavior Theory (Aaron Beck, 1960) upon which this study is underpinned. The antisocial attitudes and antisocial beliefs learnt by the offenders from their relationships with significant others have been depicted to have a positive relationship with the juveniles' serious offending behavior. This agrees with the CBT concept which states that faulty or limiting beliefs and attitudes are learnt and internalized by young offenders in their childhood. The theory further explain that through cognitive behavior therapy the faulty cognitions can be unlearned in favor of more adaptive ones. The findings of this study therefore emphasize the significance of the cognitions that juveniles internalize in shaping their choices and behaviors. Antisocial attitudes emanate from the fault

beliefs and values that the juvenile nurtured especially in their early childhood. As demonstrated by CBT theory the childhood relationships and environment of the juvenile contribute immensely to whether they develop adaptive or anti-social attitudes. The juvenile can be empowered to identify and unlearn his or her antisocial attitudes and the beliefs and values that perpetuate the same as well as learn prosocial attitudes which are a protective factor from serious juvenile offending behavior.

4.5 Establishing the Association between Parental Support and Serious Juvenile Offending Behavior among Juveniles within Kenyan Borstal

The second objective of this study was to determine the association between parental support and serious juvenile offending behavior.

4.5.1 Descriptive Statistical Analysis for Parental Support

The Descriptive statistical analysis for a parental support was conducted as summarized in order to determine the minimum and the maximum values, the mean and standard deviation. Table 4.15 showed the findings.

Table 4.15

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Parental support	72	20.00	33.00	10.58	2.65	7.06	1.22	.28
Valid N (listwise)	72							

As seen in the summarized data in table 4.15, that juveniles' parental support scores minimum value was 20.00, while maximum was 33.00. The participants registered a high mean ($M = 10.58$, $SD = 2.65$). The findings suggest that the juveniles had low parental support which possibly facilitates juveniles' offending behavior.

In addition, descriptive statistical score was carried out to help measure the levels of parental support among juveniles of school going age within Kenyan Borstal. The outcomes of the analysis are given in Table 4.16

Table 4.16

Levels of Parental Support

Levels	Frequency	Percentage
Low	51	48.3%
Moderate	12	33.2%
High	9	18.5%
Total	72	100%

The tabulation in Table 4.16 indicates that a significant number of the juveniles (48.3%, $n = 51$) had low level of parental support, while the lowest score was on high level of parental support, being at 18.5% ($n = 9$). This implies that the juveniles possibly have the challenge of parental presence, nurturance and consistent support, which therefore raises a concern.

4.5.2 Hypothesis Testing

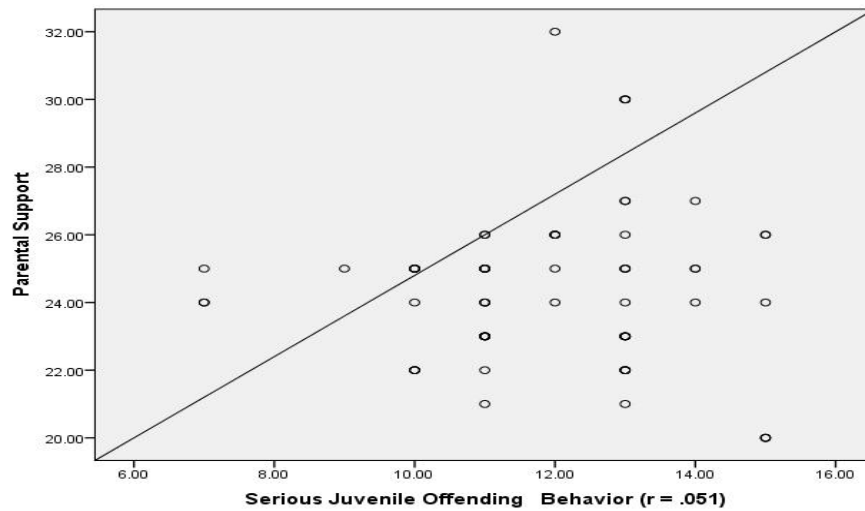
4.5.2.1 H_{02} : There is No Relationship between Parental Support and Serious Juvenile Offending Behavior

The scattered plot below demonstrates the association between the predictor and response variables. The Y-axis (parental support) and the X-axis (serious juvenile

offending behavior) indicates a negative relationship between the two variables. This scattered plot proves an inverse relationship.

Figure 4.2

Scatter Plot Diagram for Parental Support and Serious Juvenile Offending Behaviour Variables



The Pearson correlation analysis was employed to investigate the second null hypothesis which states that; there is no relationship between parental support and serious juvenile offending behavior.

Table 4.17

Correlation between Parental Support and Serious Juvenile Offending Behavior

		Parental Support	Serious Juvenile Offending Behavior
Parental Support	Pearson Correlation	1	-.23
	Sig. (2-tailed)		.05
	N	72	72
Serious Juvenile Offending Behavior	Pearson Correlation	-.23	1
	Sig. (2-tailed)	.05	
	N	72	72

According to Table 4.17, findings from the Pearson correlation analysis indicated that there was a weak negative relationship ($r(70) = -.23, p = .05 \leq 0.05$) between parental support and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal. These results possibly suggest an inverse relationship, which means that a decrease in one variable occasions a related increase in the other variable: the less parental support, the high the likelihood of serious juvenile offending behavior. Therefore, the null hypothesis which states that there is no relationship between parental support and serious juvenile offending behavior was rejected and the alternative hypothesis adopted.

4.5.3 Correlation Analysis on Key Informants' Responses Based on the Objective

Key informants responses were analyzed and the findings are tabulated in Table 4.18

Table 4.18

Connection between Parental Support and Serious Juvenile Offending Behavior

		Parental support	Serious Juvenile Offending Behavior
Parental Support	Pearson Correlation	1	.78
	Sig. (2-tailed)		.02
	N	8	8
Serious juvenile Offending Behavior	Pearson Correlation	.78	1
	Sig. (2-tailed)	.02	
	N	8	8

As seen in Table 4.18, findings divulged that there was a high positive association ($r(70) = .78, p = .02 \leq 0.05$) between parental support and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal Institutions. These finding agree with the results from the juveniles responses on the second objective.

4.5.4 Discussion of the Results of the Correlation Analysis between Parental Support and Serious Juvenile Offending Behaviour

The second objective sought to establish if there was an association between parental support and serious juvenile offending behavior among juveniles of school going age in Kenyan Borstal institutions. The descriptive statistics indicate that a meaningful relationship was found between the independent and dependent variable as demonstrated by the descriptive data where the participants registered a high mean ($M = 10.58, SD = 2.66$) where 51 participants out of 72 experienced low parental support. The Pearson product analysis indicated a weak inverse relationship between the independent and dependent variables ($r(70) = .78, p = .02 \leq 0.05$). These findings suggested that the juveniles had low parental support which possibly contributed to their serious offending behavior. Anjaswarni and Yusuf (2019) study disclosed that 58.4 % of the interviewees reached enjoyed less parental support and were delinquents compared to 11.3 percent and 57.7 percent who enjoyed solid and very solid family support and were not delinquents. Fernandez et al (2016) in their study done in Asturias, Spain established that family structure and parental monitoring were positively correlated to juvenile delinquency. The study results therefore support the premise that inadequate parental support contributes to serious juvenile delinquency. These findings underscore the significance of nurturing and responsive care-giving for every child a premise that is supported by the CBT theory which

indicates that the quality of the relationship(s) that a child has with their primary caregivers shapes their cognitions. Therefore a child will internalize faulty cognitions if their parent is unsupportive and adaptive cognitions when they have a supportive parent. The theory further explains that a child with faulty cognitions is more at risk of serious juvenile delinquency than one with adaptive cognitions. These findings will contribute to both the aversion of serious juvenile delinquency and rehabilitation of the offenders. The researcher hopes that parents will be helped to appreciate the need to embrace positive and responsive parenting practices while the rehabilitation programmes will be helped to focus more on the family background of the serious juvenile delinquent as one the root the causes of their offending behaviour. However this study did not investigate the impact of other confounding variables such as personality disorders which could have some influence on the offending tendencies of the juveniles. More research on the same could be useful.

4.6 Establishing the Correlation between Commitment to School and Serious Juvenile Offending Behavior among Juveniles of School Going Age within Kenyan Borstal.

This study's third objective purposed to reveal the correlation between commitment to school and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal.

4.6.1 Descriptive Statistics

The Descriptive statistical analysis for commitment to school was performed as summarized in order to ascertain the minimum and the maximum values, the mean and standard deviation. Findings are shown in Table 4.19.

Table 4.19*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
Commitment to School	Statistic	19.00	32.00	26.73	2.94	8.62	-.75	.28
Valid N (listwise)	72							

As seen based on the summarized data in Table 4.19, that juveniles' commitment to school scores minimum value was 19.00, while maximum was 32.00. The participants registered a high mean of ($M = 26.74$, $SD = 2.94$). The findings possibly imply that majority of the juveniles reported high commitment to school which negates the alternative hypothesis stating that commitment to school is correlated with serious juvenile offending behavior.

Further, descriptive statistical score was computed so as to measure the levels of Commitment to School among juveniles of school going age within Kenyan Borstal. The outcomes of the analysis are given in Table 4.20.

Table 4.20*Levels of Commitment to School*

Levels	Frequency	Percentage
Low	7	9.7%
Moderate	25	34.8%
High	40	55.5%
Total	72	100%

As shown in Table 4.20, the juveniles of school going age within Kenyan Borstal scored a high level of commitment to school, while 9.7% (n = 7) were at low level of commitment to school. These outcomes pointed the possibility that the juveniles' serious offending behavior was not dependent on the juvenile's commitment to school.

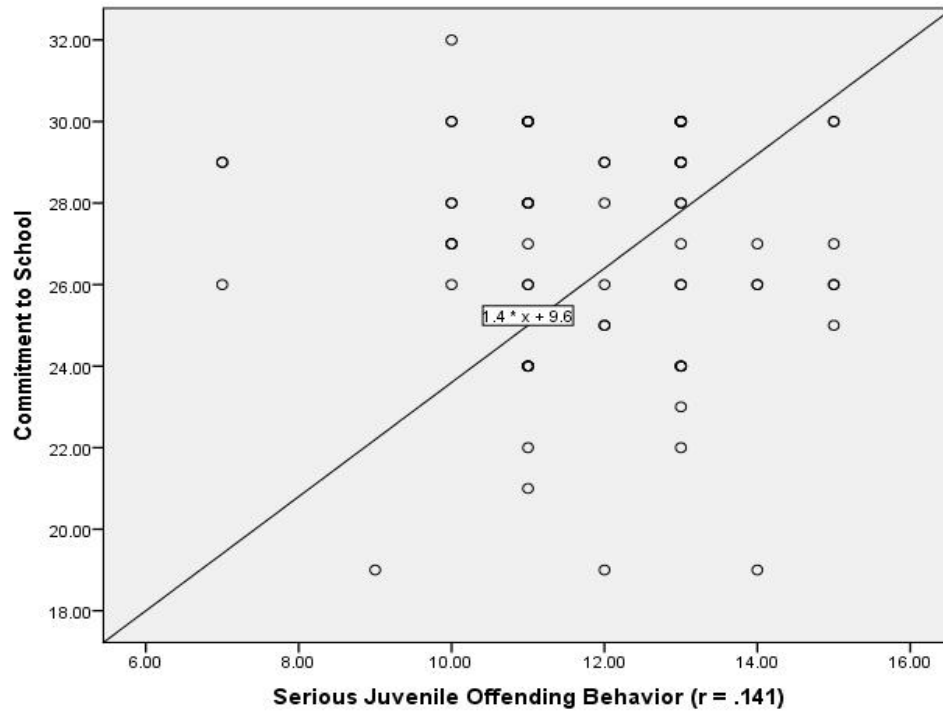
4.6.2 Hypothesis Testing

4.6.2.1 H03: School commitment is not correlated with serious juvenile offending behavior

A scatter plot diagram was drawn to depict how the bivariate relationship between the two variables.

Figure 4.3

Scatter Plot Diagram for Commitment to School and Serious Juvenile Offending Behaviour Variables



As revealed in the scattered plot from the Y-axis (commitment to school) and the X-axis (serious juvenile offending behavior) indicating a positive but insignificant relationship between the two variables; commitment to school and serious juvenile offending behavior.

The Pearson correlation analysis was utilized to investigate the third null hypothesis that states that; school commitment is not correlated with serious juvenile offending behavior the outcome of the analysis is depicted in Table 4.21.

Table 4.21*Correlation between Commitment to School and Serious Juvenile Offending Behavior*

		Commitment to School	Serious Juvenile Offending Behavior
Commitment To School	Pearson Correlation	1	.18
	Sig. (2-tailed)		.14
	N	72	72
Serious Juvenile Offending Behavior	Pearson Correlation	.18	1
	Sig. (2-tailed)	.14	
	N	72	72

Table 4.21 above shows that the results indicate a positive but insignificant correlation ($r(70) = .18, p = .141 \geq 0.05$) between commitment to school and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal. These results agree with the findings of the descriptive analysis supporting the proposition that the independent and dependent variables are not correlated. The third null hypothesis of this study that states that; school commitment is correlated with serious juvenile offending behavior, was rejected and the alternative hypothesis accepted.

4.6.3 Correlation Analysis on Key Informants' Responses

The researcher sought to triangulate the findings from juvenile respondents with those of key informants.

Table 4.22

Correlation between Commitment to School and Serious Juvenile Offending Behavior

		Commitment to School	Serious Juvenile Offending Behavior
Commitment to School	Pearson Correlation	1	.62
	Sig. (2-tailed)		.10
	N	8	8
Serious Juvenile Offending Behavior	Pearson Correlation	.62	1
	Sig. (2-tailed)	.10	
	N	8	8

As observed in Table 4.22, the outcome of the analysis indicated that there was insignificant correlation ($r(6) = .62, p = .10 \geq 0.05$) between commitment to school and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal Institutions. These findings confirm the findings established from the juveniles' responses.

4.6.4 Discussion of the Results of the correlation analysis between commitment to school and serious juvenile offending behaviour

The research findings demonstrate that there is no meaningful relationship between commitment to school and serious juvenile offending behavior. The descriptive analysis showed a high mean of ($M = 26.73, SD = 2.94$) where majority of the

respondents 40 out of 72 registered high scores in school commitment. The Pearson product moment correlation analysis also depicted a weak positive but insignificant correlation ($r(6) = .62, p = .10 \geq 0.05$). This study result partially negates those of Daniel and Leksander (2000), they reported that half of the ten incarcerated juveniles had dropped out of school when they committed their offenses while the other half demonstrated poor school commitment and academic achievement. In the same referenced study, the researcher further found that multivariate logistical regression analysis demonstrated that the school variable impact on school dropout was moderated by the individual and family variables. This finding agrees with the current results which demonstrates an insignificant relationship between school commitment and serious juvenile offending behavior. This could be an indication that in Kenya school commitment has less influence on juvenile serious offending behavior compared to other variables such as antisocial attitude and parental support. The study findings demonstrate that most juveniles in Kenya are committed to school, many have a desire to excel in their studies and succeed in life. These findings position the school as a protective factor for children at risk of juvenile delinquency. A study conducted by Njoroge Anne (2011) in among Nairobi secondary school students indicate that children facing a hostile family environment perceive the school as a safe haven where they are able to escape their pain and troubles. They also look at the school as their hope for a better future and success. The current study findings are important because they indicate a stronger association between parental support and antisocial attitude and serious juvenile offending behaviour than with commitment to school. Therefore to strengthen the mitigation of the problem of juvenile delinquency in Kenya, it would be helpful to focus more on empowering the family and the children. The study findings also infer that schools need to be alive to the fact that

they are a protective factor for children facing risks such as inadequate parental support and endeavour to create a safe, protective and stimulative learning environment for every child.

4.7 Establishing the Correlation between Exposure to Community Violence and Serious Juvenile Offending Behavior among Juveniles of school going age within Kenyan Borstal Institutions

The last objective of this study aimed to determine whether there was a correlation between exposure to community violence and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal.

4.7.1 Descriptive Statistics

An univariate statistical analysis for exposure to community violence was performed, as summarized in order to ascertain the minimum and the maximum values, the mean and standard deviation. The outcomes of the analysis are shown in Table 4.23.

Table 4.23

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
Exposure	72	27.00	39.00	34.00	2.32	5.38	-.85	.28
Valid N (listwise)	72							

According to Table 4.23, the summarized data on juveniles' exposure to community violence scores minimum value was 27.00, while maximum was 39.00. They scored a high mean of ($M = 34.00, SD = 2.32$). This high score suggests that the juveniles were exposed to community violence which may be a strong precursor to serious juvenile offending behavior. Violence provokes different emotions in humans, and juveniles, being young adults may be tempted or lured by relatives or peers to participate in community conflict.

Additionally, descriptive statistical score was conducted to measure the levels of subjection to community violence among juveniles of school going age within Kenyan Borstal. The findings are presented in Table 4.24

Table 4.24

Levels of Exposure to Community Violence

Levels	Frequency	Percentage
Low	11	15.3%
Moderate	46	63.9%
High	15	20.8%
Total	72	100.0%

Results in Table 4.24, revealed that most (63.9%, $n = 46$) of the juveniles were at moderate level of subjection to community violence, while 20.8% ($n = 15$) of school going age within Kenyan Borstal, were at high level of exposure to community violence. These findings demonstrates that the environment has significant impact on young minds. Juveniles are still in their growth process, so much learning; both positive and negative may be attained from their environment, which may facilitate imitation.

4.7. 2 Hypothesis Testing

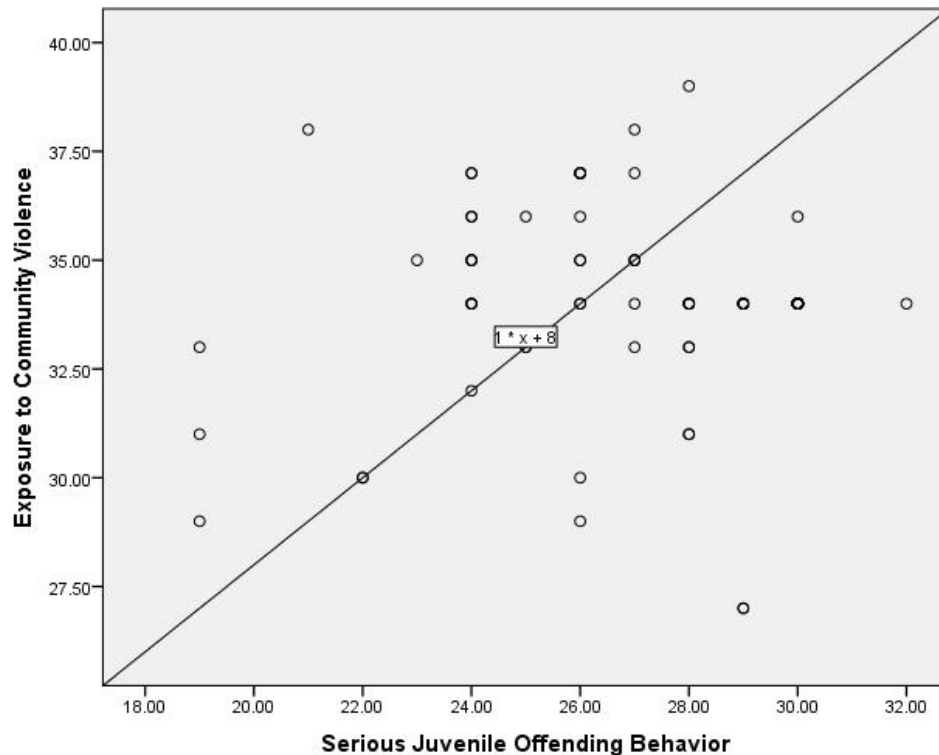
The fourth null hypothesis was stated as follows:

H0₄: There is No Relationship between Exposure to Community Violence and Serious Juvenile Delinquency

As part of checking the relationship a scatter graph was drawn and the finding given in Figure 4.

Figure 4.4

Scatter Plot Diagram for Antisocial Attitude and Serious Juvenile Offending Behaviour Variables



Based on the scattered plot from the Y-axis (exposure to community violence) and the X-axis (serious juvenile offending behavior) pointing a positive relationship between exposure to community violence and serious juvenile offending behavior. Pearson product moment correlation analysis was carried out on the data to ascertain if the relationship was meaningful or not and the findings are given in Table 4.25

Table 4.25*Association between Exposure to Community Violence and Serious Juvenile Offending Behavior*

		Exposure To Community Violence	Serious Juvenile Offending Behavior
Exposure To	Pearson Correlation	1	.16
Community	Sig. (2-tailed)		.18
Violence	N	72	72
Serious Juvenile	Pearson Correlation	.16	1
Offending	Sig. (2-tailed)	.18	
Behavior	N	72	72

It can be observed in Table 4.25, from the Pearson correlation analysis that there was a weak positive but insignificant correlation ($r(70) = .16, p = .18, \geq 0.05$) between exposure to community violence and serious juvenile offending behavior among juveniles of school going age within Kenyan Borstal Institutions. These outcomes demonstrate the two variables are not correlated and therefore the statistical hypothesis was accepted and the research hypothesis rejected.

4.7.3 Discussion of the Results of the Correlation Analysis between Exposure to Community Violence and Serious Juvenile Offending Behaviour

The descriptive statistics imply that bulk of the juveniles were exposed to community violence where the mean was a high of ($M = 34, SD = 2.32$) and the frequency also appeared to affirm this finding because majority of the respondents (44) were moderately influenced by community violence, while 15 were highly influenced. The Pearson correlation analysis however depicted an insignificant relationship. These

results demonstrated that in spite of the fact that juveniles were exposed to community violence the latter did not predict their serious juvenile offending behavior. This study has alluded to the fact that an increase in antisocial attitude and a decrease in parental support are more likely to lead to an increase in serious juvenile behavior in Kenya as compared to exposure to community violence.

The low association between exposure to community violence and serious juvenile offending behavior is supported by Chen, Voisin, and Jacobson (2013) referenced in this study. Their study examined whether future expectation promotive factor moderated relationship between community violence and youth delinquency. They conducted analysis of N= 2,980 sixth to eighth graders whose average age was 12.48 from racially, ethnically and socioeconomically diverse sample. The results of their study indicated that community violence had a feeble association with delinquency for youth reporting high levels of future expectations. The results of this study and other studies may imply that intrinsic factors such as beliefs, values, attitudes, self-esteem, self-drive may moderate extrinsic factors such as exposure to community violence. The referenced results support the current study findings and thus provide significant insights for parents, educators and child protection actors. These insights are; that supportive parenting goes along way in facilitating children to nurture requisite social emotional competences that empower them to navigate external negative factors such as community violence, educators are key in supporting children to catch on their social emotional developmental delays through provision of adequate social emotional learning opportunities. This will help children to face and tackle negative influence from the community. The study did not exhaustively investigate all forms of community violence such political violence, homicides and ethnic violence.

Researchers interested in this study area could explore these additional forms of community violence and determine whether their findings support or contradict this study.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The current chapter explores the summary of key findings of the study, conclusion of the reported outcomes, recommendations to inform both the serious juvenile offender's policy and existing prevention and rehabilitation programming. Recommendations for further research are also captured. The structure of the chapter content is aligned with the four objectives of the study.

5.2 Summary

This study sought to establish if there was any correlation between psycho-social correlates of antisocial attitudes, parental support, commitment to school, and exposure to community violence and serious juvenile offending behavior among juveniles of school-going age in Kenyan Borstal Institutions.

Regarding the first objective, the study investigated the association between antisocial attitudes and serious juvenile offending behavior among juveniles in Kamae and Shimo la Tewa Borstal Institutions. The outcome indicates that antisocial attitude had a moderate positive correlation with serious juvenile offending behavior. This could be interpreted to mean juveniles with antisocial attitudes are more inclined to serious offending behavior. This conclusion is also well supported by the CBT theory, which opines that juveniles could have internalized limiting beliefs and cognitions that inform their antisocial attitudes. The theory propagates that faulty attitudes and beliefs can be unlearned and more adaptive ones learned. Serious juvenile offenders can, therefore, be supported at the institution, family, and community levels to unlearn their antisocial attitudes and learn prosocial ones.

The second objective aimed to determine if there was any relationship between parental support and serious juvenile offending behavior. The study results indicated a weak negative correlation between parental support and serious juvenile offending behavior. Therefore, these findings infer that inadequate parental support contributes to serious juvenile offending behavior, whereas adequate parental support is a preventive factor against the risk of serious offending behavior among juveniles. Parents, guardians, and caregivers play a critical role in averting the menace of serious juvenile offending behavior. The relationships that a juvenile has with significant others, especially in early childhood, as elaborated by CBT theory, could be a risk factor or a protective factor for serious juvenile offending behavior. Healthy loving relationships facilitate the juvenile to learn adaptive attitudes, while dysfunctional relationships may result in the juvenile nurturing antisocial attitudes.

In the third objective, the study examined the association between commitment to school and serious juvenile offending behavior. The results indicated a weak positive but insignificant relationship between the two correlates. The results also indicated that the majority of the serious juvenile offenders were moderately or highly committed to school. This supposes that the majority of the juveniles demonstrated a moderate to high commitment to school and, therefore, other risk factors predisposed them to serious juvenile offending behavior other than a commitment to the school. This could also be an indication that schools are protective factors against juvenile delinquency, but other factors, such as parental support, carry more weight than commitment to school.

With respect to the study objective number four, the study investigates the connection between exposure to community violence and serious juvenile offending behavior. The results of the study indicated a weak positive but insignificant correlation. This implied that exposure to community violence did not contribute to serious offending behavior among the juveniles. There is a likelihood that the juveniles hailed from communities with violent practices, as depicted by the descriptive statistics, but protective variables such as commitment to school and parental support moderated the influence of exposure to community violence.

The study also incorporated the responses of key informants in order to validate the findings from serious juvenile offenders. The findings reflected above for objectives 1, 2, and 3 were in agreement with those of the key informants. The study omitted the last objective for the key informants because it was assumed that the key informants who were stationed in the Borstal Institutions were not likely to be familiar with the communities that the juveniles hailed from.

The study also investigated the correlation between antisocial behavior and several demographic characteristics among the juveniles, namely gender and antisocial behavior, age and antisocial behavior, education level and antisocial behavior, and the county of origin and antisocial behavior. The outcome indicated that there was no meaningful relationship between antisocial behavior and demographic characteristics. This implied that gender and other demographic characteristics did not moderate the association between antisocial behavior and serious juvenile offending behavior among the juveniles.

5.3 Conclusion

The research findings led to the following conclusions: as hypothesized, antisocial attitudes and inadequate parental support contribute to serious offending behavior among juveniles in Kenyan Borstal Institutions. However, the study negated the hypothesized association between commitment to school, exposure to community violence, and serious offending behavior among juveniles.

One of the correlates that contributes to offending behaviour among juveniles is antisocial attitudes. As expounded in CBT theory, the majority of juveniles with serious offending behaviour learned faulty cognitions or antisocial attitudes in their childhood, which they internalized as their beliefs, values, and attitudes. This led them to engage in faulty thought patterns and maladaptive behavior, in this case, serious offenses.

The second psychosocial variable that contributes to serious juvenile behavior is inadequate parental support. CBT theory also explains that most of the juveniles' faulty beliefs are learned from their significant others, especially their parents. This proposition supports the study outcome, indicating that inadequate parental support results in juveniles internalizing faulty cognitions and emotions towards themselves and others. These faulty cognitions and emotions are the basis for the poor life choices they make, for example, serious offending behaviour.

In the third objective, the study findings yielded the conclusion that school commitment does not influence serious juvenile offending among juveniles in Kenya. The study established significant correlations between antisocial attitudes and parental support. This could imply that most serious juvenile offenders were pushed into crime

by unsupportive family relationships that influenced them to internalize faulty cognitions, leading to maladaptive choices and behavior. The Children Act (2022) supports this submission as it refers to child offenders as children in need of care and protection because of the child protection concerns that they are exposed to.

Subjection to community violence was found to be insignificantly correlated with serious juvenile offending behavior. However, the descriptive statistics indicated that the juveniles were moderately and highly exposed to violence in their communities. The study, therefore, concludes that though the majority of the serious juvenile offenders interviewed were exposed to community violence, such as exposure to guns and negative gender norms, protective factors such as parental support and commitment to school may have moderated the relationship between exposure to community violence and serious offending behavior among the juveniles. This conclusion is also supported by the CBT theory, which posits that positive childhood relationships support juveniles in learning and internalizing positive cognitions, which empower them to make adaptive choices and behavior in spite of exposure to community violence.

The findings also indicated that gender and other demographic characteristics had no effect modification on the relationship between antisocial attitude correlate and serious juvenile offending behavior.

5.4. Recommendations

Grounded on the above findings and conclusions, the study made the following recommendations on policy, programming, and further study suggestions.

5.4.1 Recommendations on Policy and Programming

- i. The first objective sought to establish if there was a correlation between antisocial attitudes and serious offending behavior. The outcome demonstrated that the majority of the juveniles rated high on the two variables, and the two variables were positively and significantly correlated. It is therefore recommended that child offender policies strengthen prevention and rehabilitation programs that seek to adequately assess the social and emotional development among juveniles and put in place comprehensive rehabilitation programs to support them in nurturing and applying the desired social and emotional competencies.
- ii. The second objective investigated the association between parental support and serious juvenile offending behavior. The findings established a negative significant correlation between the two variables. This implies that children with inadequate parental support are at risk of serious juvenile delinquency. This amplifies the need to re-look at our parent empowerment policies and programs within all the relevant ministries, especially the Ministry of Education, Labour and Social Protection, and the Interior and Coordination of National Government Ministries. This will support parents of children at risk of serious juvenile delinquency to access comprehensive parental education and psycho-social services.
- iii. The third objective sought to scrutinise the relationship between commitment to school and serious juvenile delinquency. The results indicated a weak positive but insignificant relationship. The findings demonstrated that the majority of the serious juvenile offenders were

committed to school. The education policies need to be strengthened to ensure the school plays a stronger protective role in the life of every child. There may be a need to strengthen the collaboration and networking between schools and other child protection ministries/departments. This will ensure that psycho-social issues that push children into offending are detected at the school level and adequately addressed through a comprehensive referral system.

- iv. The last objective of this study sought to establish the relationship between exposure to community violence and serious juvenile offending behavior. The results indicate an insignificant relationship between the independent and dependent variables. The findings established from the descriptive statistics indicate that the majority of the serious juvenile had been exposed to community violence, but the latter did not influence their offending behavior. This may infer an indication that mitigation actions against serious juvenile offending behavior may prioritize parental support and support juveniles in unlearning faulty cognitions and learning adaptive ones because the aforementioned appear to be protective factors. It would also be helpful to review and strengthen the implementation of the school safety manual to ensure adequate mainstreaming of child safeguarding measures in every school and the school community at large.

5.4.2 Recommendations for Further Research

- i. The study delimited itself to only four psychosocial correlates, namely, antisocial attitudes, parental support, commitment to school, and exposure to community violence. Given that there are many other psychosocial variables that may influence serious juvenile offending,

there is a need to conduct further research on the additional correlates of serious offending behavior.

- ii. The study unearthed that quite a substantial number of the serious juvenile offenders in Kenya had committed serious offenses of assault (79.2%) and defilement (12.5%). It would be helpful to investigate these trends further to understand the contributing variables and the mitigation measures.
- iii. As per the CBT theory, serious juvenile offenders made faulty choices by committing offenses because they had internalized faulty cognitions and were affected by the relationships they had with significant others in their childhood. In addition, the study findings indicated that the recidivism rate was high, meaning many of the juveniles were repeat offenders. It would be helpful, therefore, to conduct a study to evaluate the existing rehabilitation programs for juvenile offenders so as to identify what is working and what needs to be improved to curtail the high trend of repeat offending among juveniles.
- iv. Lastly, further research could be done on the four research variables to verify whether the same results would be replicated.

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APPENDICES

APPENDIX I - SELF-ADMINISTERED QUESTIONNAIRE FOR CHILDREN IN BORSTAL INSTITUTIONS

Hallo participant and thank you very much for accepting my request to participate in this study as a respondent. I am conducting a study to help us understand better the issues that contribute to child offending behavior. The input that you will give us will be very useful in this study. Kindly note that all the information you provide will be held in strict confidence and only used for the purpose of learning and contributing towards better prevention and rehabilitation programmes within the community and Borstal institutions.

BIO DATA

Kindly answer the following questions.

1. What is your gender (1) Male (2) Female
2. Which County do you come from _____
3. What is your age bracket a) 10 to 12 years b) 13 to 15 years c) 16 to 18 years d) 19 to 21 years e) above 22years? _____
4. What is your education level a) class 1 to 3 b) class 4 to 6 c) 7 to 8 d) form 1 to 2 d) form 3 to 4 e) above form 4? _____
5. How long have you stayed in this institution a) one to six months b) seven months to one year c) one year and one month to two years d) two years one

month to three years e) three years and above. _____

6. What offense were you committed for? _____

Kindly read the questions below and circle the correct response

2.1 Antisocial attitude as correlates of serious juvenile offending

PART A (1)

(Borrowed from the Denver Youth Survey (ICPSR, 1990))

Question	1	2	3	4
1. Is it ok to lie or disobey or talk back to adults such as parents, teachers, or others?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
2. Is it ok to purposely damage or destroy property that does not belong to you?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
3. Is it ok to steal something worth less than 100 Kenya Shillings?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
4. Is it ok to steal something worth 50 Kenya shillings?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
5. Is it ok steal something worth	Very	A little not	Wrong	Not Wrong

10,000 Kenya shillings?	Wrong	wrong		at all
6. Is it ok to go into or try to go into a building to steal something?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
7. In general, it is wrong to hit other people?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
8. If you're angry, it is OK to say bad or mean things to other people?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
9. In general it is wrong to force another person to have sex?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
10. It is usually OK to push other people around if you're mad?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
11 It is wrong to insult other people?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
12. It is wrong to take it out on others by saying mean things	Very Wrong	A little not wrong	Wrong	Not Wrong at all

when you're mad?				
13. It is generally wrong to get into physical fights with others?	Very Wrong	A little not wrong	Wrong	Not Wrong at all
14. In general, it is OK to take your anger out on others by using physical force?	Very Wrong	A little not wrong	Wrong	Not Wrong at all

PART B (1)

2.2 Parental support as a predictor of juvenile serious offending behavior.

(Social Support Questionnaire for Children developed by Gordon et al in 2015)

Kindly read the statements below and choose the response that suits you best.

Question	A	B	C	D
1. I have a parent/ guardian that I can count on.	All the time	Sometimes	Rarely	Never
2. I have a parent/ guardian who cares about my feelings.	All the time	Sometimes	Rarely	Never
3. I have a parent/ guardian who listens when I want to talk	All the time	Sometimes	Rarely	Never

4. I have a parent/guardian who helps me when I am in need.	All the time	Sometimes	Rarely	Never
5. I have a parent/guardian who encourages me.	All the time	Sometimes	Rarely	Never
6. I have a parent/guardian who treats me fairly.	All the time	Sometimes	Rarely	Never
7. I have a parent/guardian who makes sure I have what I need.	All the time	Sometimes	Rarely	Never
8. I have a parent/guardian helps me to feel good about myself.	All the time	Sometimes	Rarely	Never
9. I have a parent/guardian who shows me how to do things.	All the time	Sometimes	Rarely	Never
10. I have a parent/guardian who shows me affection.	All the time	Sometimes	Rarely	Never

PART C

(Borrowed from the Denver Youth Survey (1990))

Commitment to School as a Correlate of Serious Juvenile Delinquency

How much do you agree or disagree with these statements about the experience you had in the school you attended at home. Please circle your response for each question below.

Question	1	2	3	4
1. You liked the school a lot.	Strongly agree	Agree	Disagree	Strongly disagree
2. School was boring.	Strongly agree	Agree	Disagree	Strongly disagree
3. You didn't really feel at home in your school.	Strongly agree	Agree	Disagree	Strongly disagree
4. You performed poorly at school.	Strongly agree	Agree	Disagree	Strongly disagree
5. Homework was a waste of time for you.	Strongly agree	Agree	Disagree	Strongly disagree
6. You worked hard in your studies.	Strongly agree	Agree	Disagree	Strongly disagree
7. You usually finished your homework.	Strongly agree	Agree	Disagree	Strongly disagree
8. Getting good grades was very important to you.	Strongly agree	Agree	Disagree	Strongly disagree
10. Sometimes you did extra	Strongly agree	Agree	Disagree	Strongly disagree

work to improve your grades.				disagree
11. You felt supported by your fellow students most of the time.	Strongly agree	Agree	Disagree	Strongly disagree
12. You would have chosen to go out with friends rather than go to school	Strongly agree	Agree	Disagree	Strongly disagree
13. You were happy with the way teachers treated you?	Strongly agree	Agree	Disagree	Strongly disagree

Part D

2.4 Exposure to Community Violence as a Correlate of Serious Juvenile Delinquency

(Borrowed from the Denver Youth Survey (1990))

Please read each statement and circle the response that best describes your community.

Question	1	2	3	4
1. People in my community believe they have to fight to show people they are not cowards?	Strongly agree	Agree	Disagree	Strongly disagree
2. Carrying a weapon (like pangas, machettes, spears, runigus, guns etc.) makes	Strongly agree	Agree	Disagree	Strongly disagree

people feel safe in my community?				
3. I feel strong and powerful when I carry a weapon in my community	Strongly agree	Agree	Disagree	Strongly disagree
4. In my community people are only nice to you if you are nice to them.	Strongly agree	Agree	Disagree	Strongly disagree
5. I wish there aren't any guns in my neighborhood.	Strongly agree	Agree	Disagree	Strongly disagree
6. People in my community will easily fight anyone who laughs at them.	Strongly agree	Agree	Disagree	Strongly disagree
7. Most women like to be pushed around by men.	Strongly agree	Agree	Disagree	Strongly disagree
8. Most women like to show off their bodies.	Strongly agree	Agree	Disagree	Strongly disagree
9. Most men like to go out with women just for sex.	Strongly agree	Agree	Disagree	Strongly disagree
10. Most women like romantic affairs with men.	Strongly agree	Agree	Disagree	Strongly disagree
11. Most women depend on men to get them out of trouble.	Strongly agree	Agree	Disagree	Strongly disagree
12. It is sometimes ok for a	Strongly agree	Agree	Disagree	Strongly disagree

man to hit his wife.	agree			disagree
13. Men and women should have equal responsibilities for raising children.	Strongly agree	Agree	Disagree	Strongly disagree

Part E

Repeat Offending/Recidivism among Serious Juvenile Offenders in Kenya.

(Borrowed from the Self Report Delinquency Survey (Delbert, 1976))

How many times in the past three years have you committed each of the offenses listed below?

Please circle the correct answer.

Question	1	2	3	4
1. Petty theft (for example stealing of food, chicken, fruits)	Never	Twice	Thrice	Four times or more
2. Used drugs (such as Bhang, Cocaine,)	Never	Twice	Thrice	Four times or more
3. Joined or got involved with a gang	Never	Twice	Thrice	Four times or more

4. Helped someone to sell illegal drugs	Never	Twice	Thrice	Four times or more
5. Helped someone to carry weapons (such as guns, machetes)	Never	Twice	Thrice	Four times or more
6. Broke into a house/other property to steal	Never	Twice	Thrice	Four times or more
7. Used fake Identity Card	Never	Twice	Thrice	Four times or more
8. Fought	Never	Twice	Thrice	Four times or more
9. Participated in school demonstrations	Never	Twice	Thrice	Four times or more
10. Truancy (absence from school without permission)	Never	Twice	Thrice	Four times or more

11.Run away from home	Never	Twice	Thrice	Four times or more
12. Bullied other children/ peers	Never	Twice	Thrice	Four times or more
13. Abused alcohol	Never	Twice	Thrice	Four times or more
14. Abused other drugs e.g. cocaine, bang	Never	Twice	Thrice	Four times or more
15. Attempted murder	Never	Twice	Thrice	Four times or more
16. Attempted to commit a sexual offence	Never	Twice	Thrice	Four times or more
17. Defiled or had sex with a child younger than me.	Never	Twice	Thrice	Four times or more

KEY INFORMANTS QUESTIONNAIRE

Hallo and many thanks for accepting to participate in this study. My name is Anne Waichinga, a master's student at Kenyatta University in the department of Educational Psychology. As part of the partial fulfillment of my master's programme, I am conducting a study on the risk factors associated with serious Juvenile offending behavior in Kenyan Borstal institutions. The study will provide critical information on violent/serious juvenile offending and propose recommendations to improve existing prevention and rehabilitation programmes.

I kindly request you to take twenty minutes to respond to the self-administered questionnaire below. Your valuable input will be very helpful in this study. All the information you provide will be treated with strict confidence.

Once again accept my gratitude for your support.

BIO DATA

1. Which Ministry/Department/Organization do you work _____
2. Which County are you stationed _____
3. What position do you hold _____
4. How many years have you served in this position _____
5. What is your gender _____

Part A (1)

1.1 Antisocial Attitude as Correlates of Serious Juvenile Offending

(Borrowed from the Denver Youth Survey (1990))

Kindly circle the response that reflects your opinion in each statement below

Majority of the juvenile offenders in your institution before they were admitted were likely to;

1. Lie, disobey or talk back to adults such as parents, teachers, or others?

1) Very likely 2) likely 3) unlikely 4) Not at all

2. Purposely damage or destroy property that did not belong to them?

1) Very likely 2) likely 3) unlikely 4) Not at all

3. Steal something worth or less than 100 Kenya Shillings?

1) Very likely 2) likely 3) unlikely 4) Not at all

4. Steal something worth 50 Kenya shillings?

1) Very likely 2) likely 3) unlikely 4) Not at all

6. Steal something worth 10,000 Kenya shillings?

1) Very likely 2) likely 3) unlikely 4) Not at all

7. Go into or try to go into a building to steal something?

1) Very likely 2) likely 3) unlikely 4) Not at all

8. Easily hit other people they were angry at.

1) Very likely 2) likely 3) unlikely 4) Not at all

9. Commit a sexual offence

1) Very likely 2) likely 3) unlikely 4) Not at all

10. In general, yell at others and say bad things.

1) Very likely 2) likely 3) unlikely 4) Not at all

11. Push or shove other people around if you're mad.

1) Very likely 2) likely 3) unlikely 4) Not at all

12. Insult other people.

1) Very likely 2) likely 3) unlikely 4) Not at all

13. Say mean things to others if they are mad.

1) Very likely 2) likely 3) unlikely 4) Not at all

19. Get into physical fights with others.

1) Very likely 2) likely 3) unlikely 4) Not at all

20. Easily take out their anger on others by using physical force.

1) Very likely 2) likely 3) unlikely 4) Not at all

PART B (1)

2.2 Parental Support as A Predictor Of Juvenile Serious Offending Behavior.

(Social Support Questionnaire for Children Developed By Gordon et al in 2015)

Kindly read the statements below and choose the response that best fits the majority of juveniles in your institution.

1. They have a parent/ guardian that they can count on.

a) All the time b) Sometimes c) Rarely d) Never

2. They have a parent/ guardian who cares about their feelings.

a) All the time b) Sometimes c) Rarely d) Never

3. They have a parent/ guardian who listens when they want to talk

a) All the time b) Sometimes c) Rarely d) Never

4. They have a parent/ guardian who helps them when they are in need.

a) All the time b) Sometimes c) Rarely d) Never

5. They have a parent/guardian who encourages them.

b) All the time b) Sometimes c) Rarely d) Never

6. They have a parent/guardian who treats them fairly.

a) All the time b) Sometimes c) Rarely d) Never

7. They have a parent/ guardian makes sure they have what they need.

a) All the time b) Sometimes c) Rarely d) Never

8. They have a parent/ guardian who helps them feel good about themselves.

a) All the time b) Sometimes c) Rarely d) Never

9. They have a parent/ guardian who shows them how to do things.

a) All the time b) Sometimes c) Rarely d) Never

10. They have a parent/ guardian who shows them affection.

a) All the time b) Sometimes c) Rarely d) Never

PART C

Commitment to School as a Correlate of Serious Juvenile Delinquency

(Borrowed from the Denver Youth Survey (1990))

The statements below describe the experiences that juveniles in your institution had in their former schools. Kindly circle the response you consider correct for majority of the juveniles.

1) They liked their former school a lot.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

2. School was boring.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

3. They performed poorly at school.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

4. They didn't really feel at home in their school.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

5. Homework was a waste of time.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

6. They tried hard at school.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

7. They usually finished their homework.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

8. Getting good marks was very important to them.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

9. Sometimes they did extra work to improve their grades.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

10) They got along well with other students most of the time.

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

11) Teachers treated them fairly

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

12) If they could choose on their own between studying to get good marks on a test or going out with their friends, they would:

1) Definitely go out with friends 2) Probably go out with friends 3) Probably study 3)

Definitely study

PART E

Repeat/recidivism among serious juvenile offenders are predisposed to recidivism in Kenya.

Please indicated the number of juveniles currently in your institution, who have committed the following offences more than once in their lives (for example- 0 or 1 or 2 or 3 or 4 etc.)

1. Petty theft (for example stealing of food, chicken, fruits)

2. Used alcohol _____
3. Used other drugs (such as Bang, Cocaine,)

4. Involvement with a gang

5. Helped someone to sell illegal
drugs _____
6. Helped someone to carry weapons (such as guns,
machetes) _____
7. Broke into a house/other property to
steal _____
8. Fighting _____
10. Participated in school
demonstrations _____
11. Truancy (absence from school without
permission) _____
12. Run away from home _____
13. Bullied other children/ peers _____
14. Liquor violation _____
15. Attempted murder _____
16. Committed murder _____
17. Defiled a
child _____

18. Attempted to commit a sexual offence _____



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Our Ref: E55/OL/5462/03

DATE: 23rd April, 2024

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR WAICHINGA ANNE WAMBERE – REG. NO. E55/OL/5462/03.

I write to introduce Waichinga Anne Wambere who is a Postgraduate Student of this University. The student is registered for M.A degree programme in the Department of Educational Psychology.

Waichinga intends to conduct research for a M.A Project Proposal entitled, “Psycho-Social Risk Correlates of Serious Offending Behaviour among Juveniles of School Going Age within Kenyan Borstal Institutions”.

Any assistance given will be highly appreciated.

Yours faithfully,



PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL

EM/inn



4

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Internal Memo

FROM: Executive Dean, Graduate School

DATE: 23rd April, 2024

TO: Waichinga Anne Wambere
C/o Educational Psychology Dept.

REF: E55/OL/5462/03

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 11th April, 2024 approved your Research Project Proposal for the M.A Degree Entitled, "Psycho-Social Risk Correlates of Serious Offending Behaviour among Juveniles of School Going Age within Kenyan Borstal Institutions".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision tracking and progress report forms per semester. The forms are available at the university's website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.


ESRAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Psychology Department.

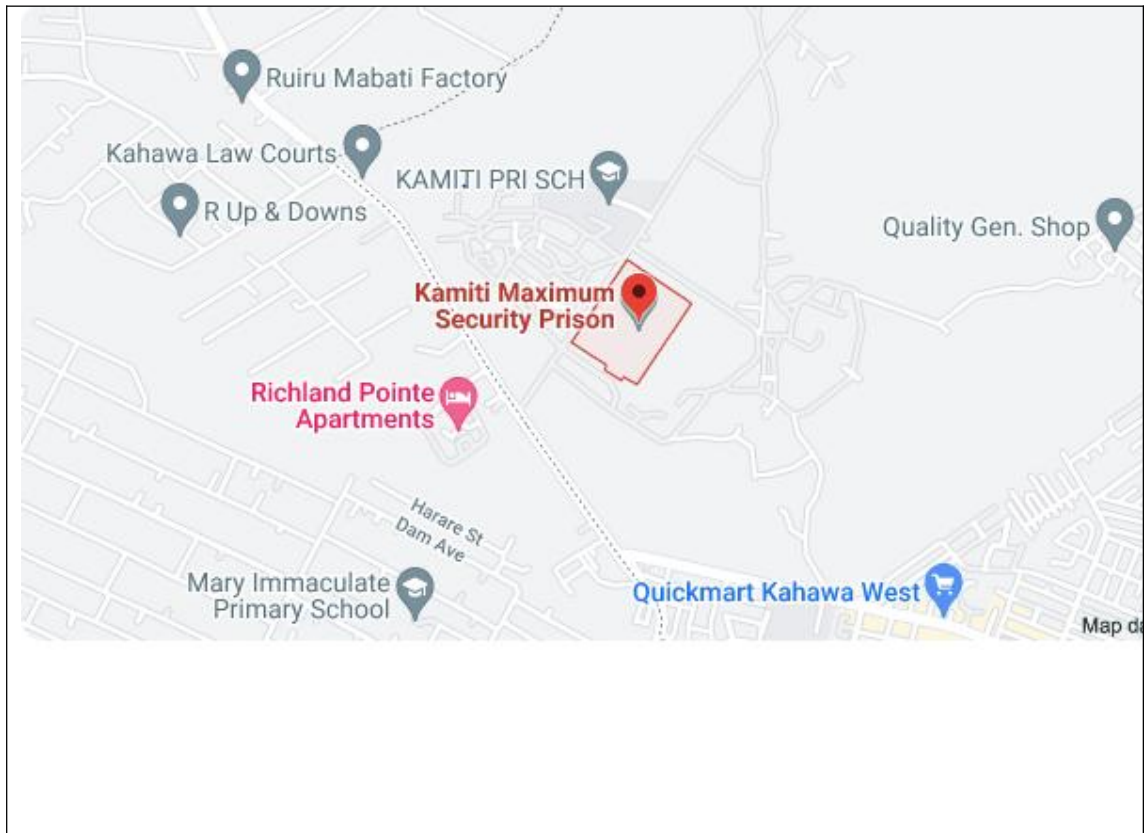
Supervisors:

1. Dr. Samuel Mutweleli
C/o Department of Educational Psychology
Kenyatta University

EM/lnn

APPENDIX IV – SITE MAPS

Map of Kamiti maximum Prison which houses Kamae Girls Borstal Institution



Map of Shimo La Tewa Boys Borstal Institution.

