

KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

**RELATIONSHIP BETWEEN STAFF RESPONSIVENESS AND SELF-
PERCEPTION OF JUVENILE DELINQUENTS IN PUBLIC
REHABILITATION SCHOOLS IN NAIROBI COUNTY, KENYA**

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DECLARATION

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

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This project has been submitted for review with my approval as University supervisor.

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DEDICATION

I dedicate this work to parents the late Donald S. Olwenyi and Mrs. Joan Olwenyi for their prayers, encouragement and instilling in me values of hard work and patience. I also dedicate it to my husband James Nduati for standing with me and undertaking all the formatting work. Lastly I dedicate this work to my adorable children Daniel, Michelle and Donald for their moral support and cheering me to work hard despite my age.

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ABBREVIATIONS AND ACRONYMS

GRRDC:	Getathuru Reception, Rehabilitation and Discharge Centre
USA:	United States of America
USDC:	United States Department of Commerce
UNESCO:	United Nations Educational Scientific and Cultural Organization
SPSS:	Statistical Package for Social Sciences
YCTC:	Youth Corrective and Training Centre
CDC:	Centre for Diseases Control

DEFINITION OF TERMS

Adolescent	A young person of between 10-19 years.
Borstal Institution	A correctional institution for young male serious criminal offenders of 16years and above.
Delinquency	committing of criminal behaviors by children under the age of 18years.
Juvenile Delinquent	A child who is under 18years of age and who engages in criminal or other deviant behaviors.
Juvenile Court	A court in which children under 18years of age who engage in criminal behaviors are prosecuted and charged.
Juvenile	Child under 18years not considered mature as to make informed decisions and who still requires care and protection.
Rehabilitation	Process of eliciting positive behavior change in juvenile delinquents through set programs and interventions.
Rehabilitation School	An institution set up by the government where juvenile delinquents are admitted for rehabilitation in order to change behavior and get re-integrated back into the family/society.

Staff Responsiveness	Ways in which staff interact with the juvenile delinquents. Positive responsiveness is expressed through nurturing and empathy while negative responsiveness is expressed through labeling and hostility.
Revidicism	Likelihood of a rehabilitated juvenile delinquent relapsing into the abandoned or other criminal activities.
Self-Perception	A juvenile delinquent's view of self. It can be positive or negative.
Staff	Persons employed in rehabilitation centres and who are charged with the duty of implementing the rehabilitation programs and interventions.
Truancy	The act of running away from school or from home

ABSTRACT

One of the measures the Kenya government has taken to rehabilitate and reintegrate child offenders who end up in the juvenile justice system back into the society is to establish rehabilitation schools. These include two reception, rehabilitation and discharge centres; one for boys and another one for girls, and seven rehabilitation schools countrywide. For rehabilitation to take place, the government has staffed these schools with various personnel to facilitate the implementation of the rehabilitation programs. These members of staff interact with the juvenile delinquents whom they rehabilitate. Studies have shown that a person's self-perception can be changed either positively or negatively through interaction with others. A positive self-perception leads to change in behavior and avoidance of criminal behavior among juveniles. The current study sought to establish if there is relationship between staff responsiveness and juvenile delinquents' self-perception using Labeling Theory. The target population was the juvenile delinquents in public rehabilitation schools in Nairobi County, Kenya. Correlational research design was used for this study. Stratified random sampling was used to select 217 participants while data was collected using a structured questionnaire and an interview schedule. Descriptive statistics and inferential statistics were used to analyze the data. Pearson Correlation Coefficient was used to establish the relationship between staff responsiveness and self-perception of juvenile delinquents while partial correlations were used to determine the relationship while controlling for demographic variables. The study found that a majority (66%) of the juvenile delinquents had a negative self-perception. A majority (67.3%) of the respondents also reported mild responsiveness from the staff. On the relationship between staff responsiveness and self-perception a correlation was found ($r = 0.274$, $p\text{-value} < 0.01$) indicating a significant moderate positive relationship between staff responsiveness and juvenile delinquents self-perception. The relationship was still present even after controlling for demographic variables. The study also identified strategies to improve self-perception of the juveniles such as counseling, provision of basic needs and government involvement after discharge of the juvenile delinquents. Based on the findings, it was concluded that promoting positive staff responsiveness may contribute to positive self-perception of juvenile delinquents. The findings may provide empirical evidence useful in devising ways of enhancing the rehabilitation process of juvenile delinquents. The study recommends the need for staff members to acquire skills and competencies that will enable them to be more responsive and enhance the self-perception of juvenile delinquents.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Children all over the world are faced with challenges most of which emanate from poverty stricken backgrounds and dysfunctional families. A good number of these of challenges push them into deviant behaviors which include juvenile delinquency. Scholars have attempted to explain the term juvenile delinquency. Delisi, Hewitt & Regol (2008) define juvenile delinquency as any act, course or conduct, or situation which might be brought before court and adjudicated. Juvenile delinquency encompasses those criminal acts committed by children, teenagers or adolescents aged below 18years. These acts may include aggression, theft, vandalism, fire setting, arson, truancy, running away from home or school, and defying authority, among others.

Juvenile delinquency is on the increase in Kenya, just as it is in other countries, hence making it an issue of global concern. The rate at which incarcerated youth return to the justice system is alarmingly high. According to Muchai & Jeffeson (2012) the total juvenile arrest rates in Kenya peaked in 1996 at 9,443 per 100,000 youths aged 10 to 17 and fell by one-third in 2008 to 6,318 per 100,000. There is a change however in this trend with the current juveniles in custody in Kenya having increased by over 60 percent (2008 – 2012) from 6,318 to 13,108 per 100,000. (CDC, 2015). Muchai and Jefferson, (2012) found Nairobi province to have the highest incidences compared to the other seven provinces.

The juvenile offenders are arraigned and prosecuted in various children's courts across the country, after which they are categorized according to the nature of crimes and age. Those who have committed serious offenses are taken to Borstal Institutions, while the petty offenders and first time offenders are put under probation with an aim of reintegrating them into their families. Young offenders who have committed crimes that expose them to developing adult criminal careers are admitted to rehabilitation schools for a period of between 6 months to three years, depending on the nature of the crime or when the family is ready to accept them back.

The Rehabilitation Schools are staffed with various service providers who undertake different roles, all aimed at reducing and/or preventing delinquency in order to save young lives from being wasted. The services offered include academic training, healthcare, personal care, social skills, life skills, nutrition and technical training. As noted by Cheseto (2012), through rehabilitation services, many juvenile delinquents get reintegrated into the society while a good number experience recidivism. There was need to investigate if this recidivism could be due to poor staff responsiveness leading to negative self-perception of the juvenile delinquents.

According to United Nations International Children's Educational Fund (UNICEF) report cited by Mburu (2015), children sent to rehabilitation centres for behavioral corrections are either at pains to fit into society or develop a healthy self-esteem once they are released. Failure to develop a healthy self-esteem may be a sign of negative self-perception.

In Kenya, all male juvenile delinquents who are considered for rehabilitation are admitted at the Getathuru Reception, Rehabilitation School and Discharge Centre in Nairobi's Lower Kabete while the girls are admitted at Kirigiti centre in Kiambu County (Ottolini, 2016). While at these reception centres, the juvenile delinquents are assessed, rehabilitated and discharged for further rehabilitation and education in various rehabilitation schools countrywide. The Government of Kenya has employed various personnel in these rehabilitation schools to take care of different needs and implement the rehabilitation program. These include managers, assistant managers, social workers, house masters/mistresses, nurses, and other support staff. Mugo, Musembi & Kangethe (2006) and Wakanyua (1995) suggest however, that most of these service providers lack the necessary knowledge, skills and attitudes to help them effectively deal with the challenges that come with rehabilitating these juvenile delinquents. This is likely to impact on the self-perception of these delinquents as they go through the rehabilitation programmes.

Juvenile delinquency can be attributed to negative self-perception among adolescents. Self-perception, is an individual's view of self and it can be positive or negative. According to Bem (1972), self-perception has to do with the intrinsic self, but it also arises from the feedback people get as they interact with significant others. Juvenile delinquents are in constant contact with staff in the rehabilitation schools. This relationship may impact on their self-perception either positively or negatively. Bem (1972) further posits that individuals derive their own attitudes, emotions, and other internal states partially by inferring them from observing their own overt behavior and the circumstances in which the behavior occurs.

Given that these delinquents are admitted in the rehabilitation schools already, one of the determinants of their behavior will be how staff in these schools respond to them. The self-perception will therefore be determined by this responsiveness of staff as they take them through rehabilitation. Positive responsiveness which includes being friendly, empathetic, accepting and caring will lead to apposite self-perception while negative responsiveness which could take the form of labeling, hostility and verbal/physical abuse of the delinquents will see them adopt a negative self-perception. Positive self-perception will be depicted through high self-esteem, social and moral adjustment, and academic or intellectual achievement while negative self-perception will be the opposite. Vivora, Fagan and Martin (2009) suggest that through improved communication and rapport, there is a probability of adaptive behavior changes hence increasing effective rehabilitation.

Self-perception of juvenile delinquents may vary with age and gender among other demographic variables. A study was conducted in Turkey by Gutekyn & Baran (2007) on the self-perception of delinquent children and from the findings, some self-perception dimensions varied on the age and gender of the child and immigration also affected some dimensions of self-perception. This study did not however reveal if the staff that was charged with rehabilitating these delinquents had any role in their self-perception

There is need for staff working with delinquent to respond to them in ways that enable them develop a positive self-perception in order for rehabilitation to bear fruit. If an enabling environment is not created then the process of rehabilitation may as well be a waste of time. Jaswal (2006) carried out a study on the treatment of children in the criminal justice system about the progress of street children's rights in Kenya and found

out that children in institutions and on the streets are extremely vulnerable as they are unaware of their rights and have nobody to turn when they feel abused or exploited. This is an indicator of unresponsiveness on the part of staff, which can affect the delinquents' self-perception, a gap that this study sought to fill.

When rehabilitation programmes are not fully or well implemented, the delinquents are likely not to benefit as desired. Failure to implement the programmes also indicates lack of commitment on the side of staff which amounts to negative responsiveness to the delinquents. This was revealed by a study by Muchemi (2010) on educational outcomes of reintegrated child offenders in Othaya Rehabilitation School in which he found out that the time allocated to teaching and learning in rehabilitation schools was inadequate. Educational achievement is an element of self-perception and if this need is not met, there is a likelihood the juvenile delinquents will be affected.

In order for staff to respond adequately to the juvenile delinquents, there is need for them to be emotionally stable. An emotionally stable person is assumed to be sensitive to the needs of the delinquents and will do what it takes to carry out his/her duties diligently. Kathungu (2010) sought to find out the relationship between emotional intelligence and job performance among service providers in rehabilitation schools. The study found a significant, moderate and positive relationship between emotional intelligence and job performance and suggested that emotional intelligence testing could be factored into recruitment of these service providers. She also proposed that emotional intelligence development programs could be used as an intervention to ensure higher job performance of service providers in these schools. This should see them respond positively to the delinquents as they work with them.

The attitude of staff who works closely with juvenile delinquents is of utmost importance. A study by Cheseto (2012) who sought to find out teachers' and house-parents' practices towards juvenile rehabilitees revealed slow rehabilitation among juveniles who were exposed to harsh and negative house-parenting. Negative parenting is an indicator of unresponsiveness by house-parents towards the delinquents. This study therefore sought to find out if this affects the self-perception of these delinquents. In order for rehabilitation to be successful, high competence levels of staff may be paramount. Odera (2013) surveyed the effectiveness of rehabilitation programmes on juvenile delinquents in Kenya by seeking to establish competence level of the staff handling juvenile delinquents in these schools. He recommended adequate training of staff to achieve the desired response to juvenile delinquents under their care. This study did not reveal if staff incompetence had any effect on the self-perception of the delinquents.

1.2 Statement of the Problem

Delinquency may be linked to self-perception given that the view of the self can either lead to positive or negative behavior. A change in self-perception among the juvenile delinquents therefore plays an important role in successful rehabilitation of juvenile delinquents. Staff responsiveness is an important factor in determining the success of any rehabilitation program. Juvenile delinquents come into these schools from different backgrounds some of which are likely to have impaired their self-perception. The staffs in the rehabilitation schools are expected to relate with or treat these delinquents in ways that will change or enhance their self-perception. Some of these delinquents are struggling with emotional instabilities due to feelings of separation from their families

and friends, self-pity, apathy and sense of hopelessness owing to the events that have seen them face the circumstances which caused confinement in rehabilitation schools.

Studies done in Kenya have revealed that some staff in Kenyan rehabilitation schools lacks the necessary skills and training to effectively rehabilitate juvenile delinquents. It is important to find out if staff responsiveness to the juvenile delinquents has an influence on the self-perception of juvenile delinquents. Evidently, few studies have sought to find out if there exists a relationship between staff responsiveness and the self-perception of juvenile delinquents; a gap this study sought to fill.

1.3 Purpose of the Study

The purpose of this study was to investigate staff responsiveness and its relationship to the self-perception of juvenile delinquents in public rehabilitation schools in Nairobi County, Kenya.

1.4 Objectives of the Study

1. To determine the self-perception of juvenile delinquents in rehabilitation schools.
2. To determine the nature of staff responsiveness towards juvenile delinquents in rehabilitation schools.
3. To determine the relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation centres.
4. To identify strategies to improve staff responsiveness in order to enhance self-perception of juvenile delinquents.

1.5 Research Questions

1. What is the self-perception of juvenile delinquents in rehabilitation schools across the following demographic variables: age, nature of crime, sex and length of stay?
2. What is the staff responsiveness towards juvenile delinquents in rehabilitation schools?
3. What is the relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation centres?
4. Which strategies can be employed in improving staff responsiveness in order to enhance the self-perception of juvenile delinquents?

1.5.1 Hypothesis

H₀: There is no relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation centres.

1.6 Justification and Significance

The juvenile correction system in the country is primarily based on the interaction between the staff at rehabilitation centres and the juvenile delinquents. The self-perception of the juveniles also has an effect on whether or not they will be successfully rehabilitated. There is therefore need to understand if staff responsiveness affects juvenile delinquents' self-perception.

The findings of this study may help personnel working with juvenile delinquents with information on the need for responsiveness in dealing with juveniles in order to improve their self-perception. The juvenile justice system may also benefit from the findings by carrying out a proper assessment of the staff in rehabilitation institutions and recommend

in-service training courses for the staff. Factors such as personality types and social skills can be considered when staffing such institutions.

The Government of Kenya may also rethink the training of staff working at the Rehabilitation Centres and intensify supervision. Staff vetting may also help in ensuring the right people fill the right positions in the rehabilitation schools. Other stakeholders like policy makers may also use the findings of this study to revise the rehabilitative programs and formulate policies that will suit these juveniles depending on their ages and nature of crimes among other demographic variables so that the rehabilitation process is rehabilitee-centred.

The study findings may also have an implication for mental health practitioners who work with the juvenile delinquents in ensuring positive behavior change which includes changing their perceptions to positive ones. Families and the school communities may also benefit by providing more conducive environments that will enable the juveniles to build positive self-perceptions that will in turn reduce deviant behaviors among the youth in the country.

1.8 Scope and Limitations

The study was limited to establishing the relationship between staff responsiveness and self-perception of juvenile delinquents in rehabilitation schools in Nairobi County. This included both boys' and girls' rehabilitation schools.

The study focused only on public rehabilitation schools in Nairobi County in Kenya and was limited to the self-perception of the juvenile delinquents. The study was limited to use of questionnaires and interview schedule. Observation method was not used as it

may not give valid data given that people change when they realize they are subjects under study. Some behaviors or concepts such as self-perception may not be observed but expressed.

The study has a few limitations such as the findings may not be generalized to other populations in rehabilitation institutions such as Borstal institutions and prisons. The study was also based on the subjective reports of the staff responsiveness and self-perceptions of juveniles which were not independently verified.

Perceived staff responsiveness was based on the subjective views of the respondents who may have responded in a manner to make their answers socially acceptable. These responses may have been influenced by factors which the study could not control.

Participation in the study was voluntary hence those who chose not to participate in the study could have held different views. The study covered self perception among the juvenile delinquents based only on four dimensions that included self-esteem, physical appearance, educational achievement and social adjustment.

1.9 Assumptions of the Study

1. Staff responsiveness to juvenile delinquents has an impact on the self-perception of the juvenile delinquents.
2. Successful rehabilitation is determined by the relationship between staff and juvenile delinquents.
3. Demographic variables for juvenile delinquents have a possible influence on how staff responds to these delinquents as well as on the juvenile delinquents' self-perception.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature related to the current study on the relationship between staff responsiveness and self-perception of juvenile delinquents in rehabilitation schools in Nairobi. The chapter provides a theoretical framework that helps in understanding the study variables. The chapter also covers a review of past studies on juvenile delinquency, staff responsiveness, self-perception and a summary of literature review. The chapter ends with a conceptual framework that explains the relationship between staff responsiveness and self-perception among juvenile delinquents.

2.2 Theoretical Framework

Philosophers, sociologists and psychologists alike have tried to explain juvenile delinquency using various theories. This paper focused on one theory that best explains delinquency in terms of self-perception. This is The Labeling or Social Reaction Theory.

2.2.1 The Labeling Theory

The Labeling theory was developed by Howard Becker in 1963. The theory holds that, the reaction society develops towards delinquency which has future repercussion on the behaviors of juvenile delinquents. According to this theory, there are two forms of deviant behavior: primary and secondary deviation. Primary deviations are deviant acts committed by an individual before they are publically labeled while secondary deviation

is the response of an individual to the societal reaction to their behavior. In the case of juvenile delinquents, primary deviation may include behaviors such as petty theft at home and school, missing school through faking illness, and abusing siblings or friends. These behaviors are either ignored or corrected at home and school through simple punishment and warnings. Secondary deviation may include more serious behaviors such as truancy, running away from home, involvement in drugs, sodomy and rape, assault and fire starting. Such behaviors may need rehabilitation or heavy penalty so as to be extinguished.

The theory posits that self-perception is derived from the responses of others to a person's behavior and being labeled may produce a self-fulfilling prophecy in which the deviant identification becomes a controlling self-concept. When an individual is labeled as deviant he or she may be rejected by social groups such as family and friends, ultimately leading to further deviant acts. Staff responsiveness at the rehabilitation schools may affect juvenile delinquents in form of labeling which impacts negatively them hence perpetuating their deviant behaviour. When they perceive negative or unhealthy responses from the staff members, they are likely to develop a negative self-perception.

Becker (1963) postulates that official labeling from social control agents (such as the juvenile justice system) increases the likelihood of a juvenile becoming involved in delinquency. The formal label may thus ultimately increase the delinquents' involvement in deviant behavior. The labeled adolescent then sees himself or herself as a 'deviant' which sees him or her graduate into adulthood with the deviant behavior. The initial deviance might be some minor theft (primary deviance) which may turn into robbery

with violence (secondary deviance). This explains why there is a high rate of recidivism even after the delinquents go through the rehabilitation programme.

From this theory, it can be deduced that adolescents who receive the tag of delinquent, may adopt the tag and live up to the delinquent behavior. These labels may be attached right from the time the delinquents are arrested, remanded, taken to courts and admitted to rehabilitation schools. According to the theory, the adolescents who break the law receive the label of 'deviant' as their master status and come to accept it and view themselves that way. When juvenile delinquents are arrested and arraigned in courts, those who are considered unfit to go back to their communities are taken in for rehabilitation.

At the rehabilitation centre, some of these juvenile delinquents may attract labels related to the criminal act they engaged in and their socioeconomic background. The staff responsiveness to the delinquents in rehabilitation centres is therefore likely to impact the self-perception of the adolescents and influence ultimate success of the rehabilitation process. The labels attached to them as they interact with the staff in rehabilitation schools may have an impact on their self-perception as this study sought to find out.

2.3 Review of Related Literature

2.3.1 Self-Perception of Juvenile Delinquents in Rehabilitation Schools

Self-perception is an important aspect of young peoples' lives. According to Becker (1963) self-perception which is the ability to respond differently to one's own behavior and its controlling variables is a product of social interaction. Juvenile delinquents interact with staff in the rehabilitation schools and may infer their self-perceptions from the feedback they receive through the ways in which the staff responds to them. Studies

indicate a high correlation between delinquency and self-perception. Peacock (2008) for instance asserted that juvenile delinquents have a low self-concept, low self-esteem and lack personal identity. These aspects are a connotation of a low self-perception. Delinquency may therefore be a way of coping with feelings of self-rejection.

Most of them are at the adolescent stage which is characterized with search for identity. The feedback they receive from others play a major role in how they perceive themselves. This is the more reason why peers are very important people in their lives. Jacobs (2001) sought to answer the question: How are adolescents' social self-perceptions related to their extra-curricular activities, problem behaviors and mental health? He found out that adolescents have a lot of unstructured time in which they engage in various types of activities with pro-social or antisocial behavior. Adolescents who are not in the school system however engage in unstructured unsupervised activities. Jacobs (2001) suggests that this 'hanging out' with friends in unsuspected contexts is related to negative outcomes while spending time with others in adult-sanctioned structured contexts is related to positive outcomes. Juvenile delinquents spend time engaging in un-supervised activities with peers on the streets since they cannot be accepted by their non-delinquent mates. Consequently, their self-perception is impaired given that no one seems to ensure they engage in structured supervised activities. This study sought find out if this self-perception changes when they relate with staff in rehabilitation schools.

Self-perception has various dimensions that directly affect the juvenile delinquents. One of them is the physical- self which includes the facial features, quality of voice and build of the body. According to Selvakumar (2014), these are accurate physical indicates of

personality. An adolescent with a delicate and small body or with little muscular development may be handicapped in many sports which give prestige at this age. This juvenile delinquent feels inadequate and inferior and is likely to develop a negative self-perception if he or she is not encouraged to engage in other forms of sports that do not necessarily require build or muscular bodies. Harter (2012) states that appearance plays a major role in how an adolescent boy or girl views themselves in terms of the real and ideal-self. Being ridiculed using their physical appearance by staff may therefore have a negative effect on juvenile delinquents. Similarly, Maphila (2000) postulates that physical attractiveness plays a major role in the lives of adolescents who feel the need to be acceptable to members of the opposite sex. This applies to juvenile delinquents most of whom are at this transitional stage.

Selvakumar(2014) posits that self-evaluation is dependent on social judgments which result from social interactions. For a juvenile delinquent in a rehabilitation school, the effect of the social self-perception will depend largely on the opinions of significant others. In relation to this, Harter (2012) in her adolescents' self-perception profile explains that social acceptance could flow from the benevolence of significant others, and not necessarily eliciting characteristics of self. The persons who are most influential in their lives while in the rehabilitation schools are the staff hence the need for this study to find out if their self-perceptions will highly be determined by the responses they receive from the staff.

Selvakumar (2014) has identified education as one of the dimensions of self-perception. Rehabilitation schools are educational institutions and play a significant role in shaping juvenile delinquents' personality which is informed by one's self-perception. He further

asserts that students who have favorable attitudes towards education usually work up to their capacities and make good adjustments in school and those who have unfavorable attitudes tend to become underachievers. Since this is where the delinquents spend their time, these schools should provide opportunities for these children to get ahead in life. Here the delinquents appraise themselves and as such what the teachers think about them is likely to affect their self-perception.

The juvenile delinquents' academic achievement influences the judgment their teachers make and this may in turn affect how they will respond to them. This treatment will shape their self-judgment consequently affecting their self-perception. Owing to the fact that many of these juvenile delinquents were playing truant, they may not have a positive attitude towards education. If they are not helped to change this attitude, they may not achieve academically consequently affecting their self-perception. Judgment of the staff will therefore play a significant role. Whether this judgment is positive or negative is a gap the current study sought to fill.

A study carried out by Maphila (2000) revealed that adolescents tend to criticize the present social, political and religious systems and become rebellious due to an intellectual ability they possess; to compare what they think is possible to what is actually happening. Pierce, Schmidt & Stoddard (2015) believe it is during this stage that the expected possible self should balance with the expected feared possible self, or else deviant behavior such as juvenile delinquency may start. This explains the link between self-perception and delinquency. What is not clear here is the role significant others play in ensuring deviant behavior is eliminated during rehabilitation of these delinquents.

Selvakumar (2014) in his description of dimensions of self-perception looks at intellectual self as the ability to solve problems and says it provides a person with the capacity to meet and solve the problems that adjustment to life requires. This adjustment affects the self-judgment because it determines what role the social group will permit a person to play and how it will treat him. The assumption here is that the intellectual self of the juvenile delinquents has an effect on how staff responds to them that may in turn affect their self-perception as the current study aimed to find out.

A study by Selvakumar (2014) suggested that moral self is a determinant of adolescent's self-perception. Earlier on, Maphila (2000) had looked at moral responsibility as an important component in the formation of a juvenile delinquent's personality. It is about the concepts 'right' and 'wrong' and values esteemed by one's society. Moral behavior is said to be closely related to one's judgment to life. Juvenile delinquents may therefore adjust morally depending on the values at the rehabilitation schools which they will acquire through interaction with staff. The influence of moral expectations on juvenile delinquents' self-perceptions may depend on the environment in which rehabilitation is taking place. This is whether they are being forced to conform through punishment and coercion by those rehabilitating them. If this is the case, then their self-perception will be affected negatively as this study sought to find out.

2.3.2 Juvenile Delinquents' Self-Perception across Demographic Variables

Various studies have linked a number of demographic factors to juvenile delinquency. These factors may have an impact on the self-perception of the juvenile delinquents even as they drive them into deviant behaviors as this study aims to find out. Some of the demographic factors associated with delinquency are family socio-economic status,

parental marital status and family environment. Socio economic status has been largely linked to negative self-perception among adolescents and consequent delinquency. According to Sharma (2012), the labeling and stereotypes associated with low economic status affects the juvenile's self-perception. A related study by Colditz, et al (2001) on adolescents' perceptions of social status revealed that there was negative self-perception among adolescents who perceived their socioeconomic status to be low. The study had sampled a total of 10843 adolescents in the United States of America (USA). The study found that younger adolescents had a negative self-perception based on their socioeconomic status than older ones. This could explain why most runaways and truants are in most cases young adolescents, thus associating age and delinquency.

Another study by Twenge & Campell (2002) on the relationship between family economic status and self-perception found that individuals with higher socioeconomic income had a more positive self-perception compared with those from a lower economic status. They did a meta-analysis of 446 samples in the United States of America and found that socioeconomic status impact on self-esteem increases substantially during adolescence. Self-esteem is an element of self-perception. This means that the adolescents who come from families with a low economic status are likely to develop a low self-perception. Consequently a negative self-perception is associated with juvenile delinquency. This study used a meta-analysis while the current study used a correlational design.

When an adolescent engages in delinquent behavior, he is likely to face rejection from the family and consequent devaluation of self. According to Kelley (1978) there is a direct correlation between juvenile delinquency and negative self-perception.

Adolescents with low self-perception are frequently associated with delinquent behavior than those with a positive self-perception.

According to Cross, Hardin & Gercek-Swing (2011) adolescents with negative self-perception rely more on collective self-perception with their peers hence are at risk of engaging in crime. This may be one of the reasons why some youth join gangs so that they may fit in to compensate for low self-perception. Additionally Bosacki (2008) found out that delinquents have a tendency to devalue social feedback which results in a negative or impaired self-perception. Adolescents who have engaged in delinquent behavior and have been given a negative and harsh feedback from the family members are therefore likely to develop a poor self-perception. The current study sought to find out whether this is the case when they are admitted to rehabilitation where they relate with staff.

Socioeconomic status of individuals in Kenya has been found to put the individuals at risk of committing crime. Ayugi, Odera, Ondiek and Omboto (2013) investigated the factors influencing youth crime and delinquency, at Kamiti Youth Corrective and Training Centre (YCTC). Ayugi et al, (2013) found that 55 inmates out of 120 who took part in the study revealed that most youth were in crime because poverty had driven them into criminal acts for survival. Other factors included broken homes and low educational attainment since most of these boys came from dysfunctional families. From this study, it is clear that the focus is on the factors that drove these juveniles into delinquency; however the effect the same conditions had on these boys' self-perception was ignored.

A case study done by Odera (2001) at Kabete Approved School, Getathuru Reception Rehabilitation and Discharge Centre and Nairobi Remand Home on the socio-economic factors influencing juvenile delinquency revealed that deprivation of basic needs, school environment, poverty, single-parent headed households (usually female) and parental neglect were the major causes of delinquency. The study sample was mainly drawn from the delinquents at the school. This study did not look at the relationship of staff in these schools/homes and the delinquents and if that had any impact on their self-perception. This study sought to fill this gap.

2.3.3. Staff responsiveness to Juvenile Delinquents

The main purpose of staff working in rehabilitation schools is to cater for the needs of the adolescents in the schools. A successful rehabilitation programme is characterized by appropriate staff responsiveness in addressing the needs of the adolescents. Staff responsiveness is the way the staff behaves towards delinquents as they carry on their duties. The needs of the adolescents in the rehabilitation schools include medical attention, psychological counseling, educational and vocational training and religious nurturing. Above all, the environment in these schools should be nurturing in a way that promotes the well-being of the juveniles.

Vivora, Fagan & Martin (2009) did a study in USA on youth in prisons placed in state training schools in comparison to those sentenced in adult correctional facilities. They found that juveniles incarcerated in training schools reported that they were treated positively compared to those in adult correctional facilities. The rehabilitation schools are therefore expected to provide a conducive environment for the children to develop a good sense of self and learn appropriate behaviors. According to Siegel (2002), if

successful rehabilitation were not the ultimate goal of juvenile corrections, the use of residential facilities would be an expensive exercise in futility. Appropriate staff responsiveness is therefore a key factor in ensuring a successful rehabilitation program for the adolescents.

According to African Research Review (2010), in Nigeria, government continues to build remand homes and similar schools where not only teaching and learning take place but the delinquents are educated emotionally, socially and cognitively. More often than not these juvenile delinquents leave these places unchanged. Delinquency affects their self-concept, academic performance, opportunities and sometimes prevent them from becoming useful adults. Students who have low self-concept tend to encounter difficulties in almost every area. Self-concept has an effect on how one perceives themselves. A favorable and positive self-concept is essential for happiness, adjustment and good academic achievement (African Research Review, 2010). This can be an indicator of a positive self-perception.

Mvungu (2004) investigated the effectiveness of rehabilitation programs for former street children and adolescents in Nairobi. A sample of 151 children out of 820 was used and 14 staff members. The findings showed staff were not committed to their work hence negatively affecting the performance of the program. When rehabilitation schools are understaffed there is a likelihood that the staff will not be able to respond to each child's needs adequately. Lack of commitment also is a barrier to adequate responsiveness of the staff as they are not motivated. It is also important note that the demographic variables of staff which include poor working conditions, heavy workload

with poor pay, qualifications and experience may also have a possible influence on how they will respond to the juvenile delinquents.

Another study by Kathungu (2010), sought to find out the relationship between emotional intelligence and job performance among service providers in rehabilitation schools in Kenya. Data obtained from 63 service providers out of 103 revealed the need to factor in emotional intelligence when recruiting staff for these schools. A low emotional intelligence may be a hindrance to positive staff responsiveness towards the juvenile delinquents. They may not be able to respond adequately to some emotional and psychological issues regarding the children if their level of emotional stability is low.

Kikuvi (2009) carried out a study on rehabilitation of delinquent adolescents in Kenya with an aim of finding out the perception of the rehabilitation schools by the rehabilitees and whether the school environment was conducive for rehabilitation. Findings showed that none of the schools had all classes. This led to non-continuity of education and the counseling process was also hampered. The study also revealed that the adolescents did not understand why they were in the rehabilitation schools and were unhappy because of caning and punishment, poor class attendance by teachers and being locked up early. This may be an indication of low responsiveness to the educational aspect of the rehabilitation program and the unfriendliness portrayed by staff. The current study hoped to fill this gap by finding out if staff responsiveness in rehabilitation schools in Nairobi County and had an effect on juvenile delinquents' self-perception.

The competence of the staff to address the needs of the delinquents has also been an issue of concern in Kenyan rehabilitation schools. A study by Odera (2013) noted that

most staff did not have the requisite skills that would enable them facilitate the rehabilitation programs effectively. This would most likely lead to low responsiveness to the children's needs. The study also revealed that the adolescents lived in poor living conditions and lacked facilities. In the same study, delinquents claimed that the teachers did not listen to them and instead punished them even for small mistakes and that their attendance to classes was marked with laxity. Staff also perceived the delinquents as people with bad behaviors. One of the conclusions of the study was that the children felt they had been put in the institutions to be tortured. These may be indicators of low staff responsiveness towards the delinquents; hence the need to find out if it has any effect on their self-perception.

The staff in rehabilitation schools in Nairobi is also expected to be responsive to the various needs of the adolescents so that successful rehabilitation and reintegration may occur. A study by Jaswal (2006), on the treatment of children in the criminal justice system and progress of street children's rights in Kenya found out that staff at the GRRDC discussed sensitive issues about the children openly and many children were interviewed about personal matters in a public setting in the presence of other children and adults, causing violation of their privacy and confidentiality. It is also an indication of insensitivity to the needs of the children. Jaswal in the same study also noted that the staff exercised excessive power over the children by emphasizing their power visually by carrying canes; audibly by raising their voices and physically by beating them. The adolescents were also continuously ordered to carry out tasks and chores with no alternative but to obey the orders they were given. This is an indication of low responsiveness on the psychological needs of the adolescents in the rehabilitation school.

This study did not bring out the issue of how the juvenile delinquents perceived themselves as a result of the harsh treatment from staff, hence the need for the current study.

The above literature reveals rehabilitation schools in Kenya face a number of challenges that affects the outcome of the rehabilitation programme. However, there is no specific study or literature that addresses the issue of staff responsiveness in addressing the needs of the adolescents. There is need to understand the level of perceived staff responsiveness so that its impact on the outcome of rehabilitation is ascertained. This study therefore sought to establish this fact.

2.3.4 Relationship between Staff Responsiveness and Self-perception of the Juvenile Delinquents

Rehabilitation schools through the staff employed are charged with the duty of helping juvenile delinquents to convert into respectable and responsible members of the society. A study by Culbertson (1975) on the effect of institutionalization on the self-concept of delinquent inmates revealed that the self-concept of the delinquents decreased as they spent more time in the rehabilitation institutions. Self-concept is a determinant of how one perceives him/herself and therefore the way the staff interact and treat the juveniles at the rehabilitation facilities may impact the self-perception of juveniles. A study by Sykes (1958) concluded that incarceration eventually destroyed the inmates' personality and sense of worth. Staff in these correctional facilities have considerable discretionary power in handling the rehabilitation process, ranging from reprimand and release, to

transporting a juvenile to detention and referral to juvenile court. However, Staff discretion has been criticized because some believe that the staff abuses their broad discretionary powers, and that they base their decisions on their own biases.

Studies reveal that most staff in correctional facilities have low responsiveness to the juveniles in the prisons and in rehabilitation schools in Kenya. A study by Cheseto (2012) sought to investigate the teachers' and house-parents' practices towards juvenile rehabilitees in Othaya Rehabilitation. She found that the staff were exhibited low responsiveness as they mistreated the juveniles by use of punishment which caused shame or fear. This could have an impact on their self-perception. Consequently, Cheseto (2012) noted that most of the juveniles became hardened and even picked up other deviant behaviors from the rehabilitation school. This could be a reflection of negative self-perception. According to Brown and Benedict (2002) the negative perceptions and interactions between staff and juveniles results in adverse outcomes for both of them. When the staff is hostile to the juveniles through severe punishment, verbal abuse and humiliation, the self-perception of the juveniles is affected adversely and they are likely to adopt a rebellious nature.

As the authorities and custodians of the rehabilitation process, the staffs have a lot of discretion in their relations with the adolescents (Stewart & Smith, 2004). However, negative perceptions by staff towards the juveniles are likely to adversely influence how they apply this discretion. This could be through low responsiveness and mistreatment of the adolescents. Eventually the self-perception of the juveniles may be affected adversely leading to continued delinquency even after discharge. According to Alarid and Vega (2010) who studied individuals convicted women, a low self-perception was

the most common reason for engaging in crime. They posit that delinquent behavior is an attempt of the individuals to increase their self-esteem, an aspect of self-perception. The juvenile delinquents admitted to the rehabilitation facilities may therefore have a poor self-perception which may lead them to engage in delinquent behavior.

This is a serious concern as it nullifies and brings to waste all the resources that are put in place to rehabilitate the adolescents. This study is therefore necessary as it sought to fill this gap by establishing the relationship between staff responsiveness and self-perception of the juveniles in rehabilitation schools in Nairobi County.

2.5 Summary of Literature Review and Theoretical Framework

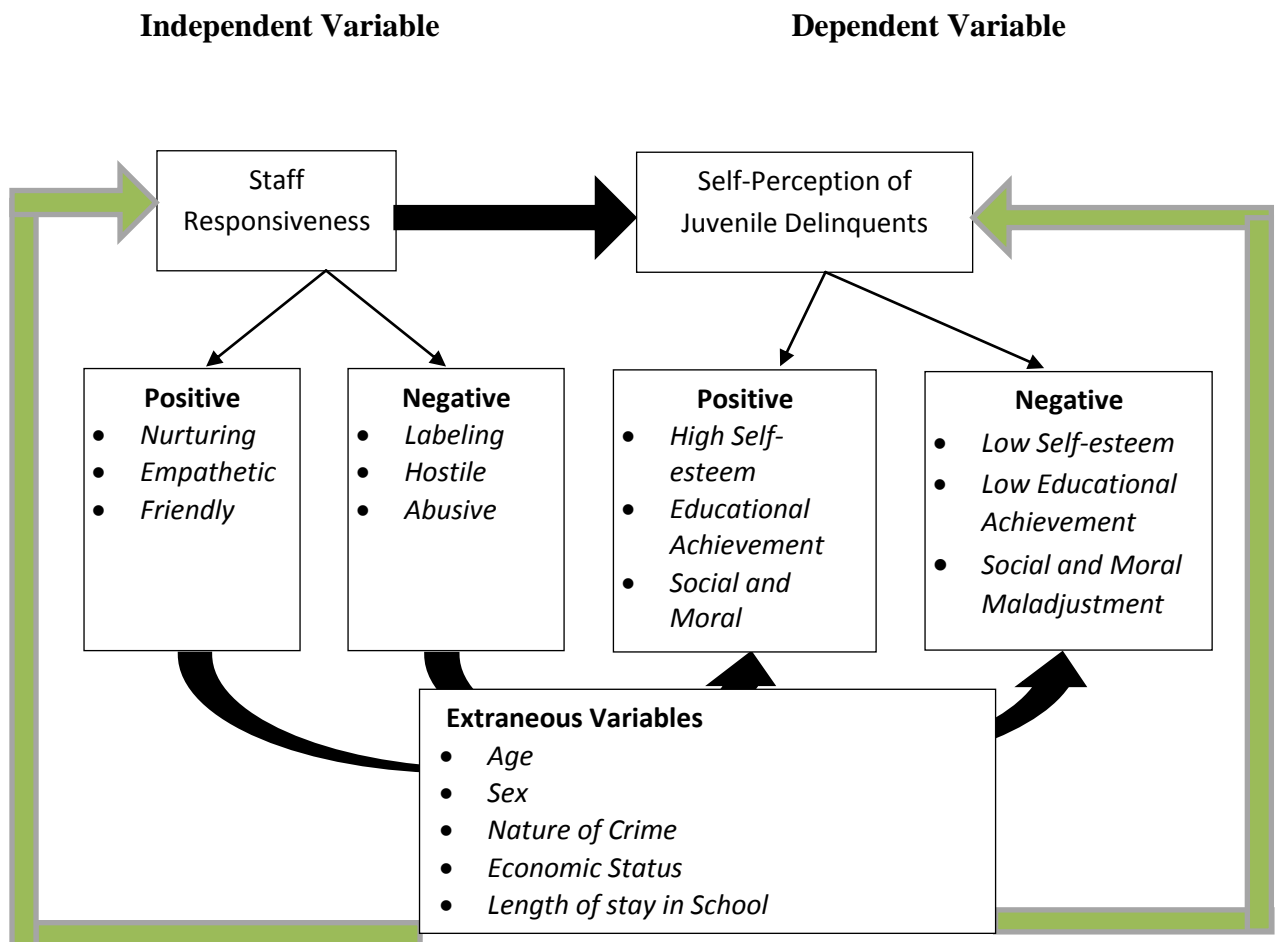
The review of literature has indicated that there exists juvenile delinquency and that it affects juvenile delinquents' self-perception. Studies by Mopila (2000), Jacobs (2001), Harter (2012) and Selvakumar (2014) have discussed dimensions under which the adolescents self-perception can be affected. This study has looked at these in terms of juvenile delinquents in rehabilitation schools. Some demographic variables such as family socio-economic status perpetuate the problem of juvenile delinquency. This is evident from studies conducted by Colditz et al (2001), Twenge and Campbell (2002) and Sharma (2012). However, not much has been done locally to understand the impact of such demographics as length of stay, age, socio-economic status and nature of crime on juvenile delinquents' self-perception. This study sets to fill this gap.

The perceived staff responsiveness to juvenile delinquents has also been reviewed. Literature here has revealed that if a rehabilitation centre is not nurturing in a way that promotes the delinquents' well-being, then their self-perception. Studies which support

this include those done by Forst, Fagan and Vivora (2009), Mvungu (2004), Kathungu (2010), Kikuvi (2011), and Odera (2013). However, it is not clear whether the staff in rehabilitation centers in Kenya is responsive to the juveniles that they are supposed to be rehabilitating. The relationship between perceived staff responsiveness and self-perception of the delinquents has also been reviewed in relation to studies by Adler (1992), Brown and Benedict (2002), Stewart and Smith (2011) and Cheseto (2012). Through review of this literature, a gap was identified in the Kenyan context prompting the need for this study which aimed to establish if there existed a relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation schools in Nairobi.

Fig. 2. Relationship between staff responsiveness and self-perception among juvenile delinquents.

2.6 Conceptual Framework



Source: Author.

The above diagram describes the relationship between staff responsiveness and juvenile delinquents' self-perception. During rehabilitation, the staff in the rehabilitation schools may be responsive to the juveniles by treating them in a nurturing, empathetic and accepting manner. This will lead them to develop a positive self-perception. On the other hand, if the staff label them and treat them in a non-accepting and hostile manner, then the juveniles are likely to develop a negative self-perception. The juveniles' self-perception may also be influenced by various demographic variables such as age, nature of crime, family socio economic status and length of stay in the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter details the methodological steps that were utilized in this study on the relationship between perceived staff responsiveness and the self-perception of juvenile delinquents in Nairobi County in Kenya. A brief description of the research design, variables to be studied, target population, sampling procedures as well as data collection, and analysis procedures is provided.

3.2. Research Design

The study used a correlational research design. The design is appropriate as it helped to establish the relationship between staff responsiveness and self perception. The Correlational research assesses the relationships among variables with the researcher being interested in using information obtained from one variable to estimate the variation in a related variable (Mugenda & Mugenda, 2008). In this study, data was collected on perceived staff responsiveness and self-perception of juvenile delinquents in order to test the nature and extent of the relationship between the two variables.

3.3 Study Variables

The variables in this study are staff responsiveness and self-perception of juvenile delinquents. Staff responsiveness was treated as the independent variable while juvenile delinquents' self-perception was treated as the dependent variable. Staff responsiveness is the way members of staff interact with juvenile delinquents. Positive responsiveness

includes being friendly, caring, empathetic, commitment to work and nurturing while negative responsiveness examples include labeling, hostility, physical abuse, and lack of commitment to work. Self-perception is the juveniles' view of self which can be positive or negative. This may be informed by ways in which they interact with staff, which can be positive to include a high self-esteem, social adjustment, moral adjustment and educational achievement or negative to include low self-esteem, social and moral maladjustment and low educational achievement. Intervening variables are the demographic factors which include age, nature of crime and family socio-economic status of the juvenile delinquents.

3.4 Site of the Study

The study was conducted in public rehabilitation schools in Nairobi County, Kenya. Nairobi County has the highest number of rehabilitation schools in the country which admit juveniles from across the country. It is therefore expected that these schools are representative of the situation in the country.

3.5 Target Population

The target population for this study was all the juvenile delinquents in public rehabilitation schools in Nairobi County, Kenya. There are four rehabilitation schools in Nairobi County with a total population of 250 juveniles at the time of the study (Kenya Prison department, 2016). The juvenile delinquents who are aged between 14 -21 years, are convicted of different felonies and come from different parts of the country. There is one rehabilitation school for female delinquents and three rehabilitation schools for male delinquents

Table 1

Target Population

Category	Total
Boys	150
Girls	100
Total	250

3.6. Sampling Techniques and Sample Size

Stratified random sampling was used to select participants for the study. First the rehabilitation schools were divided into two groups, namely: male and female rehabilitation schools. Then from the groups the participants were randomly sampled. Stratified random sampling was appropriate for this study because it provides a non-biased data which makes it possible to compare facts between the male and female juvenile delinquents. Selvakumar (2003).

Yamane (2000) formula for determining sample size was used to arrive at the sample as follows;

Yamane (2000) formula is

$$n = \frac{N}{1 + (N-1) e^2}$$

N=population =250

n =sample size

e= margin of error=0.05

$$n = \frac{250}{1 + (250-1) (0.05)^2}$$

$$1 + (250-1)0.05^2$$

From the above formula, the sample size for this study which has a population of 250 is 153. Proportionate sampling was used to select the sample in the ratio of boys to girls which was 3: 2 (150:100). Therefore a total of 93 boys and 60 girls were sampled in the study.

3.7. Research Instruments

In order to ensure comprehensive collection of data, this study employed the use of two structured questionnaires and an interview schedule. The interview schedule was for key staff working at the rehabilitation school and was meant to collect complimentary information on staff responsiveness and strategies that can be used to improve self-perception of juveniles. The questionnaires were used to measure staff responsiveness and self-perception of the juvenile delinquents respectively. They were developed by the researcher and the items on the questionnaires were read out to the respondents in a language that they understood. Based on the assumption that most of the delinquents were semi-illiterate and suspicious, counseling skills of observation, probing and empathy enabled the researcher to gather relevant information as the questionnaires were read out to the respondents.

The first questionnaire was divided into two sections. The first section gathered demographic information of the juveniles which includes the gender, age, nature of crime, sentences status and length of stay. The second section which covered staff-responsiveness contained 10 questions each measured on a likert scale of Strongly Agree =1, Agree =2, Undecided =3, Disagree =4 and Strongly Disagree =5. The cumulative scores were calculated to determine the level of staff responsiveness. A total score of 15

and below indicated high staff- responsiveness; a total score of between 16 and 25 indicated moderate staff responsiveness while a total score of 25 and above indicated low staff responsiveness.

The second questionnaire gathered information on self-perception of the juvenile delinquents. It had only one section to avoid repetition of demographic information which was given in the first questionnaire. This questionnaire contained 25 questions measured on a likert scale of Strongly Agree =1, Agree =2, Undecided =3, Disagree =4 and Strongly Disagree =5. The cumulative scores for each respondent were then calculated and the respondents were rated as low self-perception, moderate self-perception and high self-perception. The scoring was reversed depending on the type of item. For example, for items number 3, 4, 14, 18, 20, 24 and 25; Strongly Disagree was =1, while Strongly Agree was =5. A total score of 50 and above indicated low self-perception; a total score of between 30 and 40 indicated moderate self-perception and a score of 29 and below indicated high self-perception.

3.8. Validity and Reliability

In constructing the juvenile delinquents' structured questionnaire and the staff interview schedule, the researcher made efforts to ensure the validity and reliability of the instruments. To start with, the researcher ensured that the two constructs under study (staff responsiveness and self-perception) were operationalized in line with the existing theory and literature. Secondly, the researcher ensured that the items on the instruments were relevant to the construct as defined in this study. The researcher made efforts to ensure content validity of the instruments by ensuring that they comprehensively cover

the various dimensions of the two constructs as defined in this study. Finally, an expert opinion from the supervisor was sought on the appropriateness of the instruments as suggested by Fraenkel & Warren (2000).

The reliability of the questionnaire was established by test/retest method whereby the respondents who were excluded from the final sample participated. After two weeks the researcher administered a questionnaire to the same respondents again under similar conditions. The two week period was appropriate as it reduces the chances of recall and the chances of the behavior under study changing. Two dimensions namely staff responsiveness and self-perception were covered in designing the tool. A reliability coefficient of 0.72 was found and the instrument was considered reliable.

3.9. Pilot Study

To check the appropriateness of the instrument, a pilot study was conducted in one of the rehabilitation centres. The pilot study centre was conducted at Kamiti Youth Correctional and Training centre which has a population of juveniles similar to the study population. It was subsequently excluded from the final sample. Feedback from the pilot study was used to restructure some items and remove some items that were redundant. The items that were removed were age of the staff members and how long they had worked because it was deemed irrelevant. The items that were restructured were “I don’t like myself” to “I don’t believe I have good looks” and also “I find school important” to “I find education useful in my life”. The items were also balanced so that some were stated in a positive form while some in a negative form for example item one on staff

responsiveness reads, “ members of staff here promptly respond to my problems”, while item three on the same reads, “I find members of staff here unapproachable”.

3.10. Data Collection Procedures

Authority to conduct research was obtained from Kenyatta University graduate school and the Kenyatta university ethics review committee. The research permit was sought from National Council for Science, Technology and Innovation (NACOSTI). Permission to conduct the study was sought from The Children’s Department, as well as the Managers of the respective rehabilitation schools.

The researcher carried out data collection at the centre for a period of one month. The filling of the questionnaires was researcher aided as the researcher read out the questions to the juveniles in the language that they understood. The interview schedule for staff was also used to get individual information from each staff by the researcher.

3.11. Data Analysis and Presentation

Both descriptive and inferential statistics were used in data analysis. Measures of central tendency and percentages were used to describe the data. Inferential statistics including Pearson Correlation Coefficient (PCC) was used to establish relationship between staff responsiveness and juvenile delinquents’ self-perception. Pearson Correlation Coefficient was used because it is appropriate in establishing a linear relationship as is the case in this study whose data was generated using an interval scale. Partial correlations were used to establish the correlation between perceived staff responsiveness and juvenile delinquents’ self-perception while controlling for demographic variables such as nature of crime, age, sex, length of stay and socio-

economic status. The analysis was aided by the use of Statistical Package for Social Sciences version 22.0 (SPSS.22.0)

3.12. Data Management and Ethical Considerations

Informed consent to collect data from the participants was sought from the managers of the respective rehabilitation schools on behalf of the juveniles since most of them are under age. As for the staff, the informed consent form was given to them to read and sign before being interviewed.

Assent to participate in the study was also sought from the children who participated in the study. All the research participants were informed about the freedom to withdraw from the research at any stage if they felt that they no longer wanted to participate. The data collected was treated with utmost confidentiality during and after the research and used only for the intended research. The study did not anticipate any adverse effects on the respondents as a result of participating in the study hence psychological debriefing was not conducted.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter highlights the findings of the study on relationship between staff responsiveness and self-perception among juvenile delinquents in public rehabilitation schools in Nairobi County, Kenya. It is divided into seven sections. It presents findings on the demographic characteristics of the respondents, the self-perception of juvenile delinquents in rehabilitation schools and nature of staff responsiveness towards juvenile delinquents in rehabilitation schools. It also presents findings on relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation centres. A summary of the findings is also discussed.

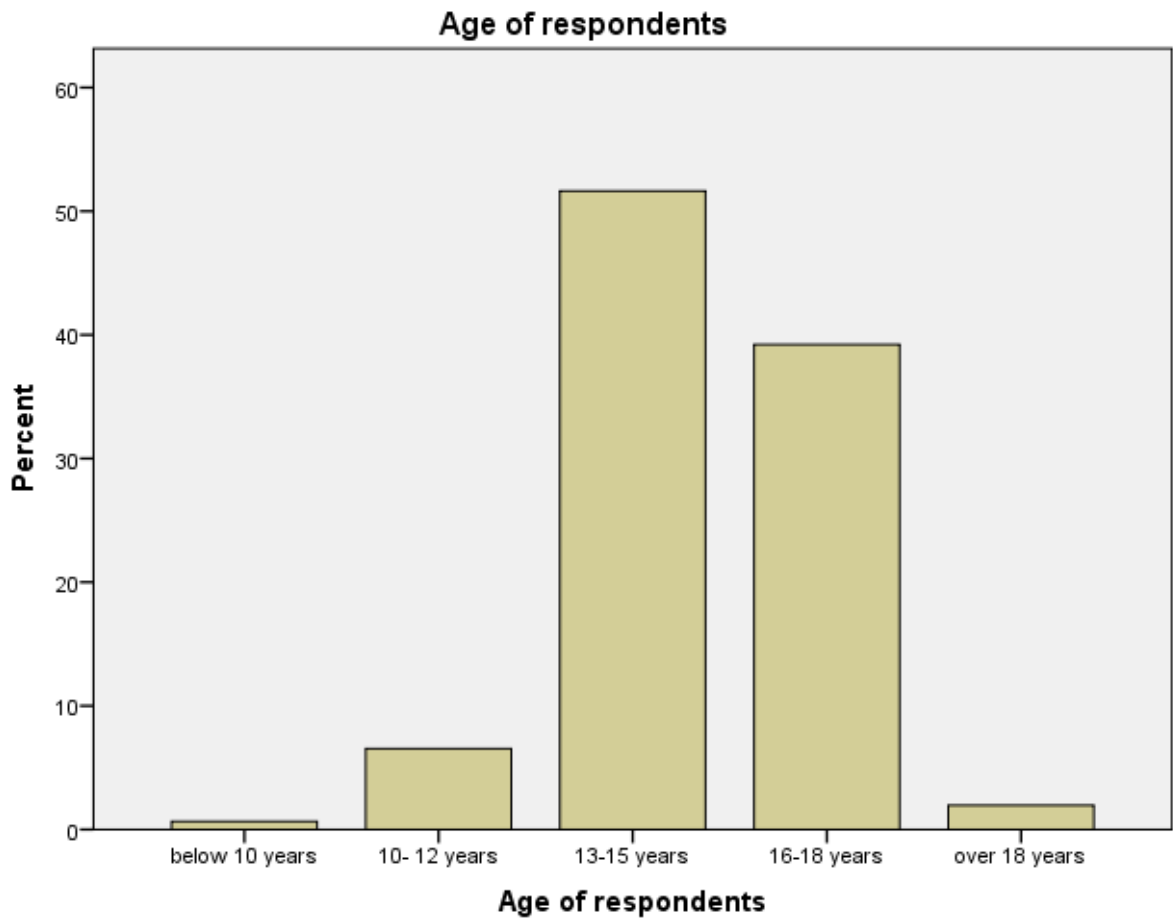
4.2 Demographic characteristics of the respondents

The study collected data from a sample of 153 adolescents. The demographic characteristics of the sample were analysed according to age, sex, number of times arrested, type of crime and length of stay in the rehabilitation school.

4.2.1 Age of respondents

The study sought to find out the age of the respondents, the findings are shown in Figure 2.

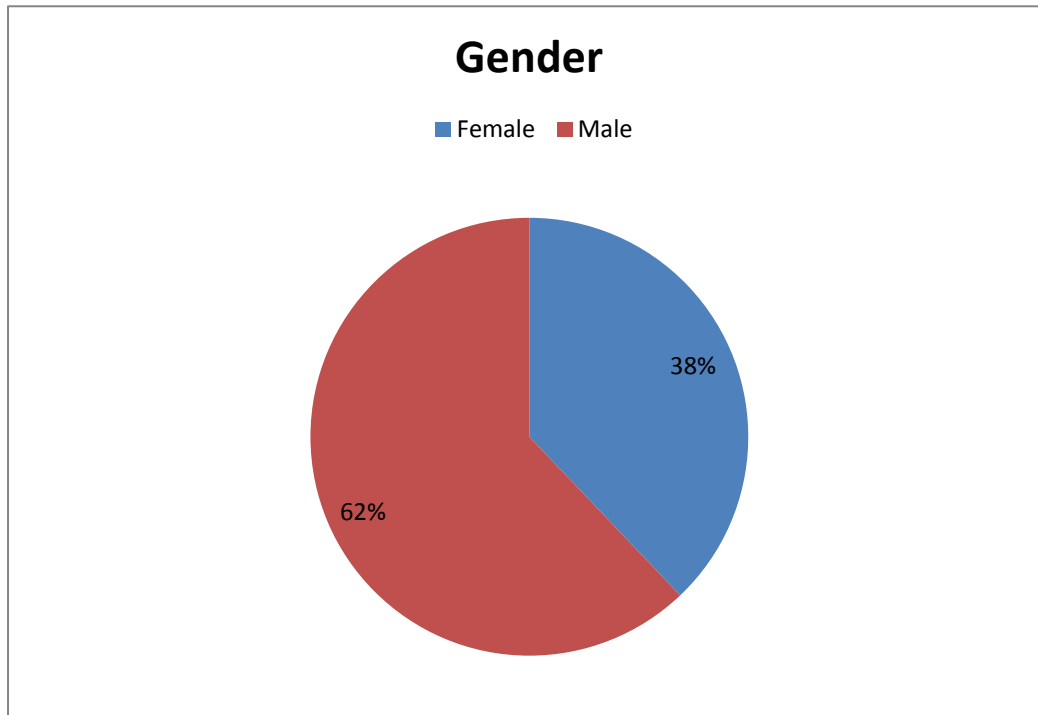
Figure 2: Age of Respondents



From Figure 2, a majority (51.6%) of the respondents were aged 13-15 years, (39.2%) 16-18 years while (6.5%) 10-12 and (2.0%) over 18 years. Those aged below 10 years formed 0.7% of the respondents.

Gender of the Respondents

Figure 3: Gender of Respondents

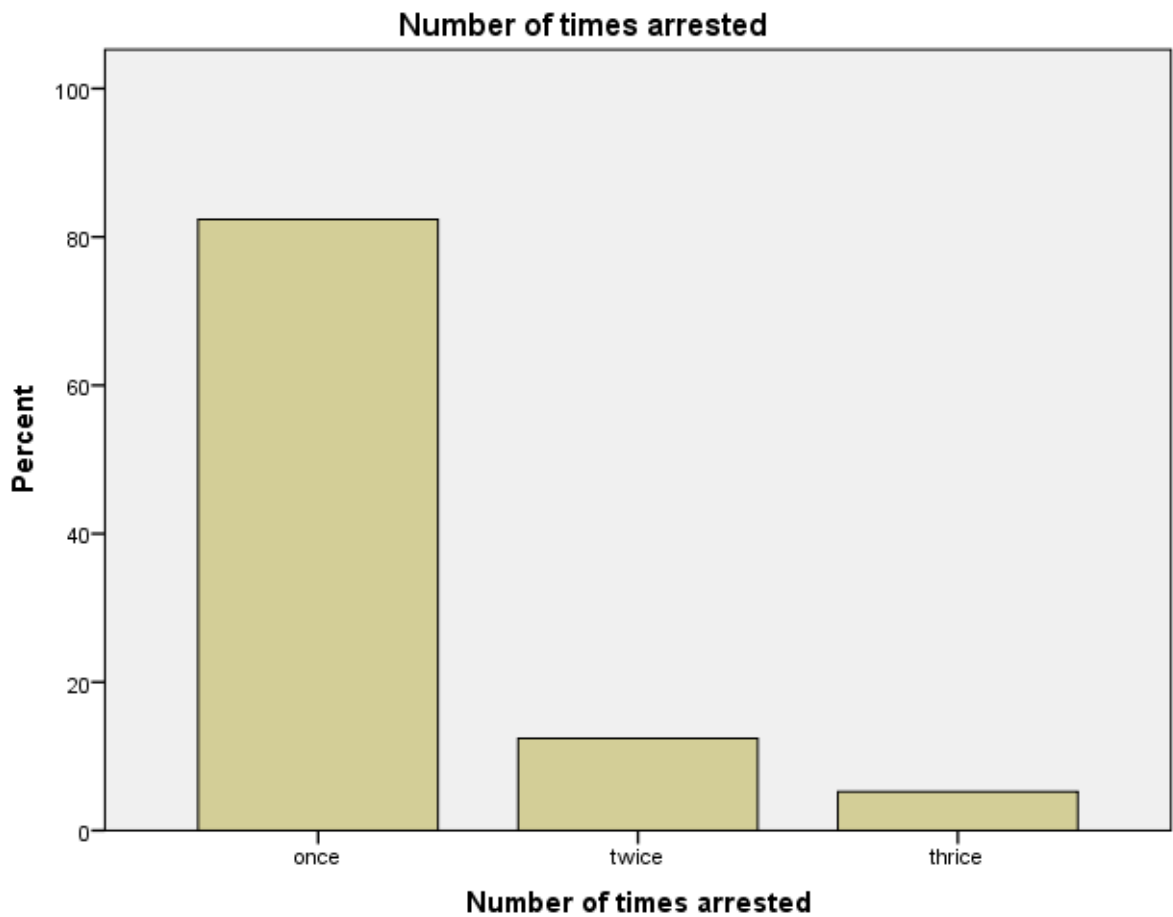


From Figure 3, a majority (62%) of the respondents were male while 38% were female.

4.2.2 Number of Times Arrested

The respondents were asked to indicate the number of times they had been arrested and the results were as indicated in Figure 4.

Figure 4: Number of Times Arrested



From Figure 4, A majority (82.4%) of the respondents had been arrested for the first time while 12.4% had been arrested twice and only 5.2% had been arrested thrice.

4.2.3 Type of crime

The study also sought to find out the type of crime the juveniles had been arrested for and the findings are as indicated in Table 1.

Table 1: Type of Crime

Type of crime	Number of Respondents	Percentage of Sample
Defying authority	6	3.9
Theft	46	30.1
Vandalism	6	3.9
Truancy	30	19.6
Loitering	16	10.5
Running away from home/school	29	19.0
Arson	4	2.6
Fire setting	3	2.0
Rape	2	1.3
Drug peddling	8	5.2
Attempted murder	3	2.0
Total	153	100.0

From the results, the respondents were arrested for theft (30.1%), truancy (19.6%), running away from home (19.0%), loitering (10.5%), drug peddling (5.2%), defying authority (3.9%), arson (2.6%), fire setting (2%), attempted murder (2%) and rape (1.3%).

4.2.4 Length of Stay in Rehabilitation School.

The findings on length of stay are indicated in Figure 5.

Figure 5: Length of time in Rehabilitation School.



The study found that a majority (45.5%) of the respondents had stayed in the rehabilitation school for one to six months while 24.8% had stayed for six months to one year. The rest of the respondents had stayed for one to two years (15%) and more than two years (14.4%).

4.2.6 Cross Tabulations of sex by demographic variables

Cross tabulations were performed for the demographic variables and the results are as shown in Tables 2, 3, 4 and 5.

Table 2: Sex by Age

Age of respondents	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Below 10 years	1	100.0	0	0.0
10-12 years	8	80.0	2	20.0
13-15 years	47	59.5	32	40.5
16-18 years	37	61.7	23	38.3
Over 18 years	2	66.7	1	33.3

From Table 4.2 the results show that more male juveniles (80%) were aged between 10-12 years compared to females (20%).

Table 3: Sex by Number of times Arrested

Number of Times arrested	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Once	75	59.5	51	40.5
Twice	16	84.2	3	15.8
Thrice	4	50.0	4	50.0

From Table 3, the results show that there was an equal number of male and female juveniles who had been arrested thrice while male juveniles who had been arrested twice were more (84.2%) compared to females (15.8%).

Table 4: Sex by type of crime

Type of crime	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Defying authority	5	83.3	1	16.7
Theft	38	82.6	8	17.4
Vandalism	5	83.3	1	16.7
Truancy	11	36.7	19	63.3
Loitering	7	42.8	9	56.2
Running away	18	62.1	11	37.9
from home/school				
Arson	2	50.0	2	50.0
Fire setting	2	66.7	1	33.3
Rape	1	50.0	1	50.0
Drug peddling	5	62.5	3	37.5
Attempted	1	33.3	2	66.7
murder				

From Table 4, the results show that more males (82.6%) had committed theft compared to 17.4% females who committed the same crime. There was however more females (63.3%) involved in truancy than males (36.7%). This means that despite girls forming only 38% of the sample population, more girls than boys were involved truancy.

Table 5: Sex by Length of Stay

Length of stay in rehabilitation	Male		Female	
	Frequency	Percentage	Frequency	Percentage
1-6 months	61	87.1	9	12.9
6 months-1 year	14	36.8	24	63.2
2 years	9	39.1	14	60.9
More than 2 years	11	50.0	11	50.0

From table 5, the results show that an equal number of male and female juveniles had stayed in the rehabilitation for more than 2 years. More males (87.1%) had stayed for less than 6 months compared to females (12.9%).

4.3 Self-Perception of Juvenile Delinquents in Rehabilitation Schools

The study sought to find out the self-perception of the juvenile delinquents. The respondents were asked to fill out a self-perception questionnaire. The findings are shown in Table 6.

Table 6: Descriptive Statistics for Self Perception

Statistics	Values
N	Valid 153
Mean	67.23
Median	67.00
Mode	66
Range	61
Std. Deviation	10.905
Variance	118.928
Skewness	-.089
Std. Error of Skewness	.196
Kurtosis	.450
Std. Error of Kurtosis	.390
Minimum	36
Maximum	97

From Table 4.6 the mean self-perception score was 67.23 while the lowest score was 36 and the highest was 97.

To measure the different levels of self-perception, the cumulative raw scores on self-perception were transformed into four categories as follows; very negative self-perception (96-125), negative self-perception (64-95), positive self-perception (32-63) and very positive self-perception (0-31). The results were analysed and the findings are as shown in T

Table 7: Self Perception of Juvenile Delinquents

<u>Categories</u>	<u>Self-Perception</u>	
	<u>Frequency</u>	<u>Percentage</u>
Very positive self-perception	0	0
Positive self-perception	50	32.7
Negative self-perception	101	66.0
Very negative self-perception	2	1.3
Total	153	100.0

From Table 7, majority (66%) of the respondents had a negative self-perception while 32.7 % had a positive self-perception and 1.3% had a very negative self-perception. None of the respondents had a very positive self-perception.

Cross tabulations were conducted on sex by self-perception and the results are shown in Table 8.

Table 8: Sex by Self Perception

Self-perception of juvenile delinquents	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Very positive self- perception	0	0.0	0	0.0
Positive self-perception	30	60.0	20	40.0
Negative self-perception	63	62.4	38	37.6
Very negative self- perception	2	100.0	0	0.0

From Table 8, the findings reveal that 60% male juveniles reported positive self-perception compared to 40% female juveniles. None of the respondents had a very positive self-perception.

4.4 Staff Responsiveness towards Juvenile Delinquents in Rehabilitation schools

The study sought to find out the staff responsiveness towards juvenile delinquents and the results are show in the Table 9.

Table 9: Descriptive Statistics for Staff Responsiveness

Statistics	Valid	Values
N		153
Mean		28.76
Median		29.00
Mode		30
Range		28
Std. Deviation		5.478
Variance		30.014
Skewness		-.227
Std. Error of Skewness		.196
Kurtosis		-.073
Std. Error of Kurtosis		.390
Minimum		14
Maximum		42

From Table 9, the mean responsiveness score is 28.76 while the lowest and highest scores are 14 and 42 respectively.

To measure staff responsiveness, the scores were transformed into categories as follows: high responsiveness (12 and below), moderate responsiveness (13-24), mild responsiveness (25-35) and low responsiveness (36-50). The findings are shown in Table 4.10.

Table 10: Staff Responsiveness towards Juvenile Delinquents

<u>Staff Responsiveness</u>		
<u>Categories</u>	<u>Frequency</u>	<u>Percentage</u>
High responsiveness	0	0
Moderate responsiveness	32	20.9
Mild responsiveness	103	67.3
Low responsiveness	18	11.8
Total	153	100.0

From Table 10, majority (67.3%) mild staff responsiveness, 20.9% moderate responsiveness and 11.8% low responsiveness. None of the respondents indicated high staff responsiveness.

Cross tabulations on sex by staff responsiveness were conducted and the results are shown in Table 11 below.

Table 11: Sex by Staff Responsiveness

Staff responsiveness	Male		Female	
	Frequency	Percentage	Frequency	Percentage
High responsiveness	0	0.0	0	0.0
Moderate responsiveness	18	56.2	14	43.8
Mild responsiveness	63	61.1	40	38.9
Low responsiveness	14	77.8	4	22.2

From Table 11, more male juveniles (77.8%) reported low responsiveness compared to female juveniles (22.2%). None of the juveniles reported high responsiveness.

4.5 Relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation centres

The study sought to establish if there is a relationship between staff responsiveness and self-perception among juvenile delinquents. The null hypothesis to be tested was :

H₀: There is no relationship between staff responsiveness and self perception among juvenile delinquents

To test this hypothesis, Pearson's r correlation was calculated for the relationship between staff responsiveness and self-perception. The findings are shown in Table 12.

Table 12: Correlation between Staff Responsiveness and Self perception

<u>Variables</u>	<u>Correlations</u>	
	<u>Staff responsiveness</u>	<u>Self-perception</u>
Staff Responsiveness	1.000	.274**
Sample size	153	153
Self-perception	.274**	1.000
Sample size	153	153

Note: **p<.01, two-tailed.

From Table 12, A moderate positive correlation was found ($r = 0.274$, $p\text{-value} < 0.01$) indicating a significant relationship between staff responsiveness and self-perception of juvenile delinquents. The p-value was less than 0.01; hence there was relationship between staff responsiveness and self-perception of juvenile delinquents.

4.6 Relationship between staff responsiveness and self-perception among juvenile delinquents in rehabilitation centres while controlling for demographic variables of age, nature of crime, sex and length of stay

The study sought to establish if a relationship existed between staff responsiveness and self-perception even after controlling for age, nature of crime, sex and length of stay.

The results are shown in Table 13.

Table 13: Partial Correlation Coefficients while Controlling for various Demographic Variables

<u>Control Variables</u>	<u>Staff Responsiveness</u>	<u>Self-perception</u>
Age	Self-perception	.295** (153) .000
Sex	Self-perception	.270** (153) .000
Type of crime	Self-perception	.290** (153) .000
Length of stay	Self-perception	.289** (153)

From Table 13, moderate positive partial correlations of 0.295 for age, .270 for sex, .290 for type of crime and .289 for length of stay were obtained. There was therefore a

relationship between staff responsiveness and self-perception even after controlling for the variables of age, sex, type of crime and length of stay.

4.7 Data from Key Informants

The study also sought to collect data from key informants through interviews. The researcher interviewed a total of 24 key informants who included cooks, support staff, managers, social workers, teachers, house workers, house masters, counsellors and hospitality officers as shown in Table 4.14 below. The data were collected through interviews and analysed qualitatively. The data were reviewed and examined to identify themes and patterns that helped to answer the objectives of the study.

Table 14: Designation of Key Informants

Designation	Frequency	Percentage
House master	7	29.1
House mistress	2	8.3
Cook	2	8.3
Teacher	1	4.1
Manager	2	8.3
Social worker	3	12.5
Counsellor	1	4.1
Support staff	4	16.6
House keeper	1	4.1
Hospitality officer	1	4.1
Total	24	100

The study sought to find out the rate of sneaking by the juvenile delinquents and it was reported by all the respondents that it was very rare or minimal.

4.7 Nature of staff responsiveness towards juvenile delinquents in rehabilitation schools

Ways that staff expressed responsiveness

All the respondents expressed responsiveness to the juvenile delinquents in various ways as discussed below.

Guidance and Counseling

The staff offered counseling to the juveniles through the professional counselors working at the centres and the other staff. They tried to guide the juveniles on the right behaviour, correcting them and listening to their issues. They also nurtured their talents and guided them spiritually. Staff 4 for instance said,

“We try to show them love and care by listening to them and guiding them on how to behave and change their behaviour”.

Another respondent (Staff, 11) said,

“We teach them the word of God and show them that they can change their lives by accepting God and believing in His word.”

Provision of basic needs to juvenile delinquents

The staff provided the juvenile delinquents with basic needs such as food, shelter, clothing and a decent life as evidenced by a respondent's (Staff 18) comment that

“We ensure that they get enough food by providing them breakfast, tea, lunch and supper which most of them were not able to afford while they were out there in the streets. We also provide clothing and beddings to them to ensure they are comfortable.”

Peer education of juvenile delinquents

The staff expressed responsiveness by inviting former juveniles to motivate them and encourage them that it's possible to turn their lives around. Staff 15 said,

“The juveniles who have been released from the rehabilitation are called back to give talks to the juveniles to encourage them to about life after rehabilitation.”

Rehabilitation programmes for juvenile delinquents

The school runs rehabilitation programmes that not only targets the juvenile delinquents behaviour change but also impacting them with vocational skills that will enable them earn a living after the rehabilitation centre. This is evident from staff 20 who said,

“The rehabilitation programme that they go through shows responsiveness since we train them to have skills such as making yoghurt and making soap that can help them become self-employed after leaving here.”

How Delinquents View Themselves

Most of the staff reported that the juvenile delinquents view themselves negatively. The juveniles largely view themselves as victims of circumstances and that they do not deserve to be in the rehabilitation school. For example staff 10 said that

“Some have given up in life and don’t care.”

Another respondent (staff 23) said,

“They have a very negative self-perception and feel neglected and unwanted by the society”.

For example staff 13 said,

“Some regrets committing the crimes and are remorseful and fearful that the society discriminates against them”.

Reasons why staff respond negatively

Most of the staff indicated that the staff responded negatively towards the juvenile delinquents. They reported that the reasons why staff responded negatively were because the juveniles were rebellious and difficult to deal with. One participant (Staff 1) narrated that

“Some members of staff get frustrated by the juveniles because they continue behaving as if they are still in the street”.

Another (staff 8) said,

“They don’t reform and are very rude”.

The findings also revealed some staff mistreated the juveniles as evidenced by a staff 6 who said,

“Some staff send them on personal errands, refer them by the crimes they committed and give them unnecessary punishment”.

On the issue of recidivism, a majority (62%) indicated that it happened while 48% indicated that it doesn't happen.

Recidivism among juvenile delinquents

Most of the staff indicated that recidivism occurred among the juvenile delinquents who had left the rehabilitation school. They reported that going back to the same harsh economic and social environment contributed to the recidivism rates among the juveniles who had been released from the school. Staff 20 said,

“They usually go back to the same environment of poverty and some are forced to go back to the streets to fend for themselves”.

Strategies to improve Self Perception of Delinquents

The staff indicated there was need to help the juveniles improve their self-perception. Various strategies were suggested by the staff.

Counseling the juvenile delinquents

There is need to provide counseling services to the juveniles delinquents to help them change their self-perception from negative to positive. For example staff 13 said,

“The juveniles need to be counselled to accept themselves and to believe that they are worthy and can live a meaningful life as part of the society.”

Another respondent (Staff 5) said,

“They need to be told that they should not give up in life and their life can change if they are determined to change.”

Using reformed delinquents to encourage juvenile delinquents

The staff reported that reformed delinquents who become successful after discharge from the rehabilitation schools can be used to encourage and motivate them to change the negative self-perception among the juvenile delinquents. For example staff 16 said,

“Reformed former delinquents have been helpful in motivating the juveniles to see that it’s possible to come from rehabilitation school and still make something out of their lives.”

Improve integration procedures

The staff reported that there was need to improve integration procedures through the involvement of the government and parents of the juvenile delinquents after discharge as narrated by a staff 12 who said,

“The government needs to be involved in integration of the juveniles by contacting the parents and guardians of the juveniles during and after discharge so that they can be helped to transition back to the society well.”

Provide basic needs to juvenile delinquents

The staff indicated that provision of basic needs to the juvenile delinquents helps them to improve their self-perception and human dignity. For example staff 18 said,

“When the juveniles are able to have food shelter and clothing, they feel that they are human beings and can feel dignified.”

Spiritual growth of juvenile delinquents

The staff reported that the juveniles need to be encouraged to grow spiritually by teaching and preaching to them about spiritual wellbeing. For example staff 16 said,

“Most of the juveniles have never gone to church before coming to this school and they need to be saved so that God can help them change.”

4.8 Summary of Results

The results of the study revealed that a majority (51.6%) of the respondents were aged 13-15 years. The study sampled (62%) male while 38% were female. A majority (82.4%) of the respondents had been arrested for the first time. On crime, 30.1% were arrested for theft. The study also found that a majority (45.5%) of the respondents had stayed in the rehabilitation for one to six months. Cross tabulations were conducted and the results show that more male juveniles (80%) were aged between 10-12 years compared to females (20%). On the type of crime, the results show that more males (82.6%) had committed theft compared to 17.4% females who committed the same crime. There were however more females (63.3%) who were convicted of truancy than males (36.7%).

On self-perception, the mean self-perception score was 67.23. A majority (66%) of the respondents had a negative self-perception. On staff responsiveness, the results show that the mean responsiveness score is 28.76. A majority of the respondents reported (67.3%) mild staff responsiveness. On the relationship between staff responsiveness and self-perception a moderate positive correlation was found ($r = 0.274$, $p\text{-value} < 0.01$) indicating a significant relationship between the two variables. While controlling for extraneous variables of age, type of crime, sex and length of stay moderate positive partial correlations were obtained for the relationship between staff responsiveness and self-perception.

The study also found that more male juveniles (77.8%) reported low responsiveness compared to female juveniles (22.2%). On self-perception, the findings reveal that 60% male juveniles reported positive self-perception compared to 40% female juveniles.

The data from key informants revealed that counseling, provision of basic needs and nurturing them spiritually were some of the ways that staff expressed responsiveness. The results also show that some delinquents viewed themselves negatively; some didn't care while others felt they were persecuted by the society. On whether staffs respond negatively to juvenile delinquents under their care, a majority (57%) of the respondents indicated no. The findings show that some staff members were not responsive to the delinquents by giving them unnecessary punishment, calling them using the crime they committed and seeing them as stubborn. On whether there is recidivism, a majority (62%) indicated yes while 38% indicated no. The reasons for recidivism include going back to harsh economic and social background. Some of the suggested strategies to

improve self-perception of juveniles were counseling (21.4%) provision of basic needs (14.2%) and government involvement in after discharge (10.7%).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the discussions of the findings, conclusions and recommendations drawn from the study. The chapter begins with the discussions on the findings. It is then followed by a section on the conclusions drawn from the discussions and finally a section on recommendations arising from the study.

5.2 Discussion of the Results

The study sought to establish the relationship between staff responsiveness and self-perception of juvenile delinquents in public rehabilitation schools in Nairobi County, Kenya. In this section, the researcher discusses the findings of the study together with the implications, under four subsections. Subsection one discusses the findings from the analysis of demographic information of juvenile delinquents. Subsections two and three discuss the findings on the independent variable (staff responsiveness) and the dependent variable (self-perception) respectively, while subsection four discusses the findings on the relationship between staff responsiveness and self-perception.

5.2.1 Demographic Information of Juvenile delinquents in Nairobi, Kenya

Based on the analysis of demographic variables various observations were made. A majority of the respondents were aged between 13 and 18 years indicating that most of them are at the adolescence stage. The fact that a majority of those sampled were male is a reflection of the fact that there are more male rehabilitation centres than those for female in the country. While a majority of the respondents were first time offenders, some were repeat offenders. The repeat offenders could be an indication that there is recidivism since some delinquents go back to crime after being released from the rehabilitation schools. The fact that most of the offenders were arrested for theft could be an indication that poverty and economic hardships could have contributed to their crime. The findings are supported by Odera (2011) who found 94.4% of delinquents had been involved in stealing. The study concluded that deprivation of basic needs and poverty influenced crime among juvenile delinquents in Kenya. The findings that there were more male aged between 10 -12 years than females is an indication that the boy child is vulnerable to crime at an early age compared to the girl child. This is also reflected by the findings that more males were arrested for theft than females.

5.2.2 Self Perception of Juvenile Delinquents

Analysis of self-perception revealed that most of the juveniles had a negative self-perception. This is not surprising since most of the juveniles come from various social background that could have an impact on their self perception. The negative self perception could have played a role in their involvement in crimes as they view themselves as criminals and outcasts. These findings are similar to those of Twenge & Campell (2002) who found that most adolescents who engage in crime have a negative

self-perception. The negative self-perception of juvenile delinquents is also supported by the finding from the staff at the rehabilitation schools who indicated that some delinquents viewed themselves negatively; some didn't care while others felt they were persecuted by the society. Perhaps the negative self-perception could also be reflected by the high rate of recidivism which is explained by the fact that they go back to the harsh economic and social backgrounds which are characterized by poverty and the need to survive by whatever means.

On the other hand, it is important to note some of the juveniles had a positive self-perception. The positive self-perception among some juveniles could have changed their self-perception through responsiveness expressed by the staff at the rehabilitation school.

The finding that more male juveniles reported positive self-perception compared to females is an indication that female juveniles' self-perception is easily affected compared to their male counterparts. This findings support Ayub (2010) who found that female adolescents had poor self-perception compared to male adolescents. According to Schnackenberg (2016) adolescent girls are dissatisfied with their boy image and tend to devalue themselves compared to boys as they develop.

5.2.3 Staff Responsiveness

The finding that a majority of the juveniles reported mild staff responsiveness indicates that some staff members are not responsive to the juveniles. This means that some staff members could be hostile to the juveniles. A hostile treatment such as unnecessary corporal punishment and calling the juveniles names could be viewed as lack of responsiveness. This finding supports those of Kikuvi (2009) who carried out a study on

rehabilitation of delinquent adolescents in Kenya with an aim of finding out the perception of the rehabilitation schools by the rehabilitees and whether the school environment was conducive for rehabilitation. The study found that the adolescents expressed unhappiness due to caning and punishment, low attendance of teachers in classes and being locked up early. This assertion is also given credence by the findings from the key informants who indicted negative responsiveness by some staff members. Low of responsiveness is among staff is evidenced by giving of unnecessary punishment, labelling the juvenile delinquents.

Low responsiveness is not necessarily a reflection of the staff members' bad attitude but could be as a result of being overwhelmed by the workload and poor work environment. Mvungu (2004) investigated the effectiveness of rehabilitation programs for former street children and adolescents in Nairobi and found that rehabilitation schools were understaffed and had a heavy work load. In addition to that, lack of adequate skills to deal with delinquents could also contribute to the low levels of responsiveness among staff. In fact, there was only one counselor who participated in the study out of the twenty four staff who participated in the study. This means that the staff members dealing with adolescents may not have adequate counseling skills to manage them. In addition to that, low responsiveness can also be as a result of the frustration in dealing with some rebellious juveniles. This may lead them to also become hostile to them. Nevertheless, it also important to note that some staff members were reported to be responsive. This is an indication that some staff members are skilled enough to be responsive to the juveniles. Some of the ways that they express responsiveness as revealed by the staff members was through counseling, provision of basic needs and

nurturing them spiritually. This implies that some staff members understand the importance of responsiveness and deliberately seek to be responsive to the juveniles.

The findings that more male respondents reported low responsiveness compared to females could be a reflection of the male staff members' nurturance and responsiveness. Male juveniles interact with more male staff members. According to Karega (2012) men in Kenyan society are socialized to display stoicism and restricted emotionality which may be perceived by adolescents as less nurturing. Zervides & Knowles (2007) also asserts that men are relatively less responsive and harsher compared to women. Considering that male juveniles interact with more male staff members while female juveniles interact with more female staff members then male juveniles are likely to report lower responsiveness compared to female juveniles.

5.2.4 Relationship between staff responsiveness and self-perception

The analysis of data on relationship between staff responsiveness and self-perception revealed a significant positive correlation. Pearson correlation coefficient showed a significant moderate positive correlation between staff responsiveness and self-perception. This means that high staff responsiveness is associated with positive self-perception while low responsiveness is associated with negative self-perception.

This finding support Holman & Ziedenberg (2006) whose study on the dangers of detention found that when young people are incarcerated, they end up becoming mentally worse and increasing the chances of recidivism. This could be as a result of low responsiveness among staff and the hostile detention environment that decreases their

self-perception. According to Cheseto (2012) when staff mistreat juveniles, they are likely to be hardened and even pick up deviant behaviour from the rehabilitation school.

The implication of this finding is that when staff in rehabilitation schools are responsive to the juveniles, they are likely to develop a positive self-perception. According to Brown & Benedict (2002) when the staff is hostile to the juveniles through severe punishment, verbal abuse and humiliation, the self-perception of the juveniles is affected adversely and they are likely to adopt a rebellious nature. Stewart & Smith (2004) also assert that acting as the authorities and custodians of the rehabilitation process, the staff has a lot of discretion in their relations with the adolescents. Low of responsiveness by staff towards the juveniles is therefore likely to adversely influence the self-perception of the juveniles.

The relationship between staff responsiveness and self-perception was still moderately positive and significant when demographic variables of age, nature of crime, sex and length of stay were controlled for. This means that the relationship between staff responsiveness was not affected by the type of crime, sex, age or length of stay of the juvenile delinquents. This finding give credence to the assertion that the relationship between staff and juveniles while in the rehabilitation school is very important in shaping the self-perception of the juvenile delinquents. According to Odera (2013) the competence of staff to deal with juveniles in rehabilitation schools was very important for positive outcomes of the rehabilitation process.

The findings that the demographic variables do not affect the relationship between staff responsiveness and self-perception of juvenile delinquents also support counseling approach which was suggested as a strategy to increase responsiveness. One key

principle of counseling is that an individual regardless of age, type of crime or sex, can change so long as he is given the chance and the conditions of empathy and unconditional positive regard are provided.

5.2.5 Strategies to improve Staff Responsiveness in order to enhance the Self-perception of Juvenile Delinquents

The suggested strategies to improve staff responsiveness to enhance self-perception include counseling, provision of basic needs and government involvement in after discharge. This is not surprising since those are the main services offered to the juveniles at the rehabilitation schools. Counseling and provision of basic needs shows the juvenile delinquents that you care about them and are willing to listen to them and meet their immediate needs. The findings support other similar suggestions by Odera (2011) who suggested that provision of basic needs such as uniforms, enough food and sanitary ware for girls will go a long way in improving the outcomes of the rehabilitation process. Counseling has also been touted as a key component of rehabilitation process of juvenile delinquents yet may not be prominent in the rehabilitation schools. According to Kathungu (2010) the main activity in rehabilitation schools in Kenya is teaching yet the juveniles are in the schools in order to be reformed. Most of the counseling that takes place is usually done by individuals who may not be trained in counseling or designated as counselors. The suggestion that the government be involved after discharge is also in line with the counseling philosophy of follow up and after care. There is need to follow

up on the juveniles who are released so as to ensure that they transit back to the society appropriately by involving the families and community.

5.2.6 Support for the Theoretical Framework

In this study, staff responsiveness and self-perception was conceptualized using Labeling theory by Howard Becker in 1963. According to the reaction society develops towards delinquency has a future repercussion on the behaviors of juvenile delinquents.

The theory posits that self-perception is derived from the responses of others to a person's behaviour and being labeled may produce a self-fulfilling prophesy, in which the deviant identification becomes a controlling self-concept. Staff responsiveness at the rehabilitation schools may be in form of labeling the juvenile delinquents and this can impact negatively on them hence perpetuating their deviant behaviour. If they perceive negative or unhealthy responses from the staff members, they are likely to develop a negative self-perception.

The findings of the study revealed that there was a positive relationship between staff responsiveness and self-perception of juvenile delinquents. This means that when the staff were non responsive by being punitive and labeling the juveniles unnecessarily, the juveniles were likely to have a negative self-perception. On the other hand when the staff were responsive by being caring and nurturing the juveniles were likely to develop a positive self-perception. This study therefore gives credibility to the theory's assertion that the society's reaction to the juvenile delinquents influences their self-concept, to which self-perception is a component.

5.3 Conclusions

The following conclusions were drawn from this study:

A majority of the respondents were aged between 13 and 18 years indicating that most of the respondents are at the adolescence stage. The fact that most of the offenders were arrested for theft could be an indication that poverty and economic hardships could have contributed to their crime.

The negative self-perception among most of the juvenile delinquents indicates that more needs to be done in order for successful rehabilitation to occur at the end of the rehabilitation programme. A change of self perception will also help reduce the rates of recidivism among the juveniles. .

The finding that a majority of the juveniles reported mild staff responsiveness indicates that there is need for staff working the rehabilitation schools to explore and find out what contributes to low responsiveness and ways of improving their responsiveness.

The positive relationship between staff responsiveness and self-perception is an indication that staff need to improve how they relate with the juveniles and take cognizance of the fact that low responsiveness is associated with a negative self perception while high responsiveness is associated with a positive self perception.

The suggested strategies to improve staff responsiveness to enhance self-perception include counseling, provision of basic needs and government involvement in after discharge. This is an indication that staff at the rehabilitation schools need to the need to step up efforts on activities that improve staff responsiveness.

5.4 Recommendations

Based on the findings of this study several recommendations are made for the government policymakers, staff working at rehabilitation centres and mental health professionals. All these stakeholders are collectively and individually responsible for ensuring that juvenile delinquents undergo a successful reformation process that enhances their self-perception during rehabilitation.

5.4.1 Recommendations for Government Policymakers

- i. There is need to review the rehabilitation schools programmes to incorporate the more scientific based programmes that are aimed at enhancing the self-perception of the juveniles as part of the reform process for juvenile delinquents.
- ii. There is need to develop programmes and interventions by professionals and policy makers to cater for juvenile delinquents with a low self-perception to enhance their rehabilitation outcomes.

5.4.2 Recommendations for Staff Working at Rehabilitation Schools

- i. There is need for staff members to recognize the important role they play in influencing the rehabilitation outcomes of juvenile delinquents under their care. The staff members therefore need to learn to be more responsive to the juvenile delinquents in order to improve the rehabilitation outcome.
- ii. There is need for staff members to acquire skills and competencies that will enable them to be more responsive and enhance the self-perception of juvenile delinquents.

5.4.3 Recommendations for Mental Health Professionals

- i. Mental health professionals need to recognize the critical role that self-perception of juvenile delinquents plays in the reformation process. They therefore need to be more responsive and focus their interventions in enhancing the self-perception of juvenile delinquents.

- ii. The mental health professionals especially counselors at the rehabilitation schools need to work with the other professionals involved in the rehabilitation process including the justice system to ensure that they are more responsive to enhance the self-perception of the juvenile delinquents.
- iii. Mental health professionals can be involved in capacity development and training on skills and competencies that enhance responsiveness among staff working at rehabilitation schools
- iv. Mental health professionals should work with other service providers to ensure adequate integration of juvenile delinquents to the society and especially the involvement of family members at discharge.

5.4.4 Suggestions for Further Study

Based on the study findings, the researcher makes the following suggestions for further research:

- i. There is need for an intervention study on the effect of staff responsiveness on the juvenile delinquents self-perception and rehabilitation outcomes.
- ii. There is need for a study on the influence of self-perception of juvenile delinquents on their rehabilitation outcomes after discharge.
- iii. There is need for a study on other factors that improve the self-perception of juvenile delinquents.

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APPENDIX I- STUDY QUESTIONNAIRE FOR JUVENILE DELINQUENTS

SECTION A

DEMOGRAPHICS

Tick the most appropriate bracket as is applicable to you.

1. What is your age bracket?

Below 10 years []

10-12 years []

13-15 years []

16-18 Years []

Over 18 years []

2. Indicate your gender.

Male []

Female []

3. Is this your first time in custody?

Yes []

No []

If yes, proceed to question 5.

4. How many times have you been arrested?

Twice []

Thrice []

Other (specify)-----

5. What crime have you been convicted of?

Theft []

Vandalism []

Truancy []

Loitering []

Running away from home/school []

Arson []

Fire setting []

Rape []

Drug peddling/Abuse []

Defying authority []

Other (specify)-----

6. How long have you been in this school?

One to Six months []

Six months to one year []

Two years []

More than two years []

SECTION B

STAFF RESPONSIVENESS

For each of the following statements, tick the box corresponding to your opinion as far as staff responsiveness is concerned. There are no wrong or right answers.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Nurturing 1. Members of staff here promptly respond to my problems.					
2. Through the members of staff here, I am able to develop my talents.					
Friendly 3. I find members of staff here unapproachable.					
4. I feel that I am treated fairly by members of staff in this school.					

Empathetic 5. Members of staff here don't take care of my needs.					
6. I feel understood by members of staff in this school.					
Hostile 7. I find members of staff here hostile.					
8. I feel scared when summoned by a member of staff.					
Labeling 9. Members of staff here relate closely with me.					
10 Members of staff here identify me by the nature of my crime.					

APPENDIX II- QUESTIONNAIRE 2- SELF PERCEPTION OF JUVENILE DELINQUENTS

For each of the following statements, tick the box corresponding to what best describes you as far as your self-perception is concerned. Remember there are no wrong or right answers.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Self-Esteem					
1. I have confidence in myself.					
2. I am not easily influenced by others.					
3. I sometimes blame myself for the mistakes of others.					
4. I don't like being challenged or corrected.					
5. I feel I have several good qualities.					
Physical Appearance					
6. I don't believe I have got good looks.					
7. I feel competent in several sports and games.					
8. I hate my peers' feedback about my physique.					

9. Sometimes I feel limited to participate in useful activities.					
10. I feel attractive to members of the opposite sex					
Educational Achievement					
11. I find education useful to my life.					
12. I don't usually do well in exams.					
13. I want to further my studies after leaving this school.					
14. I hate discussing my academic performance with my teachers.					
15. I like engaging in extra-curricular activities.					
Social Adjustment					
16. Most of my peers say I am friendly					
17. I prefer doing things my own way.					
18. I like spending time in the company of others.					
19. I like assisting others when I am able to.					
20. I don't like listening to other people.					

Moral Adjustment					
21. I like conforming to the set rules.					
22. I feel superior compared to others.					
23. I prefer taking revenge when I am wronged.					
24. I am able to resolve conflicts peacefully.					
25. I hate to follow routine set by authority.					

APPENDIX III: INTERVIEW SCHEDULE FOR STAFF

1. What is your designation?

Manager []

Social worker []

Counselor []

Teacher []

Spiritual Leader []

Nurse []

House master/Mistress []

Receptionist []

Cook []

Driver []

Other (Specify)-----

2. What is the rate of sneaking or escaping by the juvenile delinquents in this school?

3. In what ways do members of staff here express responsiveness to the juvenile delinquents?

4. In your opinion, how do you think the juvenile delinquents in your centre generally view themselves?

5. (a) Do you think some members of staff in this centre respond negatively to juvenile delinquents under their care? Yes [] No []

(b) If your answer in 4 (a) above is 'yes', briefly explain some of the negative ways in which they respond to the juvenile delinquents.

6. (a). Is there recidivism in this school? Yes [], No [], If your answer is 'No', proceed to question 6.

(b) Briefly comment on the rate of recidivism in this school and possible causes.

7. What strategies do you think can be used to improve the self-perception of the juvenile delinquents?

APPENDIX IV – INFORMED CONSENT FOR JUVENILE DELINQUENTS.

You are invited to participate in this study that seeks to get information on the relationship between staff responsiveness and self-perception of juvenile delinquents.

This study is purely for academic purposes and you have been chosen because it focuses on rehabilitation schools.

Participation in this study is voluntary. You therefore have a right to opt out in case you change your mind before it is complete. If you decide to participate, you will be asked to fill in only two short questionnaires. One questionnaire seeks information on staff responsiveness while the second one seeks information on your self-perception.


The information you will give in this study will be treated with confidentiality.

Please sign below if you consent to participate in this research as a respondent.

Signature of Participant

Date

APPENDIX V- AUTHORIZATION LETTER FROM GRADUATE SCHOOL


**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: C50/CTY/PT/23118/2011 DATE: 11th August, 2016

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

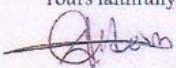
Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION NDUATI REGINA ANDESO – REG.
NO.C50/CTY/PT/23118/2011**

I write to introduce Ms. Nduati Regina Andeso who is a Postgraduate Student of this University. She is registered for M.A degree programme in the Department of Psychology.


Ms. Andeso intends to conduct research for a M.A Project Proposal entitled, “Staff Responsiveness and Self- Perception of Juvenile Delinquents in Public Rehabilitation Schools in Nairobi County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

for **MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

GK/rvm

APPENDIX VI- RESEARCH AUTHORIZATION


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
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when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. Date:

NACOSTI/P/16/93190/13239 **31st August, 2016**


Regina Andeso Nduati
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Staff responsiveness and self-perception of juvenile delinquents in public rehabilitation schools in Nairobi, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **29th August, 2017.**

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

**COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666**

**COUNTY DIRECTOR OF EDUCATION
NAIROBI
08 SEP 2016
MINISTRY OF EDUCATION
P. O. Box 74629, NAIROBI**

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VII- RESEARCH PERMIT



