

**Influence of the Government's Approaches in Rehabilitating  
Child Law Breakers on Life Coping Mechanisms: A Case of  
Kirigiti Girls' Rehabilitation School in Kiambu  
County**

**By**

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## DECLARATION

This research project is my original work and has not been presented for any academic award in any other University.

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The research project has been submitted for defence with my approval as the university supervisor:

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## **DEDICATION**

This research project and the work therein is dedicate to my beloved dad, the late Vincent the memories of your hard work still lingers in my mind. My dear husband David and Son Larry who were understanding, patient and supported me both physically and emotionally during the difficult period of sleepless nights. My beloved Mum Norah, Sisters, brothers, in laws, all my Nieces and Nephews your support, care and love enabled me to complete this work. I thank God for each one of you.

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## **ABBREVIATIONS AND ACRONYMS**

<b>A</b>	Article
<b>AACs</b>	Area Advisory Councils
<b>ACRWC</b>	African Charter on the Rights and Welfare of the Child
<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>ANOVA</b>	Analysis of variance
<b>CCAs</b>	Co-curricular activities
<b>DCS</b>	Department of Children's Services
<b>EC</b>	Economic Development
<b>ECA</b>	Extracurricular Activities
<b>HIV</b>	Human immunodeficiency virus
<b>ID</b>	Intellectual Development
<b>KCPE</b>	Kenya Certificate of Primary Examination
<b>KCSE</b>	Kenya Certificate of Secondary Examination
<b>KII</b>	Key Informant Interviews
<b>MD</b>	Moral Development
<b>NCCS</b>	National Council for Children's Services
<b>NGOs</b>	Non-Governmental Organizations
<b>PLWA</b>	People Living With Aids
<b>SCIs</b>	Statutory Children's Institutions
<b>SD</b>	Social Development
<b>TSC</b>	Teachers Service Commission
<b>UN</b>	The United Nations
<b>UNCRC</b>	The UN Convention on the Rights of the child
<b>WHO</b>	World Health Organization

## ABSTRACT

The purpose of the study was to examine the approaches used by the Government of Kenya to rehabilitate child law breakers in relation to their ability to develop life coping mechanisms. The study sought to establish from the experiences of only 3<sup>rd</sup> year beneficiaries of Kirigiti girls' rehabilitation school and other stakeholders in order to determine the extent to which the government's approaches influence the children's ability to cope in life after rehabilitation period. The objectives of the study were to assess the influence of intellectual development, social development, moral development and economic development approaches employed by the government of Kenya in rehabilitating child law breakers to enhance their life coping mechanisms. The theory used in the study was social development theory by Erickson and moral development theory advanced by Piaget. The study was conducted at Kirigiti girls' rehabilitation school in Kiambu County. The institution receives girls' child law breakers from all counties across the country for rehabilitation. The rehabilitation period is three years after which the girls are released back to their homes. The target respondents for the study involved 3<sup>rd</sup> year beneficiaries and key informants. It comprised of 55 beneficiaries in the 3<sup>rd</sup> year of rehabilitation, 5 Staff of Kirigiti girls, 3 Staff of NGOs implementing at Kirigiti girls, 4 Children's department field Officers, 2 Staff of National Council for Children's Services, 2 Probation Officers and 2 Police Officers. Considering that the population of the study was manageable, census method was used. All the members of the target population participated. But the exclusion criteria was used to select 3<sup>rd</sup> year beneficiaries from those who were 1<sup>st</sup> and 2<sup>nd</sup> years. Data was collected through interviews and self-administered questionnaires. Data analysis was done in two phases: First Phase; data entry (typing) and Second Phase; data cleaning (coding of data and appropriately placing it where it belonged. Descriptive statistics were used to describe the basic features of the data in the study. Data analysis of the quantitative information was done using statistical package for the social sciences (SPSS) version 20.0). The result of the study showed that government approaches had 41.7% influence on life coping mechanism among 3<sup>rd</sup> year beneficiaries at Kirigiti rehabilitation school. Statistics further showed that economic approaches had higher scores followed by moral development, third was social development approaches and lastly intellectual development approaches. All (beneficiaries and key informants) agreed that the programme had a positive impact on development of life coping mechanism among the girls. This was supported by 87.3% of beneficiaries indicating that they could recommend other child-law breakers to attend the same programme at Kirigiti. The study recommends that the approaches currently used intellectual development and social development need to be reviewed by all the stakeholders. Also, the study suggests that there is need for continuous provision of guidance and counselling services through the invitation of former girls who will come and inspire the girls on rehabilitation in order to enhance their life coping mechanism because those girls will be speaking from experience.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The ability of the juvenile corrections system to provide appropriate facilities and programming for child delinquents is a major concern. Because the juvenile justice system is not geared to handle child delinquents, they are sometimes housed with older offenders in detention institutions and juvenile correctional facilities. Little is known about the detrimental effects of secure confinement on these children's emotional and cognitive development, and much less is known about the impact confinement has on children. For young children who have committed violent offenses, short-term facilities and comprehensive community-based programs may offer a good alternative to the many disadvantages of long-term confinement (Flores, 2003).

Over the past decade researchers have identified intervention strategies and program models that reduce delinquency and promote pro-social development. Preventing delinquency, says Greenwood (2008), not only saves young lives from being wasted, but also prevents the onset of adult criminal careers and thus reduces the burden of crime on its victims and on society. It costs states billions of dollars a year to arrest, prosecute, incarcerate and treat juvenile offenders. Investing in successful delinquency-prevention programs can save taxpayers seven to ten dollars for every dollar invested, primarily in the form of reduced spending on prisons (Greenwood, 2003).

Rehabilitation Schools are established under Section 47 of the Children's Act, 2001 of the Laws of Kenya to provide rehabilitation of children in conflict with the law and are meant to spearhead the process of equipping a child in conflict with the law with the capacity to achieve behavioural change while realizing intellectual, social, moral and economic obligations. Section 53 makes provision for duration of stay up to three years (Republic of Kenya, 2001).

The origin of the Department of Children's Services now in the Ministry of Labour, Social Security and Services can be traced back to the Colonial era, when it existed as a Juvenile Correctional Institution. Its earliest correctional and rehabilitation institution, the then Kabete Approved School (now Kabete Rehabilitation School) was built between 1910 and 1912, in the lower Kabete area. The school was founded to cater for youth who had been imprisoned for failing to register themselves or their inability to carry the identity card (Kipande).

The ground on which Kirigiti girls' rehabilitation school stands was a concentration camp for the freedom fighters during the struggle for independence. After independence in 1963, it was used as a transit point for freedom fighters from central province after they were released from prisons. In 1964, there was a need to rehabilitate prisoners of war who were either children or young offenders. Kirigiti girls' rehabilitation school was therefore established under section 37(1) of (children and young person's Act cap 141 of the Laws of Kenya) in 1964. Now established under section 47 (1) of children's Act cap 586 as Kirigiti girls' rehabilitation school.

In August 1964, the school received the first ten girls on a transfer from Kalimoni Mission in Thika district. Most of these children were children of prisoners who were under the care of catholic nuns. Since the establishment of Kirigiti girls'

rehabilitation school, over 4000 girls have successfully gone through the institution and most of them have become self-reliant or are in gainful employment. Initially, the institution routine reflected that of a prison where no formal learning took place. They had non-formal education which concentrated more on vocational training with more emphasize on knitting, embroidery and basket making.

The academically talented girls used to join the nearby Kiambu primary school and came back in the evening. Later in 1966 teachers from the Teachers' Service Commission were posted to the school and formal education started. Vocational training was formalized and girls started sitting for trade tests in dressmaking and tailoring. Kirigiti girls' rehabilitation school is the only reception, assessment and classification institution for girl child offenders. It admits girls aged 10–17 years who have been committed through various children courts from all over the country who are in conflict with the law.

The classification of girls is done at Kirigiti and depending on the risk levels; the girls are transferred to Dagoretti girls' rehabilitation school or retained at Kirigiti girls' rehabilitation school for a period specified in the committal warrant. Kirigiti girls' is for high risk cases while Dagoretti girls' rehabilitation school is for medium and low risk cases. Kirigiti girls' falls under the department of children's services (Manager Kirigiti, 2012).

With the reorganization and prior to the attainment of independence, the Approved Schools were up-graded into a fully-fledged Department under the repealed Children and Young Persons Act Cap 141. Initially, the Department was known as the Department of Approved Schools but after independence it became Children's Department, hereby referred to as the Department of Children's Services.

The Department draws its mandate from the (Children's Act, 2001 of the laws of Kenya). This is an Act of Parliament that makes provision for parental responsibility, fostering, adoption, custody, maintenance, guardianship, care and protection of children; it also makes provision for the administration of children's institutions; gives effect to the principles of the Convention of the Rights of the Child and the (African Charter on the Rights and Welfare of the Child, 1990 of the Laws of Kenya) and other related purposes. It provides for the leadership in co-ordination, supervision and provision of services towards promoting the rights and welfare of all children in Kenya.

With the enactment of the Act, the following were repealed: the Children and Young Persons Act, cap 141 of the laws of Kenya, the Adoption Act, cap 143 of the laws of Kenya, the Guardianship of Infants Act, cap 144 of the laws of Kenya and the Act which defines a child as any human being under the age of eighteen years goes further to define a child of tender years as one under the age of ten years. In all actions concerning children whether undertaken by public or private welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration. The Act spells out the rights of a child which include an inherent right to life and parental care.

Currently, the Department is headed by a Secretary for Children Affairs. There is a Director and two Deputy Directors. There are 5 Senior Assistant Directors who head the 5 functions of the Department. The Act has established a National Council for Children's Services (NCCS). There are children's officers at the headquarters and field offices to implement the Act. At the Provincial level there is a Provincial Children's Officer to co-ordinate the officers at the District level. The Department is



represented in 79 districts (eight being the Nairobi administrative Divisions) out of the 149 districts in Kenya representing 47% coverage.

On staffing levels, the Department has 696 officers in post against an approved establishment of 1,277 representing a shortfall of 580. The children's Act makes specific provisions for the rehabilitation of children who have suffered various forms of violence including participation in armed conflict, abuse and abandonment or neglect as per the regulations made by the minister under section 13(2). It places responsibility on the government to provide protection, rehabilitation care, recovery and reintegration into normal social life for any child who may become a victim of armed conflict or natural disaster. Ministry of Children, gender and social development government's portal, updated 2008.

The Kenyan criminal justice process for children (both in current and future law) is mostly focusing on "rehabilitation" and "education" rather than on punishment. Even the current law does not use the terms "conviction" and "sentence", imprisonment is rarely used, and children do not get criminal records. These features indicate a leaning towards welfarism, the danger being that in reality the system may be far less benign than it seems. Children are not sent to prisons but the alternatives to imprisonment may be equally damaging (Kinyua, 2004).

Although the care and protection system is conceptually separate from the criminal justice system, in practice the two systems have begun to merge. In Nairobi both groups of children are picked up off the streets by police and held in police cells. At court they are kept together in the same holding cells, and share the benches in the courtroom. Children from either group might be remanded temporarily back to the police cells, or might be sent to the Juvenile Remand Home. Once there, no

distinction is made between the two groups of children. The experience of all the children is one which traumatizes and hardens them. While the new Children Bill states that in residential facilities children in need of care and protection will be separated from children accused of crimes, Kenyans believe that this will be difficult to achieve in practice without significant reorganization and expenditure. About arrest or apprehension, there is no specialization within the police regarding arrested children.

Commonly, the majority of children are held in police cells for the 48 hours between arrest and the first appearance in court. Rarely do police contact parents or guardians during the first 48 hours after the arrest to inform them about the first court appearance. Unnecessary delays occur because the court then postpones the matter for a few days, sending children back to the police cells, so that they can “point out” their parents and at court, children in need of care and protection and children accused of crimes are treated similarly. Although the officers of the court may see the distinction between the different groups of children, it is unlikely that the children themselves would be able to discern this difference (Skelton, 1999).

## **1.2 Statement of the Problem**

Rehabilitation schools are established under Section 47 of the of the Children’s Act (Republic of Kenya, 2001) to provide rehabilitation of children in conflict with the law. In the Department of the Children’s Services reforms, they are meant to spearhead the process of equipping a child in conflict with the law with the capacity to achieve behavioural change while realizing intellectual, social, moral and economic obligations. Section 53 makes provision for duration of stay up to three

years (Republic of Kenya, 2001). However, according to Youth Alive Kenya! An organization that implemented a child protection project at Kirigiti Girls Rehabilitation School, through financial support from GOAL Ireland Kenya, observed that there was a tendency of some children in their third year of rehabilitation to run away from the institution during rehabilitation, some children dropping out of formal education, families rejecting them during or after reintegration and some of them using abusive language when talking to one another (GOAL Ireland Kenya, 2012). These behavioural tendencies pose a question on the influence of the government's approaches in rehabilitating child law breakers on life coping mechanisms.

In addition, Obondi (2013) analysis of rehabilitation of child offenders said that the department has over the years implemented various modes of rehabilitation and reintegration of offenders serving non-custodial sentences and receiving aftercare. However, the provision of such programmes has not been governed by a clear set of policies and guidelines, thus there has been no uniformity in delivery and offender management. In Kenya, juvenile offenders are taken to Juvenile Rehabilitation Centers for rehabilitation. However, effectiveness and success of rehabilitation the juvenile offenders has been questioned in various studies (Kaniu, 2013; Njeri, nd). This particular study sought to explain the influence of government approaches in rehabilitating child law breakers on life coping mechanism; a case of Kirigiti girls' rehabilitation school in Kiambu County.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the influence of the Government's approaches in rehabilitating child law breakers on their life coping mechanisms.

#### **1.4 Objectives of the study**

This study was guided by the following objectives:-

1. To assess the influence of intellectual development approach used by the government of Kenya to rehabilitate Child law breakers in relation to their life coping mechanisms.
2. To establish the influence of social development approach applied by the government of Kenya in rehabilitating child law breakers in order to enhance their life coping mechanisms.
3. To examine the influence of moral development approach as employed by the government of Kenya in rehabilitating child law breakers to enhance their life coping mechanisms.
4. To examine the influence of economic development approach used by the government of Kenya in rehabilitating child law breakers to improve their life coping mechanisms.

#### **1.5 Research Questions**

This study sought to answer questions on the approaches used by the government of Kenya in rehabilitating child law breakers and their ability to develop life coping mechanisms. The specific research questions were:

1. To what extent does the intellectual development approach influence the life coping mechanisms of rehabilitated child law breakers of Kirigiti girl's rehabilitation school in Kenya?

2. How does the social development approach influence the life coping mechanisms of rehabilitated child law breakers of Kirigiti girl's rehabilitation school in Kenya?
3. To what extent does the moral development approach influence the life coping mechanisms of rehabilitated child law breakers of Kirigiti girl's school in Kenya?
4. How does the economic development approach influence the life coping mechanisms of rehabilitated child law breakers of Kirigiti girl's rehabilitation school in Kenya?

### **1.6 Significance of the Study**

The findings of the study shall form a basis for further research on the study topic and the findings shall also be shared with the department of children's services as well as the management of Kirigiti girls' rehabilitation school which may be used to influence policy review process, policy formulation and decision making in order to better the services offered to child law breakers in the rehabilitation school and the results may also be used to develop a teaching and learning tool for the service providers in the institution and the communities involved.

### **1.7 Scope of the Study/Delimitation**

The study involved one government girl child statutory institution (Kirigiti Girls' Rehabilitation School) and focused on children in their third year of rehabilitation.

### **1.8 Limitations of the Study**

This study was done using the approaches employed by the government of Kenya only. Therefore generalization of findings was limited to rehabilitation schools using similar rehabilitation approaches and in similar circumstance. Further the study focused on the girl child law breakers therefore generalization of findings on boy child law breakers only applies if under similar circumstances and using similar rehabilitation approaches.

### **1.9 Assumptions of the Study**

The approaches used by the government of Kenya in rehabilitating child law breakers have influence on the children's life coping mechanisms. In addition, the study assumed that respondents answered correctly and truthfully.

### **1.10 Definition of Significant Terms**

The significant terms were defined under each of the objective

**3<sup>rd</sup> year rehabilitated girls:** Refers to girl child law breakers who are in their 3<sup>rd</sup> year of rehabilitation within the institution

**Child law breakers:** This term was used in this research study to refer to a child who has committed an offence and through the court has been recommended for rehabilitation in a statutory care institution.

**Economic development:** "Economic development" was defined as "the process by which a community creates, retains, and reinvests wealth and improves the quality of life"

**Intellectual development:** Is the formation of intelligence and basic cognitive skills which occurs until adolescence, and maintenance, decline or improvement of these intellectual skills across the adult life span.

**Life coping mechanisms:** This term as used in the context of this study referred to how child law breakers are able to adjust to the challenges of life during and after the rehabilitation process.

**Moral development:** Moral development as used in the context of this study referred to the process through which children develop proper attitudes and behaviour toward other people in society, based on social and cultural norms, rules, and laws.

**Rehabilitation school/ statutory care institution:** This term was used in this research study to refer to an institution for protecting and taking care of children who have committed offences and through the court they are committed for 3 years to undergo a correction programme.

**Rehabilitation:** This term was used in this research study to refer to Rehabilitation efforts which is an attempt, through treatment or programming, to stop offenders from continuing to offend. Webster, (2004) notes that rehabilitation is a crime prevention strategy rooted in the notion that offenders can change and lead crime-free lives in the community. While other preventative programs attempt to sway youth away from getting involved in violence and delinquency before they have done so, rehabilitation programs target youth who have already engaged in delinquent or violent behaviour. Rehabilitation is also known as tertiary crime prevention (Farrington, 2007). Rehabilitative programs could be provided within or as part of another criminal justice

sanction, such as incarceration or probation, but this is not a requirement of rehabilitative programming (Lipsey & Cullen, 2007).

**Social development:** Social development referred to the development of social skills and emotional maturity that is needed to forge relationships and relate to others. Often developing empathy and understanding the needs of others is also included in the area of social development. In order to develop socially, children need to interact with their peers and adults in a socially acceptable way. Developing good social skills is necessary for them to be able to eventually form healthy relationships and fit into various social scenarios comfortably (Erickson, 1956).

### **1.11 Organisation of the Study**

This chapter introduced the research proposal on the influence of the approaches used by the government of Kenya in rehabilitating child law breakers on life coping mechanisms. The Chapter highlighted the background of the study, the purpose of the study; objectives as well as the research questions were discussed. The chapter also discussed the significance and scope of the study. Assumptions of the study as well as limitations were pointed out. Finally the key terms used in the study were defined. Chapter two presents the review of related literature relating to the study topic, chapter three gives the methods used in collecting data from respondents, chapter four presents the data analysis findings, interpretation while chapter five has information on summary, conclusions and recommendations of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter dealt with a review of literature in relation to the study, which covered, the government's approaches of rehabilitation were discussed; the influence of intellectual, moral, social and economic development in rehabilitating child law breakers as well as their life coping mechanisms. Finally the variables in the study were operationalized and presented in a conceptual framework. The aim was to review the literature in regard to the study objectives. The literature review as well captured other issues related to rehabilitation of child law breakers and also covered literature on the knowledge gaps.

#### **2.1 Rehabilitation Approaches**

The government's approaches are meant to equip children in conflict with the law with the capacity to achieve behavioural change while realizing intellectual, social, moral and economic obligations. The intellectual obligation caters for children who fit in the formal and non-formal system of education. The formal section consists of a fully-fledged school from class one to eight. The children who manage to score good marks join various secondary schools as per their performance and are sponsored by Friends of Kirigiti Approved Society (FOKAS), churches, NGOs, and individual well-wishers.

Non formal classes are meant for girls who cannot read and write. While vocational skills are meant to provide short term skills training to the girls who may not find an academic class to be placed due to their level of education. It is also to empower girls with additional skills to be self-reliant upon release from the institution.

The courses offered at the moment were hair dressing and beauty, Dressmaking and bakery. This enabled children to attain both the intellectual and economic obligation, types of crops like maize, beans, bananas, vegetables and others depending on weather. The farm activities help the girls to learn small scale farming and practice farming skills for their future.

Guidance and counselling falls under the welfare section. It is meant to guide and counsel children in the institution. Guidance and counselling is mostly done by volunteers, partner organizations and sometimes by University students on attachment since the institution does not have trained counsellors. Farm section exposes the girls to opportunity to acquire gardening skills and growing different.

Finally the girls like any other children's institution participate in a number of activities in order to enhance character moulding (Manager Kirigiti, 2012). The literature in consideration included; the influence of intellectual development approach, social development approach, moral development approach and economic development approach used by the government of Kenya in rehabilitating Child law breakers to enhance their life coping mechanisms.

## **2.2 Intellectual Development Approach in Rehabilitating Child Law Breakers**

To some individuals, the word intelligence may be synonymous with the intelligence testing and how well one scores on an intelligence test. The intelligence testing movement, however and psychometric perspective of many employed in examining intellectual development. Although there is great diversity currently in the perspective used to approach intellectual development, diverse views have existed since the early 1900s when the field of intelligence testing first began.

Sternberg and Berg (1992) typically separate intellectual development into distinct developmental periods: the formation of intelligence and basic cognitive skills which occurs until adolescence, and maintenance, decline or improvement of these intellectual skills across the adult life span. Intellectual development in the context of this study involves; formal education, vocational skills and life skills. A formal education program is the process of training and developing people in knowledge, skills, mind, and character in a structured and certified program (LinguaLinks, 1996).

LinguaLinks (1996) also defines education as the development of skill, knowledge, ability and character by teaching, training, study or experience. He adds that it is not limited to a particular setting or age-group, but shapes the individual from the cradle to the grave. The formal education system in Kenya follows the 8-4-4 system which was launched in January 1985 and emphasized vocational subjects. It was assumed that this new structure would enable school dropouts at all levels to be either self-employed or to get employment in the non-formal sector.

In January 2003, the Government of Kenya announced the introduction of free primary education. As a result, primary school enrolment increased by about 70% (Mwiria,2004). However, secondary and tertiary education enrolment has not increased proportionally due to the fact that payment is still required for attendance. In class eight of primary school the Kenya Certificate of Primary Examination (K.C.P.E.) is written. The result of this examination is needed for placement at secondary school.

In form four of secondary schools the Kenya Certificate of Secondary Examination (K.C.S.E.) are written. The system focuses on vocational skills to enable

those who do not progress to secondary and tertiary levels to create jobs or be employed in the informal sector (Chase, 2006).

While vocational education is related to the age-old apprenticeship system of learning. Apprenticeships are designed for many levels of work from manual trades to high knowledge work. However, as the labour market becomes more specialized and economies demand higher levels of skill, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, or by a local community college (Bennell, 2000).

On the other hand Life skills have been defined by World Health Organization as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills.

Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa. Building on the African proverb “It takes a village to raise a child,” Benson, director of the Search Institute, a

national youth research and education organization, calls for a new vision to support child and adolescent development. Although not ignoring basic needs for shelter, food, and safety, Benson concentrates on building development assets in young people based on the categories of support, empowerment, boundaries, constructive use of time, commitment to learning, positive values, social competencies, and positive identity (Benson, 1997).

### **2.3 Social Development in Rehabilitating Child Law Breakers**

Under Article 45 of the Kenyan laws, the family is recognized as the fundamental unit of the society and as the necessary basis for social order. The family is recognized and protected by the state. The family is the place where every child belongs and child protection efforts must target the family (Republic of Kenya, 2001). The development of a social bond of attachment, commitment and belief between a youth and conventional society will also prevent delinquent behaviour, both directly and indirectly, by decreasing the likelihood of association with delinquent peers (Obondi, 2013).

The bonding process begins within the family. When youths experience the opportunities for involvement in the family, when they develop the requisite social, cognitive and behavioural skills to perform as expected in the family activities and interactions, and when they are rewarded consequently for adequate performance within the family, they will develop a bond of attachment, commitment and belief in the family. When these three conditions are not present in the family; a bond to family is not likely to develop (Elliot et. al, 1982).

The social development model assumes both direct and indirect influences of the family on delinquent behaviour. The indirect effects are through school experiences, belief in the moral order and peer group associations. There is sufficient evidence to conclude that strong attachments between youths and their parents inhibit delinquency (Hirsch, 1969).

Social development in the context of this study involves; Social Clubs, Co-curricular activities and reintegration package. The establishment of Child Rights Clubs in schools/institutions is being used by most child rights advocacy organizations as a strategy to promote the rights and welfare of children. The main objective of this initiative is to give children a platform to participate in issues affecting them and create awareness on their rights and welfare. They also share information among themselves (Njeri, n.d).

Through the clubs children participate in advocacy and awareness creation activities. They develop and make presentations on issues affecting children through poems, plays, drama and songs. Children make decisions on the themed activities to be undertaken and the teachers facilitate. The children are regularly enlightened on their responsibilities and rights; hence they freely share information concerning their welfare with teachers and parents (ANPPCAN Kenya, 2000).

In the context of this study a co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the rehabilitation school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits (Kaniu, 2013).

“Co-curricular activities” mean activities conducted on or off school premises by clubs, associations, and organizations of pupils; “co-curricular activities” also include the pupil clubs, associations, and organizations that conduct those activities. “Co-curricular activities” do not include athletic competitions or practices or athletic teams or organizations. Co-curricular activities (CCAs), previously known as Extracurricular Activities (ECA) are activities that educational organizations in some parts of the world create for school students. They are activities which all school students must attend alongside. In Singapore, the policy was introduced by the Ministry of Education, which believes extra activities for school students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence (Ahmad, 2011).

Although there is no specific legislation that deals with sports or sporting activities related to children, the children’s Act of the Kenyan laws (Republic of Kenya, 2001) under section 17 provides that a child shall be entitled to leisure, play and participation in cultural and artistic activities. The Education Act provides for the inclusion of extra-curricular activities in the education curriculum for example physical education (Child Labour Survey Report, 1998/1999).

#### **2.4 Moral Development in Rehabilitating Child Law Breakers**

Moral development is the process through which children develop proper attitudes and behaviour toward other people in society, based on social and cultural norms, rules, and laws. Moral development is a concern for every parent. Teaching a child to distinguish right from wrong and to behave accordingly is a goal of parenting.

Moral development in the context of this study refers to; Religious Activities and Guidance and Counselling. Care for orphans and street children were initially provided by religious institutions and were based on two main principles, isolating the children from the society and paternalistic methods of directing and raising them. In the twentieth century, ministries of social affairs were created in most countries and these had the responsibility of providing care to street children and juvenile delinquents supported by the government and non-governmental institutions that worked under them. Unfortunately these new institutional arrangements did not introduce radical changes into the methods of care for institutionalized children (Aptekar, 1994).

Community life in Pre-colonial Africa was influenced by a spiritual approach and religious traditions. Through various kinds and non kin arrangements, networks of formal and informal relationships were development which ensured reciprocity and exchange in the form of service and support. As a consequence, patron-client relationships involving fosterage and adoption, volunteerism and collective endeavours had been quite widespread. A state or condition characterized by the presence of established procedure or routine (Lugalla, et. al, 1999).

In line with this study Professional guidance of a child law breaker is the process of utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes. While counselling on the other hand is a Support process in which a counsellor holds face to face talks with another person to help him or her solve a personal problem, or help improve that person's attitude, behaviour, or character (Merriam Webster, 2012).



## **2.5 Economic Development in Rehabilitating Child Law Breakers**

“Economic development” has been defined as “the process by which a community creates, retains, and reinvests wealth and improves the quality of life” (David Dodson, MDC, Inc.). In Kenya it is estimated that 46 percent of the population lives in poverty and that an estimated 8.6 million children live in poverty (CRADLE, 2004). Economic development in the context of this study refers to Entrepreneurial skills, Production of goods and services and Business skills – income and savings. Entrepreneurship is the discovery of beliefs and perception of means-ends relationships yet to be realized in the market place (Eckhardt et. al, 2003).

These relationships hint at the reorganization of production with the potential to increase economic welfare. Entrepreneurs are those “who identify opportunities and start new companies to develop them” (Baron, 2000: 15), so that simply recognizing new patterns is not sufficient to be an entrepreneur. What skills are needed to be an entrepreneur? There are many skills that entrepreneurs develop over time, but there are a few skills that every entrepreneur must have before opening their “doors” for business. Develop skills while you are building your business plan. Successful entrepreneurs have to start with these six must-have skills.

Self-Motivation. The most important skill any entrepreneur needs is the ability to wake up in the morning and begin working. Not only do you need to be able to wake-up, but you also need to be able to begin and end work on time. Every entrepreneur needs to be confident in themselves, their product and their business. You need to know that your product can truly help people and that you are charging prices that are both fair to you and your clients skills in Information Technology are very important as it gives the business a competitive advantage.

Entrepreneurs need to develop Ethics and Morals because they are the foundation of every good entrepreneur. This defines what one and their business stands for and what lines you will refuse to cross. No one wants to do business with someone who will not stand up for their own morals. Time Management skill is very important, as mentioned under Self-Motivation–Schedule your day and stick to your schedule.

New entrepreneurs need to realize that every minute is valuable. Utilize this time to learn more skills related to your business, find ways to advertise and contact potential clients, Sales No matter how much you don't like the idea of it, every business has to work with sales. Each industry and business has a unique way of handling their sales. Michelle and Scheid (2010) points out that it is an entrepreneur's job to figure out what type of sales they prefer and what type is best for their services or products. They point out that so long as the entrepreneur has an excellent saleable idea and entrepreneurial skills, nothing can stop them from doing their best.

In microeconomics, production is the conversion of inputs into outputs. It is an economic process that uses inputs to create a commodity for exchange or direct use. Production is a flow and thus a value of the next best opportunity foregone. Choices must be made between desirable yet mutually exclusive actions. It has been described as expressing “the basic relationship between scarcity and choice.” The opportunity cost of an activity is an element in ensuring that scarce resources are used efficiently, such that the cost is weighed against the value of that activity in deciding on more or less of it. Inputs used in the production process include such primary factors of production as labour services, capital (durable produced goods used in production, such as an existing factory), and land (including natural resources).

Rate of output per period of time. Opportunity cost refers to the economic cost of production: the Economic efficiency describes how well a system generates desired output with a given set of inputs and available technology. Efficiency is improved if more output is generated without changing inputs, or in other words, the amount of “waste” is reduced (Samuelson & Nordhaus, 2004).

## **2.6 Life Coping Mechanisms of Rehabilitated Child Law Breakers**

Coping mechanism can also be described as “survival skills. “They are strategies that people use in order to deal with stresses, pain and natural changes that we experience. In life coping mechanisms are learned behavioural patterns used to cope. We learn from others ways to manage our stresses. There are negative coping mechanisms and positive coping mechanisms. Many people use their coping mechanisms to benefit them in a positive way. However, we are not always able to cope with the difficulties that we face.

We experience a range of emotions throughout our lives, some good, some not so good. Our behaviour is usually a result of how we handle our emotions positively, our behaviour will likely be positive. If we do not handle our emotions in a positive way, our behaviour will likely be negative (Lyness, 2010).

Life coping mechanisms in the context of this study is determined by truancy, school dropout, Adherence to rules and regulations and Interpersonal conflict. Truancy is a status offense – an act that is a crime due to the young age of the actor, but would not be illegal for someone older. The other most common status offenses are running away from home, alcohol use, curfew violations, and un-governability. Truancy has the following Consequences; Students who are chronically truant

typically fall behind in grade level and drop out of school. Students who are chronically truant are also at-risk for other behaviours, such as alcohol and drug abuse, teenage pregnancy, delinquency and Negative effect upon other students. Also Students who are chronically truant require extra time from teachers; teachers have less time to spend with the regularly-attending students in the classroom when they must create make-up work for truants (DeKalb, 1999).

The problem of being out of schools is quite a critical issue that creates not only problems of the uneducated future generation but also contributes to the proliferation of antisocial elements in the country for example, high unemployment levels, increased dependency ratios, increased criminals related activities, lack of technological advancement and economic growth. Education is therefore the only best strategic intervention through which these antisocial elements in a country can be eliminated. People acquire knowledge skills and attitudes about various things in life from various resources. Of these resources, formal education through schooling education, adult education, non-formal education and Open distance learning (ODL).

Open and Education resources and Open learning institutions will offer good intervention to potential learners. Open learning is predicted on the belief that openness in many forms is a key element to reaching out to many possibly removing some barriers presented by more traditional forms of education (Lane, 2008). The aims of establishing the school regulations are to foster self-discipline and good behaviour and to maintain a good learning environment (Maryknoll/College, 2004-2012).

While Children's conflicts can help them to rehearse and grow into better problem-solvers. Conflict is not the end of the world or even the end of a relationship.

In fact, it has many positive effects in the development of individuals and their interpersonal relationships. Conflict is a normal part of interaction and children must develop this set of skills to handle the more complex types of conflict they will encounter as they grow. Peer interaction and feelings of mastery become important; mastery in the social realm is particularly critical.

Feelings of mastery come from individual effort. Kids need opportunities to have conflict and solve it, have disappointment and learn to cope with it, and make mistakes to develop interpersonal and intrapersonal intelligences-understand themselves and others (Lyness, 2010).

## **2.7 Theoretical Framework**

The study is framed within the social development theory of Erik Erikson, 1956 and moral development theory of Jean Piaget (1957). According to Erik Erikson's theory, in order to develop socially; children need to interact with their peers and adults in a socially acceptable way. Therefore developing good social skills is necessary for them to be able to eventually form healthy relationships and fit into various social scenarios comfortably and according to Piaget, 1957 theory of moral reasoning; it explored how children developed moral reasoning. He rejected the idea that children learn and internalize the rules and morals of society by being given the rules and forced to adhere to them. Through his research on how children formed their judgments about moral behaviour, he recognized that children learn morality best by having to deal with others in groups.

This study therefore attempts to find out to what extent the social and moral theories are applicable in indicating factors that contribute to enhanced life coping

mechanism of child law breakers. Based on these theories, it is hoped that the research questions will be answered. This, according to Erickson (1956) is simply appreciating the fact that during the children's formative years, both positive and negative experiences help shape the children's cognitive, social, behavioural and emotional development and also according to Piaget 1957 appreciate the fact that children learn morality best by having to deal with others in groups. He justifies that there was a process by which children conform to society's norms of what is right and wrong, and that the process was active rather than passive.

The study attempts to find out whether the approaches used by the government of Kenya in rehabilitating child law breakers have any influence on their life coping mechanisms. This is mainly because although the approaches attempt to provide direct interventions in relation to the children's social, moral, economic and intellectual development.

Social development, according to Erik Erikson, 1956, consists of eight basic phases—the "eight stages of man." His eight stages of man were based primarily on experience in psychotherapy, including extensive experience with treating children and adolescents from various socio-economic backgrounds. Each stage is described by Erikson's social development theory as a "dilemma that requires a resolution before the person can move onto the next stage of development. These stages can be compared to the building of a house: satisfactory resolution of each stage is a prerequisite for the next, just as the foundation of a house must be completed properly in order to advance to the first floor, which in turn has to be structurally sound in order to properly support the second floor, and so on.

Social development refers to the development of social skills and emotional maturity that are needed to forge relationships and relate to others. Often developing empathy and understanding the needs of others is also included in the area of social development. In order to develop socially, children need to interact with their peers and adults in a socially acceptable way. Developing good social skills is necessary for them to be able to eventually form healthy relationships and fit into various social scenarios comfortably. As a child grows and matures, his language skills improve, making social emotional development and social interactions with peers an important part of his life, as he becomes more involved with other children and adults around him.

Social and emotional development is reflected in the ability of the child to pay attention, make smooth transitions from one activity to another, empathize and cooperate with others and other skills. Research shows that social development in children skills are very important in school readiness for children and play a big role in the child's social integration in school and society while Piaget, 1957 theory of moral reasoning, explored how children developed moral reasoning. He rejected the idea that children learn and internalize the rules and morals of society by being given the rules and forced to adhere to them. Through his research on how children formed their judgments about moral behaviour, he recognized that children learn morality best by having to deal with others in groups. He reasoned that there was a process by which children conform to society's norms of what is right and wrong, and that the process was active rather than passive.

Piaget found two main differences in how children thought about moral behaviour. Very young children's thinking is based on how actions affected them or

what the results of an action were. Which explains why young children are concerned with outcomes rather than intentions. Older children look at motives behind actions rather than consequences of actions. They are also able to examine rules, determining whether they are fair or not, and apply these rules and their modifications to situations requiring negotiation, assuring that everyone affected by the rules is treated fairly. Piaget felt that the best moral learning came from these cooperative decision-making and problem-solving events. He also believed that children developed moral reasoning quickly and at an early age (Jean Piaget, 1957).

Kohlberg's theory of moral development and on the other hand felt that moral development was a slow process and evolved over time. Still, his six stages of moral development, drafted in 1958, mirrors Piaget's early model. Kohlberg believed that individuals made progress by mastering each stage, one at a time. A person could not skip stages. He also felt that the only way to encourage growth through these stages was by discussion of moral dilemmas and by participation in consensus democracy within small groups. Consensus democracy was rule by agreement of the group, not majority rule. This would stimulate and broaden the thinking of children and adults, allowing them to progress from one stage to another (Kohlberg, 1958).

## **2.8 Conceptual Framework**

The conceptual framework shows that life coping mechanisms of child law breakers is influenced by intellectual, social, moral and economic development. Life coping mechanisms which is the dependent variable, is measured by Completion of probation term, a decrease or no school dropout, managing interpersonal conflict and Adherence to rules and regulations. Further, the indicators for the independent



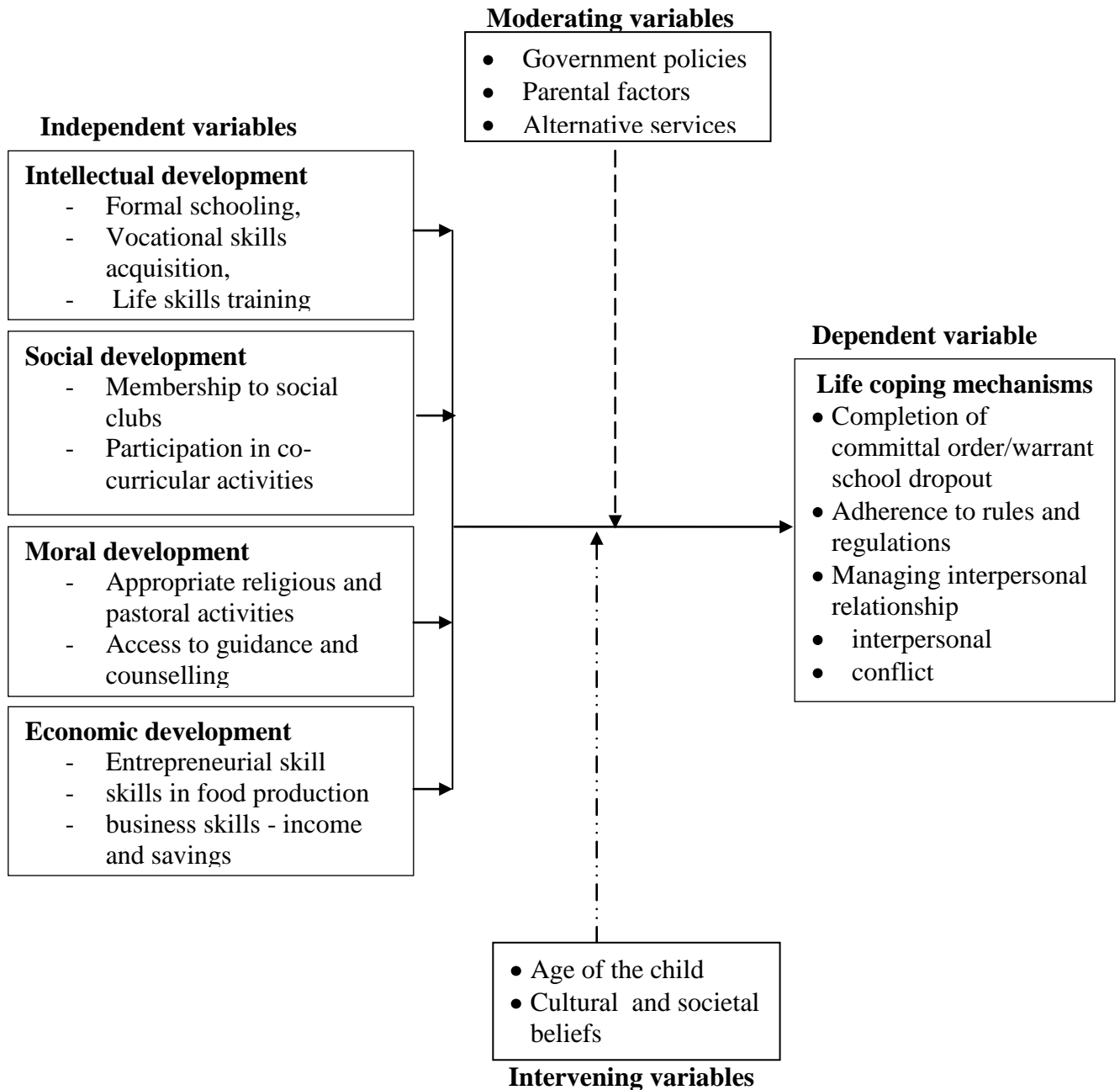
variables are identified. The indicators for intellectual development as used in this study are identified as enrolment in formal education, opportunities for vocational skills training and exposure to life skills trainings/ sessions. Social development is identified as membership to social clubs and participation in co-curricular activities.

Moral development indicators are appropriate religious and pastoral activities, access to guidance and counselling and economic development indicators identified as entrepreneurial skills, production of goods and services as well as business skills–income and savings. The conceptual framework as well brings out other factors which moderate for instance government policies, parental factors and alternative services and intervene during the rehabilitation process as culture and societal beliefs (Jean Piaget, 1957).

An extensive review of the literature indicates a knowledge gap since there is no academic research that has been conducted to third year beneficiaries of Kirigiti girls' rehabilitation school during rehabilitation. Although there is no single best identified rehabilitation approach for child law breakers to better cope in life, the findings of this study could serve as a guide for improving the government's approach in rehabilitating child law breakers at Kirigiti girls' rehabilitation school. This study therefore seeks to establish the influence of the government's approach in rehabilitating child law breakers on their life coping mechanisms.

Thus the output of the government's approaches in this case is characterized by children's better life coping mechanisms, is a function of how the intellectual, social, economic and moral obligations interact. If the interaction is healthy, then output (the government's approaches) should be enhanced and vice versa. The research conceptualizes that the output (the children's better life coping mechanisms)

is influenced by how the obligations interact. The researcher is therefore attempting to point out how the interactions of social, economic, intellectual and moral obligations influence children's life coping mechanisms. Figure 2.1, shows the conceptual framework against which this study was based.



**Figure 1 Conceptual framework**

## **2.9 Knowledge Gap**

Through an extensive review of literature it indicates there is a gap in knowledge since there is no academic research that has been carried out on third year beneficiaries during rehabilitation at Kirigiti girls' rehabilitation school to establish the influence of the government's approaches on children's life coping mechanisms most of the studies have been done after rehabilitation and not particularly on third year beneficiaries of the programme.

Youth Alive Kenya (YAK) a local non-governmental organization through financial support from GOAL Ireland Kenya carried out various activities at Kirigiti girls' rehabilitation school in Kiambu. In the institution the activities included; counselling the children on health and life skills, conducting child participation sessions on a weekly basis, stocking the institution's resource institution, establishing partnership with organizations like Children International Kenya, Kenya National Library Services, GOAL resource institution, and National Aids Control Council, Conduct tracings, re-integrations and follow ups(GOAL Ireland Kenya, 2012)..

YAK however noted a few challenges they faced while undertaking the above activities which are; after re-integration the families are not able to support their children due to lack of capacity to support the children after the three years in the institution and after primary school some families were not willing to receive the children back due to the mistakes the child had committed before. Sometimes the committal order expires when the child is not ready to go back home. It thus becomes complicated on what to do with the child. They as well noted a tendency of some children running away from the institution during rehabilitation and some of them use abusive language when talking to one another (GOAL Ireland Kenya, 2012).

Another study revealed that Juvenile crime in Kenya is firmly rooted in poverty. 80% of children appearing before the juvenile court are street children, some arrested for committing crimes, and some taken in to be 'processed' by the care and protection system. Free and compulsory education, once provided for Kenyan children, is no longer a reality, and this is seen to be a major cause of children conflicting with the law (Skelton, 1999).

An analysis done in 2000 by Save the children UK of the juvenile justice system in policy and practice guidelines found out that lack of coordination and collaboration with welfare cases being treated as criminal cases and inadequate resources. It was therefore seen that there was need to divert children from the justice system as a matter of priority (especially welfare cases). A diversion framework was developed and implemented in three areas Nairobi, Nakuru and Kisumu districts (Save the Children UK, 2000).

Low self-esteem has been noted as one of the factors that affect one's aspiration in life, which in turn affects one's academic performance. One of the aims of rehabilitation of the disadvantaged children is to build their self-esteem. The purpose of this study was to explore, identify, analyze and compare the self-esteem of disadvantaged children in Government and NGO's rehabilitation Schools in Nairobi and Central provinces. The study also aimed at finding out the extent to which gender, age, level of education and one's environment affect his/ her self-esteem. The study included Kabete, Kirigiti and Undugu society of Kenya rehabilitation institutions. The researcher recommended that the children in need of special protection and care and those committed of crime in the Government Rehabilitation Schools should be put in different sections as recommended in the Children's Act (Kinyua, 2004).

The study sought to understand the influence of the approaches used by the government of Kenya to rehabilitate child law breakers at Kirigiti girl's rehabilitation school on their life coping mechanisms and made necessary recommendations that would improve the services provided to children in the government rehabilitation schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter described the research design; description of the target population; sampling procedures; data collection methods and procedures; reliability and validity test, results of the research instruments; data analysis methods and justification as well as ethical considerations.

#### **3.1 Research Design**

The design of the study was descriptive census survey, which was aimed at collecting information from respondents on their attitudes, perceptions and opinions in relation to rehabilitation of child law breakers in which the relationship between variables were established. Descriptive design is used in preliminary and exploratory studies to allow researchers to gather, summarize, present and interpret information for the purpose of clarification (Orodho, 2002).

This involved collecting, analysing and interpreting both qualitative and quantitative data in the same study or in a series of studies that investigated the same underlying phenomenon (Bogden & Biklen, 1992). It involved description of the data, in words and tables in order to demonstrate whether there was relationship between the independent variables and dependent variable. The tools used in this case were a questionnaire and interview schedule. The researcher used both primary and secondary data. Primary data was obtained through interview while secondary data was obtained through the internet, articles, journals and books.

### **3.2 Target Population**

The study focused on one government rehabilitation school; Kirigiti girls' situated in Kiambu County which is currently under the Ministry of labour, Social Security and Services and the department of the Children's Services. The population of the study was 55 children who were in their third year of rehabilitation at Kirigiti rehabilitation school and 18 key informant interviews. The full sample framework is Appendix 1.

### **3.3 Sample and Sampling Procedure**

This study was a census since the population of study was small. (Mugenda and Mugenda, 1999) defined population as an entire group of individuals, events or objects having common observable characteristics. All 3<sup>rd</sup> beneficiaries of Kirigiti girls' rehabilitation school were targeted and key informants interview for 18 respondents. The study population were all included in the study.

#### **3.3.1 Sample Size**

This study was a census all the 3<sup>rd</sup> year beneficiaries of Kirigiti girls' rehabilitation school were eligible for interview. Mugenda and Mugenda (1999) defined population as an entire group of individuals, events or objects having common observable characteristics. The 3<sup>rd</sup> year beneficiaries of Kirigiti girls' rehabilitation school were 55 in number.

### **3.4 Research Instruments**

This study used both primary and secondary data. The data collection instrument for the primary data was a structured questionnaire. Through questionnaires, the respondents freely express themselves (Mugenda and Mugenda, 1999). Items in the questionnaire were arranged in a logical sequence according to the themes studied.

The questionnaire had closed ended set of questions. The closed-ended questions were accompanied by a list of possible alternatives from which respondents selected the answer that best that described their situation. The closed-ended questions were adopted since they were easier to analyze as they were in an immediate usable form, were easier to administer and were economical to use in terms of time and money (Mugenda & Mugenda, 2003).

The questionnaire was divided into three parts, part 1 covered the bio data which comprised of the background information of the beneficiaries, part 2 covered the government's approaches; intellectual development which looked at the enrolment of beneficiaries to formal education, their access to vocational skills and exposure to life skills. Social development, that looked at their membership to social clubs and participation in co-curricular activities. Moral development looked at the beneficiaries' involvement in appropriate religious and pastoral activities together with access to guidance and counselling.

Economic development lastly looked at development of entrepreneurial skills, knowledge on production of goods and services and acquiring business skills (income and saving). Part 3 covered life coping mechanism as the dependent variable which



was assessed based on the beneficiaries' levels of truancy, School dropout, adherence to rules and regulations and proper management of interpersonal conflict.

### **3.5 Validity and Reliability**

The study tested the research instruments for validity and reliability as explained in sub-sections below.

#### **3.5.1 Validity**

Validity means accuracy and meaningfulness of inferences which are based on research results (Fletcher et al, 1996). There is need to test the content validity of research instruments. This assisted to identify the problems that the respondents were likely to encounter in the process of answering the questions. The study checked the validity of my instruments with the supervisor and two classmates who confirmed the instruments were valid.

#### **3.5. 2 Reliability**

Before embarking on the data collection the questionnaire were pre tested on 10% of the total sample in order to determine whether the instruments measured the intended objectives. Also the research assistants were oriented for half day on data collection, going through the questionnaire; looking at question by question and the research assistants also participated in the pre testing of the questionnaire in order to ensure they collect the correct information. The researcher employed close supervision of the research assistants in order to ensure they were not compromising on anything. As Cooper and Schindler describe reliability, “reliability is a necessary contributor to validity” (Cooper& Schindler, 2003). Being able to validate data and

making sure this data is reliable, than this data is stable making sure the data is consistent.

Use of Cronbach's (alpha) test for the reliability of the internal consistency of the data collected was used. Cronbach's Alpha is a general form of the Kuder – Richardson Formula 20 (KR-20), it yielded reliability efficient of  $r=0.857$  for key informants and  $r=0.911$  for girls. It was accepted for research purpose as it implied that the research variables correlated highly among themselves. This was a way to assess how well one item's score was internally consistent with composite scores from all other items that remain.

### **3.6 Data Collection Procedure**

After ascertaining that the research instruments were valid and reliable, research permit was sought from National Commission for Science, Technology and Innovation (NACOSTI) in Nairobi. Since the study was based on both quantitative and qualitative methods of data collection, quantitative methods involved the field survey with 55 individual beneficiaries of the Programme who were in their third year of rehabilitation and 18 key informant interviews (KIIs) were conducted with the staff of the institution, Children's heads of department, NCCS staff, Probation Officers, Police Officers, Team leaders of the NGOs and institutions implementing activities in Kirigiti girls' rehabilitation school. A clearance letter was obtained from the department of the children's services, giving permission to the researcher to conduct the study in the institution also research authorization was sought from the National commission for science, technology and innovation.

### **3.7 Data Analysis**

Data analysis was done in two phases: First Phase; data entry (typing) and Second Phase; data cleaning. Descriptive statistics was used to describe the basic features of the data in the study. The study looked at the characteristics of variables namely: the distribution, frequency percentages, measures of central tendency, correlation and regression. The probability level for inferential analysis was kept at 0.05 significance level.

Information provided by NGOs was recorded as their perception and later used to cross check data provided by the beneficiaries of the government's rehabilitation programme and that of the children's sector key informants. Data analysis of the quantitative information was done using statistical package for the social sciences (SPSS) version 20.0. Data collected was addressed to suit descriptive statistics which was presented in Tables and bar graph.

### **3.8 Ethical Consideration**

Before embarking on data collection, permission was sought from the department of children's services and a clearance letter from the same office was shown to the manager of Kirigiti rehabilitation school before actual data collection. The research respondents were assured of confidentiality by not including their names on the questionnaires.

**Table 3.1 Operationalization of the study variables**

<b>Objective</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Tools of Analysis</b>
1. To establish the influence of intellectual development used by the government of Kenya to rehabilitate Child law breakers in relation to their life coping mechanisms.	- No of children who managed to continue with formal education during the rehabilitation process - No of children who have at one or many times who have away from the institutions and were re admitted.	Ordinal Nominal	Means, standard deviations, frequencies, percentages and correlations
2. To establish the role of social development as applied by the government of Kenya in rehabilitating child law breakers in order to enhance their life coping mechanisms.	- No of co-curricular activities that children are involved in - How many clubs are children members of	Ordinal/ Nominal  Nominal	Means, standard deviations, frequencies, percentages and correlations
3. To examine the role played by moral development as employed by the government of Kenya in rehabilitating child law breakers.	How many times the children have been in conflict with the law since admission to the rehabilitation programme  No of children participating in religious practice	Ordinal Nominal	Means, standard deviations, frequencies, percentages and correlations
4. To understand the influence of economic development used by the government of Kenya in rehabilitating child lawbreakers to improve their life coping mechanisms.	No of business initiated from vocational skills training gained from the rehab Amount of food consumed in the institution through production by gained	Ordinal Nominal	Means, standard deviations, frequencies, percentages and correlations

**CHAPTER FOUR**

**DATA ANALYSIS, PRESENTATION, DISCUSSION AND**

**INTERPRETATION**

This chapter presents the results of the study on the influence of the government’s approaches in rehabilitating child law breakers on life coping mechanisms: a case of Kirigiti girls’ rehabilitation school in Kiambu County. The participants for the study were 3<sup>rd</sup> year beneficiaries of the institution and key informants from several organisations and institutions that participate in the rehabilitation of the girls. The response rate for this study was 100% as all the key informants plus one extra (19) and 55 (3<sup>rd</sup> year rehabilitated girls) from Kirigiti school participated in the study.

**4.1 Details and Work Stations of Key Informants**

The details of key informants who participated in the research are presented in Table 4.1.

**Table 4.1 Details of key informants who participated in the research**

<b>Respondents</b>	<b>Frequency</b>	<b>Percent</b>
KISE	1	5.3
USIU	1	5.3
CEFA	1	5.3
Children’s office	5	26.3
National Council for Children Services	2	10.5
Staff of Kirigiti Girls	4	21.1
Probation officers	2	10.5
Police help desks	3	15.8
<b>Total</b>	<b>19</b>	<b>100.0</b>

The key informants for the research were drawn from the children’s department under the Ministry of Labour, Social Security and Services, Ministry of interior and Coordination of National government, NGOs, Ministry of Education, NCCS and United States International University.

#### 4.1.1 Demographic Data of 3<sup>rd</sup> Year Girls

A total of fifty five (55) third year rehabilitation beneficiaries participated in the study. At first they were asked to indicate their age category and the results are given in Table 4.2.

**Table 4.2 Age of 3rd year rehabilitated beneficiaries (n=55)**

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
10-12 years	2	3.6
13 - 15 years	27	49.1
16-17 years	26	47.3
<b>Total</b>	<b>55</b>	<b>100.0</b>

The results show that 2 (3.6%) of those who participated were aged between 10-12 years, 27 (49.1%) were aged 13-15 years and 26 (47.3%) were aged between 16-17 years. The results indicate that most 3<sup>rd</sup> year beneficiaries of Kirigiti rehabilitation school were aged between 13-17 years. The girls’ respondents were requested to give their educational levels. Their answers are summarized in Table 4.3.

**Table 4.3 Education level of 3<sup>rd</sup> year rehabilitated beneficiaries**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Vocational skills training	1	1.8
Did not complete primary school	48	87.3
completed primary education	6	10.9
<b>Total</b>	<b>55</b>	<b>100.0</b>

Most 48 (87.3%) of the girls were found not to have completed their primary education, with only 6 (10.9%) found to have completed the primary level of education and 1 (1.8%) were found to have qualifications on vocational education. None of the respondents were found to have neither secondary education nor college as this could be explained by their age bracket statistics presented in Table 4.1. The results show that majority of child law breakers in Kirigiti are majorly in primary school meaning majority do not complete their education and therefore cannot survive social and economic challenges outside formal education environment. Another key aspect to note is that the girls are taken for rehabilitation for a maximum period of 3 years and therefore most of them may not be in a position to complete either primary or secondary education while at the facility.

#### **4.1.3 Life Coping Mechanism for 3<sup>rd</sup> year Beneficiaries of Kirigiti Girls' Rehabilitation School**

As the main measure for the dependent variable of the study, it is expected that by the end of the third year, the girls admitted at Kirigiti would have reformed in the way that they would not be in a position to run away from the institution, drop out of formal schooling, they would not break rules again and will not be indisciplined.

They were asked to give their opinion on a scale of one to three presented in Table 4.4.

**Table 4.4 Life coping mechanism among 3<sup>rd</sup> year rehabilitated girls at Kirigiti**

Life coping mechanisms	Disagree		Uncertain		Agree		Total	
	f	%	f	%	f	%	F	%
Children here in Kirigiti often contemplate on running away before completion of their probation term	26	47.3	6	10.9	23	41.8	55	100.0
Children here in Kirigiti often drop out of the formal education system	17	30.9	9	16.4	29	52.7	55	100.0
Children here in Kirigiti follow the set rules and regulations	7	12.7	3	5.5	45	81.8	55	100.0
Children do not fight and use abusive language here at Kirigiti	15	27.3	5	9.1	35	63.6	55	100.0

On whether children at the institution contemplate running away before their committal order elapses, a significant 26 (47.3%) disagreed, 23 (41.8%) agreed while 6 (10.9%) were undecided. This shows that some of the girls admitted for rehabilitation might ponder the move to run away while half of them may not. This could be attributed to the surrounding they are in or even the way they are treated at the institution. However, at the beginning they may look for ways to run away from the institution but with time, most of them get used to the programme and therefore wait upon the completion of their rehabilitation time to end.



Also, when asked whether some of them drop out of formal school system, at least 29 (52.7%) agreed with the statement, 17 (30.9%) disagreed while 9 (16.4%) had mixed opinion regarding the issue. This shows that chances are high that the girls' rehabilitated might decide not to pursue basic education while at the institution and choose to pursue other things.

On a positive note, majority 45 (81.8%) agreed that they strictly follow the set rules and regulations at their institution, 7 (12.7%) said they did not while 3 (5.5%) were uncertain. This shows that majority of the girls who are rehabilitated at Kirigiti are instructed to always follow the rules, procedures and instructions given to them. Lastly, the respondents seem to agree 35 (63.6%) that they do not fight or abuse each other while at the institution with only 15 (27.3%) agreeing with the assertion. This shows that as a result of strict observance and discipline management at the institution, cases of girls using vulgar language or fighting against each other are minimal.

#### **4.2 Influence of Intellectual Development Approach used by the Government of Kenya to Rehabilitate Child Law Breakers in Relation to LCM**

Intellectual approach is a method that Kirigiti school uses to change the girls' cognitive and intelligence, through offering of formal education, provision of vocational education, training and provision of life skills learning. Therefore the study sought information from beneficiaries regarding whether they were provided with the mentioned skills in their institution. The results are presented below in Table 4.5.

**Table 4.5 Intellectual development approaches**

<b>Approaches</b>	<b>Yes</b>		<b>Sometimes</b>		<b>No</b>		<b>Total</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Enrolment in formal education class (1-8)	49	89.1	1	1.8	5	9.1	55	100.0
Adequate opportunities for vocational skills training here at Kirigiti	53	96.4	0	0.0	2	3.6	55	100.0
Sessions on life skills	50	90.9	1	1.8	4	7.3	55	100.0

It is seen that majority 49 (89.1%) of rehabilitated girls said that they are enrolled in formal learning (standard 1-8), 1 (1.8%) said that they sometimes attend classes while 5 (9.1%) were found not to be enrolled in any formal learning. Furthermore, majority 53 (96.4%) of respondents said that they were provided with adequate opportunities for vocational skills training with 2 (3.6%) missing vocational training.

Regarding sessions on life skills education, also majority 50 (90.9%) said that they are provided with Life Skills sessions, 1 (1.8%) said that they are sometimes provided with Life Skills sessions with 4 (7.3%) indicating not to be accessing life skills sessions. On average 51 (92.1%) of the beneficiaries receive intellectual development course in their rehabilitation programme unlike 4 (6.7%) who were found not to have received. The findings imply that intellectual component of child law breakers rehabilitation among girls in Kirigiti is highly provided. To check on the influence of the intellectual development aspect of girls rehabilitation programme on life coping mechanisms, a Karl Pearson product moment correlation was computed and the results are presented in Table 4.6.

**Table 4.6 Influence of intellectual approach on life coping mechanism of rehabilitated 3<sup>rd</sup> year beneficiaries**

		<b>Intellectual approach</b>	<b>Life coping mechanisms</b>
<b>Intellectual approach</b>	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.001
	N	55	55
<b>Life coping mechanisms</b>	Pearson Correlation	.444**	1
	Sig. (2-tailed)	.001	
	N	55	55

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

The correlation result shows that there exists a positive relationship ( $r=0.44$ ) between intellectual development approach and life coping mechanism among 3<sup>rd</sup> year beneficiaries of rehabilitation programme at Kirigiti school. The correlation result is significant at the 0.01 level (2-tailed). The finding implies that continuous provision of intellectual and cognitive development skills among child law breakers will positively improve their life coping mechanism aspect. Siegal and Senna (1997) adds that educational, vocational training and specific counseling strategies can be effective if they are intensive, relate to program goals and meet adolescent's individual needs

### 4.3 Influence of Social Development Approach in Rehabilitating Child Law Breakers in Order to Enhance their LCM

The second objective of the study was to determine the influence of social development approach; membership to various clubs and societies and involvement in co-curricular activities on enhancing life coping mechanisms among child law breakers at Kirigiti. The respondents were asked to state the extent to which they were involved in various social activities; their responses are presented in Table 4.7.

**Table 4.7 Influence of social development approach applied by the government of Kenya in rehabilitating child law breakers in order to enhance their LCM**

Involvement in social development activities	Yes		Sometimes		No		Total	
	f	%	f	%	f	%	F	%
Access to membership in various social clubs	26	47.3	1	1.8	28	50.9	55	100.0
Involvement in co-curricular activities	42	76.4	3	5.5	10	18.2	55	100.0

Access to membership in various social clubs in Kirigiti rehabilitation school, half 28 (50.9%) said that they were not involved in any of them and only 26 (47.3%) were found to be engaged in clubs and societies. The results show that girls being rehabilitated at Kirigiti are given options of joining social clubs as part of enhancing their development in life coping mechanisms. Moreover, results of the study revealed that more than three quarter 42 (76.4%) of respondents were involved in co-curricular activities, 3 (5.5%) were found to be moderately involved while only 10 (18.2%) were found not to participate in co-curricular activities.

The finding implies that girls at Kirigiti prefer participating in co-curricular activities like games as opposed to being involved in various social clubs. To check, the relationship that exists between rehabilitated girls involvement in various social activities in relation to their development of life coping mechanisms, a correlation statistic was computed and results presented in Table 4.8.

**Table 4.8 Influence of girls' involvement in social development and enhancement of life coping mechanisms**

		<b>Social development</b>	<b>Life coping mechanisms</b>
<b>social development</b>	Pearson Correlation	1	.304*
	Sig. (2-tailed)		.024
	N	55	55
<b>Life coping mechanisms</b>	Pearson Correlation	.304*	1
	Sig. (2-tailed)	.024	
	N	55	55

\*. Correlation is significant at the 0.05 level (2-tailed).

It is evident that there exist a positive influence ( $r=0.304$ ) between social development approaches used at Kirigiti girls rehabilitation school and the beneficiaries development of life coping mechanism. The correlation is significant at the 0.05 level (2 tailed). This interprets to mean that the institution should encourage the girls in the institution to participate and be actively involved in clubs and co-curricular activities as it will improve their life coping mechanism in future.

#### **4.4 Influence of Moral Development Approach in Rehabilitating Child Law Breakers to Enhance their LCM**

The moral development approach was adapted from Lawrence Kohlberg moral development theory that advocates that religious, cultural and social economic environment can change behaviour and attitudes of teenagers. As the third objective of the research, the respondents were asked to indicate their level of agreement (Likert scale) on two statements touching on guidance and counselling and spiritual nourishment. Their results are summarised in Table 4.9.

**Table 4.9 Influence of moral development approach on development of life coping mechanism**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The religious activities offered Kirigiti are appropriate	55	4.6000	.56437
Adequate access to guidance and counselling	55	4.4000	.89443
<b>Valid N (Listwise)</b>	<b>55</b>		

The results of the study shows that majority of respondents strongly agreed (M=4.6 and SD=0.56) that they are usually offered religious activities as part of controlling their moral development. The respondents also agreed (M=4.4 and SD=0.89) that they have adequate access to guidance and counselling programmes on rehabilitating child law breakers in Kirigiti. The results show that moral development using religious Word of God is key to changing the girls' behaviour and improves their life coping mechanisms in Kirigiti. To confirm the influence of the moral

development approach on life coping mechanism of rehabilitated girls, a correlation analysis was conducted and results are as given in Table 4.10.

**Table 4.10 Correlations**

		<b>moral development</b>	<b>Life coping mechanisms</b>
<b>moral development</b>	Pearson Correlation	1	.461**
	Sig. (2-tailed)		.001
	N	55	55
<b>Life coping mechanisms</b>	Pearson Correlation	.461**	1
	Sig. (2-tailed)	.001	
	N	55	55

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

The results of the study show that there exists a positive influence ( $r=0.461$ ) between moral development and life coping mechanism of rehabilitated girls in Kirigiti. The correlation result is significant at the 0.001 level (2-tailed). The result implies that continuous provision of moral development to girls at the institution will improve their life coping mechanisms level. The study agrees with Kinyua (2004) research that showed that majority of probation officers use counselling as an intervention for rehabilitated children. This was through borrowing widely from a mixture of cognitive and behavioural approaches. This was through combination of teaching and counseling.

#### 4.4 Influence of Economic Development Approach used in Rehabilitating Child Law Breakers to improve their LCM

The fourth objective of the study was to determine the influence of economic development approach; business start-up, skills in food production and business management on improvement of child law breakers life coping mechanisms in Kirigiti School. To answer the study research questions, the respondents were asked to rate their level of agreement on a Likert scale (1-strongly disagree to 2-strongly agree). Their responses are summarised in Table 4.11.

**Table 4.11 Descriptive statistics**

<b>Economic development courses</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The rehabilitation programme has trained you on starting up business	55	1.00	5.00	3.7091	1.16544
The rehabilitation programme has helped you gain skills in food production	55	3.00	5.00	4.2909	.68510
Through the rehabilitation programme, you have learnt about managing business money	55	2.00	5.00	3.5818	1.03084
<b>Valid N (Listwise)</b>	<b>55</b>				

Findings show that the respondents agreed (M=3.71 and SD=1.16) that the rehabilitation programme is key in training them on business start-up after finishing their term. The highest standard deviation scores (SD=1.16) suggests that some girls did not take up business start-up classes due to different career options and direction they had. Positively, majority (M=4.29 and SD=0.685) of respondents agreed that the rehabilitation programme has enabled them to gain skills in food production. This was



evident on the fact that the institution has enough land for agricultural activities and this provided an opportunity for girls to engage in profitable and sustainable farming.

Lastly, the results of the study informs that the respondents seemed to agree (M=3.58 and SD=1.03) that the rehabilitation programme they were provided for enabled them to learn about business management skills. The standard deviation values seem to be higher suggesting a couple of the 3<sup>rd</sup> year girls were not attending entrepreneurship session and they could be the ones who are in primary school classes (6 to 8). To check on the influence of provision of economic and entrepreneurial skills towards the girls' development of self-coping mechanisms, a two tailed Pearson correlation statistics was computed and results given in Table 4.12.

**Table 4.12 Correlations between economic development and LCM**

		<b>Economic development</b>	<b>Life coping mechanisms</b>
<b>Economic development</b>	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.001
	N	55	55
<b>Life coping mechanisms</b>	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.001	
	N	55	55

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

The correlation results depict that there exists strong positive influence (r=0.648) between economic and entrepreneurship programmes provided to child law breakers in Kirigiti and their enhancement of life coping mechanisms. The results

suggest that girls prefer being given training in economic part of life rather than educational, social or moral development lessons as evidenced earlier. The result also shows that the correlation is significant at the 0.01 level (2-tailed). The results suggest that among the four approaches used in the current study, economic approach has higher score and therefore the continuous provision of agricultural, business management and entrepreneurship skills will boost reformed girl life coping mechanism at the end of their rehabilitation term and this will make them to be productive and reformed individuals in future.

This is consistent with Obondi (2013) study where respondents indicated that the rehabilitation programme empowered offenders with tools and social skills. This targets mainly youthful offenders on release from borstal institutions where they will have undertaken vocational training. This was intended to provide the basis of self employment and other related income-generating activities.

#### **4.5 Influence of Government's Approaches on LCM of 3<sup>rd</sup>Year Rehabilitated Girls at Kirigiti**

A combined correlation statistics was computed to look at the overall influence of the government approaches on life coping mechanism among rehabilitated 3<sup>rd</sup> year beneficiaries at 0.01 and 0.05 significant levels. The matrix results are presented in Table 4.13.

**Table 4.13 Overall influence of the government’s approaches on life coping mechanisms of 3<sup>rd</sup> year beneficiaries**

		<b>ID</b>	<b>SD</b>	<b>MD</b>	<b>ED</b>	<b>LCM</b>
<b>ID</b>	Pearson Correlation	1	.600**	.743**	.728**	.444**
	Sig. (2-tailed)		.001	.001	.001	.001
	N	55	55	55	55	55
<b>SD</b>	Pearson Correlation	.600**	1	.315*	.486**	.304*
	Sig. (2-tailed)	.001		.019	.001	.024
	N	55	55	55	55	55
<b>MD</b>	Pearson Correlation	.743**	.315*	1	.548**	.461**
	Sig. (2-tailed)	.001	.019		.001	.001
	N	55	55	55	55	55
<b>ED</b>	Pearson Correlation	.728**	.486**	.548**	1	.648**
	Sig. (2-tailed)	.001	.001	.001		.001
	N	55	55	55	55	55
<b>LCM</b>	Pearson Correlation	.444**	.304*	.461**	.648**	1
	Sig. (2-tailed)	.001	.024	.001	.001	
	N	55	55	55	55	55

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

\* . Correlation is significant at the 0.05 level (2-tailed).

The statistics reveal that there exists a positive influence of the government’s approaches on enhancement of life coping mechanism among girls at Kirigiti rehabilitation school. To check the overall influence of the independent variables on dependent variable, a multiple regression analysis was computed and results are presented in Table 4.14.

**Table 4.14 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678 <sup>a</sup>	.460	.417	.48416

a. Predictors: (Constant), Economic development, social development, moral development, Intellectual development

Table 4.3 shows that the adjusted coefficient of multiple determinations is 0.417; therefore about 41.7% of the variation in the growth of distribution channel is explained by the found independent variables being studied. The multiple regression equation appears to be very useful for making predictions on the dependent variable.

**Table 4.15 ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.989	4	2.497	10.653	.000 <sup>a</sup>
	Residual	11.720	50	.234		
	Total	21.709	54			

a. Predictors: (Constant), Economic development, social development, moral development, Intellectual development

b. Dependent Variable: Life coping mechanisms

The ANOVA results show that at the  $\alpha = 0.05$  level of significance, there exists enough evidence to conclude that at least one of the predictors is useful for predicting enhancement of life coping mechanism development among girls rehabilitated at Kirigiti and therefore making the model to be useful.

**Table 4.16 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.570	.589		-.967	.338
Intellectual development	-.425	.289	-.315	-1.473	.147
Social development	.062	.124	.067	.497	.622
Moral development	.570	.302	.302	1.885	.065
Economic development	.910	.204	.680	4.464	.000

a. Dependent Variable: Life coping mechanisms

Findings show that at  $\alpha = 0.05$  level of significance, there exist enough evidence to conclude that the slope of the independent variables is not zero hence the independent variables as predictors of development of life coping mechanism among girls. The quadratic regression equation is;

$$y = -0.57 - 0.425 + 0.062 + 0.570 + 0.910 + e$$

Further, when other variables are kept constant, single unit increase in economic development approaches, life coping mechanisms will increase by 0.91. In addition when other variables are kept constant, a single unit changes in moral development approach, and the life coping mechanism increases by 0.570. Moreover, a single increase in social development approaches, will lead to a change in life coping mechanism by 0.062.

However, a unit increase in intellectual development will lead to a decrease of -0.425 of life coping mechanism. This suggests that of the four variables; economic, moral and social developments are key ingredients in ensuring that rehabilitated girls

develop life coping mechanisms at Kirigiti rehabilitation school. While intellectual development that encompasses life skills, basic education training and vocational skills have minimal influence.

#### **4.5.1 Key Informants Responses on the Influence of government's approaches in Rehabilitating Child Law Breakers and LCM**

The study sought information from key informants on their responses regarding the rehabilitation programme for child law breakers at Kirigiti and enhancement of life coping mechanism among the girls. The information collected came from government officers, NGOs, institutions and other stakeholders directly and indirectly involved in the programme. They were asked to give their perception about the contributions of the programme, its influence and whether the approaches were contributing to rehabilitation of girls. Their responses are presented in Table 4.17.

**Table 4.17 Key informants responses on the influence of the government’s approaches in rehabilitating child law breakers and LCM**

Opinion	Disagree		Uncertain		Agree		Total	
	f	%	f	%	f	%	f	%
The child law breakers who go through the government rehabilitation programme reform by the third year	4	21.1	3	15.8	12	63.2	19	100.0
Government's rehabilitation programme has some negative effects on the child law breakers who go through it	5	26.3	5	26.3	9	47.4	19	100.0
There are other alternative programmes available for child law breakers other than the government’s approaches	2	10.5	4	21.1	13	68.4	19	100.0

When asked to indicate whether the child law breakers who go through the government rehabilitation programme reform by the end of the third year, most 12 (63.2%) supported the statement, 3 (15.8%) were undecided while 4 (21.1%) disagreed with the statement. The result implies that more than 60% of key informants believed that the government’s programme is essential in reforming girl-child law breakers at Kirigiti.

Also, whether government programme had some negative effects on girls who go through it, close to half 9 (47.4%) said yes, 5 (26.3%) had mixed responses while 5 (26.3%) indicated that the programme did not have negative influence. This shows that despite the programme enjoying support, a lot still needs to be done to minimise

the negative influence it may have as in some cases the girls after being released from the institution end up committing and breaking the law further as indicated by one probation officer interviewed.

Lastly, the study sought respondents perception regarding whether there were other alternative programmes that could be used by the government to reform the girl-child law breakers, according to their responses, most 13 (68.4%) agreed, 4 (21.1%) were uncertain while only 2 (10.5%) disagreed with the statement.

Elsewhere Obondi (2013) found out that attitude and capacity of staff is important in determining the success and effective rehabilitation and reintegration of offenders. During the focus group discussions 4% of the officers pointed out that there was resistance to change and accommodating the new approaches may be slowed. The study deducts that the government with the inclusion of other stakeholders needs to review the approaches used to reform the girls admitted at rehabilitation institutions around the country so as to ensure that the girls reform at the end of their term in those institutions. More so, the intellectual development course covering life skills, basic and vocational education need to be reviewed so as to capture courses and skills that will transform the girls' way of thinking and doing things. This would end up benefiting the child and reduce chances of these girls breaking the law, dropping out of school or becoming indisciplined.

#### **4.5.2 Recommendations to other child-law breakers**

As the final part of the study, the 3<sup>rd</sup> year rehabilitation girls at Kirigiti were asked whether they could recommend another child (children) for the same programme. The results are given in Table 4.18.



**Table 4.18 Recommending other child-law breakers to the programme**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	48	87.3
Somehow	1	1.8
No	6	10.9
<b>Total</b>	<b>55</b>	<b>100.0</b>

Results show that most 48 (87.3%) of 3<sup>rd</sup> year beneficiaries indicated that the programme is beneficial towards their life coping mechanism and they can recommend other children to attend (those who have broken the law), 1 (1.8%) said that they can somehow recommend while 6 (10.9%) said they cannot recommend. The study findings suggest that the level of satisfaction amongst girl-child law breakers attending rehabilitation programme at Kirigiti School is high to the extent that they can suggest other child law breakers to attend the same.

**CHAPTER FIVE**  
**SUMMARY OF THE FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

This chapter presents the summary of major findings of the study, brief discussions of the results of the study, provide conclusions and suggests recommendations on the influence of the government's approaches in rehabilitating child law breakers on life coping mechanisms: a case of Kirigiti girls' rehabilitation school in Kiambu County.

**5.1 Summary of Findings**

The study investigated the influence of the approaches used by the government in rehabilitating girl-child law breakers on life coping mechanisms at Kirigiti girls' rehabilitation school in Kiambu County. The study was conducted based on an assessment by one NGO that found out cases of girls sneaking and running away from the institution at the 3<sup>rd</sup> year had increased in a couple of years back as well as some families rejecting their own children during the actual reintegration process or plans for the same. This prompted the research to investigate whether the approaches that are used to reform these girls could be contributing to this.

Four approaches that the government uses in rehabilitating these girls were measured against the level of life coping mechanism. The study was conducted at Kirigiti girls' rehabilitation school by involving the 55 third year beneficiaries, staff of Kirigiti girls, field officers of the department of children services, police officers, national council for children services staff, probation officers and team leaders of

NGOs and institutions assisting in rehabilitating these girls at Kirigiti. A total of 74 respondents participated in the research. The respondents were selected purposively due to important information that they had pertaining this study.

The arguments and analysis of the information in this section are based on the objectives and themes of the study. At first, the study found out that the four approaches used by the government were offering intellectual, moral, social and economic development interventions that aimed at rehabilitating the girls to become productive and discipline children at the end of their rehabilitation term. At first, the study found out that 63.2% of key informants reported that the girls usually reform at the end of the third year with 21.1% disagreeing with the statement.

The findings are further justified by 41.8% of the responses made by the girls themselves who said that they were likely to run away from Kirigiti at the end of the third year. The results are consistent with GOAL! Ireland Kenya evaluation report that showed the chances were higher that some girls contemplated running away from the institutions at the third year. In addition, the results of the study showed 52.3% that they had a tendency of dropping out of their schooling suggesting that the curriculum and method of instruction offered to the child law-breakers was not effective to them.

Regarding the provision of intellectual development courses and their life coping mechanisms, results of the study revealed that there existed a significant positive ( $r=0.441$  and  $p=0.001$ ) effect of courses offered at the institution and enhancement of life coping mechanism among girls at the institution. The findings of the study showed that the intellectual development had moderate influence on the development of life-coping mechanism among girls admitted at Kirigiti rehabilitation

school. The findings however, point out a significant picture that the curriculum, supervision and implementation of basic primary education, vocational and life skills education need to be reviewed to ensure maximum benefit is achieved.

On the influence of social development approach on development and achievement of life coping mechanisms among girl-child law breakers at Kirigiti, the study found out that 76.4% of girls preferred being involved in co-curricular activities like participating in games and other sports rather than being involved in social clubs and groupings which was only found to be existing among 47.3% of girls at Kirigiti. Correlation results showed that there existed a significant positive effect ( $r=0.304$  and  $p=0.024$ ) between social development approaches used at Kirigiti for rehabilitated girls and their development of life coping mechanism.

The study suggests that staff at Kirigiti should continuously motivate and encourage the girls to participate in an array of social activities like playing indoor and outdoor games, involved in social clubs to boost their life coping mechanisms and prevent chances of them being rejected by their families at the end of the rehabilitation period or dropping out of formal education.

The results of the study further revealed that there existed significant positive relationship ( $r=0.161$  and  $p=0.001$ ) between provision of moral development programmes and enhancement of life coping mechanisms among girls admitted at the institution. The 3<sup>rd</sup> year girl-child respondents that were interviewed said that the spiritual, guidance and counselling programmes offered to them were important in improving their life coping mechanisms at the end of their term in the institutions. This findings show the significance of offering religious programmes, guidance and

counselling services towards improving girl-child law breakers' morals, behaviour and acceptance by other people at home and in the society at the end of their term.

It emerged that economic training and courses that centred on improving the girls skills and making them to be self-reliant was successful in improving their life coping mechanisms at Kirigiti. For instance, the study found out that the girls preferred to be trained on crop production more (M=4.2) than entrepreneurship programmes on business start-ups (M=3.7) and business management skills.

Inferential statistics computed revealed that there existed strong positive relationship ( $r=0.648$  and  $p=0.001$ ) between the economic development programmes offered at Kirigiti and successful behaviour change of 3<sup>rd</sup> year beneficiaries at the institution. This implied that the government through the department of children services should continue providing economic programmes that are tailored to make the girls to be self-reliant and be productive in the society. This will minimise chances of them committing the offences that made them to be admitted for rehabilitation.

The major observation was that majority of the 3<sup>rd</sup> year girls (87.3%) said that the rehabilitation programme was beneficial in reforming them and that they were in a position to recommend the same to be given to other children who might end up breaking the law. The same opinion was echoed by key informants interviewed who 63.2% said that the child law breakers who went through the government rehabilitation programme reformed by the third year of their rehabilitation.

### 5.3 Conclusions

The increased cases of 3<sup>rd</sup> year girls running away from the institution were found to be as a result of the way programmes are being conducted at the institution. This is justified with the statistics from multiple regression result that showed that girls' life coping mechanism can only be accounted for by 41.7%. This suggests that the government and the institution need to revisit the implementation process of the rehabilitation programme offered to girl-child law breakers. The same sentiments were further aggravated by an evaluation done by GOAL Ireland Kenya that showed that some girls were being rejected by their families during reintegration at the end of their rehabilitation term and even some girls sneak or run away from the institution at their 3<sup>rd</sup> year of rehabilitation.

The main programs in the school were guidance and counseling, educational, vocational and spiritual training. However, the study found out that intellectual, development had significant positive relationship ( $r=0.444$  and  $p=0.001$ ) on life coping mechanism enhancement among 3<sup>rd</sup> year beneficiaries of Kirigiti girls' rehabilitation school. The same was observed for social ( $r=0.304$  and  $0.024$ ), moral ( $r=0.461$  and  $p=0.001$ ) and economic ( $r=0.648$  and  $p=0.001$ ) approaches. In terms of ranking, the economic development approach came first followed by moral, intellectual and lastly social approach. The reason for low ranking of social approach was due to the fact that girls preferred participating in co-curricular activities more than even participating in social clubs and other associations.

Despite that, the study found out that majority (87.3%) of 3<sup>rd</sup> year beneficiaries indicated that they could recommend other child law breakers to the programme so as to improve and be accepted back into the society. In addition 63.2%

of key informants supported the programme in improving life coping mechanism among child law breakers at Kirigiti.

#### **5.4 Recommendations**

The study has so far identified that the government's rehabilitation approaches are influential in reforming child-law breakers at Kirigiti rehabilitation school but several areas need to be looked at to improve the programme as outlined below.

- (i) At first, there is need for the ministry of education and the department of children's services to collaborate in reviewing the curriculum being offered to these girls during their three year's stay in the institution to ensure their educational progression from basic to tertiary. The department of children's services needs also to put emphasis on the promotion of life skills education as it is considered a key area that would ensure that the girls reform and integrate well back to the family and society at the end of their rehabilitation term. Also the study suggests that the government should look at the alternative approaches of providing intellectual capacity and development as suggested by key informants.
- (ii) Secondly, the study recommends that Kirigiti rehabilitation school should increase access and opportunities for beneficiaries to join social clubs so as to enhance development of inter-personal relationship, understanding, communication and support amongst themselves.
- (iii) Thirdly, the study recommends that there is need for provision of frequent guidance and counselling sessions by inviting former girls who reformed through the programme to offer inspiration and hope to the girls undergoing

rehabilitation so that they can change their behaviour and attitude. This will end up improving their life coping mechanism levels as they will be in a position to know that they too can be able to overcome the challenges to their behaviour and become productive members of the society appreciated and respected by all quarters.

- (iv) Lastly, the study recommends that there is need for Kirigiti rehabilitation school to provide regular practical aspects of entrepreneurship courses being offered to as to adjust the children's learning from the theoretical to practical environment. They also need to adapt modern food production methods that embrace sustainable agricultural practices which are efficient and cost-effective.

### **5.5 Suggestions for Further Research**

The study suggests further research to be conducted on:

- (i) The importance of providing life-skills education curriculum and behaviour change of child-law breakers in rehabilitation schools.
- (ii) Factors influencing effective delivery of rehabilitation programmes on development of life coping mechanisms among child-law breakers in rehabilitation schools.



## 5.6 Contribution to the Body of Knowledge

The study learnt that all the four government approaches are important in reforming the girl-child law breakers and in influencing their life coping mechanisms. The study findings could be used by the department of children's services to improve their programme.

**Table 5.1 Contribution to the Body of Knowledge**

<b>Objective</b>	<b>Contribution</b>
1. To assess the influence of intellectual development approach used by the government of Kenya to rehabilitate Child law breakers in relation to their life coping mechanisms.	Formal education from basic to tertiary level, vocational skills training together with life skills education are very important in ensuring girl-child law breakers reform and integrate well back to family and society at the end of their rehabilitation term as well as enhance their life coping mechanisms.
2. To establish the influence of social development approach applied by the government of Kenya in rehabilitating child law breakers in order to enhance their life coping mechanisms.	Membership of girl-child law breakers in social clubs assists them in developing inter-personal relationship, understanding, communication and support amongst themselves. Inadequate access and limited opportunities for the same impacts negatively on the social development of those girls.
3. To examine the influence of moral development approach as employed by the government of Kenya in rehabilitating child law breakers to enhance their life coping mechanisms.	Provision of guidance and counselling sessions to girl-child law breakers is essential for behaviour and attitude change.
4. To examine the influence of economic development approach used by the government of Kenya in rehabilitating child law breakers to improve their life coping mechanisms.	Provision of practical aspects of entrepreneurship courses being offered to girl-child law breakers is important in order to adjust the children's learning from the theoretical to a practical environment. This also ties with adapting modern food production methods that embrace sustainable agricultural practices which are efficient and cost-effective.

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## APPENDICES

### APPENDIX 1: SAMPLE FRAMEWORK

No	Institution/ Organization	Number
1	Beneficiaries in the 3 <sup>rd</sup> year of rehabilitation	55
2	Staff of Kirigiti girls'	5
3	Staff of NGOs implementing at Kirigiti girls	3
4	Children's department field Officers	4
5	Staff of National Council for Children's Services	2
6	Probation Officers	2
7	Police Officers	2
	<b>Total</b>	<b>73</b>

## APPENDIX 2: LETTER OF TRANSMITTAL

University of Nairobi,  
School of Extra Mural studies  
Nairobi.

6<sup>th</sup> February, 2014.

Dear Respondent,

**RE: Influence Of The Government's Approaches In Rehabilitating Child Law Breakers On Life Coping Mechanisms: A Case Of Kirigiti Girls Rehabilitation School In Kiambu County**

My name is Eunice Florence Arubia, a Masters student at The University of Nairobi. I am conducting a research study which is a requirement for the award of a degree of Masters of Arts in Project Planning and Management. In order to get more information on the influence of the approaches of the government of Kenya in rehabilitating child law breakers, the study is targeting the beneficiaries of the programme and other key resource persons. Whatever information you provide will be kept strictly confidential.

I encourage you to kindly participate in this study. Thank you for your assistance.

Yours faithfully,

**Eunice Florence Arubia**

**MA -Project Planning and Management Student**

**University of Nairobi**



**APPENDIX 3: QUESTIONNAIRE FOR 3<sup>RD</sup> YEAR KIRIGITI GIRLS’  
REHABILITATION SCHOOL BENEFICIARIES**

**Part A: Bio data**

1. Age

18yrs and Above [ ]      10 -12yrs [ ]      13-15yrs [ ]  
16 -17yrs[ ]

2. Education Level

Vocational Skills training [ ]      Did not complete primary school [ ]  
Completed primary education [ ]      Completed secondary education [ ]  
Completed college education & above [ ]

3. What led to you being admitted at Kirigiti?

Parent/guardian referred [ ]      Police arrested[ ]      Chief arrested [ ]  
Ran away from home [ ]      Lost my way home [ ]  
Other specify\_\_\_\_\_

4. Can you recommend another child for the same programme?

Yes [ ]      No [ ]

<b>Intellectual Development</b>	<b>No</b>	<b>Yes</b>	<b>Sometimes</b>
Are you enrolled in formal education(class 1 -8)			
You have adequate opportunities for vocational skills training here at Kirigiti			
Are you exposed to sessions of life skills			
<b>Social Development</b>			
You have access to membership in various social clubs			
You are involved in co-curricular activities			

<b>Moral Development</b>	<b>1 Strongly Disagree</b>	<b>2 Disagree</b>	<b>3 Uncertain</b>	<b>4 Agree</b>	<b>5 Strongly Agree</b>
The religious activities offered here at Kirigiti are appropriate to you.					
While here at Kirigiti you have had adequate access to guidance and counselling.					

<b>Economic Development</b>	<b>1 Strongly Disagree</b>	<b>2 Disagree</b>	<b>3 Uncertain</b>	<b>4 Agree</b>	<b>5 Strongly Agree</b>
The rehabilitation programme has trained you on starting up business.					
The rehabilitation programme has helped you gain skills in food production.					
Through the rehabilitation programme you have learnt about managing business money.					

<b>Life coping mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>	<b>Strongly Agree</b>
Children here in Kirigiti often contemplate on running away before completion of their probation term.					
Children here in Kirigiti often drop out of the formal education system.					
Children here in Kirigiti strictly follow the set rules and regulations.					
Children do not fight and use abusive language here at Kirigiti.					

**THANK YOU FOR YOUR TIME**

#### **APPENDIX 4: KEY INFORMANT INTERVIEW SCHEDULE**

A tool for staff of Kirigiti girls, Field Officers of the department of the children's services, Police Offices, National Council for Children's Services staff, Probation Officers and Team leaders of NGOs implementing at Kirigiti.

<b>Key Informants Questionnaire</b>	<b>1 Strongly Disagree</b>	<b>2 Disagree</b>	<b>3 Uncertain</b>	<b>4 Agree</b>	<b>5 Strongly Agree</b>
1) The Child law breakers who go through the government rehabilitation programme reform by the third year of their probation term.					
2) Government's rehabilitation programme has some negative effects on the child law breakers who go through it.					
3) There are other alternative programmes available for child law breakers other than the government's approaches.					

**THANK YOU FOR YOUR TIME**

**APPENDIX 5: CASE LOAD AT KIRIGITI–BENEFICIARIES 3<sup>RD</sup> YEAR OF  
REHABILITATION**

<b>Child's no</b>	<b>Ages</b>	<b>Offence</b>	<b>Committing court</b>
0001	18 yrs	Loitering	Principal Magistrate Kilgoris
0002	18yrs	P&C	Children's court Embu
0003	18 yrs	Assault causing actual body harm	Malindi court
0004	17yrs	Stealing	Chief Magistrate Makadara
0005	17yrs	C & P	Senior Resident Magistrate Kehancha
0006	18yrs	P & C	Principal Magistrate Narok
0007	16yrs	P & C	Children's Court Tononoka
0008	18yrs	C & P	Children's Court Kilifi
0009	14yrs	C & P	Children's Court Eldoret
0010	14yrs	P & C	Children's Court Tononoka
0011	16yrs	C & P	Muranga Children's Court
0012	17yrs	C & P	Children's Court Winam
0013	15yrs	P & C	Senior Resident Magistrate Children's Court Nairobi
0014	16yrs	C & P	Chief Magistrate Kericho
0015	18yrs	C & P	Children's Court Naivasha
0016	17yrs	Stealing	Principal Magistrate Karatina
0017	16yrs	P & C	Children's Court Nairobi
0018	17yrs	C & P	Children's Court Winam
0019	18yrs	C & P	Senior Resident Magistrate Kehancha
0020	19yrs	P & C	Kuria Children's Court
0021	15yrs	P & C	Senior Resident Magistrate Makadara
0022	17yrs	P & D	Children's Court Tononoka
0023	17yrs	P & D	Senior Resident Magistrate Kangema
0024	19yrs	C & P	Chief Magistrate court Machakos
0025	14 yrs	C & P	Kilifi Children's Court
0026	16 yrs	C & P	Children's Court Muranga
0027	14 yrs		Principal Magistrate Nyando
0028	15 yrs	C & P	Principal Magistrate Molo
0029	17 yrs	C & P	Senior Resident Magistrate Children Court Voi
0030	17 yrs	P & C	Resident Magistrate Busia Court
0031	15 yrs	P & C	Children's Court Nairobi
0032	16 yrs	House breaking and stealing	Principal Magistrate Siakago

0033	14 yrs	C & P	Principal Magistrate Court Kericho
0034	15 yrs	P & C	Senior Principal Magistrate Kerugoya
0035	17 yrs	P & D	Senior Principal Magistrate Nanyuki
0036	15 yrs	C & P	Kehanacha court
0037	16 yrs	P & D	Children's Court Nakuru
0038	14 yrs	C & P	Children's Court Nairobi
0039	17 yrs	P & D	Senior Principal Magistrate Nanyuki
0040	16 yrs	P & D	Children's Court Nakuru
0041	14 yrs	C & P	Children's Court Nairobi
0042	14 yrs	C & P	Principal Magistrate Kilgoris
0043	15 yrs	C & P	Children's Court Voi
0044	13 yrs	C & P	Senior Resident M's Naivasha
0045	16 yrs	Stealing	Chief Magistrate Court Molo
0046	16 yrs	P & D	Senior Resident Magistrate Children Court
0047	13 yrs	C & P	Principal magistrate
0048	14 yrs	C & P	Chief Magistrate Kitale
0049	18 yrs	P & C	Children's Court Nakuru
0050	17 yrs	P & D	Children's Court Nairobi
0051	16 yrs	P & C	Children's Court Nairobi
0052	16 yrs	P & D	SRM's Children Court
0053	15 yrs	C & P	Children's Court Tononoka
0054	13 yrs	C & P	Children's Court Nairobi
0055	13 yrs	C & P	Children's Court Nairobi





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Date:

**6<sup>th</sup> May, 2014**

**NACOSTI/P/14/6408/1433**

Eunice Florence Arubia  
University of Nairobi  
P.O.Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of the governments approaches in rehabilitating child law breakers on life coping mechanisms: A case of Kirigiti Girls Rehabilitation School in Kiambu County,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31<sup>st</sup> December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The County Commissioner  
The County Director of Education  
Kiambu County.

