

UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**THE EFFECT OF CORRECTIONAL INSTITUTIONS ON CONTROL OF
JUVENILES DELIQUENCY IN KENYA: THE CASE OF KABETE AND
DAGORETI REHABILITATION CENTRES, NAIROBI.**

BY

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**A Research project submitted in partial fulfillment of the requirements for the award of
Master of Arts Degree in Sociology at the University of Nairobi with specialization in
Criminology.**

NOVEMBER, 2014

DECLARATION

This project is my original work and has not been submitted in any other University for academic accreditation.

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This research report has been submitted for examination with my approval as University Supervisor.

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Signature-----

Date-----

DEDICATION

This Project is a special Dedication to my lovely Husband Robert Ikapel who did a lot towards its success, to my parents Jervas Njue and Anastasia Kineene and all my Family members for their constant love, care and encouragement. May the Almighty God Bless you all abundantly.

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ABSTRACT

The main objective of this study was to investigate and establish the response of correctional institutions on control of juvenile delinquency in Kenya. It has been observed that Rehabilitation centers are meant to make effective rehabilitation function, but there is a challenge of increased juvenile Delinquency.

The study has five specific objectives which include: to establish the Magnitude of juvenile Delinquency, to underscore the importance of committing juveniles delinquents to the correctional institutions, to examine the methods used in correctional institutions to minimize delinquency, to find out if the resources in the correctional institutions responsible to juvenile delinquent are adequate to carry out their mandate, and establish the effect of correctional institution to curb juvenile delinquency. The research questions were derived from these specific objectives.

The study adopted Descriptive survey research design, using a cross-sectional survey design from cohort of respondents. The target population of the study was the institutional staff and the juveniles who had been committed in the institution for two years and above. Systematic sampling was used to select a sample of 100 juveniles using their list as a sampling frame. Sample size of staff members was 6 members. The questionnaire, focus group and interview guide was used to collect data. The questionnaire and focus group discussion guide was used to the juveniles. The interview guide was used to interview the key informants.

The data was coded and grouped according to the objectives of the study. The major findings are that, study indicated that the juveniles were admitted in the rehabilitation where they were taken through a process of rehabilitation, which include: counselling, formal education, vocational training, fashion and design, life skill training, spiritual welfare and Agriculture.

Vocational training was found more necessary to address their anti-social behaviour. It equipped them with skills that would provide them with job opportunity. Vocational training included: masonry. Carpentry and joinery, Agriculture, Tailoring and Dress making, Bakery and Electrical all were skill training programmes.

The findings indicated that the institutions are responding in a way that is helping to control juvenile delinquency in Kenya in spite of inadequate teaching staff and stationeries,

The study recommended that the government should recruit enough staff in the institutions to enable control of juvenile delinquency. Vocational training being the most important course to the juveniles that equip them with skills to get employment should be given more focus. All lessons should be taught to both boys and girls because the society today has no gender role. Effort should be made to provide enough stationeries, classrooms and dormitories to the juveniles. Beddings should be improved.

Severe punishment should not be given to the children because it is inflicting the children's rights. All the institutions that the researcher visited children were caned severely and punished by sending them in the institution farm during class time.

The institutions were well managed, rules and regulations were followed that assisted in guiding the juveniles in everyday life. Hair and dressing to be taught at the Institution especially for the girls. None of the institution was taught saloon issues yet the juveniles liked it.

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LIST OF ACRONYMS

UN	United Nations
OJJP	Office of juvenile justice and delinquency prevention.
C.R.E	Christian Religious Education

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND

During the last few decades, the cases of juvenile delinquency have been on the rise. For instance total of 33,387 juveniles apprehended in 2011, 21,657 were in the 16-18 age group, 11,019 of 12-16 age group and 1,211 between 7-12 age groups. (Home, Ministry data). Delinquency affects the society greatly, it is important for people to know about what is it exactly, and how to control it. These crimes are tried at a special court, different from that of adults and if a child is found guilty, he/she is sent to juvenile detention center. In such places, delinquents go through rehabilitation programs, so that they do not commit crimes in the future. Although it is something that has been in existence for years, it has increased considerably in recent years. Delinquency statistics show that the rate of such crimes has increased by almost 50% from the year 1990. Apart from drug and alcohol abuse, cases of homicide, rape, burglary, assault, vandalism, prostitution, weapons possession are some of the charges against young children and teenagers. As it has become a big problem around the world, it is important for people to know about it.

A Juvenile delinquent is a person who is underage (usually below 18 years), who is found to have committed a crime in states which have declared by law that a minor lacks responsibility and thus may not be sentenced as an adult. However, the legislatures of several states have reduced the age of criminal responsibility for serious crimes or for repeat offenders to as low as 14years (see Juveniles court. (Gerald N. Hill and Kathleen, 1981-2005). Juvenile delinquency, or offending, can be separated into three categories: Delinquency, crimes committed by minors which are dealt with by the juvenile court and justice system; Criminal behavior, crimes dealt

with by the criminal justice system; and Status offenses, offenses which are only classified as such because one is a minor, such as truancy, also dealt with by the juvenile courts. According to the developmental research of Moffit (2006) there are two different types of offenders that emerge in adolescence. One is the repeat offender referred to as the life course persistent offender who begins offending or showing antisocial /aggressive behavior in adolescence (or even childhood) and continues into adulthood , and the age specific offender, referred to as the adolescences-limited offender, for whom juvenile offending or delinquency begins and during their period of adolescence. Because most teenagers tend to show some form of antisocial, aggressive or delinquency behavior during adolescence, it is important to account for these behaviors-limited offenders although adolescence-limited offenders tend to drop all criminal activity once they enter adulthood and show less pathology than life-course-persistent, they still engage in substance abuse, and finance problems, both in adolescence and adulthood, those who were never delinquent. As part of a crime survey conducted from April to July 2001, indicated that youth delinquency is considered as a problem by the residents, a youth offender profile was carried out. The study aimed at identifying the family and social-economic backgrounds of young offenders, their personal characteristics their experiences in crime, their reasons and motivations, their experiences with police and the justice systems (Population and housing and housing census, 1999).

The government has put in place institutions like: The Police service (stations) to maintain law and order, the judiciary to rule out and juvenile rehabilitation centers. Many studies have also been studied on juvenile delinquency such as casual factors of juvenile delinquency by Ebuny Dickers and understanding and maltreatment and juvenile delinquency by Cathy Spatz

Wisdom. Another study of recidivism in Virginia found similar rates in 2003 and 2004 in that survey, 52.1 percent of those released from juveniles correctional institutions were rearrested within one year of release; 37.6 percent were reconvicted; and 21.2 percent were reincarcerated (Virginia department of juveniles 2005: 183) (Rowman & Littlefield).

Juvenile delinquency is caused by several factors such as parenting style and peer groups' association particularly with anti-social peer groups, as is more likely when adolescents are left unsupervised. This is due to the fact that the juveniles communicate deviant attitudes and values which make them to develop into criminals (Fleisher, 1995). Poverty exposes individuals to anti-social behaviors, which in turn makes young people from those families to engage in crimes to satisfy their needs (Bowlby, 1988). Ethnic minority status is also included as a risk factor of psychosocial maladaptation in several studies (Gutman et al. 2003; Sameroff et al. 1993; Dell'Acqua et al. 2008). This problem of juvenile delinquency is becoming more complicated and universal. It has been done little or nothing to deal with these problems. The world is engaged in activities aimed at juvenile crime prevention, but the existing situation is not yet addressed. (World youth report, 2003). The Government acknowledges the reports finding that the number of young people in custody is rising. As the report notes, effectively reducing juvenile crime is a complex undertaking requiring a strategic approach and coordinated action across government agencies, non-government organizations and the community. The government places a strong emphasis on preventing juvenile crime. Many efforts to guide juvenile gangs towards socially acceptable avenues of behavior are needed. At present, most rehabilitation initiatives are not working to redirect the energies or potential of gangs' members into socially desirable activities (World Youth Report, 2003). In this context the use of

correctional institutional to confine juvenile delinquents need to be studied. It is in terms of fundamental premises that one must begin a critical examination of the institutional response to delinquency (Elm horn 1974).

1.2 PROBLEM STATEMENT

In Kenya today, crime increases every day thus when it is quoted every week in our daily newspaper, audio visual electronic and print media that the crime rate increase by 30% or 40% is not a shock or alarm to us. Taking into account all types of crime there seems little doubt that the greatest volume of crime is committed by young people (Jones, 2008). In spite of continuous efforts by the institutions to help curb juvenile delinquency, it has been ineffective; approaches have also proved ineffective. Studies show that shock incarceration does not reduce criminality. Several techniques for transforming the gang environment have been suggested, but they tend to deal only with the criminal aspect of the problem, while the socio economic and other conditions and circumstances that compel juveniles to enter a gang remain forgotten. Nonetheless, programmes designed to address the problem of gang members are often implemented and many of them are reported to be successful by some evaluators and completely inadequate by others. With the result that ineffective programmes may continue to operate while the problems of juvenile delinquency remain unsolved (World Youth Report 2003), it is therefore important to contribute by finding out the effect of correctional institutions on control of juvenile delinquency and what can be done to address the problem. Is it because the institutional responses are poor? And if the institutional responses are operational, to what extent are they operational? Is the institutions response reliable to reduce juvenile

delinquencies? What can be done to improve the institutional responses to juvenile delinquency?

The study also found whether resources allocated to the institutions responsible were enough to carry out their mandate? In addition, the juvenile delinquency has not received adequate research attention in Kenya. Most of the studies done fail to address the solution to this problem. This study seeks to address the research gap by exploring the effect of correctional institutions on control of juvenile delinquent, in order to widen our experiences and narrow the knowledge gap in the area.

1.3 OBJECTIVES OF THE STUDY

1.3.1 MAIN OBJECTIVE

The main objective of the study was to investigate and establish the effect of correctional institutions on control of juvenile delinquency in Kenya.

1.3.2 SPECIFIC OBJECTIVES

- i. To establish the magnitude of juvenile delinquency.
- ii. To underscore the importance of committing juvenile delinquents to the correctional institutions.
- iii. To examine the methods used in the correctional institutions to minimize delinquency
- iv. To find out if the resources in the correctional institutions responsible to juvenile delinquent are adequate to carry out their mandate.
- v. To establish the effect of correctional institution to curb juvenile delinquency

1.4 SIGNIFICANCE OF THE STUDY

The finding from this study was to assist the government to establish effective measures, preventive reductive, rehabilitative programs of action against crime. It is important to point out that this study may not have come out with absolutely new findings but following the fact that crime rate and patterns vary with time and place. It is believed that the study may have come up with few findings that may not have been out elsewhere, this helped to widen the understanding of institutions role to curb crime to the community. Community also received update information about crime and the institutions; how they can help curb crime in their areas among the youth. The study was to add to the existing knowledge of crime and the role of institutions. This is because it has been carried out in a large city.

1.5 SCOPE AND LIMITATION.

This study aimed at understanding the effect of correctional institutions on control of child delinquency in Nairobi County. This county was chosen as a research site because of its large population of about 5 Million this implies that the correctional institutions of this county are rich in information that was to be sought out. Nairobi County is a well planned town, a site that has many industries, provisions of shop, social and recreation services, schools and churches which on the other hand encourage juvenile delinquency. This indicates the need to study the effect of correctional institution on control of juvenile delinquency. First it studied the efforts that are put in place to regulate the juvenile delinquency by the government through these institutions. Youth from these institutions who were two years and above in rehabilitation were targeted.

The study aimed at determining the effect of rehabilitation centers to curb high juvenile delinquency.

The study focused only on youth undergoing rehabilitation for two year and above. The study was carried out in Kabete and Dagoreti rehabilitation institutions. Not all institution in Nairobi County was studied due to time and financial constrains. Thus generalization of the study findings to other areas was done with caution.

1.6 OPERATIONAL DEFINITION OF KEY TERMS.

Rehabilitation

It means restoring to useful life through education. Children are not permanently criminal and it is possible to restore criminal children to a useful life, to a life in which they contribute to themselves and to society.

Programmes

These are the strategies, methods and modes employed in the process of reforming the juvenile delinquents in the rehabilitation centers, into useful lives.

Juveniles

In this study, juveniles are the children who haven't reached adulthood or the age of majority. Specifically these are children aged 10—18 years.

Delinquency

Delinquency is defined as the committing of offences or crimes by children. Are the juveniles who in one way or another come into conflict with the law of state. These are the children who act against the state law requirement.

Environmental setting

These are the conditions, Facilities, resources, infrastructure, organizational culture and orientation of the juvenile correctional facilities in Kenya.

Staff competency

The ability of the staff working in the juvenile delinquents rehabilitation schools to effectively dispense the programmes in a manner that is set out in the guidelines and beneficial to the juveniles. Capability of the staff to change children anti-social behaviors.

Management policies and guidelines

The standards and directives under which the juvenile rehabilitation programmes are carried out within the institutions.

CHAPTER TWO: REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

2.1: INTRODUCTION

This section represents relevant literature on the response of the rehabilitation institution to the Control of Juvenile delinquency. Literature review is discussed under the following Themes; Historical background of juvenile delinquency, It is also reviewed from the existing rehabilitation institution for juvenile delinquents, staff competence levels and benefits of rehabilitation response to juvenile delinquents. More so the literature relevant theories on rehabilitation of the juvenile delinquents have been reviewed and finally the conceptual framework.

2.2 HISTORICAL BACKGROUND

From the earliest years of the British rule in Kenya, the need to separate the juvenile justice system from the Adult system was apparent.

Towards this end a reformatory school was established at Kabete in 1909 (circular to magistrates No.1 of 1909) Based on the philosophy and practice of the British Borstal system.

In 1934, a committee on juvenile crime and Kabete reformatory was appointed with two terms of reference:

“To consider what measures should be adopted to deal with the problem of juveniles crime and ‘to make recommendations as to the future of Kabete reformatory’” (committee on juvenile crime and Kabete reformatory, 1934). Having reported on the unsatisfactory atmosphere, at the institution the committee recommended the establishment of approved school and the converting of Kabete Reformatory into a training school run on the lines of Borstal institutions

in England. Kabete reformatory was changed into an approved school in 1934 and in 1937 a second approved school was established at Dagoreti to ease congestion problem at Kabete.

In spite of Establishment of these institutions Juvenile delinquency continued to increase at a very high rate. In 1994 a report of habitual offenders suggested that 35% of all the hardened criminals committed their first offence before attaining the age of twenty years and that some 10% of all the persons committed to prison were below that age (Read 1969:155)

Some scholars have pointed out that this is closely related with Fundamental changes in modern society (Elliot 1952:211, Sutherland 1975:156 Musangi 1976:38, Freeman and Jones 1970: 331) Have categorically stated that Juvenile delinquency poses a serious threat to community members and social control agent alike as “the extend of unlawful acts by adolescents cannot be fully gauged by what is represented in official reports”. For some unexplained reasons, the subject of juvenile delinquency in the past had not been subjected to much public debate. However, of late, it is receiving the attention of both international and national level. At a meeting sponsored by the UN Economic and social council held in November, 1993 in Japanese city of Funchu, international experts discussed ways of developing UN minimum rules for the administration of Juveniles justice. This meeting was significant in that although for many years the UN has had standard minimum rules for the treatment of offenders in general, nothing had actually been laid down specifically for juvenile offenders.

In May 1984, at a colloquium held in Bellagio, Italy and jointly sponsored by the international society of social Defense, the international society of criminology. The topic youth crime and

justice was discussed. Also at the 7th UN Congress on crime prevention and control held in Milan, Italy in August 1985, one of the items of Agenda was youth, crime and justice. World attention is therefore gradually being drawn to the problem of juvenile delinquency.

2.3 THEORETICAL REVIEW.

Delinquent behavior among juveniles includes aggressive acts like theft, truancy, running away from school/home and other antisocial behavior. All these could be halted if juvenile delinquents were effectively rehabilitated within the rehabilitation center.

According to the (Child care Act, 2011) , it is the principal objective of Children rehabilitation schools to provide appropriate educational and Training programmes and facilities for children referred to them by a court and by having regard to their health, safety, welfare and interests, including their physical, psychological and emotional wellbeing, providing proper care, guidance and supervision for them, preserving and developing satisfactory relationships between them and their Families, exercising proper moral and disciplinary influences on them, recognizing personal, cultural and linguistic identity of each of them. (Children's Act, 2001)

Analytical reviews have been published in the last few years suggesting some form of rehabilitation for the juvenile delinquents. Oluoch (1993) analyzed on adolescence and theft and intervention by the juveniles courts. His study involved serious and violent juvenile offenders in detention. He reported that the best intervention in rehabilitation program were capable of reducing recidivism rates by as much as (40 percent) He regarded this figure as an accomplishment of considerable practical value in terms of expenses and social damage associated with delinquent behavior of these juveniles.

Rehabilitation efforts are 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’’ (Webster, 2004; 115). Rehabilitation program target youth who have already engaged in delinquent or violent behavior. Rehabilitation is also known as tertiary crime prevention (Farrington and Welsh, 2007: 93). This indicates the need of this study to focus on the response of rehabilitation institutions to the control of juvenile delinquency which is increasing in the country yet these institutions are functioning. According to the 2006 edition of current population report published by U.S Department of Commerce there are now more than 70 Million children under age 18 in the United States, which is more than 25% of U.S population. This number is expected to exceed 80 Million by the year 2020. What these numbers suggest is the magnitude and diversity of the issues affecting children in this country, particularly those children at risk who fall into the juvenile justice system. This growing problem has received national attention, particularly in Kenya. The Federal Bureau of Investigation in its 2002 report, crime in the United States, reports that about 1.5 million youth under 18 are arrested each year for crimes ranging from loitering to murder. In addition, more than 700,000 youth belong to street gangs.

In addition, research shows that young people engage in other risky behaviors. For example, according to the Office of Juvenile Justice and Delinquency Prevention (OJJDP):

- 18% had carried a weapon.
- 43% had drunk alcohol.
- 8% had attempted suicide.

- 53% of high school students had engaged in sexual intercourse.

Some policy makers continue to argue that rehabilitation efforts do not work and are so soft on criminals. Such critics of the treatment approach frequently call for tougher sentences to deter or incapacitate criminals and for greater monitoring of criminals populations through the expansion of law enforcement capacity (ward and Maruna, 2007:10-12). This report strongly supports rehabilitation over both deterrence and incapacitation strategies (Cullen, 2007:717). There is also a substantial body of empirical research that supports the notion that rehabilitative efforts can reduce violent and other criminal behavior. We therefore need to know more about regarding rehabilitation efforts.

Grace (2007) examined the phenomenon of youth crime in Nairobi especially in relation to youth gangs. The case paid special attention to the Mungiki movement and street families. It also examined some of the organized responses to crime of this nature. The study found out that the most effective organized responses to these crimes were through interventions focusing on family functioning, behavioral treatment programs, interpersonal skills and community integration.

Many researchers having studied juvenile delinquency; a study on delinquent behavior among young people in the western world focused on self report delinquency (Klein, 1989). The researcher failed to address the correctional institutional effect to juvenile delinquency. In a study of Birth Cohort (Marvin E. wolfgang; Robert M. figlio; Thorsten sellin, 1987@ 1972) study was done to examine the comparison to delinquent and non delinquent and to trace their volume, frequency and character of delinquent careers up to age 18, Examining these careers as

a stochastic process and applying weight of seriousness to acts of delinquents. This study neglected also to address the institutional effect.

2.4 THEORETICAL FRAMEWORK

INTRODUCTION

In the discipline of Sociology there are Theories that Explain social behavior. It is from these theories that an understanding was developed about juvenile delinquents on specific phenomena in their daily lives within the institutions. In this section, the discussion is based on sociological theories that explained the institutional response to the control of juvenile delinquency. The theories of this study include: Social control theory by Albert j. Reiss and the Strain theory by Robert Merton.

2.4.1 SOCIAL CONTROL THEORY

The social control theory was proposed by Reiss (1951: 196) who defined delinquency as, "behavior consequent to the failure of personal and social controls." Personal control was defined as, "the ability of the individual to refrain from meeting needs in ways which conflict with the norms and rules of the community" while social control was, "the ability of social groups or institutions to make norms or rules effective." Reiss' version did not specify the sources of such "abilities" nor the specific control mechanisms leading to conformity, but he did assert that the failure of primary groups such as the family to provide reinforcement for non-delinquent roles and values was crucial to the explanation of delinquency. In this theory Delinquency is expected unless juveniles are prevented from doing so, or are properly socialized. Social control theories argue that all individuals have the potential and opportunity to perpetrate delinquent or criminal offenses, but most refrain from such behavior because of

fear and social constraints. This perspective explains juvenile delinquency as a reflection of inadequate external social control and internalized social values for some youth, thus creating a freedom in which delinquent conduct may occur. Hirschi's Social control theory asserts that ties to family, school and other aspects of society serve to diminish one's propensity for deviant behavior. As such, social control theory posits that crime occurs when such bonds are weakened or are not well established. Control theorists argue that without such bonds, crime is inevitable outcome (Lilly et al., 1995). This theory takes an approach of questioning why people refrain from offending (Akers and Sellers, 2004). As a result criminality is seen as a possibility for all individuals within society, avoided only by those who seek to maintain familial and social bonds. In this case juvenile delinquency can be solved in rehabilitation centers. The assumption or rehabilitation is that people are not permanently criminal and that it is possible to restore a criminal to a useful life's, to a life in which they contribute to themselves and to the society. This theory also argues that criminal behavior can be reduced through; punishment, rewards, youth refraining from delinquency through superego. (Ivan Nye, 1958). This adds need to study the response of the institution to juveniles delinquency.

2.4.2 STRAIN THEORY

Merton believed that a source of some, but not all, crime and delinquency was anomie or strain, a disjunction or contradiction between the cultural goal of achieving wealth and the social structure's ability to provide legitimate institutional means of achieving the goal.

Merton (1938) in his theory of strain, He proposed that individual adapt to the problem of Anomie or strain in one of several different ways: conformity, innovation, ritualism, retreatism

and Rebellion. Conformers pursue the cultural goals of wealth only through legitimate institutional means. Innovators pursue the cultural goals of wealth through legitimate means. Ritualism is the adaptation of the individuals who takes no chances; usually a member of the lower middle class. Rituals do not actively pursue the cultural goals of wealth

They are willing to settle for less) but follow the legitimate institutional means any way. Retreatism includes alcoholics, drug addict, psychotic and other outcast of society. Retreatists do not pursue the cultural goals of wealth, so they do not employ legitimate institutional means to achieve goals. Rebellion can also be a source of crime.

Strain theory was developed from the work of Durkheim and Merton and taken from the theory of anomie. Durkheim focused on the decrease of societal restraint and the strain that resulted at the individual level, and Merton studied the cultural imbalance that exists between goal and the norms of the individuals of society. Anomie can be broken down into two levels. The first of these levels is the macro side of anomie, which is manifest in the inability of society to set limits on goals and regulate individual conduct. The micro side of anomie, also known as strain theory, is focused on the reasons behind the increased likelihood of deviance that results from the breakdown of society. According to this micro side of anomie, the decrease in societal regulations creates an increase pressure to commit deviant acts (Agnew and Passas, 1997:2-3). Strain theory is focused on the pressure that is placed on the individual to commit crime (Agnew, 1992:49). According to strain theory, individual deviance is caused as a result of negative treatment from others and these results in anger and frustration (Agnew, 1997a:31).

The strain theory predicted a concentration of delinquent behavior in the lower class, but research proved that delinquency was also common in the middle and upper classes (Agnew, 1985:152). He attempted to explore strain theory from a perspective that accounted for goals other than money and that considered an individual's position in social class, expectations for the future, and associations with criminal others (Agnew et al., 1996: 683). Agnew's general strain theory is based on the general idea that "when people are treated badly they may get upset and engage in crime" (Agnew, forthcoming).

Strain theory of Delinquency explains the delinquency of youths as response to a lack of socially approved opportunities. Strain theorists regard juvenile antisocial behavior as caused by the frustrations of lower class youth when they find themselves unable to achieve the material success expected of the middle class.

Current strain theories argue that delinquency result from the blockage of goals, individual become frustrated and may turn to delinquency as a result. This paper points to another major source of frustration and delinquency, the blockage of pain-avoidance behavior. Adolescents are compelled to remain in certain environments, such as family and school. If these environments are painful or aversive, there is little that adolescents can do legally to escape. This blockage of pain avoidance behavior is likely to be frustrating and may lead to illegal escape attempt or anger, based delinquency. This theory is tested using data from a national sample of adolescent boys. Data indicated that location in aversive school and family environment has a direct effect on delinquency and an indirect effect through anger (M.st Oxford journals.org).

In sociology and Criminology, strain theory state that social structures within society may pressure citizens to commit crime. Following on the work of Durkheim, strain theories have been advanced by Merton (1957), Cohen (1955), Cloward and Ohlin (1960) smelser (1993) Agnew (1992) Messner and Rosenfeld (1994). Cohen (1955) addressed the fact that there is an ample amount of Delinquents behavior that is “non –utilitarian, malicious and negativistic” Agnew and White (1992) have produced empirical evidence suggesting that general strain theory was positively able to relate delinquents and drug users, and that the strongest effect on the delinquents studied was delinquency of their peers.

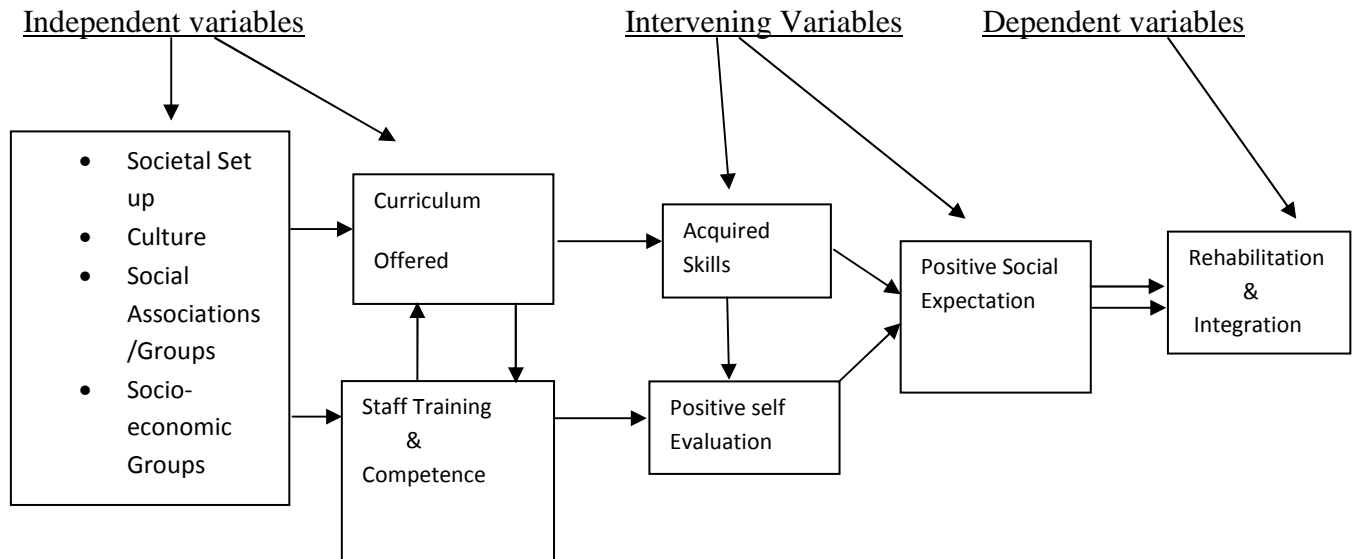
2.5 CONCEPTUAL FRAMEWORK

The above theoretical framework based on, Social control theory by J. Reiss

And strain theory by Robert Merton assisted in developing conceptual frame work of this study to assess the effect of correctional institutions on control of juvenile delinquency. This research analyses that for an effective and well intended rehabilitation of juveniles in any rehabilitation centers, the most important and dependable issues are the responses of such rehabilitation facility.

In this study, rehabilitation responses can be summed up as being dependent variables, intervening variables and independent variables. Societal set up, culture, social groups, social-economic groups, curriculum offered and staff training and competence were the independent variables. The intervening variables include acquired skills, positive self evaluation and positive social expectation while the dependent variables were the rehabilitation and integration given by the institution. Variables are presented in the figure below.

Figure 2.1: Conceptual Framework.



The researcher conceptualized that delinquents come from societal set up, culture, social groups and social economic groups. The response of rehabilitation to the control of juvenile delinquency in Kenyan rehabilitation institutions involved curriculum offered to the juveniles and the staff training and competence. This has led to the skills acquisition by the juveniles, whereby they can be employed or commence their own income generating activities. Juveniles develop positive self evaluation. This has contributed to high positive social expectation to the society which is gained through rehabilitation and integration.

From the theories, the correctional institution can affect the juveniles against delinquent by exploiting the process of socialization and social learning which builds self-control and can reduce the inclination to indulge in behavior recognized as antisocial. The types of control that can help prevent juvenile delinquency include; direct: by which punishment is threatened or applied for wrongful behavior, and compliance is rewarded by parents, family, and authority figures. Internal: by which a youth refrains from delinquency through the conscience or

superego. Indirect: by identification with those who influence behavior, say because his or her delinquent act might cause pain and disappointment to parents and others with whom he or she has close relationships. Control through needs satisfaction, i.e. if all an individual's needs are met, there is no point in criminal activity. Strain theory holds that crime is caused by the difficulty those in poverty have in achieving socially valued goals by legitimate means, Merton suggest five adaptations to this dilemma; innovation: individuals who accept socially approved goals, but not necessarily the socially approved means, Retreatism: those who reject socially approved goals and the means for acquiring them. Ritualism: those who buy into a system of socially approved means, but lose sight of the goals Merton believed that drug users are in this category. Conformity: those who conform to the system's means and goals. Rebellion: people who negate socially approved goals and means by creating a new system of acceptable goals and means. The two theories try to explain what causes juvenile delinquent hence the need to study the effect of correctional institutional to control juvenile delinquency

CHAPTER THREE: THE METHODOLOGY

3.0 INTRODUCTION

This chapter explains the procedure used in carrying out the study in order to satisfy the objectives, it include site description, research design, target population, sample size and sampling procedure, methods of data collection, instruments of data collection and data analysis. It also includes the operational definition of the key terms and variables.

3.1 SITE DESCRIPTION

The study was carried out in Nairobi County at Kabete and Dagoreti Children's Rehabilitation Centers. Kabete home was established in 1957 with a capacity of 100 children with maximum age of 17years with a staff of 20 members. This home caters for two categories of children, those in need of care and protection and those in conflict with the law. This study focused on those children in conflict with the law and was in rehabilitation home for two years and above. This centre is in the outskirts of Nairobi; about five kilometers from the central Business District of the city of Nairobi. Kabete boys' rehabilitation school was chosen together with Dagoreti girls' rehabilitation school to ensure comparison of both genders on delinquent behavior. In addition, many ethnic groups in Kenya were represented in the two institutions. This means that the selection of respondents will not be biased in terms of ethnic background, gender and locality. The area is also situated on Nairobi- Nakuru highway which makes it easy to access. This may have contributed to admission of a large number of juveniles; it implies that the juvenile population in these institutions is rich in information that will enable relevant analyses to meet the objectives of this study. Dagoreti rehabilitation school occupies a quarter acre of a rented plot which is fully occupied by temporary structures for learning and living. It

has a capacity of 160 children. The institution was one of the statutory institutions established under the office of the vice president and ministry of home Affairs, Today it is under the ministry of gender, children and social development, The girls committed in the institution are classified into two, children in need of care and protection and the child offenders. However the mandate of the institution is to rehabilitate young girls in conflict with the law (Dagoreti rehabilitation school, Annual Report, 2012/2013).

3.2 RESEARCH DESIGN.

Ngau and Kumssa (2004) describes research design as the way a study is planned and conducted; the procedure and techniques employed to answer the research questions.

A research design therefore entails choosing subject who participate in the study, techniques and approaches for collecting data from the subjects and the procedure for collecting the information. The type of study used in the research was descriptive survey research design, using a cross-sectional survey design from a cohort of respondents from Kabete and Dagoreti Children Rehabilitation Centers. Descriptive survey allowed use of research questionnaire in order to determine the opinions of the respondents in the area of study (Kathuri & pals, 1993).The survey design was an efficient method of collecting original data from a wide range of respondents and provided opportunity for the researcher to collect systematic information. In addition, the research design was applicable for this study because it allowed use of mixed method to collect data.

3.3 UNIT OF ANALYSIS AND UNIT OF OBSERVATION

Unit of analysis constitute the most important focus in a research project. It was the major entity that the researcher seeks to analyze in the study. A unit of analysis was the most basic element of a scientific research project that is the subject of study about which an analyst may generalize. In this context, the unit of Analysis in this study was the offender children who have been sentenced and have been at rehabilitation home for two or more years at Kabete and Dagoreti Children Rehabilitation Homes. On the other hand, units of observation constitute data sources. These were the juveniles themselves from who qualitative data was collected and Key informants was selected from the Institutions management group as well as relevant social workers who regularly offer service to the juveniles in the institution. In addition, focus group discussions constituted another unit of observation from which qualitative data was collected.

3.4 TARGET POPULATION

Mugenda and Mugenda (2003) define population as an entire group of individuals' events or objects having common observable characteristics. Kothari (2004) further adds that the target population is the total number of potential respondents in the total environment of interest to the researcher. For the purpose of this study, the target population will comprise the Juveniles who have been residents in the institution for two or more years.

3.5 SAMPLE SIZE AND SAMPLING PROCEDURE:

The size of a sample should be sufficiently large to allow accurate interpretation of the result and at the same time ensure that the data is manageable. They also indicate that the choice of a reasonable sample size saves time and the limited resources.

Purposive sampling was used to select Kabete children rehabilitation home .These institutions have both men and women of a maximum age of 17 years. It started in 1957 hence has relevant information on response to control of juveniles delinquency. A list of juveniles was obtained from the administrative office. Using this list as the sampling frame, systematic sampling was used to select a sample of 100 juveniles who had been in the institution for two years and above and the staff members' sample of 6.

3.6 METHODS OF DATA COLLECTION

The researcher employed the mixed model approaches which are a combination of the qualitative and quantitative research approaches to collect data in this study. A Structured questionnaire with both open and close ended questions will be administered in order to enhance maximum data collection and generation of quantitative and qualitative data. The questionnaire was divided in different sections covering all aspects of the research problem and was kept short and simple in order to encourage participation. A key informant interview was very important in providing qualitative data.

3.7 INSTRUMENTS OF DATA COLLECTION

Mutai (2000) defines research instrument, as a tool by which data are collected. According to Mugenda and Mugenda (1999), a researcher needs to develop instruments with which to collect necessary information. Questionnaires, Focus group discussion and interview guide was used to collect data. This enabled the researcher to obtain a variety of information on the same issue and to achieve a high degree of validity and reliability.

According to White (2000), questionnaires generate data in a very systematic fashion. Questionnaires will be used in the study because they produce quick results and can be completed at the respondents' convenience.

Interview is superior to other data collection instruments in that it creates rapport between the respondents and the researcher. Personal interview will be conducted. An interview is personal when the interviewer asks questions face to face with the interviewee (Owens, 2005).

The main purpose of focus group discussion is to bring out respondent's attitudes, feelings, beliefs, experiences and reactions in a way that would not be feasible using other methods (Morgan & Kreuger 1993).

3.8 ETHICAL CONSIDERATIONS

Resnik (2007) defines ethics as norms for conduct that distinguish between acceptable and unacceptable behavior. According to Shamoo and Resnik (2003), ethic can also be defined as a method, procedure or perspective for deciding how to act and for analyzing complex problems and issues. In carrying out research, there are ethical issues that are to be taken into consideration such as; confidentiality, avoidance of plagiarism, honesty, objectivity, dissemination of findings, non-discrimination, voluntary and informed consent, anonymity and respect for colleagues (Mugenda and Mugenda, 2003; Dooley, 2004; Hart, 2005)

The study adhered to the University of Nairobi research ethic policy. All sources used in this study will be acknowledged so as to avoid plagiarism, and informed consent will be obtained from the respondents and used to facilitate voluntary participation in the study, the information

that was collected from the field was only used for academic purposes and not otherwise. Privacy was highly assured to participants.

3.9 DATA ANALYSIS

The data collected, examined and checked for completeness and clarity. Numerical data collected using one on one interview guide was coded and entered and analyzed using a computer statistical package for social sciences (SPSS).

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 INTRODUCTION

This chapter shows the data collected in this study on response of rehabilitation center in control of juvenile Delinquency in Kenya. The chapter includes research instruments return rate, information of respondent, existing rehabilitation programs that contribute to juvenile delinquency, competence level of staff members, management policies and guidelines that guide the running of school and the benefits of rehabilitation programmes to the juveniles.

4.1 RESEARCH INSTRUMENT: RATE OF RETURN

Study was conducted and the response rate was presented in the table 4.1 below.

Table 4.1: Research instruments return rate

Rehabilitation center	Welfare officers	Class teacher	Vocational instructor	Juveniles	Focus groups
Kabete	1	1	1	57	3
Dagoreti	1	1	1	43	2
Total	2	2	2	100	5

The above table shows that 100 juveniles participated in the study at a respond rate of 93%, all the Welfare officers in the school responded at a rate of 1.9%, the Rate at which class teachers and the vocational instructors responded. The response rate per rehabilitation center are that: Kabete had the highest number of respondents with the juveniles leading at 53% (57).The table further showed that 5 focus groups were conducted with Kabete giving the highest number of 3

focus groups consisting of 8,9 and 10 members , Dagoreti had 2 consisting of 8 and 9 members.

4.3 SOCIAL AND DEMOGRAPHIC INFORMATION

This section describes the demographic characteristic of respondents in the study area which provided a clear understanding of the respondents included in this study. The demographic characteristic covered in this section included: the juvenile gender distribution, their schools and their ages at the time of admission and the duration of time they had been in the institutions.

4.3.1 Distribution of juveniles by school and gender.

Table 4.3. Distribution of respondents by school and gender

Name of the rehabilitation School	Gender				Total	
	Male		Female		Percentage	Frequency
	Frequency	Percentage	Frequency	Percentage		
Kabete	57	57.0	0	0.0	57.0	57
Dagoreti	0	0.0	43	43.0	43.0	43
Total	57	57.0	43	43.0	100.0	100

The table above showed that Kabete rehabilitation center had only boys at 57% and Dagoreti had only girls at 43%. Focusing at the result from a gendered perspective, there were more boys involved in delinquency than girls.

4.3.2: Age of juveniles at admission

The juveniles were to state their ages at the time they were admitted to the rehabilitation schools. Data on the same was collected, analyzed and the findings presented in table 4.3 below.

Table 4.3: Age of the respondents

Age	Frequency	Percentage
11-12 years	7	7.0
13-14 years	38	38.0
15-16 years	50	50.0
17-18 years	5	5.0
Total	100	100.0

The results in figure 4.3 indicated that most of the juveniles were admitted at 15-16 years at a response rate of 50%, They were followed by those who were admitted at 13-14 years at 38%, Then those who were aged between 11-12 years became third at 7%, finally those admitted at the age of 17-18 years at 5% were found to be very few.

A comparison between the gender and ages of the juveniles at the time of admission showed that boys began offending at younger age than the girls. The response is presented in table 4.4.

Table 4.4 Age at admission and the Gender

Age at admission	Gender				Total	
	Male		Female		percentage	Frequency
	Frequency	Percentage	Frequency	Percentage		
Younger juveniles						
11-14 years	25	55.6	20	44.4	100.0	45
Older juveniles						
15-18years	32	58.2	23	41.8	100.0	55
Total	57	57.0	43	43.0	100.0	100

The table shows a rationale of four age interval because the two age groups are different in terms of psychological and sociological functioning. It indicated that 55.6%(25) boys were admitted at 11-14 years and girls at 44.4% (20) .The rate at which both girls and boys offended increased as they approached 15-18 years at 58.2% and 41.8% respectively .The table 4.4 indicated that the rate at which boys were offending was more than that of girls, and that the offending rate increased as they both approached age of 18years.There was no significance difference between young and old juveniles ,difference was in gender perspective as shown in table above.

4.3.3: Duration of stay in the institution.

During the study the juveniles were asked to state the period that they had stayed in the institutions since the admission. The response was presented in table 4.5 below.

Table 4.5 The duration of the stay in the institution.

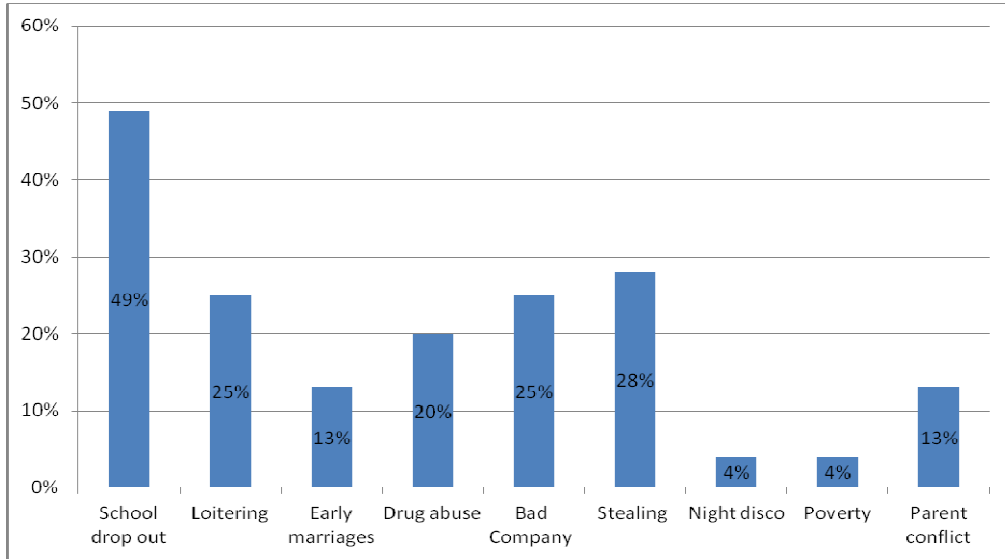
Number of years	Frequency	Percentage
2 years	89	89.0
More than 2 years	11	11.0
Total	100	100.0

The study found that most of the juveniles were within the targeted period of the study. Those who had stayed more than 2 years were also included in the study. This confined the researcher intention of dealing with the juveniles who were in their second year and above because they were capable of giving the researcher the response of the institution in changing their antisocial behaviors.

4.3.4. Reasons for the juveniles' admission in the rehabilitation center.

The juveniles were asked to state the reasons that made them to be committed in the rehabilitation. Their responses were presented in Figure 4.1

Figure 4.1: Reasons for the admission in rehabilitation Centre



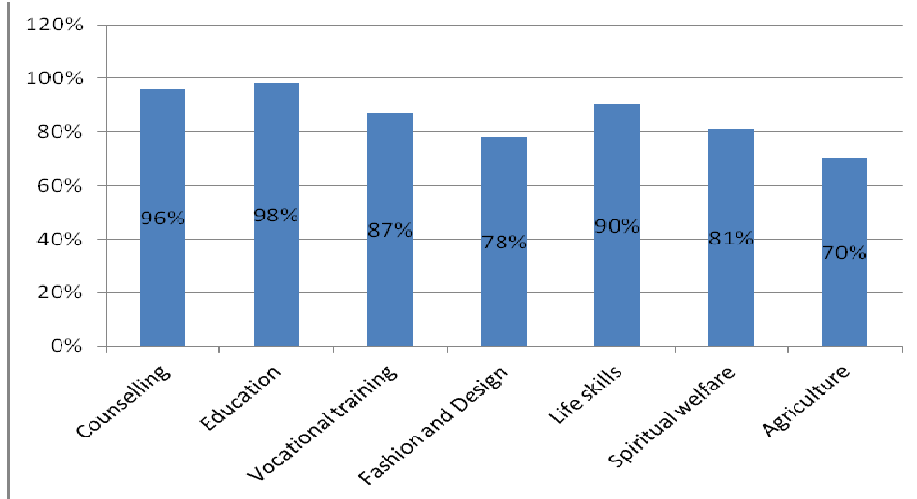
Most of the Juveniles dropped out from school at 49. % (18).Others were admitted due to various reasons as indicated in the above figure.

4.4. Rehabilitation program for the juveniles.

4.4.1 Available rehabilitation programmes

The study established the existing rehabilitation programmes that the juveniles were taken through to help reform their behaviors. The data is represented below in Figure 4.2

Figure 4.2 Rehabilitation programmes available for the juveniles.



The figure showed that the rehabilitations were offering the services that were common among the rehabilitation centers to assist in modifying their behavior. These included: Education at 98%, counseling at 96%, Life and skills at 90%, Vocational training at 87%, Spiritual welfare at 81% and the Agriculture at 70%.The juveniles also included others like Group discussions among them at 1%.

The ranking in the table above was very high; this was because both of the genders were getting almost the same training apart from in Vocational training and in Fashion and design which was gendered and was meant for either boys or the girls. Kikuvi (2011) also found that the main programs provided for juveniles in rehabilitation centers were Guidance and Counseling, Education, Vocational and spiritual training.

4.4.2 Specific lessons taught under each program

The juveniles were asked to specifically state the subject that they were taught in each program that they were taken through in the institutions. The response that they gave was based in gender as shown in Table 4.6 below.

4.4.3: Vocational Training

The response about lessons offered in the vocational training programs was shown in table 4.6 below.

Table 4.6: Distribution of respondents by areas of training or the subject and the gender.

Vocational Subjects	Boys		Girls		Total	
	Frequency	Percentage	Frequency	Percentage	F	%
Mechanics	50	98.0	1	2.0	51	100.0
Electricals	8	80.0	2	20.0	10	100.0
Masonry	45	100.0	-	-	45	100.0
Carpentry and joinery	45	100.0	-	-	45	100.0
Tailoring and dress making	48	54.5	40	45.5	88	100.0
Agriculture	23	41.8	32	58.2	55	100.0
Total	57	57.0	43	43.0	100	100.0

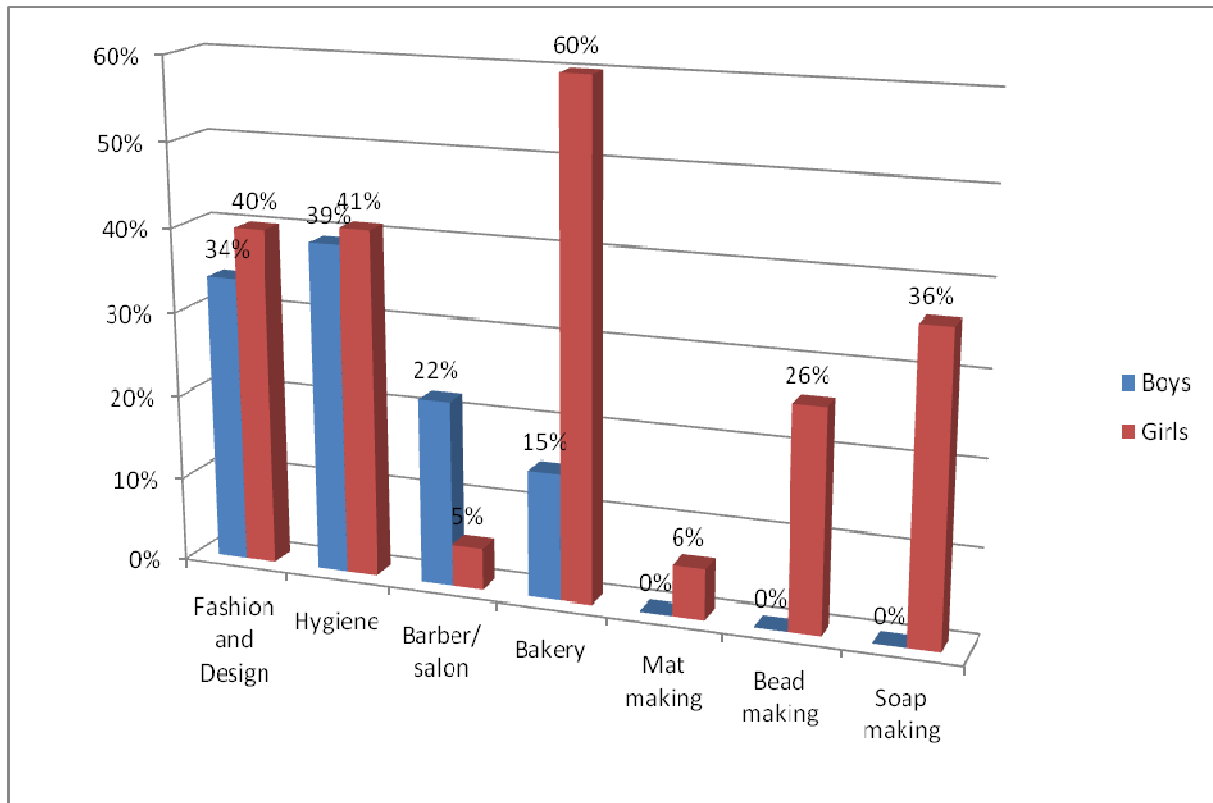
From the Table 4.6 it indicated that vocational training courses were more offered to Boys than the Girls. It also showed that the few courses offered to girls also boys benefited from them. The table showed that most of the vocational courses like Mechanics at 98%, Masonry and

carpentry at 100% each, Tailoring and dress making at 54.5% and Agriculture at 41.8%. Girls had only Tailoring and dressmaking at 45.5% and agriculture at 58.2%, Electricals at 20% and mechanics at 2%. This showed that Boys were given a chance to learn more in vocational courses than girls who were interested in only two courses. According to the key in format, they felt that boys were not attracted in Agriculture the only course where girls did better than them. Most of the men were attracted to Tailoring and dress making 10 point bigger than the women. This shows that most men and women consult men for dressmaking. Girls were not interested in courses like mechanics, electrical, masonry and carpentry, where there is a big difference with the boys who had much attraction in such courses. The study indicated that vocational training is more attracted to men because much energy is needed in such courses. Boys are more energetic than the girls and that they deliver skills better compared to women.

4.4.4: Life skills training courses available.

The respondents were asked to name the skills training programs offered to them in the institution. The response was presented in figure 4.3

Figure 4.3 life skills training courses offered to juveniles.



Life skills that were available for the boys in all the institutions were: Fashion and design at 34%, hygiene at 39%, Barber at 22%, and the Bakery at 15%. For the girls the main courses taught included Bakery at 60% which was ranked at the top, Personal hygiene at 41%, Fashion and design at 40%, Soap making at 36%, Bead making at 26%, mat making at 6% and salon at 5%.

According to the data above girls were taught more skills than the men. Hair dressing for girls was the list because there were no classes and equipment that could facilitate it to be offered to the girls.

4.4.5: Subject taught in education

During the study, the respondents were asked to state the subjects they were taught in academics. The study found out that all the juveniles were taught mathematics, English, Kiswahili, science, and the social studies, There was a decreased number of juveniles studying C.R.E because one boy from Kabete indicated that he was a muslim.

4.4.6 Type of counselling programmes carried out

The respondents were asked to state the type of counselling that they are taken through in the rehabilitation center. The response was presented in the table 4.7

Table 4.7: Type of counselling.

Types of counselling	Frequency	percentage
Individual only	20	20.0
Group only	5	5.0
Both	75	75.0
Total	100	100.0

According to juveniles counselling was the combination of both the Individual and group counselling at 75%, individual counselling rated at 20% and group at 5%. This indicated that all the institution preferred to combine both methods of counselling. Wategi (2008) found that youth in Nairobi Eastlands who engage in criminal activities had either been educated or had

been nurtured by the church to escape crime through a combination of both group and individual counselling programmes.

4.4.7: Staff response on the manner in which courses were carried out

According to the key informant children were taken through rehabilitation programs in order to change their character. These programs included: The 8.4.4 education system which made them focused and be able to pass the exams, They were also taken through the vocational training which empowered them to change their behaviour and be motivated to acquire skills such as Bakery, fashion and design, Guidance and counselling was used to help change their antisocial behaviour, juveniles were also exposed to peer education which helped them to change their behaviour. School rules also played a critical role to help juveniles change the anti social behaviour. These skills empowered juveniles to have positive values towards the teachers and the people around them.

4.4.8 The relevancy of the programmes in addressing the problems of the juveniles.

The juveniles were asked to state if the programmes offered were relevant to their antisocial acts. At Kabete, 55% said yes and 2% said No while at Dagoreti 41% indicated yes and 2% indicated No. The juveniles indicated that the programmes were relevant at 96% while 4% indicated that the programmes were not relevant in addressing their problems. Some of those said yes they stated that the education had made them able to live with others well without misbehaving to them and also they had acquired discipline in life and positive attitude. They also said that counselling made them to discover what life meant, this encouraged them to change their behaviours positively. Skills training helped them to acquire life skills hence they were

able to work using their skills to attain their daily bread. They also stated that the rehabilitation strict rules helped them to change positively and to know right and wrong. According to them spiritual guidance greatly contributed to their change.

This conforms with Lauer (1998) that effective rehabilitations are those that focus on changing behaviour and beliefs conducive to crime. Counseling helped them to talk out their problems with the staff and help make better use of time. They were guided to make good and right decisions, the expected behaviours, to do away with the bad friends, how to keep off from drugs and not to abuse others. Going through counselling made them to have high self esteem and how to face the reality.

Life skills like fashion and design, barber, masonry, helped the children to get jobs of starting their own businesses. Bakery and agriculture helped them to become self employed when they went out to the community. Through education they knew how to read and write. In Spiritual guidance children were taught how to be God fearing and be good persons.

For those said that the program was not relevant, they said that teachers were few in the institution hence they focused on group counselling more than the individual counselling. Many juveniles feared to talk their problems in a group. A lot of time was spent in classroom and in vocational classes other than behaviour lessons. Welfare time was less. They also stated that they had learnt bad behaviours from others in the institution. For instance abusive words.

The program did not take into consideration the ages and interests of juveniles because some of them who were supposed to be in high school were at primary school (one of the children indicated that she was in class four at 17 years which discouraged her). They also stated that

some of the teachers misbehaved in front of juveniles which made them see no need of changing from their antisocial behaviour. Some teachers were favouring some juveniles and could punish others more, this discouraged them from changing the antisocial behaviours because they were not treated fairly.

4.4.9: Staff response on the effectiveness of the programmes in rehabilitating the children.

The staff observed that the programmes responded towards the control of delinquency in Kenya in that those who completed the required period in the institution were issued with the class 8 certificate hence were able to join secondary school, others who dedicated themselves to various skills left the institution with the government Grade Test which is a recognised industrial document that they could use for employment. With the skills gained in the institution such as Bakery, Barber, fashion and design the juveniles when sent back in the society could open a business and also do other self employment businesses. The behaviour change programmes assisted them in continuing with their Education and developed positive attitude towards it. The children were able to open up especially when they were counselled and became attentive in class as they began to realize their mistakes and wrong doings.

Vocational and life skills training courses also made juveniles to acquire skills and knowledge that enabled them to earn a living after the rehabilitation and participated fully in Nation building. Children left the institution enlightened and some qualifying for higher Education. However, the staff observed that there was lack of funds to effectively meet the needs of the children. Teachers were very few to deal with the delinquent behaviours of juveniles. For

effective control of delinquent behaviours more well trained teachers and counsellors were to be employed in the institutions.

4.4.10 Availability of the Timetable for the programmes within the schools.

The study was to find out whether there existed timetable to guide the programmes offered and whether the timetable was followed. The result was shown in Table 4.9(a) and 4.9(b) below.

Table 4.8(a) Response whether there were time table in the institutions .

Whether there were timetables		
Response	Frequency	Percentage
Yes	94	94.9
No	5	5.1
Total	99	100.0

Table 4.8(b) Response whether the programme was carried out as per the timetable

Response whether the programme was carried out as per time table		
Response	Frequency	Percentage
Yes	78	78.0
No	22	22.0
Total	100	100.0

94% of the juveniles indicated that there was a time table in the institution guiding the institutions programmes while only 5% of the juveniles indicated that there were no such in the institution. One of juveniles did not understand the question and therefore left the question blank. Juveniles were also asked to show if the timetable was followed to the letter. 78% of the juveniles indicated that the timetable provided guidelines and that it was followed in all daily activities. 22% of juveniles said that the timetable is not followed in daily activities. They explained that sometimes programmes that were not in the time table were focused on. Many visitors go to the institution such as researchers or Donors who are given attention hence interfere with the school programmes. They also indicated that there were few teachers in the institution and some of them often go for special trainings leaving their lessons in the timetable with no one to teach. This contributed to the interference of the time table because teachers went in for a different lesson other than that was in the time table.

The study found out that the programmes were carried out as per time table in very few occasions. Most of the time the timetable was not followed, the programmes was distracted when the visitors came and the speakers from the other institutions. When there was school sports competitions and when there was spiritual matters on behaviour change.

The programmes was also affected by the few staff members in the institution this made the juveniles to miss many lessons. When a certain teacher was absent, or sick from the school then there was no one to take the juveniles through that lesson. Lack of stationaries contributed much because juveniles were not doing practicals but more focus was put in class work e.g saloon was not offered at all to the juveniles at Dagoreti because there were no workshop.

4.5 Capacity of the institutions and their current student population.

The institution staff were asked to show the capacity of the institutions and indicated the current population of the juveniles. The response was shown in table 4.10 below.

Table 4.9: Distribution of capacity and student population in the institution.

Name of the institution	Capacity	Current population	Deviation (Deficit)
Kabete	320	120	-200
Dagoreti	160	89	-71

4.5.1 Availability of enough accommodation facilities in the institutions.

The juveniles were asked to show the availability of the accommodation in the institution and the response was indicated in the table 4.10 below.

Table 4.10: Response whether availability of accommodation facilities in the institution was sufficient.

Name of the institution	Response whether sufficient		Total	
	Yes	No	Percentage	Frequency
	Percentage	Percentage		
Kabete	56.1	43.9	100.0	57
Dagoreti	25.6	74.4	100.0	43

The study indicated that both institutions did not have enough accommodation facilities, especially at Dagoret where 74.4% of the juveniles indicated that the accommodation facilities was not enough and only 25.6% indicated that it was enough. At Kabete 56.1% of juveniles indicated that the accommodation was enough and 43.9% said that it was not enough. Those said Yes in Dagoreti are more than those said Yes in Kabetei, This indicated that girls were more dissatisfied than the boys more than twice number of girls. This is because girls are more sensitive in their environment than boys. According to this study accommodation was not enough for the juveniles. The indicators to this study are that the dormitories were so congested. Classes were very few, juveniles were forced to share classes and do different exams. For instance at kabete juveniles indicated that only class six, seven and eight were taught separate other juveniles shared classes and did different exams.

4.5.2 Availability of enough basic need for the Juveniles.

Juveniles were asked to state if they got basic needs in the institution. The response was indicated as below.

Table 4.11 : Response whether there were enough basic need for the Juveniles.

Name of the institution	Response whether sufficiently available		Total	
	Yes	No	Percentage	Frequency
	Percentage	Percentage		
Kabete	52.6	47.4	100.0	57
Dagoreti	51.2	48.8	100.0	43

The study indicated that the juveniles got enough basic needs in both institutions. At kabete 52.6% indicated that they got enough basic needs and only 47.4% showed that they didn't get enough basic need. At Dagoreti 51.2% indicated that the basic need provided to them was enough while 48.8% said that it was not enough.

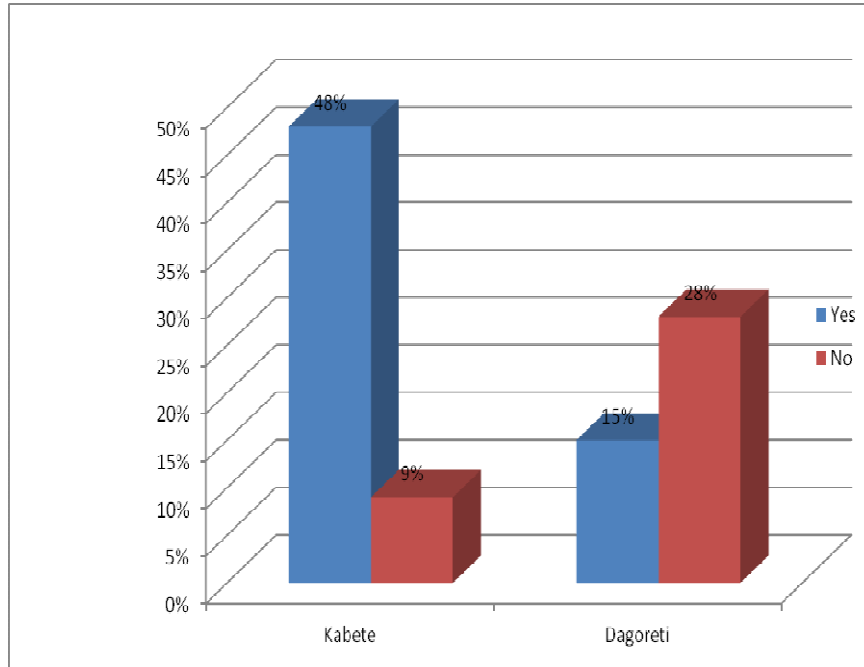
Indicators that the basic needs provided to the juveniles were that most of the juveniles were well dressed and looked clean this showed that they were able to get soap and sufficient clothes. Juveniles were able to do daily activities including sports, this indicated that food that they got was enough for all of them. For instance juveniles from both institutions indicated that they got enough basic needs; that they ate well and slept well. This encouraged juveniles to change their behaviours. It also gave them hope in life because they were able to get basic education and eat well.

For those that said there were no enough basic needs they did not understand well the meaning of basic needs. They thought it was everything that they needed for use, for instance one of them said that they were not given Omena in the institution.

4.5.3: Availability of the classrooms/workshops for learning/training.

Juveniles were asked to indicate the availability of the classrooms in the institutions. Their response was indicated as below.

Figure 4.4: Availability of classrooms.

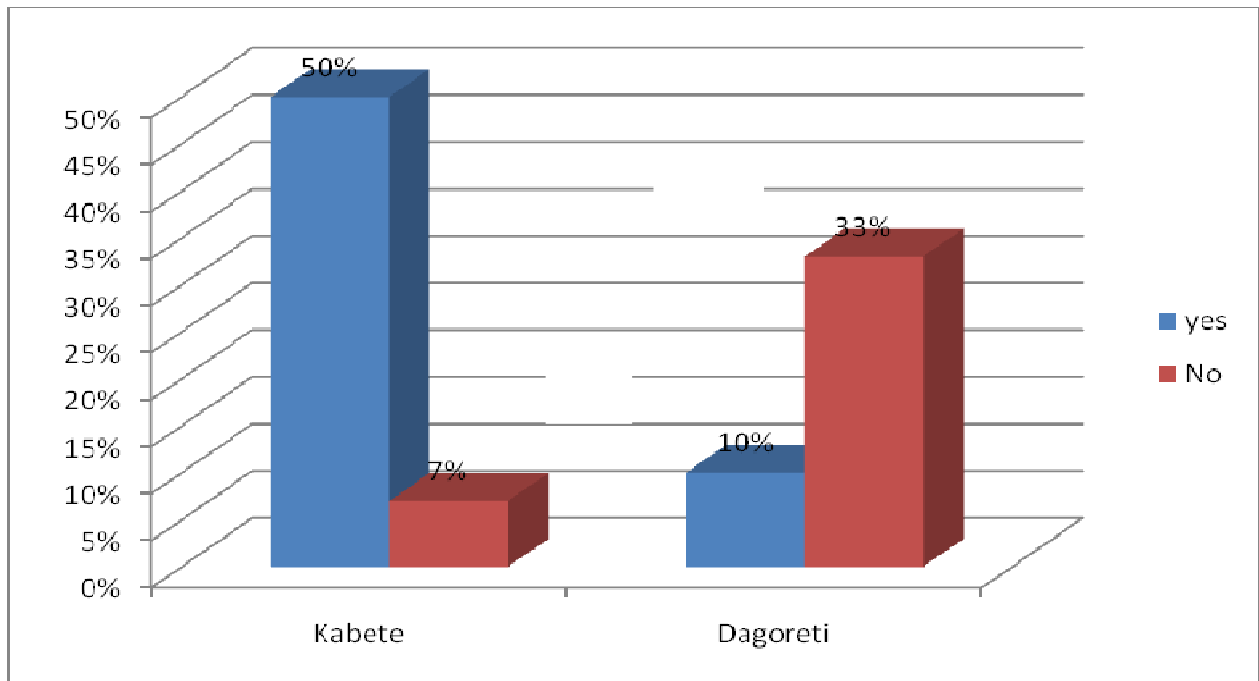


According to the study done, It indicated that the classrooms in the institutions were not enough, According to the responses given by the juveniles, classes were small than the pupils to fit, workshops were few with no enough training equipments. For instance at Dagoreti saloon was not offered to juveniles due to lack of classes and training equipments. The study also showed that classes 4,2 and 3 shared classes but did different exams. The institutions had only classes 4, 6, 7 and 8. Other classes like 1, 2, 3 and 5 did not exist. The juveniles who indicated that the classrooms were enough were those in class 6, 7 and 8 because they din't think of others who were sharing classes.

4.5.4: Availability of learning/training facilities within classes/workshops.

Juveniles were asked to indicate if they had enough training materials in the workshop and in their classes. Their response was indicated in the figure below.

Figure 4.5: Availability of learning/training facilities within classes/workshops.



At kabete which had the highest population, 50% indicated that there were adequate facilities and 7% indicated that the facilities were not enough for the juveniles. At Dagoreti 33% showed that the facilities were not enough while only 10% said that they were enough.

The study indicated that there were no enough learning and training Facilities in the institution. Dress making machine were very few comparing to the population of the institutions. According to the juveniles there were no enough stationaries for them to study. For instance at Dagoreti there was no saloon training equipment yet some garls had interest to study more about it, others said that they were talented in plaiting and they wanted saloon taught in the institution. Teachers were few comparing to the population of juveniles. For instance Dagoreti had only four (4) teachers who did not come to school every day.

Juveniles did not have pencils for writing. The respondents also indicated that the exercise books sometimes were not enough for juveniles , Some juveniles were forced to share classes

because they were few. At Dagoreti there was shortage of desk, stationaries, Bakery materials.

Classes were poorly ventelated in both institutions.

4.6. Competence levels of the officers working in the juveniles institutions.

The staff were asked to indicate their qualifications that enable them help to change the juveniles antisocial behaviour.The results were presented in table below.

Table 4.12:Institution staff qualification.

SCHOOL	QUALIFICATION
<p><u>Kabete</u> (welfare officers,vocational officers and counselling officers)</p>	<ul style="list-style-type: none"> -Certificate in basic social development -Certificate in youth and children development. -Certificate in guidance and counselling -P1 certificate in classteaching -Certificate in bulding
<p><u>Dagoreti</u> (welfare officers,vocational officers and counselling officers)</p>	<ul style="list-style-type: none"> -Certificate in youth and development -Diploma in clothing technology. -P1 certificate. -Certificate in Basic counselling. -Experience acquired in working in the institution for 27 years. -Diploma in education and special needs. -Attended short courses in basic counselling -Trained technical instructor.

According to this study, it indicated that all the staff in the institutions had qualifications that were required to be able to change the anti-social behaviour of the juveniles. Vocational training teachers had the highest qualification of a diploma while other staff; most of them had certificates in their field. This shows that the staff had the necessary qualifications to offer to the juveniles in order to change the anti-social behaviour that they had.

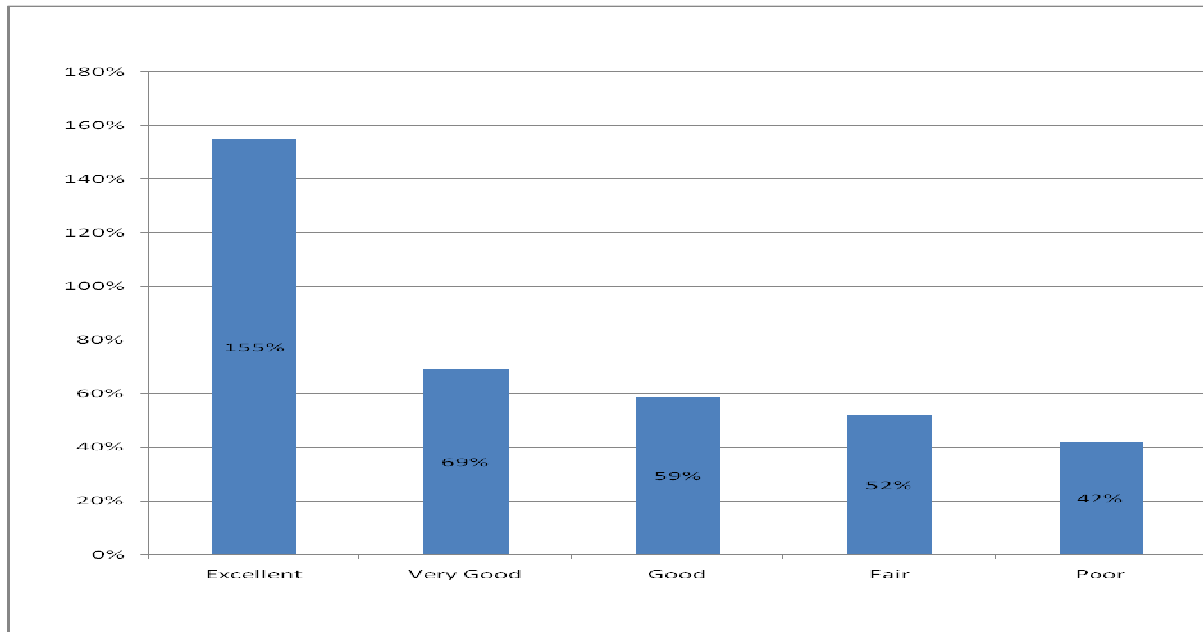
4.6.1 The juveniles perception on the qualifications for the staff

The juveniles were asked to indicate what they thought about the qualifications of the staff serving them based on the rehabilitation process. They said that the staff were well trained because they were able to convince them change their behaviours from anti-social behaviour to desirable behaviours, They gave them advice where they were wrong. They indicated that the teachers were fairly competence and that they needed to be trained often in order to be able to deal with children in conflict with the law.

4.6.2 Juveniles rating of the teachers, welfare officers, training instructors and vocational instructors level of competence.

The juveniles were asked to rate their staff according to their performance in the service provision in the institutions. Their responses were indicated as below.

Figure 4.6 Juveniles rating of the teachers,welfare officers and vocational instructors level of competence.



Juveniles who indicated that the staff were excellent were at 155%, Those that indicated very good were at 69%.59% indicated that the competence of their staff was good. 52% said that their competence level was fair and 42% indicated they were poor. According to the juveniles the staff in the institution had the required competency level which enable them to transform the juveniles to fit in the society. The juveniles indicated that staff were excellent because they have equiped them with the skills hence they were able to bake, buld a house, repair a vehicle and also make a dress.They also indicated that: teachers teach well, they come to class early and that they have time to listen to the juveniles and help them to solve their problems. All staff were well trained, they were humerous.

For those that indicated the staff were fair and poor explained that they were not happy with them because they din't come to the institution every day, they also said that the staff were not setting good example to them, that they abuse them and cane them severely.They also said that

most of the staff use the juveniles to work in their shambas during class time. They said that teachers went to class late.

4.6.3 Staff opinion about their qualifications for the juveniles rehabilitation process.

The staff were asked to show how the qualifications they had assisted the rehabilitation process for the juveniles.

They said that their qualifications and the experience with the criminal children assisted them in modifying their behaviour. One Of the teachers at Dagoreti indicated that he had 27years experience with the juveniles delinquents and this helped him to be able to transform the juveniles to fit in the society. The qualifications helped them to work better, to guide them how to treat juveniles in order to achieve the goals through rehabilitation programmes. They were able to share experiences making the children know that they were not exceptional bad and that they became good citizens. Qualifications and experience help them to understand the children and deal with them better. They were able to transform the children to fit in the society by professionally handling them. They were able to counsel the children and observe their progress of rehabilitation process.

The children were able to understand their personal values e.g respect, obedient, forgiveness, self discipline. The teachers were trained on how to help children internalize self discipline. This was done by letting them use excessive energy in games. Teachers helped to identify the possible causes of delinquency with the ultimate aim to eradicate or alleviate their seriousness. Juveniles were equipped with skills to read and write.

4.7 Management policies and guidelines that guided the rehabilitation process

The key informant were asked to indicate the management policies and guidelines in the institutions.

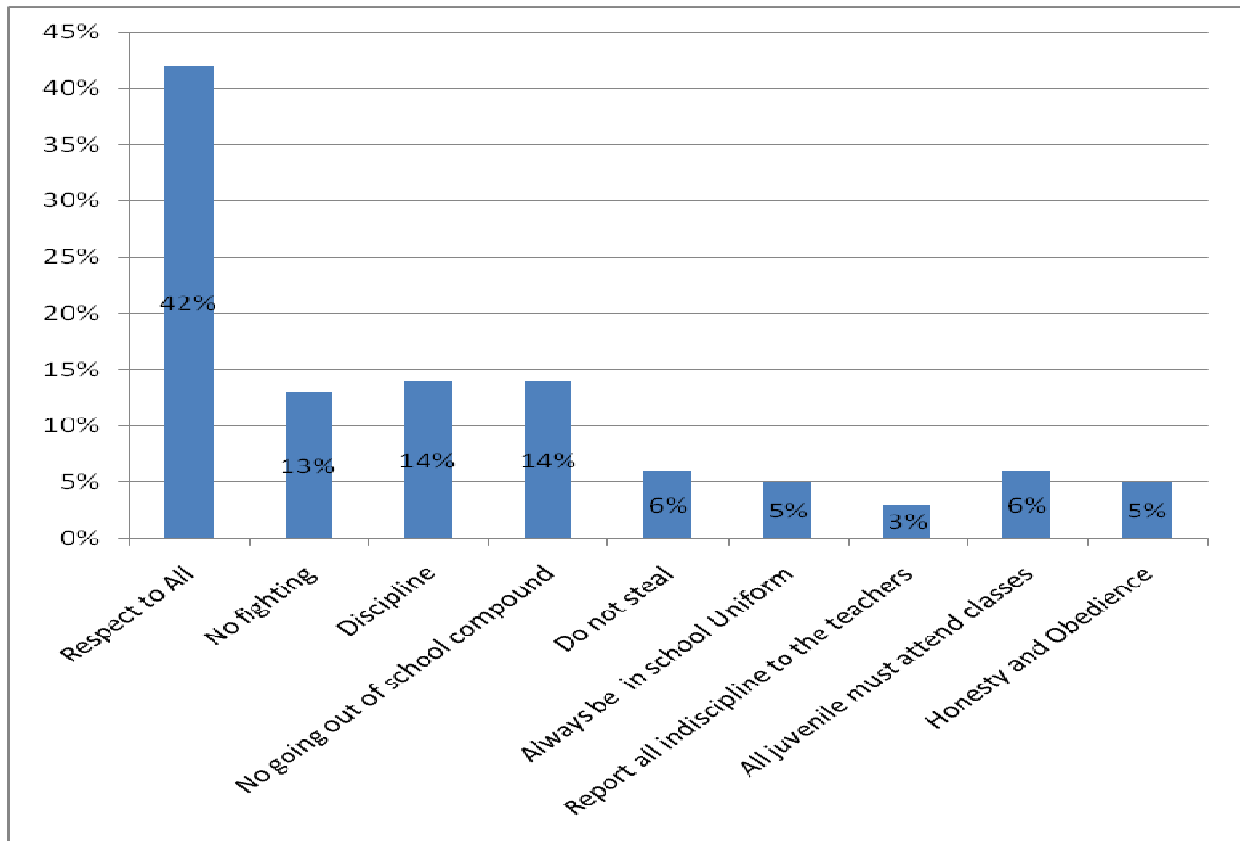
They indicated that some of the policies and guidelines that assisted in the rehabilitation process included: The school rules and the timetable, National standard guidelines, The children's Act 2001, National children's policy (2010), Code of regulation. All these policies provided a guideline on how to treat the children during admission, assessment, and classification until the rehabilitation process is complete.

The children's Act, 2001, has provisions for the establishment and management of rehabilitation schools and qualification and requirement for personnel working in the institution. It also say children cases to be refered to court for onward committal to rehabilitation institutions and committal period and sanctions where required. Code of regulations guided on the best conducts and behaviour for all personnel working in the institution. These policies assisted in setting up the goals of the institutions according to priority. They ensured both formal and informal education was offered to the juveniles.

4.7.1 The rules and regulations guiding the juveniles in day to day life in the institutions.

The juveniles were asked to indicate the rules and the regulations that guide them in day to day activities in the institution. The response was indicated in figure below.

Figure 4.7 The rules and regulations that guide juveniles



The study indicated that the juveniles were not allowed to use abusive language, to go out of school compound without permission, to fight, Not to put on cyverian clothes but remain with the uniform all through. They were required all to attend classes, be respectful, obedient. They were to report all indiscipline cases to their teachers.

4.7.2 Effect of rules and regulation to the children

The juveniles were asked to indicate how the rules and regulations affected them while in the institution. The response was presented in table 4.17 below.

Table 4.13 Effect of rules and regulation to the children.

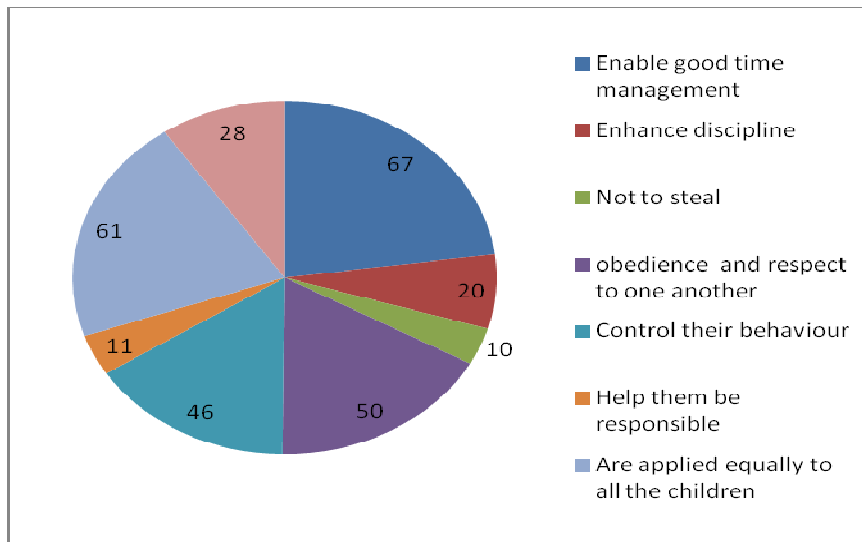
Effect of the rule	Frequency	percentage
Helped juveniles to change from the anti-social behaviour and to obey	78	78.0
Helped juveniles to be able to realise when they do something wrong	40	40.0
Helped them to be able to respect and control themselves.	65	65.0
They have become responsible citizens who have focus in life	70	70.0
It has help to control use of drugs and Has instilled more	54	54.0

The rules and regulation helped the juveniles to change from antisocial behaviour at and to obey at 78%. They became responsible citizen with focused life at 70%. Juveniles were also able to respect others and to control themselves at 65% . The juveniles were also able to realise where they did wrong at 40%. They stayed away from the drugs. Rules helped the juveniles to be responsible, to know what to do, where and at what time.

4.7.3 What the juveniles like about the rules and regulations.

The study further sought the information on what the juveniles liked about the rules and regulations in the institutions. The data in this question was collected, analyzed and results given in figure 4.9

Figure 4.8 What the juveniles like about the rules and regulations.

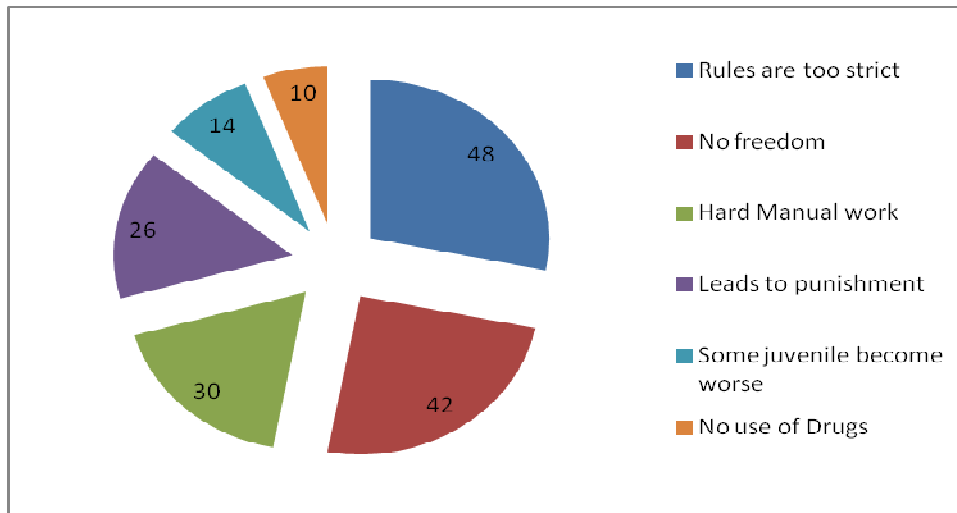


The juveniles were happy with the rules and regulations because they were able to respect one another and their superiors. Their behaviours were regulated in the institution hence they were disciplined. They were able to have good time management and also become responsible citizens. The juveniles indicated that rules and regulations made the running of the school successful. It applied universally to all the children and insisted in abiding with the laws of Kenya. They read rules and regulations every day in order to remind them what was expected of them as responsible persons, they were able to make the right decisions and avoid drugs; obedient and not to steal.

4.7.4 What the juveniles dislike about the rules.

Data was collected to see what the juveniles disliked about the rules and regulations in the institution. Their response was indicated below.

Figure 4.9 what the juveniles dislike about the rules and regulations.



The juveniles were not happy with the rules and regulations because they were too strict to follow otherwise Punishment would follow. Juveniles felt they were denied freedom to do what they wanted and that they were told to work in the institution garden. They felt their rights were being violated. Some juveniles became worse than before. For instance at Dagoreti one of the children said that when she came in the institution she did not know abusive words but now she know. Children were locked up early in their Dorms, this made them to dislike the rules.

4.8 Benefit of the rehabilitation programme to juveniles delinquents.

Data was collected from the juveniles to show lessons that they learned in the institutions. They indicated that they learned basic education and that they were able to read and write. They said that they learnt social life hence able to behave well and interact with society positively. Juveniles were able to listen and respect the elders. They indicated that the institutions had taught them skills that they could use in future to get dairy bread. One of the juveniles indicated that he could then bake cakes and sell to earn living. They were trained on good morals through

spiritual teachings. They could now differentiate good from bad, controlled themselves and kept off from bad company.

4.8.1 Rehabilitation of juveniles in to responsible citizens.

The juveniles were asked to indicate if the rehabilitation programmes had assisted to make them responsible citizens. The response was presented in table below.

Table 4.14 Response whether juveniles were rehabilitated into responsible citizens.

Whether rehabilitated.	Frequency	Percentage
Yes	89	89.0
No	11	11.0
Total	100	100.0

This study indicated that juveniles felt that they had been reformed to be responsible citizens for the time they had stayed in the institutions. 89% benefited from the institution while only 11% said that they had not benefited.

They indicated that they had benefited because they were able to interact well and responsibly, they had reformed from bad behaviours, able to obey and respect, to differentiate right and wrong and control their behaviours. They indicated that they had acquired life skills and were able to read and write. Counselling and spiritual teachings helped them to acquire good morals in life.

Those who indicated that they did not benefit argued that severe punishment discouraged them to acquire good behaviour. They also indicated that teachers were not serious and did not come to class all the time. Inadequate basic needs had also affected them not to change. Some children in the institution taught others antisocial behaviour.

This study showed that juveniles were taken through programs such as counselling, Education, Vocational training so that they could be able to join the society back and fit in it. Children were able to realise their mistakes and correct it, they were able to co-exist with other people in the society. They could discover their talents. Oluoch (1993) reported that the best intervention programs were capable of reducing recidivism rates by much as (40 percent).

4.8.2 Staff opinion on the impact of the rehabilitation programmes on the lives of the juveniles.

The data was collected on staff opinion on the benefits of the programmes to the juveniles. They said that juveniles were able to correct their behaviours from formal mistakes that they had and appreciated each other. They were given good environment in the institution with care and protection. In the institution children were always busy and remained focused this helped them not to think of committing crimes. Juveniles were provided with education where they were able to read and write. Vocational training equipped juveniles with the skills that could help them get job to earn living once they left the institution. According to the child care act, (2011), it was the principal objective of children rehabilitation schools to provide required education and training programmes that facilitated requirement for the children by the law.

They were able to learn how to interact with others through socialising with them. At the rehabilitation centre children were prepared for adult hood where with the skills they gained, they could rely on themselves. Children are able to get basic needs and to continue with their education.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 INTRODUCTION

This chapter present a summary of the major Findings, conclusion, and recommendation; based on the objective of the study, also a suggestion for further study is made.

5.1 SUMMARY

The study indicated that the juveniles were admitted in the rehabilitation where they were taken through a process of rehabilitation, they were taken through the following courses: counselling, formal education, vocational training, fashion and design, life skill training, spiritual welfare and Agriculture.

In counselling both individual and group counselling was offered. Group counselling was practiced more to the juveniles.

In formal education all subject taught in primary school were offered, it included: mathematics, English, Kiswahili, science ,social study, C.R.E. Few children indicated that also Islamic, art and craft was taught in the institution.

Spiritual welfare was taught where juveniles were guided on how to behave well in society, to know the right and wrong.

Juveniles were taught the hygiene and how to live with others. School rules and regulations helped to reform the juveniles.

According to juveniles' response, they indicated that they found vocational training more necessary to address their anti-social behaviour. They said that it equipped them with skills that

would provide them with job opportunity. Vocational training included: masonry. Carpentry and joinery, Agriculture, Tailoring and Dress making, Bakery and Electrical all were skill training programmes.

However more time was spent in class work than in vocational training. This is because teachers of vocational training were very few. Juveniles wanted more time to be dedicated in vocation skills because it's where they acquired life skills.

These programmes were guided by the time table in all the institutions. This showed that rehabilitation process was carried out every day in the institutions. However, most of the time the timetable was not followed especially when visitors visited the institution, when there were sports and during the exam period. Shortage of the staff in the institution also contributed where some classes were not taught at times. When teachers failed to come to class, children were sent to work in the institution farms which discouraged them.

The findings indicated that the institutions were responding psitively to control juvenile delinquency in Kenya. In spite of inadequate teaching staff and stationeries, only a few juveniles felt that they were not rehabilitated by the end of the process, 89% indicated that they were rehabilitated into responsible citizens and only 11% indicated that their anti social behaviour was not changed in any way by the rehabilitative process.

The study found that, the rate at which boys committed crime was more than that of the girls.

Most of the boys were committed at the institution at the institution at the age of 6-8 years also to girls' majority were admitted in that age of 6-8 years. This shows most of juveniles started committing crime in this early age.

Children were only allowed to stay in the institution for 3 years.

There were many reasons why juveniles were committed in rehabilitation centre, among the reasons are: school dropout, drug abuse, stealing, truancy, early marriage, loitering, mugging 90% of juveniles indicated that they were arrested because of school dropout and stealing.

In Kabete the capacity of juveniles was 310 and it had a population of 120 boys which was under recommended capacity while in Dagoreti capacity was 160 and juveniles population was 89 which was also below the recommended capacity. According to the key informant the juveniles' population kept on increasing in the institution, where juveniles' delinquency management became hard because of limited training facilities and personnel.

The study showed that the juveniles were manageable because in counselling both individual and group counselling was carried out in both institutions.

In Dormitories there was congestion, beds were not enough for all children, and they had to share beds which were broken with tattered mattresses.

Juveniles were issued with only one pair of uniform on admission which was required to be clean always.

The institution buildings looked old some with cracks on the wall.

The staff competence level measured to the required standard. They all had the qualifications that enabled them to run the rehabilitative programmes.

According to the children perception about staff performance in the rehabilitation is that: They were accommodative, taught well, loving, were there for the juveniles whenever they need help, gave good advice to them and corrected them when they were wrong. Although some

children said that staff was not well trained, were too strict to them and that they were going late in classes hence had no time for them.

The study indicated that teachers were always available for the children whenever they needed their guidance. Experience helped the welfare officers to work better and help the children to change. Management policies and guidelines ensured best qualified personnel with high integrity were recruited to the institutions.

5.2 CONCLUSIONS

The following conclusion was drawn from the study that juvenile delinquency was controlled by the institution response through the rehabilitative process. Juveniles changed from the anti-social behaviour after they were taken through the following rehabilitative programs: Counselling; both individual and group counselling, Formal education, Spiritual welfare and Vocational training which involved masonry, mechanic, carpentry and joinery, tailoring and dress making while life skill subject were barber and bakery, Fashion and design, Training in Agriculture and personal hygiene.

The juveniles were taken through Formal education which included: mathematics, English, Kiswahili, science, social study and C.R.E/Islamic.

The rehabilitative program was playing a critical role in response to control juvenile delinquency in Kenya. Juveniles left the institution with knowledge that they could rely on in future. They were also given recognised certificates that helped them seek for employment

There was few staff in the institution who could not meet all what was required to be offered to the juveniles. The institutions lacked enough training facilities, stationeries and the shelter. Juveniles shared classes and did different exams.

The study also found that all programmes provided to the juveniles were according to the management policies. Juveniles were not allowed to use abusive language in the institution. They were helped to discover their talents and behave well in the society.

5.3 RECOMMENDATION

Recommendations made in this section were derived from the conclusion about the study findings.

1. The study recommended that the government should recruit enough staff in the institutions to enable control of juvenile delinquency effectively.
2. Vocational training being the most important course to the juveniles that equip them with skills to get employment should be given more focus. All lessons should be taught to both boys and girls because the society today has no gender role.
3. Effort should be made to provide enough stationeries, classrooms and dormitories to the juveniles. Beddings should be improved.
4. Severe punishment should not be given to the children because it is inflicting the children's rights. All the institutions that the researcher visited children were caned severely and punished by sending them in the institution farm during class time.
5. The institutions were well managed, rules and regulations were followed that assisted in guiding the juveniles in everyday life.

6. Hair and dressing to be taught at the Institution especially for the girls. None of the institution was taught saloon issues yet the juveniles liked it, some said that they are talented to dress the hair.

5.4 SUGGESTION FOR FURTHER RESEARCH.

There is need to undertake further records focusing on the following:

1. Attempt should be made to understand the relationship between the juveniles and the staff in a rehabilitation centre.
2. Some children suggested that they were severely punished; they said that they were caned one hundred canes or are sent for manual work in the farm during class hours.
3. It appears like there was a serious lack of counselling input to control anti-social behaviour among juveniles and impact need to be established.
4. It appears that implication from children was that parents have limited contribution in behaviour modification of children.

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LIST OF APPENDICES

APPENDIX 1: A LETTER OF INTRODUCTION:

My name is Eunice .W. Njue, a Masters of art student at the University of Nairobi in Criminology and Social order (sociology) department. I am undertaking a study on “Effect of correctional institutions on control of Juveniles delinquency in Kenya”. You have been chosen as one of the respondents in this study. Kindly assist me by providing the information that I require, through answering the questions. The information provided will be used for academic purposes only. Confidentiality is highly assured. I therefore request for your honesty in providing the information. You are not required to reveal your name both during and after the interviews.

Thank you.

Eunice .w. Njue

APPENDIX 2: QUESTIONNAIRE FOR THE JUVENILES.

Instructions

Please put a tick (✓) in the box next to the right response.

1. What is the name of your rehabilitation school?

Kabete (), Dagoreti ()

2. What was your age at the time of admission in this rehabilitation school?

11-12 (), 13-14 (), 15-16 (), 17-18 (), any other, (specify) -----

3. What is your sex?

Male (), Female ()

4. Where does your family reside? -----

5. What was the level of your education at the time you got admitted in this institution?

Class 0-nursery (), Class 1-3 (), class 4-5 (), class 6-8 (), Form 1-2 (), form 3-4 (), any other, (specify) -----

6. How long have you stayed in this school?

2 years (), any other (specify) -----

7. What are the rehabilitative programmes that you have been involved in at the rehabilitation school?

Counseling (), Education (), vocational training (), Fashion and design (), Life skills training (), spiritual welfare (), Agriculture (), any other (specify) -----

a) If vocational training, name the programmes.

Mechanics (), Electricals (), masonry (), Carpentry and joinery (), Tailoring and Dressmaking (), Agriculture? (), any other (specify) -----

b) If skills Training, name the programmes provided.

Kinyozi/Barber (), Saloon (), Fashion and design (), Hygiene (), any other, (specify) -----

c) If academic, name the subject taught.

Mathematics (), English (), Kiswahili (), Science (), Social studies (), C.R.E (),any other, (specify)-----

d) If counseling, indicate which type.

Individual (), Group (), any other, (specify) -----

8. Do you have a time table showing what you do every day?

Yes (), No ()

9. Are the dairy activities followed as per time table?

Yes (), No (), If No, why-----

10. In your opinion, do you think these rehabilitation responses are relevant and specific to address your anti-social behavior? Yes (), No (),

Kindly explain your answer above:-----

11. Are there enough accommodation facilities within the institution for all the children?

Yes (), No ().

12. Do you get enough basic needs? Yes (), No ().

If yes, please specify how provision of basic needs has affected your ability to learn and reform;-----

13. Are there enough classrooms/workshops for learning/training?

Yes (), No (). If no, why? -----

14. Are there learning/ training facilities within the classrooms/workshops? Yes (), No (), if no, specify-----

15. a) How do you rate the following service provider in delivering rehabilitation programmes?

Excellent (), very good (), Good (), Fair (), poor ().

1. Teachers (), (), (), (), (),
2. Welfare officers (), (), (), (), (),
3. Vocational
 Training instructors (), (), (), (), (),

b) Please explain further based on your response above; -----

16. a) What are the rules that guide your stay within this institution?

b) How have these rules affected your life while in this institution? -----

17. a) At a personal level, do you think you have been rehabilitated into responsible citizen?

Yes (), No ().

b) If yes, specify some of the benefits of the rehabilitation response to your behavior-----

c) If no, why-----

“Thank you for your participation”

APPENDIX 3: KEY INFORMANTS INTERVIEW GUIDE (STAFF)

Name of institution-----

Key informant's Job Title: -----Gender: Male-----Female-----

1. What is the capacity of the institution in terms of population?

What is the current population? -----

2. How does the response given above help to control juvenile delinquency?

3. Which are some of the most relevant rehabilitation programmes offered to the juvenile
Delinquents in this institution?

4. Are these programmes helping in control of juvenile delinquency? If so, how?

5. What are your qualifications as a welfare, class teacher and/or vocational training
Instructors in this institution?

6. How long have you been involved in the rehabilitation of juvenile delinquents?

7. How does your qualifications and experience affect the rehabilitation of juveniles in this
Institution?

8. Which are the common management policies and guidelines on rehabilitation
Programmes for the juveniles delinquents?

9. How effective are these policies in controlling juvenile delinquency?

10. What are the advantages and the disadvantages of these management policies and

Guidelines on control of juvenile delinquency?

11. Which are the challenges that you face during the process of the rehabilitation?

12. Does the government provide enough to enable better services are delivered in order to

Control juvenile delinquents?

13. What are some of the services that you give to respond to the anti-social behavior

Among the children in the institution?

14. What do you think are the benefits of rehabilitation programmes on the juvenile

Delinquents?

Thank you for your participation

APPENDIX 4: FOCUS GROUP DISCUSSION GUIDE (FGD) FOR JUVENILES

Name of Institution-----GROUP NO: -----

1. What are the Reasons that made you to be committed to this institution?
2. What are your views on the rehabilitation programmes on Character modification?
3. Out of these rehabilitation programmes that you have gone through, which ones are most relevant to your behavior modification?
4. Are your staff members doing enough in terms of rehabilitation process?
5. What is your general perception about competence level of your staff members in delivering rehabilitation programmes?
6. How do the rules and regulations in this institution contribute to the control of delinquents?
 - a. What do you like/dislike about these rules and regulations?
 - (i) Like
 - (ii) Dislike
7. Having been in this institution for more than two years, what are the lessons that you have learnt about rehabilitation response to the control of your behaviour?
8. Do you think having been taken through these rehabilitation programmes has changed you into a responsible citizen now and in future? Yes () No ()

Explain your answer above-----

Thank you for your participation

APPENDIX 5: AUTHORIZATION FROM THE UNIVERSITY

APPENDIX 5



**UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK**

Fax 254-2-245566
Telex 22095 Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

P.O. Box 30197
Nairobi
Kenya

July 2, 2014

TO WHOM IT MAY CONCERN

RE: EUNICE WANJA NJUE – C50/60869/2011

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi.

Further, I wish to inform you that the student is collecting data for her research proposal on **“The Effect of Correctional Institutions on Control of Juvenile Delinquency in Kenya: A Case of Kabete and Dagorrett Rehabilitation Centers.”**

Through this letter, I am kindly requesting you to provide the student with any form of support that is required to collect data.

A handwritten signature in black ink, appearing to read 'Robinson Ocharo'.

**Dr. Robinson Ocharo
Chair, Dept. of Sociology & Social Work**



c.c. Prof. Mburugu - Supervisor

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APPENDIX 6: LETTER OF CONSET FROM THE MINISTRY

APPENDIX 6



**MINISTRY OF LABOUR, SOCIAL SECURITY AND SERVICES
DEPARTMENT OF CHILDREN'S SERVICES**

Tel: +254 (0) 2729800 /2727980-4
Road

Fax: +254 (0) 2726222/2734417
Email: institution2014@yahoo.com
When replying, please quote

Social Security House, Bishops

P.O. Box 46205 - 00100
Nairobi
KENYA

Ref: CS/6/12/Vol.IV (57).

DATE: 21/07/2014.

**THE MANAGER,
KABETE REHABILITATION SCHOOL,
DAGORETI REHABILITATION SCHOOL.**

RE: FIELD RESARCH.

The bearer of this letter **Eunice Wanja Njue** is a student in University of Nairobi pursuing Master of Arts in Criminology and Social Order. As part of her requirements she plans to undertake a research on “**the effect of correctional institutions on control of Juvenile Delinquency in Kenya**”. She has chosen your institutions to conduct this research for a period of six (6) months beginning 22nd July, 2014.

This is therefore to inform you that authority to conduct research in your institutions has been granted. Give her the necessary assistance required. She is also expected to abide by the regulations and rules governing the Department of children services.

A handwritten signature in black ink, appearing to read 'Kirui', followed by a horizontal line.

**Rev. Samuel Kirui.
For: Director Children Services.**

CC.

✓ **Dr. Robinson Ocharo.**

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APPENDIX 7: RESEARCH PERMIT FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION.

APPENDIX 7

THIS IS TO CERTIFY THAT:
MS. EUNICE WANJA NJUE
of UNIVERSITY OF NAIROBI, 74262-200
NAIROBI, has been permitted to conduct
research in Nairobi County
on the topic: THE EFFECTS OF
CORRECTIONAL INSTITUTIONS ON
CONTROL OF JUVENILE DELINQUENCY IN
KENYA: A CASE OF KABETE AND
DAGRETT REHABILITATION CENTRES.
for the period ending:
30th September, 2014


Permit No. : NACOSTI/P/14/1395/2694
 Date Of Issue : 18th July, 2014
 Fee Received :Ksh 1,000

(Signature)
Applicant's Signature

(Signature)
Secretary
National Commission for Science, Technology and Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2317

CONDITIONS: see back page

**APPENDIX 8: LETTER OF CONSENT FROM DAGORETI REHABILITATION
CENTRE**

APPENDIX 8

MINISTRY OF LABOUR, SOCIAL SECURITY AND SERVICES

Telegrams: "APPROVED", Nairobi
Telephone: 066-32109
When replying please quote
Ref. DAG/RS/3/11/(9)




CHILDREN'S DEPARTMENT
Dagoretti Girls Rehabilitation
School
P.O. BOX 5
KIKUYU

01/08/2014

EUNICE WANJA NJUE

REF: PERMISSION TO CONDUCT RESEARCH

Reference is made to our Department letter dated 21/07/2014 Ref no CS/6/12/VOL.1V(57) where you were granted authority to conduct a research at our institution, I therefore give you permission and assistance to conduct the research as long as you abide by the rules and regulations governing the Department of Children Services.


Clarah C. Kirui
Manager Dagoretti Girls Reh School.

**APPENDIX 9: LETTER OF CONSENT FROM KABETE REHABILITATION
CENTRE.**

APPENDIX 9



MINISTRY OF LABOUR, SOCIAL SECURITY AND SERVICES

KABETE REHABILITATION SCHOOL
PO BOX 23010-00604
LOWER KABETE
22nd July, 2014

REF/No.CS/6/12/ (95)

THE CHAIRMAN,
DEPARTMENT OF SOCIOLOGY AND
SOCIAL WORK
UNIVERSITY OF NAIROBI
P.O. BOX 30197-00100
NAIROBI

RE: FIELD RESEARCH

The bearer of this letter **Eunice Wanja Njue** is a student at the University of Nairobi pursuing Master of Arts in Criminology and Social Order. As part of her requirements she plans to undertake a research on, "**the effect of correctional institutions on control of Juvenile Delinquency in Kenya**".

This is therefore to inform you that authority to conduct research in our institution has been granted vide Director Children services authority of Reference No. CS/6/12/ Vol.IV (57) dated 21st July, 2014.

We shall accord her the necessary assistance required.

Thank you.


T. ONYANGO (MR)
MANAGER-KABETE REHABILITATION SCHOOL

CC: EUNICE WANJA NJUE