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**SELF-EFFICACY, DELINQUENCY AND ASPIRATION AS RECIPROCAL
DETERMINANTS OF ACADEMIC ACHIEVEMENT OF CHILDREN IN
REHABILITATION SCHOOLS: CASE STUDY OF KABETE REHABILITATION
SCHOOL.**

BY

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DECLARATION

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

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Signature.....

Date.....

This thesis has been submitted for examination with our approval as University supervisors.

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2. Dr. Karatu Kiemo

Signature.....

Date.....

DEDICATION

To my family, especially my late mum Isdorah whose last words are memorable: “Son, education is the key that will unlock the doors to your destiny in this generation”.

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ABSTRACT

There is evidence that most children in rehabilitation school register poor academic achievement levels (Foley, 2001; McMillen, Auslaender, Elze, White and Thompson, 2003; Estes, 2009). The children in correctional facilities also register low levels of self-efficacy, high levels of delinquency and low academic aspirations. The purpose of this study was to find whether there is an association between self-efficacy, delinquency and aspiration and the academic achievement levels of children in rehabilitation school.

The study was conducted in Kabete rehabilitation school in Nairobi County, Kenya. It was guided by the analytical research design that enabled the researcher to analyze the association between self-efficacy, delinquency and aspiration (independent variables) and academic achievement (dependent variable). Data was collected using an interview schedule administered to all the children (85) who were registered in the institution at the time of the study. The interview schedule had sub-sections with family background, self-efficacy, delinquency, aspiration scales to collect data on these variables. Data on academic achievement was collected from the academic progress records of individual children in the school at the time of the study. Individual case files of the participants provided additional information about the family background and experiences prior to committal to the rehabilitation school.

The study found out that most children in the rehabilitation school (80%) had low levels of self-efficacy. Only 20% registered high levels of self-efficacy. When delinquency levels were considered, 70.6% of the children rated high while 29.4% rated low. In terms of aspiration, the study found that most children in the institution (60%) had high levels of aspiration compared to 40% who rated low in aspiration. In terms of academic achievement, the study found that 70.6%

of the children in the rehabilitation school at the time of the study were below average in academic achievement compared to 29.4% who were above average.

A chi-square test of association found that there was an association between self-efficacy and academic achievement, self-efficacy and delinquency, delinquency and academic achievement and aspiration and academic achievement among children in Kabete rehabilitation school at the time of the study. Based on the findings, the study recommends development and implementation of programs that will improve children's sense of self-efficacy and aspiration. Programs targeting reduction of delinquent attitudes among children in rehabilitation school should also be strengthened. This would help in reducing delinquency levels and enhancing academic achievement levels of the learners. This is critical in increasing the chances of continued education after reintegration and reduction of chances of recidivism among children who come to contact with the juvenile justice system and end up in correctional institutions like rehabilitation schools.

1.0. CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Academic achievement has been found by researchers to reduce recidivism and the likelihood that children will develop delinquent habits and other antisocial behaviours (Zhanng, Katsiyannis, Ryan and Spann, 2008). This makes it a key aspect of education, especially within correctional institutions implementing programs targeting rehabilitation of delinquent children. Academic achievement of such children reduces their chances of reverting to antisocial or delinquent activities (Zhanng et al., 2008). Children in the correctional facilities like rehabilitation schools have different educational, behavioral and emotional challenges (Foley, 2001). These challenges are partly due to the family background they come from, delinquency levels and their psychosocial problems.

Education programs form part of the treatment plans that children with behavioral and emotional problems in the correctional facilities go through. Studies have found that incarcerated adolescents registered in the correctional education programs function in the average or below average and have histories of high rates of academic failure and class repetition (Foley, 2001). Studies have indicated that most adolescents in correctional facilities have the fewest goals, set few challenging goals, had lower commitment to their goals and registered lower levels of academic and self-regulatory efficacy when compared to non-delinquent adolescents (Carrol, Gordon, Haynes and Houghton, 2012). They also recorded very low educational aspirations (Siennick and Staff, 2008). These aspirations are partly due to the experiences they have had in childhood and their perceptions about the future.

Children in the rehabilitation schools are committed to the institutions for different reasons ranging from delinquency and other behaviour-related problems, care and protection and generally for rehabilitation. The antisocial behaviours, moral disengagement and aggressive behaviour put them into conflict with the law. Some children in the institutions are committed for care and protection while others are committed in these institutions for rehabilitation. Approximately 50% of children in the rehabilitation schools come from broken families with divorced, separated, never married or widowed parents (Wakanyua, 1995). Besides, most of the children have a history of significant educational challenges. Nellis (2012) in a national survey involving the juveniles in the correctional facilities found out that 40% of the children had special educational needs. In the same study, Nellis noted that majority of the children (84.4%) had been suspended or expelled from school at some point in their academic history (Nellis, 2012). This explains the uniqueness of the learners that the rehabilitation schools serve.

In a survey involving children in Approved Schools in Kenya, Wakanyua (1995) found that not many of them (39%) were attending school before they were committed to the Approved Schools. Even the few who were attending school dropped out for various reasons (Wakanyua, 1995). Such reasons varied from lack of school fees, lack of school uniforms or hostile school environments. After dropping out of school, some of the children resorted to street life where they worked as parking boys and girls, some stayed home with their parents, while others became vulnerable and got involved in delinquent activities, especially considering that they were not subject to any strict daily routine (Wakanyua, 1995). Estes (2009) noted that “many children that come into contact with the juvenile justice systems have got a history of poor academic performance” (p.1).

The academic performance of children in the correctional facilities is often below average (Barber and Gagnon, 2010). This has attracted the attention of researchers interested in finding out whether the psychosocial attributes and background of these learners has a bearing on such outcomes. Studies have found a close association between delinquency and poor academic achievement (Estes, 2009). Delinquent children in the juvenile justice institutions have poor school adjustments, low self-efficacy levels, learning disabilities, low school achievement, high rates of school truancy, negative attitude towards school and teachers as well as high rates of school dropout (Estes, 2009). These incidences have been found to be related to increased chances of such children being arrested by the police, failing in school, engaging in substance and drug abuse and having high rates of school dropouts.

Effective education programs that meet the needs of the category of children in the statutory rehabilitation schools can therefore reduce their chances of reverting to delinquent behaviour upon reentry into the society (Zhanng et al., 2008). Education enhances the survival and the coping skills for children in the rehabilitation schools both during the rehabilitation period and after their reintegration into the society. Education therefore provides a bridge through which child offenders can realize continuity after release from the correctional facilities (Steurer and Smith, n.d). Participation in the education programs and positive outcomes in education for the incarcerated children enables care providers to addresses cognitive, social and decision-making problems that this population faces (Zhanng et al., 2008). Carroll et al (2012) conducted a study focusing on delinquency and found an inverse relationship between delinquency and academic

achievement. The study concluded that delinquency has negative impact on the academic achievement of delinquent adolescents.

Although previous studies have sought to explain the relationship between delinquency and academic achievement, there are no studies that have focused on measuring the association of delinquency and academic achievement of children in rehabilitation schools in Kenya. In Kenya, improvement of academic achievement levels of children in the correctional facilities will enable the children to continue with their education upon re-integration into the society and become self-reliant individuals. This will not only go a long way into promoting skills acquisition and self-reliance but also reduces the chances of children returning to their delinquent activities that they engaged in before committal to the correctional facilities. Understanding the factors associated with their academic achievement will thus help in promotion of their academic goals and improvement of academic performance in these institutions.

1.2 Problem Statement

Education programs in the rehabilitation schools form part of the rehabilitation programs offered for children in the institutions. Researchers have shown that educational achievement reduces chances of adolescent youth becoming delinquent (Zhanng et al., 2008). According to Barber and Gagnon (2010), 50% of children in the correctional facilities are below average in all academic areas. Foley (2001) reported that adolescents committed to rehabilitation schools and registered in correctional education programs function in the average or below average academic standards and have histories of high rates of academic failure and class repetition (Foley, 2001). This corroborates the findings of a study by McMillen, Auslauder, Elze, White and Thompson (2003). In a study of youth in foster care, they found that some of the youth in the facilities

(11%) had dropped out of school before committal to the foster care while school instability and failures were the main problems for the children.

In a separate study, Carroll et al (2012) found that children in rehabilitation schools and other correctional facilities rated low in academic and self-regulatory efficacy. Some had regular changing of schools, frequent behaviour problems at school, while majority (58 percent) reported failure in a class the previous year (McMillen et al., 2003). Most students in this survey had been suspended at least once since the seventh grade while almost a third reported having at least one physical fight with another student in school in the past one year (McMillen et al., 2003). Besides, these children have been reported by researchers to have very low academic or educational aspirations (Siennick and Staff, 2008). These characteristics match the category of children committed to correctional facilities in Kenya. In a survey conducted in Approved Schools in Kenya, Wakanyua (1995) found that the children generally had high grade retention, negative attitude towards school and were prone to delinquent behaviours.

Many studies in Kenya have focused on the factors leading to committal of children to rehabilitation schools, nature and effectiveness of rehabilitation programs, and the attributes of children in the institutions (Buluma, 1975; Wakanyua 1995; Kiunjuri, 2002; Kikuvi, 2011; Onyango, 2013). The relatively low levels of academic achievement of the learners has received little scholarly attention yet academic programs form a core part of the programs being implemented in the rehabilitation schools in Kenya. This study thus breaks into a new area to explain some of the factors associated with the low academic achievement of learners in the correctional facilities. Previous studies have unearthed the characteristics of children in the correctional facilities such as low academic efficacy, low educational aspirations and

delinquency. This study sought to find out how these attributes might have influenced and informed the academic achievement of the children in the correctional facilities. The study thus shifts focus from the characteristics of the children in rehabilitation schools and seeks to find out whether these characteristics can be used to explain their academic achievement. Therefore, the study sought to find out the levels of self-efficacy, aspirations and delinquency of children in Kabete rehabilitation school and the association between these attributes and academic achievement levels of children in the rehabilitation school.

1.3. Research Questions

1. What is the relationship between self-efficacy and academic achievement of children in Kabete rehabilitation school?
2. What is the relationship between self-efficacy and delinquency among children in Kabete rehabilitation school?
3. What is the relationship between delinquency and academic achievement of children in Kabete rehabilitation school?
4. What is the relationship between academic aspiration and academic achievement of children in Kabete rehabilitation school?

1.4. Objective of the Study

The broad objective of this study was to find out how self-efficacy, academic aspirations and delinquency predict academic achievement of children in rehabilitation schools.

1.5. Specific Objectives

1. To find out the relationship between self-efficacy and academic achievement among children in Kabete rehabilitation school.
2. To find out the relationship between self-efficacy and delinquency among children in Kabete rehabilitation school?
3. To find out how delinquency affects academic achievement of children in Kabete rehabilitation school.
4. To find out the relationship between academic aspirations and academic achievement among children in Kabete rehabilitation school.

1.6. Conceptual Definition of Key Terms

This study primarily has five different variables that will need concrete conceptualization. These are self-efficacy, aspiration, delinquency, family background and academic achievement.

Self-Efficacy: Self-efficacy refers to one's confidence in his/her ability to successfully execute a task. In this study, self-efficacy includes the children's individual belief (personal conviction) that they can be successful in an academic task or attain a specific academic goal" (Institute for Applied Psychometrics, 2008). Thus the study focused on the children's self-efficacy to perform different academic tasks in the learning environment. Children in the study area were aged from 12-17 years old, a stage of development that coincides with Erikson's adolescence stage where the children are pre-occupied with their identity. Thus, in this stage, children start to identify and determine who they want to be and how they want to be perceived by others (Carducci, 2006). Their ability to successfully navigate this crisis helps them to emerge with a clear understanding of their individual identity. Consequently, they become confident individuals who can freely associate with other people without losing their own identity. Ability to gain sense of trust, independence, competence, and feeling of being in control of the self enables children at this stage to gain strong sense of self-identity and are thus able to set goals for the future and work towards these goals (Carducci, 2006). However, failure to resolve the development challenges at this level makes them sink into a status of role confusion and reduced ability to plan for their own future.

Aspiration: Aspiration in this study refers to "a student's ability to identify and set academic goals for the future, while being inspired in the present to work towards those goals" (Cobb and Quaglia 1996, p. 130). The ambition in this case entails the perception that an activity is

important as a means for future goals. This study thus considered the children's academic aims or targets in the immediate future.

Delinquency: Whereas some studies have defined delinquency as a form of antisocial behaviour that does not conform to the social norms and values, others have adopted the legal understanding of delinquency as any actions that violate the law committed by a person under the age of 18 years. This study combines the two and adopts an understanding of delinquency as any antisocial behaviour of a person under 18 years that contravenes social norms and values and violates the law. Thus, both actions that are prohibited by law that constitutes criminal offenses such as larceny, robbery, rape among others and those that constitute status offenses such as truancy, running away from home among others will be used as indicators of delinquency.

Academic Achievement: Academic achievement in this study is the extent to which a student has achieved his or her academic goals. It refers to the general ability of students concerning their offered subjects compared to a specified standard called "pass mark". This study assumes passing academic examinations administered in the rehabilitation school is the academic goal of each student and adopts the conventional pass mark for primary school education as 250 marks out of the possible 500 in the five offered subjects.

Recidivism: Recidivism refers to a person's relapse into delinquent behaviour after intervention to facilitate rehabilitation. In this study, recidivism is used to explain the likelihood that children committed to the correctional institution for being in conflict with the law will revert back to delinquency should they fail to reform while in the rehabilitation school.

Child: A child is any person under the age of 18 years. However, for this study, a child included those aged between ten and seventeen years and enrolled in the education programs in the rehabilitation schools where they are undergoing both rehabilitation and care and protection.

Children Rehabilitation School: For this study, children rehabilitation schools are those statutory institutions established and maintained by the government to provide accommodation and facilities for the care and protection of children according to Children's Act No.8 of 2001. Children in such institutions are committed to these institutions by court order for the purposes of care and protection and rehabilitation.

1.7. Justification of the Study

This study breaks away from the previous studies that have focused on the rehabilitation of children in the correction facilities, effectiveness of the interventions in the rehabilitation schools and factors leading to committal of children to the institutions. However, data and information on academic achievement of children learning in rehabilitation schools in Kenya is scanty. The study thus breaks into a new area of understanding the factors behind the academic achievement levels of children in the rehabilitation schools. This is instrumental not only in understanding these factors but also in helping to improve the academic achievement of this category of learners.

Children in rehabilitation schools and other correctional institutions have been associated with poor academic achievement. This category of learners has been associated with delinquency, low self-efficacy and low aspirations. The study thus helps in creating understanding of reasons behind the low academic achievement levels that have been identified in the correctional education programs in the institutions. By analyzing self-efficacy, aspiration and delinquency

levels of the children and relating these variables to their academic achievement levels, this study helps to fill knowledge gap by creating knowledge on how these variables may have contributed to the poor academic achievement in these institutions and how this can be improved through effective intervention strategies. The study is, therefore, instrumental in helping stakeholders in correctional education to understand the determinants of the academic outcomes of the learners and how this can be improved. This improvement is critical in the evaluation of the effectiveness of the rehabilitation programs being implemented to reduce delinquency and promote self-reliance. This study is also imperative since it helps the staff working in the rehabilitation schools to understand the behavioural challenges, such as delinquency, that the children in the institution have and how these impact their educational outcomes.

This study also breaks into an area that has not received much attention by scholars as compared to academic performance in the mainstream schools. Studies focusing on academic achievement of children in the rehabilitation schools in Kenya are difficult to come by. Thus this study is helpful in the sense that it provides information and creates knowledge about the determinants of academic achievement patterns in the rehabilitation schools that attend to children with different socio-cultural, emotional and behavioural challenges. Most studies have been biased towards understanding the dynamics of academic achievement in the mainstream public schools and not this special category of learning institutions.

1.8. Scope and Limitations of the Study

The study focused on the education programs in Kabete Children's rehabilitation school. The participants included all the children in the institution within the age bracket of 10 and 17 years. The study also focused exclusively on the formal education programs that are offered in the

statutory children rehabilitation school. Vocational training offered in the institution was not considered in this study. The study was limited to the educational programs offered within the residential children correctional facility up to standard eight. With regard to scope of children's self-efficacy beliefs, the study focused on the children's perceived ability to set goals, their rating on their own abilities and potentials to succeed in different academic tasks given their current learning environment in the rehabilitation schools. Self-efficacy is an important aspect in self-identity that Erikson stresses as the main task at this stage of psychosocial development (Carducci, 2006). The study thus looked at self-efficacy as one of the indicators of self-identity and considered how this identity translates into the children's ability to set academic goals and work towards achievement of these goals.

Academic aspiration was limited to the children's aspirations towards their academic goals in the present and the immediate future. These included attending all the class sessions, passing the current class and being promoted to the next class, completing primary school education, passing K.C.PE (250 marks and above) and getting admission to a secondary school and actually proceeding to secondary school. The aspirations in the distant future such as completion of secondary school, post-secondary training and career aspirations were not considered in this study.

With regard to delinquency, the focus of the study was on both the actions that are considered illegal by law and those antisocial behaviours that defy the social norms of the society. Thus both antisocial behaviours and delinquent activities were considered as delinquent acts. Regarding academic achievement, the study focused only on achievement based on the average marks scored by the children in the internal examinations administered by teachers within the

rehabilitation school. The study considered the performance of the children in the recent exams conducted while at the institution and used the scores to measure achievement levels. Achievement in this case thus meant that a child in the rehabilitation school had passed with at least 250 marks out of the possible 500 marks in recent exams that tested all the five academic subjects according to the primary school curriculum approved by the Kenya National Examination Councils (KNEC).

2.0. CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

This chapter focuses on review of literature, theoretical and conceptual frameworks that guided the study. The literature review considered previous studies done on academic achievement of children in the correctional facilities, the roles of self-efficacy, academic aspirations, delinquency and their association with academic achievement of learners.

2.2. Self-Efficacy and Academic Achievement

Self-efficacy, also known as perceived ability, is a term used to refer to the confidence that people have in their abilities to succeed in a given task (Tenaw, 2013). According to Bandura cited by Li (2012), self-efficacy is defined as beliefs in one's capabilities to organize and execute the course of action required to produce given attainments. Self-efficacy defines an individual's belief (personal conviction) that they can successfully achieve at a designated level on an academic task or attain a specific academic goal" (Institute for Applied Psychometrics, 2008). In many activities, including academic ones, self-efficacy affects how people approach new challenges. It therefore contributes to performance since the beliefs influence thought processes, motivation and behaviour (Tenaw, 2013). The interpretation of the past successes and failures are responsible for subsequent success or failure in tasks. Therefore, fluctuations in performance may be explained by fluctuations in self-efficacy (Tenaw, 2013).

Studies have shown that people with high levels of self-efficacy will often attempt challenging tasks that their counterparts with low efficacy shun (Tenaw, 2013). Such persons with high levels of self-efficacy also tend to persist longer at challenging tasks and exert more effort. If they fail

at tasks, highly efficacious individuals will often attribute the failure to a lack of effort or an adverse environment (Tenaw, 2013). However, when they succeed, they credit their achievement to their abilities. Thus it is the perceived ability and not the actual ability that influences their achievements. Studies have reported that “those who consider themselves as inefficacious avoid difficult academic tasks, slacken their efforts and give up readily in the face of difficulties, dwell on their personal deficiencies, lower their aspirations, and suffer much anxiety and stress associated with failure”(Tenaw, 2013, p. 10). On the contrary, those with high levels of self-efficacy often endure despite difficulties or challenging odds and often end up succeeding.

Several studies have linked self-efficacy to academic achievement. For example, in a study of seventh grade Science and English classes, self-efficacy was positively related to cognitive engagement and academic performance (Li, 2012). In this study, self-efficacy, self-regulated learning, and test anxiety were also found to predict performance. In another study, meta-analysis was used to analyze findings of 39 studies from 1977-1988 (Tenaw, 2013; Fitch, 2010). The researchers found a positive and statistically significant relationship among self-efficacy and academic performance for a number of disciplines. Although there are several studies examining the relationship between self-efficacy and academic achievement, this study intended to analyze this relationship within the academic set-up of the children rehabilitation school. The study thus shifts to analyze the relationship between self-efficacy and academic achievement within the rehabilitation school set up. It would be imperative to break from the general analysis of the relationship between these two variables and contextualize this relationship in a bid to explain the role of self-efficacy in the performance of children who have had difficult educational, social, emotional and even psychological backgrounds in the rehabilitation school. As such these

challenges might have had a role in their efficacy levels and could have a bearing on their educational outcomes.

Self-efficacy promotes academic achievement directly and indirectly by increasing academic aspirations and pro-social behaviour (Bandura et al., 1996). Loo and Choy (2013) found that self-efficacy has a positive correlation with academic achievement. Although previous studies have explained the relationship between self-efficacy and academic achievement, this present study shifts attention to measuring self-efficacy of children with problem behaviours, emotional challenges and learning difficulties and challenges within the rehabilitation schools. Further, there is still no consensus on the relationship between efficacy and academic achievement especially with specific reference to the children in the rehabilitation schools in Kenya where the study is focused on. This attracts more discourse with further analysis of the two variables with the understanding that the rehabilitation schools deal with unique children who may have challenges associated with low self-efficacy which also have a bearing on behaviour.

2.3. Self-Efficacy and Delinquency

Relationship between self-efficacy has attracted scholarly attention in the recent past. For example, Caprara, Pastorelli and Bandura (1992) studied the two variables by measuring children's perceived self-efficacy. Their study found that children with high sense of self-regulatory efficacy registered more pro-social behaviours, were more popular and had positive relationship with their peers than those who were less efficacious. This was attributed to the fact that children who are efficacious are better equipped to resist peer pressure to engage in problem behaviours or other antisocial conducts since they are in-charge of their life and their personal

decisions (Caprara et al., 1992). Consequently, such children are likely to engage more in prosocial activities since self-efficacy provides the cognitive coping resource.

There argument that high levels of self-efficacy moderate the relationship between strain and delinquency among children. This argument follows finding of a study that children who experience emotional, social and economic strains are more susceptible to antisocial behaviours and delinquency (Yi, 2013). Therefore, self-efficacy has the potential of moderating feelings of strain and pro-delinquent attitudes in such a way that such individuals would make prosocial decisions and become less susceptible to delinquency.

There is evidence that children who enter the adolescent stage beset by a disabling sense of inefficacy transfer their vulnerability to stress and dysfunction to new environmental demands (Yi, 2013). Such children increasingly become unable to enlist the support and guidance of their families and become more vulnerable to peer pressure which is supportive of hazardous and transgressive activities. Such activities may include delinquent behaviours and other related antisocial activities in the new environments that they encounter due to the cumulative effects of social strain. On the contrary, children with higher self-efficacy are well-equipped to cope with transitional stressors of adolescence, familial and environmental challenges (Ruppert, 2014). Consequently, they are well able to build their competencies, resist peer influence, enlist the support of teacher, guardians and parents and thus reduce the risk of engaging in delinquent activities and other antisocial behaviours.

Children who rate low in self-regulatory efficacy are likely to be physically and verbally aggressive (Ludwig and Pittman, 1999). The physical and verbal aggression pits such individuals in conflict with the law as they are likely to engage in delinquent and even criminal behaviours later in adulthood. These personality attributes render them susceptible to delinquency (Ruppert,

2014). While self-regulatory efficacy has been found in previous studies to have negative correlation with delinquency, these studies focused exclusively on self-regulatory efficacy but not self-efficacy.

Whereas studies have shown negative relationship between self-efficacy and delinquency, there are few studies that specifically analyze the association between self-efficacy and delinquency among the delinquent children in correctional institutions in Kenya. This study fills this gap by analyzing this relationship in order to understand how these two variables are associated and contribute to the behaviour and academic achievement of children in the rehabilitation school.

2.4. Delinquency and Academic Achievement

Understanding the relationship between delinquency and academic achievement has been a concern for social scientists and educationalists. Thus various studies have focused on these variables in a bid to appreciate how they affect each other (Carroll et al., 2012; Zhanng et al., 2008; Carlson and Garrett, 2008). Although previous studies such as Zhanng et al (2008) and Felson and Staff (2006) have built consensus that there is a relationship between academic achievement and delinquency, these findings are not conclusive. Direct causal relationship between these two variables is not yet established. Some studies like Zhanng et al (2008) have found that poor academic outcomes can adversely affect a child's behaviour, and early behavioural problems can lead to poor academic outcomes. Thus, behavioural problems and poor academic outcomes have negative associations.

There are studies that have found that the rates of recidivism are highly correlated with low levels of academic performance (Zhanng et al., 2008). However, there are still contentions on the nature of relationship between delinquency and academic achievement with some studies

claiming that delinquency causes academic failure (Felson and Staff, 2006; Steurer and Smith, n.d) and others like Siennick and Staff (2008) arguing that the reverse is true. Loeber and Maguin (1996) conducted a meta-analysis and naturalistic studies on the relationship between academic performance and delinquency. In this study whose aim was to improve academic performance and reduce delinquency, the researchers found out that children who registered lower academic performance offended more frequently, committed more serious and violent offenses and persisted in their delinquent acts (Loeber and Maguin, 1996). Academic performance, therefore, predicted delinquent behaviour independent of other variables such as socioeconomic status.

In a cross-lagged longitudinal study of the relationship between academic achievement and Korean adolescent delinquency, Lee (2012) found that juvenile delinquency was negatively affected by low academic achievement while there was no effect of delinquency on academic achievement. The study thus concluded that there is a significant prediction from academic achievement for juvenile delinquency rather than reciprocal relationship between academic achievement and juvenile delinquency among Korean adolescents (Lee, 2012). This is different from the findings of similar studies conducted with adolescents from the Western states (Lee, 2012). This implies that the relationship between academic achievement and delinquency is one that is likely to differ in diverse cultural settings and thus the need for culture-specific analysis of these relationships. The relationship between academic achievement and delinquency within the setting of a rehabilitation school would be a unique one that is worth exploring especially considering that studies in this area are rare in Kenya.

2.5. Academic Aspirations and Academic Achievement

The relationship between aspiration and behaviour has been the focus of different studies. In a study aimed at finding out whether different levels of aspirations were the cause for difference in academic achievement, a spurious relationship between the two variables was established (Lee, 2012). This finding makes it challenging to determine the nature of the relationship that exists between these two variables. While there is consensus that there is an existing relationship between aspiration and academic achievement, such relationship is likely to change depending on the environment under which the study participants are operating alongside other confounding variables like family background and past experiences of the participants in a study.

Whereas some studies such as Ved (1987) have proven that academic aspiration influences academic achievement, the same has been discredited by other studies arguing that the relationship has not been empirically tested and confirmed (Bhaskara, n.d.). This disputed relationship between aspiration and academic achievement has created an opportunity for further research and analyses targeting to unravel the nature of the relationship between the variables. Some scholars continue to hold the view that the variables are related based on the findings of their studies (Siennick and Staff, 2008). However, such findings have also been discredited on account of ignoring certain steps in empirical research and data analyses such as testing of the causal relationship between the aspiration and academic achievement.

Despite there being a controversy as to whether it is academic achievement that contributes to increased aspiration or higher aspiration levels contributing to higher academic achievement levels, some consensus has been reached though. There is consensus that academic aspirations and academic achievement are correlated; that is, the two variables influence each other

(Siennick and Staff, 2008). This study thus builds on the previous studies to analyze the relationship between academic aspirations and academic achievement and to test the nature of relationship existing between the variables in the context of children undergoing institutional rehabilitation in the rehabilitation in Kabete School.

2.6. Family Background and Academic Achievement

The role of family in the academic success of children has been studied by researchers interested in the predictors of academic achievement at different levels. While studying the impact of the family on academic achievement of children, Azhar, Nadeem, Naz, Perveen and Sameen (2013) focused on parents' socio-economic status and levels of education. The study focused on university students and found that students that came from families with stronger economic status performed better than those from low socio-economic status (Azhar et al., 2013). Further, the study established that the level of education of parents boosted students' academic performance in school (Azhar et al., 2013). This study was further supported by that of Ajila and Olutola (2007). Their study concluded that the level of education of parents influenced their socio-economic status and their ability to invest more resources to support the academic performance of their children (Ajila and Olutola, 2007). This implies that children with such backgrounds are likely to perform better or register better academic outcomes compared to their counterparts that lack such resources.

The family structure has also been found by Kuan (2010) to influence academic achievement of children. In his study, Kuan reviewed the family background of adolescents and compared this with their academic performance. The study reported that "there is significant difference between academic performance of adolescents from single parent families and those from two parents or

intact families” (Kuan, 2010, p. 123). Single parent families occasioned by disagreements have been found to wear down the socializing role of parents in all spheres of children development. Besides, these family structures could affect children emotionally and spread to affect their academic performance while in school (Kuan, 2010). Family instability is also associated with frequent disruption of children’s schooling and ultimately performance (Hartas, 2010).

Although previous studies reviewed have established a close association between family background in terms of socio-economic status, family structure and academic performance, most of them focused on academic achievement of learners in the normal public learning institutions and, in some instances, students in institutions of higher learning. The studies have also left out the role of siblings’ level of education as a motivational factor in academic achievement within the family unit. Few studies have focused the relationship between family background factors and academic achievement for children in correctional facilities such as rehabilitation schools. This study thus helps to fill this gap by considering how family background factors may enhance or inhibit academic achievement of children.

2.7. Theoretical Framework

2.7.1. Social Cognitive Theory

In the social cognitive theory, Bandura advanced a view of human beings as self-organizing, proactive, self-reflecting and self-regulating organisms (Bandura, 1986). Human functioning is the product of a dynamic interplay of personal, behavioral and environmental influences. Bandura uses the principle of reciprocal determinism explains the important role of personal factors such as cognition and affect, behaviour and environmental influences that create interactions resulting in human functioning. The social cognitive theory conceptualizes

individuals as agents who are proactively engaged in their own development and have the potential of making things happen by their own actions. Bandura asserts that people have self-beliefs that enable them to exercise a measure of control over their thoughts, feelings and actions. Consequently “what people believe, think and feel affects how they behave” (Bandura, 1986, p. 25). Therefore, the beliefs that people have about themselves enable them to take charge of their own lives and goals in life.

The social cognitive theory is founded on the principle that environment and the social systems influence human behaviour through psychological mechanisms of the self-system. Hence the theory posits that factors such as economic conditions, socio-economic status, educational and familial structures do not affect human behaviour directly. Instead, such factors influence people’s aspirations, self-efficacy beliefs, emotional states and other self-regulatory influences. At the core of this theory is the argument that individuals have self-regulatory mechanisms that provide the potential for self-directed behaviour (Kincheloe and Horn, 2006). One’s evaluation of the self provides the incentive to behave in self-directed ways. “People’s judgment of their capabilities to organize and execute courses of action required to attain designated types of performances (self-efficacy) determines their behaviour” (Bandura, 1986, p. 391). Self-efficacy beliefs provide the foundation for human motivation, well-being and personal accomplishment. This is because unless people believe that their actions can produce the outcomes they desire, they will have little incentive to act or to persevere in the face of difficulties.

Self-efficacy beliefs influence the choices people make and the courses of action that they pursue. According to Bandura, individuals tend to select tasks and activities in which they feel competent and confident while avoiding those in which they do not. The level of effort people

expend in an activity, how long they persevere when confronting obstacles and how resilient they will be in the face of adverse situations is all dependent on their levels of self-efficacy (Plotnik and Kouyoumjian, 2011). Therefore, the higher the level of self-efficacy, the greater the effort, persistence and resilience people will likely demonstrate in selected tasks. This theory is relevant in explaining the education experiences and levels of academic achievement of children in correctional institutions with history of socioeconomic challenges, school dropout, being in conflict with law and other familial and social situations that render them vulnerable. In the wake of these experiences and challenges of the learning environment in the rehabilitation schools, children with high levels of self-efficacy are still likely to register above average levels of academic achievement in the rehabilitation schools. On the other hand, those who relent due to environmental factors and present challenges are likely to register below average levels of academic achievement.

2.7.2. Merton's Goal-Means-Gap Strain Theory

Merton's Goal-Means-Gap Strain theory explains the factors that precipitate social deviance (Vito and Maahs, 2012). In the theory, Merton argued that society has a dominant set of values and goals and the conventional means of achieving them (Merton, 1968). However, not all the members of the society are capable of realizing the societal goals. The inability to achieve the socially approved goals through the conventional means creates social strain. Success in the society is measured on the basis of ownership of material goods, social status, and recognition for personal achievement. Assessment of one's success is based on one's job, level of income, place of residence, clothing and ownership of property (Vito and Maahs, 2012). On the other

hand, the socially approved means of achieving these goals emphasize hard work, self-control, persistence and success in education.

According to Merton, people who experience the strain in their quest to achieve the socially approved goals through the conventional ways respond in different ways (Merton, 1968). These include rebellion, retreatism, innovation and ritualism. Those who rebel as a result of the strain oppose both the socially approved dominant goals and the means of achieving such goals. The rebels cope with their strain by establishing a new social order and embracing a different cultural goal. Merton's strain theory posits that the retreatists become social drop outs such as drug addicts, chronic drunkards, and vagabonds who may morally opposed to the social norms and thus withdraw from the societal goals and means of achieving them (Merton, 1968; Vito and Maahs, 2012). In ritualism, those who experience social strain still embrace the accepted means of achieving the societal goals but relent on their focus on the societal goals. Their efforts are merely meant to fulfill the societal requirement but not to achieve the target goal. In innovation, social strain theory maintains that people will accept the culturally approved goals but pursue them through unacceptable means (Merton, 1968). The innovative means of achieving the societal goals may lead to adoption of criminal behaviour.

The Goal-Means-Gap Strain theory adds value to this study by explaining the relatively high levels of delinquency observed among children in correctional facilities. There is evidence that such children have a history of difficult experiences including inability to cope with school life and environment, difficulties within family environment, and social relationships. These challenges are sources of social strain that limit the children's ability to realize the approved social goals including academic achievement. In a bid to cope with the strain, the children drop

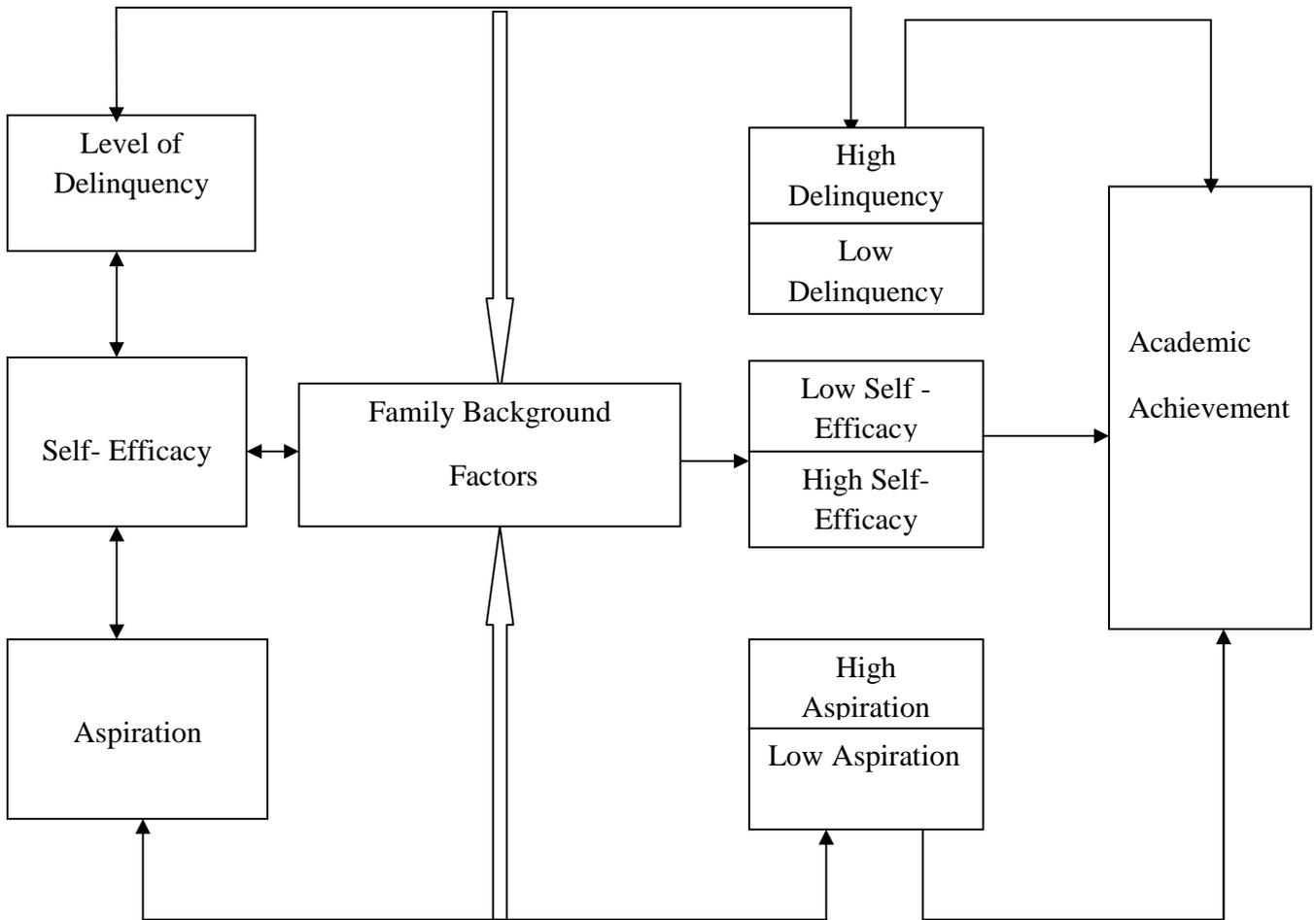
out of school and resort to other means of coping with their challenging experiences. Such children are very susceptible to delinquency and other antisocial behaviours.

While in the rehabilitation school, the children who experience strain may decide to skip classes and become rebellious to the teachers or simply attend to academic programs as a routine requirement and not with the goal of academic success (Vito and Maahs, 2012). This can partly explain the relatively low academic achievement of children in the rehabilitation school. This theory complement Bandura's social cognitive theory by explaining the source of the low self-efficacy levels that have a bearing in achievement of challenging tasks. The low levels of self-efficacy could be the result of social strains experienced by the children in their past encounters with life at the family, school and the society at large.

2.8. Conceptual Framework

This study adopted the conceptual framework in which delinquency, self-efficacy and academic aspiration affect a child's academic achievement level. In this conceptual framework, family background factors such as family size, level of education of parents and siblings, socio-economic conditions of the family and person's lived with act as a confounding variable that affect the relationship between the independent variables (self-efficacy, delinquency and aspiration) and the dependent variable (academic achievement).

Figure 1: Conceptual Framework



2.9. Hypotheses Statement

1. Children with high self-efficacy are more likely to register better academic achievement levels compared to those who rate low in self-efficacy.
2. Children with low self-efficacy are more likely to rate higher in delinquency compared to those with high rates of self-efficacy.
3. Children with high rates of delinquency are likely to register lower academic achievement levels compared to those who rate low in delinquency levels.
4. Children with high aspiration levels are more likely to register better academic achievement levels compared to those who rate low in aspiration.

2.9. 1. Operationalization of Variables

The study was guided by three independent variables and one confounding variable and one dependent variable. The independent variables included self-efficacy, delinquency and aspiration. The confounding variable in the study was the family background of the study participants while the dependent variable was the academic achievement of children in Kabete rehabilitation school.

Independent Variables

Self-efficacy: In order to measure self-efficacy of the study participants, *Bandura's Children Self-Efficacy Scale* was modified and used. The participants were asked to rate their belief in their capability to execute the designated academic activities using Bandura's 10-point self-efficacy scale where a score between 0-3 is rated as low efficacy, 4-6 moderate efficacy and 7-

10 as high self-efficacy. The study participants were asked to rate their belief in their level of capability to execute the designated academic activities that were listed in the scale.

Aspiration: The study used *Academic Aspirations Scale* to measure academic aspirations and valuation of academic pursuits using a 4-point scale (definitely won't =1, probably won't=2, probably will =3, definitely will=4). This scale measured aspirations of the children about their present education and immediate future academic aspirations such as attending all the class sessions, passing the current class and being promoted to the next class, completing primary school education, passing K.C.PE (250 marks and above) and getting admission to a secondary school and actually proceeding to secondary school.

Delinquency: In order to measure delinquency, a 5 point Likert Scale with items covering a wide range frequent delinquent act with wordings consistent with the children's past and present experiences and involvement in delinquent behaviours was used. Children were asked to indicate on 5-point scale, strongly disagree 1, agree 2, not sure 3, agree 4, and strongly agree 5.

Confounding Variable

Family background: The study considered the family background as a confounding variable in the relationship between the independent and the dependent variables. The study used an interview schedule to collect data on the family background of the study participants. Data on family background included family size, level of education of parents, guardians and siblings, socio-economic conditions of the family and person's lived with act as intervening variables in these relationships. In order to analyze the impact of the family background factors, the study used an interview schedule collect data on the socio-demographic attributes of the participants,

the socioeconomic status of their families and the persons that the participants lived with prior to committal to the rehabilitation school.

Dependent Variable

Academic achievement: Data on the academic achievement of participants was collected and measured based on their performance in the latest standard examination that tested all the five subjects offered under the 8.4.4 primary school curriculum. The performance was measured against the pass mark of 250 marks which is the half of the total possible 500 in primary school under the Kenya Certificate of Primary Education (KCPE) provisions. These marks were retrieved from the student's academic progress records in the school. Based on the performance of the participants in the latest standard examination, the researcher classified those who scored below the standard pass mark of 500 as below average while those who attained the pass mark and above were classified as above average in academic achievement.

3.0. CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter focuses on the research design relevant to the study, the study area, target population and the sampling technique that was applied in the study. It also highlights data collection approaches, reliability and validity of the study tools as well as the data analysis and presentation strategies and the ethical considerations for the study.

3.2. Site Selection and Description

The study was conducted in Kabete Rehabilitation School in Lower Kabete Location, Westlands sub-county, in Nairobi County. The institution is located approximately 300 meters from University of Nairobi's School of Business along Lower Kabete Road. The institution caters for boys who come into contact with juvenile justice system for delinquent acts and juvenile offenses as well as those who are committed for care and protection but aged between 10 and 17 years. The researcher purposively selected this institution for this study since it is the oldest rehabilitation school in Kenya having been established by the colonial government in 1910 as a juvenile correctional institution. Although there are studies that have been conducted in this institution, such studies have focused on the effectiveness of the rehabilitation programs being implemented in the institution and not the academic achievement of children in this institution, which is the focus of this study. The institution was also selected due to its accessibility to the researcher, which made it easier to coordinate and manage the research logistics. This study did not extend to other institutions because of limitation of time and resources.

3.3. Research Design

The study applies analytical research design. An analytical research design is one that aims at testing pre-planned hypotheses, based on existing knowledge and previous findings. This design is appropriate for this study since it allows for analysis of the relationship between the variables of study. It thus provides a framework through which different variables in this study such as family background factors, self-efficacy, delinquency, aspirations and academic achievement can be analyzed.

3.4. Sampling Design

Purposive sampling was used to select the study area; Kabete Rehabilitation School. The study further applied the census method in picking the children for interview. A census involves collection of information from all the units in the target population. At the time of the study, the institution had a total population of 85 children enrolled in classes 5 to 8. The use of census method in this study was informed by the relatively small number of children in this institution at the time of the study and the time and resources at the disposal of the researcher that would not allow for a larger sample. The sampling design, therefore, enabled the researcher to collect more accurate information from the study population with satisfactory response rates. This helped to reduce the biases and errors associated with sampling.

3.5 Unit of Observation and Analysis

The unit of observation was the children in Kabete Rehabilitation School who were recruited to participate in this study, their academic performance records, case files and progress records. The unit of analysis in this study was the individual children admitted in Kabete rehabilitation school.

3.6. Data Collection Methods and Research Instruments

The study relied on both secondary and primary sources of data. The secondary data was collected through review of case files of the children in the rehabilitation school, the social enquiry reports, academic progress records of the children and any other reports that were available and accessible in the institution. This helped in understanding the background of the children and aided comparison and verification of the primary data collected through the interviews. The researcher thus reviewed the individual cases files of the children and compared the information collected from the files with the primary data collected during the interviews. In cases where there were inconsistencies, the researcher sought clarifications with the individual child in a bid to record accurate data.

Primary data was collected using an interview schedule with three different item scales. The researcher used this schedule to ask the children questions about their background, efficacy, aspirations, and delinquency. The researcher marked the responses in the appropriate spaces in the tool as the children responded to the questions. In order to collect the data on student's perceived efficacy, *Bandura's Children Efficacy Scale* was modified and used. *Academic Aspirations Scale* was used to measure academic aspirations and valuation of academic pursuits. *Delinquency Scale* with items covering a wide range of frequent delinquent acts with wordings consistent with the children's past and present experiences and involvement in delinquent behaviours was used to collect data on delinquency. Data on the academic achievement of participants was collected from the academic progress records of individual children. This data was collected through a review of the performance of the children in the last standard

examination done at the institution that tested all the five subjects in primary school under the 8.4.4 curriculum.

3.7. Reliability and Validity of Study Tools

The study used Bandura's self-efficacy scale to measure the self-efficacy levels of the children in the rehabilitation school. The items in the scale have been used in various studies such as Bandura (1998), Carroll et al (2013) and Paulsen (2013). The scale has been shown to be reliable with reliability co-efficient of .87. Coefficients of .70 or better are indicators of stable factors. This scale was thus reliable for measuring the self-efficacy levels of the respondents. The use of this scale to measure the children's self-efficacy levels enabled the researcher to collect reliable and valid data.

The aspiration scale only sought to measure the children's immediate aspiration relating to their academic pursuit in the immediate future. The items selected for this scale thus asked questions that children could easily connect to in relation to their future academic pursuits. Thus the scale had items to measure the short-term academic aspirations of the children. The children were asked to indicate their aspirations to attend all the classes, pass the current class, complete primary school education, pass and secure a place in high school and aspiration to actually proceed to secondary school. The study considered the immediate short-term aspirations easier for the children to relate with. These were assumed to be related to long-term academic aspirations of the individual child.

Academic achievement was measured by using the academic progress records of individual child. Therefore, the study accessed the performance records of the children in the recent

standard examination done in the institution by all the children just before the study was carried out. While recognizing the limitations of official records and the issues that relate to quality and standard of the examination that was done, the researcher confirmed from the head-teacher that the exams were of high standard. It was confirmed that the results of the children that were used to rate their performance were based on a standard examination done with other schools in Westlands sub-county. The study thus considered the criteria appropriate for measuring children's academic performance.

In order to measure delinquency, the study used a 5-point Likert scale with 18 items compiled from existing delinquency scales (Brenner, Kann, McManus, Kinchen, Sunberg and Ross, 2002; Elliot, Huizinga and Ageton, 1985; Leffer, Benson, Scales, Sharma, Drake and Blyth, 1998). The scale was therefore considered reliable and valid since the items used in its construction have been successfully used in previous studies.

3.8. Data Analysis and Presentation

In order to analyze the data, the researcher employed both descriptive and inferential statistical tools. Frequency distribution tables, tables of percentages and cross-tabulations were used to present descriptive statistics. These tables showed the various attributes of the children such as socio-demographic characteristics, academic achievement levels, and self-efficacy and delinquency levels of the children.

Inferential analysis involved use of a two by two chi-square test of association to measure the relationship between self-efficacy and academic achievement, self-efficacy and delinquency, delinquency and academic achievement, aspirations and academic achievement. The hypotheses

were tested at 95% level of significance. The p-values obtained from the test were compared to the 0.05 which is the confidence/significance level in this study to show the strength of the associations found. Results of inferential analyses were presented on tables. All the statistical analyses were aided by use of SPSS software.

3.9. Ethical Considerations

The consenting process was at two levels, that is, at the management level where the researcher asked the management, as the guardian of all the children within the institution, for permission to interview the children. The researcher also sought the consent of the children by explaining to them, in simple terms, what the study was about and assuring them of non-victimization for participation in the study. The data collected was treated confidentially and used purely for the purpose of this study. The questions and items included in the interview schedule were also simplified such that the children were able to relate to them like the behavioural assessment tools routinely administered to them in the facility by the child welfare staff. This enabled the researcher to collect data easily even from the children who were as young as 12 years old. The researcher also limited interference with the school program by scheduling most of the interviews outside the normal class time and on weekends.

4.0. CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the data analysis procedures that were followed, the findings of such analyses, presentation and discussion of the findings. As such, the chapter provides detailed description and discussion of the findings of the study in relation to the study objectives. The discussion of the findings of the study is done with reflection and consideration of the findings of previous studies in this study area.

4.2. Background Characteristics of the Children

4.2.1. Socio-demographic Characteristics of the Children

Socio-demographic characteristics and background are critical in the understanding of human behaviour. Demographic factors such as age, religion, urban or rural residence and ethnicity may explain human behaviour. The adolescence stage, for example, may render adolescents vulnerable to antisocial behaviour (Allen, Chango, Szewedo, Schadm and Marston, 2012). Urban and rural life may also lead to difference in patterns of human interaction and behaviour. Considering the possible effects of these socio-demographic variables on the behaviour of the children, the study analyzed the socio-demographic attributes of all the children in Kabete rehabilitation school at the time of the study. A summary of the socio-demographic characteristics of the children in Kabete rehabilitation school is presented in Table 1.

Table 1: Socio-demographic characteristics of children in Kabete rehabilitation school

Socio-demographic characteristics	N	%
Age		
12 and 13	3	3.5
14 and 15	40	47.1
16 and 17	42	49.4
Total	85	100
Residential Place		
Rural	42	49.4
Urban	43	50.6
Total	85	100
Ethnicity		
Kikuyu	24	28.2
Luhya	16	18.8
Meru	13	15.3
Luo	9	10.6
Others(Embu, Giriama, Kamba, Duruma, Digo, Kalenjin, Kisii, Rabai, Taita, Tugen).	23	27.1
Total	85	100

The study found out that many children in the rehabilitation school (49.4%) were aged between 16 and 17 years. Those aged between 14 and 15 years constituted 47.1% while the rest 3.5% were aging between 12 and 13 years. The residential background of children in Kabete rehabilitation school at the time of the study was classified as either rural or urban to facilitate structured analysis. Of the total population of children in the facility, 50.6% were from urban set up while 49.4% lived in the rural set up before they were committed to the correctional facility.

The findings of the study reveal that there was no much difference in terms of the number of children in the correctional facility that lived in the rural and urban set up prior to their incarceration. Taylor, Merritt and Austin (2013) studying delinquency in rural and urban set up argued that urban youth were more susceptible to delinquency than their rural counterparts. In a separate study, Obioha and Nthabi (2011) found that majority (72.1%) of the delinquents in a correctional facility were from urban setting. These two separate studies established that urban adolescents are more vulnerable to delinquency and are, therefore, likely to be incarcerated in the correctional facilities than their rural counterparts. However, the current study findings contradict this trend. There may, therefore, be other intervening variables that render even the rural adolescents susceptible to juvenile delinquency and other antisocial behaviours which put them at risk of juvenile incarceration. Some of the factors include poverty, single parent family background, family instabilities, negative peer influence or general vulnerability that may warrant a child's commitment to a rehabilitation school for care and protection.

The finding of the study that majority of the children (49.4%) were aged 16 and 17 years and were still in primary school points out to the fact that most children in the rehabilitation schools are lagging behind in their academic progress. Conventionally, majority of adolescents within this age bracket are in high school or almost finishing their secondary school education. The family background challenges, delinquent behaviour, disrupted learning and engagement in other antisocial behaviours often interrupt the education progress for this category of children (Aber, Maton and Seidman, 2011). Considering the risk behaviours associated with adolescence stage, the problem behaviours are likely to lead to truancy and school dropout. These render such children more susceptible to deviant behaviour, arrest and commitment to rehabilitation schools.

4.2.2. Educational Characteristics of the Children

In order to explain the academic achievement of children in the rehabilitation school, it was critical for the researcher to describe and understand their educational characteristics. The study, therefore, explored the educational or academic background and attributes of the children who participated in this study. The findings of the educational characteristics of these learners would be critical in explaining other variables such as delinquency and self-efficacy and aspirations. In determining the academic achievement levels of the participants, the total possible score in the five exams (500 marks) was divided into three quartiles. The actual scores of the participants were then classified in the respective quartiles as either below average, average or above average. In terms of the levels of education of the children, the study established that 23.5% were registered in class 6, another 48.2% were in class 7 while the rest 28.2% were enrolled in class 8. Academic grade retention or repetition of classes was found to be very high among children admitted in Kabete rehabilitation school. Almost half of the children (49.4%) had repeated 3 or 4 classes since they started their enrolment into formal education. Another 30.6% of the children had repeated 1 or 2 classes since they started schooling while 3.5% had repeated more than 4 classes. Only 16.5% of the children reported that they had never repeated any class since they started formal education. Table 2 provides a summary of the educational characteristics of children.

Table 2: Educational characteristics of the children

Characteristics	N	%
<i>Educational Level</i>		
<i>Class 6</i>	20	23.5
<i>Class 7</i>	41	48.2
<i>Class 8</i>	24	28.2
Total	85	100
<i>Class Repetition</i>		
Never	14	16.5
1 or 2 Classes	26	30.6
3 or 4 Classes	42	49.4
More than 4 Classes	3	3.5
Total	85	100.0
<i>School Attendance before Committal to current School</i>		
Yes	40	47.1
No	45	52.9
Total	85	100.0
<i>Academic Performance</i>		
Below Average	48	56.5
Average	35	41.2
Above Average	2	2.3
Total	85	100.0

The finding that almost half of the study participants (49.4%) had repeated 3 or 4 classes corroborates the study by Estes (2009) that noted that most of children in correctional facilities have got a history poor academic performance and high rates of class repetition. Another study by McMillen et al (2003) found that majority (58%) of the children enrolled in the educational programs in correctional facilities reported failure in a class the previous year.

More than half (52.9%) of the children in Kabete rehabilitation school at the time of the study had dropped out of school before they were committed to the rehabilitation school and had therefore ceased going to school. The remaining 47.1% were attending school before they were arrested and committed to the facility. In a survey of children in Approved Schools in Kenya, Wakanyua (1995) reported that majority of the children were going to school before their arrest and committal to Approved Schools. Only few of the children (39%) were not attending school before they were committed to the correctional institutions.

In the current study, the reasons for dropping out of school were varied. Some of the reasons given by the participants for dropping out of school were lack of school fees, lack of school uniform, discipline issues, un-supportive parents, expulsion, stealing in school, refusal to repeat a class, separation of parents, conflicts in the family and negative peer influence. After dropping out of school, participants reported engaging in different activities including street life, casual labor, roaming with friends, helping parents at home, and engaging in scrap metal business. Others also got hired in video rooms to collect fees from customers while others engaged in delinquent activities such as petty theft. The high number of those who were not attending school before committal to school could be used to partly explain why majority of the children seemed to be relatively older than their academic grades and performed poorly in academic tasks.

The study relied on the academic progress records to measure the academic performance of the children. The performance of the children in latest standardized examination done in the institution was used to categorize the learners as either below average, average or above average. The study noted, as shown in tables 2 and 3, that majority of children (56.5%) enrolled in education programs in the institution were below average in their academic performance. Those

who were average were 41.2% while those above average were a marginal 2.4%. The rating was based on the performance of the children in the latest examination done at the end of the first school term, a week before the study was conducted. These findings are consistent with those of Estes (2009) who reported that slightly more than half of adolescents who are committed to correctional facilities were below average in all academic disciplines. Adolescents enrolled in correctional education programs have been found to function in the average or below average academic standards and have histories of high rates of academic failure and class repetition (Foley, 2001; McMillen, Auslaender, Elze, White and Thompson, 2003). This is reflected by the high number of children in the rehabilitation school (56.5%) who are below average in academic achievement. The below average rating in academic performance can partly be attributed to the fact that some of the children had dropped out of school prior to their committal to rehabilitation school, age of the children and the attitude towards their learning environment.

4.2.2.1. Classes repeated and Academic Achievement

The relationship between class repetition and academic achievement is one that has been surrounded with a lot of controversy. Whereas, in some schools, teachers coerce and even collude with parents to prevail upon children to repeat classes in order to improve academic performance, this has remained largely a controversial discourse. Most children in this study (49.4%) had repeated 3 or 4 classes since they began their formal education. However, most of the children in the institution (56.5%) still performed below average in their academic achievement rating. The researcher, therefore, considered it important to compare class repetition and academic achievement with the aim of understanding whether there was any comparison

between the variables. Table 3 depicts the comparison between classes repeated and the level of academic achievement.

Table 3: Classes repeated and Academic Achievement

Number of classes repeated	Academic Achievement					
	Below Average		Average		Above Average	
	N	%	N	%	N	%
Never	7	8.2	6	7.1	1	1.2
1 or 2 Classes	6	7.1	19	22.4	1	1.2
3 or 4 Classes	33	38.8	9	10.6		
More than 4 Classes	2	2.4	1	1.2		
Total	48	56.5	35	41.2	2	2.4

As depicted in table 3, majority of those who are below average in academic achievement (38.8%) are those who have repeated 3 or 4 classes, which actually constitute majority of children in Kabete rehabilitation school at the time of the study (49.4%) as shown earlier in table 2. Among those who had never repeated any class, only 8.2% were below average. It can thus be argued that children in this correctional facility who have repeated 3 or 4 classes are likely to be below average in academic achievement rating. Interestingly, these form the majority of children and thus adversely affect the overall academic achievement of children in this institution.

There is evidence in previous studies that retention or repetition of classes does not promote achievement. Instead, such behaviour inadvertently leads to negative self-concepts in children, negative attitude towards school and higher dropout rates (Fleming, 2012). Coincidentally, this attributes are common with children in conflict with the law in the rehabilitation schools and other correctional institutions. Other factors such as the quality of education services provided to

the learners, the adequacy of facilities and the learning environment may also affect the performance of children in the correctional facilities. However, the argument that most children in these institutions have repeated more classes may still hold when such history is used to explain the academic performance of the children.

4.2.3. Family Background of the Children

Family background may affect various aspects of a person's development across lifespan. Therefore, understanding of the background of children in the correctional institutions like rehabilitation schools helps in creating knowledge about their past and present experiences that may have enhanced or inhibited their chances of academic success. The study, therefore, analyzed the family background issues of the children in terms of the people that they lived with while out of school, parents and guardians' level of education, family size, siblings' who have post-primary formal education, employment status of the parents and guardians as well as the nature of their occupations.

4.2.3.1 Persons children lived with when out of school

The study considered the persons that the children lived with when they were not in school to understand their family background. This aspect was considered important since the people one live with may impact their lives either positively or negatively through socialization and positive social support or lack of such positive support and positive socialization. Table 4 provides a summary of the people the children lived with when out of school.

Table 4: People that the children lived with when out of school

Person lived with when out of school	N	%
Father and mother	35	41.2
Father	7	8.2
Mother	22	25.9
Father and stepmother	5	5.9
Mother and stepfather	2	2.3
Other relatives (grandparents, aunts, uncles, brother)	10	11.8
Foster parents	1	1.2
Others (Friends).	3	3.5
Total	85	100.0

As shown in table 4, only 41.2% of the children lived with both parents in intact family set ups. This implies that a significant majority of the children (58.8%) lived with other people other than their real parents. This is consistent with the study conducted by Wakanyua (1995). In a survey of children in Approved schools in Kenya, Wakanyua (1995) established that approximately 50% of children in the rehabilitation schools come from broken families with divorced, separated, never married or widowed parents. This implies that such children are likely to be under the control and care of other people who may not necessarily be their parents or close relatives.

The fact that majority of the study participants did not live with their biological parents when out of school is a pointer to the familial orientation gaps and challenges that characterize the background of children in correctional facilities. The absence of responsible parenting characterized with close supervision and monitoring of children may render such children vulnerable to antisocial and delinquent acts which may later interfere with their schooling. This

is because of lack of effective parental guidance, control and supervision or involvement in the life of adolescents who are very vulnerable to deviant behaviour at this stage, given the social dynamics of this stage of development.

Previous studies have found that family instability leads to frequent disruption of children's schooling and ultimately performance (Hartas, 2010). This may explain why such children resort to other delinquent behaviours that bring them into contact with the juvenile justice system. Further, the finding of this study that most children in the rehabilitation school did not live with their parents when out of school is a pointer to the probable relationship between family background challenges and juvenile delinquency.

4.2.3.2. Children' Father, Mother or Guardian's Level of Education

The level of education of parents and guardians may affect the academic aspirations, attitude and performance of children. The study, while exploring the family background of the children in the correctional facility, asked the children to report the level of education of the parents, guardians and those they lived with while out of school.

In terms of the level of education of father, mother and guardian, the study established that majority of the parents and guardians of the children had secondary school education and below. As shown in table 5, a significant majority of the participants' fathers or male guardians (62.4%) had secondary school education and below. Only 9.4% of the fathers or male guardians had post-secondary school education while 28.2% of the children did not respond to the question. The study also found that 81.2% of the mothers or female guardians of the children had secondary school education and below. Only 8.3% of these parents had post-secondary school education while 10.6% of the participants refrained from the question.

Table 5: Father/Male Guardian and Mother/Female Guardian’s Level of Education

Level of Education	Father/Male Guardian		Mother/Female Guardian	
	N	%	N	%
No formal education	4	4.7	9	10.6
Primary education	23	27.1	30	35.3
Secondary education	26	30.6	30	35.3
Certificate/ diploma	7	8.2	6	7.1
First degree and above	1	1.2	1	1.2
Missing	24	28.2	9	10.6
Total	85	100.0	85	100.0

NB: The missing cases are those who reported not to have either father/male guardian or mother/female guardian.

Parents or guardians’ level of education plays an important role in their children’s education. This includes providing inspiration and motivating their children in education, supporting them in their academic endeavors and providing close supervision and monitoring of the educational progress of the children. Parents who have gone to school are likely to value education and thus provide requisite parental support in a child’s education. In a study of the influence of parents’ level of education on children’s education, Azhar et al (2013) found that the level of education of parents boosted students’ academic performance in school. Thus the poor academic performance of the children and the high number of those who were not attending any school before they were arrested and committed to the rehabilitation school can be partly attributed to the parents and guardian’s levels of education.

Ajila and Olutola (2007) reported that the level of education of parents influenced their socio-economic status and their ability to invest more resources to support the education of their

children (Ajila and Olutola, 2007). Therefore, parents with low levels of education, like is the case in this study, are less likely to effectively provide the requisite educational, material, psychosocial support and motivation that is critical to the academic success of their children. This could thus explain why majority of children from families where parents and guardians have lower educational attainments are likely to drop out of school and engage in delinquent and antisocial activities.

4.2.3.3 Siblings with Post-Primary Formal Education

The level of education of siblings, close family members and peers may influence the academic achievement of younger siblings within the same family. Older siblings who have succeeded academically may provide motivation to the younger siblings to also work hard and excel. This is because the adolescents may consider such persons as their academic and life models. In light of this assumption, the study asked the children the number of their siblings who had achieved secondary school education and above. Table 6 shows children siblings who were reported to have achieved secondary school education and above at the time of the study.

Table 6: Siblings with Post-Primary Formal Education

Number of Siblings with Post-Primary Formal Education	Frequency	Percentage
<3 Siblings	58	68.2
3-5 Siblings	22	25.9
>5 Siblings	5	5.9
Total	85	100.0

As shown in table 6, most of the children (68.2%) had less than three siblings who have studied up to secondary school and above. Another 25.9% and 5.9% had three to five and more than five siblings with at least secondary school education respectively. Although, this must be understood with regard to the family size of the children, most children in rehabilitation school at the time of the study came from medium to large family sizes as shown in table 7. It would thus be anticipated that this number would translate to a relatively high number of the siblings with secondary school education and above.

The role played by friends, siblings and significant others in the academic performance of children has been documented. Ryan (2001) confirmed the positive role played by friends and peers in adolescent's academic achievement. This is because such friends and peers acted as socializing agents in academic goals. Similarly, it can be argued that older siblings may exert similar influence on their younger brothers and sisters. Having an older sibling who values academic success, who has succeeded in school, and is willing to help a younger sibling with academic tasks and goals may provide great inspiration and act as a powerful model for younger siblings. It can, therefore, be argued that majority of children in the rehabilitation school lacked educational models in their immediate families and thus ended up either dropping out of school or registering poor performance.

4.2.3.4. Family Size of the Children

In this study, family size is conceptualized in terms of the number of children in one household who are born to the same biological parents. The study classified family sizes in terms of the number of children in a nuclear family. Consequently the study considered children with less than three siblings to be belonging to small size families while those with between three to five

siblings as belonging to medium size families while those children with more than five siblings were classified as belonging to large size families. Family size may affect the academic performance of children by affecting the requisite support and attention necessary for better academic performance. The study, therefore, asked the children to report on the size of their nuclear families in terms of the number of siblings that they had. Table 7 provides a summary of the children's family sizes in terms of the number of siblings they had.

Table 7: Number of Respondents' Siblings

No. of Siblings	Frequency	Percentage
<3 Siblings	10	11.8
3-5 Siblings	42	49.4
>5 siblings	33	38.8
Total	85	100.0

As shown in table 7, almost half of the children (49.4%) came from medium size families with 3-5 siblings. However, it is worth noting that a significant majority of the children (38.8%) came from large families with more than five siblings while few participants (11.8%) came from small size families with less than three siblings. It is thus evident in this study that a cumulative 88.2% of the children came from medium to large size families. The larger the family size, the more vulnerable the children become to delinquency and other antisocial behaviours. Besides, large family size may affect children's education due to shortage of resources needed to support and sustain all children in school.

Studies have explained the relationship between family size, academic performance and delinquent behaviour. The size of the family has been found to affect academic achievement but through delinquent paths and socio-economic status of the family. According to Siegel and

Welsh (2011), children from large families are more likely to become delinquent, drop out of school and come into contact with the juvenile justice system. This is due to declining trend of parental control and close supervision as the size of the family becomes larger, especially among poor households (Siegel and Welsh, 2011). As children become many, parents' attention to their whereabouts, commitment to academic tasks and general support declines. Thus, the larger the family, the more the children become susceptible to delinquent behaviour which in turn adversely affects their academic achievement prospects.

4.2.3.5. Parents and Guardians' Employment Status

Employment status is an indicator of one's socio-economic status. Those who are employed or economically engaged are likely to have a regular source of income to meet their needs. Therefore, the employment status of parents and guardians may determine their ability to meet the educational needs of their children and dependants. On the contrary, those who lack a regular source of income may have a challenge meeting the educational needs or costs of such children and dependants. Based on this understanding, the study considered the employment status of those people under whose care the children were before their committal to the rehabilitation school. The study found that majority of the parents and guardians of the children were unemployed. Table 8 shows that majority of the children' fathers (42.4%); mothers (44.7%) and guardians (8.2%) are unemployed. The fathers who are self-employed were 12.9% while self-employed mothers were 25.9 %. Those who had guardians reported that 5.9% of their guardians were self employed. The fathers, mothers and guardians of the children who are employed were 14.1%, 12.9% and 2.4% respectively.

The data on the children' parents and guardians' employment status is summarized in table 8.

Table 8: Parents and Guardians' Employment Status

Employment Status	Father		Mother		Guardian	
	N	%	N	%	N	%
Unemployed	36	42.4	38	44.7	7	8.2
Self employed	11	12.9	22	25.9	5	5.9
Employed	12	14.1	11	12.9	2	2.4
Missing	26	30.6	14	16.5	71	83.5
Total	85	100.0	85	100	85	100

NB: The missing cases represent children who reported not to have father, mother or guardians and so did not respond to the question on employment status of their parents or guardians.

The argument that the high rate of unemployment among the parents and guardians of children in the rehabilitation school could contribute to their delinquency and academic achievement has been studied. There are studies that have reported unemployment as an indicator of poverty and lack of adequate resources to support the children under parents or guardians' care (Ellis, Beaver and Wright, 2009; Burrell and Roosa, 2009). Adolescents from poor family backgrounds are more susceptible to delinquent behaviour and are, therefore, likely to come into contact with juvenile justice system (Lerner and Steinberg, 2009). This increases the chances of children of such parents dropping out of school and joining other antisocial groups.

Although parental unemployment has been associated with problem behaviour of the children of such parents, there is some evidence that parental employment may also put children of employed parents at the risk of delinquency and other problem behaviours. Studies, such as that by Huisman, Araya, Lawlor, Ormel, Verhulst, Oldehinkel (2010), have argued that when parents are employed, the close supervision and monitoring of children declines. This is because career

demands leave such parents with limited time to effectively play their parenting roles and supervise their children. This renders children vulnerable to deviant and delinquent behaviour. However, it can be argued, in this case, that the high rate of unemployment among the parents and guardians of children in correctional facilities, as is cited in this study, is partly responsible for their delinquent behaviour that consequently leads to arrest and committal to the correctional facilities. This is because lack of stable source of income is likely to limit the parents' ability to provide adequate support to the children and cater for all their social and economic needs that are critical to their educational progress. Commitment to school and academic success are protective factors against delinquency and other antisocial behaviours.

4.2.3.6. Parents and Guardians' Nature of Occupation

Occupational status or the nature of a person's occupation may point to his or her socio-economic status. The study analyzed the occupations of the parents and guardians of the children in the rehabilitation school by classifying their occupations as unskilled, semi-skilled or skilled. This was founded on the assumption that the unskilled are engaged in occupations which are less financially rewarding have lower educational requirements and no specialized training, semi-skilled occupations are averagely rewarding, require some little training and skills.

Table 9: Parents and Guardians' Nature of Occupation

Occupation	Father		Mother		Guardian	
	N	%	N	%	N	%
Unskilled	29	34.1	37	43.5	2	2.4
Semi-skilled	22	25.9	31	36.5	9	10.6
Skilled	8	9.4	3	3.5	3	3.5
Missing	26	30.6	14	16.5	71	83.5
Total	85	100.0	85	100.0	85	100.0

NB: The Missing cases are children who reported not to have father, mother or guardian and thus did not respond to the question.

The skilled are involved in occupations with high financial rewards, specialized training and specific skills. Table 9 provides the distribution of parents and guardians in terms of the nature of occupation in which participate. As shown in table 8, most fathers (34.1%) and mothers (43.5%) were reported to be engaged in unskilled occupations. Another 25.9% of fathers, 36.5% of mothers and 10.6% of guardians were involved in semi-skilled occupations. Only a small percentage of fathers (9.4%), mothers (3.5%) and guardians (3.5%) were earning their living through skilled occupations. The data on the distribution of the parents and guardians into unskilled, semi-skilled and skilled occupations show that most parents and guardians of the children were involved in unskilled occupations. Unskilled labor is likely to earn one very low income when compared to semi-skilled or skilled occupations.

The level of education, employment status, nature of occupation of parents and guardians can be used as indicators of the socio-economic status of the families from which the children came. It can be argued that most children in Kabete rehabilitation school at the time of the study came from families of relatively low socio-economic status indicated by the parents and guardians'

level of education, employment status, occupations and the number of siblings in these households with post-primary school education. Socio-economic status of a household has been found to have a relationship with both academic achievement and delinquency among adolescents (Duncan and Murnane, 2011). While studying the relationship between socio-economic status and academic performance, Duncan and Murnane (2011) reported a positive relationship between the two variables. In their study, children from families at the bottom of the socio-economic ladder scored more than a standard deviation below those at the top quintile in all standardized tests of math and reading.

Socio-economic status of the parents is considered critical, given its documented effects on parenting styles and relationship between parents and children (Ponnet, Wouters, Goedemé and Mortelmans, 2013). Poor parents will often have little resources to support their children's education. In such cases, the children are not closely monitored and supervised by the parents rendering them vulnerable to delinquency, school dropout among other antisocial challenges. The little resources they have may not be adequate to meet the basic needs of the family such as food, shelter and clothing and still be sufficient to support the educational needs of the children. These challenges may be responsible for high rates of school dropout, delinquency and poor academic performance of children from low socio-economic backgrounds.

4.2.3.7. Where children stayed before Arrest and Committal to Rehabilitation School

Children in the correctional facilities are likely to run-away from their original home; live with other relatives in different locations other than home while others often resort to street life. These patterns are likely to interrupt the academic progress of such children. Given this possibility of migration or mobility from original home, the study asked the children the place where they

lived before committal to the rehabilitation school. Table 10 shows the place where the children lived before committal to the rehabilitation school.

Table 10: Where children lived before committal to rehabilitation school

Residence	Frequency	Percentage
Place of origin (home)	71	83.5
Street	13	15.3
Other place	1	1.2
Total	85	100.0

When asked to report the place they lived prior to committal to the correctional facility, a significant majority of the children (83.5%) said that they were living at home. Only 15.3% lived in the street while a negligible 1.2% reported living elsewhere apart from their place of origin and street.

Studies have shown that a person's living environment is a partial predictor of their behaviour and academic achievement (Obioha and Nthabi, 2011). This also predicts their likelihood of becoming delinquents. The existence of other risk factors such as poverty, negative peer associations, parental neglect or family instabilities may render a child vulnerable to delinquent behaviour. Street life often renders adolescents very susceptible to delinquency and other risk behaviours. However, the finding that majority of the children were living in a family setting shows that even the home environment can render a child susceptible to antisocial problems that make them drop out of school and get into contact with juvenile justice system. This thus shows that the antisocial problems that interfere with the education of children and conformity to social norms and values cannot fully be considered to be caused by the place of residence but on nature

of the environment in which a child is brought up and the values acquired through his or her interaction with this kind of environment in his or her daily life.

4.3.0. Life in the Rehabilitation School

The study made an attempt to understand the duration that children had spent in the facility, age at which they were admitted to the school, reasons for their commitment and whether they considered it fair to be committed to the school. This data was collected through a review of the personal files and records of the children in the study area. This was done for the purposes of verification and confirmation of the information the children gave. Although there were slight differences in the information captured from the records and that given by children during interviews, the differences were harmonized through a follow up interview with the children whose record showed some inconsistency with what they had reported during the interviews.

In instances where there were discrepancies between the information given by the respondent and the records in the personal files, study relied on the official records of the children' details as were available in the case files. The files provided background information of the children, risk assessments, academic assessment and progress and individual treatment plans for the children in the correctional institution. Table 11 provides a summary of the year of admission, reasons for placement and attitude towards placement in the rehabilitation school.

Table 11: Year of admission, reasons for committal and attitude towards placement to rehabilitation school

Year of Admission to the School	Frequency	Percentage
2011	5	5.9
2012	48	56.5
2013	32	37.6
Total	85	100.0
Reasons for Committal	N	%
Care and protection	36	42.4
Commission of an offense	49	57.6
Total	85	100.0
Attitude towards Placement in Rehab. School	N	%
Fair	46	54.1
Unfair	34	40.0
Uncertain	5	5.9
Total	85	100.0

Table 11 shows that majority of the children currently in the rehabilitation school, (56.5%) were admitted in 2012. Another 5.9% and 37.6% were admitted 2011 and 2013 respectively. Most of the children (57.6%) came into contact with the correctional facility for committing an offense contrary to the remaining 42.4% who were placed into the facility for care and protection. In order to understand how the children felt about the decision to be placed in the facility, the study asked whether they considered the decision as either fair, unfair or they were uncertain. In response to this question, most children currently in the institution (54.1%) said the decision was fair. A slightly smaller number than this (40.0%) considered their committal to the rehabilitation school to have been unfair while only 5.9% said they were not sure whether it was fair or unfair.

Considering that majority of the children (54.1%) considered their committal to the rehabilitation to have been a fair decision, the researcher was interested in comparing this rating with that of academic achievement for each respondent. This was useful in comparing the academic achievement of the children with their attitude towards their placement to the correctional facility. The comparison was informed by the need to ascertain whether the children's attitudes towards placement into the rehabilitation school could be used to explain their academic performance while in the institution.

Table 12 shows the trends in attitude towards committal to a rehabilitation school and children's academic achievement levels.

Table 12: Attitude toward Committal to Rehabilitation School and Academic Achievement

Attitude towards Placement	Academic Achievement					
	Below Average		Average		Above Average	
	N	%	N	%	N	%
Fair	16	18.8	28	32.9	2	2.4
Uncertain	3	3.5	2	2.4	0	0
Unfair	29	34.1	5	5.9	0	0
Total	48	56.4	35	41.2	2	2.4

Table 12 shows that majority of the children (34.1%) that are below average in academic performance are those who considered it unfair to have been committed to the juvenile correctional facility. On the contrary, majority of those who were average and all those who were above average (32.9%) and (2.4%) reported that it was fair to have been committed to the correctional facility. Very few children (5.9%) who consider their placement to the rehabilitation school to be unfair were average in academic achievement rating.

Considering the trend of attitude towards committal to rehabilitation school and academic achievement, it can be argued that attitude towards placement to the facility partly contributes to the academic achievement levels of the children in the correctional facility. There is evidence in previous studies that attitude toward school affects academic performance (Wegner, Garcia-Santiago, Nishimura and Hishinuma, 2010). Specifically, the study reported student's perception of the school environment is critical to their performance. School climate relates to safe and orderly environment and positive relationship among teachers and students. Students who have negative attitude towards school and its climate are likely to register below average academic performance. Therefore, the study concluded that the negative attitude that majority of children in the correctional facility held towards their placement to the facility may be partly responsible for the poor academic performance of most children in the facility.

4.4.0. Self-Efficacy of Children in the Rehabilitation School

Self-efficacy refers to the confidence that people have in their abilities for success in a given task (Tenaw, 2013). In order to collect data on self-efficacy, the study made use of Bandura's children self-efficacy scale. The children were asked to rate their confidence that they could perform the different academic tasks that were listed in a 21 items scale of 0-10. The total scores were summed up and used to classify the self-efficacy rating of the children as either low or high. Table 13 shows the self-efficacy ratings of the children in Kabete rehabilitation school at the time of the study.

Table 13: Level of Self-Efficacy

Self-efficacy	Frequency	Percent
Low	68	80.0
High	17	20.0
Total	85	100.0

As shown in table 13, most of the children in the institution (80%) rated low while only 20% had high level of self-efficacy. This implies that most children in the correctional facility at the time of the study had low self-confidence in their ability to succeed in various academic tasks while in the institution.

The findings of this study corroborate the findings of Carrol et al (2013) who, while studying efficacy of adolescents in correctional institutions, reported that most of the adolescents in such facilities registered lower levels of academic and self-regulatory efficacy when compared with non-delinquent adolescents. In a separate study, Estes (2009) while studying the academic characteristics of children in correctional institutions reported that delinquent children in the juvenile justice institutions have poor school adjustments, low self-efficacy levels, learning disabilities, low school achievement, high rates of school truancy, negative attitude towards school and teachers as well as high rates of school dropout.

The low levels of self-efficacy could be attributed to the fact that majority of the children in the correctional facilities have a background of failure in academic tasks, negative attitude towards school and other emotional and behavioural complications. Besides, the fact that the academic programs in the institution are combined with other vocational and rehabilitation programs leaves the children with limited time to concentrate on their academics. In the foregoing

circumstances, majority of the children in correctional facility are less confident that they can perform well in academic tasks.

4.4.1. Self-Efficacy and Academic Achievement

The study compared the trends between the levels of self-efficacy and academic achievement. This was necessary in comparing the relationships between self-efficacy and academic achievement. In order to facilitate an analysis of the association between academic achievement and self-efficacy, the study classified the respondent's self-efficacy rating into two broad categories as either low or high self-efficacy. Academic achievement rating was also re-classified as either low or high to facilitate comparison between levels of academic achievement and self-efficacy. Table 14 shows a cross-tabulation between self-efficacy and academic achievement levels.

Table 14: Comparison between Self-Efficacy and Academic Achievement

Self-Efficacy	Academic Achievement			
	Below Average		Above Average	
	N	%	N	%
Low	54	63.5%	14	16.5%
High	6	7.1%	11	12.9%
Total	60	70.6	25	29.4

Among those who are below average in academic achievement rating, majority (63.5%) rated low in self-efficacy while only 7.1% of children with high self-efficacy were below average in academic achievement rating. Children with low self-efficacy who were above average were 16.5% compared to 12.9% of those with high self-efficacy who were above average in academic achievement rating.

An analysis of the levels of self-efficacy presented in table 14 shows that most of the children in Kabete rehabilitation school (80%) have low levels of self-efficacy. Further, the analysis of the levels of academic achievement of these children, as previously presented in table 14, showed that majority of the children (70.6%) were below average in academic performance. It can thus be argued that the low levels of self-efficacy are partly responsible for the academic achievement levels of the children in the rehabilitation school. Table 14 also shows that majority of children (63.5%) who were below average in academic performance were those with low levels of self-efficacy.

Previous studies have reported significant positive relationship between self-efficacy and academic achievement (Fitch, 2010; Alivernini, and Lucidi, 2011, Li, 2012; Loo and Choy, 2013; Tenaw, 2013). Tenaw (2013) explained why learners who rate low in self-efficacy are likely to register poor performance at tasks. Tenaw reported that “those who consider themselves as inefficacious avoid difficult academic tasks, slacken their efforts and give up readily in the face of difficulties, dwell on their personal deficiencies, lower their aspirations, and suffer much anxiety and stress associated with failure” (Tenaw, 2013, p. 10). On the contrary, those with high levels of self-efficacy often endure despite difficulties or challenging odds and often end up succeeding. The interpretation of the past successes and failures are responsible for subsequent success or failure in tasks. Therefore, fluctuations in performance may be explained by fluctuations in self-efficacy (Tenaw, 2013).

According to Anderman and Hattie (2013), students with a strong sense of self-efficacy display greater willingness to choose more challenging tasks, are more effective in their use of learning strategies, have less anxiety and show enhanced effort. This translates into better academic achievement levels. High sense of self-efficacy has positive relations with the amount of time

spent on tasks and the number of tasks attempted or completed (Anderman and Hattie, 2013). While studying the effects of self-efficacy on academic success, Vuong, Brown-Welty and Tracz (2010) found that self-efficacy was significantly and positively related to the levels of academic outcomes among college students.

4.4.2. Test of Association between Self-Efficacy and Academic Achievement

Based on the literature in the past studies and the observed pattern of comparison between self-efficacy and academic achievement, the present study sought to find out whether there was any association between self-efficacy and academic achievement of children in Kabete rehabilitation school. It was therefore hypothesized that:

H₀ -There is no association between self-efficacy and academic achievement.

H₁ -There is an association between self-efficacy and academic achievement.

In order to test the hypothesis, the study used the chi-square test of association. A chi-square test of association is a bivariate test aimed at showing the existence or absence of any association between an independent and the dependent variable. In this case, the chi-square test was used to test any association between self-efficacy and academic achievement.

In this test, if the calculated chi-square (X^2) value is higher than the critical value, it is concluded that there is an association between the independent and the dependent variable that are being tested. On the same note, if the calculated p-value is less than the critical p-value then the null hypothesis is rejected and the alternative hypothesis adopted. Table 15 shows the chi-square test of association between self-efficacy and academic achievement at 5% level of significance and 1 degree of freedom.

Table 15: Association between Self-Efficacy and Academic Achievement

Self-Efficacy	Academic Achievement			
	Below Average		Above Average	
	Observed	Expected	Observed	Expected
Low	54	48	14	20
High	6	12	11	5
TOTAL	60	60	25	25

$X^2=12.75, p=0.000$

In table 20, the chi-square (X^2) value at 1 degree of freedom was $X^2=12.75, p=0.000$. This X^2 is higher than the critical value of 3.841 at 1 degree of freedom at 5% level of significance. On the same note, the p-value ($p=0.000$) shows a perfect association. The results of the chi-square test thus confirm the existence of an association between self-efficacy and academic achievement. The null hypothesis was thus rejected at 5% level of significance at 1 degree of freedom. The analysis led to the conclusion that self-efficacy is a factor in the academic performance of children enrolled in educational programs in Kabete rehabilitation school.

The association between self-efficacy and academic achievement is well documented in previous studies. While studying the relationship between academic performance and self-efficacy, Ahmadi, Najafi and Khanekeshi (2014) found a significant relationship ($r= 0.58, p < 0.001$) between the two variables. Ahmadi et al (2014) argued that the co-efficient of correlation between self-efficacy and academic achievement justified claims that self-efficacy was significantly linked to the academic achievement. The pathway through which self-efficacy affects academic achievement was the concern of Tenaw. Based on the findings of his study Tenaw (2013) argued that self-efficacy contributes to performance since the beliefs influence thought processes, motivation and behaviour. The interpretation of the past successes and

failures are responsible for subsequent success or failure in tasks. Therefore, fluctuations in performance may be explained by fluctuations in self-efficacy. A student with high self-efficacy is likely to register an increase in knowledge and confidence in dealing with the academic task or subject. This may result into higher grade than other learners with lower levels of self-efficacy (Li, 2012). High sense of self-efficacy often translates into higher intrinsic achievement motivation.

The previous studies found an association between self-efficacy and academic achievement. While these studies stopped at showing the existence of such association, this study confirms the relationship between self-efficacy and academic achievement and applies this evidence in explaining the academic achievement of children in rehabilitation school where this study was conducted. Although academic achievement is a variable that is dependent on many other variables, this study measured self-efficacy and used the results of such measurement to explain the low academic achievement levels that has been observed among children in the rehabilitation school.

The finding of the study that academic performance is significantly associated with self-efficacy among children in Kabete rehabilitation school implies that much should be done to boost the academic achievement of this category of learners. Previous studies have explained four primary sources of self-efficacy that should be focused on to boost self-efficacy for academic tasks. Key among these includes mastery of academic experiences. Children who are capable of attributing success to internal and stable factors are likely to experience a sense of mastery of the confidence and thus reinforce their self-efficacy (Thwaites, 2013). This implies that internal sense of individual capability is critical to the reinforcement of a child's sense of self-efficacy than external, unstable factors.

Bandura also argued that observing other people who are similar to oneself achieve a goal or overcome similar obstacles that make one doubt his or her personal capability may motivate one to also believe in himself (Thwaites, 2013). The more similar a child feels to the person he or she is observing, the stronger the effect of the other person's successes will be on a child's belief about his or her own ability. What children hear from their parents, teachers and friends is likely to contribute to their level of efficacy. Children who receive strong messages that they are capable irrespective of their past and present challenges are likely to put more effort and persist in tasks even in the face of setbacks. Adults can also challenge negative thoughts that undermine belief in personal ability.

4.5.0. Children's Delinquency Levels

In order to understand the relationship between delinquency and academic achievement, the study collected data on delinquency using 18 items rated on a 5-point delinquency scale. The children' score out of the maximum 90 was used to classify them as either low or high in delinquency. Table 16 shows the delinquency levels of the children in Kabete rehabilitation school at the time of the study.

Table 16: Children's Levels of Delinquency

Delinquency	Frequency	Percent
Low	25	29.4
High	60	70.6
Total	85	100.0

Table 16 shows that majority of the children (70.6%) rated high in delinquency while few (29.4%) were low in delinquency. The high rate of delinquency can partly be attributed to the

family background of the children. As was indicated earlier, this study found that majority of the children (58.8%) was living with other people other than their parents. This implies that most children were out of control of their parents and may have lacked close monitoring, supervision and parental support as they lived with other people who were not necessarily their real parents. This could have contributed to the high number (52.9%) of those who were not attending school prior to their committal to the rehabilitation school as established in this study. Andersen and Taylor (2011) argued that non-school going adolescents are more vulnerable to delinquency than those who are attending school. Weak attachment to social values, family norms, commitment and involvement in school render adolescents vulnerable to juvenile delinquency (Andersen and Taylor, 2011).

Family socio-economic status and home environment can also be used to partly explain the high rate of delinquency among adolescents in the correctional facilities. Most of the children came from large families, poor backgrounds and have very few siblings who have studied to secondary school and above. The strains they experience in their quest to conform to the conventional means of achieving socially approved goals can thus explain the high number that resort to deviant behaviour. This is confirmed by the high number of children that were committed to the institution for committing an offense (57.6%) against those who were committed for care and protection purposes (42.4%) as shown in table 11.

Majority of school-going children who perform poorly in academic tasks are vulnerable to the development of antisocial and delinquent behaviours. In table 14, most children in this study (70.6%) were found to be below average in academic performance. Almost half of the children (49.4%) as shown in table 2 have repeated 3 or 4 classes in their academic history. These

academic attributes predispose this population to delinquent behaviour. Zhanng et al (2008) found that poor academic outcomes can adversely affect a child’s behaviour, and early behavioural problems that can easily lead to acquisition of delinquent behaviour.

4.5.1. Self-Efficacy and Delinquency

The study sought to compare the delinquency and self-efficacy levels of the children. The data collected on levels on self-efficacy and delinquency were, therefore cross-tabulated to see if there was any comparison between the two variables. The self-efficacy levels, in terms of low and high, and the delinquency levels, in terms of low and high, were thus cross-tabulated. Table 17 shows a comparison between self-efficacy and delinquency levels of the children.

Table 17: Self-Efficacy and Delinquency

Self-Efficacy	Delinquency			
	Low		High	
	N	%	N	%
Low	16	18.8	52	61.2
High	9	10.6	8	9.4
Total	25	29.4	60	70.6

Majority (61.2%) of children with high levels of delinquency rated low in self-efficacy. Among the children, 10.6% who rated low in delinquency had high levels of self-efficacy compared to 9.6% of those who showed high levels of delinquency with high self-efficacy. This comparison table shows that there could be a relationship between delinquency and self-efficacy given that children with low self-efficacy were more likely to rate high in delinquency compared to their counterparts with low sense of self-efficacy.

The relationship between self-efficacy and delinquency has been studied in previous studies reviewed. For example, Caprara, et al (1992) studied the two variables and found that children with high sense of self-regulatory efficacy registered more pro-social behaviours, were more popular and had positive relationship with their peers than those who were less efficacious. The negative relationship between self-efficacy and delinquency can be attributed to the fact that children who are efficacious are better equipped to resist peer pressure to engage in problem behaviours or other antisocial conducts since they are in-charge of their lives, personal goals and decisions. Carroll et al (2013) reported that low sense of self-worth lowers one's ability to be in control of his or her own course of life. As the confidence and ability to set one's goal, trust personal ability and confront challenging tasks declines, one becomes vulnerable to other cheap alternatives that may include antisocial and delinquent behaviours.

Self-efficacy affects delinquency through its effects on personal motivations, attitudes and persistence in tasks. In the face of difficulty, people who are more efficacious are more likely to persevere, maintain optimistic attitudes as opposed to those with low sense of self-efficacy (Sun, 2013). Children in the correctional facilities with low levels of efficacy are therefore likely to develop pessimistic attitudes towards life courses such as education and other conventional goals. They are thus likely to replace their motivation for conventional goals with deviant ones. This predisposes them to delinquent activities that most of them are found in. Low levels of self-efficacy thus increases the risks of children in correctional facilities to persist in delinquent activities since the optimism in conventional life goals also declines with the declining levels of self-efficacy.

4.5.2 Test of Association between Self-Efficacy and Delinquency

The study collected and analyzed data on the self-efficacy and delinquency levels of the children in Kabete rehabilitation school. The study established that majority of the children in this correctional facility (70.6%) rated high in delinquency. Similarly, 80% of the study participants rated low in self-efficacy. There is evidence that low self-efficacy is a precursor to delinquency. The study thus analyzed delinquency levels of the study participants in the present and sought to analyze if there could be any association between self-efficacy and delinquency. The analysis proceeded with the hypothesis that:

H₀- There is no association between self-efficacy and delinquency.

H₁-There is an association between self-efficacy and delinquency.

A chi-square test of independence was used to test the hypothesis. Chi-square test of association was used to test if there was any association between self-efficacy and delinquency. Table 18 shows the results of chi-square test of association between self-efficacy and delinquency.

Table 18: Test of Association between Self-Efficacy and Delinquency

Self-Efficacy	Delinquency			
	Low		High	
	Observed	Expected	Observed	Expected
Low	16	20	52	48
High	9	5	8	12
TOTAL	25	25	60	60

$$X^2=5.667, p=0.017$$

The null hypothesis was rejected since the calculated chi-square (5.667) was higher than the critical value (3.841) at 1 degree of freedom and 5% level of significance. Further, the p-value (p=0.017) was lower than the critical value of 0.05 showing existence of an association between

the two variables. The alternative hypothesis that there is an association between self-efficacy and delinquency was thus accepted with a conclusion that there is an association between self-efficacy and delinquency.

There is evidence of an existing negative relationship between self-efficacy and delinquency. Carroll et al (2013) found that adolescents who rate low in self-efficacy were more susceptible to delinquency. On the contrary, those who rate high in self-efficacy were less likely to be delinquents. Existing literature reveals that children with high sense of academic and self-regulatory efficacies behave more pro-socially and are less likely to be rejected by their peers (Ludwig and Pittman, 1999; Lo, Cheng, Wong, Rochelle and Kwok, 2011). Such children are less likely to engage in delinquent acts and substance and drug abuse unlike their counterparts who are less efficacious (Carroll et al., 2013).

Self-efficacy has been demonstrated to predict aggressive behaviour over time. Studies have demonstrated that children who rate high in self-efficacy are better equipped to resist peer pressure to engage in delinquent acts and other risky behaviours (Ludwig and Pittman, 1999). Literature from previous studies has further shown a strong relationship between low sense of academic and self-regulatory efficacy and physical and verbal aggression and moral disengagement. This puts children at the risk of adopting more socially discordant behaviour as they grow older. Delinquency is, therefore, partially associated with perceptions of low self-efficacy. Lo et al (2011) argued that low self-efficacy was strongly associated with violence, rebellion, dropping out of school, running away from home and lack of motivation to study. Rating low in self-efficacy is, therefore, a risk factor in delinquency.

The existing literature has pointed out to the risk of delinquency posed by low self-efficacy among children (Yi, 2013). Given the existing relationship between self-efficacy and

delinquency, it is critical for parents, teachers and professionals working in programs targeting rehabilitation delinquents to give priority to self-efficacy. Promotion of academic efficacy beliefs would go a long way into reducing their susceptibility to delinquent behaviour and other risk behaviours such as dropping out of school, drug abuse and substance abuse, aggressive and violent behaviour. The fact that most children in Kabete rehabilitation school rated low in self-efficacy renders them very vulnerable to delinquent behaviour. This may further render them vulnerable to recidivism upon reintegration into the society. The academic progress and actual rehabilitation of children in the correctional facilities are likely to be negatively affected by low levels of self-efficacy

4.6.0. Delinquency and Academic Achievement

The study sought to compare delinquency and academic achievement with the aim of understanding if there were any comparisons between delinquency rates and the levels of the children's academic achievement. In order to compare delinquency levels and levels academic achievement, the study classified the children as either low or high in delinquency based on their total scores in the delinquency scale. Table 19 shows a cross-tabulation between academic achievement levels and delinquency levels of the children in this study.

Table 19: Comparison of Delinquency and Academic Achievement

Academic Achievement	Delinquency			
	Low		High	
	N	%	N	%
Below Average	9	10.6	51	60.0
Above Average	16	18.8	9	10.6
Total	25	29.4	60	70.6

Table 19 shows that majority of the children (60.0%) who rated high in delinquency were below average in academic achievement level. On the same note, most children (18.8%) who were low in delinquency rating formed the majority of the children classified as above average in academic achievement level.

The comparison presented in table 19 depicts the fact that children who rate high in delinquency are likely to be below average in academic achievement. On the contrary, those who rate low in delinquency are likely to be above average in academic achievement rating. Felson and Staff (2006) studied the relationship between delinquency and academic achievement. Based on the findings of their study, they argued that although the relationship between delinquency and academic achievement remained spurious, delinquency adversely affected the academic performance of adolescents. This argument is further supported by Hirschfield and Gasper (2011) who added that delinquent adolescents were likely to have disputes with teachers, peers and disciplinary issues that divert their attention from their academic goals and hinder their chances of achieving these goals. The low levels of academic achievement among delinquent children can be attributed to their low levels of attachment and commitment to school and academic tasks. Delinquent children and youth are likely to play truancy and skip many school days and academic tasks which harm their academic achievement prospects.

Delinquent children are prone to manifest disciplinary issues that often pit them against teachers and peers when it comes to support in academic tasks. Teachers who are judgmental and thus possess negative attitude towards the delinquent children are less likely to provide the needed support and motivation that is instrumental in the academic achievement of any learner. Besides, delinquent adolescents will often mistrust their teachers and lead to the development of a suspicious relationship that is detrimental to academic achievement needs of such children.

Disciplinary issues, disputes and other antisocial behaviours such as truancy among the delinquents contribute to the prolonged duration of time lost by delinquent adolescents while their non-delinquent counterparts are studying. This may ultimately affect their academic performance.

The general negative attitude of delinquents towards school and the less commitment to academic goals hinder adolescents' chances in performing well in academic tasks (Felson and Staff, 2006). This explains why most delinquent children are likely to be below average in academic achievement, although there may be a few cases where such delinquent children may also be above average in academic achievement. The evidence of how poor academic achievement predisposes children to the risk of delinquency is to be found in the relatively high number of classes that children in the correctional facilities have repeated. Class or grade repetition is an indicator of poor performance which, in turn, can easily lead to dropping out of school. These trends were observed among the children. Most children interviewed in this study (49.4%) had repeated 3 or 4 classes since they started schooling while 52.9% were not going to school before they were arrested and placed in the correctional facility.

Some studies, such the study by Zhanng et al (2008), have argued that poor academic achievement predisposes school-going children to the risk of delinquency. However, other studies such as those conducted by Felson and Staff (2006), Steurer and Smith (n.d), have refuted this argument and instead advanced an argument that it is delinquency that leads to poor academic achievement. This study, however, maintains that the relationship between the two variables is actually spurious in the sense that poor academic achievement renders one susceptible to delinquent behaviour. In turn, delinquency can also adversely affect one's actual

academic performance. This is because truancy, lack of commitment and attachment to academic goals reduce one's chances of succeeding in academic tasks that require these attributes.

4.6.1. Association Test between Delinquency and Academic Achievement

In analyzing delinquency and academic achievement levels, the study found that majority of children (70.6%) in the rehabilitation school were below average in academic performance rating. Similarly, majority of the children (70.6%) had high rating in delinquency. A cross-tabulation of the two variables revealed that most of the children who were below average in academic performance were those who rated high in delinquency. This patterns elicited speculations on whether there was an association between delinquency and academic achievement among the children undergoing rehabilitation and registered in education programs within the rehabilitation school. In order to test the possibility of an existing association between delinquency and academic achievement, it was hypothesized that:

H₀–There is no association between delinquency and academic achievement.

H₁-There is an association between delinquency and academic achievement.

In order to test the stated hypothesis, the study relied on chi-square test of association. This test was important in determining possible existence of an association between delinquency and academic achievement or whether delinquency contributed to the low academic achievement levels of children in Kabete rehabilitation school.

Table 20 shows the results of the chi-square test of independence between delinquency and academic achievement at 1 degree of freedom and 5% level of significance.

Table 20: Association between Delinquency and Academic Achievement

Delinquency	Academic Achievement			
	Below Average		Above Average	
	Observed	Expected	Observed	Expected
Low	9	17.6	16	7.4
High	51	42.4	9	17.6
TOTAL	60	60	25	25

$X^2=20.408, p=0.000$

The result of the calculated chi-square was $X^2=20.408$ ($p=0.000$), 1 degree of freedom. This was higher than the critical value (3.841) at 1 degree of freedom at 95% level of significance. Besides, the p-value ($p=0.000$) confirms existence of a perfect association between delinquency and academic achievement. Based on this result of chi-square test, the null hypothesis stating that there is no association between delinquency and academic achievement was rejected and the alternative hypothesis stating that there is a relationship between delinquency and academic achievement was accepted at 5% level of significance at 1 degree of freedom.

The fact that delinquency affects academic achievement could be used to explain the academic achievement trends of children in the correctional institutions. There is evidence in literature of an existing relationship between academic achievement and delinquency, although such relationship is not unidirectional (Gottfredson, 2000). Although there are studies that have pre-empted a spurious relationship between academic achievement and delinquency, some studies such as Shoemaker (2013) have shown that poor academic performance is partly responsible for delinquency. Poor academic performance is associated with delinquency in early adolescence. Delinquency at the adolescence stage results from poor academic performance through other

factors. These include externalizing personality problems such as oppositional behaviour, hyperactivity and fighting.

Whereas the paradigm that academic achievement impacts negatively on delinquency appears to be explicitly convincing, the possibility of delinquency affecting academic achievement is not lost to researchers. There is evidence that delinquent behaviour and other risky antisocial acts such as drugs and substance, truancy, physical and verbal aggression, antisocial personality and feeling of isolation makes school-life unbearable for adolescents. Most delinquent children are likely to skip academic lessons, become truant and even drop out of school. These could be due to a range of factors including difference with peers, teachers and inability to cope with strict rules that define conventional behaviour in school. The time lost through delinquent behaviour, dropping out of school may deny delinquent adolescents the opportunity to successfully concentrate in academic tasks and register high academic performance (Kim and Kim, 2008).

According to Urdan and Pajares (2004), there is evidence in longitudinal studies that delinquency and academic achievement are negatively correlated over time. Improvement in academic performance is associated with a decline in delinquency. Lower levels of aggression and offending were associated with higher academic performance. Aggressive and violent children are likely to have problem behaviours pitting them against teachers and their peers. Such strained relationships interfere with the requisite supportive learning environment that is critical to academic achievement. A child with problem behaviour may find it difficult to consult his or her teacher for help with academic tasks. Such a child may also form a negative attitude towards the teacher and peers who are less delinquent and may have been instrumental in assisting with academic tasks. These mixed factors create a non-conducive learning environment that may impede or negatively affect the performance of delinquent children in school.

In a separate study, Carrol et al (2012) found that students who do poorly in school are more vulnerable to drop out of school. Once such adolescents drop out of school, they are likely to spend their available and unmonitored time associating with other delinquent peers who have also dropped out of school (Zhanng et al., 2008; Felson and Staff, 2006). The more such children stay out of school, the less likely they are to return, and more likely the cycle of delinquent behaviour and academic failure is to be reinforced and perpetuated. This pattern is common with most children in the correctional facilities. For example, in this study, when asked whether or not they were going to school before their committal to the rehabilitation school, 52.9% of the children reported that they were not attending school. Given that these are the children in the rehabilitation school, it can be argued that it is their delinquent past and present that is partly responsible for the poor academic performance that is evident in the rehabilitation school.

Although it is clear that the relationship between delinquency and academic achievement is spurious and unidirectional, there is general consensus that the two variables are negatively related. The high levels of delinquency among children in correctional facilities are, therefore, likely to affect their academic performance. The fact that majority of the children in Kabete rehabilitation school at the time of the study rated low in academic achievement and high delinquency thus led to the conclusion that such performance could in part be attributed to delinquency. Therefore, in order to facilitate holistic rehabilitation and reduce chances of juvenile recidivism, the academic programs in the institution must continue to be substituted with strong, effective and result-oriented rehabilitation programs and approaches that will effectively address the delinquent tendencies and attitudes among children in the rehabilitation school.

4.7.0 Children's Academic Aspiration Levels

Academic aspiration refers to the future academic goals that a person may set for himself or herself. However, one has to work very hard to achieve the individually set short and long-term goals. There is no consensus with regard to the relationship between academic aspirations and achievement. In order to measure the aspiration levels of the study population, the study summed up the scores of the children on the academic aspirations scale. The total scores of the children's results were used to classify academic aspiration levels of the children as either low or high. Table 21 shows the academic aspiration levels of the children classified as either low or high.

Table 21: Children's Aspiration Levels

Aspiration Levels	Frequency	Percentage
Low	34	40.0
High	51	60.0
Total	85	100.0

The study noted that most of the children (60%) had high levels of aspiration as compared to 40% who rated low in academic aspirations. The aspiration rating was the result of the children's responses to the items in the aspiration scale. These included aspiration to attend all the class sessions as scheduled in the institutional educational program, passing the current class and proceeding to the next class, passing KCPE examinations in class 8 and actually getting admitted to secondary schools.

The finding that majority of the children (60%) in this correctional institution had high aspirations contradicts the findings of Siennick and Staff (2008) who reported that children in correctional institutions have low aspirations. The high aspiration could be related to the confidence that the children have of achieving their immediate future academic goals. This could

be due to the certainty and confidence they have on the support of the institution through the structures put in place that would enable or push them to meet these aspired academic goals.

4.7.1. Academic Aspiration and Academic Achievement

In order to understand the relationship between these academic aspirations and academic achievement, the children’s levels of academic aspiration were compared with their academic achievement levels. Table 22 shows the results of the cross-tabulation between academic achievement and aspiration.

Table 22: Comparison between Aspiration and Academic Achievement Levels

Academic Achievement	Academic Aspiration			
	Low		High	
	N	%	N	%
Below Average	31	36.5	29	34.1
Above Average	3	3.5	22	25.9
Total	34	40.0	51	60.0

As shown in table 19, majority of the children who were above average in academic achievement (25.9%) rated high in academic aspiration levels contrary to 3.5% who had low academic aspirations but were above average in academic achievement. When children below average in academic achievement were considered, again majority of them (36.5%) rated low in academic aspiration as compared to 34.1% who were below average in academic achievement but had high aspirations. This comparison points out to the possibility of an existing relationship between academic aspiration and academic achievement for children in the rehabilitation school at the time of the study.

The results of the cross-tabulation of academic achievement and levels of academic aspiration show that those who lack high academic aspiration were those who were below average in academic achievement. When the academic achievement levels of the study population was considered, 70.6% of the children were below average. This implies that only 29.4% of the children in the rehabilitation school at the time of the study were above average in academic achievement rating. There is thus a mismatch between academic aspiration and academic achievement. Although there is likelihood that those who have high aspirations are likely to fair relatively better in academic tasks than those with low aspirations, there may be other factors beyond academic aspirations that could be used to explain the fact that majority of the children in the rehabilitation school were still below average in academic achievement despite the fact that most of them (60%) rated high in academic aspirations.

Studies that have focused on the relationship between academic aspiration and academic achievement have concluded that the two are highly positively correlated. Lee (2012) asserts that academic achievement measured in terms of standardized tests scores or school performance has found this variable to be highly correlated with higher aspirations. Although there is still debate on whether it is academic aspirations that influence academic achievement or vice versa, there is research evidence that the two variables are highly and positively correlated (Geckova, Tavel, Dijk, Abel and Reijneveld, 2010). It would be expected, based on this and previous studies, that children who rate low in academic aspirations will also perform poorly in their academic tasks compared to those who rate high in their aspirations.

The fact that most children in the rehabilitation school had high aspirations that did not necessarily translate to high academic performance yet there is research evidence that academic achievement is associated with level of aspiration implies that there may be other variables that

are mediating such relationships, especially in this context. Children in rehabilitation school may have high aspirations given the current supportive environment they are in that gives them some sense of security and confidence about the future. This could be attributed to the psychosocial support they receive, the structures put in place that enhance their chances of progressing towards their desired or aspired future. However, the individual attributes such as attitude towards education, background factors such as delinquency, years lost out of school and adequacy of facilities to support learning may mediate such aspirations and contribute to poor academic achievement.

The study did not explore the availability of adequate facilities and resources and how conducive the learning environment is to the children. Nonetheless, it is possible that such factors may also mediate the relationship between aspiration and academic achievement of the children. This could partially explain why most children in the institution (60%) had high academic aspiration yet only 29.4% were above average in academic achievement.

4.7.2. Association Test between Aspiration and Academic Achievement

In measuring the academic aspiration levels of the children in Kabete rehabilitation school, the study found that majority of the children (60%) had high levels of academic aspiration while 40% had low levels of academic aspiration. In terms of academic achievement, the study found that most of the children (70.6%) were below average in academic achievement while 29.4% were above average. In order to further analyze the association between aspiration and academic achievement levels of children in the correctional facility, the study hypothesized that:

H₀- There is no association between academic aspiration and academic achievement.

H₁-There is an association between academic aspiration and academic achievement.

The above stated hypothesis was tested using a chi-square test of association. Table 23 shows the results of the chi-square test of association between academic aspiration and academic achievement.

Table 23: Test of Association between Aspiration and Academic Achievement

Academic Aspiration	Academic Achievement			
	Below Average		Above Average High	
	Observed	Expected	Observed	Expected
Low	31	24	29	36
High	3	10	22	15
TOTAL	34	34	51	51

$X^2=11.569, p=0.01$

As shown in table 20, the calculated chi-square $X^2=11.569$ ($p=0.01$) was higher than the critical value (3.841) at 1 degree of freedom and 95% levels of significance. Besides, the p-value ($p=0.01$) confirms high confidence level in the association between the two variables. This shows that there is an association between academic aspiration and academic achievement. The null hypothesis was, therefore, rejected and the alternative hypothesis accepted.

The finding of a significant positive relationship between academic aspiration and academic achievement corroborates the findings of previous studies that have analyzed the relationship between the two variables. For example, Geckova et al (2010) found that socio-economic conditions notwithstanding, academic aspirations were a strong predictor of academic achievement among school-going adolescents. Although the previous studies may be different from the current study since they focused on the relationship between the variables among school-going non-delinquent children, this study confirms that the relationship remains positive and significant even among learners in the rehabilitation school.

The finding of a positive and significant relationship is also consistent with that of Lee (2012) who reported that the two variables actually affected each other. While the finding of this study is consistent with other previous studies that have focused on the relationship between academic aspiration and academic achievement, it should be noted that the relationship between the variables remains spurious since it is still not clear which variable leads to the other. There is consensus that academic aspiration and academic achievement have a positive association but it there is no empirical evidence on which variable comes before the other.

This study found that most children in the rehabilitation school (60%) had high aspirations. However, this level of aspiration does not appear to directly translate to higher academic achievement, in terms of the level of academic achievement for the majority of the children in the correctional institution. Understanding and explaining this trend requires objective understanding that this category of learners includes some who once refused to go to school, had negative attitude towards school and are actually attending the education programs merely as part of the school routine and because they are required by the rules governing the institution to stick to the school program. Thus, in as much as they may be gradually transforming to embrace education, they generally lack the passion and achievement motivation required to push one to initiate deliberate effort to fight-off the past, overcome it and draw a deliberate strategy for academic achievement within the rehabilitation school to consider academic achievement as a top priority.

The existence of a positive relationship between aspirations and academic achievement implies that either of these variables should be promoted since a positive change in the aspirations or academic achievement is likely to promote a positive rise in the other, which is beneficial to the

success of the children in the rehabilitation school. In order to reduce the children's vulnerability to recidivism they must thus be helped to modify their beliefs and aspiration with regard to academic achievement. Low aspirations and poor academic achievement only increases the vulnerability of the learners to delinquency and recidivism upon reintegration into the society.

5.0. CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter provides a summary of the key findings of the study based on the study objectives. Further, the analyses conducted in the previous chapter provide the framework for conclusions for the current study. Overall, the chapter provides the summary and conclusion based on the study findings and uses these to provide general recommendations of the study and areas for further research.

5.2. Summary of the Study

The main aim of the study was to find out whether there is an association between self-efficacy and academic achievement, delinquency and academic achievement, aspiration and academic achievement of children in the rehabilitation schools. The study found that a significant majority of the children (70.6%) were below average in their academic performance while 29.4% rated above average. In terms of self-efficacy levels, 80% of the children in the institution had low self-efficacy levels. Only 20% rated high in self-efficacy. In terms of delinquency, the study found that 70.6% of the participants rated high in delinquency while 29.4% rated low in delinquency. The study also found that most children (60%) had high levels of academic aspiration as compared to 40% who rated low.

A chi-square test of independence was used to measure the association between self-efficacy and academic achievement, delinquency and academic achievement and aspiration and academic achievement. A chi-square test of association between self-efficacy and academic achievement showed a significant association between the variables ($X^2=12.75$, 1 degree of freedom) at 95% level of significance. A test of association between the levels of delinquency and academic

achievement found the association between the two variables to be significant ($X^2=20.408$, 1 degree of freedom) at 95% levels of significance. A chi-square test of independence was used to analyze possible association between aspiration and academic achievement of the study participants. The test found that there was an association between the two variables ($X^2=11.569$, 1 degree of freedom) at 95% level of significance.

5.3. Conclusions

This study found out that most children in Kabete rehabilitation school rated low in self-efficacy. Previous studies, as well as this current study, have shown there is an association between self-efficacy and academic achievement. This implies that when majority of children have low self-efficacy, their academic achievement is likely to be adversely affected. This explains why most children enrolled in the education programs in Kabete rehabilitation school were below average in academic achievement. The study thus makes a conclusion that the low self-efficacy is responsible for the poor academic performance of children enrolled in the education programs in Kabete rehabilitation school. Self-efficacy can thus be used as a determinant of academic achievement of children in correctional facilities like Kabete rehabilitation school.

The low sense of self-efficacy among children in Kabete rehabilitation school is partly responsible for the high rates of juvenile delinquency among these children. Previous, and this present study, have confirmed a negative relationship between delinquency and self-efficacy. It can thus be concluded that it is these low self-efficacy levels that produce delinquency that in turn affects the academic achievement of children committed to Kabete rehabilitation school. In this regard both low self-efficacy and high delinquency levels are responsible for the academic achievement levels among children in the institution.

The study also found out that most children in the rehabilitation school at the time of the study had high delinquency levels. Previous studies, as well as this current study, have shown that there is a significant negative relationship between delinquency and academic achievement. This study therefore concludes that the high delinquency levels of children enrolled in education programs in Kabete rehabilitation school can be used as a predictor to their academic achievement levels. Delinquency is therefore partly responsible to the academic achievement levels of the children in the correctional facility.

The study found that most children in correctional facility had high academic aspirations. Previous studies, as well as the present study, have confirmed that there exists a positive relationship between aspiration and academic achievement. This implies that academic aspiration is a predictor of academic achievement levels of the children enrolled in educational program in Kabete rehabilitation school. Most children who had high aspirations were above average in their academic achievement levels.

5.4. Recommendations of the Study

Most children in Kabete rehabilitation school had low levels of self-efficacy. This was found to be partly responsible for their below average academic achievement levels and high delinquency levels. It is thus imperative for the management to consider developing and implementing strategies that enhance self-efficacy of the children in facility. One of the ways of enhancing self-efficacy is by challenging negative thoughts among the children that undermine their belief in their abilities to master a task. Identification of such negative thoughts and their replacement with positive thoughts is a strategy that enhances self-efficacy.

Noticing, analyzing and celebrating success is an effective self-efficacy enhancing strategy. Teachers in the facility should therefore, motivate the children by celebrating them and praising them when they do things right and achieve positive results at different tasks. Positive complements that emphasize the children's ability often challenge low self-efficacy. Teachers and the staff in the institution should also strive to work with the children to identify their goals and motivate them to work towards those goals, recognizing their successes and encourage them to overcome their areas of weakness. When children appreciate that their effort resulted into success, they are likely to feel in control of their destiny and their environment which really boosts their efficacy levels.

Modeling is also a critical strategy of boosting the children's confidence that they can actually control their life, set their goals and successfully achieve those goals. This can be achieved through invitation of former graduates of the school who have actually succeeded in life after going through the rehabilitation system. This is likely to challenge the children not to surrender to fate but to strive to achieve their life goals and define their destiny. Thus frequent invitation of graduates of the school who succeeded is a strategy that management can consider in its rehabilitation programs since it has the potential of boosting the children's confidence in their abilities.

In order to reduce delinquency, the rehabilitation programs, the Children's Department through the institutional management structures should strengthen the rehabilitation programs that are being implemented in the institutions. Challenging delinquent attitudes and stressing alternative safe and conventional means of coping with social strains would help the children to overcome their delinquent behaviours. Effective rehabilitation and challenging of delinquent attitudes

among the children would be possible through professional counseling and close supervision of children in a more ensuring, supportive and protective environment.

5.5. Areas of Further Research

1. One of the limitations of this study is the fact that it was conducted in one rehabilitation school out of the nine rehabilitation schools in Kenya. The findings of this study can thus not be generalized to reflect the trend in all the other nine rehabilitation schools. This limitation was caused by constraints of time and resources needed for such a large-scale study. It is, therefore, the recommendation of this study that a similar study surveying all rehabilitation schools in Kenya be carried out. This will help in understanding whether self-efficacy, delinquency and aspirations are predictors of academic achievement among the children in rehabilitations schools in Kenya.
2. It is imperative to understand the gender dynamics in the relationship between academic achievement, self-efficacy, delinquency and aspirations. This study exclusively involved male children since it was conducted in a boy's rehabilitation school. A similar but comparative study that involves both male and female children should thus help comparing the academic achievement between male and female learners in children in the rehabilitation schools in Kenya.
3. This study only focused on selected areas in a bid to understand the family background of the children in the rehabilitation schools. However, the findings of this study found out that family background issue really affected the academic achievement of children in the rehabilitation schools directly or indirectly through other variables such as delinquency. However, these findings cannot be used to prove that there actually exists a relationship

between these factors and academic achievement of this category of learners. Therefore, this study recommends further studies exploring the relationship between different family background issues, delinquency and academic achievement among children in Rehabilitation schools in Kenya.

4. The study focused on individual child's attributes such as self-efficacy, delinquency, aspiration and how these factors affect academic performance of learners in Kabete rehabilitation school. While recognizing the role of the environment in shaping the attributes that were being studied, this study recommends that future studies should focus on how institutional factors affect academic achievement of children in the Rehabilitation schools in Kenya. Such factors may include the learning environment, adequacy of resources and facilities, relationship between staff and the children and time allocated for academic programs.

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APPENDIX 1: INSTITUTION MANAGER’S CONSENT FORM

My name is Mr. Narkiso Ochieng’ Owino. I am currently a student at the University of Nairobi studying Master of Arts in Sociology. As part of the requirement for this degree program, students are expected to carry out research and write a thesis paper upon completion of coursework. I am currently conducting a study to understand the relationship between self-efficacy, delinquency, aspiration and academic achievement among children in the rehabilitation school. Kabete rehabilitation school has been selected purposively for this study given its accessibility and proximity to the researcher.

The study will involve oral interviewing of all the children in the rehabilitation school and reviewing of their personal case files and academic progress records. The data collected during this process will be handled with utmost confidentiality and will not be used for any other purpose except for the completion of the study. The study will not cause any harm to the children at any given stage. All the information given by the children during this study shall remain purely for the purposes of this academic research and shall not be used to prejudice any child in any way. Before the commencement of any interview, every child will be given chance to give informed consent by briefing them about the study, its aims, objectives and methodology. Do you allow the study to be conducted in the institution?

[Yes]

[No]

Manager’s Signature Date.....

Researcher’s Signature.....Date.....

10. (a) Do you have siblings?

- 1. Yes []
- 2. No []

(b) If yes in (a) above, how many are your siblings?

(c) How many of your siblings have studied up to secondary school and above?

.....

11. (a) Before committal to this school where were you staying?

- 1. At place of origin
- 2. In the streets
- 3. Elsewhere (specify).....

12 (a) Were you attending school before your committal to the rehabilitation school?

- 1. Yes []
- 2. No []

(b) If yes, which class were you?

(c) If no, what were the reasons for not attending or dropping out of school

.....
.....

(d) If you never used to go to school, what did you use to do?

.....
.....

(e) Did you ever repeat any class before joining this school?

- 1. Never []
- 2. 1 or 2 classes []
- 3. 3 or 4 classes []
- 4. More than 4 classes []

SECTION III: LIFE IN THE REHABILITATION SCHOOL

13. (a) When did you join this school (year).....

(b) How old were you (in years)?

14 (a) Why were you committed to this school?

- 1. Care and Protection []
- 2. Commission of an offense []

(b) If care and protection, what circumstances led to this?

.....
.....

(c) If you committed an offense, kindly state the offence

.....

15. Do you consider it fair to have been committed to a rehabilitation school?

- 1. Fair []
- 2. Unfair []
- 3. Uncertain []

16. What is your current academic class?

- 1. Class 5 []
- 2. Class 6 []
- 3. Class 7 []
- 4. Class 8 []

17. How many marks did you score in the latest examination you did in this school (out of the total 500 marks)?

SECTION IV: DELINQUENCY SCALE

Statements	Strongly Agree (5)	Agree (4)	Not sure (3)	Disagree (2)	S. Disagree (1)
A bit of violence is part of the fun and not bad					
One needs to make use of force to be respected					
If somebody attacks me, I will hit him/her back					
Without violence everything would be much more boring					
It is completely normal for boys to prove themselves in physical fights with others					
I like to test myself every now and then by doing something a little risky					
I try to look out for myself first, even if it means making things difficult for other people					
If things I do upset people, it's their problem not mine.					
I will try to get the things I want even when I know it's causing problems for other people					
I easily get frustrated or angry					
When I'm really angry, other people better stay away from me					
It is not bad to miss classes once in a while when one feels like or when the classes are boring					
If I had to move I would miss my this school					
It is not a big deal to lie to my parents/guardians/teachers about my					

whereabouts or my friends I associate with from time to time					
When I get into trouble with parents/guardians/teachers, it is better to run away					
There is no problem using drugs once in a while so long as I cannot be caught by parent/guardian/teacher or other authorities					
I find it easy to take part in a fight where a group of my friends are against another group					
I have been arrested at least once in my life for being engaging in criminal offence					
It is normal to steal money from home once in a while					

SECTION V: SELF-EFFICACY SCALE

In a scale of **0-10**, rate your ability to succeed in each of the following academic tasks while studying in this school.

I can.....	0	1	2	3	4	5	6	7	8	9	10
Learn and pass mathematics											
Learn and pass English											
Learn and pass Kiswahili											
Learn and pass science											
Learn and pass social studies and religious education											
Seek the teacher's help with academic tasks											
Seek another pupil's help with academic tasks											
Finish my homework assignments by the said deadlines											
Get myself to study when other pupils are roaming about											
Take good notes during class periods											
Read my notes in the absence of a teacher, parent or guardian											

Use the library to get information for class assignments																			
Plan my schoolwork for the day on my own																			
Arrange a place to study without distractions																			
Participate actively in class discussions																			
Keep company of bad friends and still perform well in academic tasks																			
Skip/abscond classes frequently and roam about but still pass exams																			
Maintain close association with peers who rarely attend class without being affected academically																			
Engage in petty theft and occasionally abuse drugs without being affected academically																			
Study alone with no help from a teacher or friend and pass my exams																			
Can use drugs and other substances and achieve better academic results than those who do not use																			

SECTION VI: ACADEMIC ASPIRATIONS

<i>How likely will you do each of the following things</i>	Def. won't (1)	Prob. won't (2)	Prob. will (3)	Def. will (4)
Attend all the class sessions except when you have official permission to miss any				
Pass the current class and be promoted to the next class				
Complete primary school education				
Pass K.C.PE (250 marks and above) and get admission to a secondary school				
Proceed to secondary school				

Thank you for accepting to participate in this study and for your honest responses to the questions asked in this session.

Narkiso Ochieng' Owino