

Meeting the Psycho-Social Developmental Needs of Children in Penal Institutions in Nairobi
County, Kenya

by

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A thesis presented to the School of Human and Social Sciences

of

Daystar University

Nairobi, Kenya.

in partial fulfilment for the requirements of the degree of

MASTER OF ARTS

in

Child Development

June 2011

MEETING THE PSYCHO-SOCIAL DEVELOPMENTAL NEEDS OF CHILDREN IN
PENAL INSTITUTIONS IN NAIROBI COUNTY, KENYA

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PENAL INSTITUTIONS IN NAIROBI COUNTY, KENYA

I declare that this thesis is my original work and has not been submitted to
any other college or university for academic credit.

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ACKNOWLEDGEMENTS

I wish to acknowledge and thank most sincerely those who have contributed and assisted me in making this study a success. My special thanks go to my family for their support during the long hours I had to put in this work.

I also wish to appreciate my Supervisor Dr. Milcah Ajuoga for her invaluable support during this study. I am also indebted to my Reader Dr. Harrahs Malinda who is also the Head of the Institute for Child Development for her patience and guidance.

Finally, but most of all, my sincere gratitude goes to my Lord and Saviour Jesus Christ for his grace that has brought me this far.

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DEDICATION

I dedicate this to my husband Bob, my children: Nissy and Pheeny, my friends: Samuel Sijeni and Joyce Nyon'go who are my support and encouragement. I also dedicate it to all the children of Kenya and their care-givers for there is great hope for them. May God bless you all.

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ABSTRACT

There has been an increase on the number of children in conflict with the law who are being confined in penal institutions in Kenya. Yet these institutions seem to be faced with many challenges that could affect these children's psychosocial development. This situation is what led to the study entitled meeting the psycho-social developmental needs of children in penal institutions in Kenya: Nairobi County. The study design is descriptive. The study population consisted of 386 children, 53 caregivers, four managers and four deputy managers. The sample from which the data were collected consisted of 56 children, 21 caregivers, one manager and three deputy managers. The sampling techniques were as follows; stratification and random sampling for the children, random sampling for the caregivers and purposive sampling for the administrators. Data from the managers were collected using interview method while data from the children and the caregivers were collected using questionnaires. Descriptive statistics were generated before analysis and interpretation. Information was then presented in form of frequency distribution, charts, tables and notes. The summary of the findings are: First, some of the major psychosocial factors in the children's backgrounds that predisposed them to delinquency included parenting, lack of schooling, and the presence of alcohol and drugs in their family environments. Second, some practices in the institutions which contributed to the meeting of the children's psychosocial needs included: orientation of children during admission, formal schooling, involvement in co-curricular activities, and visiting by relatives. Finally, the institutions faced challenges in: provision of basic needs, programming needs, lack of recreational facilities and training of the staff. The major recommendations are: there is need to empower parents economically and social. There is also need for the government to supervise the institutions and monitor the practices therein. Then, the institutions need government support in terms of funding, training of caregivers, facilities and resource provision. The findings of the study may contribute to knowledge on various issues on children's psychosocial developmental needs.

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ACRONYMS AND ABBREVIATIONS

ACRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
CRADLE	The Children's Rights Advisory, Documentation and Legal Centre
JICA	Japanese International Cooperation Agency
CEFA	Closed End Fund Association
NACADA	National Centre for Drug Abuse and Control
OJJDP	The Office of Juvenile Justice and Delinquent Prevention
UNCRC,	United Nations Convention on the Rights of the Child.
NCC	National Council for Children
NIV	New International Version of the Bible

ABBREVIATIONS

GoK	Government of Kenya
R.O.K	Republic of Kenya

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CHAPTER ONE

INTRODUCTION

Background to the study

While studying a course on child rights, the researcher got involved in a lot of discussions showing that children worldwide were experiencing problems that threatened their well-being as their rights were being abused. Further, in the Daily Nation of Wednesday October 7, 2009, The United Nations International Children's Educational Fund (UNICEF) Executive Director made a key statement "A society cannot thrive if its youngest members are forced into early marriage, abuse as sex workers or denied their basic rights" (p 9). This statement also shows concern for the state of children within the society. The following observation by UNICEF (2009) also paints a bleak future for the children in the world as it is today. It indicates that millions of children make their way through life impoverished, abandoned, uneducated, and malnourished and discriminated against, neglected and vulnerable. There are also many factors such as poverty, drug and substance abuse, peer influence prenatal factors, abuse and parenting styles, just to mention a few, that are a threat to the holistic development of the children (Siegel & Welsh, 2009; Posse & Melgosa, 2006). This is because some of these factors have

predisposed some children to being in conflict with the law causing them to end up in penal institutions.

Penal institutions are facilities where children are kept in custody while they are under jurisdiction process, court appointment or rehabilitation from negative behavior so that they can be reintegrated back into the society (ANPPCAN, 2002). UNICEF (2009) observes that for such children life is a daily struggle to survive. They risk missing out on their childhood because they have been excluded from essential survival needs such as hospitals and schools, protection of family and community. They are also exposed to the risk of exploitation and abuse as also noted by Human Rights Watch (2003). For these children, childhood as a time to grow, learn, play and feel safe is in effect meaningless (UNICEF, 2009). According to Erikson's Theory of Psychosocial Development this meaninglessness can result in crises in the various developmental stages. In essence the psychosocial developmental needs of these children are not being met. Psychosocial developmental needs are those requirements that children need to enable them seek or gain social acceptance and integration from peers and adults (Kirch, 2008).

Although data on children in conflict with the law is scarce, current estimates suggest that there are more than one million children deprived of their liberty worldwide, although the true figure is undoubtedly much higher (Defence for Children, 2008, UNICEF, 2009). This is because many delinquent acts go unreported or unpunished (Defence for Children, 2008) However, the juvenile statistics are compiled from a variety of sources which include the police department, correctional institutions and juvenile courts (USA Bureau of Statistics, 2010).

Statistics on juveniles from various countries are given below. In the United States of America during the year 2008, an estimated 2.11 million persons younger than the age of 18 had been arrested for juvenile crime (USA Bureau of Statistics, 2010). The Defence for Children (2009) also had the following figures for the children in detention in different countries: Belgium had 1867 as the total figure for 2007, Italy had 468 as of October 2008, Netherlands had 3491 as the total figure for 2007, Palestine had 327 children held by the Israeli authorities as at 30th November 2008 and Pakistan had 1892 as of October 2008.

Concerning Africa, the following information was given. In 2001 alone, the Egyptian police arrested 11,000 children accounting for a quarter of all the arrests made that year (Human Rights Watch, 2003). In Burundi, interviews with children in conflict with the law and with parents and law enforcement officials, found that many children have been beaten and have suffered other ill treatment while in detention (Human Rights Watch, 2007). In Kenya, the Ministry of Gender, Children and Social Development (2005-2010) website had the following information on the number of children in the penal institutions. The figures in the remand homes were as follows: 1490, 3224, and 3340 in 2005, 2006 and 2007 respectively. The ten children's rehabilitation schools had handled 2362, 1164 and 2490 in 2005, 2006 and 2007 respectively. These reports reveal that the numbers of children in the various penal institutions was on the increase.

This increase suggests that something has gone wrong with the societies such that children have lost their place of value. According to Kurtz (2005) research shows that children were valued in most societies as they were seen as producing social order.

Children belong to the community. Therefore, it is every adult's responsibility to love and correct any errant child. The Bible also notes that, children are a precious gift from God, indeed, as a great blessing to be received with gratitude (Psalm 127.3). The Old Testament reveals God treating His children, the Israelites, in a special way by protecting them from their enemies as presented in the book of Exodus. In fact, it is recorded that as a child, Jesus grew in wisdom, stature and in favour with both God and men. This holistic development is God's desire for all children as seen in Mark 10.14 where Jesus, himself encouraged the children to be brought to him, stating that no one should hinder them. Apparently, something has gone wrong with the society such that many children are ending up in conflict with the law.

However, in response to the plight of children worldwide, various countries have adopted certain guidelines in order to enhance the protection of children. Among the international guidelines are the Convention on the Rights of the Child (1990) and the United Nations for the Protection of Juveniles Deprived of their Liberty (1990). In addition, each country also has its own guidelines tailored to meet its needs. In Kenya, where this study was carried out, the guidelines include: R.O.K (2010); R.O.K (2001); R.O.K (2008) among others documents. In specific articles, these guidelines address the issues of children in conflict with the law. For example, in all action concerning children, the best interest of the child should be paramount; children should be protected from any risks to their mental, physical and emotional well being and children in conflict with the law should be treated with dignity and respect. They should also be provided with psychosocial support and measures to re-integrate them back into the society among other

things. These attempts have been made to ensure that although the children have committed crimes, their human needs are met.

Despite the attempt in having the policies and guidelines, studies reveal that many challenges still face the children's penal institutions. Such challenges include: congestion, lack of motivated staff, resources, proper infrastructure and facilities for children in these penal institutions (GoK & JICA, 2009; Kyuli, 2003). These observations clearly indicate that the children in these institutions are faced with a challenge to their holistic development. One component of the development is the psychosocial development of the children.

Therefore, based on the ANNPCAN (2002) recommendation that academic institutions carry out a study on the problems facing children in conflict with the law with the view to providing responsive solutions, this study was carried out. The site of the study was penal institutions in Nairobi County based on the fact that Nairobi is the capital city of Kenya, hence, it is cosmopolitan. Thus, it is bound to cater for children from diverse cultures and backgrounds. Moreover, it has a representation of all the children's penal institutions in terms of functions and gender. The functions include remand, reception and rehabilitation centres. It also has the only boys' reception centre in Kenya.

Statement of the problem

There has been an increase on the number of children in conflict with the law. The figures that were available from the Ministry of Gender, Children and Social Development website for the period 2005 -2010 portrayed an increase in the number of children being admitted into the children's penal institutions per year. They were as

follows: 3852, 4388 and 5830 in 2005, 2006 and 2007 respectively. Various studies show that these children come from backgrounds where their psychosocial developmental needs were not being met (NACADA, 2002; Kimalu et, al., 2002; Siegel & Welsh, 2009). Unfortunately, some of these children are held in custodial institutions where there are challenges such as congestion, inadequate food, water, medical services and education (Human Rights Watch, 2007). The institutions also lack adequately trained staff. These are factors that are further likely to affect the psychosocial development of the children. Therefore, this study sought to find out how the psychosocial developmental needs of the children in conflict with the law are being addressed in the face of the challenges mentioned as facing the penal institutions.

Purpose of the study

This study was therefore carried out to establish how the psychosocial developmental needs of children in conflict with the law in penal institutions in Kenya are met, focusing of Nairobi County with the view of providing responsive solutions.

Objectives of the study

According to Creswell (2003), objectives are the specific goals for the research. The specific objectives of the study were to:

1. Establish psychosocial factors in the children's background which predisposed them to conflict with the law.

2. Identify the practices that were carried out in the institutions to provide for the psychosocial developmental needs of the children.
3. Find out what challenges the institutions faced in meeting the psychosocial developmental needs of the children.
4. To make recommendations on how the penal institutions could enhance the meeting of the psycho-social developmental needs of the children admitted therein.

Research questions

The following were the research questions:

1. What were the psychosocial factors in the children's background that predisposed them to conflict with the law?
2. What were the practices that exist in the penal institutions to enhance the meeting of the psychosocial development needs of the children?
3. What were the challenges faced in the institutions in their endeavour to meet the psychosocial developmental needs of the children?
4. What recommendations could be made to enhance the meeting of the psycho-social developmental needs of the children admitted in the penal institutions?

Scope

This study focused on boys and girls aged 10-17 since these are the ages of children being admitted into the institutions. It was carried out in penal institutions in

Nairobi County because of the representative nature of the province in terms of gender, cosmopolitan nature and its rural and urban set up.

Justification of the study

Current estimates by UNICEF (2009) indicate that the number of children in conflict with the law has reached one million. These children are confined in institutions where they are faced with risks of abuse and neglect (Human Rights, 2003). This exposure is therefore likely to affect the holistic growth of the children. Unfortunately, to the best knowledge of the researcher, little research has been done to expose and address the issues that face the meeting of the psychosocial developmental needs of these children. This study would therefore serve as an invaluable tool to address the gap of literature on the subject. In addition, it could help establish how the psychosocial developmental needs of the children in the penal institutions are being met. This study is therefore justified.

Significance of the study

The researcher hopes that the findings of the study would have the potential: firstly, to contribute scientific knowledge in the various aspects of child development. Secondly, the researcher hopes that caregivers and those who work with children outside the penal institutions would find useful information and recommendations that can guide them in handling children to avoid predisposing them to being in conflict with the law.

Basic assumptions of the study

This study was based on the following assumptions:

1. That there were psychosocial factors predisposing the children in the penal institutions to being in conflict with the law.
2. That despite the challenges faced by the penal institutions, the children's psychosocial developmental needs were being met.
3. That the institutions had resources and practices that catered for the children's psychosocial development.
4. That the caregivers played a major role in meeting the children's psychosocial developmental needs.

Overview of Methodology

The study has applied descriptive design. The study area comprised children's penal institutions in Nairobi County, formerly Nairobi Province. The study population consisted of 386 children, 51 caregivers and four managers and four deputy managers. The sample consisted of 56 children, 21 caregivers and one manager and one deputy managers. The sampling procedures used included: stratification and random sampling for the children and purposive for the administrators. The research instruments consisted of questionnaires for the children and interview schedules for the administrators. The data was analysed using both quantitative and qualitative methodology. Ethical considerations were also upheld during the study.

Limitations and delimitations

The researcher faced some limitations but applied some delimitations to counter them:

1. One limitation was that due to some the children's low level of education they could not fill in the forms on their own. To delimit this, they had to be helped to fill in the questionnaires by the research assistants.
2. The other limitation was that, children's concentration span on issues may sometimes be limited by their short attention span and memory (Hetherington & Parker, 1999). To ensure the questionnaire did not go beyond the expected attention span, the researcher pilot-tested and shortened it to help in delimiting this aspect.
3. Another limitation is that there is scanty literature on the situation of children in conflict with the law in the penal institutions in Kenya. Hence to delimit this , the literature reviewed for this study focuses on other countries mainly the United States of America because there are insights in their literature that are relevant to the Kenyan situation.

Key Terms used in the study

The following terms have been used in the study:

Administrators	Managers and deputy Managers in the penal institutions
Child:	Refers to a person between 10-17 years (UNCRC, 1990).
Juvenile delinquent:	A child who came into contact with the justice system as a result of being suspected or accused of committing an offence (UNICEF (2009). Also referred to as Children in conflict with- the- law (Rebu, 2007).
Kiwi	A type of shoe polish made by children in one of the institutions.
Psychosocial developmental needs:	The requirements children need to enable them seek or gain social acceptance, peace with self and be integrated into the society (Kirch, 2008).
Penal Institutions:	Reception centres, rehabilitation schools and remand homes (ANPPCAN, 2002).
Province	A term used before the promulgation of the Kenyan Constitution to refer to various administrative regions in Kenya (GoK, 2010).

- Remand Home:** A centre where juvenile delinquents are temporarily kept in custody while they are under jurisdiction process/court appointment /or convicted of offenses and are in the rehabilitation process (UN, 2007).
- Rehabilitation Centre:** An institution where children are taken once they are through with the court processes so that they can be rehabilitated back in to the society (ANPPCAN, 2002; Samaha, 2006).
- Reception Centre:** An institution where the children in conflict with the law are admitted after being committed by the courts as they await placement in rehabilitation centres or to be released back to society (ANPPCAN, 2002).

Chapter summary

This chapter has looked into the background to the study, purpose of the study, problem statement, research objectives, study justification, significance of the study; assumptions, overview of methodology, limitations and delimitations of the study. Key terms used in the study have also been explained by giving their operational definitions. The next chapter will review relevant literature of the study subject.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter deals with the theoretical framework and the review of related literature on: psychosocial factors that predispose children to delinquency, institutional practices that enhance psychosocial development and the challenges these institutions face in endeavouring to meet these psychosocial needs. The implication of literature for this study has also been integrated.

Theoretical framework

A theory explains how and why events occur the way they do. According to Babbie (2003) and Hagan (2006), a theory can be defined as general and more or less comprehensive set of statements or propositions that describe different aspects of some phenomenon. They can also be understood as interrelated ideas about various patterns, concepts, process, relationships or events (Berg, 2007). This study is based on two theories: The Social Development Model: the theory of Antisocial Behaviour: by Hawkins and Catalano (1996) and Erik Erikson's theory of Psychosocial Development. These theories are discussed below:

The social development model: theory of antisocial behaviour:

Although there are various theories endeavouring to explain delinquent behaviour, the social development model: theory of antisocial behaviour by Hawkins (1996) is the

most appropriate for this study. This is because it endeavours to explain factors that predispose children to delinquency and the critical issues in maintaining or decreasing crime from a psychosocial perspective. The theory is derived from three sociological theories namely: the Control theory by formulated by Nye (1958), the Social Learning theory formulated by Burgess and Akers (1966) and the Differential Association theory formulated by Sutherland (1947). The Control theory formulated by Nye (1958) identifies the causal elements in the etiology of delinquency; a factor which is an element for this study. The Social Learning theory identifies processes by which patterns of conforming and antisocial behaviours are extinguished or maintained. The application of the processes of extinguishing antisocial behaviour constitutes part of the rehabilitation programmes in the penal institutions. The final theory is the Differential Association theory which is based on the premise that deviance or the avoidance of it is learned by association with close and intimate friends. Similarly, this study focuses on practices that involve relationships in the penal institutions and how they affect the children psychosocially.

The theory guides the topic of study by highlighting the developmental aspect such as showing that youth involvement in delinquency occurs in early adolescence, increases from ages 15 -17 and declines thereafter (Wolfgang, Thornberry & Figlio, 1987). This is important since the target age of this study is delinquent children aged 10-17 years. The antisocial theory also addresses the objectives of the research, for example, it highlights certain factors that predispose children to delinquency. One of the factors focused on is the children's socialization. The theory postulates` that a child can be positively or negatively socialized by units such as family, school, peers, religious and

other community institutions (Hawkins, 1996). The other aspects are the risk factors. The risk factors for criminal behaviour include: community norms that are favourable to these behaviours, neighbourhood disorganization, and extreme economic deprivation, family history of drug abuse or crime, poor family management practices, family conflict, low family bonding, parental permissiveness, early and persistent problem behaviour, academic failure, peer rejection in elementary grades, association with drug using or delinquent peers or adults alienation and rebelliousness, attitudes favourable to drug use and crime and early onset of drug use or criminal behaviour (Hawkins, 1996).

The social development model: theory of antisocial behaviour explores practices that can deter or maintain delinquency. This is relevant to the study because it focuses on the objective of finding out what practices can enhance psychosocial development of the children in the institutions to deter delinquency. One of the key issues is that caregivers need to be aware of certain information, for example, societal attitudes concerning children, the backgrounds of the children in custody and the different personalities of the children among other issues. For instance, it is hypothesized that coming from a low socio-economic background increases one's chance of involvement in behaviour such as crime (Hawkins, 1996). This knowledge is helpful when determining which social environment to release a child into, especially if the child is from an economically underprivileged family. Another instance is that in addressing the needs of individual children, there is need to know certain aspects like the clarity, consistency and immediacy of external constraint. External constraints are the formal and informal social reactions to behaviour that affect the degree of reinforcement that causes a child to be involved in certain behaviour (Hawkins, 1996). The formal constraints, for example, are

those exercised by the police or other officers while the informal ones include someone's disapproval, ridicule, ostracism, banishment, the supernatural and similar techniques by the society as a whole (Hawkins, 1996). The external constraints also depend on the age of the child. Knowing these aspects help in determining the relationship the caregivers maintain with the children.

Concerning the child's personality, it is important to know the individual's constitution or physiological traits. Cognitive ability influences the development and acquisition of reading, mathematical and verbal skills. Hence, children with low cognitive ability may resort to aggressive behaviour instead of using skilled prosocial interpersonal interaction. Again an individual with low central and autonomic nervous system arousal level may not recognize as significant the rewards the routine positive responses that accompany prosocial behaviour such as smiles, pats on the back or good grades and others as a reward (Hawkins, 1996). Other factors such as a child suffering from Attention Deficit Disorder (ADD) may not recognize opportunity for prosocial interaction and involvement. Helping such a child requires professional skills even within the penal institution.

The theory also addresses the importance of getting the delinquent children involved in prosocial activities (Hawkins, 1996). Achieving that requires providing skills for negotiating the great number of behavioural choices while avoiding antisocial behaviour. Social competence is seen as an intervention and its competences include:

training in recognizing the consequences of risky behaviour, protecting one's self from negative outcomes, planning a career initiating and maintaining cross-

gender friends and romantic relationships, making a realistic academic plan, being responsible at social events and parties and understanding the importance of government and community service (Hawkins, 1996, p.187).

This brings to question the kinds of co curricular activities the children are involved in while in the institution. Research has found that there is a strong correlation between association with others engaged in antisocial behaviour and involvement in crime and drug abuse (Elliot & Menard, 1996).

Another important consideration of the theory is the provision of clear and consistent policies the education of the juvenile delinquents (Hawkins, 1996). Education is a key need in psychosocial development. The greater the time spent in academic tasks, the greater the opportunity for development of skill of achievement and higher grades which are a reward (Hawkins, 1996). In addition, Dyfoos (1990) asserts that when a child is allowed to actively participate in class there is a likelihood of less involvement in problem behaviour. Academic failure and peer rejection have been found to predict later involvement in problem behaviour. The penal institutions as centres expected to help transform the behaviour of children positively should have adequate supply of teachers to achieve this task.

Governance opportunity should be provided for the children to learn governance systems, for example, they can be given opportunity to care for the younger ones (Werner & Smith, 1992). This has been found to be a protective factor in inhibiting problem behaviour in the older ones.

In addition, the theory indicates that transitional periods for the children need to be handled with great caution. Transition periods such as residential move, school transfers, and separation from parents or personal problems can trigger delinquency. Children can get into delinquent behaviour, for example, a child getting pregnant and is forced to drop out of school (Siegel & Welsh, 2009). For the children in the penal institutions, admission into the institution or exiting can provide a great transitional challenge.

However, one of the limitations of the antisocial theory is that it does not specifically handle children in penal institutions. In addition, it does not concentrate largely on the psychological needs of the children. Nevertheless, it is hypothesized to directly enhance probability of prosocial activities in social setting, help decrease antisocial interaction and indirectly increase the development of prosocial commitment and attachment through the promotion of skilful performance in the school and community. These imply that for one to function socially, the psychological needs must be taken care of. It is also grounded in empirically supported theories of deviance. Therefore, it is an appropriate theory to inform this study on the psychosocial developmental needs of children in penal institutions.

Erik Erikson's theory of psychosocial development

According to this theory there are factors that predispose a child to delinquency, hence, being in conflict with the law. If a child is denied certain psychosocial needs he or she will tend to take a negative path in life. The theory considers the various stages of development right from infancy to adulthood. It concludes that how needs are met in one stage has an effect on the other stages. However, since the study targeted children aged 10 -17, only those stages in the theory of psychosocial development were considered in the study.

School age 6- 12 years: Industry versus Inferiority

Children in this age bracket develop a sense of industry and curiosity and are eager to learn. If not, they feel inferior and lose interest in the tasks before them. They begin to practice some skills as they develop a capacity to work and cooperate with others (Meece & Daniels, 2008). For these children, how the world reacts to their success and failure determines how they develop feelings of competency or insecurity.

The children in this stage need to expand their understanding of the world in order to develop appropriate gender role identity and learn skills that help them face life effectively (Corey, 2009). In this stage the children should be taught to complete some tasks with a certain level of quality and a sense of responsibility. This is also an important step in fighting feelings of guilt. When children experience all these feelings, they try to look for ways to dull the pain. This can be achieved when they break the law by getting into deviant behaviour because he or she feels no one cares whether they are hurt or not. It is, therefore, very important that parents support their children in school, at home and in work to help develop the aspect of industry in them (Posse & Melgosa, 2006).

Some of the children in the penal institutions are within this age bracket. They also need to carry out tasks that develop a sense of responsibility in them. The task of this study was to establish what responsibilities the children are given and how their feelings are handled in the penal institutions.

Adolescents 12-18 years: Identity versus role confusion

This is the transition between childhood and adulthood. The major conflict centres on clarification of identity, life's goals and life's meaning (Corey, 2009; Meece & Daniels, 2008). Adolescents come to see themselves as unique and integrated persons with an ideology; if not they become confused about what they want in life (Posse & Melgosa, 2006). In forming identity they commit themselves to a set of beliefs, values and adult roles (Meece & Daniels, 2008). According to Parrott III (2000), achieving a sense of identity is the major developmental task for teenagers.

With reference to children in conflict with the law, this developmental task can prove to be a real task. This is because they are already faced with the challenge of handling their situations which include physical confinement and psychological torture (Volz, 2009). They are also surrounded by violence, social stigma from relatives and a myriad of other problems. These could predispose them to role confusion majorly because they are separated from family relations who have significant impact on identity formation (Parrott III, 2000). Furthermore, being confined with other adolescents who are emotionally affected, they may develop negative values and end up with antisocial behaviour. Consequently, the penal institutions need to be endowed with the capacity to

handle adolescent children. The study was also to establish whether there were programs offered to help care givers handle the children in this age.

Psychosocial factors that predispose children to delinquency

To enable this study cover relevant aspects of psychosocial developmental needs of children in conflict with the law and find a basis, it was necessary to review literature on psychosocial factors that predispose children to be in conflict with the law. The factors discussed include: socio-economic changes, family size, previous arrests records, drug and substance abuse, peer influence, parental conflicts and parenting styles.

Socio-economic changes

Socio-economic changes expose children to conflict with the law. Zalkind and James (2004) note that majority of problems for youth in juvenile centres come from a situation of dire poverty across the nation. Muga (1975) also carried out a research on delinquency and crime in Kenya among the youth. His study revealed that there is a relationship between crime and delinquent rates and socio- economic changes. There has been an influx of people from the rural to urban areas in Kenya. As a result, the population in the urban area has shot up and this has led to people competing for the few job opportunities available. There are those who do not have jobs and are not able to support their children with food, clothing and shelter. Such conditions are likely to have adverse effects on the children and predispose them to delinquent acts (Muga, 1975). In addition, due to socio- economic challenges, some of the children are forced to work as housemaids and they are paid very little or given no pay at all, hence they end up stealing

to meet their needs (Morton, 2008). At the same time when people become poor, insecurity is created among them and it manifests itself in form of crimes (Kimalu et al., 2002). It has been discovered that even in situations where there is parental supervision yet, there are socio-economic challenges in the family, children, especially boys, still get involved in delinquent behaviour (Pagani et al., 1999).

Family size

The next factor is family size. According to Hawkins (1996), large family sizes may lead to poor parenting because of the problem of divided attention among the several children at once. Hirschi (2002) also notes that variables such as number of children in the family and delinquency are related. When children lack attention from parents and are also loaded with family responsibilities due to birth position, they can experience great psychological burdens (Hawkins, 1996). Further, Corey (2009) notes that children need to develop appropriate gender roles and learn skills from their parents. However, when the parents are too busy to interact with them, the children do not develop a sense of responsibility or competency in performing tasks. This kind of situation can expose them to being involved in delinquent acts. This can lead some children to looking for jobs and stealing from the employers especially in situations where the employers mistreat them (Morton, 2008).

Drug and substance abuse

Another major factor to be considered is drug and substance abuse. According to Waruta (1995), drug abuse and addiction is an increasing problem in Africa. Waruta (1995) also says that parents are being devastated as they helplessly watch their children's lives being ruined by drugs. A research done by NACADA between 2001 and 2002 revealed that youth in Kenya between ages 10-24 were abusing substances like drugs and alcohol. The effects of the abuse were seen in the breaking of rules and laws, quarrelsome attitudes, violence and criminal behaviour. These effects indicate that the substance abuse predispose the youth to among other things: diseases, poor health and conflict with the law. Karechio (1994) also notes that the use of illegal drugs and crimes go hand in hand. He says that, although it is obvious that not all crimes are necessarily connected with acquisition of drugs, many crimes are committed by individuals under their influences. This research sought to establish how prevalent drug use was in the family of the children in conflict with the law held in the penal institutions.

Peer influence

Peer influence also contributes to spread of delinquent behaviour. Hawkins (1996) says that delinquent acts tend to be committed in small groups of two or three people rather than when one is alone. Sims (2006) also reiterates the same that one of the greatest predictions of delinquency is when a child interacts with delinquent friends. God also gives counsel in His word to show that peer influence can affect a person negatively. The Bible says in 1Corinthians 33:15, "Do not be misled, bad company corrupts good character." A child can therefore easily get into conflict with the law by keeping friends who are involved in antisocial behaviour.

Parental conflicts and styles

How parents bring up their children and the conflicts they are involved in greatly predispose children to being in conflict with the law. God expects parents to train their children in such a way that when the children grow up, their lives will be secure (Proverbs 22:6). In addition, He expects that parents should discipline their children, hence, the scripture 'Spare the rod and spoil the child' (Proverbs 23:13). This shows that parental role in bringing up a healthy child is unquestionable. Posse and Melgosa (2006) also assert that empirical evidence shows that parents are the agents of greatest influence in childhood character formation.

According to Hawkins (1996) although studies show that parental influences are less strongly predictive of adolescent delinquent behaviour than is involvement with delinquent peers, poor parental monitoring of children who are aged 10 is predictive of antisocial peer involvement by the time these children reach age 12. Hawkins (1996) therefore, suggests that good family management practices may moderate early involvement with antisocial behaviour. According to Posse and Melgosa (2006), there is a relationship between undisciplined behaviours in children and personal characteristics of their parents. Posse and Melgosa (2006) observe that lack of discipline makes children do whatever their desires dictates or whatever is imposed by circumstances. This implies that the children are predisposed to being in conflict with the law.

Furthermore, parental conflicts and broken families can result in delinquency. This is supported by Human Rights Watch (2003) and Collins (2002) who observe that there are cases where children leave home because of family violence and divorce or

remarriage and get involved in delinquent behaviour. Collins (2002) says that such situations can cause anger, anxiety, and fear of physical and psychological abandonment in children sometimes forcing them to run away from home.

History of arrest

Children with previous history of arrest have also been found to be predisposed to delinquency. According to Hawkins (1996), even a family history of previous arrests has further proven to be one of the risk factors leading to delinquency. In the research carried out by the Human Rights Watch (2003) in a detention facility in Egypt, it was revealed that 35 out of the 37 children interviewed had been arrested once before and some as many as ten times. Unfortunately, the children involved in conflicts with the law also lose time that could be spent in acquiring education (Zalkind & James, 2004). This means that when they get released from detention, they cannot secure jobs due to lack of credentials according to UNICEF (2009). The result is that the child will get ways of surviving and especially if they are from poor families, they will end up committing crimes which lead to their further arrests.

Challenges faced by children in penal institutions

Penal institutions face various challenges that are likely to prevent the meeting of the children's psychosocial developmental needs. The following issues have been highlighted down as challenges: lack of basic needs, programming needs, physical and psychological abuse, lack of resources, lack of government support and long detention terms.

Lack of basic needs

Children experience lack of basic needs such as living space, health care, food, clothing and hygiene (Parent, 1994). One of the challenges the penal institutions face is congestion and lack of proper infrastructure (Kyuli, 2003; GoK & JICA, 2009). Zalkind and James (2004) also indicate that overcrowding makes it difficult to provide education and recreation to the juveniles and also causes tension between the staff and the youth leading to an increase in violence and assault. This overstretching of the facilities contravenes the United Nations for the Protection of Juveniles Deprived of their Liberty policy (UN, 1990) and The Children's Act (2001) regulations that require that among other things, there must be adequate space to accommodate the children. The crowding in the penal institutions also tends to lead to problems with health-care. Zalkind and James (2004) further observe that health conditions of the children are affected as a result of overcrowding. They note further that as a result of this lack of hygiene there are outbreaks of scabies. Meanwhile, in some cases children are denied medical care (Human Rights Watch, 2003).

Programming needs

Staffing

One of the challenges in the penal institutions concerns staff. The penal institutions experience lack of adequate and qualified staff (Kyuli, 2003). The National Policy on Children (2008) requires that there should be child friendly community based rehabilitation centres for children in conflict with the law equipped with qualified staff as an alternative to institutional care placement. In addition, there should be provision of professional counselling (G.O.K, 2008). However, some of the staff was not qualified or friendly as expected (G.O.K, 2001). Closely linked to the point above is the issue of stress among the staff. Elrod and Ryder (2010) observe that while the staff are expected to enforce rules, they are also expected to be confidants and helpers to the children under their care. Thus, they end up with conflicting roles. At the same time some caregivers are faced with low pay, poor training, lack of public understanding and indifference from management (Elrod & Ryder, 2010). These are issues that can result in burnout and high staff turnover. As a result they are not able to meet the needs of the children in the penal institutions.

Education

Education is seen as another programming challenge. Between the ages of 10 to 17 years, education is critical in shaping a child's life (Posse & Melgosa, 2008). Further research shows that loss of education is one of the negative effects of detention (Volz, 2009). The author continues to state that the policies in some countries do not pay attention to the need for quality education for the children. The lack of providing education to the children contravenes the United Nations Convention on the Rights of the Child (UNICEF, 2006) that recognizes that children have a right to survival and

development. In essence, this violation of the basic rights of the child has certain consequences which might include denial to a descent standard of living in the future as lack of education means lack of proper employment (UNICEF, 2009). A majority of the children come out of detention facilities with no significant life and vocational skills that they need to escape crime and delinquency (Human Rights Watch, 2003). In some cases children receive no education during their stay and are forced to do agricultural and menial labour seven days in a week (Zalkind & James, 2004). The researches reviewed mention the provision of vocational courses but they do not specify the types. This study endeavoured to find out the status of education in the institutions and the variety of career courses being offered in the penal institutions.

Physical and psychological abuse

Another challenge faced by children in the penal institutions is physical and psychological abuse. According to Volz (2009), due to their young age, for children, “their institutional treatment is likely to be more physically and psychologically punitive than that of other groups or in other environments” (p.190). Punishments range from beatings to solitary confinement (Zalkind & James, 2004; Human Rights Watch, 2007). According to Human Right Watch (2003), detained children often suffer trauma due to abuse and violence that they experience while in detention facilities. The Human Rights Watch (2003) also notes that some children complained that there was risk of retaliation from the police officers and the high ranking officers who are supposed to supervise them. Volz (2009) has identified some sources of violence as including: the staff, and police, other children and self harm including suicide. However, the study by Human

Rights Watch (2003) stopped short of highlighting the level of professional training the officers had which could probably explain their abusive behaviour to the children. This study endeavoured to establish the professional and academic training of the caregivers and the administrators in the penal institutions as it relates to handling of children under their care.

Lack of resources

Lack of resources is also a major hindrance to the institutions meeting their obligations to the children. The lack of resources has affected areas like education where there are inadequate teaching staff, learning materials and facilities (Zalkind & James, 2004; Robinson & D' Aloisio, 2009). The caregivers also do not know how best to keep these children out of trouble as they lack adequate training and resources to do so (Human Rights Watch, 2003). Part of these resources is funds and due to lack of the same, the penal institutions end up with lack of necessities like water, bedding, and equipment for the recreation of the children (ANPPCAN, 2002). The United Nations for the Protection of Juveniles Deprived of their Liberty (1990) requires that there should be adequate sanitary installations and adequate supply of water. In Kenya the remand homes have few vocational classes because the establishment does not have adequate supply (Zalkind & James, 2004). This study looked at the challenges posed by lack of resources because these may interfere with the meeting of the children's psychosocial developmental needs.

Lack of government support

Lack of government support is also seen as a challenge. According to UNICEF (2009), the children in custody or detention worldwide are numbered at about one million. However, these children are low on the list of priority on the lists of governments (Volz 2009). According to UNICEF (2006) governments treat matters of child survival, development and protection as matters of charitable concerns. According to Robinson and D'Aloisio (2009) the responsibility of organizing and the provision of education for children in detention are often taken by NGOs usually because of the failure by the state to do so. The lack of government involvement poses major challenges to the penal institutions as policy enforcement and daily activities are not monitored or evaluated (Elrod & Ryder, 2010). According to Robinson and D'Aloisio (2009), in some countries such as Lebanon, Niger and Sierra Leone, there were no government programmes at all. They attribute the failure by the government to provide education to lack of political goodwill and resources.

Long detention terms

According to the Defence for Children (2009), the majority of children in detention have not been convicted of a crime or any offences yet. In cases where they have been convicted, the sentences are un-proportional to the offences. This happens despite the national guideline that is clear that detention should only be used as a measure of last resort and for short periods (G.O.K, 2010). Studies also reveal that for children's cases, there is only one proper children's court that caters for the children in a friendly and less intimidating way (Onyango et al., 1991). The authors continue to observe that many children's cases take unduly long to determine. For example, some cases took an

average of eight months to one year to finalize. These long detentions thus expose the children to dangerous situations like starvation and infections such as scabies. The authors conclude that “In short, the process simply jeopardizes the welfare of the child, hence, violating the rights of the child” (Onyango et al., 1991, p. 5). This study endeavoured to find out the duration of time the children are supposed to stay in the various institutions.

Psychosocial development enhancing practices

The purpose of the penal institutions is to re-integrate the children in conflict with the law back into the community. Hence, they also need to put in place provisions to enhance the children’s psychosocial developmental needs. The provision should include access to education, basic needs, qualified staff and monitoring strategies.

Provision of education

Public education is supposed to be accessible to all children (Defence for Children International, 1990; UNDP, 2010; G.O.K, 2010). The education should teach basic values and development of respect for the child’s own cultural identity and patterns, child human rights and fundamental freedoms. It should also promote the development of the child’s personality, talent, mental and physical abilities and their fullest potential. The education should teach the young person to respect others’ opinions and cultural differences. The education system should, therefore, work with the parents, community organization and agencies in carrying out the young people’s activities.

In the school, special assistance be given to children and young persons who find it difficult to comply with attendance codes and also the 'drop-outs'. Finally, the school should provide policies that are fair and just especially in discipline and decision making. Meanwhile, the young people should be active participants in their education not just observers (Defence for Children International, 1990). According to the United Nations for the Protection of Juveniles Deprived of their Liberty (OHCHR, 2007) and Human Rights Watch (1997) arrangements for the educational and recreational needs of each child should be found in each institution. This is also in line with the Kenyan National Policy on Children (2008) which require that information and guidance regarding vocational training, employment opportunities and career development be provided for the children in conflict with the law. This study looked into accessibility to education by the children and to establish which educational programmes they were involved in.

Provision of basic necessities

The children should be provided with basic necessities like regular food, clean bedding proper shelter and medical attention (OHCHR, 2007; G.O.K, 2010). The food should meet regular dietary standards (OHCHR, 2007). This is to enable the children grow into healthy adults. In addition, to ensure proper socialization, while being admitted to the institutions, the children should be equipped with the rules and regulations of the particular institution as required by the United Nations for the Protection of Juveniles Deprived of their Liberty (2007). This will guide the child on how to relate positively with the caregivers, staff, peers and the institution as a whole. It will also help in keeping

order to the child, a practice that is necessary for social development (Posse & Melgosa, 2006).

Employment of qualified staff

There is need to employ qualified staff (R.O.K, 2008). The juvenile institution of learning should serve as a resource for those in need of medical help and guidance and counselling especially to those with special needs like abuse, neglect, victimization and exploitation (OHCHR, 2007). Positive emotional support should be accorded to the children and psychological maltreatment along with harsh disciplinary measures be avoided (OHCHR, 2007). Moreover, the teachers should be sensitive to the needs and perception of young people's problems; particularly the underprivileged, disadvantaged and low-income groups (Defence for Children International, 1990). Quality teachers should be in the school system to provide professional education standards. Hence, the staff who care for the children, need training, supervision and support so as to carry out their roles (Elrod & Ryder, 2010).

Government supervision

The homes should be visited regularly for supervisory purposes (G.O.K, 2010). This will help the government ensure that no child is placed in harsh and degrading correction and punishment in any institution as stipulated in the Riyadh Guidelines (1990). Regular monitoring of performance and assessment of the schools should be done by appropriate professional organizations and authorities to ensure children get the right education (Defense for Children International, 1990). There is also need for the

governments to be involved in the running of the institutions (Defence for Children International, 1990). In addition, they need to ensure that children are protected and not denied their essential basic rights as stipulated in the same document (UNCRC, 2007). According to Republic of Kenya (2008), some of the rights include the psychosocial development needs like education, food, association and others. According to the Riyadh Guidelines (1990), the governments should also consider the social policy. Within the social policy, it suggests that the government agencies should give high priority to plans and programmes for young people. Moreover, the government should provide sufficient funds and resources, staff, medical care, nutrition and housing among others provisions to the penal institutions (UNCRC, 2007; R.O.K, 2010).

Institutionalization of delinquents

Institutionalization of young people should be as a last resort and for minimum periods (G.O.K, 2008). In addition, programmes for prevention of delinquency should be planned on the basis of scientific findings (Defence for Children International, 1990). Programmes for prevention of delinquency should be planned on the basis of scientific findings. Meanwhile, periodical monitoring, evaluation and adjustments of the programmes need be done accordingly. The scientific findings should then be disseminated to the professional community and to the larger public about the behaviour that is expected (Defence for Children International, 1990). The policies should allowed young people to be involved in formulation, development and implementations of programs. Concerning legislation and juvenile justice, laws that protect young people by

preventing exploitation and victimization be put in place. Child advocacy services to be established and law enforcement officers be trained to handle the children.

Summary

This chapter has provided the theoretical framework of the study. It has also reviewed relevant literature on the following areas: the psychosocial factors that predispose children to conflict with the law, challenges children face in custody and the psychosocial enhancing practices that should be upheld in the institutions.

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CHAPTER THREE

RESEARCH METHODOGY

Introduction

This chapter considers methodology which is defined by Robson (2002) as specific techniques to be used in the collection and analysis of data as well as testing the trustworthiness of the data. The following aspects of research designs have been discussed: area of study, population, sample and sampling frame, research instruments and ethical considerations used in the data collection procedures. An outline that was used in the analysis and presentation of data has also been considered.

Research design

The study was based on descriptive design. Descriptive design is the most appropriate for the following reasons. First, the study is categorized under social science. Second, it was in agreement with Kothari's (2000) view on inquiring about status of subjects. This is because the study was concerned with the state of the provision of psychosocial developmental needs of the juveniles in Kenyan penal institutions. According to Maxwell (1996), descriptive research should aim to portray an accurate profile of the respondents. In the study this design was applied through corroborating the children responses with their caregivers' responses. In addition, Kothari (2000) indicates that this method is appropriate study of juvenile delinquency and considers it a better method over and above the mere use of statistical data.

Study area

The study was carried out in Nairobi County formerly known as Nairobi Province. Nairobi County has eight administrative units namely: Central, Dagoretti, Embakasi, Kasarani, Kibera, Makadara, Pumwani and Westlands. According to the 1999 national census, the county has a population of 2,143,254 (Central Bureau of Statistics, 2009). It occupies a total area of 696 square kilometers. Geographically, it lies between longitude 1.17's and latitude 36.49'E. The population growth rate is currently 4%. In terms of poverty, the province contributes 6% to total national poverty. Its poverty index is at a mean of 44%. However, within the constituencies, the indices range between 31% in Westlands and 59% in Makadara. The main forms of income generating activities include: industries, tourism and professional employment among others.

There are four penal institutions on which the study was based. These are two rehabilitation schools, one remand home and one reception center. Nairobi was selected for the study because of its cosmopolitan nature; hence, the children sampled were from both rural and urban centres. In addition, it has a representation of all juvenile institutions which include the only boys' reception centre in Kenya. This gave an opportunity for the study to reveal how psychosocial development needs of children were met from a cross section of children's institutions. More importantly, considering that Nairobi city is within the county, it has the resources which can enable it implement effective reform and meaningful oversight for the juvenile institutions. The map of Nairobi is attached as *Appendix 6*.

Study population

According to Mugenda (2008), population refers to the entire group of individuals, objects, items, cases, articles or things with common attributes or characteristics. In this study, the population from which the sample was collected consisted of the children in conflict with the law, the administrators, and the other caregivers namely: the heads of sections, teachers and welfare officers from the reception centre, the remand home, and the rehabilitation schools in Nairobi County. The total population from the four penal institutions in Nairobi County consisted of 386 children, 51 caregivers and four managers and four deputy managers. These were the target population comprising all individuals, that the researcher could generalize the findings of the study.

Sample and Sampling Procedures

Kombo and Tromp (2006) define a sample as 'a finite part of a statistical population whose properties are studied to gain information about the whole' (p. 70). The sampling techniques used were stratification, random and purposive sampling. Mendenhall and Sincich (2003) assert that the size of a sample an individual chooses depends on the degree of confidence to be placed in the results of the survey. Therefore, to get a representative sample, the researcher applied the same author's Central Limit Theorem which proposes that for normal approximation to be reasonable, sample sizes of $n \geq 30$ will suffice as a sample. Also, according to Gay (1987), 10% of the sample population is an optimal figure for research to be considered reliable.

To get the required sample for this study, the following steps were taken. Stratification of the children was done in terms of gender, type of institution:

rehabilitation, reception and remand homes. Then, the use of the random sampling to get the individual participants was applied to guarantee the researcher that the characteristics in the population were accurately reproduced in the sample (Mugenda, 2008; Parent 1994). Due to the fluctuating numbers of children in the institutions, the sample used in this study was 15%. The ages of the children were between 10-17 years.

Then, 50% caregivers were sampled randomly based on how their responsibilities made them interact closely with the children. Finally, due to their small number and for the purpose of corroborating the children's responses, all the administrators: managers and their deputies were sampled purposively. The sampling frame is provided in Table 3.1 below.

Table 3.1: Sample Frame

<u>Category</u>	<u>Population</u>	<u>No. in Sample</u>	<u>Percentage sampled</u>
Children	386	59	15
Managers	4	4	100
Deputy Managers	4	4	100
Caregivers	51	25	50
Total	445	92	

Instrumentation

Questionnaires

The questionnaires were administered to 56 children and 21 caregivers. Their details are as follows:

Questionnaires for the children

The children's questionnaires consisted of 27 questions. The thematic areas in the questionnaires included: five questions on socio-demographical characteristics, eight on the psychosocial factors in the children's backgrounds predisposing them to being in conflict with the law, seven on practices that were carried out in the institutions to enhance psychosocial development of the children and eight questions on the challenges the institutions faced in meeting the psychosocial developmental needs of the children. The questionnaire is attached as *Appendix 3*.

Questionnaires for the caregivers

The respondents consisted of twenty-one caregivers. Each one was given a questionnaire consisting of 17 questions. The questionnaires had sections divided into themes as follows: bio-data three questions, institutional practices that enhanced the children's psychosocial developmental needs, six questions and institutional challenges that hindered the meeting of the children's psychosocial developmental needs, seven questions. The questionnaire is attached as *Appendix 4*.

Interview

The managers' interview schedule

There was an interview schedule consisting of 11 questions for the managers. The interview schedule was constructed by the researcher. The thematic concerns were on the following areas: socio-demographic information of the administrators, their

responsibilities, the institutional practices that enhanced psychosocial development in the children, the challenges that faced the institutions in their endeavour to meet the children's psychosocial developmental needs. Finally, they were asked questions on suggestions of improvements they wanted to see in the institutions. The interview schedule is attached as *Appendix 5*.

The deputy managers interview schedule.

The interview schedule for the deputy managers was similar to the managers. It consisted of 11 questions. The thematic concerns were on the following areas: socio-demographic information of the deputy managers, their responsibilities, the institutional practices that enhanced psychosocial development in the children, the challenges that faced the institutions in their endeavour to meet the children's psychosocial developmental needs. Finally, the deputy managers were also asked to give suggestions on improvements they wanted to see in the institutions. The interview schedule is attached as *Appendix 5*.

Validity and Reliability of instruments

Validity

Validity according to Creswell (2003) is the concern to find out whether the findings are really about what they appear to be. The researcher pre-tested the children's questionnaires with ten children in the remand home. On the other hand, the care-givers' questionnaires were tested at the rehabilitation school which had a higher population of caregivers. Those who participated in the pilot testing did not participate in the final research. Both the questionnaires and the interview schedules were examined by child development experts. The experts critically examined the questions to weed out questions that were offensive or emotionally laden or questions that were biased. This was necessary because the questionnaires were developed by the researcher and had not been used somewhere else. The validity of the questionnaires and the interview schedule was also tested by finding out whether the answers given by the respondents met the objectives of the study. After the pretesting each question was weighed against the particular objective. What did not meet the three objectives of the study was discarded.

Reliability

Creswell (2003) describes reliability as the consistency or stability of a measure. After getting permission to access the institution, the researcher with the help of the administrators randomly sampled ten children and then explained the importance of the research to the children. They were requested to participate in filling in the

questionnaires. Each child was given a questionnaire containing forty questions. They were then timed.

The children took between 20 to 40 minutes to fill in the questionnaires. The questionnaires were then collected to check on how the children's answers were close to the anticipated answers. Some children did not answer all the questions. The highest scored 89% while the lowest scored 32%. The difficult index on question per objective was as follows: on questions concerning the home background out of 14 questions 1 scored 14, 3 scored 13, 2 scored 12, 3 scored 10 and 1 scored 7. The range was between 50 -100%. Concerning the questions on practices that enhanced psychosocial development of the children, out of 26 questions, 1 scored 24, 1 scored 23, 1 scored 22, 1 scored 20, 3 scored 17, 2 scored 14 and 1 scored 12. The range was between 46-92%. Finally, in the question concerning challenges faced in the institution, out of 14 questions, 1 scored 12, 4 scored 11, 2 scored 10, 1 scored 9 and 2 scored 7. The range was between 50-85%.

Originally, the children's questionnaire had 40 questions with many subsections. When the children finished filing in the questionnaires, the researcher held a discussion with them to find out what challenges they had experienced in answering the questions. One of the challenges was language barrier. Majority did not understand English well due to their low educational backgrounds. Some complained of too many hard terms they could not decipher. In the process of comparing their answers, the researcher also noted that some questions were repetitive; others were ambiguous and some respondents' understanding of the questions was completely different. As a result, some of questions

were re-worded so as to do away with ambiguity. Others were done away with and simpler language used. This reduced the questions to 27 in number. The researcher decided that when giving out the final questionnaires, each question was read out loudly as the children filled out the questionnaires systematically and clarifications made as need arose. On the caregivers questionnaires, out of the six respondents only three missed out on two questions on the section concerning institutional challenges. The range was between 97% - 100%. It was discovered that the confusion came out of ambiguity of the questions. After doing away with ambiguity and repetitious questions, the caregivers' questions were reduced to a total 16 questions. Apart from discussing with the experts in the area of child development and research, the corrections in the caregivers' questionnaire also helped in the formulation of the administrators' interview schedule.

Data collection procedures

An appropriate questionnaire had been designed by the researcher to make possible the collection of required data. The questionnaires were then administered as follows: 56 copies were given to the children and 21 to the care-givers. The care-givers were the teachers, heads of sections and welfare officers. This was done after all the ethical procedures were followed. The children together with their teachers met the research to establish rapport. After explaining the purpose, the researcher sought permission from the respondents to carry out the research. The questionnaires took 30 minutes to administer as the researcher read out each question and made clarifications as the need arose. Concerning the caregivers' questionnaires, the administrators helped distribute the forms as required to the particular sampled population. Then, the researcher

went back to collect them within a week's time after giving them out. The questionnaires consisted of closed- ended and open- ended questions to get maximum information from the informants. Concerning the interviews, the researcher took the research request and permission letters to the managers and their deputies. After establishing rapport, appointments to interview them at their convenience were made.

Data analysis procedures

Cooper and Schindler (2006) define data analysis as the 'process of editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques' (p. 708). The following steps were used to analyse the data collected for this study:

Questionnaires

- i.) Quantitative data: - First, data editing was carried out to ensure that all the questionnaires returned met the threshold of the 50% as indicated by Mugenda and Mugenda (2003). Second, the questionnaires were checked for accuracy and consistency, and then missing information from individual ones was reviewed through the information in the other questionnaires. Third, coding was done by assigning numerals to the responses to enable categorize them. The data were tabulated using the SPSS computer package to enable easy explanation and description. The information has then been presented in form of charts, graphs, frequencies tables and figures.

Interviews

- a) Qualitative data:- data editing was carried out to ensure that all the interview returns met the threshold of the 50% as well. After which all answers were checked for accuracy and consistency, and then missing information from the interviews was reviewed through the information in the others. In the case of unclear views in the interviews, clarifications were made from the respondents. Only information relevant to the research questions and objectives was identified. The information was then transcribed and reported.

Finally, the researcher has interpreted the information, derived findings and given recommendations.

Ethical considerations

Ethical considerations are the rules of conduct typically used in order to conform to a code or set of principles in the context of the study. Ethical issues were applied in the following ways: To begin with, permission to carry out this study was sought from the Master of Arts in Child Development programme Coordinator then, from the Ministry of Higher Education Science and Technology. Third, in this case of legally under-age children, the institutions' managers were asked for their consent (Ebsen et al., 1996). Permission was also sought from the children and their care-givers. The purpose of the research was explained to every respondent. After the analysis of the data, the researcher hoped to apply the reciprocity principle by sharing the findings of the research with the

various institutions who participated in the study. No one was paid to participate in the study. Confidentiality has been kept by not revealing the names of the participants nor of the individual institutions in the study.

Conclusion

This chapter has dealt with the research methodology under the following titles: research design, area of study, population, sampling and sampling frame, instrumentation, data collection and analysis procedures. The ethical considerations have also been discussed.

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CHAPTER FOUR

DATA ANALYSIS, INTERPRETION AND DISCUSSIONS OF FINDINGS

Introduction

This chapter covers data presentation, analysis and discussion of the findings. Reference to discussion in the literature review has been done in relationship to the findings in the study. Both study objectives and research questions were used in the study. Then, both quantitative and qualitative methods were used to analyse data. This study was based on the following objectives.

1. To establish psychosocial factors in the children's backgrounds which predisposed them to conflict with the law.
2. To identify the practices carried out in the penal institutions to meet psychosocial developmental needs of the children.
3. To find out what challenges the penal institutions face in meeting the psychosocial developmental needs of the children.
4. To make recommendations on how the penal institutions could enhance the meeting of the psycho-social developmental needs of the children admitted therein.

The study sought to meet the above outlined research objectives by finding answers to the following research questions:

1. What were the psychosocial factors in the children's backgrounds that predisposed them to conflict with the law?
2. What were the practices that existed in the penal institutions to meet the psychosocial developmental needs of the children?
3. What were the challenges the institutions faced in their endeavour to meet the psychosocial developmental needs of the children?
4. What recommendations could be made to enhance the meeting of the psychosocial developmental needs of the children admitted in the penal institutions?

According to Mugenda and Mugenda (2003), a good response rate of 50% is a basis for a good a study. The children and the caregivers were given questionnaires while the managers and deputy managers were interviewed. The return rates for the questionnaires and the interviews are presented in Table 4.1 below:

Table 4.1: Return Rates of Instruments Administered

Instruments	Numbers issued	No. completed and returned	percentage
Children	59	56	95
Managers	4	1	25
Deputy Managers	4	3	75
Caregivers	25	21	84

From table 4.1, the number of instruments that were issued totalled 94. However, the numbers completed and returned totalled 81 (86%). This shows that the response rate was good because it was over 50%.

The study therefore sought to find out the following:

Children's bio-data

Age and gender of the children

The study looked into the ages and gender of the children. The responses of the children are presented in Table 4.2 below:

Table 4.2: *Age and Gender of the Children*

Gender	Ages 10-11	Ages 12-13	Ages 14-15	Ages 16-17	Total	Percentage
Female	1	5	7	8	21	37.5%
Male	2	14	15	4	35	62.5%
Total	3	19	22	12	56	100%

From table 4.2, the data showed that there were more males than females respondents in the sampled institutions. This could be due partly to the fact that two of the institutions were for detention of boys, one co-educational and one for girls only. However, from the general population of the institutions, the girls' rehabilitation centres have fewer girls than the boys' institutions. This trend seems to be supported by research that there could be fewer girls because girls are generally more supervised than boys hence, less involvement in crime (Hawkins, 1996). Therefore, there is also need to supervise the boy-child too as a measure to curb his involvement in delinquent acts.

The ages of the children were as follows: 12-13 (33.3%), 14-15 (39.5%) and 16-17 (39.5%) These figures highlight the developmental aspect that youth involvement in delinquency occurs in early adolescence, peaks from ages 15 -17 and declines thereafter

(Wolfgang, Thornberry & Figlio, 1987). This is the transition between childhood and adulthood. The larger percentage of children interviewed (73.2%) were between the ages of 12-15. This implies that there is great need for the psychosocial developmental needs of children to be met early, otherwise, due to the challenges in development during adolescence; they are likely to get involved in delinquent acts. For example, according to Posse and Melgosa (2008), at age three, children's self esteem should not be destroyed because that is likely to lead to inferiority complex that starts to show between ages six to ten. Inferiority complex can lead to feelings of hurt in the children thus predisposing them to delinquent acts.

Origin of the children by provinces

These children came from the various provinces of Kenya as follows: Central, 22 (39%), Rift Valley, 8 (14.3%), Nyanza, 10 (17.9%), Coast 4 (7.1%), Eastern, 4 (7.1%), Western, 4 (7.1%), North Eastern 1 (1.8%) and Nairobi 3 (5.4%). The fact that these children are from all the provinces in Kenya proves the UNICEF (2009) observation that the issue of children in conflict with the law is widespread and national. This shows that the whole society is facing a challenge that is a threat to its stability. Therefore, the involvement by the government in providing solutions should be seen as a priority (Defence for Children, 1990).

Children's duration of stay in the institutions

The children were asked about the amount of time they had spent in the various institutions. Their responses are presented in Table 4.3 below:

Table 4.3: *Duration of Stay in Institutions*

<u>Duration</u>	<u>Rehabilitation</u>	<u>Remand</u>	<u>Reception Centre</u>
1week-2months	8.9	16	19.6
3months-5months	1.8	3.6	1.8
5months-1year	28.6	0	0
1year-2year	12.5	0	0
3+ years	7.1	0	0
<u>Total</u>	<u>58.92</u>	<u>19.64</u>	<u>21.43</u>

From table 4.3 above, it is clear that about 93% of the children had been in custody for between one week and two years depending on the institution. However, each of the three institutions had specified periods in which a child was to be confined. The time periods were as follows: Rehabilitation school, a period of six months to three years, Reception centre, a period of six months and the Remand home, a period of four weeks. In general, it is worth noting that only about 5% of children had exceeded their prescribed time. However, this delay contravenes the Riyadh guidelines that institutionalization of young people should be for minimum periods (Defence for Children International, 2008; R.O.K, 2010). This is because the delay translates to denial of the children's social right to liberty. The challenge, however, is that the delay could be caused by the court cases taking long or the institutions inability to trace the children's homes for integration back into the society (Table 26). It is therefore, incumbent on the government to supply adequate funding and enough magistrates so the children are released within the prescribed time.

Religious affiliation

In terms of religious affiliation, 54 of the children were Christians and two were Muslims. Supporting the view held by Melgosa (2008), the information on the children's religious background is important because it can be used in organizing religious programmes that will help towards the rehabilitation of the children while in the penal institutions. In addition, the community programmes can target the institutions where these two religions are being perpetuated to help curb the vice of delinquency in the society.

Administrators' and Caregivers' bio-data

The administrators sampled consisted of one manager and three deputy managers. The caregivers sampled consisted of 14 males and seven females. Among them were 12 teachers, one head of department and eight welfare officers. Their length of stay in the penal institutions ranged between a few months to over 20 years.

Children's home background

The person living with the child before arrest.

The children were asked whom they lived with before they were arrested. The responses to the question are presented in Table 4.4 below:

Table 4.4: Person Living with the Child before Arrest

Person	Female	male	Total	Percentage
Both parents	5	5	10	17.85
Father	4	4	8	14.29
Mother	7	17	24	42.86
Grandmother	2	5	7	12.50
Uncle	0	1	1	1.8
Aunt	0	1	1	1.8
Teacher	1	0	1	1.8
Employer	0	1	1	1.8
Siblings	2	0	2	3.8
Alone	0	1	1	1.8
Total	21	35	56	100

As shown in table 4.4, the study found out that only 17% (which is 10 out of 56) of the children lived with both parents before their arrest. Eighty two percent (82 %) of them lived with a single parent, relative or any other guardian. Research shows that there can be extreme economic deprivation for a single parent with limited economic means (Eliot & Menard, 1996). Hence, it is likely that the guardians were poor lacking in jobs and therefore, not able to provide the basic needs. Such conditions are likely to have adverse effects on the children and predispose them to delinquent acts (Muga, 1975). At the same time when people become poor, insecurity is created among them and it

manifests itself in form of crimes and delinquency (Kimalu, et al., 2002). This means that some psychosocial developmental needs such as security and basic provisions might not be met. This deprivation thus predisposed the children to conflict with the law. It is therefore necessary the economic empowerment be achieved in the society especially with the setting of the Millennium Development Goals (UNDP, 2009), so that fewer children are affected by the effects of poverty such as delinquency.

Reasons for not living with both parents

Eighty two percent (82%) of children were not living with both parents at the time of arrests (Table 4.4). The reasons they gave for not living with their parents are presented in Figure 4.1 below.

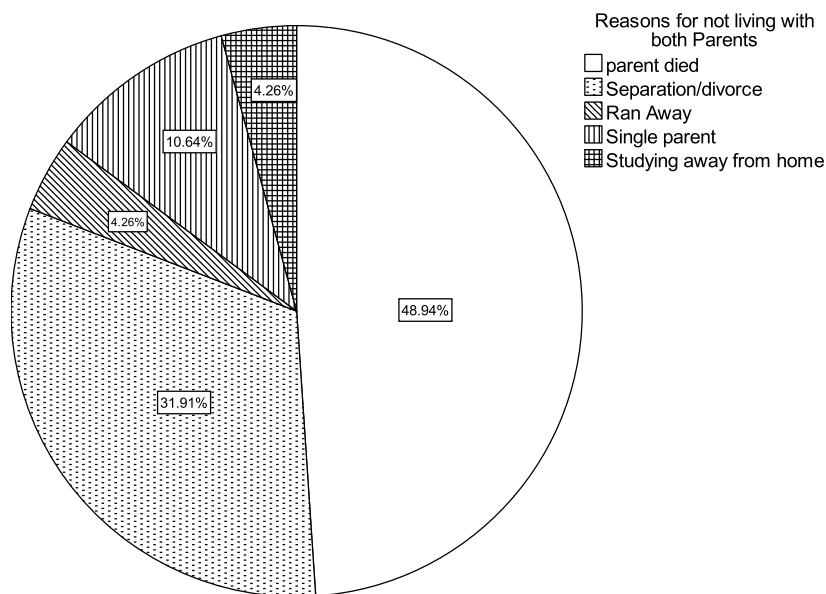


Figure 4.1: Reasons for not living with both parents

As already indicated (Table 4.4), 82% of the children were not living with both parents. This was due to reasons (listed in Figure 4.1) such as death of parents (48.94%), parent being single (10.64%), separated and divorced (31.91%) and children running away from home (4.26%) or studying away from home (4.26%). It is notable that 31.91% of these children were not living with both parents because of divorce or separation. Another 4.26% of the children ran away from home. This supports the observation by Human Rights Watch (2003) and Collins (2002) that there are cases where children leave home because of divorce and get involved in delinquent behaviour. The issues of divorce have a negative impact on a child's psychosocial development as they bring lack of peace and security (Collins, 2002). The author continues to observe that when there is instability in the home, children sometimes run away for fear of being abandoned physically or psychologically or as a way of expressing their anger and to find security elsewhere. This means that the issue of stable families is very important to providing psychosocial support for the children. Part of the solution to family breakups could be seminars on issues of marriage and parenting organized by churches and Non-governmental organization.

The Number of siblings and position of birth in the family

The children's responses concerning the number of siblings they have and their birth positions are presented in Table 4.5 below:

Table 4.5: No. of Siblings and Position of Birth in the Family

No. of Siblings	Position 1	Position 2-3	Position 4-5	position 6+	Total%
1	3.6	1.8	0	0	5.36
2-3	14.29	28.60	1.8	1.8	46.42
4-5	3.8	5.4	8.9	3.8	21.43
6+	0	3.8	3.8	10.71	17.85
Total	30.36	39.3	14.29	16.07	100

Table 4.5 shows that, although 61% of the children had three siblings and below, they still ended up being in conflict with the law. Research shows that a family with four or fewer children spaced at least two years apart has been shown to predict resilience in at-risk children (Werner & Smith, 1992). Although this research did not look into the issue of children spacing, the results show that there were other factors like divorce or death of parents that predisposed the children to conflict with the law as indicated in Table 4.4 and Figure 4.1 above. About 22 of the children came from families with over four to six children. Majority of these children (70%) were either first, second or third born in their families. According to Hawkins (1996), large family sizes may lead to poor parenting because of the problem of divided attention among the several children at once. Hirschi (2002) also notes that variables such as number of children in the family and delinquency are related. Lack of attention from parents, compounded with taking

responsibilities due to birth position can be a great psychological burden to children (Hawkins, 1996). This is because the parents and guardians are likely to be poor so they may not provide the children with basic needs. This can lead some children to looking for jobs and when mistreated by employers they resort to stealing (Morton, 2008). In such cases, the children experience lack of developmental needs such as attention, basic needs, space to enjoy childhood and end up exposed to conflict with the law.

The Respondents reasons for in-attendance of school

The various reasons why the children were not in school at the time of arrest are presented in Figure 4.2 below:

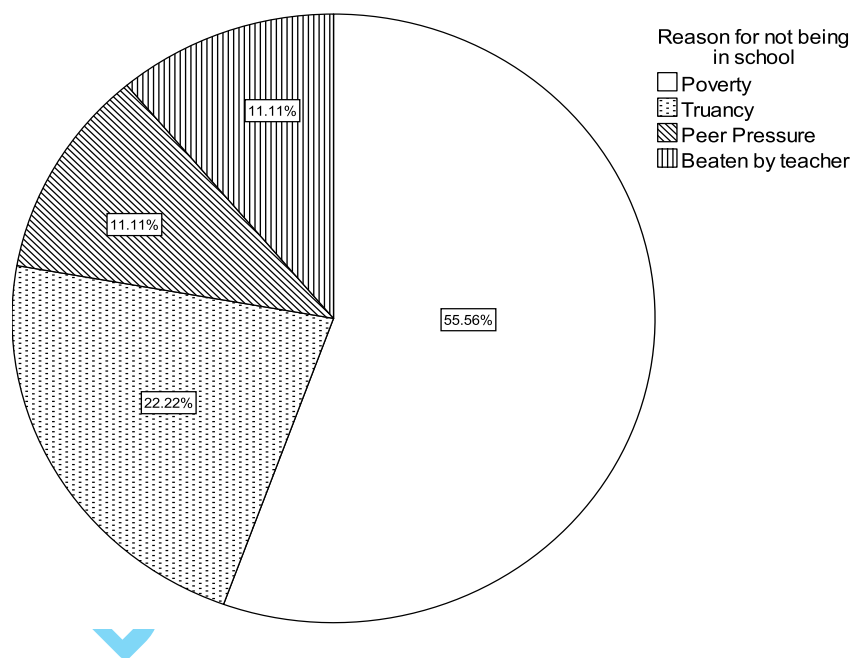


Figure 4.2: The reasons for in-attendance of school

When asked why they had not been attending school before their arrest, the responses were those as listed in Figure 4.2. These include: poverty (55.56%) truancy (22.22%) peer pressure (11.11%) and beating by their teachers (11.11%). All these

reasons for intendance are psychosocial in nature. For those who were not in school, poverty was the greatest contributor. Considering that 55.56 % said they were from poor families, these children might have been too many for the guardians to fend for, hence, predisposing them to delinquency. In addition, the truancy could be explained by NACADA's (2002) findings that abuse of substances like alcohol and drugs caused young people to break rules and laws. The theory of antisocial behavior also states that from age ten, a child's environment may be characterized by increased levels of misbehavior in school (Hawkins, 1996).

Presense of alcohol in the children's family environment

The children's reponses concerning the consumption of alcohol within their family environment is presented in Figure 4.3 :

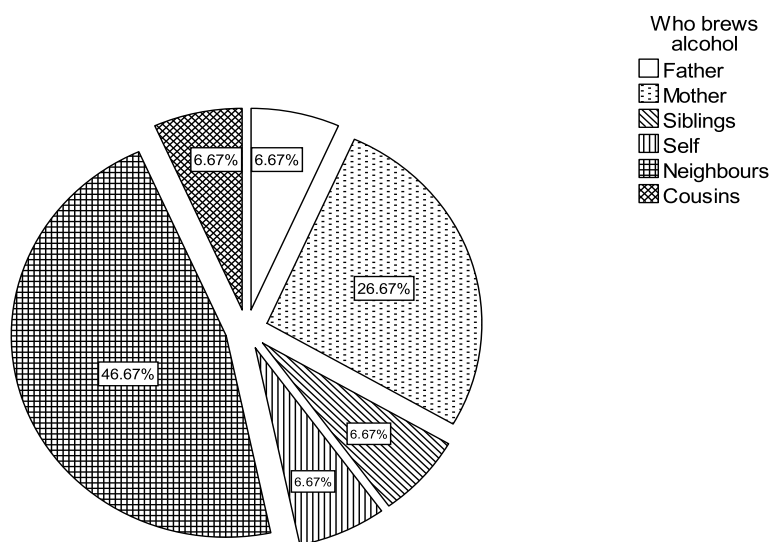


Figure 4.3: Presence of alcohol in the family environment

From Figure 4.3, 15 of the children came from families where alcohol was being brewed and consumed. Mostly the alcohol was brewed by their neighbours (46.67%) and their mothers (26.67%). Notably, 6.67% of the children brewed alcohol.

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Presence of drugs in the family environment

The children's responses concerning the use of drugs within their family environment is presented in Figure 4.4:

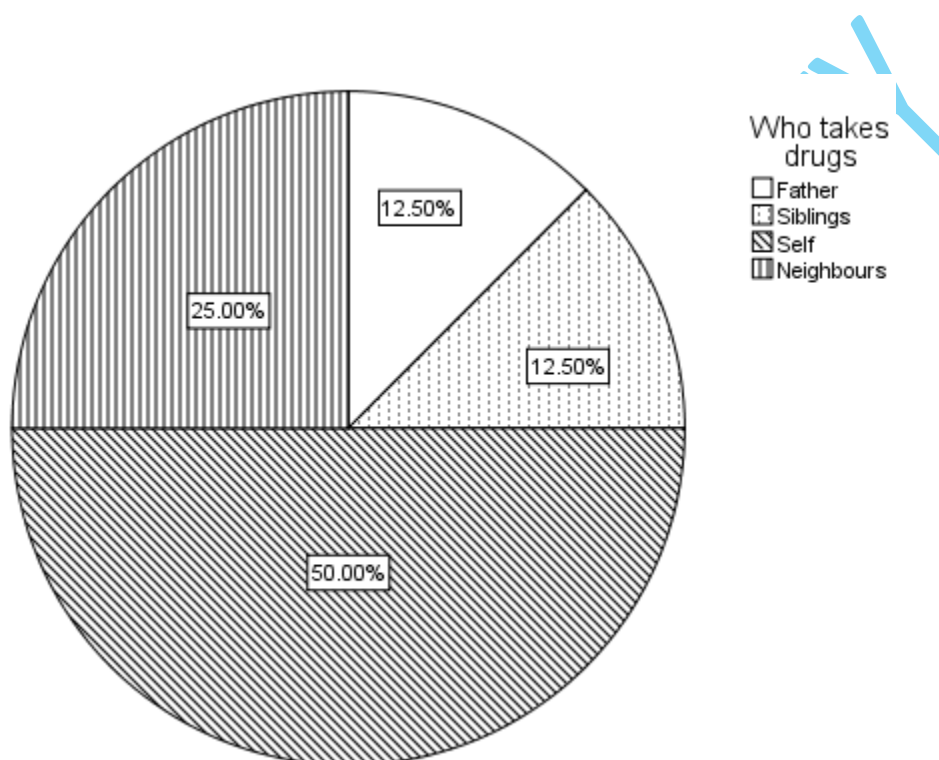


Figure 4.4: Presence of drugs in the family environment

As shown in Figure 4.4 above out of 56 children, eight came from environments where drug taking was prevalent. Those taking drugs included the children themselves (50%), neighbors (25%), father (12.50%) and siblings (12.50%). The presence of people taking alcohol or drugs in the children's environment predisposes children to delinquent behaviour. This is supported by Siegel and Welsh (2009) view that association with delinquent peers or adults, alienation, rebelliousness and early onset of criminal behaviour also predispose children to delinquent behaviour. In addition, the

results of this study support Karechio (1994) view that use of illegal drugs and crimes go hand in hand. Through the new laws referred to as the alcohol regulation laws (2010), the government of Kenya has taken a positive move by regulating the liquor industry. This will probably translate to less abuse of the alcohol by the citizens who include the children. In addition, the crackdown of the drug barons and the subsequent opening of rehabilitation centres across the country may help lower the numbers of young people getting addicted to drugs.

Incidence of previous arrests

The children's responses concerning incidences of previous arrests are presented in Table 4.6 below:

Table 4.6: Incidences of Previous Arrests

Incidences	No of children	Percent	Cumulative percent
None	19	33.9	33.9
Once	19	33.9	67.8
Twice	12	21.4	89.2
Thrice	3	5.4	94.6
Five times	3	5.4	100

As shown in to Table 4.6, about 3/4 of the children (66%) had been arrested previously. This is in agreement with a research carried out by the Human Rights Watch (2003), which found out that once a child was arrested there was likelihood of subsequent arrests. This implies that for these children in the penal institutions, future arrests are

likely to occur once they leave the penal institutions. The situation is even aggravated by the fact that the reasons for previous arrests (Figure 4.5) such as presence of drugs might still exist in their families even when they go back and hence, hence, predisposing them to delinquent behaviour.

Children's reasons for previous arrests

The children's responses concerning reasons for their previous arrests are presented in Figure 4.5 below:

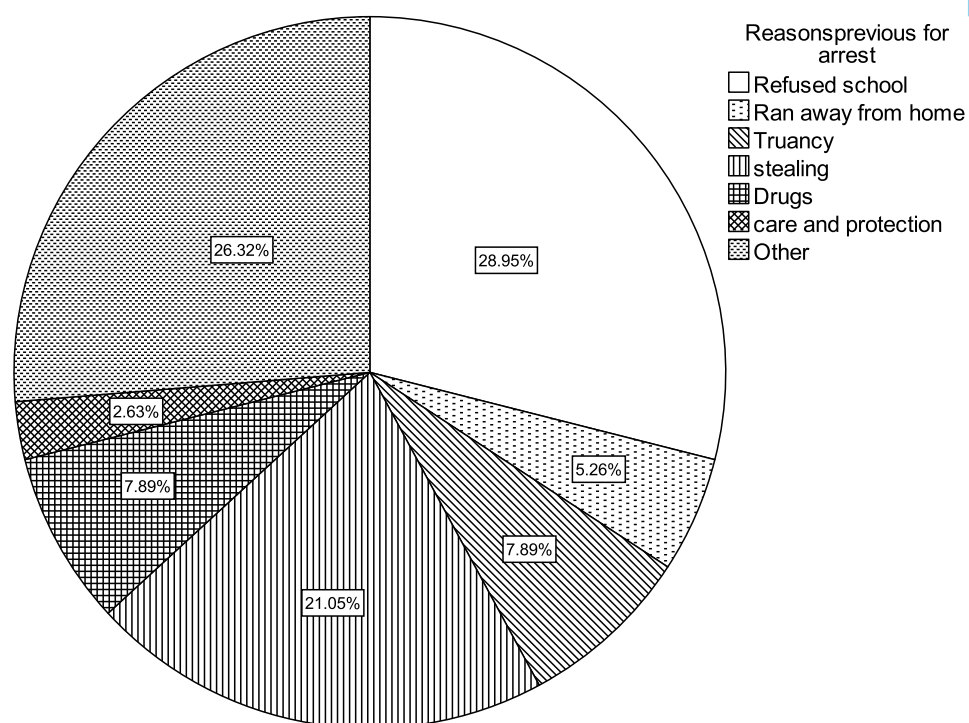


Figure 4.5: Reasons for previous arrests

According to Figure 4.5 above, children indicated that they had been previously arrested due to the following reasons: refusing to attend school (28.95%) truancy (26.32%) stealing (21.5%) and drugs (7.89%) among other reasons. It is worth noting that 2.63% had been detained for need of care and protection. All these reasons are

consequences of deprivation of psychosocial developmental needs (Karechio, 1994; Siegel & Welsh, 2009). Therefore, until these needs are met whether by the institutions or the children's family, there is a likelihood that the children will continued to engage in these acts that put them in conflict with the law.

Reasons for children's arrests according to caregivers

In addition to the children's responses on reasons for their arrests, the caregivers also gave more information on why the children had been arrested. The reasons are as follows: delinquency, stealing, truancy, family abandonment and conflicts, early marriages, loitering, drugs and alcohol, post election violence and murder. All these reasons fall under psychosocial problems that arise when psychosocial developmental needs are not met as indicated by Karechio (1994) and Siegel and Welsh (2009). However, this study cannot conclude that the various institutions had failed to rehabilitate the children since it had not sought to establish when and where the children had been detained during the previous arrests.

Institutional practices

Orientation of the children by the institution

The children's responses concerning their orientation on institutional rules and regulations are presented in Table 4.7 below:

Table 4.7: Orientation of Children on Rules and Regulations

Given Rules	No of children	Percent	Cumulative percent
Yes	52	92.9	92.9
No	4	7.1	7.1
Total	56	100	100

Table 4.7 above shows that 92.9% of the children had been exposed to the rules and regulations that governed the institutions they were admitted into. This is in line with the United Nations for the Protection of Juveniles Deprived of their Liberty (OHCHR, 2007) directive that stipulates that it is a requirement that upon admission to a detention facility, all the children should be given copies of governing rules and a written description of their rights and obligations. This is to enable them understand, among other aspects, reasons for their confinement and the disciplinary requirements to be reinforced. This was a positive move towards developing the children's social relationships through guided interactions. Besides, the practice provides a chance for the child to be trained in obedience to laws which helps in preparing them to return to the society where citizens are expected to abide by the laws.

Children's current school attendance

The children were asked to indicate whether they were currently attending school. Their responses are presented in Figure 4.6 below:

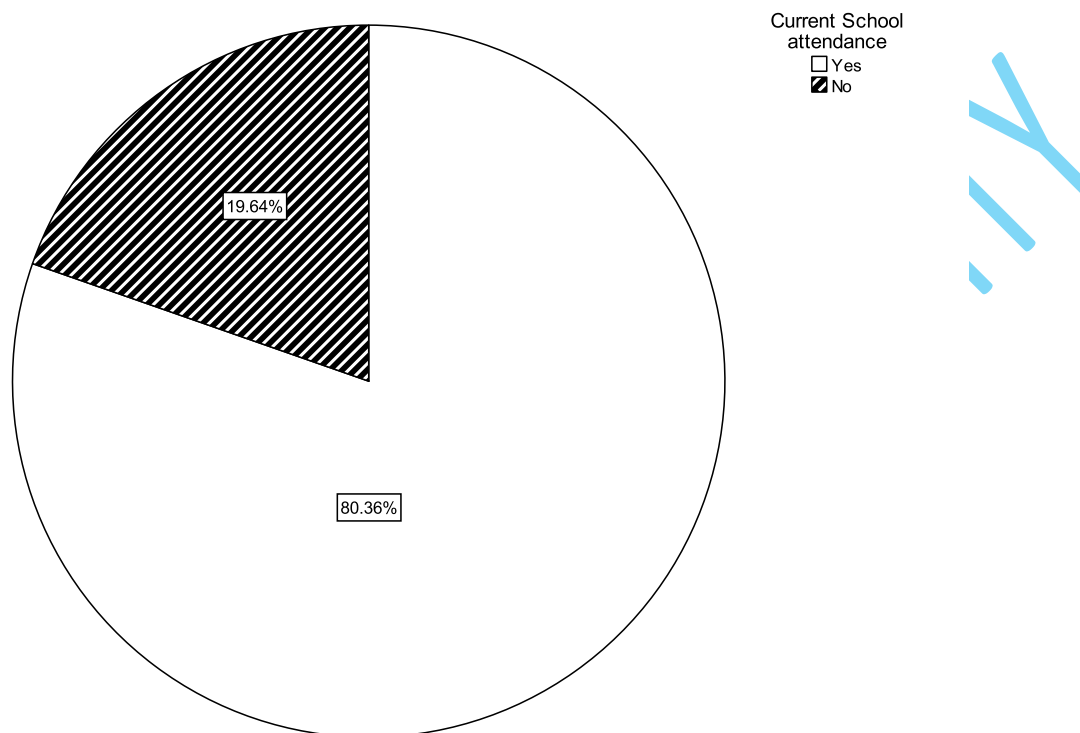


Figure 4.6: *Children's current school attendance*

As shown in Figure 4.6 above, the study revealed that although the majority of the children (80.36%) were attending school, a significant 19.64% were not in school. This is in spite of the government's directive that all school going age children should access free primary education. This meant the formal school for these children came to a halt until their cases were determined. Unfortunately, this data proves Volz's (2009) view that loss of education is one of the negative effects of detention. The lack of education is likely to have a negative repercussion because the children are hindered from active participation in class, a practise that has been associated with protection from

involvement in problem behaviour (Dyfoos, 1990). In essence unless the government of Kenya comes in to enforce its policy on education, children will continue getting into conflict with the law from reasons which could otherwise be avoided.

Participation in Co-curricular activities

The children's responses concerning their participation in co-curricular activities are presented in Figure 4.7 below:

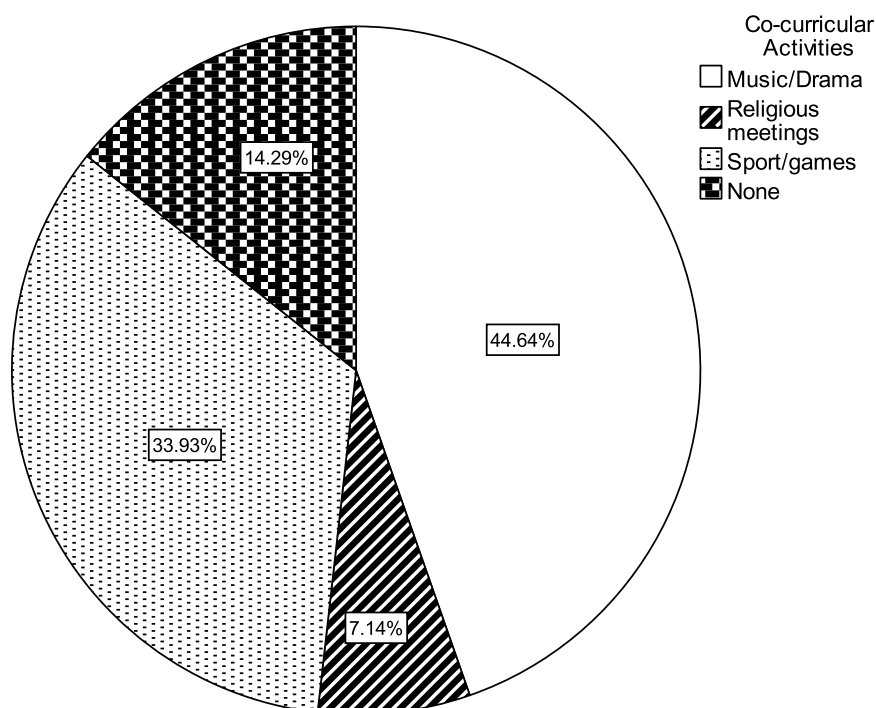


Figure 4.7: Participation in co-curricular activities.

Figure 4.7 shows that all the institutions offered some form of co-curricular activities. This is in agreement with the United Nation rules on Juvenile Protection (OHCHR, 2007), which requires that each institution arranges for the educational and recreational needs of each child therein. However, 43% of the children were not involved in any games or sports. Lack of physical exercise is detrimental to the children because

of the following reasons: Physical exercise has been found to prevent or improve the psychological conflicts such as depression, anxiety, stress and tension, worries, aggressiveness, rage, feelings of low self esteem and cognitive ability (Melgosa 2008). The children admitted to experiencing some of these conflicts as shown on Table 4.17. The institutions must therefore make sure that all the children are involved in physical exercise in order to improve their psychological well being.

Leadership development

The children's responses concerning the presence of prefects and monitors in their midst is presented in Table 4.8 below:

Table 4.8: Presence of Prefects and Monitors

Presence of leadership	No of children	Percent
Yes	51	91.1
No	5	8.9
Total	56	100.0

As shown in Table 4.8, the study revealed that 91.1% of the children recognized that there were leaders among them. These leaders were in form of prefects and monitors. This indicates that there was some leadership ability being developed in the children who were given the responsibilities to govern. Werner and Smith (1992) agree that during this period, the children should be provided with opportunities for governance systems which have been found to be protective factors in inhibiting problem behaviour. Leadership development is also an aspect of training that helps in developing the children's social skills (Posse & Melgosa, 2006). There is however a great need to guide the children as they lead so that they provide positive leadership.

The caregivers were asked whether children were given opportunity to exercise their leadership skills. Twenty one of them replied that children were provided with leadership opportunities by appointments as captains or prefects. This affirms what the children had indicated (Table 4.8). Nevertheless, there is a great need to direct the children in leadership, especially through good examples. The Human Rights Watch (2003) notes that some children suffered physical and psychological abuse in the hands of high ranking officers. This could prove detrimental to the children's social development as it provided poor example of leadership.

Frequency of the religious meetings

The children's responses concerning the frequency of religious meetings are presented in Table 4.9 below:

Table 4.9: *Regularity of Religious Meetings*

Regularity	No. of children	Percent
1-2	24	42.9
3-4	14	25.0
5-7	10	17
No attendance	8	14.5
Total	56	100.0

As shown in Table 4.9, a large percentage (86%) of the children indicated that they attended religious meeting during the week. However, there is 14% who did not attend any religious meeting at all. This could imply that the attendance to these meetings was not monitored closely or they were optional. It is important that the children attend these meetings for their spiritual and moral development. Proverbs 26.6 says, "Train a child in the way he should go, and when he is old he will not turn from it." Melgosa

(2008) also observes that involvement in private or group worship can exert a great therapeutic effect on an individual especially since it carries a high level of joy. He continues to say that spiritual meditation brings about relaxation and helps relieve stressful thoughts. Some of these thoughts which are detrimental to the children's psychosocial developmental needs could include the ones listed on Table 4.17.

Visitation by relatives.

The children's responses concerning the visitors had visited them while they were in the institutions are presented in Table 4.10 below:

Table 4.10: Visitation by Relatives

Visitors	No. of children visited	Percentage
No visitors	32	57.14
Both parents	2	3.6
Mother	10	17.9
Aunt	1	1.8
Neighbour	1	1.8
Grandmother	4	7.1
Others	4	7.1
Total	24	42.9

As shown in Table 4.10, about 24 (43%) of the children indicated that they had received visitors while in the institution. This study notes that visitation was done as follows mothers, 10 (21.5%); grandmothers, 4 (7.1%); fathers, 2 (7.2%); neighbors one and others one (10.7%). However, 57.1% of the children had not received any visitors. Collins (2002) warns that when children are deprived of love, maturation is hindered and problems frequently develop. In order to avoid these problems, the penal institutions need

to have programs that allow interaction between the children and their relatives as proposed by OJJDP (Parents, 1994).

All the caregivers indicated that the children were visited by relatives and family members. However, 4.8% suggested a home visit for the children once a year. Hawkins (1996) states that for children to experience adequate rehabilitation, there is need to link the educational aspects in the penal institution and home to enhance external constraints to delinquent acts.

Caregivers' responsibilities

Table 4.11: *Caregivers' Responsibilities*

Responsibilities	No of caregivers out of 21	Percentage %
Teaching and guidance	17	81.5
Guidance and counselling	12	57.1
Rehabilitation	7	33.3
Care & protection	6	28.6

Table 4.11 shows that the caregivers' responsibilities also indicate an endeavour to meet the psychosocial developmental needs of the children through education, counselling rehabilitation and care and protection programmes. However, 81% of the caregivers indicated that they were teachers but only one had a teacher's training certificate. This could explain why most of the children who had experienced beating said the beating was done by the teachers. Most of the beating took place due to the children's mistakes (33.9%) in class. Streight (2009) underscores the need for teachers to learn the pedagogy of relationships building which is crucial to character development and not to apply violence. Therefore, there is need to train the teachers on other methods of applying discipline.

Administrators' responsibilities that meet the children needs

The findings were that managers played a part in the development of the children psychosocial development needs. They indicated that they were in charge of management, meeting the children's basic needs, and seeing to the normal operation of the institutions. This is very important for the institutions especially to enforce issues such as hygiene. However, according to Defence International (2009) there is need for the government to reinforce the supervision as it can also help solve the challenges (Table 4.22) that incapacitate the managers' effective functioning.

The deputy managers also had some responsibilities that helped in the development of the children's psychosocial development needs. The interviews with the deputy managers showed that they had many responsibilities. However, the ones that were geared to meeting the children's psychosocial needs were as follows: first, assessing the children background. This agrees with Hawkins' (1996) view that to help a child, there was need to link the home with the institution. Second, they provided basic needs to the children and listened to their grievances. In addition, they took charge of children's discipline and cleanliness. These aspects such as discipline are crucial to the development of prosocial behaviour (Hawkins, 1996). The administrators also saw to the day to day running of the institutions. However, they needed to strengthen the supervision as some children reported that they did not bath daily while others did not attend religious meetings. The neglect of bathing and religious meeting are detrimental to the children's psychosocial well being as discussed earlier in the study.

Institutional challenges

Provision of basic needs

Personal hygiene

The children's responses concerning how regularly they bathed are presented in Table 4.12 below:

Table 4.12: Regularity of the Children's Bath

Bathing frequency in a week	No. of children	Percent
1-2	8	14.3
3-4	4	7.2
5-6	5	9.0
7	39	69.6
Total	56	100.0

From table 4.12, we note that most of the children (69%) bathed daily. Unfortunately, 14.3% of the children bathed only 1-2 times a week. This could be due to the lack of water in the institutions as revealed by some of the caregivers (Table 4.22). Without physical cleanliness a children can suffer from diseases such as scabies, hence, their psychological well being end up being affected negatively (Zalkind & James, 2004). Onyango et al. (1991) also concur that after children are arrested; the process takes too long, thus exposing the children to dangerous situations like starvation and scabies. From the researcher's observation some of the children had rashes on their skins. The Children's Act (2001) requires that the institutions be visited regularly for supervisory purposes to ensure hygiene is kept (R.O.K, 2001).

Medical challenges

The responses of the children concerning their experiences of being sick and treated are presented in Figure 4.8 below:

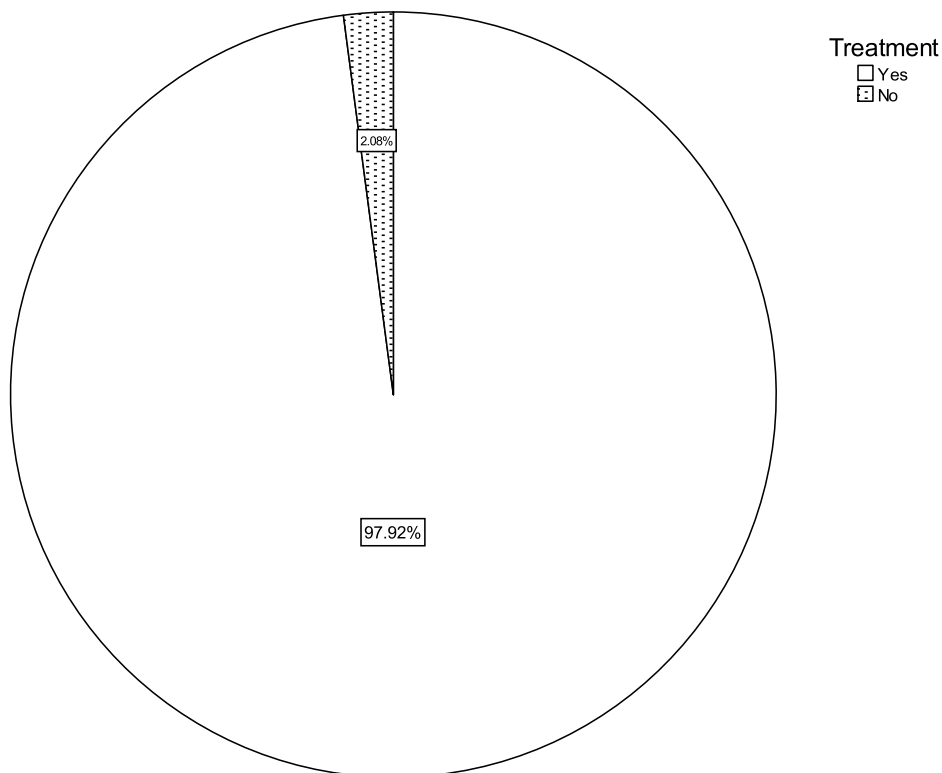


Figure 4.8: Children's medical attention

Forty seven children had fallen sick since being admitted into the institutions. As shown in Figure 8 about 98% of the sick children had been taken for treatment. This is an indication that the children's medical needs were being taken care off. However, the number of children who had fallen sick was quite high and there is need find out the reasons.

The caregivers' views on medical attention being given to the children are shown in figure 4.9 below:

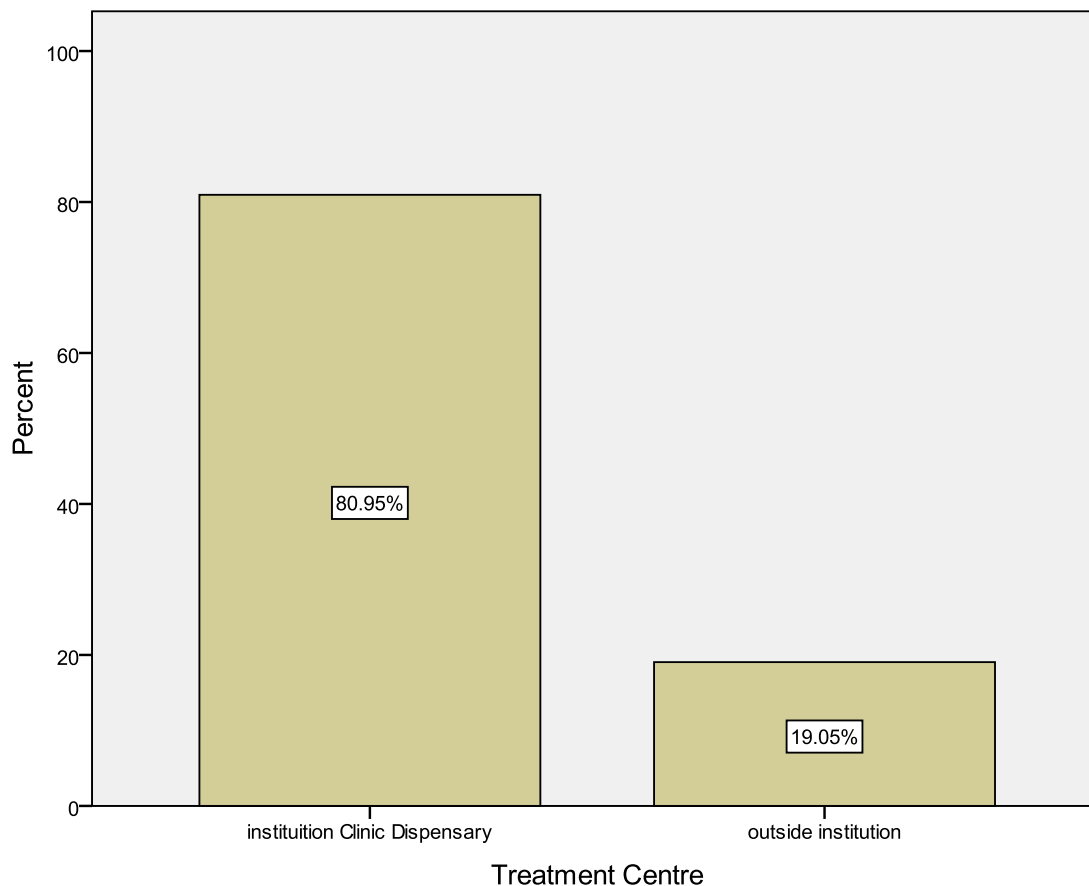


Figure 4.9: Caregivers' view on medical attention

Figure 4.9 shows that of the 17 children who had fallen sick, 80.95% had been treated within the institutions. This indicates that there were medical facilities within the institutions. This is in line with the requirements of the policy on children (ROK, 2008). It shows that this psychosocial need for good health is being catered for.

Clothing

The children's responses concerning being issued with uniforms while in the institution are presented in Table 4.13 below:

Table 4.13 : Issuance of Uniforms

No. of uniforms issued	No of children	Percentage
1	19	33.9
2	29	51.8

86

3 - 4	5	8.9
None	3	5.4
Total	56	100

Table 4.13 shows that the majority of children (53) had been issued with uniforms. Sixty three percent (63%) of them had more than one uniform. This provision of clothing helped shelter the child from nakedness and cold. However, the researcher noticed that some of the uniforms were torn or too scanty such that the children were exposed to the cold weather. This is exposing children to dangerous situations like illness as observed by Onyango et al. (1991). Quite a large number of children had torn uniforms that needed replacement. This could indicate neglect in some of the institutions. This neglect contravenes the Conventions on the Rights of the Child (UNICEF, 2006) that expects children to be protected from anything that can harm them physically and emotionally.

Programming needs

The children's responses concerning the types of careers they pursued while in the institution are presented in Figure 4.10 below:

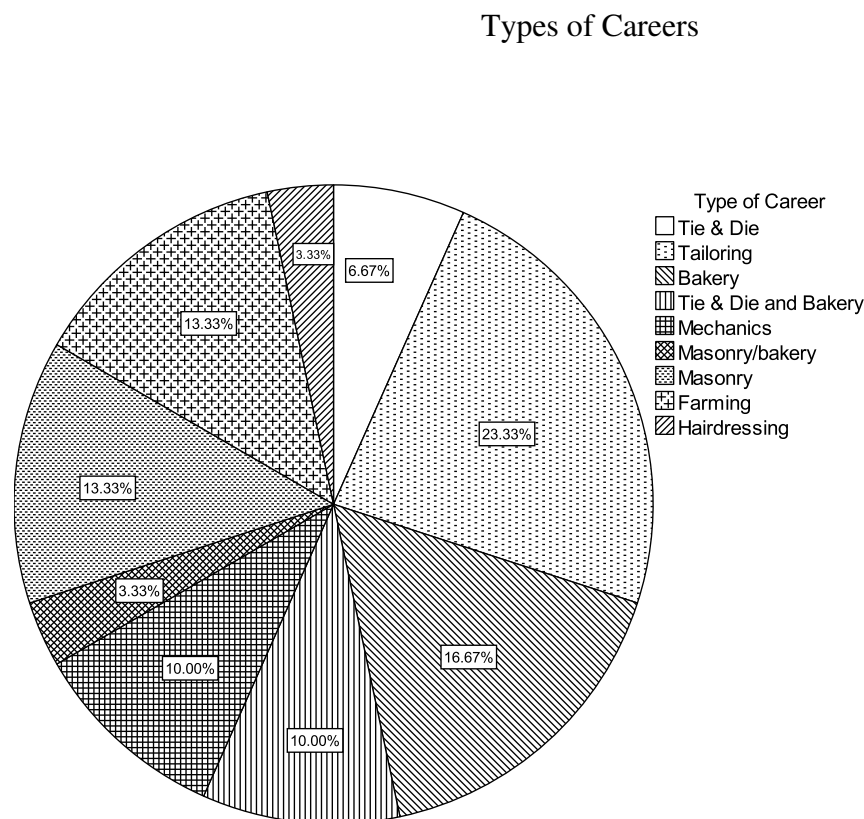


Figure 4.10: Types of careers offered in the institutions

Figure 4.10 shows that out of the 56 children sampled only 53.6% had access to career training education. When the different percentages were tallied for the various careers, the responses were as follows: tailoring 23.33%, bakery (30%), tie & die (10%), masonry (17%), farming (13.3%) and hairdressing (3.33%). When asked what improvements they needed in the institutions, 32.2% of the children suggested that they needed to see more career courses being taught (Table 24). This agrees with Zalkind and James (2004) observation that in Kenya, the remand homes have few vocational classes.

Ndambuki and Mutie (1991) also urges educators to aid children by placing them where they are talented to enable them make best possible career choices. In this case the choices were few. A majority of the children come out of detention facilities with no significant life and vocational skills required to escape crime and delinquency (Human Rights Watch, 2003). The institutions need to look into the issue of vocational courses, more so, because their main aim is to reintegrate the children back into the community by stopping them from getting into crime and delinquency. Children's co-curricular activities

When asked what kind of co curricular activities the children were involved in, the following were the collations from the caregivers in terms of the numbers and percentages: drama/ dancing, 21 (100%); sports, 20 (95.2%); Clubs, 10 (46.6%); kiwi making, 2(9.5%); singing, 2 (9.5%) and dye –making, 2 (9.55%). The caregivers' list adds a range of vocations to what the children had said. It is worth noting that only two people in the sample indicated that children were involved in kiwi-making and singing. This could imply that some of the caregivers are demoralized; hence, they do not know what goes on in the institutions (Elrod & Ryder, 2010). The caregivers need to familiarize themselves with the children's activities in order to encourage them.

Books & Materials

The children's responses concerning the availability of books and materials within the institution are presented in Table 4.14 below:

Table 4.14: Availability of Books and Writing Material

Awareness of availability of books and materials	No of children	Percentage of children
Yes	54	96.4
No	1	1.8
No answer	1	1.8
Total	56	100

From Table 4.14, it can be seen that 96% of the children indicated that the institutions provided books and materials. This provision is necessary for education to take place (Robison & D'Aloisio, 2009). However, the scope of the study did not cover the aspect of finding out the source, quantity and quality of these resources.

Physical abuse in the institution

The children's responses concerning physical abuse in the institutions are presented in Table 4.15 below:

Table 4.15: Physical Abuse in Institutions

Reasons	No. of children	Percentage	Perpetrator
Mistakes in class	17	33.9	Teacher
Punishment refusal	2	3.6	Teacher
Truancy	1	1.8	Teacher
Fights among children	12	21.4	Teachers/children
Scramble for food	1	1.8	Children
Attempted escape	1	1.8	Teacher
Refusal to take medicine	1	1.8	Teacher
Total	37	66.07	

As shown in table 4.15, thirty seven children admitted to having been beaten while in the institution. Out of the 37 respondents, 28 had been beaten by their teachers while nine of them had been beaten by other children in the institutions. Zalkind and James (2004) also note that overcrowding makes it difficult to provide education and recreation to the juveniles while it causes tension between the staff and the youth leading to an increase in violence and assault. Volz (2009) has identified some sources of violence as including: the staff and other children. The children had been beaten for various reasons such as: mistakes in class (19) fights amongst themselves (12) refusing to do punishment (2), truancy (1), trying to running away (1), refusing to take medicine (1) and scrambling for food (1). Zalkind and James (2004) observe that children in penal institutions are battered for breaching minor rules. Also noted was that at least 66.1% of the children were in one form of conflict or another. Volz (2009) also asserts that when the caregivers are violent, the children might end up being socialized negatively to be

violent. Probably this explains why the children are experiencing beatings among themselves. Beating is practice that had been outlawed by the government. Hence, the government needs to monitor what activities take place in the institutions to ensure that the children are not being abused.

Counseling needs

Provision of Guidance and Counseling Services

The children's responses concerning the provision of guidance and counseling in the institutions are presented in Table 4.16 below:

Table 4.16: Provision of Guidance and Counseling Services

Relevance	No of children	Percentage
Yes	40	71.4
No	3	14.3

As shown in Table 4.16, over $\frac{3}{4}$ of the children reported receiving guidance and counseling services in their various institutions. However, 16 (5%) of the children had felt the process was not relevant to their needs. This can have negative repercussion on them because the multitude of changes these children as adolescents go through necessitates the need for guidance and counseling (Ndambuki & Mutie, 1999). Table 4.17 shows a list of their counseling issues.

Respondents' counseling issues

The children's responses concerning the topics they had been counseled on are presented in Table 4.17 below:

Table 4.17: Children Counseling Issues

Counseling issues	No of children Counseled	% out of children 56
Respect, forgiveness, honesty	22	39.35
Against stealing	9	16.1
Education	8	14.3
HIV/Aids	8	14.3
Self awareness	7	12.5
Drug abuse	7	12.5
Self esteem	6	10.7
Stress	6	10.7
Good grooming	6	10.7
Peer pressure	5	8.9
Life skills	4	7.1
Prevention of diseases	2	3.6

Table 4.17 shows that the children were counseled on issues of respect, forgiveness and honesty (39.35%), against stealing (16.1%), handling stress (10.7%), educational issues (14.3%), HIV/Aids (14.3%), drug abuse (12.5%), self awareness (12.5%) and life skills (7.1%). Majority of the children 39.35% indicated that they were counseled on respect, forgiveness and honesty, these are issues that ensure that a society is living in harmony. This indicated that the institutions are working towards building relationships. However, since there are still a lot of conflicts (Table 4.15) there is need for professional counseling. Issues such as self awareness and self esteem are paramount to the holistic development of adolescents. This is because, specifically, they are going

through a stage where they either find their identity or end up in role confusion as shown in Erikson's theory of psychosocial development. It is therefore, imperative that the government through the Children's Department looks into ways of equipping the institutions with professional counselors.

The managers and the deputy managers revealed that the institutions had counsellors. However, the counsellors were from an NGO such as CEFA, Youth Alive and Empower a Child Kenya. Unfortunately, they were only available for two years. The study revealed that the lack of government employed counsellors attached to the institutions was one of the caregivers' complains (Table 4.22). The lack of counsellors is also supported by research (Kyuli, 2003; Elrod & Ryder, 2010). However, it is unfortunate considering that the children came from backgrounds that exposed them to delinquent acts; hence, they needed professional help. In addition, considering the issues mentioned by the children as shown in Table 4.17, there is urgent need to employ qualified guidance and counselling personnel, otherwise, the children psychosocial well being is put at risk. The absence of the counsellors could therefore hinder total rehabilitation of the children.

It is commendable that Non- governmental institutions like CEFA gave the penal institutions a boost and helped them acquire more knowledge and skills. But since the penal institutions are public institutions, the government needs to come in as recommended by OHCHR (2007).

Training of caregivers and administrators

Concerning academic qualifications, the caregivers were asked whether they were trained child care officers and the level of their qualification.

The caregivers indicated that 13(69%) of them were trained child care officers.

The care givers responses on academic qualifications are shown in the Table 4.18 below:

Table 4.18 : Caregivers' Academic Qualifications

Qualification	No. of caregivers	Percentage
Masters	1	4.8
Bachelors	4	19.0
Diploma	5	23.8
Certificate	4	19.0
No training	7	33.3
Total	21	100.0

As shown in Table 4.18, the sampled caregivers had the following qualifications: Masters Degree, (4.8%); Bachelors Degree, 5 (19%); Diploma Certificate, 5 (23.8%); Certificate, 4 (19%) and no training, 7 (33.3%). Most notable was that 33.3% of the staff had no academic qualifications at all. When asked about workshop attendance, the caregivers revealed that they had attended courses in the following areas: child counselling (42.9%); sex education/ HIV and Aids (38.1%); child care and protection (33.3%); life skills (28.6%), child delinquency (19.9%); monitoring and evaluation (14.3%); child rights (14.3%); social work (9.5%) and drug abuse (9.5%). This reveals that most of the courses had been attended by less than 35% of the respondents. Volz (2008) indicates that the most of the children in penal institutions are special needs children; hence, they need qualified personnel to handle them.

From the caregivers sampled, only one qualified to be a teacher by virtue of possessing a (Primary One) P1 Certificate. It is unfortunate that there were very few trained teachers yet; research shows that supportive teachers who reinforce children positively have been found to protect children from later involvement in problem behaviour (Dyfoos, 1990). According to Robinson and D'Aloisio (2009), the responsibility of organizing and the provision of education for children in detention are often taken by NGOs usually because of the failure by the state to do so. The people who volunteered to teach the children were from CEFA AND JICA volunteers. The lack of adequate teachers contravenes UN Convention on the Rights of the child (UNICEF, 2006) that the children's best interest is taken care of and that they have a right to cognitive development.

The study revealed an attempt to equip the managers on children's issues as the one interview held a Bachelor of Arts and also training in child rights instruments and conventions. This is a positive move according to Streight (2008) who states that for one to understand a child there is need to be educated in the children's issues. Besides, by learning about the conventions, the manager was being equipped with the guidelines on how handle the children effectively.

The study also reveals that the deputy managers' areas of training included: Sociology, Economics and Clinical Psychology. Some of these areas are not directly concerned with child development and this can prove to be a hindrance in the handling of adolescents who are experiencing many challenges as indicated by Ndambuki and Mutie (1999). To enable better handling of the children, it is needful that the administrators have more child development oriented courses. On attendance of workshops on

children's issues, the deputy managers listed training experiences in the following areas: child participation, decision making, custodial health-care promotion, drug abuse, reproductive health, HIV and Aids, counselling, child development stages and peer education. It is commendable that capacity building is being undertaken to equip the administrators as required by R.O.K (2008).

Caregivers' view on the children's critical psychosocial needs

The caregivers were asked what they considered to be the most critical psychosocial needs of the children in the institutions and what they thought could be done to meet these needs. The care givers indicated that the psychosocial needs of the children were as follows: peer counselling, need to be understood, development of social and communication and skills, health/ physical care, parental love and acceptance. According to Ndambuki and Mutie (1991), counselling provides the children with skills, awareness and knowledge which enable them to confront social inadequacies. Hawkins (1996) also indicates that acquiring skills to handle these issues is an aspect of intervention because it provides the children with skills to negotiate the greater number of behavioural choices while avoiding antisocial behaviour.

However, the care givers also acknowledged the fact that they were inadequately trained to handle the children in some of the following areas: development of social skills (66.7%), character formation (33.3%), introduction of peer counselling (23.8%), health/ physical care (14.3%) and adjustments to the institutions (14.3%) as indicated in Table 4.19

Table 4.19: Children's Issues Challenging Caregivers

Topic	No of caregivers	Percentages%
Social skills	14	66.7
Character formation	7	33.3
Adjustment to institutions	5	23.8
Lack of parental love	4	19.0
Health/ physical care	3	14.3
Love & acceptance	3	14.3
Understanding adolescents	3	14.3

The information in Table 4.19 reveals that there is a big challenge in terms of training of the care givers. One of the concerns of the care givers (53%) was that the institutions needed qualified personnel both as staff and counsellors. Ndambuki and Mutie (1991) reveal that to help the young people there is a need to understand their issues. Such kinds of issues need personnel who understand children and their developmental process. It also needs people who spend most of the time with the children. Unfortunately, the institutions had relied on NGO's to help with the counselling. According to some of the caregivers, some of these NGO'S included: CEFA, Youth Alive Kenya, NACADA and Empower a Child Kenya among others.

The deputy managers also reveal that the children underwent psychological torture in trying to adjust to the new environment. In addition, they faced social challenges due to language barrier. This implies that there was dire need to have counselors to help with the adjustment of the children. According to Table 4.22, the caregivers had also indicated that they needed help in training the children to adjust to the institutions. This issue needs to be handled urgently. This is because it could result to

caregivers experiencing conflicts in their roles as indicated by Elrod and Ryder (2010) thereby, suffering from burnout. This could lead to high staff turnover.

According to this study, the managers indicated that the children faced various psychological challenges. These challenges included: change of environment, lack of schooling, lack of attachment from their families and negative peer influence. Meanwhile, some children were still grieving as a result of being orphaned just before their institutionalization. Other children feared stigmatization from the society especially as the end of the confinement terms were nearing. A number of children were still reeling from the effects of substance abuse and needed to be rehabilitated. Cases of involvement in homosexuality were also found among the children. Anger management and depression were also challenges the children were faced with. The presences of these psychosocial challenges indicate that the children were experiencing psychological torture. Hence, there is dire need for counseling and equipping of these personnel who are handling the children. There is also a violation of the children's rights by denying the education (R.O.K, 2008). Hence, the government needs to look into the programming needs of the institutions.

Caregivers' suggestions on meeting of children's psychosocial needs

To meet the psychosocial needs of the children the caregivers gave different suggestions. Among the twenty one caregivers, two felt there was need to have more sports, six, suggested the need for educational programs, ten suggested the provision of counselling services, one indicated the need for friendly staff, nine, suggested

employment of qualified staff, one felt that home visit once a year was necessary and one suggested the separation of children in different institutions in terms of their ages. Some of these needs are also indicated by the children as affecting them (Table 4.17).

Recreational facilities

The children's responses concerning the venues for religious assemblies are presented in Figure 4.11 below:

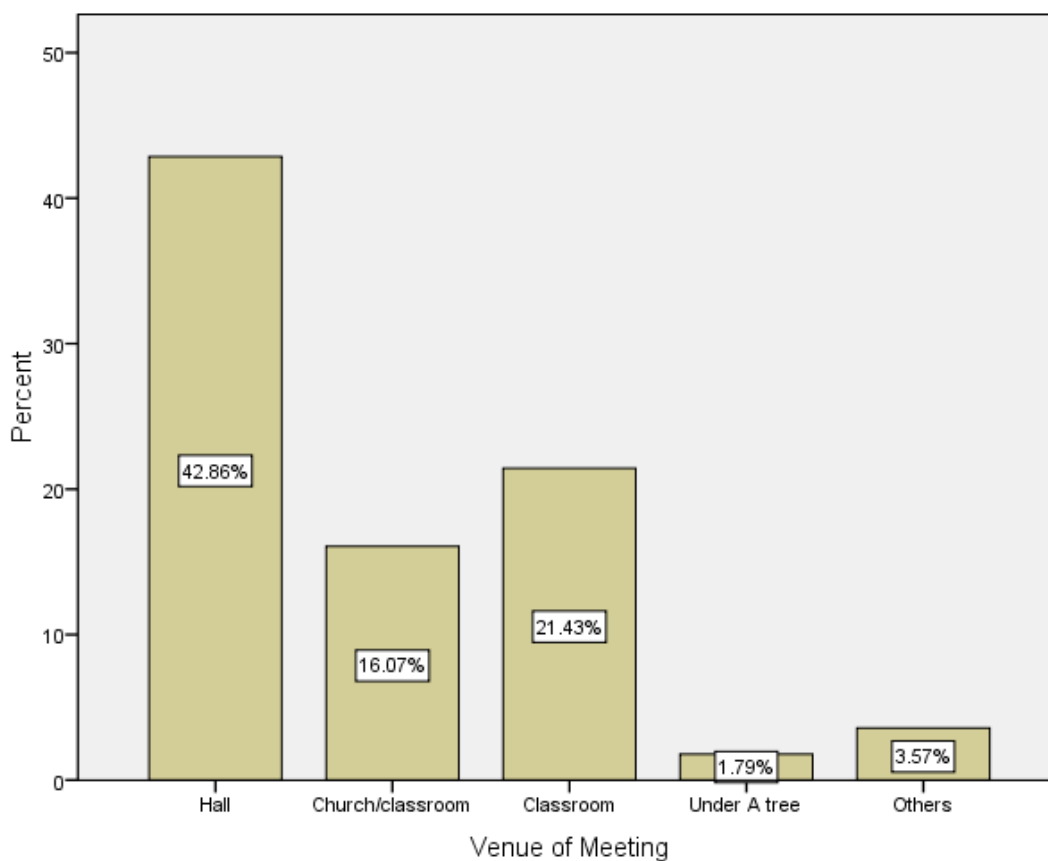


Figure 4.11: Venue of the religious meetings

As shown in Figure 4.11, the following percentages of children indicated that the religious meetings took place in the institutions halls (42.9%), classrooms (37.5%) and

the church (16.1%). This reveals that the institutions provided venues for religious activities. Nevertheless, the children must be monitored to ensure that they attend religious meetings which are helpful towards their rehabilitation as suggested by Melgosa (2008).

The caregivers' views on regularity of religious meetings are presented in Table 4.20 below:

Table 4.20: Caregivers' View of Religious Meetings

Weekly meetings	Regularity	Percentage of caregivers
One a week	4	19.0
Twice a week	6	28.6
3-4 times a week	2	9.5
Over five times	9	42.9

Table 4.20 shows that all the caregivers agreed that all children had regular religious meetings. However, the regularity of the meetings differed according to institutions. Considering the part spirituality plays in providing moral development in the children's lives (Melgosa, 2008), there is need to increase the meetings within the week especially where the meeting is only held weekly. It is also necessary to monitor them to ensure that all children attend.

Facility availability

In terms of facility availability the managers indicated that the following were provided for the children: fields for recreation, laboratories and classrooms for educational purposes and the dining hall and the church building for religious worship. The study revealed the presence of these facilities showing an endeavour to meet the children's psychosocial needs. The presence of groups like CEFA is also commendable.

However, the government should not relegate the support of the penal institutions to NGO's only as indicated UNICEF (2009).

The administrators interviewed indicated that the following facilities were available for the children's recreation: fields, farms, balls, televisions sets and recreation rooms for in-door games. To cater for the children's educational needs, the following were provided: library, classes and laboratories for vocational courses like bakery and tailoring. They also reported that the institutions had availed the following: church buildings, dining hall and classrooms to cater for the children's spiritual. However, some had a problem understanding the word facilities because they also referred to the human resources. Others saw the farm as a source of recreation. This implies that for them when a child is working, that child is involved in a form of recreation. Probably this could explain why 21% of the children have complained that the manual work or punishment needs to be reduced (Table No.4.21). It also worth noting that 43% of the children were not involved in games or sports contrary to the UN rules on Juvenile Protection. Moreover, this lack of involvement in games predisposes them to psychological conflicts (Melgosa, 2008). This requires that the administrators supervise recreation programmes.

Accommodation space

The administrators were also asked about the number of children in the institution. The findings revealed that the total number of the children in the their institutions was 366 children instead of the normal capacity 360. Therefore, one of the challenges faced by the institutions was the huge numbers of children who were admitted. This shows congestion as attested by Defence for children (2009) and the children's Act (2001). Unfortunately, this congestion can lead to the denial of a child's psychosocial needs by exposure to diseases and violence as indicated by Human Rights Watch (2003). It also reflects the findings of the research done by OJJDP which revealed that problems in juvenile facilities were substantial and widespread most notable living space among others problems (Parent, 1994). This implies that the facilities are overstretched that quality services become difficult to offer to the children.

Areas that need improvement according to the children.

The following areas presented in Table 4.21 below were highlighted by the children as requiring improvements:

Table 4.21: Children's Suggestion for Improvement

Improvements	No of children	% out of 56 children
Learning materials	20	36
No. of teachers	12	21
Punishment	12	21
Variety of courses	6	11
Guidance & counseling	6	11
Food	2	4
Bedding	2	4
Water supply	2	4
No. of religious meetings	1	2

As listed in Table 4.21, the children felt that the following areas in the institutions needed improvements. Provision of learning materials and equipment, number of teaching staff, variety of courses, provision of guidance and counseling, basic needs like food and bedding, water supply and number of religious meetings. According to R.O.K (2010) lack of improvement in these areas indicate a violation of the children's fundamental rights. The core reason for the existence of the penal institutions is to ensure that children are transformed from delinquents into responsible citizens. However, that becomes difficult when basic resources and services are not provided. Hence, the government needs to do a comprehensive review of the facilities and upgrade them to meet the required standards as indicated in policy documents concerning children.

The caregivers were asked what suggestions they could give to help improve the institutions. Some care givers felt that the institutions needed improvement in the following areas: The suggestions are presented in Table 4.22:

Table 4.22: Caregivers' Suggestions for Improvements

Areas of improvement	No of caregivers	Percentages (%)
Financial support	11	52.4
Staff training	11	52.4
Educational/ vocational training	9	42.9
Qualified counsellors	9	42.9
Children's attitude	6	28.6
Working tools and resources	6	28.6
Government support	4	19.0
Community support	4	19.0
Water supply	3	14.28
Recreational activities	2	9.5
Institutions' security	1	4.8
Magistrates handling of cases	1	4.8

From the caregivers' lists of things that needed improvements in the institution (Table 4.22), we can deduce the following challenges: lack of trained staff (52.4%), lack of the water supply (14.3%), lack financial support (52.4%) lack of tools and resources (28.6%), lack of staff housing (28.6%) and lack of government support (19%) among other areas. These are problems that could lead to demoralization of the staff (Elrod & Ryder, 2010). The same observations have been made by researchers such as Parent (1994), Zalkind and James (2004), ANPPCAN (2002) and UNICEF (2009) among others. The fact that these observations have been made over the years show that these problems have persisted in the institutions. Since, they affect the psychosocial

development of the children among other aspects; it could imply that some of the children have not been transformed as a result. Hence, the explanations for many previous arrests records found among the children.

In terms of improvement from the managers' point of view, the study revealed that the manager felt there was need for the children to be empowered. At the same time, the institutions needed adequate funding to enable them trace the children's homes. These are important activities in helping the children develop psychosocially. For example, reuniting them with their families was paramount to their development according to Melgosa (2008). Although, the study did not research on how the institutions handled the families to ensure that children were protected while at home, from the challenges faced by the institutions, it is possible that there were also lack of adequate counselors to handle the children's families. This could become a predisposing factor to the children getting into conflict with the law once they were released from detention, as a result of unchanged home environment.

The deputy managers also felt that improvements were needed in the various institutions. One area they identified was the need to decongest the institutions. They suggested that they would appreciate authority to transfer some of the children to other children's penal institutions across the country. Others felt there was need to increase staff especially those who could handle special needs children like those with mental disorders and medical problems. They also saw the need to have more training on guidance and counseling and adequate funding to enable them trace the children's homes. Finally, some felt that there was need for the government to separate children who had committed crimes from those who needed care and protection. Some of these

issues have been identified to interfere with staff operations as they lead to stress, burnout and high staff turnover (Elrod & Ryder, 2010). These suggestions for improvement need to be looked into by the government and measures taken so the administrators perform their duties without hindrances.

Summary

The chapter has dealt with the analysis, presentation and interpretation of findings. Discussions have also been carried out based on the objectives of the study from the points of view of the children, caregivers and administrators. These discussions concerned the predisposing factors to delinquency and the meeting of psychosocial developmental needs of the children in the penal institutions.

DAYSTAR UNIVERSITY

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Introduction

The research was conducted to find out how the psychosocial developmental needs of children in penal institutions in Nairobi County, Kenya were being met. The study was guided by the following research questions:

1. What were the psychosocial factors in the children's backgrounds that predisposed them to conflict with the law?
2. What were the practices that existed in the penal institutions that provide for the psychosocial developmental needs of the children?
3. What were the challenges the institutions faced in the endeavour to meet the psychosocial developmental needs of the children?
4. What recommendations could be made to enhance the meeting of the psychosocial developmental needs of the children admitted in the penal institutions?

Summary

The findings of the study revealed the following:

- a.) The following psychosocial factors were present in the children's backgrounds: single parenting, lack of parents, large numbers of siblings, birth positions that required that they take financial family responsibilities, family abandonment and

conflicts, exposure to early marriages, post election violence repercussions, school in-attendance, presence of alcohol and drugs in their family environments and previous arrest records. There were also socio-economic challenges such as poverty that caused some of the children to run away from school and home.

b.) Some practices aimed at enhancing the psychosocial development of the children existed in the penal institutions as follows:

i.) Over ninety-five percent of the children had been given provided with the institutions' rules and regulations documents, 80% were attending school while 57% were involved in co- curricular activities like music, drama, sports, games and religious meetings. There were also leaders among them in the form of prefects and monitors. Visitation by relatives was also allowed to enhance the children's psychosocial development.

ii.) Some practices in the institutions, however, were detrimental to the children psychosocial development. There was psychological and physical abuse on thirty seven percent of the children. It was mostly carried out by the teachers. Some children did not observe hygiene by bathing; others did not get involved in co-curricular activities, while some did not attend religious meetings.

iii.) The interviews with the administrators showed that they had some responsibilities that were geared towards meeting the children's psychosocial needs. For instance, they assessed the children on admission; they provided basic needs to the children

and listened to their grievances. They also they took charge of children's discipline and cleanliness.

c.) The challenges the institutions faced in their endeavour to enhance the psychosocial development of the children.

i.) Although the penal institutions faced a myriad of challenges, there were a few areas in which they had realized positive results. For example, concerning the provision of basic needs, most of the children (69%) observed hygiene by bathing daily, 84% had accessed medical treatment when they fell sick and 53 children out of 56 had been issued with uniforms. In addition, concerning programming needs, 96% of the children indicated that books and writing materials were provided by the institutions. Three quarters of the children also indicated that their counseling needs were well handled. In terms of recreational facilities, the administrators indicated that some facilities such as fields, sporting equipment and assembling halls were available for the students. Finally, it was notable that 75% of the sampled administrators and caregivers had academic qualifications ranging from masters degrees to certificates.

ii.) There were, however, challenges facing the penal institutions. These included the following: a significant number of the children (85.7%) had fallen sick since being admitted and some of the children had torn uniforms. Of the 56 children sampled, 46.4% had no access to career training courses. At least 16 (5%) children felt that the guidance and counselling offered by the institutions' personnel did not meet their needs. Meanwhile, 42% of the caregivers also

indicated that there was lack of adequate counselling within the institutions. At the same time, they were not equipped to counsel children on issues such as development of social skills, adjustment to the penal institutions, character education, health and physical care among other issues. Generally, on areas that needed improvement, the children indicated the following: facilities, staffing, the quality of educational and vocational training, work equipment, recreational activities, funding and judicial procedures, provision of basic needs and guidance and counseling. Another challenge was that there was only one trained teacher who possessed a Primary one (PI) certificate other 17 teachers were untrained. Finally, the institutions had 372 children against their capacity of 360 children.

Conclusions

The following conclusions are based on the findings of the study.

a) Home background

Concerning the influence from the children's home background, the study concludes that the following psychosocial factors could be attributed to the children delinquent behavior: First, the majority of children lived in single parented homes where socio-economic challenges such as poverty and conflicts existed. Second, the children had many siblings and were in birth positions that required them to take financial responsibilities especially due to their economically disadvantaged backgrounds. Other children had faced abandonment and the consequences of the post election violence. As a

result the children got involved in acts such as dropping out of school, running away from home, playing truancy, stealing from other people and succumbing to peer pressure as a means of survival and escape. Some of these acts are also responsible for the children's many arrest records. In addition, factors such as presence of alcohol and drugs in the children's environment are likely to have caused the children to be involved in taking the illegal substances hence, putting them in conflict with the law.

b) Institutional practices

The study also shows that to enhance the children's psychosocial development while they are in the institutions, positive practices were put in place. These included: provision of formal education, appointing some of the children as leaders, giving them the institutions' rules and regulations, providing them with medical treatment, books and writing materials and maintaining some level of hygiene among the children. The managers had some training that was relevant to handling the children's psychosocial needs. They also indicated that some facilities were provided for the children spiritual, recreational and religious well being.

However, some practices in the institutions were not monitored hence they posed a threat to the children's psychosocial development. These included: denial of education to a few children and lack of involvement in any co-curricular activities like games and religious meetings by some. Then, a majority of the children had not been visited. This lack of visitation detached them from their families hence, exposing them to deprivation of parental/family love and maturation which could have resulted in the many conflicts among them.

c) Institutional challenges

In terms of challenges facing the institutions the following conclusions have been made: There was some lack of hygiene among a few children, coupled with torn clothing which could probably have exposed the children to diseases like scabies that were noted by the researcher. Moreover, psychological and physical abuse was going on in the institutions in spite of the practice being outlawed by the government (R.O.K, 2001). Moreover, there was congestion as the institutions were admitting beyond their capacities. In addition, there were few vocational courses offered to the children, a practice that predisposed the children to delinquent acts when they were released back into the society. The administrators' indications that there was lack of funds to trace the children's homes in addition to lack of professional counsellors to handle the children's issues, proves that there was lack of government support to the penal institutions. This can also be attested by the many areas noted for improvement by the children. There is an indication that a large number of the children within the institutions were dissatisfied with the services in the penal institutions. This impedes the achievement of the goals of the institutions which is largely to rehabilitate children through meeting their psychosocial developmental needs among others.

Recommendations

In the light of the conclusion of the study, it is evident that:

There were psychosocial factors in the children's backgrounds that predisposed them to being in conflict with the law. In addition, there were some practices that existed in the penal institutions to enhance the psychosocial development of the children. However, some of the practices such as lack of formal education that could hinder the children from acquiring their psychosocial developmental needs also existed in the institutions. Third, there were many challenges such as inadequate staff and funds that the institutions faced in their endeavour to meet the psychosocial developmental needs of the children.

In view of this, the following recommendations are made for the children's penal institutions in Nairobi County and the country at large based on the following research objectives:

- a.) To establish psychosocial factors in the children's backgrounds which predisposed them to conflict with the law.

The recommendations were as follows:

- i.) On issues of socioeconomic challenges faced by the children's families, there is need for the government to carry out the economic empowerment programmes as indicated in the Millennium Development Goals (UNDP, 2009). This will help alleviate the problem of poverty among family as this has caused some of the children to drop out of school, get into child labour or be exposed to many arrests.

- ii.) On family management practices, social institutions such as schools, churches and NGOs, should organize educational programmes both for the guardians/ parents and children. These programmes should be incepted on the importance of the family units and life skills so that families can be equipped to face the challenges without denying the children their psychosocial needs.
 - iii.) The government, educational institutions and concerned NGOs should intensify the war on substance abuse by enforcing laws that guard against the drug and other substance abuse.
- b.) To identify the practices carried out in the penal institutions to enhance psychosocial development of the children

The following recommendations have been given.

- i. The Ministry of Gender, Children and Social Services in liaison with the Ministry of Education Science and Technology should make sure that all the children's penal institutions offer formal education to the children as part of the rehabilitation programmes and that trained teachers are employed.
- ii. On the issue of some children not upholding hygienic practice or attending co-curricular activities, the administrators in various institutions should ensure that all practices that enhance the children's psychosocial development are upheld by putting monitoring strategies in place.

iii. Concerning visitation by relatives, the institutions should implement programmes that ensure that the children interact with the communities especially their relatives and other well wishers. This will help the children integrate better when they are released from the penal institutions as stigmatization is minimized during the interactions.

c.) To find out what challenges the penal institutions face in meeting the psychosocial developmental needs of the children.

The recommendations are as follows:

i.) Concerning the challenges in meeting basic and programming needs, the institutions' management needs to monitor the activities and practices therein to help curb the negative ones like lack of hygiene and in- attendance to co-curricular activities.

ii.) On the need for expanding the facilities, purchasing working equipment, tracing the children's homes, put up facilities for more vocational courses and provision of water, the government needs to provide adequate funds.

iii.) Concerning the need to maintain the children's discipline and for adequate and trained staff, the Ministry of Gender, Children and Social Services should employ staff trained in basic children counseling skills. Meanwhile, the current staff should endeavour to pursue courses to build their capacities in institutions like Daystar University which offer Child Development Programmes.

Suggestions for further study

There is need for research on areas that focus on the physical and emotional needs of the children in the penal institutions. Also, a study can be carried out on why the challenges in the penal institutions have persisted over the years despite the policy documents being introduced. There is also need to find out what programmes the institutions have in place for the children once they leave the institutions to ensure they do not return to delinquency. An in-depth research could also be carried out on educational/vocational programmes in the penal institutions and how they contribute to the children's rehabilitation.

DAYSTAR UNIVERSITY

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APPENDIX 2:

SAMPLE LETTER FORWARDING THE QUESTIONNAIRE

P.O. Box 30202

Nairobi- 00100.

21st Sept. 2010.

Dear Sir/ Madam,

You are one of the respondents selected to participate in this study. The purpose of the study is to establish the psychosocial developmental needs of children in penal institutions in Kenya: Nairobi Province. Kindly respond to the questions and statement as frankly and truthfully as you can. All information given will be kept confidential. Do not write your name.

Attend to all the items in the four parts by filling in the blank spaces or putting a tick (✓) where appropriate.

Yours faithfully,

Judith O. Ogwen

Department of Child Development

Daystar University

P.O. Box 17-90145

Nairobi

APPENDIX 3:

QUESTIONNAIRE FOR CHILDREN

Please fill in the following questionnaire by ticking on the appropriate boxes.

A. BIO DATA

1. Gender: Male Female
2. Age: 10-11 12-13 14-15 16-17
3. Which province do you come from? Rift Valley Central Nairobi Coast
Nyanza Eastern North Eastern
 Western
4. How long have you been in this institution? 1 week-2 months 3month - 5
months 5 months- 1 year
1year-2years 3+ years
5. What is your religious affiliation? Christian Muslim
 Traditional
Other _____ None

B. HOME BACKGROUND

6. Whom did you live with before you came here? Father Mother Grandmother
 Uncle Aunt Both parents teacher Alone Employer
 Sibling
7. If you were not living with both parents, what was the reason? One parent died
 Parents separated or divorced You ran away from home
 Single parent Schooling away from home
 Other
8. How many brothers and sisters do you have? 1 2-3 4-5 6+ None
9. What position of birth are you in your family? No.1 No.2-3 No. 4-5
No. 6+
10. If you were not in a school before you came to this institution, what was the reason?
 Poverty Ran away from school Influence from friends
 Beaten by the teacher Other
11. Is alcohol brewing common at your home or in your village? Yes No
- b) If yes who brews it? Father Mother Siblings Self
Neighbours Cousins Other
12. a) Is there someone taking illegal drugs at your home? Yes No

b) If yes who takes drugs? Father Mother Siblings Self Neighbour
Other

13. a) Have you ever been arrested by police in the past? Yes No

b) If yes, how many times have you been arrested? Once twice Thrice Four
Five times 6+

c) For what reason were you arrested? Refused school Ran away from home
Stealing Taking drugs Needed care & protection

C. INSTITUTIONAL PRACTICES

14. Were you given the rules and regulations on how you are supposed to live in this institution? Yes No

15. a) Are you currently attending school? Yes No

16. Which of the following co- curricular activities are you involved with in this institution? Music/drama competitions religious meetings Sports/games

17. Are there children who are made prefects or monitors in your institution? Yes No

18. How many times in a week do you attend religious meeting in this institution?
1-2 3-4 5-7 None

19. Have you ever been visited by any of the following relatives since you were admitted into this institution? Mother Father Aunt Neighbour Brother/ sisters
Others None

D. INSTITUTIONAL CHALLENGES

20. How often do you bath? Once a week Twice in a week Four times in a week
Five times in a week Six times in a week Seven times in a week

21. a) Have you ever been sick since you came to this institution? Yes No

b) If yes, where you taken for treatment? Institutional Dispensary Other

22. Are you issued with uniforms? Yes No. If yes how many?
1 2 3 4 5

23. What career training are you undertaking in this institution? Tie & die Tailoring
Bakery Mechanics Masonry Farming Hairdressing None

24. Are you issued with any of the following items? Books and writing materials.
Yes No

25. a) Have you ever been beaten up by any of the following people since you came to this institution? Teacher Welfare officer Other children Other No one

b) For what reason were you beaten? Mistakes in class Refused to take a punishment
Fights with other children Trying to run away Other

26. Have you ever been guided or counselled in this institution? Yes No

b).What is some of the topics you have been guided or counselled on? (At least three _____)

27. What would you like improved in this institution?
 Learning materials /equipment No. of teachers Variety of Courses
 Dialogue between teachers & children Guidance and counselling food
 bedding Punishment Water supply Games

Interaction with other children No of religious meetings

28. Do you have anything else that you find important and I have not asked you yet you want me to know?

THE END,

Thank you.

APPENDIX 4

QUESTIONNAIRE FOR CARE-GIVERS

Please fill in the following questionnaire by writing the answers in the spaces provided.

SECTION A. Bio data

1. Sex _____
2. Position in the institution: _____
3. How long have you been in this institution? _____

SECTION B. CHILDREN'S BACKGROUND

4. From which provinces do these children come?

5. What are some of the reasons for their being confined in this institution?

SECTION C. INSTITUTIONAL PRACTICES

6. What are your key responsibilities in this institution?

7. a) Are children in this institution given opportunities to exercise their leadership skills?

- b). If yes, what opportunities are they given?

8. What kind of co-curricular activities are the children involve with?

9. a.) Do the children have religious meetings?
_____ b).
If yes, how often do they attend meetings in a week? _____
10. Are the children normally visited by any relatives?

11. If they are visited, who usually comes to visit them?

SECTION D. INSTITUTIONAL CHALLENGES

12. a) Are you a trained child care officer?

- b.) If yes, at what level? (Certificate, Diploma, Bachelors, Masters, Others)

13. Have you attended any workshop on children's issues? _____
14. If yes what topics did you cover?

15. a) Have you had incidences of children getting sick in this institution?

- a) If yes, please indicate where the children were treated.

16. a) What do you consider to be the most critical psychosocial needs of the children in this institution?

- b) What do you think can be done to meet these needs?

17. What suggestions can you give to help in the improvement of this institution?

18. Do you have any other comment you think might be useful for this study but have not been asked?

THE END

Thank you

APPENDIX 5

INTERVIEW SCHEDULE FOR MANAGERS AND DEPUTY MANAGERS
(ADMINISTRATORS)

A. BIO DATA

1. Respondent:
2. Gender:
3. Position in the institution:
4. How long have you been in this institution?

B. INSTITUTIONAL PRACTICES

5. Key responsibilities performed in the institution
6. What are some of the facilities provided for the children's: a) recreation b) education c) spiritual nourishment
7. Do you have guidance and counselling personnel for the children?

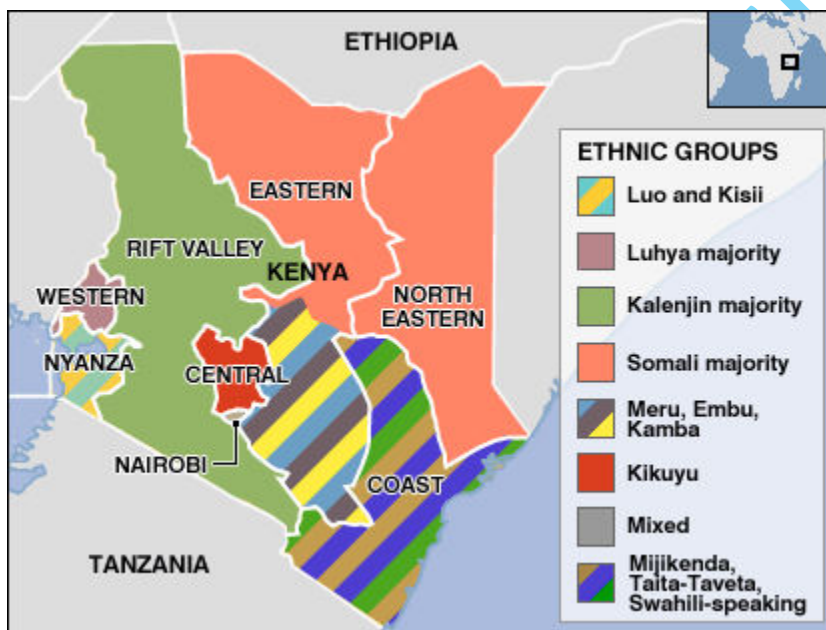
C. INSTITUTIONAL CHALLENGES

8. a) Are you a trained child care officer?
If yes, at what level?
9. a) Do you often attend workshops on children's issues?
b. If yes, what are some of the topics that have been covered?

10. How many children are currently in this institution and what is the capacity?
11. What are some of the psychosocial challenges that children face in this institution?
12. What improvements would you like to see in this institution?

APPENDIX 6:

THE MAP OF KENYA SHOWING THE POSITION OF NAIROBI COUNTY



DAYSTAR UNIVERSITY