

## Relationship Between Institutional Child Support Intervention Systems and Child Delinquency: A Case of Selected Juvenile Rehabilitation Centers in Kabete Constituency Kiambu County Kenya

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**ABSTRACT:** - *Child delinquency is alarmingly increasing global phenomenon that is characterized by persistent antisocial behavior, where delinquents offend the society with their aggression and may harm themselves as well. Considerable resources have been deployed by governmental and non-governmental agencies trying to address the vice, only with dismal success. In spite of the efforts made by governments, psychologists, families and religious entities to curb child delinquency, there is still reported an exponential increase of the problem nationally and globally. For this reason, this study endeavored to establish the relationship between institutional child support intervention systems and child delinquency in Juvenile Rehabilitation Centers in Kabete, Kiambu County. The target population was 118 juvenile delinquents admitted in Kabete Juvenile Rehabilitation Centre (KJRC) and Dagoretti Girls Rehabilitation Centre (DGRC), managers, teachers/trainers and children welfare officers in the centers. The data was both qualitative and quantitative and was analyzed using SPSS 20. The study adopted cross-sectional and co-relational research design and used census method for sampling. Questionnaire was used for collecting data from juveniles and in-depth interview schedules on the centers' staff. The study was guided by Bronfenbrenner's Ecological Systems Theory. Pilot study was done in Tumaini Rehabilitation Center with 20 participants, where its result of Cronbach Alpha ( $\alpha$ ) = 0.76 qualified research instruments reliability. Research expert examined the content for criterion validity. Descriptive statistics were used to analyze data. Tables were used to present the data while mean was used to show the distribution of data. Simple linear regression was used to test if there was any relationship between the child intervention systems and child delinquency. Institutional support was given to the delinquents through the academic programs, vocational training and administering of strict discipline in the center. Although the technical programs offered in the center are few and limited in scope, they have however significantly helped delinquents to find purpose in life. Findings indicated that there existed positive relationship between institutional support and rehabilitation of delinquent children ( $R=0.938$ ,  $P<0.05$ ). The study concluded that institutional support intervention systems played a significant role in the rehabilitation of delinquent children. It recommended introduction of secondary section and increase of variety of technical courses in the centers.*

**Key words:** Support, reformation, alleviating.

### INTRODUCTION

According to Siegel and Welsh (2016), child delinquency is a criminal behavior engaged by a minor which manifests with deviant behaviors. It is a global phenomenon that does not only affect the individual culprit's moral standing but also the general morality of the society (Onyenagubor, 2016). The culprits have persistent antisocial behavior where they offend other people with their aggression and unacceptable acts in the society. This disrupts the perpetrators' lives as they develop difficulties in interpersonal relationships, emotional balance and cognitive skills. Causes of child

delinquency are not well harmonized globally. It is however majorly associated with socio-economic and other factors within the family or immediate environment (Kariuki, Njoki & Ndegwa, 2019). Some of these include parental alcoholism, poverty, breakdown of the family, and abusive conditions in the home. According to the authors, death of parents leaves children as orphans, unaccompanied, without the means of food, housing and other basic necessities thus exposing them to the risk of sliding into juvenile delinquency (Kariuki, Njoki & Ndegwa, 2019). United Nation (UN) in conjunction with United Nations Children Emergency Fund (UNICEF) mainly focus on welfare of children at risk areas, child survival and development, basic education, gender equality, child protection and policy advocacy (Setlhare & Wood, 2016). They are concerned with basic resources and advocacy for children rights. They pay special attention to the children in most vulnerable situations and facing multiple and intersecting forms of discrimination. Seldom are they concerned with the flip side of children's life that can cause disruptions due to their own behaviors of engaging in crime, which may also cause problems to the society (Setlhare & Wood, 2016).

In the year 2015 alone, 31,000 cases of child delinquency were filed in India as per the National Crime Record Bureau (NCRB, 2015). Further, research carried by the Statica Research Department in 2019, showed that more than 38,000 cases of juvenile crime were reported in India in 2016, majority of which were theft cases and only 220 were registered under the Juvenile Justice (care & protection of Children Act, 2000).

A study in Kenya by Kithaka and Kariuki (2018) showed that according to the Department of Children's Services database 2010, the number of child offenders rose from 483 in 2006 to 927 in 2010. The authors explained the importance of the child rehabilitation or correctional centers in the transformation of the lives of the delinquents and giving them life's direction, teaching them self-control, and respect in the society. According to Magai and Malik (2018), in central Kenya, most child delinquency or disruptive behavior begin at childhood or adolescence and have far reaching consequences to daily life. The behaviors may disrupt school attendance, ability to learn, destroy social relations, and may cause substance use and violence that tend to persist into adulthood. According to County-Annual-Development-Plan-(2018), youth crime in Kiambu County rose from 5603 in 2017 to 6932 in 2018, ranking the County as second from Nairobi County in crime rate.

There is a myth that today's delinquent children automatically translate to tomorrow's criminals if no interventions are put in place and in an appropriate time (Slot & Hoeve, 2016). Though this myth is unverified it holds the truth that this delinquent behavior often escalates to dangerous habits and violent youth pose danger and insecurity to the society (Siegel & Welsh, 2016)

According to Shah, Shukor, Ali, Ghafar, Ahmad, Yusof and Musa (2018) the criminal justice world over is in a dilemma on what to do when those who break the law are minors hence not legally responsible for their disruptive behaviors. This means that they cannot be prosecuted, neither can they be processed in the courts of law nor can they receive criminal sanctions (Mitchell, Bruhn, McDaniel & Lewis, 2017). Kenya is not an exception to this dilemma either.

A report by Kenya National Crime Research Center (2016), showed the crime prevalence as follows: 3896 murders, 37 manslaughters, 326 suicides, 13186 Assault, 3594 Robbery with violence, 158 carjacking, 7420 house breaking. Economic survey report by Kenya National Bureau of statistics (2018), listed Kiambu County as the second highest in crime rate after Nairobi over a period of five years. The report showed: in 2014 Nairobi 6732, Kiambu 4449, in 2015; Nairobi 4382, Kiambu 3486, in 2016; Nairobi 4954, Kiambu 4872, in 2017; Nairobi 7434, Kiambu 5603, 2018; Nairobi 7128, Kiambu 6932.20 house breaking.

In spite of the efforts made by governments, psychologists, families and religious entities to curb child delinquency, there is still reported an exponential increase of the problem nationally and globally (Boccio & Beaver, 2019). Juvenile justice system has traditionally employed sanctions, treatments and rehabilitation in trying to reform the delinquent youth (Mitchel, Bruhn, McDaniel & Lewis, 2017). This however has proven very difficult in changing the youth who have fully engaged in criminal behavior. After serving their period in the rehabilitation centers the juveniles are integrated to their communities and families. Kuria (2016), further says that it is unfortunate that the rate of recidivism is still high, frustrating the aspirations of these institutions to reform the juveniles.

The rapid escalation of child delinquency demands a prompt systematic integrated intervention to reduce it and its impact and contribution to adult crime. If it continues unabated, the child delinquents may graduate to adult criminals, a situation that would undermine security and stifle development in the society (Kuria, 2016). Efforts by different entities to curb it have not borne much fruit, instead there is still reported an exponential increase of the problem nationally and globally (Boccio & Beaver, 2019). It is due to this inadequacy that the researcher endeavors to explore institutional child support intervention systems in the rehabilitation centers that if engaged simultaneously and on time might avert the situation of the increasing juvenile crime. The institutional child support intervention systems in this study comprised of Education, vocational skills and discipline in the rehabilitation centers.

#### **LITERATURE REVIEW**

According to Coker, Bush, Brancato, Clear and Recktenwald (2019), incidences of juvenile delinquency have escalated over time at an alarming rate. Governments' response has been to establish rehabilitation centers for the delinquents as an essential component in ensuring that they are successfully transformed and empowered to live amicably with others in the society. Onyango (2013) enumerates that the rehabilitation programs that exist for the juveniles in Kenya's rehabilitation schools as counseling, academic education, spiritual welfare, vocational skills and agriculture training and personal hygiene.

A study by Gwamure (2018) in Harare, was seeking to determine the impact of poor social control systems on child delinquency in Mbare district during the period January 2014 to December 2016. A descriptive survey design was adopted where data was collected through 50 questionnaires and also interviews. The target population was 1115 people, out of which a sample of 115 participants was picked which was a 10 % of the total. This group comprised 15 police officers from ZRP Mbare, 50 members of the community and representatives of social institutions were also interviewed. Systematic and convenience sampling techniques were used in selecting respondents in this study. Mixed methods approach was adopted to collect and analyze data. One among the major findings of the study was that flexible laws are among the major causes of child delinquency in Mbare. Recommendations proposed that the current laws should be reviewed to stiffen penalties imposed on juvenile offenders. The government should put stricter measures to ensure that welfare funds are directed to the actual beneficiaries and put into the right use.

The current study sought to establish the effect of the institutional support intervention system on child delinquency in Kabete, Kiambu County. The target population was 118 comprising the delinquents in KJRC and DGRC, managers, teachers/trainers and child welfare officers. The study adopted both qualitative and quantitative approaches using questionnaires and interviews in data collection. Though the study above did not have an aim of looking at the government intervention in child delinquency, nevertheless it drew conclusions that the flexibility of the laws is a major contributor to child delinquency. It further recommended that the government should make the

penalties harsh so as to reduce child delinquency. The study was well comprehensive.

A study in Othaya Kenya by Kariuki, Njoka and Ndegwa (2019), sought to establish the challenges faced by the rehabilitation centers established by the government, a case study of Othaya Rehabilitation Centre. The study employed descriptive research design with qualitative and quantitative approaches. The target population was learners and teachers in Othaya Rehabilitation Centre who comprised 103 learners and 9 teachers. It used census surveys hence the entire population was included in the sample, it used two research instruments, one for teachers and the other for the learners. The study found out that that the living conditions were appalling with poor hygiene and poor quality of food. There was bullying and theft among the delinquents. There was no in-house training for teachers and no incentives for their performance. The current study was geared towards assessing the relationship between institutional intervention system and child delinquency in KJRC and DGRC in Kabete, Kiambu County. The study similarly used descriptive research design and qualitative approach. The target population comprised of the delinquents, teachers, and children welfare officers, with a study population of 118. The study by Kariuki et al., above was very significant as it brought out the conditions in the correctional centers and the improvements required. This would be helpful for the policy makers, to make the centers more effective in their aim of transforming the lives of the delinquents.

The researcher adopted Bronfenbrenner Ecological systems theory to explore the trend of child delinquency. Ecological systems theory was developed by Uri Bronfenbrenner in 1970, and is also referred to as ecological/systems framework. It offers a framework through which community psychologists examine individuals' relationships within communities and the wider society. It postulates that the environment of the child is a nested arrangement of structures, and each is contained within the next. These structures are microsystem, mesosystem, ecosystem, macrosystem and chronosystem. They are organized in the order of how much of an impact they have on a child. They are interrelated hence the influence of one system on a child's development depends on its relationship with the others.

This study reviewed several global, regional and local relevant studies, which brought about different opinions due to their differences in the understanding of child delinquency. Diverse avenues were employed in addressing the needs of the young offenders, in effort to lower their recidivism rate and for the purpose of transforming them into future useful citizens (Menon & Cheung 2018). Nevertheless, shortly after reintegration, some juveniles relapsed to delinquency and related activities.

This study thus, sought to examine the effect of institutional child support intervention system in behavior modification of juvenile delinquents in KJRC and DGRC in Kabete Constituency, Kiambu County in Kenya.

### **Materials and methods**

This study adopted cross-sectional and co-relational research design. Cross-sectional research design is the design that helps collect data from different individuals at a particular time without influencing them. According to McLeod (2017), co-relational research design is the design in which the researcher measures two variables and assesses the statistical relationship between them without much control on them. The cross-sectional research design was suitable for the study as it assessed the problem of delinquency in children at a specific time. Co-relational research design helped examine the relationship between child delinquency and the child support intervention systems.

The research study was carried out in Kabete Juvenile Rehabilitation Center and Dagoretti Girls' Rehabilitation Center. The reason for choosing these sites was that the centers basically deal in

rehabilitating the delinquent children for the longest of time having been established by the colonial government between 1910 and 1912. The target population was the total number of all juvenile delinquents in the KJRC and DGRC totaling to 118. It also targeted the managers, teachers/trainers and children welfare officers. The study used the census method as every item in the population was selected for the data collection. The total population was 118, which was manageable with census method for sampling. The researcher also used purposive sampling method on the managers of the centers being the custodians of official information in the centers (Ames, Glenton and Lewis 2019). The study used juvenile questionnaires and staff interview schedules as data collection instruments.

According to Junyong (2017), pilot study is the first step of the entire research protocol, often a smaller-sized study which helps in planning and modification of the main study. To ensure reliability, validity and practicability of the research instruments according to Creswell (2019), the pilot testing was carried out in Tumaini Rehabilitation Center in Nairobi. A total of 24 participants were involved which was 20% of the main study population. The results helped the researcher to modify the data collection instruments further. According to Creswell and Creswell (2018), a scale's internal consistency is quantified by a Cronbach's alpha ( $\alpha$ ) value that ranges between 0 and 1, with optimal values ranging between .7 and .9. Reliability of the instruments was tested and were all proved reliable with (Cronbach Alpha >0.7). This permitted the researcher to continue further analysis. The validity of this study's research instrument was estimated in the pilot study with respondents of the same characteristics which tested if they could be accurately interpreted and generalized. The validity test assisted the researcher to check whether the study instruments are in line with the given study objectives. Content, construct, and criterion validity were ascertained by ensuring the research instruments address the research objectives.

### **Data Processing and Analysis**

The research used descriptive statistics to analyze the data. The questionnaire was coded and entered in the SPSS 20 for analysis. Descriptive data was analyzed in terms of mean and percentages and presented using tables. These helped the researcher to establish central tendency and dispersion. Simple linear regression was used to test if there existed any relationship between institutional support intervention systems and child delinquency. Analyzed data were presented in sections, one on the demographic information in tables and figures, and second section presented the result of the objectives in tables and figures followed by the narration on the meaning of the result. The last section narrated the chapter summary of the section. Content analysis was done on qualitative data from the in-depth interviews used on the managers, teachers and child welfare officers. This entails recording, transcription, organizing into themes, summarizing and reporting the identified content relating to the research objective.

The researcher sought permission from relevant authorities before data collection. Permission was obtained from Africa Nazarene University (ANU) research board and National Commission for Science, Technology and Innovation (NACOSTI). The centers also required a letter from the Children's Department of the Ministry of Labor and Social Protection. The researcher sought permission from the administrative personnel of the rehabilitation centers. The researcher explained the purpose (transmittal letter) and benefits of the research study to participants. It was made clear to participants that participation in the research questionnaires and interviews was completely voluntary; and that they would be free to withdraw from the study or to complete it. The participants were assured of confidentiality on the information collected and that it would be used for research purposes only.

## Results

The study examined the relationship between institutional support intervention system and child delinquency, through the use of both questionnaires as well as interview schedule. Descriptive and regression analysis was used to examine the effect of institutional support intervention systems on child delinquency management.

The summary of the findings are presented in Table 1.

**Table 1: Descriptive Statistics of the Institutional Support Systems**

	N	Minimu m	Maximu m	Mea n	Std. Deviation
I like the academic classes because teachers are very friendly and patient with us.	86	1.00	5.00	4.59	.94
I have no problem of indiscipline in the center.	86	1.00	5.00	4.60	.95
The technical courses empower me with skills that may help me to earn a living when I exit rehabilitation center.	86	1.00	5.00	4.7	.85
I feel confident in the skills acquired and I would use the skills to better the society.	86	1.00	5.00	4.73	.73
I would recommend the facility to a friend in need of behavior modification.	86	1.00	5.00	4.72	.75

Table 1 indicated that most of the children in the center greatly liked the academic classes because teachers were friendly and patient (mean of 4.59). Variation in opinion in attending academic classes was low (standard deviation of 0.94).

Findings indicated that children had no problem of indiscipline in the center (mean of 4.60). The variation in reduction of disciplinary issue in the center was low (standard deviation of 0.95).

According to the results, the institution had technical vocational courses which empowered the children adequately with necessary skills (mean of 4.67). These skills would help the delinquent children to earn a living after exiting rehabilitation center. The results indicated low variation in opinion of technical courses empowerment (standard deviation of 0.85).

Children in the center felt confident in the skills acquired and would use the skills to better themselves and the society (mean of 4.73). Its variation was low in skills acquisition (standard deviation of 0.73). The results also indicated that the children in the center would recommend the facility to a friend in need of behavior modification (mean of 4.74). This reveals the positive attitude towards the rehabilitation center. Its variation was low in recommendation to friends hence homogenous opinion (standard deviation of 0.72).

The students' response to "What would you like done differently in the rehabilitation center to facilitate behavior reformation?" revealed that 25(21.5%) responses recommended that the teachers should treat them with respect. They said the teachers insulted them in relation to the behavior that brought them to the center when they made the common mistakes, a treatment that continually hurt them. While 39(45.3%) recommended the institution to also set secondary section where they join after completing primary level, others recommended the increase the number of other vocational training courses.

Regression analysis was used to examine the relationship between institutional support intervention systems and reformation of children delinquency. The results are presented in Table 2

**Table 2: Regression Summary of Institutional Support Intervention Systems and Child Delinquency**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.93 <sup>a</sup>	.88	.88	.23

a. Predictors: (Constant), Institutional Support System

According to Table 2 institutional support intervention system had a very strong relationship with reformation process of delinquent children in the center (R=0.93. Institutional support systems contributed 88% in variation of recovery and reformation process of child delinquency (R Square =0.88). Hence, it is a very important support system that would support economically and socially hence impacting delinquency greatly.

ANOVA results examined the relationship between institutional support system and reformation of delinquent children. The summary ANOVA was presented in Table 3.

**Table 3: ANOVA for Institutional Support Intervention Systems and Child Delinquency**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.61	1	32.61	615.28	.00 <sup>b</sup>
	Residual	4.45	84	.053		
	Total	37.06	85			

a. Dependent Variable: Child Delinquency

b. Predictors: (Constant), Institutional Support System

The findings in Table 3 indicated a significant relationship between institutional support intervention systems and behavior modification of delinquents in the center ( $F_{(1,84)}=615.28$ ,  $P<0.05$ ). This indicates that institutional support intervention system contributes significantly to change of child delinquency. Hence the null hypothesis was rejected and alternative adapted.

The regression coefficients were presented on Table 4. This examined the relationship between institutional support intervention systems on reformation of child delinquency.

**Table 4: Regression Coefficient for Institutional Support Intervention Systems and Child Delinquency**

Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error			
1	(Constant)	.57	.17		3.36	.001
	Institutional Support System	.89	.04	.94	24.81	.00

a. Dependent Variable: Children Delinquency

The results in Table 4 indicated that institutional support intervention system had significant influence in behavior correction of delinquent children in the center ( $t=24.81$ ,  $P<0.05$ ). It further reveals that a unit increase in institutional support intervention system contribute 0.89-unit increase change in behavior of delinquent children in the center.

The teachers/ trainers were interviewed on institutional support intervention system provided by the rehabilitation center. The response to the question “Are your academic programs accredited by government? Do you have adequate teaching staff?” indicated that the programs are credited by the government, which included primary education and training programs that comprise certificates in vocational skills like bakery, tailoring and dress making and bead work for girls. Boys mostly trained in carpentry, electrical, masonry, bakery, tailoring and mechanic. They are provided according to the preferences of the children on the courses available in the institutions. The teachers/ trainers are sufficient and supported by the government to ensure that the children are given sufficient education.

In response to “In your opinion what is the contribution of academic programs in the delinquents’ behavior change?” revealed that there are occasional indiscipline cases that are handled by the teacher. As per T1

*“When the students come to the center, they attain more vocational skills that can be used outside once they leave the center. We have carpentry, electrical, masonry, bakery, tailoring and mechanic. However, academic programs are conducted by TSC teachers as basic requirement”*

The offenders are given non-corporal punishment to maintain the discipline just like any other learning institutions, followed by counseling in case of persistence which helps in psychological issues that the individual could be having.

Interview results on “how sufficient and beneficial are training to the delinquent?” revealed that the education provided assisted the delinquents find the purpose of their life. This assisted them economically after exiting the center. According to T9,

*“The training assists the children to be integrated to the society by either joining secondary school or continue with the vocational training when they get out. Networking with partners helps the children to start their businesses, while those who finish primary and want to proceed to secondary levels are sponsored”.*

Child welfare officers’ interview was conducted. In response “What changes would you recommend of the above programs at the facility, if they have to be more effective in curbing the child delinquency?” most trainers found the programs suitable for the children. They recommended if the range of programs would be expanded to include more vocational courses so that there is a wide variety to choose from.

In response to “Are there sufficient technical trainers and how adequate are the program given in the institution” there are sufficient technical trainers as well as teachers for academic level. The trainers were also professional in their field which has ensured that all the children are associated with different vocational trainings based on their passion and talent. However,

The response from welfare officers on “In your opinion are the technical programs sufficient for the children?” concurs that the technical programs were sufficient to assist the children with skills which help them after leaving the institutions. However, some suggested there is room of improvement through increasing the existing technical programs to entail additional vocational courses. This would provide a wider scope of vocational field where the children can choose from. Managers were interviewed to determine the institutional support. In response to “Which

institutional support intervention systems have you put in place to curb delinquency in the center and relapse of the alumni?" the finding revealed that the training assists the children attain technical skills which can help them start the businesses and they link them to NGOs who sponsor them. The response from M1 from DGRC

*“The children like benefit from the academic and vocational programs, though some are more talented in academic work and others the vocational skills. Bakery skill is given to all the students but dressmakers are allowed to specialize to certificate level. We also have a salon where girls practice. The non-governmental organization in partnership with center sponsors the children to start the business.”*

The sponsorship also assists the children to continue and have positive view of life, that they are valued and cared for. They also know that finally they can be useful people in the society as well as being self-reliant.

### Findings on Child Delinquency

Mean and standard deviation were examined from the questionnaire. The summary results obtained from Table 5 were used to interpret the behavior modification of delinquent children.

**Table 5: Child Delinquency Rehabilitation**

	N	Minim um	Maximu m	Mea n	Std. Deviation
I learnt to live a healthy life in the society and not to dependent substance abuse.	86	1.00	5.00	4.86	.64
I feel independent and able to make sound decision like not joining gang membership or involve in illegal groups but improve my living standards.	86	1.00	5.00	4.74	.71
I would join secondary school or vocational college to pursue my education and skills acquired at the center if given a chance	86	1.00	5.00	4.67	.71
I feel confident that I can live a responsible and productive life in the society after my rehabilitation.	86	1.00	5.00	4.71	.72

The findings revealed that the children in the center had adequately learnt to live a healthy life in the society and not to be dependent on substance (mean of 4.86). Variation in learnt life skills and independence from substance abuse was low (standard deviation of 0.64).

Findings revealed that the delinquent children greatly felt independent and able to make sound decision like not joining gang membership or involve in illegal groups but improve their living standards (mean of 4.74). Variations on opinion on independence was low, implying most of the children would not join illegal groups (standard deviation of 0.71).

The findings revealed that the children in the center would join school or vocational training college to pursue their education and skills acquired around the center (mean of 4.67). The variation in returning to school to was low, indicating that majority are in agreement they would pursue their training (standard deviation of 0.71).

Majority of the delinquents felt confident of living a responsible and productive life in the society after rehabilitation (mean of 4.71). It implies that the children had low variation in living responsible and productive lives (standard deviation of 0.72).

According to the results from the teachers/trainers in response to “In your opinion are the children fit for the society by the time they are through with rehabilitation?” revealed that the children are prepared psychologically to ensure they fit into the society. The parents and guardians are trained and encouraged to receive and support their children to the society. Response from T7, *“We prepare the parents and guardians before re-integrating the children to the society. The parents become prepared to receive their children as well as protect them from the society. We also provide sufficient vocational and academic knowledge that can assist them. Partners, NGOs and community assist them to cope in the communities and help start business in their home area.”*

Through the partnership with NGOs and community the children who want to continue with secondary or vocational training are given scholarship. Those who want to start businesses are assisted to setup by partnering NGOs or well-wishers so that they can have some income.

Trainer/teacher response to “what is the indicator that children are adequately rehabilitated?” indicated that the management assess the children and guide them sufficiently to be ready to join the society. The children usually feel that they are ready even before the assessment based on the preparation they are given.

In response to “In your opinion, are the trainings beneficial to delinquents?” the children are able to continue with education programs or vocational training while others start their own businesses with the help of NGOs, well-wishers or the parents. The centers follow-up on the children after leaving the institution and sponsor them through partnership with NGOs. Some who pass their class eight exams may choose to pursue secondary level and they are sponsored by the NGOs.

Welfare officers were also given interview questions. In response to “In your opinion are the children fit for the society after passing the set programs?” the results revealed that children were well prepared through technical skills programs that include decision making, anger management, stress management and other programs. The programs are done in groups and have significantly influenced behavior change as well as giving them a positive view of life.

The response to “In your opinion does the programs undertaken in the center assist in nurturing good habits and behavior?” showed that the programs which include group rehabilitation and individual follow-up program have greatly assisted in improving the behavior of the children.

Children welfare officers in response to “From the records are the children able to be responsible and earn a living after the program” revealed that the children become independent after the program and can sustain themselves and even become useful in the society.

In response to “Are the delinquents ready for reintegration to the society after their stipulated period in the center?” the managers indicated that the highest stay is three years but most can do less based-on evaluation of individual treatment program (ITP). These mainly depend on individual treatment plan to enable the welfare officers as well as managers to assess them if they are fit for the society. Since it is a process and change is continuous, the parents usually take over in provision for guidance to the children after exit from the institutions. The center in collaboration with the NGO partners ensures the children who perform well academically are given scholarship while some are assisted to startup their own business.

Finally, the response to “Do you keep track of your alumni/those who have passed through it?” revealed that the managers have follow-up to children who join the secondary. The alumni who

lead successful lives do come back to support and encourage the delinquents, as well as offering follow-ups to ensure their readiness to full reintegration in the society. The re-integration programs follow home tracing through chiefs, welfare officers, NGO partners, and community members. A response from M2,

*“We do home tracing then hold discussion with the family and the community where the delinquent hailed from. This involves the chief, relatives, welfare officers and one officer from the center. This is for educating the immediate community on how to receive and support them as they reintegrate to the society.”*

It’s a collaborative work by all these parties to reintegrate the child to the society after leaving the center, ensure support and conducive environment for the reformed children.

### **Discussion**

Institutional support intervention systems are provided in the centers through both academic programs and vocational training. The courses range from carpentry, electrical, masonry, bakery, tailoring and mechanic for male based centers, while girls’ centers train bakery, tailoring and dress making and bead work vocational training. The partnership with NGOs assists the delinquent children at integration level to start business or secondary schools. The support assists in developing positive view of life as well as empowering them to be self-reliant after leaving the center. Cases of indiscipline are minimum but if need arises delinquents are corrected using non-corporal punishment.

Hence, institutional support intervention systems had significant influence on the behavior of delinquent children.

### **Conclusion**

The study concluded that there was sufficient institutional support intervention system where the children were provided with both primary school education as well as vocational skills programs. The academically endowed were given scholarships to pursue secondary education. The skills acquired empowered the reformed delinquents to start their own businesses, while the recipient community and the NGOs supported them in reintegration and growing their businesses. This support helped prevent relapse and children lived productive lives in the society. Therefore, the institutional support intervention system greatly contributed to the delinquent’s reformation.

However, the programs were not sufficient in scope and variety. There was sour relationship between trainers/trainers and the delinquents. This was occasioned by insults by the staff causing resentment among the delinquents.

However, there were insufficient follow-up programs organized by the institutions, for the reformed children as they left the community, NGOs and immediate family members to do so. This made it difficult for the managers of the institutions to measure the success rate of the reform institutions.

### **Recommendations**

The researcher recommends increase in institutional support intervention system by increasing vocational training courses with support from government. This would ensure that the institutions have a larger variety of technical courses for the delinquents to choose from. There is a need to establish a secondary school education program within the rehabilitation center to ensure continuity in academics without experiencing stigma in transitioning into ordinary high schools. The study recommended that teachers/trainers should be trained on good customer care and relations to ensure that they treat the children with respect. There should be team building between

the teachers/trainers and children to help them interact in positive manner.

Finally, the study recommends a detailed follow-up program that follows the reformed children after leaving the rehabilitation centers in addition to the integration into the society. This will monitor success and reduce relapse rate as well as ensure that the children have settled socially, economically and emotionally after the reform program. This will provide a way to measure success of the rehabilitation centers and identify the gaps that exist for future improvement.

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