

**EFFECT OF SANITATION REHABILITATION ON THE BEHAVIOUR
OUTCOME OF LEARNERS IN SHIKUSA BORSTAL INSTITUTION,
KAKAMEGA COUNTY**

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**A Thesis Submitted in Partial Fulfillment for the Requirements of The Award of
Degree of Master of Educational Psychology of Masinde Muliro University of
Science and Technology**

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DECLARATION

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

Sign..... Date.....

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EDO/G/01-53699/2019

CERTIFICATION

This research project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

I dedicate this study to my family and to my friends who pushed, motivated, and supported me to take up this course and complete it. To all who value Prison work, feel appreciated.

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ABSTRACT

The Shikusa Borstal Institution, A Youth Corrective Centre provides rehabilitation to the young offenders through counselling, formal education, technical training, spiritual programs, sanitation program and with the goal of positive behaviour change. The Weekly Sanitation Inspection reports from the Sanitation Program carried out in this institution, however, often record drawings and labels on the walls and other surface that portray negative art. This suggests that the learners in this institution communicate their inner feelings through these drawings and labels. This is a cause of concern because the Sanitation Rehabilitation is expected to inspire them into upholding personal hygiene, maintaining high sanitation standards and being law-abiding citizens alongside creating positive drawings and labels. This study investigated the Effect of Sanitation rehabilitation on the Behaviour Outcome of learners at Shikusa Borstal Institution. Objectives were: to find out the Knowledge and Practice of Sanitation Rehabilitation of Learners at Shikusa Borstal Institution, to find out the Motivation for the Creation of Drawings and Labels and Establish the Effect of sanitation rehabilitation on the creation of drawings and labels. This Study was underpinned by John Dewey's Moral Theory. A mixed methods research design was adopted in this study. The target population of the study included learners, teachers, and the administrators at Shikusa Borstal Institution. Purposeful sampling technique was used in the recruitment of 8 teachers and members of administration at Shikusa Borstal Institution while the saturated sampling technique was relied upon in recruiting 83 learners at the institution. Data were gathered using questionnaires, interview guides, and observations. Construct and content validity were done by consulting the experts in the relevant area. Reliability was established using the Cronbach Alpha's coefficient of above 0.7. The quantitative data was analysed using descriptive and inferential statistics. The qualitative and observational data were analysed using thematic analysis. Findings indicate that Sanitation Rehabilitation had no significant influence on the Behaviour Outcome of Learners at Shikusa Borstal Institution ($\beta=0.052$, $t=1.102$, $P > 0.05$); factors leading to creation of Drawings and Labels by learners at SBI include life experiences, emotions, influence from peers, and drug abuse. Based on these findings, most learners had knowledge of the rules and their obligation in regard to the Sanitation Programme. However, the Sanitation Programme had no Influence on the Behaviour Outcome of Learners observed through the creation of drawings and labels which was against the Sanitation rules. It is recommended that the Shikusa Borstal Institution Administration should also focus on the non-verbal communication of the drawings and labels to help rehabilitate young offenders into positive behaviour. In addition, consider incorporating art and graffiti classes into the rehabilitation programs.

TABLE OF CONTENTS

| | |
|---|-------------|
| TITLE PAGE..... | i |
| DECLARATION | ii |
| CERTIFICATION..... | ii |
| COPYRIGHT..... | iii |
| DEDICATION | iv |
| ACKNOWLEDGEMENT..... | v |
| ABSTRACT..... | vi |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| LIST OF ABBREVIATIONS AND ACRONYMS | xiv |
| | |
| CHAPTER ONE: INTRODUCTION..... | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Background of the Study | 1 |
| 1.3 Statement of the Problem..... | 10 |
| 1.4 Purpose of the Study | 11 |
| 1.5 Objectives of the Study..... | 11 |
| 1.6 Hypotheses of the Study | 11 |
| 1.7 Research Question | 11 |
| 1.8 Assumptions of the Study | 11 |
| 1.9 Scope of the Study | 12 |
| 1.10 Limitations of the Study..... | 12 |

| | |
|--|-----------|
| 1.11 Significance of the Study | 13 |
| 1.12 Theoretical Framework..... | 14 |
| 1.13 Conceptual Framework..... | 15 |
| CHAPTER TWO: LITERATURE REVIEW..... | 18 |
| 2.1 Introduction..... | 18 |
| 2.2 Sanitation Rehabilitation Program..... | 18 |
| 2.3 Motivation for the creation of drawings and labels among learners..... | 22 |
| 2.3.1 Psychological factors | 22 |
| 2.3.2 Physical factors | 24 |
| 2.3.3 Socio-economic factors..... | 25 |
| 2.3.4 Physiological factors..... | 25 |
| 2.4 Influence of Sanitation Rehabilitation program on offenders..... | 26 |
| 2.5 Summary of Knowledge Gaps | 36 |
| CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY..... | 37 |
| 3.1 Introduction..... | 37 |
| 3.2 Research Design..... | 37 |
| 3.3 Study Area | 38 |
| 3.4 Target Population..... | 39 |
| 3.5 Sampling Procedures | 39 |
| 3.6 Sample Size..... | 40 |
| 3.7Data Collection Instruments | 41 |

| | |
|--|-----------|
| 3.7.1 Questionnaire for Students..... | 41 |
| 3.7.2 Interview Schedule..... | 42 |
| 3.7.3 Observation Guide | 43 |
| 3.7.4 Document Analysis | 44 |
| 3.8 Pilot Study..... | 44 |
| 3.8.1 Validity | 44 |
| 3.8.2Reliability..... | 45 |
| 3.8.3 Trustworthiness..... | 45 |
| 3.9Data Collection Procedure | 46 |
| 3.10Data analysis | 47 |
| 3.11 Ethical considerations | 48 |
| CHAPTER FOUR: PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS..... | 50 |
| 4.1 Introduction..... | 50 |
| 4.2 Response rate | 50 |
| 4.3Demographic characteristics | 50 |
| 4.3.1 Age of the respondents..... | 50 |
| 4.3.2Class of Learners..... | 51 |
| 4.3.3 Work experience at SBI..... | 52 |
| 4.3.4 Places where drawings and labels are found..... | 53 |
| 4.4 Knowledge and practices regarding sanitation programmes at SBI | 53 |

| | |
|--|-----------|
| 4.5 The motivation for the creation of drawings and labels by learners at SBI..... | 56 |
| 4.6 Effect of sanitation rehabilitation on behavior outcome among SBI learners | 57 |
| 4.7 Observation findings..... | 65 |
| 4.8 Comparison of findings..... | 75 |
| CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 77 |
| 5.1 Introduction..... | 77 |
| 5.2 Summary | 77 |
| 5.3 Conclusions..... | 78 |
| 5.3.1 Knowledge about sanitation program at SBI..... | 78 |
| 5.3.2 Motivation for the creation of drawings and labels by learners at SBI | 78 |
| 5.3.3 Effect of sanitation rehabilitation on behaviour outcome among SBI learners .. | 78 |
| 5.4 Recommendations..... | 79 |
| 5.4.1 Knowledge about sanitation program at SBI..... | 79 |
| 5.4.2 Motivation for the creation of drawings and labels by learners at SBI | 80 |
| 5.4.3 Effect of sanitation rehabilitation on behaviour outcomes of SBI..... | 80 |
| 5.5 Suggestions for future research..... | 80 |
| REFERENCES..... | 81 |
| APPENDICES..... | 95 |
| Appendix 1: Introduction Letter | 95 |
| Appendix 2: Questionnaire for learners | 96 |
| Appendix 3: Interview schedule for the Teachers and Administration Officers | 104 |

| | |
|--|-----|
| Appendix 4: Observation Guide | 106 |
| Appendix 5: SBI Weekly Inspection Report | 107 |
| Appendix 6: Research Permit | 118 |
| Appendix 7: Approval letter | 120 |

LIST OF TABLES

| | |
|---|----|
| Table 3.1: Population and Sample size | 47 |
| Table 3.2: Reliability Analysis Output | 45 |
| Table 3.3: Data Analysis..... | 47 |
| Table 4.1: Age of the Respondents | 51 |
| Table 4.2: Class of the Learners at SBI | 51 |
| Table 4.3: Comfort at SBI..... | 51 |
| Table 4.4: Years of Work Experience for Teachers and Members of Administration | 52 |
| Table 4.6: Simple Linear Regression on Influence of Rehabilitation on Drawings created by Learners in the School Section of Shikusa Borstal Institution..... | 53 |
| Table 4.9: Simple Linear Regression on Influence of Rehabilitation on Labelling Created by Learners in the School Section of Shikusa Borstal Institution | 54 |
| Table 4.10: Summary of Observation Findings..... | 55 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Conceptual framework | 15 |
| Figure 4.1: Drawing of a cannabis plant..... | 65 |
| Figure 4. 2: Label with the words “no ganja no school” | 66 |
| Figure 4. 3: Drawing of a pistol gun and another rifle..... | 67 |
| Figure 4.4: Drawing of 5 gun rifles on an exercise book..... | 68 |
| Figure 4. 5: Drawing of a naked woman’s body..... | 69 |
| Figure 4. 6: Label 1 of identity affirmation..... | 70 |
| Figure 4. 7: Label 2 of identity affirmation..... | 71 |
| Figure 4. 8: “Poizon” label on the uniform..... | 72 |
| Figure 4. 9: “Wrong number the scorpion” label on water bucket..... | 73 |
| Figure 4. 10: “Not nice” label on a water bucket..... | 73 |

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA – Analysis of variance

GAC- Guidance and Counselling

IQ- Intelligent quotient

M- Mean

NITA- National Industrial Training Authority

SBI- Shikusa Borstal Institution

SD- Standard Deviation

UK- United Kingdom

UN- United Nations

USA- United States of America

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background information of the study, statement of the problem, purpose of the study, research objectives, research hypotheses, significance of the study, assumptions of the study, scope of the study, limitations of the study, the study's theoretical and conceptual frameworks, and the operational definition of terms.

1.2 Background of the Study

As time goes by, there continue to be more innovative ways to improve the rehabilitation of the young offenders. According to Redondo et al. (2022), rehabilitation refers to an attempt to stop offenders from continuing to commit offenses. It is a crime prevention strategy rooted in the idea that those in conflict with the law can change and lead crime-free lives in the community (Bez, 2018). The young offenders' justice system looks at the applicable procedures, structure, norms, and institutions to ensure that the legal safeguards and rights of the young offenders are fully protected and respected. Thus, young offenders who are in conflict with the law must be dealt with through a specialised justice system, where measures that are specific to their needs apply within specified rehabilitative platforms in the form of programs (Onyango, 2013). While young offenders are held accountable for breaking the law and housed in juvenile homes or other appropriate correctional facilities for public safety, the primary goal is to rehabilitate them. The rehabilitative approach comprises a psychiatric assessment of the young offender's crime and the

environment that caused it to occur, therapeutic assistance, skill development, and other mind-building activities. The advantages of rehabilitation for juvenile offenders begin with the fact that when pertaining to juveniles and adolescents, they are still developing and growing up compared to dealing with adult offenders (Piquero & Steinberg, 2010).

As opined by Onyango (2013), the rehabilitation programmes for young offenders are a plan of learning opportunities which share a lot in common with the notion of curriculum in educational settings. It entails a set of activities with specific objectives, as well as, a number of interconnected elements. Rehabilitative programmes are important for the re-entry into the mainstream society of the young offenders because being rehabilitated sets the foundation to leading a healthy lifestyle in the community (Day et al., 2006). Rehabilitative techniques target the personal needs of young offenders and provide them with genuine opportunities to succeed in society without relapsing to delinquent behaviour. Rehabilitation is essential because it educates individuals that there are actions that must be followed to overcome obstacles (Manger et al., 2019). In addition, receiving appropriate rehabilitative procedures for young offenders is crucial because it reduces the risk that they will recidivate and need to re-enter the juvenile justice system. Furthermore, young offenders cost society and the taxpayer's money (Zeola, Guina, & Nahhas, 2017). Because juvenile delinquents are rehabilitated through programs and interventions supported by local, state, and federal governments, the money that supports these interventions comes from taxpayers. Rehabilitative approaches must be practical in order to be implemented and teach juvenile delinquents how to succeed in society after they have been rehabilitated.

Academic education, arts in corrections, employment preparation, career technical education, and cognitive behavioural therapy are some examples of rehabilitation programs in incarceration facilities (Cullen, 2006). Many scholars underscore the importance of such rehabilitation programs, owing to their positive impacts. As opined by Jolley (2018), incarceration facilities need to provide extensive rehabilitation programs to inmates instead of just locking them up. This is because such programs enable them to become productive members of society. According to Abramovaite *et al.* (2019), rehabilitation makes more economic sense than mere incarceration. For example, sentencing 1% more offenders to prison for property offenses were estimated to reduce record crimes by 2693 in the following year. However, a 1% increase in community sentences, a proxy for rehabilitation in this study, was projected to reduce the offenses by 3590. Also as asserted by Farmer (2017), effective re-entry programs help in giving former offenders the opportunity to work, earn some income, and bring some meaning to their lives.

Different countries have varying methods through which they rehabilitate young offenders. In the United States of America, young offenders are rehabilitated either by being sent to boot camps, after-school programs, or being incarcerated in detention facilities (Dye, 2022). Non-violent youth, for example, may be housed in group homes while those who have committed grave crimes may be sent to youth prisons. Boot camps utilize military-style training techniques to aid in the rehabilitation of the youth (Dye, 2022).

In Australia, juvenile justice agencies apply a set of core principles in a bid to enhance the effectiveness of the rehabilitation programs to which the young offenders are subjected. Collectively, the core principles suggest that recidivism can be reduced when rehabilitation programs select appropriate candidates, target factors that are

directly related to their offending, and are delivered in ways that encourage learning (Day et al., 2004). The principles include, risk, needs, responsibility, integrity, and professional discretion. In the United Kingdom, at least 85 percent of young offenders are usually rehabilitated through programs such as education provision while being held in young offender institutions (Koehler *et al.*, 2013). However, a different picture is painted in many African countries, where young offenders' rehabilitation has been noted to be difficult to achieve by many rehabilitation schools, owing to overcrowding and underfunding (Burfeind & Bartusch, 2015). For example, Hoffmann & Baerg (2011) established that in Ghana, the rehabilitation centres were old buildings constructed in the 1960s with no renovation and that the centres were understaffed. Similarly, Faduke (2012) established that most of the offenders engaged in the rehabilitation programs in African prisons often turn into recidivism when their sentences expire due to the ineffectiveness of these programs.

The emphasis with juvenile system is rehabilitative punishment for offences committed. In relation to juvenile justice in particular, the children's department and its officers are obliged to promote the rehabilitation of children so that they can be re-integrated in society as responsible citizens and to ensure that children placed in government institutions are provided with basic necessities such as food, clothing and shelter besides general rehabilitation (Cradle, 2004:21ff).

Borstal institutions can be defined as separate institutions set aside for children in conflict with the law (Human Rights Watch, 1997). They are settings where a child over 16 years old committed to a rehabilitation school with difficult character, exercising inappropriate influence or being persistent absconder, can be sent (Children's Act, 2001).

The name Borstal originated from the City of Rochester in the UK where a prison reformer by the name of Evelyn Ruggles-Brise expressed concern that so many young criminal offenders were being sent direct to ordinary prisons and were being tainted by hardened 'old-lags' to become themselves really 'hard-liners'. Ruggles-Brise convinced the government to embrace the idea of establishing separate institutions for youngsters in conflict with the law, where an attempt could be made to reform them rather than let them drift further into crime. Eventually, he was offered the use of a former convict prison which became the first Borstal institution in the world and upon colonization by the British, Kenya adopted the concept of separate institutions for young criminal offenders (Youth Alive, 2008). The issue of rehabilitation of children was also the subject of a study carried out in the UK by Menis Suzanne (2012). The study is premised on the notion of Borstals as institutions aimed at arrestment of the youthful criminal tendencies.

The idea of Borstal was to expose the youth to values and skills which may have stimulated a responsible and thoughtful way of living. The novelty of the system laid in the rejection of the damaging effects that the prison had on the mind and character of the prisoner. But mainly, the Borstal penal policy recognized that the youth would not be detained for ever; thus, great effort was put in cultivating a healthy and positive relationship between the youth and the outside world (Menis 2012). Suzanne concluded that Borstal institutions effectively rehabilitate youthful offenders when there are there are mentoring programs administered by high caliber staff.

The Borstal project was a simple system of firm and exact discipline tempered by an ascending scale of rewards and privileges which depend upon industry, conduct, and special merit". Its core aim is to arrest progress of criminal tendencies by exposing the youth to values and skills which may have stimulated a responsible and thoughtful

way of living. The Borstals training had as its core object the social rehabilitation of the youth; by doing so it guaranteed the safety of society not only while they are in detention but also when it was time to re-join it (Menis 2012).

The major purpose of borstal institutions is to rehabilitate the child offenders with a view to reform them rather than let them drift further into crime and also equip them with skills that shall help their reintegration back into society. The effectiveness of these borstal institutions in fulfilling their rehabilitative mandate is gauged on their compliance to constitutional and international legal and human rights provisions on the rights of children. Kenya's two borstal institutions, Shimo la Tewa and Shikusa, for boys aged 16 years and above, are under the administration of the Prisons Department. The environment in borstals is noticeably penal and punitive, in comparison with the institutions under the administration of the Children's Department (UNICEF, 2005). The number of reported cases of children in conflict with the law has been on an upward trend over the past few years in Kenya to the extent of emergence of organized children criminal gangs. Under the Kenyan law, these youthful offenders cannot be sent to jail even if convicted of a crime but are instead committed to a corrective institution or borstal institution (UNICEF, 2005).

In Kenya, borstal institutions are provided for in detail in the Borstal Institutions Act CAP 92. Children in conflict with the law when found guilty of offences may either be committed to approved schools if the child is 15 years old or younger or borstal institutions, if they are over 16 years old. The Borstal Act empowers the Minister to establish or dissolve a Borstal Institution (sec. 3). The rehabilitation process of children in conflict with the law must meet key requirements including an enabling environment for the children's growth, proper sanitary arrangements, water supply, food, clothing and bedding for the inmates thereof the means of giving such inmates

educational, industrial or agricultural training; and an infirmary or proper place for the reception of inmates who are ill (sec. 4). According to the Children's Act and the Borstal Act the maximum that a child offender can be retained in a borstal institution is 3 years. The global prevalence of conduct disorder among children and adolescents is estimated to range from 2 - 10%, indicating the biggest health and social challenge that nations of the world have to confront.

The Shikusa Borstal Institution (SBI) is based in Kakamega County. It is a youth corrective training centre that caters for boys in conflict with the law between the ages of 15-17 years. The institution was established in 1963 by an Act of Parliament (Cap 92 laws of Kenya). The aim of establishing such an institution was to provide detention for high-risk youthful offenders who have been involved in crime offences. High-risk offenders are those who have a high probability of reoffending owing to many risk factors. It operates under the Prisons Department and it draws its mandate from the Constitution of Kenya 2010, Cap 92, the Children's Act 2001, the Probation Act cap 62, and cap 90 Laws of Kenya, United Nations Standard Minimum Rules for the Treatment of Prisoners, the Rules on the Protection of Juveniles Deprived of their Liberty, and the African Charter on the Rights and Welfare of the Child (Thonden & Nowrojee, 1997).

As such, it is part of the Kenyan penal system. It was the focus of this study, because it hosts juvenile offenders who often express their ideas through art. The study's interest was the resilient voice behind their drawings and labels. The young offenders at the SBI are in their teenage years. This is a stage of milestone development characterized by energy, exploration, and vigorous creativity. Thus, they tend to express themselves through both verbal and non-verbal forms of communication. Examples of instances when they express themselves through the verbal form of

communication are when they are reporting incidents and forwarding their complaints through the set procedures. In regards to non-verbal forms of communication, they express their feelings through body posture, drawings, and labels. Such informal art does not require one to possess artistic talent because it is mainly based on the need to express feelings; particularly difficult or negative emotions. Through the expression of such emotions, one can heal from illness and trauma (Niseenson, 2008).

The Sanitation programme mainly focuses on giving knowledge to all the young offenders in SBI upon admission, during orientation and throughout their incarceration. This knowledge is given through oral guidance, the young offender is given a copy of the same and printed copy of the Borstal rules that includes rights and obligations inclusive of personal hygiene and taking care of the environment. This is a daily routine practice of taking care of their body, uniform and bedding. It is their sole responsibility to take care of all articles they are issued and are also assigned to clean various places using detergents, water and disinfectants and even sweep the yards. (Borstal Institution Rules, Part II; Rule 18, 28, 38).

The Superintendent in Charge delegates the Program weekly to one of the Administration Staff who carries out the Weekly Sanitation Inspection and gives a report. This Weekly Sanitation Inspection Template (Appendix 5) is divided into Inspection Area which includes The Boys 'Hygiene, every Dormitory, Kitchen Area, Training Classes, The Compound Area, Offices, Dining Hall, Library and Gate lodge. The Scores are awarded on the level of cleanliness and given in percentage. The weekly sanitation Inspection Reports help the Institution to track the Hygiene Behaviour of the Boys, maintain High Sanitation Standards of the Institution and mainly focus on Behaviour Outcome of the learners in terms of instilling responsibility, critical thinking and Obedience to Borstal Institution Rules. In this

study, the researcher mainly focused on the effect of Sanitation Rehabilitation on the Behaviour Outcome of learners In Shikusa Borstal Institution.

In a Systematic Review of Effects of sanitation on cognitive development and school absence by Sclar et al (2017) used experimental and observational studies that addressed the effect of sanitation. 17 studies met the review's eligibility criteria, four reporting on measures of cognitive development, 12 on school absence (with two studies reporting on school and work absence), and one study reported on both outcomes. Because of fundamental differences among the studies in terms of sanitation exposure and outcome measurement, pooling results via meta-analysis was deemed inappropriate so a descriptive review is presented. The current study focussed on behaviour outcome of learners in SBI and used observation, interview schedules, questionnaires and document analysis for instrumentation.

McMichael C. (2019) in her descriptive study in Tanzania included Published peer reviewed journal articles that helped examine the impacts of school-based WASH intervention in low-income countries. WASH interventions included: hand-washing initiatives (e.g., water, wash basins, soap, drying devices); drinking water initiatives; improved sanitation (improved toilets, facilities for menstruation); and hygiene behaviour initiatives (e.g., hand washing with soap, hygiene education). The study outcomes included: educational outcomes (i.e., school attendance, school dropout); hygiene behaviours, knowledge and attitudes; and health (i.e., WASH-related illness). The current study was done in Shikusa Borstal Institution located in Kenya adopted a mixed method research design and focussed on the behaviour outcome of learners through the drawings and labels viewed as 'dirt 'on the walls and different surfaces.

1.3 Statement of the Problem

Contemporary literature on Rehabilitation Programs reveals that Art can be a valuable tool in correction service. While Shikusa Borstal Institution provides rehabilitation to the young offenders through Sanitation Program, Formal Education and Technical training, as well as Spiritual programs and Counselling, the Weekly Sanitation Inspection Reports from the Sanitation Rehabilitation Program done about the institution often document dirty walls and other surfaces stained with Drawings and Labels. The walls identified during the weekly inspections mostly contain drawings and labels with underlying themes of pornography and violence. This is a cause of concern because the expectation is that when the boys are subjected to the Sanitation Program, they will uphold good personal Hygiene, and ensure cleanliness of all articles issued to them as well as their environment according to the Borstal Institution Rules (Part II; Rule 18,28, 38).

In addition, spiritual programs, formal education and technical training help the young offenders develop a positive self-image and value the efforts being done by the institution to rehabilitate them into law-abiding citizens. Specifically, programs in the institution should help them express their ideas through laid down procedures. Combining both elements of the research, namely the Knowledge and Practices of the Sanitation Program, motivation for the creation of the drawings and labels as a behaviour outcome may lend greater understanding of the learner's emotions, perception and aspirations which can form a firm foundation for developing effective rehabilitation programmes in this institution. It is on the basis of this background that the current study sought to examine the Effect of Sanitation Rehabilitation on the Behaviour Outcome of Learners at SBI.

1.4 Purpose of the Study

The purpose of this study was to establish the Effect of Sanitation Rehabilitation on Behaviour Outcome of Learners in Shikusa Borstal Institution, Kakamega County.

1.5 Objectives of the Study

The specific objectives of the study were to:

- i. Find out the learner's knowledge and practice of the sanitation programme at Shikusa Borstal Institution.
- ii. Determine the motivation for the creation of drawings and labels by learners in Shikusa Borstal Institution
- iii. Establish the influence of sanitation rehabilitation on the behaviour outcome of learners in Shikusa Borstal Institution

1.6 Hypotheses of the Study

H₀: There is no significant knowledge and practice on sanitation programme at Shikusa Borstal Institution.

H₁: There is no significant influence of sanitation rehabilitation on the behaviour outcome of learners in Shikusa Borstal Institution

1.7 Research Question

What is the motivation for the creation of drawings and labels by learners in Shikusa Borstal Institution?

1.8 Assumptions of the Study

- i. The drawings and labels made by learners in the school section at Shikusa Borstal Institution could be related to offence and various emotions.

- ii. The sanitation rehabilitation programme offered at the institution may not have had significant influence on the behaviour outcome of the learners in the Shikusa Borstal Institution.

1.9 Scope of the Study

The study's scope was limited to learners in the school section of Shikusa Borstal Institution located in Kakamega County. The focus on learners is justified by the Borstal Institution Act cap 92, which highlights Sanitation Program as one of the Rehabilitation programs at Shikusa Borstal Institution. The area of study was books, desks, walls, and clothes, where the drawings and labels are found. These areas were accessed by the researcher. There is a sole concern at Shikusa Borstal Institution stemming from the weekly inspection sanitation reports, specifically the comments on walls, desks, bedding, and clothing stained with drawings and labels. The weekly sanitation report is an important document because the law demands it. As such, it is the role of the learners at SBI to obey instructions given to them about washing, bathing, shaving, haircutting, and general cleanliness by the superintendent.

1.10 Limitations of the Study

The researcher initiated extensive consultations with all stakeholders including obtaining relevant authorization documents from authorities to ensure maximum cooperation and minimize the lack of cooperation. The learners were fearful in filling the questionnaire but were assured of anonymity and confidentiality of their involvement in the study. The respondents were further debriefed.

1.11 Significance of the Study

The study's findings may be significant to various parties. One is the SBI; the findings may generate useful insight to the institution that will trigger them into 'listening' to the voices of the young offenders that they air through the drawings and labels viewed as dirt. This way, they would understand what to do better in order to ensure positive behaviour outcome and still achieve high sanitation standards. Also, by looking into the motivation for drawings and labels, it will be possible to address the individual problems and improve the offenders' perspectives.

The findings of the study may provide an additional body of knowledge on sanitation rehabilitation alongside other programs and challenges experienced in dealing with inmates in borstal institutions. The study may also be a contribution to the topic on the use of art in youth correctional facilities by inmates to express their feelings and ideas. This may further offer valuable insights to the other Borstal institutions. Moreover, the study could provide recommendations that lay the foundation for further research on rehabilitation of young offenders in borstal institutions.

The Ministry of Interior and Coordination may also benefit from this study. They could gain an understanding of how to re-align their rehabilitation programs in Borstal institutions to ensure they achieve intended goals. The study may also be useful to psychology and criminology scholars tackling a similar topic; as a source of theoretical and methodological ideas. They could use the insights developed in this study to further their own studies or address any gaps of the current study.

1.12 Theoretical Framework

This study was underpinned by the John Dewey's (1859-1952) moral theory which argues that the function of value judgements is to guide human conduct, understood broadly to include conscious and unconscious bodily motion, observation, reflection, imagination and judgement. Educational Psychology views learning as the process by which we change our thinking and behaviour making us more capable and able to survive in the dynamic world.

Learning becomes a response acquisition, a knowledge acquisition and a knowledge construction which is explored through experience cumulatively. That every experience prepares one for the next, whether good or bad. On interaction Dewey denotes that current experiences can be understood as a function of past stored experiences. He then further describes learning in five steps of emotional response, definition of a problem, formation of hypothesis testing the hypothesis and finally application. Regulative principles are those that shape behaviour such as the moral and physical laws. They are general rules of action that have been thoroughly refined over time that it is highly unlikely that will ever need to be revised for instance the rule of not killing may consider defence of one's person, family or country as an exception. This points out the ability to think about consequences of one's actions, their decisions and placing oneself in the place of victims of such actions.

This theory was pertinent to the study as it focuses the laid down rules and obligations in regard to sanitation program highlighting practice and the goal of achieving values of responsibility and upholding high sanitation standards as an individual and an institution. Therefore, through this knowledge and practice, it is expected that the learners will adhere as they know the value in it as rehabilitation is all about positive behaviour change and acquisition of relevant skills. However, going against the

obligations on hygiene and sanitation by creation of drawings and labels viewed as dirt brings out a different behaviour outcome opposed to the intended goal and hence the study investigates the motivation for such.

1.13 Conceptual Framework

The conceptual framework for the study has independent and dependent variables as per Figure 1:

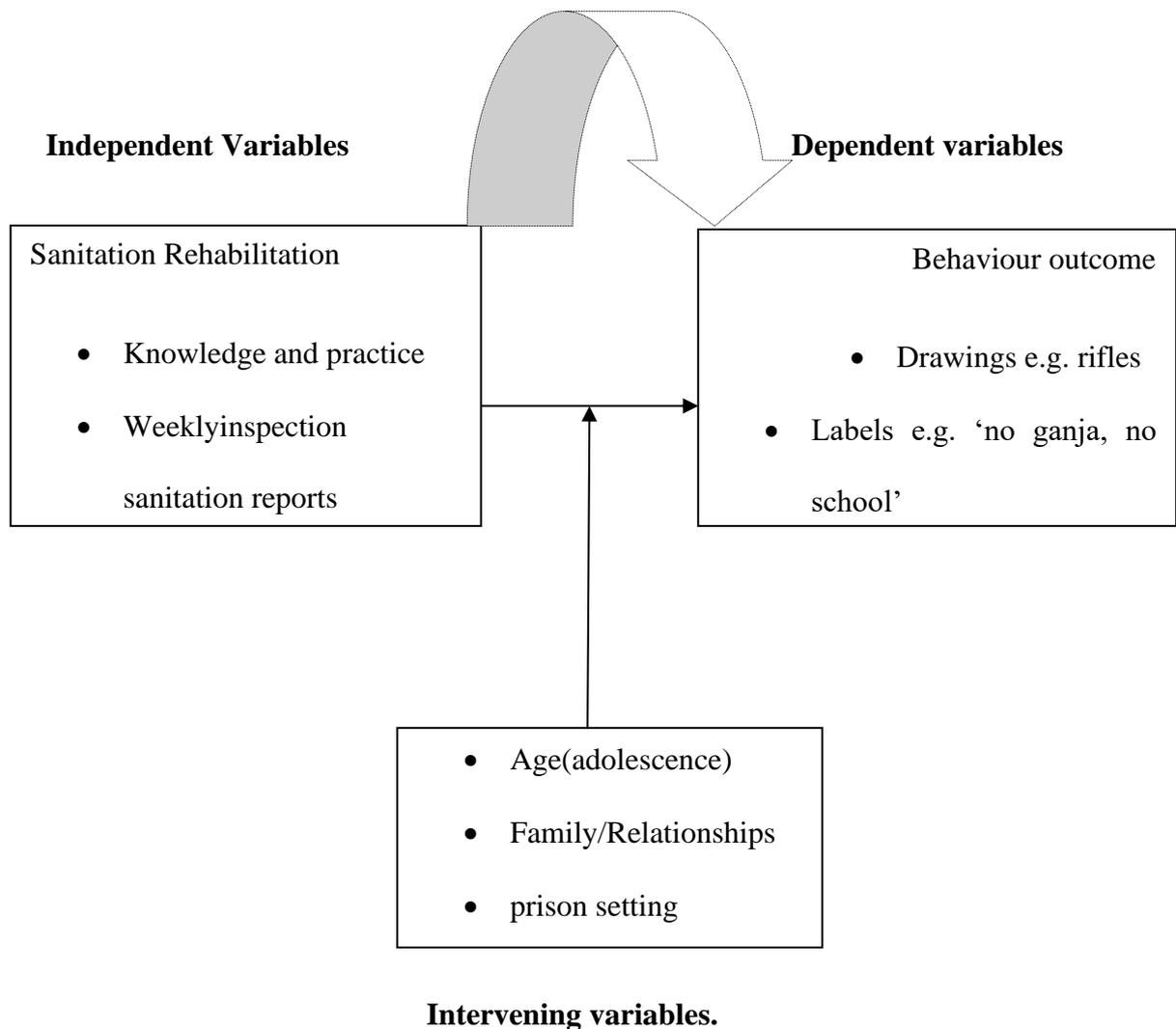


Figure 1: Conceptual framework

The independent variable was Sanitation rehabilitation through whose goal is to uphold high hygiene and sanitation standards and mould the learners into law abiding

citizens through facilitating behaviour change, impact new knowledge, skills, and mental adjustment. The dependent variable was behaviour outcome observed through the drawings and labels created by the young offenders at the SBI. These are the non-verbal forms of communication relied upon by the young offenders at SBI to communicate their desires and frustrations. The relationship was intervened by adolescence age, family background, and school environment.

1.14 Operational Definition of Terms

Borstal institution: refers to separate institutions set aside for children in conflict with the law between the ages of 15-17 years found guilty of an offense. (section 3 of the Borstal Institutions Act.)

Sanitation Rehabilitation: refers to the sanitation programme that involves giving knowledge to all learners in SBI, hygiene and cleaning and weekly inspection done and a report handed over to the SBI Administration.

Behaviour Outcome: refers to Drawings and Labels observed by the researcher.

Secret: refers to unguided, unmonitored, and not instructed by the superintendent in charge, teacher, or any prison officer.

Drawings: refers to an unmonitored informal type of art mostly done without guidance or in secret

Labels: refers to an unmonitored wordings of identity inscribed on drawings or done alone with meanings of power, hobbies, identity and so on behind them.

Superintendent: refers to the prison officer appointed by the Commissioner to be superintendent of a Borstal institution.

Youthful/young offender: refers to a person convicted of an offence punishable with imprisonment and has been found by the court, at the time of such conviction, to have attained the age of fifteen years but to be under the age of eighteen years.

Learners: refers to young offenders at the School Section of Shikusa Borstal Institution under the Formal Education Program.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of scholarly contributions on the topic of Effect of Sanitation Rehabilitation on the Behaviour Outcome of Learners in SBI. The Knowledge and Practices for Sanitation as one of the Rehabilitation programs, the Motivation for the Creation of Drawings and Labels by the Learners, and the Effect of Sanitation Rehabilitation drawn from the Drawings and Labels as the Behaviour Outcome and Summary of Knowledge Gap.

2.2 Sanitation Rehabilitation Program

Rehabilitation also includes the use of educational programs that give offenders the knowledge and skills needed to compete in the job market. (Butterfield, 2001) SBI's School Section is under the Directorate of Education and Vocational Training under the Kenya Prisons Service and runs from class 7 to form 4 and has embraced the Competence Based Curriculum (CBC). The primary school section is headed by a head teacher who is appointed by the teachers' service commission. Its staff comprises of teachers registered with the teachers' service commission and some prison officers. The secondary school sections are headed by in-charge school section, a senior prison officer with teachers who are prison officers. The school has a library. However, it faces the challenges of inadequate science laboratories and teaching staff. The learners here participate in the scheduled academic and co-curricular activities including national examinations, music, drama, and sports among others.

Technical training is another rehabilitation program at SBI. This kind of training provides individuals with the knowledge and skills that are needed to find and keep a job. Examples of technical training programs offered at SBI include tailoring, carpentry, masonry, and electrical training. Various studies indicate that offenders who receive technical training are more likely to stay out of incarceration facilities once their sentence is over. They are also likely to find employment opportunities after serving their sentence (Pompoco et al., 2017; Anyanwu et al., 2018).

Guidance and counseling is another rehabilitation program that is provided to the young offenders at SBI. This program helps the offenders to make sense of who they are and where they are going. The goal of the counselors involved in this program is to help the young offenders make sense of their own suffering and acknowledge it. It is also an important program that assists the inmates to reform their behavior by making relevant decisions that would repair their deficiencies and return to the society as productive members (Rahmi et al., 2018).

SBI also provides pastoral care to the offenders as a way of rehabilitating them and preserving their religious attitudes and beliefs. Spiritual welfare can give meaning and purpose to life in these incarceration facilities. In addition, it can provide clear ethical and moral guidelines, and allow the offenders to transcend immediate reality and connect to something larger than themselves. Besides, a healthy religious orientation in incarceration facilities like the SBI supports an optimistic worldview (Brault, 2014).

The young offenders at SBI also participate in recreation and sporting activities as a way of rehabilitating them. This rehabilitation program improves the physical and mental health of the offenders. In addition, since being active is a good way of

exercising, recreation and sports help in minimizing healthcare costs in prisons (Gallant et al., 2015).

Formal education is the main rehabilitation program at SBI. As noted by Gumi (2014), education is a key aspect of the rehabilitative role in which offenders can engage while in prison. It is not only a means of keeping the offenders occupied, but a way of forming a stepping stone towards their reintegration into society. Besides, access to education is a fundamental right to offenders and inmates (Hawley et al., 2013).

Personal hygiene plays a major role to promote healthy life. This study by Khatoon et al (2015) focussed on the impact of school health education program on personal hygiene among school children of Lucknow district to assess the current level of knowledge and practicing behaviour in regard to hand washing, bathing and cleaning. A cross-sectional descriptive study was conducted on 800 students of Lucknow district. All the students were interviewed with a structured questionnaire (pretest). A visual display of good and bad personal hygiene was shown on projector and explained the benefits of good personal hygiene behaviour. In conclusion, Overall trend of knowledge and practice about personal hygiene was in poor condition among students. The current study adopted mixed method design for both quantitative and qualitative data and didn't explore the behaviour outcome of learners.

Assefa and Kumie (2012), did a cross-sectional study to assess the factors influencing hygiene behavior among school children in Mereb-Leke District, Northern Ethiopia. The study population consisted of those who are in the second cycle as they are more mature and most senior in primary schools. A multi-stage probability sampling procedure with three stages was used to select participated schools. A total

of 528 school children were randomly selected from students networking list of selected schools. This study concluded that knowledge, awareness, training on hygiene and sanitation, being a member of hygiene and sanitation club, experience of visiting model school, and parent's health package status were factors influenced hygiene behavior. The previous study adopted simple random sampling for selection of students while the current study adopted saturated sampling as the learner's population was small. This filled the gap created by the other study.

A study by Wasonga et al (2012) titled Kenya Comprehensive School Health Policy: Lessons from a Pilot Program, used peer review exchange visit to understand and evaluate the comprehensive school health policy and program in the piloted districts. Prior to the visit, the researchers agreed on the specific areas and objectives that would guide the gathering of information from the schools that were to be visited for the purposes of learning. The results of this study show that there is a lot to be done to bridge the gap between policy formulation and implementation of the Kenya comprehensive school health policy although the process of formulating it has been participatory. The quest of Kenyan government to transform the way policies are formulated and implemented to improve the health of her citizen is something which has to be lauded. Although the study has shown that there are issues which have to be tackled to achieve the objective of the policy, with planning and operationalization of the coordinating structures, the implementation of this policy will ensure that the health of Kenyan children and their communities is improved. This current study was designed the gap and it used observation guide, focused group discussion, interview schedule and questionnaire for instrumentation.

The Borstal Institutions Act Chapter 92(4) requires that every borstal institution shall provide proper sanitary arrangements, water supply, food, clothing and bedding for

the inmates and the means of giving such inmates educational, industrial or agricultural training hence this comes in as a way of behaviour modification in moulding law-abiding young citizens. The researchers also recognized the importance of programs that help convicts develop self-esteem and a sense of personal well-being. Sanitation Rehabilitation is one of them in training the learners on person hygiene and sanitation around the institution.

2.3 Motivation for the creation of drawings and labels among learners

2.3.1 Psychological factors

Bilic (2014) noted that some of the factors that influence nonverbal communication among inmates include intelligent quotient (IQ), personal emotional activity, drug use, fear, thirst or hunger, physical illnesses, prejudice, fatigue, and motivation. Also according to the researcher, other inmates use nonverbal communication cues such as drawings as a defence mechanism. For example, prisoners may manifest contrary emotions to what they actually feel. In the study by Hanes (2005) reasons such as need to escape, anger, and redemption were reported as the major reasons why prisoners in a county jail located in the Midwest section of the United States engaged in art activities. In a study by Baroody-Hart & Farrell (1987), it was established that the inmates who made drawings in a maximum prison in the United States did so to avoid psychological stress. This study seeks to establish the effect of rehabilitation on the creation of drawings and labels by young offenders as art rehabilitation is not a rehabilitation program in SBI. In contrast, these studies involved adult inmates.

According to Fakude (2012), the motivation that appears through drawings created in prison is in the exertion of control over one's environment. It has the ability to offer a sense of normalcy, freedom, and power. Similarly, such drawings can be a tool for

marking territory, sometimes even communicating with other offenders. Besides, the drawings can be a way of dispelling repression and displaying their unique identity. For some other inmates, the motivation to create drawings and labels is based on an unfulfilled dream to be an artist and now having nothing to lose (Moyo, 2014). In such a case, the drawings satisfy the need to create with minimal chance of reaching an audience they tend to be more honest and raw when created with no intention of being viewed by an audience.

Some of the other key factors that have been identified include the need for self-expression, the desire for attention or recognition, and the need to communicate or establish a sense of identity. One study that examined these factors is by Levett & Horvath (2017), who conducted a qualitative analysis of drawings created by incarcerated sex offenders. They found that the drawings served a variety of functions, including providing a means for offenders to express their emotions, to cope with their experiences, and to communicate with others. Many of the drawings also had sexual or violent themes, which the authors suggest may be related to the offenders' sexual deviance and aggression.

Another study by Nijman et al. (2002) investigated the use of labels by forensic psychiatric patients. They found that the labels served a number of functions, including providing a means of self-expression, communicating with others, and establishing a sense of identity. The authors suggest that the use of labels may be related to the patients' need for recognition and acceptance, as well as their desire to assert their individuality.

In addition to these factors, other studies have highlighted the role of emotions and coping mechanisms in the creation of drawings and labels by offenders. For example,

Hohl & O'Connor (2018) conducted a study of drawings created by incarcerated women and found that the drawings served as a means of coping with traumatic experiences, as well as a means of expressing emotions such as anger, sadness, and fear. Similarly, Stewart & Richardson (2011) examined the use of labels by individuals with a history of violence and found that they served as a coping mechanism for dealing with feelings of shame and guilt.

2.3.2 Physical factors

In an interview with a curator who was buying drawings by prisoners in the United States, it was noted that one of the motivations of some prisoners in creating these drawings is the circumstances surrounding them. This is because some of the drawings revealed a dark theme behind them, a reflection that the prisoner who created it was in a constant state of despair. Another reason as evident from the interview was the documentation of their state in prison (Corbett, 2019). Baroody-Hart & Farrell (1987) also established the need to avoid physical stress as a factor that motivated inmates at a maximum security prison in the United States to make drawings.

Another reason why inmates make drawings while in jail is to communicate their side of the experience, considering some of the drawings are cartoons. Thus, it is an opportunity for them to represent their experience to a larger community. According to a former inmate in a maximum security prison in an African country, drawing was a matter of life or death. He was informed that he would die while in prison, and started drawing and painting to escape the suffering. Other prisoners do not consider making drawings until they become incarcerated; for them, it is a choice of growth over deterioration (Paul, 2020).

2.3.3 Socio-economic factors

In his work, Johnson (2007) considered some drawings obtained from a vacated jail in Indiana, US. The cross was one of the most frequently created drawings according to his analysis of the jail drawings and labels. This was similar to the study by Hanes (2005) where it was also reported that the Christian cross was a frequent drawing created by prisoners. It was interpreted to be a symbol of atonement and redemption. This is because an inmate's religious affiliation cannot be discounted just because they are in conflict with the law. Other drawings expressed a theme of 'home', which were an indication of the desire to be home rather than be incarcerated. These images were also an expression of emotions experienced in prison, which may be perceived as detrimental to survival in prison. Nevertheless, the researcher also reported horrific themes that were popular from the drawings analysed. These were affirmations of stereotypes about the evil inclinations of criminal offenders. Furthermore, they attest to the disconnection of the offenders with mainstream society. In the study by Brewster (2014) the need to connect with family was noted by the researcher as one of the factors that motivated inmates to participate in art programs while in prison.

2.3.4 Physiological factors

The prison environment is made up of inmates of different body sizes. Some are big-bodies while others have small body structures (Wafula & Koome, 2018). Therefore, it is no wonder that some big bodied inmates become bullies to the inferior ones. Thus, some of them might be motivated to express their superiority complex (body wise) through drawings and labels. The labels could include the nicknames they have been given to describe their body size. Alternatively, the inmates with smaller bodies might take part in creating drawings and labels to express their feelings about their body size and how it affects their prison life.

2.4 Influence of Sanitation Rehabilitation program on offenders

Various scholars have been interested in the impact of education and rehabilitation programs on offenders. As opined by Bruyns & Nieuwenhuizen (2003), education and training are prerequisites to a stable and crime-free life. In addition, increased job skills and productivity of offenders were mentioned by these researchers as a positive and direct contribution to economies. The researchers also recognized the importance of programs that help convicts develop self-esteem and a sense of personal well-being. It is considered that the aim of education and training within prisons is to empower convicts so that they can function effectively in a new set of social and economic situations with necessary skills and a suitable outlook on life after release. Every prisoner has the right to basic education to provide at least basic numeracy and literacy, as well as some type of job-related skills. They added that to enable efficient reintegration of convicts, increased access to education, enhanced educational support, and financing should be offered (Bruyns & Nieuwenhuizen, 2003). Adams *et al.* (1994) noted that education programs within corrective facilities also have some attributes that make them attractive to correctional administrators. They generate incentives to inmates in surroundings that are otherwise devoid of constructive activities, provide exposure to positive civilian role models, and provide activity in an otherwise monotonous institutional environment.

Gerber & Fritsch (1995) conducted an analysis of 42 studies to determine the impact of vocational education on post release employment, recidivism, and participation in education in the United States. The study's findings revealed support for the view that education and rehabilitation programs lead to a reduction in recidivism, an increase in employment opportunities, and fewer disciplinary violations. In another study by Taylor (1992), it was established that individuals who had received higher education

during incarceration had a 60-75 percent better chance of getting employed compared to those who did not participate in college programs.

Hamlyn & Lewis (2000) also noted that training and education in incarceration facilities contributes to employment after release. This was owing to the results of a follow up study of five to nine months in a prison in England; it indicated that offenders who gained qualifications in prison were twice as likely to get employed compared to those who did not. In regards to impact on recidivism, The Federal Bureau of Prisons in the US noted an inverse relationship between education and recidivism rates (Rhodes et al., 2018). This means that the more education that one received, the less likely they were to be re-arrested. In a study by Marks (1997), it was established that offenders who had at least two years of college education had a 10 percent re-arrest rate in comparison to 60 percent rate for the control group. In the study by Gumi (2014), it was revealed that education programs in prison provide the inmates with the time to think, grow, and also reflect on past life. This way, they are able to imagine a future of possibilities.

In a similar study by Okang'a (2014) who analyzed the effect of prison rehabilitation programs on the behavior reformation of offenders in Kisumu County Kenya, the findings established that the educational training and rehabilitation programme had a high and significant contribution towards behavior reformation of the offenders. However, it was also established that socio-psychological training programs had the least contribution to behavior reformation of the offenders. As such, the study recommended an emphasis on vocational skills training, education, and religious programs as the best way to enhance behavior reformation among offenders.

Despite the benefits associated with education and rehabilitation in prisons, some studies conducted in the context of rehabilitation of young offenders in Kenya reveal some challenges that need to be addressed to make the process more effective. For instance, a study by Onyango (2013) on the effectiveness of rehabilitation programs for juvenile delinquents in Kenya indicated that the major rehabilitation programs were in education, vocational training, spiritual welfare, and life skills training courses. Further, the findings revealed that the programs were executed in deplorable conditions, thereby affecting their effectiveness negatively. As such, the young offenders had not benefited from them. It is against this revelation that the current study was out to establish the influence of education on rehabilitation of young offenders. In a similar study by Mucemi (2010), the educational outcomes of reintegrated child offenders in Nyeri County were explored. The findings pointed out that although most children were reintegrated back into society successfully, the time allocated to learning and teaching in the rehabilitation schools was inadequate. This was due to the interference by other correctional programs, the lack of clearly formulated aftercare services, and inadequate teaching staff. The findings in these studies point to the need of improving rehabilitation programs so that all young offenders like those at SBI can benefit from them.

Drawings are an example of non-verbal communication used by offenders to express themselves. According to psychological and psychoanalytic schools, nonverbal communication is essential in human interaction (Burgoon, Guerrero, & Floyd, 2016). Crawley & Crawley (2008) add that drawings in a correctional setting can generate useful information from inmates. As such, correctional officers must be able to recognize drawings as a non-verbal cue from inmates that may be indicators of deceit,

fear, or a warning. Besides, they must be able to use nonverbal communication skills to assert authority as well as guard against physical attack.

In a study by Pfeiffer, Ossorio, & Kling (1974) noted that informal pictures are a form of nonverbal communication used by inmates to express themselves. These researchers contrasted these informal pictures with the behavioural characteristics of various inmate groups in a correctional facility in the United States. While this study identified informal pictures as a tool for non-verbal communication in an inmate population, it instead, focused on the usefulness of behavioural techniques in studying inmates. This notwithstanding, the current study focused on the influence of rehabilitation on drawings and labels created by young offenders. Also in the opinion of Steinhauer (2019), drawing is the primary way through which prisoners in various American prisons express themselves.

Peaker (1994) who established the Unit for Arts and Offenders to encourage the creation of arts possibilities for persons in prisons, special hospitals, and units, saw them as falling midway between an educational and a therapeutic framework. The function of the arts for convicts was determined individually, but it sprang from a "desire to discover their own voice in a circumstance where they have few means of connecting with others and experience a consequent loss of identity. This was created as part of a comprehensive framework that aimed to develop the full person. This was conceived within a holistic framework which sought to develop the whole person. The creative capacity of the arts allows and instils confidence in prisoners, challenging their low self-esteem and assuring them that they are worth educating. They are a vehicle through which inmates can occupy themselves constructively and escape from the pressures of their immediate surroundings (Peaker, 1994). In other words, rehabilitation through arts had a positive impact on offenders.

In a study by Johnson (2008), it was revealed that drawings made by prisoners can be a valuable tool in corrections, despite a decline in support of art programs. The study was conducted in the context of a county jail in the U.S and included photographs of drawings made on the interior of a county jail to illustrate the creative potential that exists behind bars. The findings of the study showed that these drawings have the potential to improve prisoners' involvement or participation in rehabilitation programs.

In addition, the use of art therapy, specifically drawing, has been found to be an effective intervention in the treatment of offenders, particularly in addressing underlying psychological and emotional issues that may have contributed to their criminal behaviour. Several studies have investigated the use of drawing as a therapeutic tool with different populations of offenders. DiCataldo & Caruso (2003) explored the use of drawing as therapy with juvenile sex offenders and found that it provided a means for these individuals to express their emotions and experiences in a safe and supportive environment. Similarly, Sperber & Boyle (2008) found that art therapy, including drawing, was useful in helping offenders cope with feelings of shame and guilt related to their offenses.

The use of art therapy in forensic mental health has also been examined in broader reviews of the literature. Barnes & Teeters (2014) conducted a review of art therapy with forensic populations and found that it had positive effects on a range of outcomes, including reducing anger and aggression, increasing self-esteem and coping skills, and improving communication and social skills. Javdani et al. (2013) reviewed the literature on the use of art therapy specifically with young offenders and recommended that more research be conducted to explore its efficacy. In addition to its therapeutic benefits, drawing can also be used as a tool for assessing offenders.

Van der Merwe & Dawes (2000) investigated the use of art-making in the treatment of adolescent offenders and found that it provided valuable information about their mental health and emotional states. Regehr & Glancy (2015) conducted a review of the literature on the use of drawing in forensic mental health and found that it could be a useful adjunct to other forms of assessment, particularly in identifying issues related to trauma.

Andrews & Bonta (2010) emphasize the need for evidence-based interventions that address the underlying causes of criminal behaviour, rather than simply punishing offenders. Art therapy, including drawing, can be an effective intervention in achieving this goal by providing a means for offenders to express their emotions and experiences, and by addressing the psychological and emotional issues that may have contributed to their criminal behaviour.

Besides the use of drawings as a method for working with young offenders, many other geographers have engaged with these drawing techniques when working with migrant communities (Towa-Kelly, 2008), adults with learning disabilities (Murray, 2018), and people in conflict settings (Harel *et al.*, 2017). The participatory nature of this kind of research is often highlighted as core strength, with the potential to shift relations of power. Drawings have also enabled soldiers to share the experiences of situations in which they felt insecure despite otherwise being a social taboo. Indeed, attempts to understand fears, emotion, pain and other often intangible feelings can be facilitated by using drawings and labels. This is an indication of the general usefulness of drawings in restoring situations or people (Askins & Pain, 2011).

A case study by Mdluli (2017) on Fatima Meer, a female leader of Indian origin who was involved in the liberation movement of South Africa and was imprisoned, is

proof that drawing is a form of communication used by inmates even in Africa. While in prison for her activism activities, Fatima Meer made 20 drawings; each of them represented a stolen moment. The study established that Meer through her paintings focused on the harsh realities of prison life, where documentation seems to take precedence over self-expression. While Fatima was incarcerated due to her activism activities, she did not need to go through rehabilitation. Hence, it is not clear how her rehabilitation influenced her drawings. Therefore, the current study undertook an in depth focus on the influence of rehabilitation on drawings and labels among Borstal inmates unlike the female prisoners of Indian origin.

Ngozwana (2017) conducted a study to explore the perceptions of offenders of rehabilitation programs in African prisons. The researcher focused on prisons in Lesotho. In the study, it was reported that young offenders actively participated in vocational activities such as drawing and beadwork. These vocational activities were found to influence rehabilitation efforts positively. Nevertheless, the adult offenders noted that some rehabilitation efforts are imposed on them; hence their ineffectiveness. This outcome notwithstanding, a positive association between drawings and rehabilitation among young offenders was established.

Halperin, Kessler, & Braunschweiger (2012) explored the concept of rehabilitation through arts. They included male offenders from various African prisons and sought to analyze the impact of prison art rehabilitation programs on their participation in voluntary educational programs. Drawings were part of the forms of art included in the art program. The findings indicated that art programs may motivate inmates with long sentences to pursue education degrees. This is an indication of the importance of rehabilitation on the drawings of offenders. Nevertheless, the study only focused on

adult offenders, while the current study has embarked on juvenile offenders in Borstal institution; thus the finding may differ in the Kenyan situation.

While these drawings and paintings are created openly with the knowledge of the prison officers and the outside world, others which are created in secret cannot be ignored. For example, the ones noticed by officers and some members of the administration at the SBI. While no other previous study has tackled them, it will be interesting to find out more about the secret drawings and labels at the SBI and their impact on the offenders' rehabilitation, in this study.

This study defines labels as tags that highlight body size, popularity, power, music, and so on. Considering the inmates on whom this study focuses are young offenders, they are at a stage of identity complex and the use of labels is one way they express themselves. As opined by Brewster (2014), incarceration carries the responsibility of offender rehabilitation. As such, there has been growing pressure on policy makers to identify and support evidence-based education programs to help the incarcerated men and women to develop life skills and a positive attitude to prepare for re-entry into their communities. In his study, Brewster (2014) explored the impact of education programmes on the behaviour of inmates in two prisons located in California. The findings from this study indicated positive correlations between arts education and life effectiveness attitudes. The researcher also reported a decline in disciplinary reports and increased participation in vocational and academic programs stemming from the arts education programmes. Nevertheless, the study did not include drawings and labels.

Earlier studies have also indicated the importance of rehabilitation programs in prisons. According to other scholars, programmes can help inmates struggling with

issues of self-confidence, empowerment, and worth (Matarasso & Chell, 1998; Jermyn, 2001). An evaluation of the prison arts education programme in Norway established that it contributes to the development of social and life skills as well as self-development among inmates (Nordic Council of Ministers, 2009). Research also suggests a strong connection between drawings and labels in correctional facilities and the development of the right brain (Feder & Feder, 1981; Sautter, 1994). This in turn, results in better thinking skills and greater emotional self-regulation. Furthermore, a well-developed right brain promotes intellectual flexibility, self-discipline, patience, creativity, and focused attention; hence better rehabilitation.

Also according to Winner & Hetland (2008), the use of art such as labels in prison for self-expression, are associated with the development of life effectiveness skills such as self-criticism, and the willingness to learn from mistakes. A study of young offenders in England revealed that they valued art lessons even though they lacked enthusiasm for other formal education (Jiang & Winfree, 2006). While none of these studies specifically focused on the impact labels created by inmates, the predominant notion among them was that self-expression through any form of art plays an imperative role in the development of essential skills including communication among inmates. This way, they are more open to rehabilitation.

In the study by Halperin, Kessler, & Braunschweiger (2012), labels were also considered as a form of art, although they were not called labels as in this study. The outcomes of the study then imply that rehabilitation played a positive role on the creation of labels to the extent that some end up furthering their education and arts while in prison. Kajawo (2019) conducted a study to examine the effectiveness of rehabilitation programs such as education in Malawi prisons. A total of 243 respondents were included in the study where questionnaires, interviews, and

observations were used in the generation of data. The study indicated that the programs such as education in Malawi prisons were ineffective in terms of resources availability, capacity of teachers, and management structure. Several challenges such as unqualified personnel and lack of support from authorities were reported as obstacles towards the effectiveness of the programme.

Thus, the ineffectiveness of the program is interpreted to mean that it cannot adequately offer rehabilitation; hence, it is impossible to conclude its effect on drawings and labels created by inmates. Studies conducted in the context of many African countries reveal a similar situation. Thus, most of the offenders engaged in the education programs in these prisons often turn into recidivism when their sentences expire (Faduke, 2012; Moyo, 2014; Johnson, 2015). Thus, the prison rehabilitation programs in most African countries leave a lot to be desired (Rupande & Ndoro, 2014; Chigunwe, 2014). The unavailability of adequate literature on labels created by offenders in African prisons depicts the need for more research on the topic. An understanding of their impact on rehabilitation would be helpful in shedding light into whether they are the solution to the ineffective rehabilitation programs.

In the opinion of Mucemi (2010), rehabilitation programs should ideally replace the home atmosphere which young offenders have not had and will not probably experience due to their committal. This is because merely exposing them to school routines and discipline may not be helpful.

The rehabilitation programmes in these facilities have earlier been criticized on grounds that the duration of committal is inadequate to benefit the young offenders since their stay in a correctional facility is dependent on court orders that are subject to revocation at any time (Ngundo, 2005). Nevertheless, there has been no research

focusing on the effect of labels on the rehabilitation of the inmates. A study conducted by Wafula & Koome (2018) only explored the impact of rehabilitation programs on the establishment of business ventures by ex-convicts in Taita Taveta County.

2.5 Summary of Knowledge Gaps

Empirical literature shows focus on adult prisoners where drawings are guided by art rehabilitation. For example, a drawing made by a woman named Fatima Meer in a South African jail depicting inmates in red and blue turbans with their hands locked at the back and in bare feet (Steinhaver, 2019). However, a focus on unguided or unmonitored drawings and labels created by young offenders has received limited coverage; the studies by Johnson (2008); Brewster (2012); Halperin, Kessler, & Braunschweiger (2012); Wafula & Koome (2012); Ngozwana (2017) only focused on adult offenders. Furthermore, most studies focused on the drawings and paintings created with the knowledge of the prison administration and not on drawings and labels created in secret; the studies by Sautter (1994); Johnson (2008); Ngozwana (2017); Kajawo (2019) all focused on art that was created with the knowledge of prison administration. Besides, there are a limited number of studies in the Kenyan context that have explored the extent to which rehabilitation has influenced the creation of the drawings and by young offenders; the study by Wafula & Koome (2012) focused on the Kenyan context although its scope was limited to adult ex-convicts.

Therefore, there was a need to explore more about the drawings and labels created by young offenders in secret. These are the gaps which this study sought to address, by focusing on the influence of rehabilitation on the drawings and labels created by the young offenders at SBI.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the procedures and techniques that were used in gathering the data pertinent to this study. The research design, study area, target population, sampling procedures, data collection instruments and procedures, sample size, the pilot study, data analysis, and ethical concerns were also described in the chapter. All the chosen techniques were justified.

3.2 Research Design

Mixed method was adopted in the study that allowed the researcher to gather both qualitative and quantitative data. In specific, the photo voice type of mixed methods design was utilized. The photo voice method uses photography and storytelling to empower marginalized communities and give them a voice in addressing social issues. This approach allows participants to capture their experiences, perspectives, and concerns through photographs, which are then used as a basis for discussion and social change. Thus, this research design was considered useful in seeking in depth information on the effect of rehabilitation on drawings and labels among learners at Shikusa Borstal Institution. The qualitative approach in the design included unstructured, detailed interviewing and observations. The approach further provided valuable insights, feelings and views of the world around the inmates, while the quantitative approach allowed for the generation of numerical data that enabled hypothesis testing, which indicated the interaction effects between variables (Bell, 2010).

3.3 Study Area

The study took place at the Shikusa Borstal Institution (SBI), which is located in Kakamega County, Ileho Sub County. SBI is a youth corrective training center that caters for boys in conflict with the law aged between 15 and 17. SBI dates back to 1963 when it was established by an Act of Parliament. The construction of the SBI, however, was started by the colonial government in 1952. It was not until September 1963 that the institution opened its doors to the first young offender. The institution's vision is to be an excellent organization in correctional services and its mission is "to contain offenders in humane conditions in order to facilitate responsive administration of justice, rehabilitation, social integration, and community protection. SBI's motto is "Rehabilitation and Justice" shows that the institution envisions being excellent organization in correctional services in Africa and beyond. Its mission is to contain offenders in human, safe conditions. SBI's administrative structure consists of members of the administration, welfare officers, instructors, and teachers (Onderi, 2017). The boys in conflict with the law who come from various parts of the country are admitted to SBI are usually discharged after three years. These boys come from different parts of the country; hence, they come from a diverse range of cultures. In total, there are 83 learners, 10 administration staff, and 7 teachers at SBI. 6 of the administration staff are male while 4 are female. The rehabilitation programs offered to the boys include literacy education, technical training, guidance and counselling, and pastoral care. The learners also engage in recreation and sporting activities. Literacy education is the main rehabilitation program offered at SBI and the facility's school section is under the prison welfare department and runs from class 7 to form 4. The primary school section is headed by a head teacher who is appointed by the teachers' service commission. Its staff comprises of teachers registered with the

teachers' service commission and some prison officers. The secondary school sections are headed by an in-charge school section, a senior prison officer with teachers who are prison officers. The school has a library but it faces the challenges of inadequate science laboratories and teaching staff. Learners at SBI participate in the scheduled academic and co-curricular activities including national examinations, music, drama, and sports among others. This institution was chosen as the target for this study due to the noted negative themes presented in the drawings and labels created by learners. These negative themes were assumed to stem from deeper-rooted issues, which this study sought to uncover and possibly recommend strategies for positive social change among the learners.

3.4 Target Population

The target population consisted of 83 learners, 10 administration staff and 7 teachers totaling to 100 participants in SBI. All the three groups of participants considered key and held important information for the study.

3.5 Sampling Procedures

The study employed purposive sampling and saturated sampling. The convenience sampling method is a recruitment technique in which researchers collect data from a conveniently available pool of potential respondents accessible to the researcher (Lohr, 2009). In this study, convenience sampling was used to select teachers and members of the SBI administration. A small sample was drawn because samples in qualitative research tend to be small in order to support the depth of case-oriented analysis, which is fundamental to this mode of inquiry (Young & Casey, 2019). From a population of 17 teachers and members of the SBI administration, the researcher targeted 8 respondents. The researcher approached the teachers and members of the

administration and briefed them about the study. Those who were available during the time of data collection were conveniently sampled.

Saturated sampling refers to a point in data collection when no additional insights are identified, symbolizing that an adequate sample size is reached (Saunders *et al.*, 2012). In this study, saturated sampling was used to recruit learners in the SBI school section. The number of learners in the SBI school section was 83. All of them were included in the study as this was found appropriate for the study.

3.6 Sample Size

Table 3.1 summarizes the population and sample composition

Table 3.1: Population and sample size

| Respondents | Population | Sample size | Percentage |
|------------------------------|-------------------|--------------------|-------------------|
| SBI learners | 83 | 83 | 100 |
| Teachers | 7 | 7 | 100 |
| Members of administration | 10 | 10 | 100 |
| Total | 100 | 100 | 100 |

Source: Field, 2022

3.7 Data Collection Instruments

This study employed questionnaire, interview schedule, observation guide and document analysis instruments to collect data.

3.7.1 Questionnaire for Students

Questionnaires are mainly used to gather measurable data from a group of respondents. They enable the researcher to gather data from a large sample, thereby enhancing the response rate and ability to generalize the findings to a population (Saunders, Lewis, & Thornhill, 2016); thus, making them suitable for this study.

Questionnaires were also preferred for use in this study because they are easy to administer and time saving in comparison to other data collection tools (Davis, 2011).

The major disadvantages of questionnaires are that they can easily be misinterpreted and have a low rate of response. Moreover, it was difficult to ascertain the degree of honesty put in answering questions included in a questionnaire, especially when they are self-administered. These weaknesses notwithstanding, questionnaires were most practical with the learners at SBI because they are less intrusive. The respondents might have felt more comfortable filling them on their own compared to if they were being interviewed. The aim of the questionnaire was to generate data about the respondents' opinions about their Knowledge on Sanitation Rehabilitation and the Motivation for the Creation of Drawings and Labels. The questionnaires included closed ended questions focusing on

Whether the learners had the knowledge on Sanitation Rehabilitation and were practising as per the Borstal Institution Rules, the Motivation for the creation of drawings and labels by the learners at SBI as a means of non-verbal communication to express their feelings, their thoughts about rehabilitation, and two open-ended questions. They were identical for all respondents and included four sections. The first

section contained 4 questions, which examined the learners' demographic characteristics. The second section contained 13 statements about the creation of drawings while the third section had 10 statements about the creation of labels. The fourth section contained 5 statements about rehabilitation. The statements in the second, third, and fourth sections were rated on a 5-point Likert Scale and the respondents were required to respond to the statements by rating them according to this Likert scale: 5- Strongly agree, 4- Agree, 3- Not sure, 2- Disagree, 1- Strongly disagree

The questionnaires were administered using the drop and pick method; the researcher gave each of the sampled boys a copy and picked it up after an hour that was scheduled considering their involvement in other activities around the institution. To boost the response rate, the researcher added some thirty minutes for those who had not completed filling the form.

3.7.2 Interview Schedule

The teachers and members of the administration were interviewed in a bid to gather their opinions about their length of service at the institution, their awareness of drawings and labels created by the learners at SBI. In addition, if they could identify some themes underling the drawings and labels. The interviews were semi-structured to facilitate some form of dialog between the researcher and the interviewees. The interview sessions lasted between 30 and 45 minutes. They were scheduled according to the availability of the interviewees. The sessions were recorded using an audio recording device and later transcribed during data analysis. They were conducted face-to-face because such interviews offer the researcher an opportunity to gather a lot of information, owing to enhanced ability to probe further and also observe body cues such as gestures and facial expressions in reaction to interview questions (Lewis,

2015). However, such interviews are associated with the interviewer's effect, which may compromise the credibility of the opinions rendered by the interviewees. In addition, conducting interviews takes a lot of time and this is why small samples are preferred (Doody & Noonan, 2013).

3.7.3 Observation Guide

Observations were also a tool for data collection in research. The drawings and labels created by the learners in the SBI school section were observed. Observation is a direct form of data collection and is best for studying human behaviour hence this would inform the study whose focus was on the behaviour outcome of learners. It does not require any technical knowledge or skills. Furthermore, it has a greater accuracy compared to other methods that rely on the information provided by the respondents. The major limitation of this instrument for data collection is that it is a slow method of investigation. This is because the phenomenon under observation may not occur daily (Saunders, Lewis, & Thornhill, 2012).

Nevertheless, this tool was useful in this study where drawings and labels done at different places and on articles were involved. The researcher kept observing the kind of drawings and labels created by the learners in the school section as they contributed towards the achievement of the study's objectives. The observations took place over a 10 weeks' period. The observed drawings and labels formed part of the data gathered in this study. The researcher took photos of the observed drawings and labels as part of data collection. The observations took place weekly according to the observation guide included in the appendices.

3.7.4 Document Analysis

This study also relied on document analysis to further collect data. The documents of interest were the Prisons Cap 92, Kenya Prison Standing Order, and the SBI Weekly Sanitation Inspection Reports. These were useful in this study that sought to understand the Effect of Sanitation Rehabilitation on Behaviour Outcome of Learners at SBI. These were provided by the SBI administration and were scrutinized for information relating to young offenders and rehabilitation.

3.8 Pilot Study

A pilot study was conducted at SBI to help in assessing how effective the data collection instruments were in addressing the research problem. During piloting, at least 10 percent of the actual study's sample was used. Therefore, from the learners, eight were randomly selected to participate in the pilot study. They were briefed about the process and made to understand that their responses were simply part of a pilot study. They were urged to report any ambiguities they found in the questions and ask for clarifications where necessary. As for the interviews, the researcher selected one teacher or member of the administration and asked them the interview questions. The results from the pilot study were analysed to fine-tune the instruments and to ensure that ambiguous items were eliminated. The individuals who participated in the pilot study were not considered in the final sample of those who took part in the actual study.

3.8.1 Validity

Construct and content validity were done by consulting the experts in the relevant area. The validity of the questionnaires and interview guides was examined through peer reviews and expert opinions. The experts in this case were the researcher's supervisors because they provided guidance and direction. The researcher submitted

the research instruments to the supervisors and asked them to skim through and form an opinion about their contents in relation to the research topic and objectives. From their opinions, the researcher fine-tuned the instruments before using them for data collection

3.8.2 Reliability

In this study, the reliability of the data collection instrument was tested using the Cronbach Alpha coefficient. A strong positive correlation in this case is a sign of a high reliability of the questionnaires (Cohen *et al*, 2013). A Cronbach Alpha coefficient above 0.70 was an acceptable index in this case. The output is as shown below.

Table 3.2: Reliability analysis output

| Cronbach's Alpha | Cronbach's Alpha based on standardized items | No. of Items |
|------------------|--|--------------|
| .739 | .276 | 14 |

Source: Field data, 2022

From Table 3.2 on the reliability analysis output, it can be discerned that the Cronbach Alpha coefficient for the questionnaire scale was 0.739, after the adjustment of some items in the questionnaire. A coefficient of 0.739 was found reliable thus adopted for the study.

3.8.3 Trustworthiness

The researcher ensured the trustworthiness of this study through triangulation. Triangulation is the use of various methods to study the same phenomenon (Abdallah *et al.*, 2018). In this study, various data collection methods were adopted as described. It was expected that some form of uniformity would be noted from the findings, as a result of triangulation.

3.9 Data Collection Procedure

The first thing that was done prior to data collection was obtaining an introduction letter from the Masinde Muliro University's department of education psychology. Also prior to data collection, the researcher applied for a research permit from the National Commission for Science Technology and Innovation (NACOSTI) (Appendix 6). The researcher also made a courtesy call to the administration at the SBI to notify them about the study and the intention to gather data from some of them and the learners at SBI. Furthermore, the researcher requested for permission from the Ministry of Interior to conduct the research in SBI in writing (Appendix 7).

Once permission was granted from these bodies the researcher administered the researcher embarked on the collection of quantitative data. As mentioned, quantitative data was collected using questionnaires. The collection of quantitative data involved issuing questionnaires to all the sampled respondents by hand. The researcher informed the learners how they were to fill the questionnaire and requested them to have them ready by the end of the day. At the end of the day, the researcher went back to each respondent as requested for the filled questionnaires.

The qualitative data were gathered using interviews with the members of the administration at SBI. The interview sessions were also arranged with each interviewee at their convenience, although the researcher provided them with the timeframe within which the interviews were to be gathered. The researcher conducted the interviews face to face and recorded the sessions with the interviewees' permission. Each session lasted between 30 and 45 minutes. As for the observations, the researcher observed the kind of drawings and labels that were created by learners throughout the data collection timeframe since she was based at the SBI. The data

collected was written down in a notebook. The entire data collection exercise lasted two months.

3.10 Data analysis

The data gathered were analyzed separately. The questionnaires were first examined for accuracy and omissions. Data preparation and cleaning using inferential statistics involved identifying and managing impossible values, handling missing data, identifying and managing outliers. Coding of responses and variables such as sanitation rehabilitation, drawings, and labels was undertaken alongside categorization of data from the interviews. Questionnaire data was analysed using descriptive statistics that included computation of percentages, means, standard deviations, and inferential statistics such as linear regression. Qualitative data was transcribed, analysed and reported according to emerging themes and sub themes. Photos of the drawings and labels created by the learners at SBI were the type of data received from observation. Some of them are included in the appendices and more were mentioned in the data analysis and discussion. The outcomes from these analyses were discussed and compared to the existing literature.

Table 3.3 shows the summarized data analysis.

Table 3.3: Data analysis

| Objective | Instrument | Data analysis technique |
|--------------------|------------------------------------|--|
| Objective 1 | Questionnaire | Frequency tables, pie chart Categorization of themes |
| Objective 2 | Questionnaire, interview guide, | Percentages, means, standard deviations, simple linear regression. Categorization of themes |
| Objective 3 | Questionnaire, interview guide, | Percentages, means, standard deviations, Categorization of themes |

(Source: Field data, 2022)

3.11 Ethical considerations

Research ethics include informed consent, confidentiality, anonymity, and future use of the data. The researcher adhered to these rules in order to protect the respondents from any form of physical and psychological harm.

Informed consent

To uphold the ethical principle of informed consent, the researcher first sought the permission from the relevant authorities then upon approval and proceeded to ask for permission from guardians and parents of the respondents before engaging them in the data collection process, since they are a vulnerable population (below the age of 18 and learners who are in conflict with the law). This entailed thoroughly briefing their guardians about the study beforehand as a way of requesting their permission to include the learners. Those who gave permission for their children to be involved were asked to confirm by signing the forms. The researcher only included the learners whose parents or guardians consented to their participation.

Confidentiality

The information gathered about the respondents was kept confidential. The questionnaires were stored safely in a locker that was only accessible by the researcher. The computer used for transcribing data and conducting the SPSS analyses was password protected and only accessible to the researcher. The researcher also assured the respondents of the confidentiality of the data they provided by word of mouth during interviews and through writing on questionnaires.

Anonymity

The use of codes as opposed to identities of the respondents during analysis was done to uphold anonymity. Since the study was done for academic purposes, the findings were not published.

Voluntary participation

Furthermore, the respondents were given the freedom to withdraw participation at any point of the study if they got uncomfortable. Also, no respondent was coerced to participate in the study, because participation was out of free will.

Non-maleficence, beneficence, and justice

The principles of non-maleficence, beneficence, and justice were also observed in the study. In regard to non-maleficence, the researcher ensured that no harm came to the respondents as a result of their participation in the research. The researcher also strived to minimize risks to participants and instead, maximize benefits to them and society as a way of upholding the principle of beneficence. This was done by protecting the information provided by the participants through their study involvement. Also, the selection of this study's participants was equitable to ensure that the benefits and burdens of the study were distributed fairly; thus, upholding the ethical principle of justice.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter covers presentation, interpretation and the discussion of the study findings. The findings are presented guided by objectives of the study. These include questionnaire data findings, interview data findings, and findings from the observations.

4.2 Response rate

While the researcher targeted all the 83 boys at SBI, the study realised 80 respondents who duly filled and returned the questionnaire. This represents a 96.4% response rate with only 3(0.6%) of the respondents failing to return the questionnaire probably due their non-responsiveness. A response rate above 70.0% was deemed sufficient for generalization of the outcome of the findings.

4.3 Demographic characteristics

Demographic characteristics in this study focused on age of respondents and class of the learners. Statistics for overall demographic characteristics of the learners were as presented in Tables 4.1 and 4.2.

4.3.1 Age of the respondents

Table 4.1 depicts the age of the respondents.

Table 4.1: Age of the respondents

| Age | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--------------|-----------|--------------|------------------|-----------------------|
| 15 | 14 | 17.5 | 17.5 | 17.5 |
| 16 | 37 | 46.3 | 46.3 | 63.8 |
| 17 | 29 | 36.3 | 36.3 | 100.0 |
| Total | 80 | 100.0 | 100.0 | |

Source: Field data,2022

Table 4.1 shows that the majority of the respondents, 46.3%, were aged 16 years, followed by 36.3% who were aged 17 while the minority 17.5% of the respondents were aged 15. This could be discerned that most inmates at SBI were aged between 16 and 17 years. This is the prime age of adolescence that is associated with heightened emotional delinquency requiring intervention through rehabilitation.

4.3.2Class of Learners

The researcher also sought to understand the class in which the respondents were, and Table 4.2 depicts the findings.

Table 4.2: Class of the learners at SBI

| Class | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--------------|-----------|--------------|------------------|-----------------------|
| Class 7 | 5 | 6.3 | 6.3 | 6.3 |
| Class 8 | 10 | 12.5 | 12.5 | 18.8 |
| Form 1 | 11 | 13.8 | 13.8 | 32.5 |
| Form 2 | 16 | 20.0 | 20.0 | 52.5 |
| Form 3 | 27 | 33.8 | 33.8 | 86.3 |
| Form 4 | 11 | 13.8 | 13.8 | 100.0 |
| Total | 80 | 100.0 | 100.0 | |

Source: Field data, 2022

The findings in table 4.2 indicate that the majority of the participants (33.8%) were in form 3 while 20% were in form 2. 13.8% were in form 4 and an additional 13.8% in form 1. 12.5% were in class 8 and 6.3% in class 7. These findings indicate that the majority of SBI boys are in high school.

4.3.3 Work experience at SBI

The researcher also asked the sampled teachers and members of the administration how long they had worked at SBI. Their responses were:

Table 4.3: Years of work experience for teachers and members of administration

| Interviewee | Years of work experience at SBI |
|--------------------|--|
| 1 | Over 10 |
| 2 | 14 |
| 3 | 1 year and 6 months |
| 4 | 3 |

Source: Field data, 2022

Calmly, Interviewee 1 stated that he worked at SBI for over 10 years. Interviewee 2 in distress noted that for the 14 years he has served at SBI, there have been young offenders who seemed to have not been well rehabilitated. Interviewee 3 in discomfort stated that he had only served at SBI for 1 year and 6 months. Thoughtfully, interviewee 4 stated that he had worked at the institution for 3 years. Thus, it was evident that most respondents had worked at the institution for a lengthy period; the highest being 14 years and the lowest was one and half years. Their

average lengthy experience was an indication that they would be knowledgeable about the study's topic.

4.3.4 Places where drawings and labels are found

The findings also indicate that the learners at SBI create drawings and labels in various places as shown in figure 4.1.

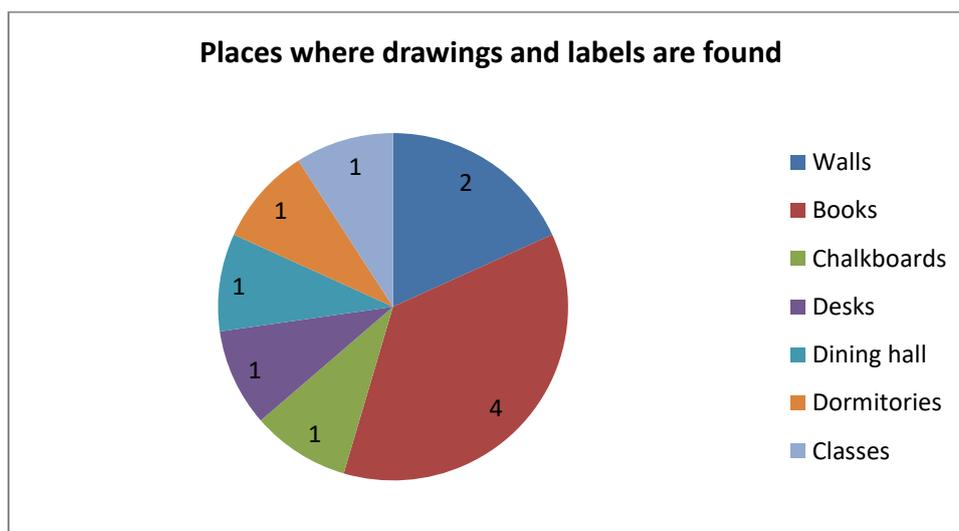


Figure 4.1: Places where drawings and labels are found

The majority of the drawings and labels (4 of them) as seen in the pie chart above are found in books and walls. Other places where they are found include walls, chalkboards, desks, dining hall, dormitories, and classes, as opined by the teachers and members of the administration.

4.4 Knowledge and practices regarding sanitation programmes at SBI

The first objective of this study sought to investigate whether the learners at SBI were knowledgeable about the sanitation programmes at SBI. A series of questions included in the questionnaire were used to assess this and their findings are presented in this table 4.4.

Table 4.1: Knowledge about sanitation programmes among the learners at SBI

| Statement | Yes (Frequency) | No (Frequency) | Total |
|--|-----------------|----------------|-------|
| Did you attend the GAC sessions on hygiene and sanitation? | 80 | 0 | 80 |
| Have you been taken through the SBI rules and regulations? | 80 | 0 | 80 |
| Do you follow the SBI rules and regulations? | 80 | 0 | 80 |
| Do you have personal a copy of SBI rules and obligations in class? | 80 | 0 | 80 |
| Do you have personal a copy of SBI rules and obligations in the dormitory? | 80 | 0 | 80 |
| Have you ever come across drawing or labelling stains within the institution | 76 | 4 | 80 |
| If your answer to the previous question is yes, do you think these stains are against SBI rules? | 67 | 13 | 80 |

According to these findings, all the 80 learners claimed to have attended the GAC sessions on hygiene and sanitation. This was an implication that they had knowledge about the issues of sanitation and hygiene. Furthermore, all the participating learners agreed that they had been taken through the SBI rules and regulations and that they

had a copy of these rules and regulations in their classes as well as dormitories. In addition, 76 out of the 80 respondents claimed that they had come across drawing or labelling stains within the institution. Surprisingly, 13 participants claimed that they did not think that these stains in the form of drawings and labels were against SBI rules and regulations. This could be an implication that while all the learners at SBI have been taken through SBI rules and regulations, not all of them understand what is right and wrong. Therefore, the researcher furthered on the investigation in an attempt to understand the effect of sanitation rehabilitation on the behaviour outcome of these learners.

In a related study by Wasonga et al. (2014) the lessons from a similar program were addressed. The program was the Kenya comprehensive school health policy. This policy is aligned with the maintenance of hygiene and sanitation in school settings, hence applicable to the context of SBI. The approach in this policy aligns with the global initiative promoting health in all policies, emphasizing that the public health sector should not only focus on policies directly related to health but also address key factors influencing health, such as social, cultural, economic, and environmental aspects. Thus, its objective is to address a significant portion of the health and psychosocial needs of children within both the school and the broader community. SBI's sanitation rules and regulations are aligned with this objective, hence why sanitation is one of the rehabilitation programs provided at SBI. The findings from Wasonga et al. (2014) highlighted challenges with the implementation of this policy which included insufficient funding, the non-functional coordinating structure leading to weak networking and collaboration, and a lack of essential reference materials for those tasked with implementation. In the case of SBI's sanitation rules and regulations, these findings point out the possibility that while the learners are taken

through the rules and programme, the program is not properly enforced to ensure that everyone has an understanding of what is wrong and right. This weakness would lead to the lack of behaviour change among those who undergo the program.

4.5 The motivation for the creation of drawings and labels by learners at SBI

The second objective of this study sought to establish the motivation for the creation of drawings and labels by learners at Shikusa Borstal Institution. The findings revealed that a variety of factors including internal and external factors pushed the learners at SBI into creating drawings and labels. For instance, it came out clearly that peer influence and the environment were internal and external factors that motivated the creation of drawings and learners. Administrator 1 explained:

“Peer influence, the environment where the boy or inmate came from”

Another teacher said that yearning for freedom and memories motivated the creation of drawings and labels:

“Yearning for freedom, recalling (memory) of their life prior to admission, boredom”

Another administrator echoed teacher 2’s sentiments and noted that memories triggered the creation of drawings and labels:

“What they have undergone in crime before and after they were apprehended” –

It was also revealed that creativity and talent were some of the positive sources of motivation for the creation of drawings and labels:

“Creativity, influence from drug substances, talent” – Teacher 4

In relation to previous literature, this study’s findings was consistent with the findings by Moyo (2014) who established that for some other inmates, the motivation to create

drawings and labels is based on an unfulfilled dream to be an artist and now having nothing to lose.

These responses indicate a prominent theme: that of memory of previous life occurrences as one of the motivations for creating drawings and labels. Influences from peers and drugs are also motivations for the creation of such drawings and labels. Also, from their examples about the kind of drawings and labels found within SBI, the themes of positive and negative drawings and labels were evident. This could mean that the SBI boys who engage in the creation of such drawings and labels could be led by the emotions they experience during the creation of the drawings and labels. In addition, the interview responses showed that while abuse of drugs was an emerging theme in regards to the themes depicted in the drawings and labels, it is also notable that creativity was also an emerging theme. As such, the need to express creativity could also be a motivation for the creation of drawings and labels for some learners at SBI.

4.6 Effect of sanitation rehabilitation on behavior outcome among SBI learners

The study's third objective sought to investigate the effect of sanitation rehabilitation on the behavior outcome among SBI learners. As aforementioned, behavior outcome among the learners was indicated by the creation of drawings and labels. The outputs from this investigation are presented in this section.

The researcher posed a series of questions to gauge the respondents' agreeableness with the creation of drawings and the output is indicated in table 4.5.

Table 4. 2: Level of agreeableness with the creation of drawings

| Descriptive Statistics | | | |
|--|----|------|----------------|
| | N | Mean | Std. Deviation |
| I love drawing in books | 80 | 3.06 | 1.353 |
| I draw on toilet walls, class walls, clothes and body | 80 | 3.78 | 1.113 |
| I draw pictures of people I hate | 80 | 3.03 | 1.211 |
| I mostly draw what I have learnt in class | 80 | 2.66 | 1.340 |
| My drawings are inspired my life experiences | 80 | 4.06 | .785 |
| Drawings on the walls are attractive | 80 | 3.93 | 1.167 |
| If given a chance, I'll nurture drawing as a talent | 80 | 3.60 | 1.026 |
| I draw pictures of people and things privately | 80 | 3.95 | 1.005 |
| Drawings are ideas and people I would like to talk about | 80 | 3.77 | 1.312 |
| I draw to compete with others | 80 | 4.20 | .863 |
| Drawing alone is enjoyable than with my friends | 80 | 3.98 | .811 |
| Valid N (listwise) | 80 | | |

According to the descriptive findings presented in Table 4.5, the majority of the respondents were unsure whether they love drawing in books (M=3.06, SD=1.353). On the contrary, most were in agreement that they draw on toilet walls, class walls, clothes, and their bodies (M=3.78, SD=1.113). The findings further indicate that most neither agreed nor disagreed with the statement that they draw pictures of people they hate (M=3.03, SD=1.211). However, the majority of the respondents disagreed that they mostly draw what they have learnt in class (M=2.66, SD=1.34), while on the

other hand, most were in agreement that their drawings are inspired by their life experiences (M=4.06, SD=0.785), that drawings on the walls are attractive (M=3.93, SD=1.167), that they would nurture drawing as a talent if given the chance (M=3.6, SD=1.026), that they draw pictures of people and things privately (M=3.95, SD=1.005), that drawings are ideas and people they would like to talk about (M=3.77, SD=1.312), that they draw to compete with others (M=4.2, SD=0.863), and that drawing alone is enjoyable than drawing with their friends (M=3.98, SD=0.811). As such, these descriptive findings depict that most of the learners at SBI engage in the creation of drawings, especially in secret, to a noteworthy extent.

The researcher also sought to understand the respondents' level of agreeableness with statements about the creation of labels and their responses are presented in table 4.6.

Table 4.3: Level of agreeableness about the creation of labels

| Descriptive Statistics | | | |
|--|----|------|----------------|
| | N | Mean | Std. Deviation |
| I love scribbling and writing | 80 | 3.56 | 1.189 |
| I write or scribble in books | 80 | 3.34 | 1.242 |
| I write or scribbles on spaces like walls, clothes, desksand bedding | 80 | 4.01 | 1.142 |
| I have a nickname | 80 | 4.32 | .792 |
| I love being called other names given by my peers | 80 | 4.35 | .843 |
| I find labels attractive | 80 | 4.21 | .867 |
| Labels identify someone or something | 80 | 4.30 | .664 |
| Labels pass a message to others | 80 | 4.16 | .920 |
| Valid N (listwise) | 80 | | |

As depicted by the findings in Table 4.6, the majority of the respondents were in agreement that they love scribbling and writing (M=3.56, SD=1.189), while uncertainty was expressed by most regarding whether they write or scribble in books

(M=3.34, SD=1.242). Nonetheless, most of the sampled respondents agreed that they write or scribble on spaces such as walls, clothes, desks, and bedding (M=4.01, SD=1.142), that they have a nickname (M=4.32, SD=0.792), that they love being called other names given by their peers (M=4.35, SD=0.843), that they find labels attractive (M=4.21, SD=0.867), that labels identify someone or something (M=4.3, SD=0.664), and that labels pass a message to others (M=4.16, SD=0.92). Similar to the descriptive findings for drawings, these findings indicate that labels created in secret are prevalent among most learners at SBI. In other words, most learners at SBI create labels in secret, to a considerable extent.

After establishing the respondents' thoughts about the creation of drawings and labels, a regression analysis was conducted to establish the effect of sanitation rehabilitation on the behaviour outcome of SBI learners. The independent variable in this case was sanitation rehabilitation while behaviour outcome (the creation of drawings and labels) was the dependent variable. The outcome of this analysis is shown the tables that follow.

Table 4.4: Regression analysis of behaviour outcome on sanitation rehabilitation at SBI

| Model Summary | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .124 ^a | .015 | .003 | .21598 |

a. Predictors: (Constant), Sanitation Rehabilitation

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| | Regression | .057 | 1 | .057 | 1.215 | .274 ^b |
| 1 | Residual | 3.638 | 78 | .047 | | |
| | Total | 3.695 | 79 | | | |

a. Dependent Variable: Behaviour Outcome
b. Predictors: (Constant), Sanitation Rehabilitation

| Coefficients ^a | | | | | | |
|---------------------------|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | | B | Std. Error | Beta | | |
| | (Constant) | 3.628 | .162 | | 22.461 | .000 |
| 1 | Sanitation Rehabilitation | .052 | .047 | .124 | 1.102 | .274 |

a. Dependent Variable: Behaviour Outcome

From the model summary table, the R value represents the simple correlation and is 0.124 which indicates a low degree of correlation. The R² value indicates how much of the total variation in the learners' behaviour outcome can be explained by sanitation rehabilitation. In this case, 1.5% can be explained, which is very low. The adjusted R² indicated that 3% of variance in behaviour outcome was explained by rehabilitation.

The results of the ANOVA indicate that $F(df\ 1,78) = 1.215$, $P > 0.05$ regression model on sanitation rehabilitation was not a good model for influencing learners' behaviour change. This suggests that sanitation rehabilitation does not influence or change the habit of drawing among learners in the School Section of Shikusa Borstal Institution.

The coefficient results indicate that $\beta=0.052$, $t=1.102$, $P > 0.05$. The result reveals that sanitation rehabilitation insignificantly influences learners' habit of drawing and labelling at school. Thus, the null hypothesis is not rejected. The influence of sanitation rehabilitation on drawing had a positive standardized beta coefficient (0.052) as shown in the coefficients table; this indicates that a unit change in sanitation rehabilitation was likely to result to improved behavioural outcomes among learners in the school section of Shikusa Borstal Institution by 5.2%. Nevertheless, the p-value was larger than 0.05 indicating that this effect was not statistically significant. The test of simple linear regression analysis indicates that sanitation rehabilitation strategies used at SBI play an insignificant role in shaping behaviour outcomes in the form of creating drawings and labels. It can be discerned that other strategies besides sanitation rehabilitation could significantly influence the drawing habit by learners in SBI.

In comparison to the previous literature, these findings were inconsistent with those reported by Ngozwana (2017) who found a positive association between rehabilitation and drawings created by young offenders. Also, this study's findings were inconsistent with those in the study by Halperin, Kessler, & Braunschweiger (2012) who opined the importance of drawings on the rehabilitation of offenders. These findings were also inconsistent with those reported by These research findings were in disagreement with the findings by Brewster (2014) who found out that rehabilitation in the form of education and art programs was positively correlated to life effectiveness attitudes. Brewster (2014) also reported a decline in disciplinary reports as a result of rehabilitation. Nevertheless, the outcome that drawings were a form of expression by the SBI boys was consistent with the findings by Johnson (2008) who established that drawings made by prisoners can be a valuable tool in communicating

psychological feelings. Therefore, given these mixed outcomes, future research could be done on the effect of rehabilitation of drawings and labels created by young offenders in other facilities and compare their findings to this study's outcomes.

These findings were also compared to the interview findings from the members of the SBI administration, which revealed that while drawings are among the ways that SBI boys express themselves, rehabilitation had no influence on the creation of drawings by the learners in the school section of SBI. One of the administrators (adm 1) stated:

“... despite the rehabilitation process by their instructors, they seem not ready to change”

Another respondent felt that there was inability to deal with some drug addiction cases through rehabilitation: Adm 2:

“.... there is lack of appropriate ability to handle some cases especially those with drug addictions”

Also, when asked to rank some random drawings from the most to least favourite, the majority of the respondents seemed to prefer drawings that depicted pornographic and violence themes. As if to echo these first-hand responses, the observations made by the researcher revealed that most of the drawings created, depicted themes of gun violence, pornography, and drug use. This shows that despite rehabilitation, most of the SBI boys still engage in the creation of negative psychological habits. It implies that rehabilitation has not had an influence on the creation of drawings at SBI. With regard to the theory upon which the study is anchored, Bandura (1997) expounded that learning is effective through modelling. Perhaps since rehabilitation has not

changed the inmates' psychological habits, it implies that behavioural change through modelling is gradual and less spontaneous.

The interview findings further echoed these sentiments as most teachers purported that rehabilitation had no considerable influence on the creation of labels by learners. For example, teacher 1 noted that some of the young offenders were not ready to change:

“Yes because despite the rehabilitation process by their instructors, they seem not ready to change”

It was also established that a lack of ability to handle some cases at SBI lurked and this is why rehabilitation had no impact on the creation of drawings and labels.

Teacher 2 stated:

“No, there is lack of appropriate ability to handle some cases especially those with drug addictions”

Besides, one of the teachers did not support the creation of labels by SBI learners.

Teacher 1 further noted:

“No because it makes it difficult to achieve the required change on the boys” –

As if to resonate with the first-hand findings, the observations indicated that most of the labels found depict themes of drug abuse (for example, ‘no ganja, no school’). This shows that despite rehabilitation, most of the SBI boys still engage in the creation of negative labels. It implies that rehabilitation has not had an influence on the creation of labels at SBI. In relation to the social learning theory by Bandura & Walters (1977) which recognizes that just because something has been learned, it does not necessarily result in changed behaviour; individuals can learn new information

without necessarily demonstrating new behaviours. In this case, just because rehabilitation is learnt by SBI boys, it does not necessarily result in changed behaviour, specifically the creation of negative labels.

4.7 Observation findings

The researcher engaged in observing the labels and drawings created by some learners in the school section of SBI. This involved going round the SBI premises from time to time, over a 10 weeks' period. The main observations were that drawings and labels were created in secret and in places such as walls, desks, books, on the blackboard, on clothes, on shoes, on buckets, and even on the body. Also notable was that most drawings and labels depicted themes of drug use, pornography, and gun violence, as evident in this section. A prevailing component in the drawings and labels was the theme of drug use. One of the learners drew the picture of a leaf with three branches and scribbled the words "weed!! Smoke" as indicated in figure 4.2.



Figure 4.11: Drawing of a cannabis plant

The drawing of a cannabis plant with the words "Weed!! smoke" suggests that the learner was depicting substance use, specifically marijuana (cannabis). The inclusion of the word "smoke" indicates an association with the act of smoking marijuana. This drawing reflects their awareness of illicit substances and possibly their exposure to such behaviour. Another learner created a label with the words "no ganja no school" as indicated in figure 4.3.



Figure 4. 12: Label with the words “no ganja no school”

The label "no ganja no school" suggests a direct correlation between using marijuana (ganja) and attending school. The message implies that the individual who created this label believes that using cannabis is a prerequisite for being in school or perhaps that school attendance and marijuana use are intertwined in some way.

In terms of behaviour, these drawings and labels may indicate an inclination towards or fascination with substance use. It suggests a certain level of comfort or normalization regarding drugs, which could be a cause for concern. It could imply that these individuals have been exposed to drug culture, either within their communities or possibly even within the institution itself. Additionally, it might indicate a need for targeted interventions related to substance abuse prevention and education to address misconceptions and promote healthier lifestyle choices among

these young offenders. Notably, the label indicates a concerning attitude towards education and substance use. It could suggest that the person sees substance use as a fundamental part of their life, even within the context of attending school. This attitude might hinder their ability to engage fully in their education and could potentially lead to disruptive behavior or truancy if their beliefs are acted upon. Understanding the context and motivation behind such drawings and labels is essential for designing effective interventions aimed at reshaping their behavior and attitudes towards substance use. It is crucial to address these underlying factors to promote positive behavioral change among the young offenders.

Also emerging from the drawings and labels was the theme of gun violence. Another learner created a drawing of a pistol gun and within the drawing was another rifle and words such as “unstoppable ghetto youth” and “thug” as indicated in figure 4.4.



Figure 4. 13: Drawing of a pistol gun and another rifle

The drawing of a pistol gun, accompanied by another rifle and phrases like "unstoppable ghetto youth" and "thug," portrays a strong association with violence, aggression, and a rebellious attitude. The imagery of firearms and the use of terms

like "unstoppable ghetto youth" and "thug" suggest a glorification of a violent or criminal lifestyle.

Another learner drew pictures of five gun rifles on an exercise book as depicted by figure 4.5.

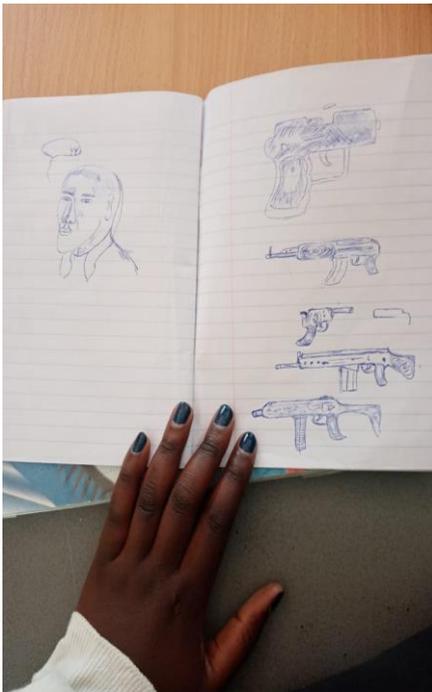


Figure 4.14: Drawing of 5 gun rifles on an exercise book

This drawing depicting five gun rifles on an exercise book further emphasizes an intense fascination with weaponry and potentially violent imagery among the young offenders. This visual representation suggests a preoccupation with firearms, aggression, and potentially criminal activities.

In terms of behaviour, these drawings reflect on potentially dangerous mind-sets. It indicates an admiration for aggression, power, and a lack of respect for law and order. The use of such imagery and language may indicate a fascination with criminal behaviour, a desire for dominance, or a sense of identity derived from a violent or rebellious persona. This fascination might be influenced by external factors, such as

exposure to violence in their communities or media, contributing to a skewed perception of what constitutes acceptable behaviour.

The observation findings also indicated an emerging theme of pornography from the drawings and labels. One learner drew the body of a naked woman, clearly highlighting their private parts, as indicated in figure 4.6.



Figure 4. 15: Drawing of a naked woman's body

This kind of imagery suggests a lack of respect for women, objectification, and potentially harmful attitudes towards gender and consent. The drawing indicates a problematic view of women and their bodies, reflecting a potential lack of understanding of appropriate boundaries and respect for others' dignity. It could also point to a distorted understanding of sexuality and relationships, possibly influenced by negative influences or exposure to inappropriate content.

A theme of identity affirmations was also notable from some of the labels created. One learner created a label with his name “Joseph Gichuki From Nakuru 019” (figure 4.7).



Figure 4. 16: Label 1 of identity affirmation

Unlike the previously mentioned negative drawings and labels, this particular label reflects a positive and personal aspect of self-expression. In this context, the creation of such a label could indicate a desire for individual recognition and acknowledgment of one's identity. It suggests an attempt to assert one's presence, origins, and possibly a sense of belonging. By including the name, location (Nakuru), and numerical identifier (019), the learner might be emphasizing their unique identity and personal history. From a behavioural perspective, this label showcases a healthy form of self-expression and self-identification. It indicates a positive connection with one's own identity and roots. This affirmation of identity could be seen as a step towards

building a positive self-image, which is essential for personal growth and development.

In a similar label, another learner wrote down his name and where he hails from' "Big Collins man from Bazo Kisumu" as per figure 4.8.



Figure 4. 17: Label 2 of identity affirmation

The label "Big Collins man from Bazo Kisumu" represents another instance of identity affirmation. In this case, the young learner is asserting their identity, possibly adopting a self-assured or confident persona by referring to themselves as "Big Collins." Additionally, they take pride in their origin by mentioning "Bazo Kisumu." From a behavioral perspective, this kind of self-expression can indicate a desire for recognition and respect. It may reflect an attempt to establish a positive self-image, confidence, or a sense of belonging within their community or peer group. Acknowledging and validating this sense of identity can be a valuable approach in rehabilitation efforts. Fostering a positive self-image and encouraging a healthy sense of belonging can contribute to improved self-esteem and confidence. By recognizing and appreciating their identity, individuals may be more open to positive behavioural changes and self-development. Incorporating these positive aspects into counselling

or therapy sessions can help build on their strengths and promote a more constructive self-identity.

Nevertheless, also notable from the drawings and labels was a theme of rebellion. One learner created the label “Poizon” on his shirt as depicted in figure 4.9.



Figure 4. 18: “Poizon” label on the uniform

Using the term "poizon" on clothes, suggesting poison, can convey a strong sense of edginess, rebellion, or a unique style. It may signify a desire to stand out, make a statement, or provoke a reaction. However, such a label carries a negative connotation due to its association with poison, which can imply danger, toxicity, or harm. This choice of label could indicate a rebellious or provocative attitude. It may reflect a desire to challenge societal norms, express individuality, or evoke strong emotions. Alternatively, it might represent a form of self-expression, symbolizing the wearer's resilience or ability to overcome challenges.

Another learner wrote “wrong number the scorpion” on a water bucket as depicted in figure 4.10.



Figure 4. 19: “Wrong number the scorpion” label on water bucket

The phrase "wrong number the scorpion" written on a water bucket appears cryptic and metaphorical. While the exact meaning behind this phrase is unclear without context, it suggests a sense of rebellion, mystery, symbolism, or possibly even a metaphorical message. This kind of expression might indicate a desire for intrigue, a wish to convey a deeper message, or a need for attention. It could also reflect creativity and a penchant for abstract or poetic expression.

Furthermore, a sense of rebellion was depicted by the label “not nice” that was also written on a water bucket as per figure 4.11.



Figure 4. 20: “Not nice” label on a water bucket

The label "not nice" written on a water bucket conveys a sense of discontent, dissatisfaction, or rebellion. This phrase suggests a negative judgment or evaluation, indicating that the person who wrote it perceives something as unpleasant, unsatisfactory, or unacceptable. This expression of rebellion can signify a resistance to rules and regulations.

Addressing rebellious behaviour requires those in authority to work closely with the individuals to identify the root causes of such behaviour. This could involve exploring past experiences, family dynamics, peer relationships, or any other factors that might contribute to their feelings of discontent. It also presents an opportunity to offer emotional support and empathy. Sometimes, rebellion stems from feelings of alienation or lack of understanding. Showing genuine care and concern can help build trust and foster positive connections.

The observation findings about the kind of drawings and labels found in SBI match the accounts given by the administration officers and members of the staff. Popular themes that were identified in the drawings and labels observed were gun violence, drug use, pornography, and identity. These findings were consistent with Bilic (2014) who noted that some of the factors that influence nonverbal communication among inmates include personal emotional activity, drug use, fear, thirst or hunger, physical illnesses, prejudice, fatigue, and motivation. Similarly, they were consistent with those by Fakude (2012) who asserted that the motivation that appears through drawings created in prison is in the exertion of control over one's environment. It has the ability to offer a sense of normalcy, freedom, and power. Similarly, such drawings can be a tool for marking territory, sometimes even communicating with other offenders. Since most observed drawings and labels depicted a negative theme, it was

deduced that rehabilitation did not influence the learners at SBI to desist from the creation of negative drawings and labels.

4.8 Comparison of findings

A comparison between the interview, questionnaire, and observation findings indicates some similarities. One is that they all indicate no influence of rehabilitation on the creation of drawings and labels by learners at SBI. The questionnaire findings through statistical tests, revealed that while most interviewees felt that Sanitation Rehabilitation did not necessarily influence the behaviour outcome of the learners. Similarly, from the observations, most of the drawings and labels depicted negative themes including drugs, violence, and pornography, an indication that sanitation rehabilitation has not put an end to the creation of drawings and labels by the learners at SBI.

Another similarity is that all the findings depicted the creation or preference for negative drawings and labels by learners at SBI. For example, the questionnaire findings revealed that most of the learners ranked a drawing depicting violence (gun) at first position and a label depicting drug use (no ganja, no school) first. Similarly, the interviews mentioned that the labels and drawings included themes of drug use and violence, while the observations revealed similar themes. Since Sanitation Rehabilitation does not seem to have an effect on the behaviour outcome of learners at SBI, the SBI administration could consider ensuring the comfort of all the young offenders at the institution. This is because as most claimed, they were not comfortable at the institution. In this way, they could influence adherence to Borstal Institution Rules in regard to Sanitation Rehabilitation from a Positive Incarceration Environment. Also, the administration could consider incorporating Art Therapy into the rehabilitation programs at SBI to promote the creativity of learners as well as instil

values of law-abiding young citizen. SBI's administration should consider incorporating more resources and expertise in addressing Drug Abuse Rehabilitation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter represents a summary of the findings, conclusions, recommendations, as well as the suggestions for further research.

5.2 Summary

The purpose of this study was to establish the Effect of Sanitation Rehabilitation on Behavior Outcome of learners in Shikusa Borstal Institution (SBI). The first objective of the study was to find out the learner's knowledge and practice of the sanitation programme at Shikusa Borstal Institution. The study revealed that there was no statistically significant influence of Sanitation Rehabilitation on the Behaviour Outcome of learners in SBI ($p > 0.05$) Table 4.6).

The second objective of the study was to determine the Motivation for the creation of drawings and labels by learners in Shikusa Borstal Institution. According to the study's findings, memory of previous life occurrences, influences from peers, emotions, and drugs were the major motivations for creating drawings and labels among learners at SBI. This shows that the motivation to create drawings and labels is based on an unfulfilled dream to be an artist and now having nothing to lose.

($p > 0.05$, Table 4.7). The third objective of the study was to establish the Influence of Sanitation Rehabilitation on the Behaviour Outcome of learners in Shikusa Borstal Institution. the major motivations for creating drawings and labels among learners at SBI. From the findings it was found out that rehabilitation had no statistically significant influence on the creation of labels by learners in SBI. ($p > 0.05$, Table 4.7).

5.3 Conclusions

5.3.1 Knowledge about sanitation program at SBI

In investigating the knowledge and practices regarding the sanitation program at SBI, it was evident that most learners possessed an understanding of the sanitation rehabilitation program. Despite this awareness, the study revealed a lack of substantial change in their behaviour, as indicated by their continued creation of negative drawings and labels. This finding suggests that while knowledge about the program exists, there may be underlying factors contributing to the persistence of negative behavior patterns among young offenders.

5.3.2 Motivation for the creation of drawings and labels by learners at SBI

The study further concluded that the motivations behind the creation of drawings and labels by learners at SBI include life experiences, emotions, influence from peers, and drug abuse. However, notably, not all the labels and drawings were negative in nature. Some were positive and this means that with better measures, more SBI boys would transform into the creation of positive drawings and labels, considering most of them would love to pursue art.

5.3.3 Effect of sanitation rehabilitation on behaviour outcome among SBI learners

This study concluded that sanitation rehabilitation does not have a significant influence on the change of behaviour among learners, which was depicted by the creation of drawings and labels by learners at the school section of SBI. This conclusion is supported by the tenets of social learning theory by Bandura which recognizes that just because something has been learned, it does not necessarily result in changed behaviour; individuals can learn new information without necessarily

demonstrating new behaviours. In this case, just because rehabilitation is learnt by SBI boys, it does not necessarily result in changed behaviour, specifically the creation of negative drawings. In this case, just because sanitation rehabilitation is learnt by SBI boys, it does not necessarily result in changed behaviour, specifically the creation of negative drawings and labels.

5.4 Recommendations

As noted in this study, the sanitation rehabilitation program at SBI has no significant influence on behaviour change in the form of creation of negative drawings and labels. This is in line with the previous literature where it was established that rehabilitation programs in Africa's facilities leave a lot to be desired. This signals the need for better and more elaborate rehabilitation programmes, at SBI. As such, this study offers the following recommendations:

5.4.1 Knowledge about sanitation program at SBI

To boost knowledge about the sanitation program among learners at SBI, the institution should first strive to understanding the perceptions, attitudes, and beliefs among learners and this might provide insights into the disparities between knowledge and behaviour. After gathering these insights, the institution should then develop targeted educational initiatives within the sanitation rehabilitation program to address specific misconceptions or attitudes that might be hindering behaviour change. Customized interventions could prove more effective in altering negative behaviour patterns. SBI should also consider implementing psychosocial support programs alongside the sanitation rehabilitation efforts. Addressing the emotional and psychological factors influencing behaviour may prove instrumental in promoting positive change among young offenders.

5.4.2 Motivation for the creation of drawings and labels by learners at SBI

Since open days and visits by family members were stated by most SBI boys as the activities that motivated positive thoughts in the creation of drawings and labels, SBI's administration should consider incorporating them more often as a way of motivating the positive creation of drawings and labels.

5.4.3 Effect of sanitation rehabilitation on behaviour outcomes of SBI

The SBI administration begins by ensuring the comfort of all the young offenders at the institution. This is because as most claimed, they were not comfortable at the institution. In this way, they could influence the creation of more positive drawings stemming from a positive incarceration environment.

Considering that most SBI boys said that they would love to pursue art and graffiti later in life, SBI's administration should consider incorporating art therapy into the sanitation rehabilitation programs at SBI to promote the creation of more positive labels. This is also considering the fact most of the members of the school administration who were interviewed also supported the continued creation of labels and drawings

5.5 Suggestions for future research

Future research could be done on the effect of sanitation rehabilitation on behaviour outcome among young offenders in other rehabilitation facilities and compare their findings to this study's outcomes. Another possible area of study is the effect of art therapy in incarceration facilities. Therefore, future researchers could undertake such a study to address the research gap.

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APPENDICES

Appendix 1: Introduction Letter

My name is Tesarah Omulupi, a Masters student at Masinde Muliro University of Science and technology undertaking a Master degree in Education Psychology. I am conducting an academic research on the effect of rehabilitation on drawings and labels by learners in Shikusa borstal institution, Kakamega County. I have identified you as the best suited respondents for the study since you have knowledge about the topic. I am therefore seeking your assistance in the completion of the attached questionnaire honestly and completely. I assure you that I will treat the information you provide with confidentiality and also accord you utmost anonymity. Under no circumstance will this information be used to satisfy selfish needs including divulging it to other parties without your consent.

Signature.....

Date.....

Appendix 2: Questionnaire for learners

Section A: Demographic Information.

1. Age (years)

15 16 17

2. In what class are you?

Class 7 Class 8

Form 1 2 3 4

3. For how long have you been in this institution?

0-6 month 6-12 months

12-18 months 18-24 months

24-30 months 30-36 months

4. What was the reason why you were brought to SBI?

Theft Sex offe

Vandalism Assault Other

5. I am comfortable in this institution.

Strongly agree-5 Agree-4

Agree-3 Disagree-2

Strongly disagree-1

6. Did you attend the GAC sessions on hygiene and sanitation?

Yes No

7. If your answer to 6 was yes, which was your favourite topic?

Body hygiene

Food hygiene

Clothing/bedding

Room/class/dormitory

Books and stationery

Compound area

Health

Drugs

Diseases

8. Have you been taken through the SBI rules and regulations?

Yes No

9. Do you follow the SBI rules and regulations?

Yes No

10. Do you have personal a copy of SBI rules and obligations in class?

Yes No

11. Do you have personal a copy of SBI rules and obligations in the dormitory?

Yes No

12. Have you ever come across drawing or labelling stains within the institution? Yes

13. If your answer to 12 is yes, do you think these stains are against SBI rules?

Yes

No

Section B: Drawings.

The following statements are on drawings created by learners. Indicate your views by ticking against the option that best represents your views. The options are as follows;

Strongly agree =5 Agree =4 Not sure =3 Disagree =2 Strongly disagree =1

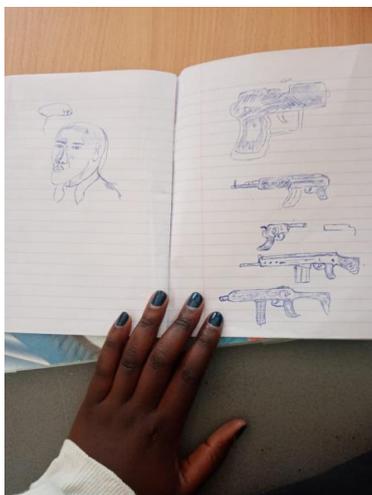
| No. | Statement. | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 1. | I love drawing in books. | | | | | |
| 2. | I draw on toilet walls, class walls, clothes and body. | | | | | |
| 3. | I draw pictures of people I hate. | | | | | |
| 4. | I mostly draw what I have learnt in class. | | | | | |
| 5. | My drawings are inspired my life experiences | | | | | |
| 6. | Drawings on the walls are attractive. | | | | | |
| 7. | If given a chance, I'll nurture drawing as | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| | a talent. | | | | | |
| 8. | I draw pictures of people and things privately. | | | | | |
| 9. | Drawings are ideas and people I would like to talk about | | | | | |
| 10. | I draw to compete with others. | | | | | |
| 11. | Drawing alone is enjoyable than with my friends. | | | | | |

12. Rank the following drawings in order of the most to the least favorite.

A

B



C

D

E



.....

.....

13. Do you think art as a subject should be taught in SBI? Why or why not?

.....

.....

Section C: Labels.

The following statements are on Labels created by learners. Indicate your views by ticking against the option that best represents your views.

The options are as follows;

Strongly agree =5 Agree =4 Not sure =3 Disagree =2 Strongly disagree =1

| No. | Statement. | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|-----|-------------------------------|----------------|-------|----------|----------|-------------------|
| 1. | I love scribbling and writing | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 2. | I write or scribble in books. | | | | | |
| 3. | I write or scribbles on spaces like walls, clothes, desks and bedding. | | | | | |
| 4. | I have a nickname. | | | | | |
| 5. | I love being called other names given by my peers. | | | | | |
| 6. | I find labels attractive. | | | | | |
| 7. | Labels identify someone or something. | | | | | |
| 8. | Labels pass a message to others | | | | | |

9. Rank the following labels in the order of most to least attractive





10.

.....

10. If given a chance, would you study graffiti art after here? Why or why not?

.....

Section D: Rehabilitation.

The following statements are on rehabilitation. Indicate your views by ticking against the option that best represents your views.

The options are as follows;

Strongly agree =5 Agree =4 Not sure =3 Disagree =2 Strongly disagree =1

| No. | Statement. | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 1. | I draw pictures related to class activities. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 2. | The sanitation program has changed my involvement in drawings and labels. | | | | | |
| 3. | Participation in cleaning and tidying activities has changed my attitude towards creating negative pictures. | | | | | |
| 4. | I draw and write less after my family visits me. | | | | | |
| 5. | Open days help me understand myself that I find drawings and labels less attractive. | | | | | |

Appendix 3: Interview schedule for the Teachers and Administration Officers

1. How long have worked at SBI?

.....

2. In what ways would you say the SBI boys express themselves?

.....

.....

3. Are you aware of any drawings and labels created by some of the SBI boys in secret?

.....

.....

4. If your answer to question 3 is yes, where have you seen such drawings and labels?

.....

.....

5. What examples of drawings and labels have you seen in the places you mentioned in question 4?

.....

.....

6. What would you say is the motivation behind the creation of such drawings and labels by the SBI boys who are responsible for them?

.....

.....

7. Are there themes that you can deduct from these drawings and labels?

.....
.....

8. Would you say that the sanitation rehabilitation program influences the creation of drawings and labels by the learners?

.....
.....

9. Do you support this form of self-expression by the learners at SBI who create the drawings and labels? Why or why not?

.....
.....

10. What suggestions do you have concerning drawings and labels created by learners?

.....
.....
.....

Thank you for your time and input!

Appendix 4: Observation Guide

| Week | Place observed | Drawing | Labels | Meaning/description |
|-------------|--------------------------|----------------|---------------|----------------------------|
| 1 | Books | | | |
| 2 | Uniform and shoes | | | |
| 3 | Desks | | | |
| 4 | Walls /blackboard | | | |
| 5 | Body marks/scars | | | |
| 6 | Utensils/ buckets | | | |
| 7 | Books | | | |
| 8 | Washrooms | | | |
| 9 | Dormitory | | | |
| 10 | Dining tables | | | |

Appendix 5: SBI Weekly Inspection Report



SHIKUSA BORSTAL INSTITUTION INSPECTION TEMPLATE (CAP 21, KPSSO)

Key Areas of Inspection;

1. Administration Block
2. School Section
3. General Cleanliness of Borstal Boys
4. Dormitories
5. Kitchen And Dining Hall
6. Ration Stores
7. Vocational Training Centre
8. Water And Sewer Drainage System
9. Infirmary Section
10. Perimeter Fence

Scoring guide(In a scale of 1 – 5, insert the score appropriately)

| Excellent | Good | Average | Poor | Very poor |
|-----------|------|---------|------|-----------|
| 5 | 4 | 3 | 2 | 1 |

A. Administration Block

| Offices and Ratings | Duty | Registry | Accounts | Doc's | SWO | Inmate's | Archives |
|--|--|-----------------|-----------------|---------------|----------------|---------------------------------|-----------------|
| Areas to inspect/ check | office Gate Lodge | Office | Office | Office | Offices | Property Store | Office |
| Window panes, Grilles, Doors and Locks | | | | | | | |
| Floor, Walls, Lighting system and Ceilings | | | | | | | |
| Arrangement of desks, documents and stores | | | | | | | |
| Hand washing points | | | | | | | |
| Cleanliness around the office | | | | | | | |
| Total score | | | | | | | |

General comments on the administration block

.....

.....

.....

B. School Section

| Offices and Ratings | Staff Room | Class 7 | Class 8 | Form 1 | Form 2 | Form 3 | Form 4 | Institution Library | Computer Lab |
|--|-------------------|----------------|----------------|---------------|---------------|---------------|---------------|----------------------------|---------------------|
| Areas to inspect/check | | | | | | | | | |
| Window panes, Doors and Locks | | | | | | | | | |
| Floor, Walls, Lighting system and Ceilings | | | | | | | | | |
| Arrangement of desks, chairs, books | | | | | | | | | |
| General Cleanliness of the boys | | | | | | | | | |

| | | | | | | | | | |
|------------------------------------|--|--|--|--|--|--|--|--|--|
| Clean drinking water | | | | | | | | | |
| Cleanlines around the office/class | | | | | | | | | |
| Total score | | | | | | | | | |

General comments on the School Section

.....

.....

.....

C. General Cleanliness of Borstal Boys

| Areas to inspect/ check | Rating |
|--|--------|
| General health (over view appearance) | |
| Tidiness of uniform | |
| Personal hygiene (shaved, short nails) | |
| Availability of soap and tissue papers | |
| Total score | |

Comments on general hygiene of the Borstal Boys

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D. Dormitories

| Dormitory / Ratings | Kakamega Dorm | Nairobi Dorm | Kisumu Dorm | Nakuru Dorm | Nyeri Dorm | Garissa Dorm | Mombasa Dorm | Bungoma Dorm |
|--|---------------|--------------|-------------|-------------|------------|--------------|--------------|--------------|
| Areas to inspect/check | | | | | | | | |
| Window panes, Grilles, Doors and Locks | | | | | | | | |
| Walls, Floors and ventilation | | | | | | | | |
| Beds, bed | | | | | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| arrangements and tidiness | | | | | | | | |
| Washroom, toilet and drainage system | | | | | | | | |
| Flow and storage of clean drinking water | | | | | | | | |
| Cleanliness of dormitory's periphery/ compound | | | | | | | | |
| Total score | | | | | | | | |

General comments on dormitories

.....

.....

.....

E. Kitchen and Dining Hall

| Areas to Inspect or check | Rating |
|--------------------------------------|---------------|
| General cleanliness of cooks | |
| State of utensils, drums and boilers | |
| Nature of food prepared | |
| Flow of waste from the kitchen | |
| Lighting system | |
| Clean drinking water points | |
| Cleanliness around kitchen area | |
| Hand washing points | |
| Total score | |

General comments on the state of the kitchen/dining hall

.....

F. Ration Store

| Areas to inspect or check | Rating |
|---|---------------|
| Door, window panes, grilles and locks | |
| State of walls and floor | |
| Arrangement of stock in store | |
| Condition of the stock in store | |
| Cleanliness of the store and its compound | |
| Storage of perishable stores | |
| Total score | |

General comments on the main ration store

.....

.....

.....

G. Vocational Training Centre

| Centre's/ Ratings | Welding | Tailoring | Carpentry | Building section | | |
|---|---------|-----------|-----------|------------------|----------|--------|
| Areas to inspect/check | | | | Plumbing | Painting | Wiring |
| General condition of the wall, floor and ceiling | | | | | | |
| General conditions of the equipment's | | | | | | |
| Arrangement of training kits, desks, benches and machines | | | | | | |
| Safety precaution measures | | | | | | |
| Lighting – socket system | | | | | | |
| Total score | | | | | | |

General comments on the vocational training section

.....

.....

.....

H. Water and Sewer Drainage System (in-charge Sanitation and Plumbing to answer)

| Areas to inspect or check | Rating |
|---|---------------|
| Free flow of water and sewer system within the institution | |
| Condition of water pump to enhance adequate supply of water | |
| State of manholes and manhole covers | |
| Adequate taps and gate valves to control spillages – wastes | |
| Routine tanks cleanliness | |
| Total score | |

General comments on sewer and drainage system

.....

I. Infirmary Section

| Areas to inspect or check | Rating |
|--|---------------|
| Cleanliness of the floor, walls and equipment's | |
| Storage and arrangements of drugs, dispensing desk and documents | |
| Adequate clean drinking water | |
| Hand wash points | |
| Total score | |

General comments on the infirmary

.....
.....

J. Perimeter Fence

| Areas to inspect or check | Rating |
|---|--------|
| Conditions of fencing poles and barbed wires used on the fence | |
| Shrubs, bushes and trees along the fence (risk of invisibility) | |
| Conditions of sentry boxes | |
| Total score | |

General comments on the perimeter fence

.....

Overall remarks:

.....
.....

Inspection carried out by;

Name.....**Date:**

Rank:

Action on overall remarks;

.....
.....

Confirmed by:

Name.....**Date:**

Rank:

Superintendent in-charge

Shikusa Borstal Institution

Appendix 6: Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 331765

RESEARCH LICENSE



This is to Certify that Ms. TESARAH OMULUPI MWENAMI of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: EFFECT OF REHABILITATION ON DRAWINGS AND LABELS BY LEARNERS IN SHIKUSA BORSTAL INSTITUTION, KAKAMEGA COUNTY for the period ending : 18 January 2022.

License No: NACDSTIP/22/15043

331765

Applicant Identification Number



Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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Appendix 7: Approval Letter



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

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P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

20th December 2021

Tesarah Omulupi Mwinami,
EDO/G/01-53699/2019,
P.O. Box 190-50100,
KAKAMEGA.

Dear Mrs. Mwinami,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: *“Effect of Rehabilitation on Drawings and Labels by Learners in Shikusa Borstal Institution, Kakamega County”* and appointed the following as supervisors:

1. Dr. Edward Okaya - SEDU MMUST
2. Dr. Ogotu Joel - SEDU MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Department of Education Psychology. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,


Prof. Stephen O. Odebero, PhD, FIEEP
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES