

Rehabilitation centre administrators preparedness on adequate teaching and learning for effective management of formal education in juvenile centres; A case of Kabete and Dagoretti in Nairobi and Kiambu counties Kenya

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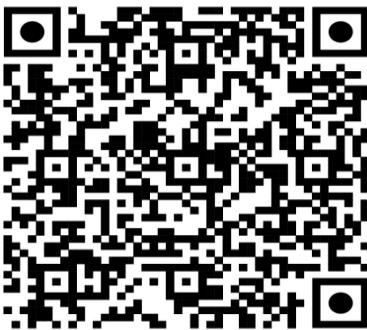
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Abstract

This study sought to determine rehabilitation centre administrators' preparedness for adequate teaching and learning for effective management of formal education in juvenile centres—the case of Kabete and Dagoretti in Nairobi and Kiambu counties, Kenya. The study used a case study research design. The target population was 144 juvenile delinquents, 13 welfare officers, 18 class teachers and 4 school administrators. The data collection instruments were questionnaires, interview schedules and personal observations piloted at the Shikusa rehabilitation centre in Kakamega. Data were analysed using descriptive statistics using Statistical Package for Social Sciences (SPSS) version 20. The findings showed that the majority of the administrators had no training in leadership and management, the majority of the teachers had not undergone training on curriculum implementation and workshops on improvisation of teaching and learning resources, there were inadequate classrooms and libraries, and none of the centres had all textbooks for all subjects. It is hoped that the findings of the study might be useful to the staff working in the juvenile rehabilitation centres, parents of juvenile delinquents, curriculum developers and the Ministry of Education, science and technology as it reveals the specific factors related to effective management of formal education in the juvenile centres in Kenya.

Key terms: Juvenile, rehabilitation centres, formal education, professional qualification.

INTRODUCTION

According to the Ministry of Education (2005), education is a human right, like any other, and it cannot be taken for granted. It is central to the development and improvement of the lives of young people globally. It is a priority area in internationally agreed development goals, including the Millennium Development Goals and the World Programme of Action for Youth. Education is important in eradicating poverty and hunger and in promoting sustainable development. Increased efforts towards education accessibility, quality, and affordability are central to global development efforts. The sentencing of an individual convicted of a criminal offence is largely driven by three key considerations; retribution (punishment), deterrence, and rehabilitation. In the case of juvenile offenders, the principle of rehabilitation is often assigned the greatest weight (Piquero & Steinberg, 2008).

Educators in African correctional settings face difficulties, specifically from the infrastructure, poor management, high staff turnover rates, and shortage of teaching and learning resources (Muthomi & Muthee, 2016). In Zambia, children are incarcerated with adults in some prisons despite legal provisions due to limited capacity by authorities (Todrys et al., 2011). More than 90,000 juveniles are placed in rehabilitation annually, with few finding their way into adult prisons in Africa (CDC, 2007).

In South Africa, education in the juvenile justice system entails much more than just the formal classes and curriculum offered to young offenders (Gast, 2001). According to Gast, many institutions do not offer a regular curriculum but run NSS and NIC courses, which are equivalent to the regular high school course load but are focused on business and entrepreneurial skills. Besides a strictly academic curriculum, the Youth Centres offer extensive training courses in their workshop classrooms. For example, there is a metal shop and glass shop; working-class, leather works class, basket making, and pottery. The Labour Department also runs courses, which include panel-beating and welding. Finally, sports are played in the afternoon twice a week, the President's Award Program is offered, and there is a basic Radio Program. On the staffing side, Gast says that the new protocol calls for a residential education staff with professionals in various specialities such as psychology and social work, emphasizing the individual treatment and the development of the young men and women under their care.

In Kenya, apart from juvenile delinquents, children categorised as needing care and protection, which for whatever reason cannot receive care within their families or communities are also committed to rehabilitation centres, which, because they provide education and care, are seen as being beneficial to those children (Human Rights Watch, 2005). However, according to Organization Mondiale Contre la Torture (OMCT) (2007, many children in Kenya are treated as child offenders because they are in a poor social situation. Thus, many are committed to the same settings as children in conflict with the law. However, the management of formal education they are offered remains questionable. In this regard, this study was therefore interested in examining the selected factors that are influencing the effective management of formal education in juvenile centres in Kenya. These factors are; professional qualification and ability of administrators, professional qualification and ability of teaching staff, adequacy of physical infrastructure, and provision of teaching and learning resources.

The number of juvenile offenders in rehabilitation institutions in Kenya between 2008 and 2010 increased by over 100 per cent, from 6,318 to 13,108 per 100,000 (Griffin, 2010). This has led to congestion and competition for minimal infrastructure and teaching and learning resources. There is a concern; therefore, that strain on the educational resources could hurt the provision of quality education in these institutions. Griffin (2010) further states that many juvenile delinquents are apprehended for crimes, including drug and substance offences, truancy, disorderly conduct, loitering, and possession of stolen properties. The rehabilitation-type centres in Kenya amount to almost 351 centres. Some of the centres are government-supported, while others receive sponsorship from Faith-Based Organisations (FBOs), Community Based organisations (CBOs), Non-governmental organisations (NGOs), and privately-owned organisations. The centres rescue, rehabilitate and reintegrate children back into society. Griffin (2010) further noted that the Children's Department, through rehabilitation homes, has faced difficulties in rehabilitating juvenile delinquents. Among the factors contributing to difficulties in rehabilitating juveniles include increased numbers of juvenile delinquents and recidivism and reintegration into society (Mbiriri, 2017).

LITERATURE REVIEW

According to research conducted by Penuel et al. (2007), it came out that the educational attainment of teachers

affects their performance in class. The research further reveals that teachers with professional qualifications and abilities tend to associate and commit themselves more to curriculum implementation requirements. Several studies conducted in the past further show that teacher professional qualification and ability have a more positive relationship with quality teaching or implementation of the curriculum (Hanushek, 2003). However, while most studies find a positive effect, only a minority of all estimates provide statistically significant results. Stronge (2010) argues that the success of formal education in a school is determined largely by the effectiveness of its teachers and staff workforce. Thus, it is safe to say that: effective teaching staffs leads to effective management of formal education in every educational setup.

Nationwide, educators in institutional education programs often encounter many barriers to meeting incarcerated youth's academic and social-emotional needs. For example, Twomey (2008) cited a Human Rights Watch Report providing numerous examples of deplorable educational practices in juvenile detention centres in Colorado. Issues identified included failure to provide educational programming, no standardized curriculum, lack of special education services, and overcrowding. Findings from other research demonstrated that educational programs in other states failed to meet basic education standards (Burdick et al., 2011; Leone & Meisel, 1997, Twomey, 2008). Moreover, these programs were characterised as having non-effective management and poor oversight, insufficient communication systems between centres and the institutional setting, academic law expectations of youth, and under-skilled teaching staff. All staff involved with children, especially the child offenders, should be equipped with the required training for dealing with them because children learn many things through their models. Knowing how and having an ability to communicate with children is an essential ingredient for working with and on behalf of children (Kibe, 2012). Unfortunately, the majority of teachers in primary schools in Kenya have the minimum qualification required by the Teachers Service Commission, which is a P2 certificate (Jonyo & Jonyo, 2017).

Rintaugu and Muthee (2016) found that a majority of the juvenile rehabilitation centres there lacked trained counsellors; hence teachers and social workers took an added role in counselling. As a result of low academic qualification among staff members, there is a challenge in implementing the formal education Programme. According to Mumba (2011), the lack of enough human resources like

trained teachers, psychologists, and counsellors from TSC impedes the effective management of formal education in juvenile centres. As a result, some rehabilitation centres may consider hiring additional staff who might be unqualified and may not perform the management of formal education well (Odera, 2013). Mokoteli (2005), in his unpublished MA Dissertation at the University of KwaZulu-Natal, however, found that only a few rehabilitation staff have opportunities for in-service training while security officers were allocated work in the rehabilitation section in addition to their security duties. Byrne et al., (2015) state that most correctional centres are characterized by high inmate staff ratios which impede relationship development, mentoring opportunities, and provision of support. Successful management of formal education requires a line staff with a relevant educational background. This study, therefore, examined the effects of this educational background and the ability of teaching staff on effective management of formal education in Kabete Boy's and Dagoretti Girl's rehabilitation centres.

According to the National Association of Elementary School Principals (NAESP) board of Directors (September 29, 1976), an educational administrator's professional behaviour must conform to an ethical code. The code must be idealistic and, at the same time, practical so that it can apply seasonably to all educational administrators. The administrator acknowledges that the school belongs to the public they serve by providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. Furthermore, it must be recognised that the administrator's actions will be viewed and appraised by the community, professional associates, and students.

NAESP Board of Directors (September 29, 1976), further states that the administrator should subscribe to the following statements of standards; makes the well-being of students that fundamental value in all decision making and actions, fulfils professional responsibilities with honesty and integrity, supports the principle of due process and protects the civil and human rights of all individuals, obeys local, state and national laws and does not knowingly join or support organisations that advocate, directly or indirectly, the overthrow of the government, implements the governing board of education's policies and administrative rules and regulations, pursues appropriate measures to correct those laws, policies and regulations

that are not consistent with sound educational goals, avoids using positions for personal gain through political, social, religious, economic or other influence, accept academic degrees or professional certification only from duly accredited institutions, maintains the standards and seeks to improve the effectiveness of the professional through research and continuing professional development and perhaps honours all contracts until fulfillment or release. This study, however, examined the extent to which all these are exercised in the Kenyan juvenile rehabilitation centres and their influence on the effective management of formal education.

The Government of Kenya has established rehabilitation centres intending to correct and reform the delinquent adolescent into adjusted, productive citizens. These rehabilitation centres have formal education as one of the major programs designed to meet these objectives. However, there have been an increased number of students in the rehabilitation centres without improving the school infrastructure and the KCPE examination performance of students in rehabilitation centres. As such, the ability of these centres to deliver the program in a manner that is beneficial to this group of youths is questionable. Furthermore, studies from different scholars show that despite numerous reforms that have affected

rehabilitation centres in Kenya, such as the enactment of the children's Act and the change of the name from approved to rehabilitation centres, management of formal education has not been effective. This, therefore, called for an investigation of rehabilitation centre administrators' preparedness for adequate teaching and learning for effective management of formal education in juvenile centres.

RESULTS AND FINDINGS

Demographic Information of the Respondents

The analysis of the demographic data of the respondents was divided into two sections. First is the demographic data of the juveniles' gender distributions, age at admission time, and duration of stay in the rehabilitation centres. Secondly, the demographic data of the staff members show their roles and responsibilities, gender, professional qualifications, the length of the service, and the duration of work in the rehabilitation centres.

Distribution of Juveniles According to Centres and Gender

The preliminary section for the juveniles' questionnaire sought information on their centres and gender. The information is summarised in Table 1 below.

Table 1: Distribution of Juveniles According to Centres and Gender

Name of the centre	Gender		Total	
	Male	Female	Frequency	Percentage
Kabete	66	-	66	54.1
Dagoretti	-	56	56	45.9
Total	66	56	122	100

Source: Field data

Table 1 shows that Kabete rehabilitation centre had only boys at 54.1 per cent, while Dagoretti rehabilitation centre had only girls at 45.9 per cent. This shows a fair distribution of juveniles in terms of gender, although the number of boys is slightly higher than that of girls. The high number of boys can also imply that more boys were involved in delinquency than girls.

Distribution of Staff Members According to Centres and Specific Responsibilities

The researcher distributed staff members according to their centres and their specific roles, as shown in Table 2.

Table 2: Distribution of Staff Members According to Centres and Specific Responsibilities

Name of school	Roles			Total	
	Welfare Officers	Teachers	Administrators	Frequency	percentage
Kabete	6	9	2	17	48.6

Dagoretti	7	9	2	18	51.4
Total	13	18	4	35	100

Source: Field data

Table 2 shows that Kabete Boys' rehabilitation centre produced a sample of 48.6 per cent. (n=17) staff members and Dagoretti Girls' rehabilitation centre produced 51.4 per cent. (n=18) members of staff. This implies that both centres have got almost similar strengths in terms of staff members.

Distribution of Staff Members According to their Centres and Gender

Members of staff were asked to identify their gender. The response was presented in Table 3.

Table 3: Distribution of Staff Members According to their Centres and Gender

Category	Gender	Frequency	Percentage
Administrators	Male	2	50
	Female	2	50
Teachers	Male	11	61.1
	Female	7	38.9
Welfare Officers	Male	6	46.2
	Female	7	53.8

Source: Field data

Table 3 depicts that out of the four administrators who responded, 50 per cent (n=2) were males, and 50 per cent (n=2) were females. On the side of the teachers, 61.1 per cent (n=11) were males, and 38.9 per cent (n=7) were females, and on welfare officers, 46.2 per cent (n=6) were males, and 53.8 per cent (n=7) were females. Gender was meant to identify the category of respondents in terms of sex for gender balance.

Distribution of Members of Staff According to Professional Qualifications

Staff members were asked to identify their professional qualifications as teachers, welfare officers, and administrators. This was meant to establish how well they were suited to handling the curriculum in their centres for effective performance. Their responses were recorded as shown in Table 4.

Table 4: Distribution of Staff Members According to their Professional Qualifications

Category	Description	Frequency	Percentage
Administrators	Cert in child dev	-	0
	Dip	3	75
	Degree	1	25
	Masters	-	0
Teachers	P2	13	72.2
	P1	4	22.2
	Cert in child dev	-	0
	Dip	1	5.6
	Degree	-	0
	Masters	-	0
Welfare Officers	P2	9	69.2
	P1	3	23.1
	Cert in child dev	1	0
	Dip	-	7.7
	Degree	-	0

	Masters	-	0
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Source: Field data

Table 4 shows that out of the 35 members of staff interviewed by the researcher, it was discovered that the majority were P2 holders, i.e., 22 members, with only 7 having a P1 certificate, 5 with a diploma, and 1 with a degree. This indicated that the majority of the teachers possess the lowest entry grade, whereas only one

administrator possesses the requirement of a degree as stipulated by the ministry of education guidelines.

Administrators' Training in Leadership and Management

Centre administrators were asked whether they had undergone any training in leadership and management. Their response was recorded in Table 5.

Table 5: Administrators' Response to Training in Leadership and Management

Have undergone training	Kabete		Dagoretti		Total	
	f	%	f	%	f	%
Yes	0	0	1	50	1	25
No	2	100	1	50	3	75
Total	2	100	2	100	4	100

Source: Field data

Table 5 depicts that 25 per cent (n=1) of the administrators have undergone training in leadership and management, whereas 75 per cent (n=3) have not. This can explain the below-average performance in the rehabilitation centres and, to a great extent, the ineffective management of formal education in the centres.

Juveniles' Response to Availability of Adequate Classroom

Juvenile delinquents were asked whether there were enough classrooms in their respective centres. Their responses were recorded in Table 6.

Table 6: Juveniles' Response to Availability of Adequate Classrooms

Description	Kabete		Dagoretti		Total	
	f	%	f	%	f	per cent
SD	30	45.5	26	46.4	56	46.0
D	24	36.4	22	39.3	46	37.7
A	9	13.6	3	5.4	12	9.8
SA	1	1.5	2	3.6	3	2.5
NS	2	3.0	3	5.4	5	4.1
Total	66	100	56	100	122	100

Source: Field data

The study found that 46 per cent (n=56) of the juveniles strongly disagree that there were adequate classrooms, whereas 37.7 per cent (n=46) disagree, 9.8 per cent (n=12) agree, 2.5 per cent (n=3) strongly agree and 4.1 per cent (n=5) were not sure. The researcher, therefore, found that the availability of classes in the centres was below average, which poses a challenge to the smooth running of classroom activities.

Juveniles' Response to Availability of Spacious Guidance and Counselling Rooms

The juveniles were asked whether their centres had spacious guidance and counselling rooms. Their responses were recorded in Table 7.

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Table 7: Juveniles' Response to Availability of Spacious Guidance and Counselling Rooms

Description	Kabete		Dagoretti		Total	
	f	%	f	%	f	%
SD	10	15.1	7	12.5	17	14.0
D	12	18.9	14	25.0	26	21.3
A	22	33.3	18	32.1	40	32.8
SA	18	27.3	15	26.8	33	27.0
NS	4	6.0	2	3.6	6	4.9
Total	66	100	56	100	122	100

Source: Field data

Table 7 shows that 32.8 per cent (n=40) agree that there were spacious guidance and counselling rooms, whereby 27.0 per cent (n=33) strongly agree, 21.3 per cent (n=26) disagree, 14.0 per cent (n=17) strongly disagree and 4.9 per cent (n=6) were not sure. The majority (59.8%) agreed or strongly agreed that their centres have spacious guidance and counselling rooms. Therefore, the study found spacious guidance and counselling rooms in the juvenile

centres, although most of the guidance and counselling personnel have no relevant professional qualifications.

Members of Staff Response on Availability of Spacious Guidance and Counselling Rooms

Staff members from the two juvenile rehabilitation centres were asked whether their respective centres had spacious guidance and counselling rooms. Their responses were recorded in Table 8.

Table 8: Members of Staff Response on Availability of Spacious Guidance and Counselling Rooms

Description	Kabete		Dagoretti		Total	
	f	%	f	%	f	%
SD	0	0	0	0	0	0
D	2	11.8	2	11.1	4	11.4
A	8	47.0	9	50.0	17	48.6
SA	7	41.2	7	38.9	14	40.0
NS	0	0	0	0	0	0
Total	17	100	18	100	35	100

Source: Field data

Table 8 shows that 48.6 per cent (n=17) of the staff agree that spacious guidance and counselling rooms exist in their juvenile rehabilitation centres. 40.0 per cent (n=14) strongly agree to the statement and 11.4 per cent (n=4) stated that they disagree. Therefore, most staff members (88.6) agreed that their centres had spacious guidance and counselling rooms. The study thus concluded that there was the availability of spacious guidance and counselling rooms in the two centres, as was also confirmed by the juveniles.

Boys' rehabilitation centre had 149 pupils while Dagoretti Girls' rehabilitation centre had 125 pupils making a total of 274 pupils, which gives an average of 137 pupils per centre. This showed that the population could be managed in terms of infrastructure since it is not big.

Administrators' Response to the Average Number of Pupils per Class

In an interview guide, the centre administrators were further asked to give the average number of pupils in their particular centres per class. The researcher found that 47 pupils per class are the average number. However, the average figure is big, and thus they are congested in classrooms and libraries. This was an indicator that the infrastructure needed to be upgraded if better educational outcomes were to be realised.

Administrators' Response to the Number of pupils in their Centres

In an interview guide, the researcher also sought to find out the number of pupils in the centres from the Centre administrators. As a result, the research found that Kabete

The strain on Resources in the Centres

In an interview guide to the administrators, the researcher inferred an indication of the strain rate experienced on

resources in the institutions. The responses were recorded in Table 9.

Table 9: Strain on Resources in the Centres

Description	Kabete		Dagoretti		Total	
	f	%	f	%	f	%
Low	0	0	0	0	0	0
Average	0	0	0	0	0	0
High	1	50	0	0	1	25.0
Very high	1	50	2	100	3	75.0
Total	2	100	2	100	4	100

Source: Field data

The result in Table 9 shows that the rate of strain caused on the resources is very high according to 75 per cent (n=3) of the respondents, while 25 per cent (n=1) rated it high. This level of strain is likely to impact academic performance in the centres, which is low as established from KCSC results analysis for the years 2017 to 2019.

Availability of other Teaching and Learning Resources for Teachers and Welfare Officers

Teachers and welfare officers were asked whether they were supplied with an adequate Syllabus for schemes of work, guidance and counselling materials, chalks and writing materials, teacher guides, blackboards, reference books, past papers and marking schemes. The response was presented in Table 10.

Table 10: Teachers and Welfare Officers Response to the Adequacy of other Teaching and Learning Resources

Availability	Kabete		Dagoretti		Total	
	f	%	f	%	f	%
Yes	0	0	0	0	0	0
No	15	100	16	100	31	100
Total	15	100	16	100	31	100

Source: Field data

The results in table 10 showed that none of the centres had enough syllabuses for schemes of work, guidance and counselling materials, chalks and writing materials, teacher guides, blackboards, reference books, past papers and marking schemes. This also is a possible indicator that the low recorded academic performance in the centres could be triggered by this shortage of resources.

The study revealed that none of the centres had textbooks for all subjects. This conformed to the research by Elliot and Corrie (2015), which stated that several countries still face the difficulties of insufficient availability, poor quality and ineffective usage of teaching and learning materials. The study found that the pupils in the two centres share the available few

textbooks at a ratio of 1:6. This is in contrast to the suggestion of Read and Treffgarne (2011), which stated that to enable effective provision of formal education, there should be enough reading books so that every pupil has access to at least one new book per week. However, the study found that there was no big challenge in the supply of exercise books in the two centres. Finally, according to the report from the teachers and welfare officers, there was no adequate supply of other teaching and learning resources in the two centres, including; syllabus for schemes of work, guidance and counselling materials, chalks and writing materials, teacher guides, blackboards, reference books, past papers and marking schemes. According to Adeogun (2001), schools endowed with more teaching and learning materials have a better

provision of formal education than less endowed schools. Adeogun, in his research, discovered a very strong positive significant relationship between instructional resources and effective formal education. Inefficiency in formal education in juvenile centres, as evidenced by poor performance in national examinations as shown by Faraja Annual Report (2019), can be attributed to inadequate teaching and learning materials.

As per the observation schedule used in this research, most of the intended features were observed. These included a well-displayed centre motto, mission and vision, notice board, suggestion box, centre routine and calendar of events. This indicated that policies were made and effectively communicated to the stakeholders. It also indicated that varied views and opinions of the stakeholders were enhanced through the use of suggestion boxes which were found in the two centres that are Kabete Boys' rehabilitation centre and Dagoretti Girls' rehabilitation centre. However, the researcher also observed that teachers and pupils were not swift in responding to the bells in the two centres, which indicated laxity in implementing centre programs which affected the centres' academic performance as established in the centre score sheet.

The researcher further observed that the compound in the two centres was neat with friendly and hospitable staff and learners; the classrooms were, however, neat but congested. However, improvement was seen in the side of guidance and counselling rooms, which were neat and uncongested. This indicated that guidance and counselling in the centres were being taken with a lot of consideration. The libraries were neat but not fully equipped. Similarly, the toilets were not enough but were also neat. The researcher further observed that there were spacious dining halls as well as playgrounds. The pupils were friendly to each other; they played together, learned together and interacted as brothers and sisters.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions: The researcher concluded that the central administration plays a key role in determining the effective management of formal education. The study revealed that the administrators fared fairly in

academic qualifications and length of service; they were average on self-belief in executing management tasks diligently, being open and innovative in policy making and implementation and in their level of empowering teachers by offering support and training that they required in performing their duties effectively. They were also average in involving other teachers in decision making, communicating with teachers, welfare officers and pupils, and their level of supervising classroom attendance. The conclusion is that the juvenile centre administrators must improve their leadership tactics to promote better management of formal education. Also, for effective management of formal education in juvenile centres, there should be an adequate supply of teaching and learning resources that includes; textbooks for all subjects, syllabus for schemes of work, guidance and counselling materials, chalks and writing materials, teacher guides, blackboards, reference books, past papers and marking schemes. Finally, the teachers should be strict in adjusting to the timetables.

Recommendations: The juvenile rehabilitation centre administrators ought to be more experienced with high professional qualifications, possess training in leadership and management, be more committed to their management tasks, improve their leadership skills, be more innovative in the formulation of school policies, motivate and promote teamwork and be more efficient and effective in supervising teaching and learning process which would lead to effective management of formal education. The teachers in juvenile rehabilitation centres should possess at least P1 certificates, which are the best qualification for curriculum implementation in primary schools. They should also undergo curriculum implementation training and workshops on improvisation of teaching and learning resources. In addition, the young and inexperienced teachers should be given proper guidance and empowerment in the profession and school policies. Teachers also need to be more committed to their work in preparing for the classes and accomplishing their tasks on time. Finally, to ease the workload, the government, through the Teachers Service Commission (TSC), should deploy more trained teachers to the juvenile rehabilitation centres.

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