

PSYCHO-SOCIAL EFFECTIVENESS ON BEHAVIOUR
CHANGE AMONG GIRLS IN KIRIGITI
REHABILITATION SCHOOL, KIAMBU COUNTY,
KENYA

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Abstract

The study was carried out to assess psycho-social effectiveness on behaviour change among incarcerated girls. To undertake this, forty girls out of one hundred and twenty from second and third year of sentence were studied. Results revealed that girls who had participated in various psychosocial activities indicated high level of behaviour change by acquiring high level of self-esteem than those who did not. It was also revealed that other factors pointing to behaviour change such as discipline, acquiring of life skills and education did not influenced the girls to behaviour change. Findings indicated that majority of the girls were remorseful of their past antisocial behaviour by respecting themselves and other people. Further findings on psycho-social effectiveness are discussed under the research recommendations and conclusion of the study.

Keywords:

Psycho-social effectiveness;
Behaviour Change;
Juvenile delinquency.

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1. Introduction

There has been research done on juvenile challenges in rehabilitation schools; but few have investigated on causes of juvenile behaviour change while in incarceration. While Odera (2013) researched on the programmes in rehabilitation schools in Nairobi; Arubia(2014) and Wanja (2014) researched on government approaches towards rehabilitation schools in Kenya. This study was aimed at answering the question on how psychosocial activities in the in the rehabilitation school impact on the juvenile behaviour change while incarceration. We addressed this question of behaviour change using a sample (n=40) from a population of 120 incarcerated girls in their second and third year of sentence at Kirigiti Girls Rehabilitation school, Kiambu County, Kenya. According to this study girls Kenya were jailed for different offenses committed at various ages below 18years. At kirigiti rehabilitation school, girls are from across the country, cultural backgrounds and at different levels of education. The institution provided psychosocial activities that the incarcerated girls were engaged in. The psychosocial activities enhanced behaviour change depending on individual level of participation. Behaviour change provided self- awareness, self-worth and respect for self and others.

The girls were sent to the rehabilitation school through Juvenile Justice System. The incarcerated girls in the institution were supposed to engage in psychosocial activities such as mentoring classes, grooming, beauty contests, group counseling, formal learning, religious, singing and dancing. (Wambugu, Njoroge &Komen 2015).

With the increasing number of underage girls committing crime in the country; it become necessary for this study to assess the types of psychosocial activities the incarcerated girls were engaged in; to influence behaviour change while serving their sentence. The incarcerated girls were young citizens in their adolescence who required guidance to be effective and productive future members of the society. As future mothers, they required acquisition of virtues and values that they would impart to their children. (Deborah, P. 2005) Since girls in Kirigiti rehabilitation school spent not less than 3 years during incarcerated period while away from the vicinity of their family; psychosocial activities provided psychological comfort, hope and self-awareness.

The research was guided by the social learning theory by Albert Bandura. (Bandura, 1979) A mixed methods research design was used which gave room to the use of concurrent triangulation to analyse both qualitative and quantitative data. (Creswell,2003) The sample size comprised (n=40) girls sampled from the class registers. Purposive, stratified and simple random sampling methods were used to sample the respondents from the strata. Data was collected using questionnaires. 80% of the respondents indicated high level of behaviour change while those who had low participation in psychosocial activities displayed signs of depression and low self-esteem. The results were expressed descriptively in measures of frequencies, cross bar tables and percentages. 90% of the incarcerated girls indicated that they were remorseful of their past antisocial behaviour; 80% acquired high level of self-esteem in their behaviour change. According to (Wambugu, Njoroge &Komen) 2015 rehabilitation institutions are important for behaviour change if the government provides a conducive learning environment. This idea concurred with a study carried out by (Odera2013) that introduction of more psychosocial activities in rehabilitation school would be important to enhance behaviour change among the incarcerated juveniles. According to Children Act, Chapter 141, 2012 the Government of Kenya has the responsibility of protecting and providing educating all children in the country. NCCS NGOs, Kenya Parents Associations and other relevant bodies interested in children welfare should address the need of having more psychosocial activities in juvenile rehabilitation schools.

This study was guided by the following objectives:-

1. To investigate psycho-social effectiveness on self-esteem among incarcerated girls in Kirigiti rehabilitation school, Kiambu, County, Kenya;
2. To find out psychosocial effectiveness on the level of discipline acquired among incarcerated girls in Kirigiti rehabilitation school, Kiambu County, Kenya;
3. To determine psychosocial effectiveness on the level of education performance among incarcerated girls at Kirigiti rehabilitation school, Kiambu County, Kenya;
4. To establish psycho-social effectiveness on the level of life skills acquired among incarcerated girls in Kirigiti rehabilitation school, Kiambu County, Kenya.

2. Research Method

The independent variable in this study was psychosocial effectiveness; while the dependent variables was self-esteem, level of discipline and academic performance and inter-personal skills in behaviour change

A mixed approach methodology was used whereby qualitative and quantitative data was analysed at the same time using a concurrent triangulation model to establish relationships among two study variables. According to Creswell (2003) mixed approach methodology is appropriate design when working with both qualitative and quantitative data. The researcher collected qualitative data from the respondents using questionnaires and translated the data into quantitative for reliable results.

Descriptive statistics such as means, standard deviations and percentages was used to describe the data collected. Correlation was used to test the research questions at $p \leq .05$. This analysis was done using SPSS version 22. Results were analysed and presented using frequencies and tables. The researcher used the Alpha (Cronbach) model of internal consistency based on the average inter-item correlation to calculate the reliability of the instruments. The instruments were passed as stable because respective alphas were above .70 and therefore used in this study.

A pilot study was conducted to check on the reliability and validity of the research instruments. The instruments were pre-tested on 10 girls, randomly sampled; from rehabilitation school in Nairobi County.

Their responses and comments were used to make adjustments to the items in the instruments to collect the information objectively. The pilot study was also used to identify instrument deficiencies and ensure that the instruments were generated and analysed meaningfully. The language of the instruments was also checked without compromising the accuracy and relevancy.

3. Results and Analysis

Pearson correlation coefficient was calculated for the relationship between psychosocial activities and the level of self-esteem among incarcerated girls. Results are presented in Table 1.

Table 1: *Correlation Coefficient*

	Psychosocial activities	Level of self-esteem
	Pearson Correlation	1
Psychosocial activities	Sig. (2-tailed)	.000
	N	40
	Pearson Correlation	1.000
Level of self-esteem	Sig. (2-tailed)	.000
	N	40

Table 1 shows that the calculated Pearson Correlation Coefficient (r) for psychosocial activities and self-esteem among incarcerated girls in Kirigiti rehabilitation school, Kiambu County, Kenya is 1.000 which is greater than the critical tabled r value of .304 ($N = 40$; $\alpha = .05$; $df = 38$). Therefore, girls who participated in many psychosocial activities had a high self-esteem. According to Barton (2000) on assessing youth self-esteem; concurs with Debora (2014) that people with high self-esteem are more assertive and highly motivated to perform tasks and work out on challenging assignments. The girls, who participate in many psychosocial activities had high self-esteem because they felt motivated; had confidence and committed to excel.

Table 2: *Correlation Coefficient calculated on the relationship between psychosocial activities and the level of discipline among the incarcerated girls.*

	Psychosocial activities	Level of discipline
	Pearson Correlation	1
Psychosocial activities	Sig. (2-tailed)	.888
	N	40
	Pearson Correlation	-.023
Level of discipline	Sig. (2-tailed)	.888
	N	40

In Table 2, the calculated Pearson Correlation Coefficient (r) for psychosocial activities and level of discipline among incarcerated girls in Kirigiti rehabilitation school, Kiambu County, Kenya is $-.023$ which is lesser than the critical tabled r value of $.304$ ($N = 40$; $\alpha = .05$; $df = 38$). Therefore, participating in psycho-social activities does not determine the level of discipline among girls in Kirigiti rehabilitation school, Kiambu County, Kenya. Psychosocial activities in the institution did not play any role in the respondents' level of discipline. The role of the administration, teachers and instructors may have been the sole influence to the level of discipline among the respondents. In addition to this, most of the respondents had a high level of self-esteem. According to Debora (2014), adolescent with high positive esteem usually have higher level of discipline compared to adolescents with low self-esteem leading to low level of discipline. This means, at Kirigiti girls' rehabilitation school, level of discipline is guided by girls' level of self-esteem.

Table 3: *The Respondents' Level of Participation in Psycho-social Activities and the Level of Education at the time of admission in the Institution.*

		What was your Psychosocial level of activities education at the time you got admission in the institution?	
What was your level of education at the time you got admission in the institution?	Pearson Correlation	1	-.015
	Sig. (2-tailed)		.927
	N	39	39
Psychosocial activities	Pearson Correlation	-.015	1
	Sig. (2-tailed)	.927	
	N	39	40

In table 3, the calculated Pearson Correlation Coefficient (r) for psychosocial activities and level of education among incarcerated girls in Kirigiti rehabilitation school, Kiambu County, Kenya is $-.015$ which is lesser than the critical tabled r value of $.304$ ($N = 40$; $\alpha = .05$; $df = 38$). Therefore, participating in psycho-social activities does not influence the level of education among girls in Kirigiti rehabilitation school, Kiambu County, Kenya.

Since majority of those respondents who participated in psychosocial activities had a high level of self-esteem; positive self attributes that influenced the level of education in the institution. On the other hand, respondents who had high self-esteem also had high motivation in psychosocial activities may lack the importance of education since they had psychological satisfaction in psychosocial activities.

Table 4: *Correlation between Psychosocial Activities and Level of Life Skills*

		Psychosocial activities	Level of life skills
Psychosocial activities	<i>Pearson Correlation</i>	1	-.459
	<i>Sig. (2-tailed)</i>		.003
	<i>N</i>	40	40
Level of life skills	<i>Pearson Correlation</i>	-.459	1
	<i>Sig. (2-tailed)</i>	.003	
	<i>N</i>	40	40

In Table 4, the calculated Pearson Correlation Coefficient (r) for psychosocial activities and level of life skills among incarcerated girls in Kirigiti rehabilitation school, Kiambu County, Kenya is $-.459$ which is lesser than the critical tabled r value of $.304$ ($N = 40$; $\alpha = .05$; $df = 38$). Therefore, participating in psycho-social activities does not influence the level of life skills among girls in Kirigiti rehabilitation school, Kiambu County, Kenya. According to Ward et als (2007) the family, should be the source of teaching life skills as from formative years. However; this is not the case in Kirigiti girls' rehabilitation school. Sources of life skills for the girls at Kirigiti girls' rehabilitation school may have come from the role models, teachers, individual culture, parents and the institution environment.

4. Conclusion

The purpose of this study was to establish the relationship between psychosocial effectiveness and behaviour change among incarcerated girls at Kirigiti Rehabilitation School. The study sought to achieve this by examining the effectiveness of the prevailing psychosocial activities in the institution on the girls' level of attaining self-esteem, discipline, education and acquiring life skills. The study considered how these variables manipulated the individual self-awareness within the institution environment.

The low level of acquiring discipline by the incarcerated girls was indicated. This meant that other than the psychosocial activities provided in the school; other sources of attaining the discipline were available in the institution. The presence of teachers, discipline masters, mentors and the administration provided the girls a road map to discipline. However, the study showed that the girls' participation in psychosocial activities elicited high level of self-esteem which provides a basis of laudable discipline. The study also found that psychosocial activities did not elicit the level of education and life skills as a drive to behaviour change. Other sources other than psychosocial activities may have had an influence in this.

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