



## Evaluation of Instructional Strategies Used in Correction of Juvenile Offenders in Rehabilitation Schools in Kenya

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### Abstract

*There are diverse rehabilitation programs that have been developed for use in the correction of juvenile offenders in the world and Kenya in particular. The purpose of this study was to evaluate the instructional strategies used in the rehabilitation of juvenile offenders in rehabilitation schools in Kenya. The study tested the null hypothesis that there was no statistically significant difference in the use of instructional strategies between the different institutional categories from the central region in Kenya. The target population comprised 1500 adjudicated juvenile offenders in 10 rehabilitation schools, 132 teaching staff, 10 managers and 10 guidance and counseling personnel. Stratified random sampling was used to select two low risk and two high risk rehabilitation schools; one girls' and one boys' institution from each category to make a total of four schools. The sample comprised xxx Data was collected using questionnaires, interview schedules and a document analysis guide. The findings showed that the rehabilitation schools utilized a variety of psycho-educational strategies such as kinesthetic (75%), still pictures and posters (65%), audio-visual resources (75%), cooperative learning strategies (50%) and the use of resource persons (50%), and gender-responsive methods (90%). The hypothesis test results revealed that there was a statistically significant difference in utilization of instructional strategies used in low-risk and high-risk rehabilitation schools ( $F=3.577$ ,  $df= 1, 20$ ;  $p > 0.05$ ). It was therefore concluded that the instructional strategies used for the two cohorts of high-risk and low-risk juvenile offenders were similar. It was recommended that there was need to strengthen the use of psycho-educational strategies by adopting the learner-centered approaches in order to promote behaviour change among the juvenile offenders.*

**Keywords:** Correctional Education, Instructional Strategies, Juvenile Offenders, Psycho-Educational Programs, Rehabilitation School

### INTRODUCTION

Juvenile delinquency has been a challenge to juvenile justice systems and correction educationists all over the world. Many countries have put in place structures and institutions to rehabilitate the young offenders through various programs. Records indicate that more than 1500 youths are currently in juvenile rehabilitation schools throughout the country (GOK, 2018). Most of them, despite being of school going age are illiterate or only marginally literate, and many had unsuccessful experiences in school (Ouko, 2017). Research indicate that a substantial number of the adjudicated youth do not return to public mainstream school programs following their release from a detention facility. Some complete their primary school in the rehabilitation school, while a few drop out. This therefore means that effective rehabilitation and transition from the correctional schools to the community is greatly essential. According to Ouko (2017), correctional educators can play an important role in tutoring and preparing these youth to be reintegrated in to the mainstream schools and communities. Correctional education needs to equip these youths with the necessary knowledge, skills and competencies that are critically required in order to

successfully transition back into the mainstream education system (Ouko, 2017). However, for this to succeed, the rehabilitation program needs to be effective in intervening in social, emotional and adjustment problems rather than educational failure.

Records from the Children's Department (GOK, 2018) indicate that there is a total of 10 rehabilitation schools in Kenya comprising of five (5) high-risk and five (5) low-risk institutions in the country. In the high-risk institutional category, adjudicated cases included murder or manslaughter, robbery, assault, rape or defilement, burglary, gang violence and drug and alcohol related crimes. In the low-risk category, offences involved theft or larceny, care and protection, prostitution, begging and loitering, running away from home and truancy, discipline and protection cases, minor alcohol and drug related offences. In the two categories of schools, administrative and social contexts define ways in which interventions take place.

According to the Rehabilitation Manual for Children in Statutory Institutions (GOK, 2011), a well-defined case management system is recommended. If properly used and professionally applied, it can facilitate the effective delivery of rehabilitation programs to address the various needs of the juvenile offenders. Thus, in the two cohort schools, an assessment of casework was done. This involved evaluating the application of techniques and instructional methods thought to be effective on needs-based offender rehabilitation. Case management on the other hand was also assessed to see the structures in which teachers offered the interventions. In the two important approaches, specific components such as objectives, planning of activities and sequencing or scheduling of required tasks and interventions were carefully looked at. While in the low-risk category, treatment should focus on unmet needs of the clients, more, in the high-risk schools' program should target criminogenic needs. Such needs would include pre-offending attitudes, criminal gang/peer associates, substance abuse and family influence. As such risk assessment is therefore central to matching the learners to the most appropriate strategies.

### **Statement of the Problem**

The status of the application of instructional strategies in rehabilitation schools is not clearly documented and known in correctional schools in Kenya. Research in correction education in Kenya have noted that rehabilitation outcomes are poor while the performance of the juvenile delinquents at the end of primary education examination (K.C.P.E) has remained low. Many other learners are unable to rejoin mainstream schools. Educational psychologists explain that there is a significant relationship between instructional methods in any given field of teaching and the learning outcomes (Aditomo & Klieme, 2020). There was therefore a need to establish the status of the application of instructional strategies in rehabilitation schools in the Country. According to the Kenya National Examination Council Report (KNEC, 2020) learners in rehabilitation schools have performed poorly academically compared to those in mainstream schools in the last 8 years (2013-2020). Learners in these schools have a mandatory life-skills program to go through. This being instruction in the affective domain is aimed at giving them the social competence that many of the lack for a positive transition to the community. Subsequently, there is need to examine the application of some of the evidence-based strategies used by teaching staff in both low and high-risk rehabilitation schools. The study also considered boys' and girls' categories schools. The research would challenge scholars to a comprehensive and probing attempt at instructional strategies that increase the attainability of rehabilitation. The findings will provide correction stakeholders with up to date practical guidelines to improve learning achievement.

The study adopted the cognitive behavioural theory by Beck (2005) which indicates that human thoughts, emotions and behaviour are interrelated. Cognitive therapy is used to help clients to identify negative thoughts and to learn how to counter those thoughts with positive

thoughts. This theory is relevant to the current study because rehabilitation schools aim at modifying the antisocial behaviour of juvenile offenders which is intertwined with the negative thought processes during adolescence.

### **Empirical Literature Review**

Despite the efforts of the children's Department to improve educational programs in rehabilitation schools, correction outcomes have remained low (Ouko, 2017). Specific efforts have also been made to improve rehabilitation school conduciveness to reduce the stigma associated with a detention facility (Ndirangu, 2011). While school conduciveness may boost a trusting relationship between teaching staff and pupils, and therefore positive attitudes towards learning, the instructional strategies teachers may be using could greatly affect learning outcomes. There is therefore a critical need to establish the instructional methods used by the teaching staff of these schools. The use of appropriate and varied instructional methods by teachers can maximize the learning outcomes of pupils (Waigera, 2021). Lessons in a correctional setting differ greatly with other types of learning. This is because behavior change instruction reverberates on the affective domain. As such, teachers would not be expected to provide their learners with answers or interpret situations for them. Instead the teachers would guide the learners to experience their own seeing, feeling, sensing and interpreting (Ormrod, et. al, 2017). This approach would not only engage learners more but also reduce their passivity.

Amatari (2015) expounds the Flanders "Two thirds rule" in which he suggested a summary of three categories of analyses of interaction time for a teacher which is aimed at reducing teacher dominance in the classroom. In the first third, the teacher would devote time to lecturing, giving directions and controlling students. The second third is given to indirect talk, such as accepting feelings and the ideas of pupils, praising and encouraging and asking questions. The last third is given to respond to questions and other issues from students but which are initiated on their own as well as using silence or inaudible verbalization which the teacher should interpret. This method not only involves learners in the lesson more but also reduces their passivity.

Learners' needs in rehabilitation schools differ in many ways. Some needs are common while others need are individual. According to Ngulu (2015), some needs are criminogenic and others are non-criminogenic. To cater for the broad needs, rehabilitation schools are categorized as low, medium or high risk. Too, boys and girls are held in separate detention facilities. It is notable also that a good number of learners are adjudicated for care and protection and this is purely a criminogenic need. A good teacher will be able to identify the psychosocial and other needs of the learners in order to be able to develop needs-based strategies that will also be responsive to each pupil's situation. Alternatively, responsive methods of instruction built self-efficacy in the learners. Further, positive development in social skills, confidence in handling academic and physical tasks and personal resilience is achieved (Ormrod et. al, 2017). On the other hand, teachers can build the learners motivation by breaking down learning tasks into less challenging steps while the use of modeling, mentorship, apprenticeship and increased positive reinforcement results in more successful learning.

Teaching and learning activities can be organized in such a way that mastery can be boosted in students. This can be done through for example class discussions, encouraging academic and co-curricular team activities and projects, contests, peer coaching and symposia. Some of the strategies mentioned to effect better learning achievement are songs, music dances and a variety of social drama. These tools are a powerful method of passing message. Community resources can assist teachers in handling certain areas that require experts. Audial-visual, computer and other related ICT tools improve listening and can be used and re-used again. Pictures, posters banners and murals draw the attention of learners and help

in understanding content (Waigera, 2021). Finally, teachers must also design practice sessions which in turn would lead to increased pupil achievement. As such, a holistic approach has to be employed in order for meaningful rehabilitation to take place.

The aim of psycho-educational programmes is to provide juveniles with the social experiences that will enable them to live and work easily with others. Rehabilitation should focus on developing juveniles' use of responsibility as a preparation for law-abiding citizenship; in personal responsibility for being honest, self-disciplined individuals (Onyango, 2011). Therefore, the development of a responsible citizen is the sole purpose of the juvenile education system in line with national goals of education. A good society is built through the lives of men and women. The programme design in the juvenile education system plays an integral role in enhancing the achievement of rehabilitation work in the juvenile schools. The need therefore exists for teachers to be well grounded in the theory of educational psychology so that they are sufficiently equipped with the basics of the teaching and learning process. This can be achieved through pre-training and in-service programs.

## METHODOLOGY

The study used a survey research design to evaluate the instructional strategies utilized in correction of juvenile offenders in rehabilitation schools in Kenya. The target population comprised 10 rehabilitation schools (5 low-risk and 5 high-risk), 1500 adjudicated juvenile offenders, 132 teaching staff, 10 managers and 10 guidance and counseling personnel. Stratified random sampling was used to select a sample of four rehabilitation institutions out of a total of 10 institutions accounting for 40% of the juvenile correctional institutions in Kenya. The four randomly selected schools consisted of two low-risk and two high-risk rehabilitation schools further subdivided in to two girls' and two boys' schools from each risk category. Kothari and Garg (2019) sampling formula of 10-30% of the target population was used to select 457 juvenile offenders placed in the four randomly selected rehabilitation institutions, four school managers, 20 teaching staff and two guidance and counselling personnel. Data was collected using questionnaires, interview schedules and a document analysis guide.

## RESULTS AND DISCUSSION

The types of instructional strategies used in rehabilitation schools are presented in tables 1 to 6.

- (a) **Social Drama And Music.** The social drama comprised of the role-play, dramas, skits, poetry and maims. Music, on the other hand consisted of the songs and dances. The results are presented in table 1.

**Table 1: Results of use of Social Drama and Music in Rehabilitation Schools**

S. No	Statement		Some Times	Rarely	Very Often	N	X	s
1.	Social-drama e.g. Role play, dramas, skits, poetry and maims	H	15(75.0%)	0(0.0%)	5(25.0%)	20	2.50	1.19
		L	12(60.0%)	2(10.0%)	6(30.0%)	20	2.70	1.08
2.	Music, songs and dances	H	12(60.0%)	0(0.0%)	8(40.0%)	20	2.80	1.28
		L	12(60.0%)	0(0.0%)	8(40.0%)	20	2.55	1.39

**High Risk(X)=3.05, (S)=.71, Low Risk(X)=2.57, (S)=.59, Overall(X)=2.811, (S)=.69**

Analysis of data showed that on the use of social drama, 75.0% of teaching staff in high risk schools said it was sometimes used while 25.0% of them said it was very often used. This

compared with 60.0% in low and medium risk who said it was sometimes used, while 10.0% said they did not know and 30.0% of them agreed it was often used. Unlike concepts in the cognitive domain, behaviour change requires a variety of methods to make themes clearer and to express their aims. The results above then may mean this instructional method was used scarcely by teachers whereas drama and skits enhance listening and remembrance for learners to react to it in a pleasant or emotional way. According to Kettrey & Lipsey (2018), free play and dramatic play provoke oral expression. A good number of inmates have poor verbal expressions and this could therefore help them in practicing this skill. Learners would be able to see a situation through other peoples' points of view. In the process, the learner would reveal the role and personality of the character he or she is portraying. This would enable the pupil inmate to desist from perhaps acting out anti-social roles in real life (Chong and Yun, 2021). In order to meet the diverse psychosocial needs of juvenile offenders and also to promote the pupils' behaviour change, teachers should utilize a variety of kinesthetic instructional strategies in rehabilitation schools.

On the use of music, songs and dances, 60.0% of teaching staff in high risk institutions said they did so sometimes, while 40.0% thought it was very often used. In comparison, 60.0% of teaching staff in low and medium risk schools said it was sometimes used and 40.0% said it was used very often. These results indicate that this captivating technique was not widely used. Songs are a fantastic method of passing a message along often with the desired effect (Witte, 2021). At this level of learning, a short song of well-chosen melody and a level of language appropriate to the learners are suitable, and if the text is arranged to correspond with the message, will flow naturally. The more it is performed; the message will remain etched in the learner's minds. If the melody is interesting, they will want to listen to it even more. Chong and Yun, (2020) noted that music and dance is one of the best strategies in teaching the juvenile as it incorporates collaboration and team spirit among the participants. This collaboration and teamwork improves the analytical and decision making ability of juveniles' breeding responsible citizenship attitude among them. A dance troop could be made by grouping the pupils and each group could sing a verse say, on use of drugs, one verse on the use of tobacco, another one on alcohol and another one on cannabis and so on. This would make the message easy to remember.

Adoption and application of arts-based strategies in rehabilitation services is a key component in enhancing behavioural change among juveniles. Onyango, (2020) established that incorporation of music is essential in holistic development of children. Educational institutions must provide a balance between the course components and how music interplay assists in delivery of content in a format that learners understand easily and in communion with others through team play in music.

**(b) Resource Persons**

The findings on the use of resource persons as facilitators of instruction in rehabilitation schools are presented in table 2.

**Table 2: Results of Use of Resource Persons in Teaching in the Rehabilitation Schools**

S. No	Statement		Some Times	Don't Know	Very Often	N	X	S
1.	Community resource-Guest speakers, motivational speakers, probation officers, social worker etc.	H	10(50.0%)	0(0.0%)	10(50.0%)	20	3.00	1.30
		L	11(55.0%)	2(10.0%)	7(35.0%)	20	2.65	1.14
<b>High Risk(X)=3.05, (S)=.71, Low Risk(X)=2.57, (S)=.59, Overall(X)=2.811, (S)=.69</b>								

On whether community resources such as guest speakers, motivational speakers, probation officers and social workers were used, 50.0% of teaching staff in high risk said it was

sometimes used, while the remaining 50.0% said it was very often used. In the low risk category, 55.0% said it was sometimes used, 10.0% said they didn't know while 35.0% said it was very often used. This implies that this important resource was not very well used. Macomber, et.al, (2010) opined that juvenile centers should apply a wide-ranging resource base to impart behavioural change among the learners. The resources ranged from physical equipment to employing community volunteers in various fields (resource persons) as the learners understand some concepts better when they are told by a different voice than the one they are used to.

In the community or around the school, there are experts who can be invited to share their knowledge and experiences with the learners. They may include former inmates, magistrates, social workers, probation officers etc. When the resource persons are identified, the teacher should inform him of the topic or areas of discussion. The teacher should then inform the learners when the guest teacher will talk to them and the kind of issues they should ask during the lesson. During the discussion, the teacher should encourage the pupils to ask questions and get clarifications on issues they may not have understood. Nevertheless, these figures suggest a positive sign that rehabilitation schools involve guest professionals for the benefit of learners.

**(c) Visual instructional strategy**

Use of still pictures, posters, charts and murals as an instructional strategy in rehabilitation schools are shown in table 3.

**Table 3: Use of Still Pictures, posters, Charts and murals in teaching in rehabilitation schools**

S. No	Statement		Some Times	Don't Know	Very Often	N	X	S
		L	12(60.0%)	0(0.0%)	8(40.0%)	20	2.55	1.39
1.	Still pictures e.g.	H	13(65.0%)	0(0.0%)	7(35.0%)	20	2.70	1.38
	billboards, drawings, and posters	L	14(70.0%)	1(5.0%)	5(25.0%)	20	2.35	1.09
<b>High Risk(X)=3.05, (S)=.71, Low Risk(X)=2.57, (S)=.59, Overall(X)=2.811, (S)=.69</b>								

The use of still pictures, billboards, drawings and posters in high-risk schools was sometimes used according to 65.0% teaching staff, while 35.0% said it was very often used. In low and medium risk institutions 70.0% said it was sometimes used and 5.0% indicated they did not know while 25.0% said it was used very often. Brophy, (2013) noted that still pictures offer a quick presentation and convey messages of various types. A picture also stimulates the learners listening skills as one can quietly evaluate the photographs and pictures presented to them during the learning process. They are appropriate for they draw the attention and interest of learners and help them understand the content. They also help learners improve their skills of observation, analysis and communication (Witte, 2021). Pictures and canvas images can be placed inside and outside the classroom or veranda, notice board where pupils can view them and think about the messages they carry and even discuss them with their colleagues.

**(d) Audial- visual resources**

Use of audial- visual resources as instructional strategies in delivering educational programs in rehabilitation schools are shown in table 4.



**Table 4: Results of Use of Audio -Visual Resources in teaching in rehabilitation schools**

S. No	Statement		Some Times	Don't Know	Very Often	N	X	s
1.	Motion pictures- films/video(audio visual)	H	16(80.0%)	0(0.0%)	4(20.0%)	20	2.20	1.01
		L	15(75.0%)	0(0.0%)	5(25.0%)	20	2.15	1.18
2.	Audio media- radio, audio tapes-CDs and tape recorders	H	10(50.0%)	0(0.0%)	10(50.0%)	20	3.00	1.17
		L	14(70.0%)	2(10.0%)	4(20.0%)	20	2.25	1.21
<b>High Risk(X)=3.05, (S)=.71, Low Risk(X)=2.57, (S)=.59, Overall(X)=2.811, (S)=.69</b>								

On the use of audio-visual resources, in the low risk areas the majority of the participants (75%) indicated that they used the motion pictures (films and videos) sometimes. This showed that the motion pictures were not commonly used in rehabilitating learners in the rehabilitation centers. Further, data showed that the majority (75%) of the participants in the high-risk areas indicated they sometimes used motion pictures in rehabilitating children in the juvenile centers. On the application of audio media (radio, audio materials including tape recorded messages), data showed that a considerable proportion of participants (50%) in the high risk centers used these devices to enhance behaviour change among the learners in juvenile centers. The study established that of the audio-visual components available, the behaviour modeling staff in rehabilitation centers did not aptly apply them to enhance learner behavior change (Brophy, 2013).

**(e)Cooperative Learning and Discussion Groups;**

Use of cooperative learning; creative projects, concerts, stories, and discussion groups as an instructional strategy in rehabilitation schools are illustrated in table 5.

**Table 5: Results of Use of Projects, Concerts, Stories and Discussion Groups**

S. No	Statement		Some Times	Don't Know	Very Often	N	X	S
1.	Creative Learning Projects, concerts	H	10(50.0%)	0(0.0%)	10(50.0%)	20	2.90	1.41
		L	12(60.0%)	0(0.0%)	8(40.0%)	20	2.70	1.13
2.	Stories with moral information	H	9(45.0%)	0(0.0%)	11(55.0%)	20	3.35	1.42
		L	10(50.0%)	1(5.0%)	9(50.0%)	20	2.95	1.15
3.	Group Discussions and group work for social development	H	2(10.0%)	0(0.0%)	18(90.0%)	20	4.05	.83
		L	10(50.0%)	1(5.0%)	9(45.0%)	20	3.00	1.45
<b>High Risk(X)=3.05, (S)=.71, Low Risk(X)=2.57, (S)=.59, Overall(X)=2.811, (S)=.69</b>								

Analysis of data showed that a good proportion (50%) of the participants used creative learning projects to enhance behavioural change in the juvenile rehabilitation centers. However, a considerable proportion (50%) also indicated they used creative learning projects sometimes. The study finds that creative learning projects are used evenly in the correctional facilities in Kenya. Data also showed that the majority of high risk facilities (55%) used storytelling as a strategy of teaching behaviour change in the juvenile rehabilitation facilities in Kenya. Data showed that in high-risk facilities the majority of the participants (90%) used group discussions whereas 45% of the participants in the low indicated that they used group discussions in teaching and learning.

Onyango (2013) asserted that group discussion can be used in group counseling to assist juvenile offenders in rehabilitation centers cope with their circumstances and become better citizens. When young people are put into groups and discuss their circumstances, they have a better chance of learning from one another and improving their analytical skills and decision-making capabilities. Benefits associated with group discussions is that the learners share their experiences and through this activity. Individuals in a group setting can discern areas where their team member did not make plausible decisions. The discussion on the deviation assists the members to highlight probable causes of action that each could have taken and provide justifications. Through this, their problem-solving capabilities are enhanced and this in turn promotes better citizenry.

**f). Use of Computers and and Gender-Responsive Instructional Strategy**

Use of computers and gender-responsive instructional methods to deliver lessons in rehabilitation schools are shown in table 6.

**Table 6: Use of Computers and Gender Sensitive Methods**

S. No	Statement		Some Times	Don't Know	Very Often	N	X	s
1.	Computer Learning/Computer Presentations	L	10(50.0%)	1(5.0%)	9(45.0%)	20	3.00	1.45
		H	14(70.0%)	0(0.0%)	6(30.0%)	20	2.55	1.50
2.	Instructional Methods are Gender sensitive	L	14(70.0%)	1(5.0%)	5(25.0%)	20	2.25	1.41
		H	2(10.0%)	0(0.0%)	18(90.0%)	20	4.50	.95
		L	4(20.0%)	1(5.0%)	5(25.0%)	10	3.20	1.14
<b>High Risk(X)=3.05, (S)=.71, Low Risk(X)=2.57, (S)=.59, Overall(X)=2.811, (S)=.69</b>								

On the issue of the use of computers and computer presentations, 70.0% of teaching staff in both categories of schools said the method was sometimes used while 30.0% in the high-risk schools said it was very often used. In comparison in the low and medium risk schools 25.0% said it was very often used, while 5.0% said it was never used. This would lead to the conclusion that computer technology was not much exploited as a method of instruction in class. Indeed, there was no physical evidence of the existence of computers and any computer appliance in all the institutions visited during the study period. This implies that learners did not benefit from this important innovation in teaching. For example, ICT and other presentations can be transmitted to the entire school or between classes. Learners also learn computer skills and lessons can be repeated over and over again.

On the gender- responsiveness of instructional methods, in the high-risk schools 10.0% of teachers said it was sometimes used and 90.0% said it was very often used. These percentages compared with 20.0% of teachers in low and medium risk schools who said it was sometimes used, 5.0% who were undecided and 75.0% who said it was used very often. These results show that a significant proportion of teaching staff did not employ instructional methods that were gender sensitive. There is partial agreement with research by UNESCO (2018) that in certain educational and correctional institutions, gender-responsivity was not observed. This could mean that free communication was hindered on the basis of gender and equity ignored either in word or deed. This may result in promoting one sex at the expense of the other as well as the dominance of one gender in learning and day to day activities. It may also lead to over-protectiveness of the female gender and a sympathetic attitude towards them (UNESCO, 2018).



### Comparison of the instructional strategies by institutional category

In order to compare the instructional strategies by institutional category, the following null hypothesis was tested. There is no statistically significant difference between the use of instructional strategies in high-risk and low-risk rehabilitation schools in Kenya. To test this null hypothesis, the analysis of variance (ANOVA) was computed. The results are shown on table 7.

**Table 7: Results of ANOVA of comparison of instructional strategies by institutional category**

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
<b>High-Risk Category</b>	20	33.55	3.05	0.468		
<b>Low-Risk Category</b>	20	28.75	2.613636	0.117545		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
<b>Between Groups</b>	1.047273	1	1.047273	3.577084	0.073155	4.351244
<b>Within Groups</b>	5.855455	20	0.292773			
<b>Total</b>	6.902727	21				

( $F=3.577$ ,  $df= 1, 20$ ;  $p = >0.05$ )

The results for the analysis of variance were  $p(F=3.5770, df= 1, 20; p=>0.073155\geq\alpha=0.05)$  hence the hypothesis was rejected. This implies that there was no statistically significant difference in the type of instructional strategies utilized between the two categories of rehabilitation schools. This finding provides statistical evidence to conclude that the instructional strategies used for the two cohorts of high-risk and low-risk juvenile offenders were similar. This may imply that the two groups of teachers require to be trained in teaching methodologies different from those of mainstream schools before being recruited to teach in rehabilitation schools whose learners as juvenile offenders have different entry behaviour and diverse psychosocial needs.

This study established that teachers in both high-risk and low-risk rehabilitation schools in Kenya utilize a variety of instructional strategies such as kinesthetic, auditory, visual, cooperative learner-focused and gender-responsive approaches. Furthermore, the schools also engaged community stakeholders as resource persons in the rehabilitation of juvenile offenders.

Instructional strategies are approaches and procedures that a teacher selects in order to guide pupils through the learning process for the purpose of achieving the expected learning outcomes (Githui, 2023). One of the theories of learning styles is the VARK model by Fleming and Baume (2006). The acronym, VARK represents visual, auditory, reading/writing and kinesthetic types of learning styles. Most pupils use a combination of all four learning styles in order to retain information learnt. According to Tejeda (2022), none of the four modes of learning is superior to the other. If teachers combined the four styles, this would result in enriched lessons.

Therefore, teachers should endeavor to use a variety of instructional strategies in order to reach all learners in their classrooms. The most important thing for teachers of both categories of institutions is to adopt methods of instruction to needs and circumstances but keep the individual needs at stake. The teacher in the low or high risk school should be well prepared to provide lessons of quality and integrity that will have a determining influence on the correction outcome of their learners. The ability of the teacher to serve the learners in a way that furthers the reintegration of the juvenile delinquent is of cardinal importance. In

this, the teacher should be able to guide the learner in their ability to overcome destabilizing situations.

## CONCLUSION AND RECOMMENDATIONS

The findings showed that the rehabilitation schools utilized a variety of psycho-educational strategies such as kinesthetic, still pictures and posters, audio-visual resources, cooperative learning strategies, resource persons and gender-responsive methods. The study established that there were statistically significant differences in the strategies used in the high risk and low- risk rehabilitation schools according to the correctional needs of the juvenile offenders in Kenya.

From the findings of the study, the following recommendations were made:

- i. Rehabilitation schools should provide adequate and varied technology for use in the teaching and learning process in correctional schools in Kenya.
- ii. There is need to deepen the use of learner-centered psycho-educational pedagogy in rehabilitation schools in Kenya.
- iii. Owing to the low level of adoption of psycho-educational programs, there is need to strengthen continuous professional teacher development on the use of pedagogical strategies in the teaching and learning process in rehabilitation schools in Kenya.

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