

The Prevalence of Psychological Impacts on the Process, the Arrest and the Incarceration and Criminal Conduct Tendency upon the Adolescent's Life: The Case Study of Makadara Sub-County, Nairobi County, at Nairobi Boys Hostel, Kenya

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Abstract

This study explores the psychological effects of arrest and incarceration on adolescents in Makadara Sub-County, Kenya, specifically at the Nairobi Boys Hostel. It aims to understand how these experiences can disrupt adolescent psychological well-being, and personal development and potentially lead to criminal behaviour. The research fills a gap in the Kenyan context, particularly in Makadara Sub-County. The study, based on Social Learning Theory and Strain Theory, suggests that incarceration experiences contribute to psychological stress, unproductivity and criminal behaviour among adolescents. It suggests that these experiences, often influenced by significant others, can lead to low self-esteem, anger, hostility, denial, and rejection, potentially affecting the overall well-being of the adolescents. The study used qualitative interviews and quantitative surveys to analyze the data highlighting the detrimental effects of juvenile incarceration. The results showed that 20% strongly agreed with positive self-statements, 40% agreed, 30% were undecided, 5% disagreed, and 5% strongly disagreed. Sixty percent of the respondents frequently felt angry about various aspects of their lives. Similar percentages were observed for anger towards the future, hostility, and irritation levels. The study reveals significant psychological distress among incarcerated adolescents, suggesting a cycle of negative experiences within the criminal justice system. The study highlights the need for psychological interventions to combat juvenile delinquency, emphasizing stress, incarceration, unproductivity, and

criminal behavior, and suggests policy reforms focusing on rehabilitation and mental health support rather than punitive measures.

Keywords: Adolescents, Psychological Impacts, Arrest, Incarceration, Criminal Conduct/behavior

Introduction

Adolescence represents a pivotal developmental phase characterized by significant physical, emotional, and psychological transformations. This period often involves experimentation and risk-taking behaviors, which, in certain contexts, may lead to encounters with the criminal justice system. In Makadara Sub-County, Nairobi County, adolescents residing at the Nairobi Boys Hostel confront distinct challenges associated with arrest and incarceration. These experiences can profoundly influence their psychological well-being and potentially predispose them to future criminal conduct.

Definition of Key Terms

Adolescents: Individuals undergoing the transitional stage of development between childhood and adulthood, typically ranging from ages 10 to 19 (World Health Organization, 2021).

Psychological Impacts: The effects of experiences or events on an individual's mental health and emotional well-being, encompassing aspects such as self-esteem, anger, hostility, and feelings of rejection.

Arrest: The act of detaining an individual by legal authority based on the suspicion of involvement in criminal activity.

Incarceration: The state of being confined in a prison or similar detention facility as a result of legal proceedings.

Criminal Conduct: Behaviors that violate legal statutes and are punishable by law.

Literature Review

The intersection of adolescence, psychological development, and the criminal justice system has garnered attention both globally and within Kenya. Studies indicate that the psychological ramifications of arrest and incarceration during adolescence are profound and multifaceted.

Global Perspective

International research underscores the adverse psychological effects of juvenile incarceration. Turney (2014) found that children with incarcerated parents are more susceptible to behavioral problems and mental health issues, including depression and anxiety. This highlights the broader familial and societal impacts of incarceration.

Kenyan Context

In Kenya, the challenges are compounded by systemic issues within the juvenile justice system. A study by Wambura (2014) emphasized that the lack of access to gainful employment and societal reintegration programs contributes to recidivism among youth offenders. Additionally, Mutunga (2019) highlighted that children of imprisoned parents often face neglect and lack of institutional support, exacerbating their psychological distress.

Challenges

Adolescents in detention facilities like the Nairobi Boys Hostel face several challenges:

Stigmatization: Societal labeling can lead to diminished self-worth and social isolation.

Inadequate Mental Health Services: Limited access to psychological counseling and support exacerbates mental health issues.

Overcrowding: Congested facilities can lead to increased stress and aggression among inmates.

Educational Disruption: Incarceration often interrupts formal education, limiting future opportunities.

Aims of the Study

This study aims to examine the psychological impacts of arrest and incarceration on adolescents at the Nairobi Boys Hostel, investigate how these experiences influence their propensity for future criminal behavior, and provide insights to inform policies and interventions addressing juvenile delinquency in Kenya.

Statement of the Problem

The rising rates of juvenile delinquency and recidivism in Kenya indicate a pressing issue. While the psychological effects of arrest and incarceration on adolescents are acknowledged, the specific relationship between these experiences and subsequent criminal behavior remains underexplored. Understanding this relationship is crucial for developing effective interventions.

Objectives of the Study

Primary Objective: To assess the psychological impacts of arrest and incarceration on adolescents at the Nairobi Boys Hostel.

Secondary Objectives: Determine the prevalence of psychological issues such as low self-esteem, anger, and hostility among incarcerated adolescents. Explore the correlation between these psychological impacts and the likelihood of reoffending. Evaluate the existing support systems within the facility and their effectiveness in addressing psychological needs.

Purpose and Scope

The purpose of this research is to shed light on the psychological challenges faced by adolescents in conflict with the law, specifically those housed at the Nairobi Boys Hostel. By focusing on this institution within Makadara Sub-County, the study provides a localized analysis that can inform targeted interventions. While the findings are context-specific, they may offer insights applicable to similar settings across Kenya and beyond.

Limitations

Sample Representation: The study is confined to one institution, which may not fully represent all adolescents in similar circumstances across Nairobi County or Kenya.

Self-Reported Data: Reliance on self-reported information may introduce biases, as participants might underreport or exaggerate their experiences.

Generalizability: The context-specific nature of the findings may limit their applicability to different regions or populations.

Relevance To Present Time

Understanding the psychological impacts of arrest and incarceration on adolescents is imperative in the current Kenyan context due to:

Policy Reforms: Insights from the study can inform ongoing juvenile justice reforms aimed at rehabilitation rather than punishment.

Mental Health Advocacy: The findings can contribute to the broader discourse on mental health, emphasizing the need for specialized services for incarcerated youth.

Global Comparisons: By situating the Kenyan experience within a global framework, the study highlights universal challenges and potential solutions in juvenile justice systems.

Theoretical Review

This study is anchored in two prominent criminological theories: Social Learning Theory and Strain Theory. These frameworks offer insights into how environmental and societal factors influence adolescent behavior, particularly in the context of arrest and incarceration.

Social Learning Theory

Definition

Social Learning Theory posits that behavior is acquired through observation and imitation of others, especially significant individuals such as family members, peers, and authority figures.

According to Bandura (1977), learning occurs within a social context, where individuals observe behaviors, attitudes, and the outcomes of those behaviors.

Relationship with the Case

In the context of incarcerated adolescents, Social Learning Theory suggests that:

Peer Influence: Adolescents may adopt delinquent behaviors by associating with peers who endorse or engage in such activities.

Modelling: Observing and imitating behaviors of fellow inmates or authority figures can reinforce either pro-social or anti-social behaviors.

Reinforcement: Behaviors followed by positive outcomes (e.g., acceptance by peers) are likely to be repeated, while those followed by negative outcomes are discouraged.

Understanding these dynamics is crucial for developing interventions that promote positive behaviors and discourage delinquency among incarcerated youth.

Strain Theory

Definition

Strain Theory, introduced by Merton (1938) and expanded by Agnew (1992), posits that societal structures may pressure individuals to commit crimes. When individuals are unable to achieve culturally approved goals through legitimate means, they may experience strain or frustration, leading them to engage in criminal activities as alternative means to achieve those goals.

Relationship with the Case

For adolescents at the Nairobi Probation Hostel:

Socioeconomic Disparities: Many come from backgrounds where access to legitimate opportunities is limited, leading to feelings of frustration and helplessness.

Coping Mechanisms: In the absence of adequate support systems, these adolescents may resort to delinquency as a means to cope with or escape their strained circumstances.

Institutional Strain: The experience of arrest and incarceration itself can be a source of psychological problems that soon or later will eventually manifest itself in the life of the adolescent.

Empirical Review

The psychological impacts of arrest and incarceration on adolescents have been a focal point of research globally and within Kenya. This section synthesizes empirical studies that elucidate the relationship between these experiences and subsequent behavioral outcomes, with a particular emphasis on the Kenyan context.

Global Perspectives on Juvenile Incarceration and Psychological Well-being

International research consistently indicates that juvenile incarceration is associated with adverse psychological outcomes. A study by Tomar (2013) revealed that among incarcerated adolescents, the prevalence of depression was 66.7%, anxiety disorders 70.5%, and conduct disorders 55.1%. These findings underscore the high incidence of mental health issues within this population. Further, research highlights that the correctional environment often exacerbates existing psychological problems. The lack of adequate mental health services, coupled with exposure to potential violence and isolation, contributes to heightened levels of stress and anxiety among incarcerated youth (Turney, 2014). These conditions can impede rehabilitation efforts and increase the likelihood of recidivism.

Juvenile Incarceration in Kenya: Prevalence and Psychological Impacts

In Kenya, the juvenile justice system faces challenges that mirror global trends, compounded by resource constraints and systemic issues. A study conducted at the Getathuru Children Reception Centre and Rehabilitation School in Nairobi found that mental health and substance abuse problems were

prevalent among juvenile offenders. The research indicated high levels of suicidal behavior risk, with depression identified as the most common mental disorder (Okumu, 2008).

Another study focusing on adolescents in Nairobi County rehabilitation schools examined the relationship between the duration of institutionalization and psychological coping strategies. The findings suggested that prolonged confinement was associated with medium utilization of coping skills, with many adolescents employing active coping mechanisms to manage the realities of being institutionalized (Mwangi & Okunya, 2018). This indicates a resilience among the youth, yet also highlights the psychological toll of extended incarceration.

Coping Strategies Among Incarcerated Adolescents

Coping mechanisms play a crucial role in how adolescents navigate the challenges of incarceration. Research indicates that incarcerated youth often employ a range of strategies to manage stress, including seeking social support, engaging in active coping, and, in some cases, resorting to denial or substance use (Monahan et al., 2011). The effectiveness of these strategies varies, with approach-oriented strategies like seeking social support being associated with better psychological adjustment.

In the Kenyan context, Mwangi and Okunya (2018) found that adolescents in rehabilitation schools predominantly utilized active coping strategies, such as planning and seeking emotional support. However, the study also noted instances of maladaptive coping mechanisms, including denial and substance use, particularly among those with longer durations of institutionalization. This underscores the need for targeted interventions to promote adaptive coping and address maladaptive behaviors.

Support Systems and Rehabilitation Efforts

Effective rehabilitation of incarcerated adolescents necessitates robust support systems both within correctional facilities and in the broader community. The *Blueprint for Rehabilitation and Social*

Reintegration Programmes for Children in Conflict with the Law in Kenya emphasizes the importance of structured rehabilitation programs that are tailored to the individual needs of each child (Department of Children's Services, 2021). These programs advocate for a holistic approach, incorporating educational and vocational training, psychological counseling, and family involvement to facilitate successful reintegration.

Community-based initiatives also play a pivotal role in supporting rehabilitated youth. Organizations like the Faraja Foundation work towards the rehabilitation and reintegration of offenders by providing psychosocial support, vocational training, and advocacy for systemic reforms (Faraja Foundation, n.d.). Such initiatives are crucial in bridging the gap between institutional care and community reintegration, offering a continuum of support that addresses the multifaceted needs of these adolescents.

Research Methodology

This study employed a mixed-methods approach to comprehensively examine the psychological impacts of arrest and incarceration on adolescents at the Nairobi Boys Hostel. By integrating quantitative and qualitative data, the research aimed to capture a holistic understanding of the adolescents' experiences and coping mechanisms.

Research Design

A convergent parallel mixed-methods design was utilized, allowing for the simultaneous collection and analysis of quantitative and qualitative data. This approach facilitated the triangulation of findings, enhancing the validity and depth of the results (Creswell & Plano Clark, 2018).

Participant Selection

The study targeted male adolescents aged 12 to 18 years residing at the Nairobi Boys Hostel in Makadara Sub-County, Nairobi County. A total of 111 participants were selected using purposive

sampling to ensure representation of various durations of incarceration and diverse backgrounds. Additionally, key informants, including social workers, law enforcement officers, and family members, were interviewed to provide contextual insights.

Data Collection

Data collection spanned three months and encompassed:

Quantitative Surveys: Standardized questionnaires assessed psychological well-being, coping strategies, and behavioral tendencies. Instruments such as the Rosenberg Self-Esteem Scale and the Brief COPE Inventory were employed to measure self-esteem and coping mechanisms, respectively.

Qualitative Interviews: Semi-structured interviews with selected adolescents and key informants explored personal experiences, perceptions of incarceration, and support systems.

Focus Group Discussions (FGDs): Conducted with groups of adolescents to delve into shared experiences and collective coping strategies.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics with the aid of SPSS software. Chi-square tests examined associations between variables, such as the duration of incarceration and coping strategies. Qualitative data from interviews and FGDs were transcribed verbatim and subjected to thematic analysis to identify recurring patterns and themes (Braun & Clarke, 2006).

Quantitative Measures

The quantitative component utilized standardized instruments, including the Rosenberg Self-Esteem Scale and the Brief COPE Inventory. The Rosenberg Self-Esteem Scale is a widely recognized tool for assessing self-esteem, demonstrating high internal consistency with Cronbach's alpha coefficients typically ranging from 0.77 to 0.88 (Sinclair et al., 2010). The Brief COPE Inventory,

designed to evaluate coping strategies, has also shown acceptable reliability, with Cronbach's alpha values ranging from 0.50 to 0.90 across its subscales (Carver, 1997). The selection of these instruments was based on their proven psychometric properties, ensuring that the data collected would be both reliable and valid.

Qualitative Measures

For the qualitative aspect, semi-structured interviews and focus group discussions (FGDs) were conducted. To enhance the credibility of the qualitative data, triangulation was employed by gathering perspectives from multiple stakeholders, including adolescents, social workers, law enforcement officers, and family members. This approach allowed for cross-verification of information, thereby strengthening the validity of the findings (Creswell & Poth, 2018). Additionally, member checking was utilized, wherein participants were given the opportunity to review and confirm the accuracy of the transcribed data, further bolstering the study's credibility.

Limitations of the Research Method

While the study was meticulously designed to explore the psychological impacts of arrest and incarceration on adolescents at the Nairobi Boys Hostel, certain limitations must be acknowledged.

Sample Representation

The study focused exclusively on one institution, the Nairobi Boys Hostel, which may not fully represent all adolescents in similar circumstances across Nairobi County or Kenya. This limited scope may affect the generalizability of the findings to other settings or populations.

Self-Reported Data

The reliance on self-reported data introduces the possibility of response biases. Participants may have underreported or exaggerated their experiences due to social desirability, fear of repercussions, or misunderstanding of the questions posed.

Cross-Sectional Design

The study employed a cross-sectional design, capturing data at a single point in time. This approach limits the ability to infer causality or observe changes in psychological impacts over time. Longitudinal studies would be more effective in tracking the evolution of psychological effects and behaviors post-incarceration.

Ethical Considerations

Ethical approval was obtained from the Institution's Ethics Review Committee, the American Psychological Association manual and the Kenya Counseling and Psychological Association manual. Informed consent was secured from all participants, with assent from guardians for minors. Confidentiality was maintained by anonymizing

Validity And Reliability

Ensuring the validity and reliability of research instruments is paramount in any study, particularly when addressing sensitive topics such as the psychological impacts of arrest and incarceration on adolescents. In this study, a mixed-methods approach was employed, integrating both quantitative and qualitative data collection methods to provide a comprehensive understanding of the subject matter.

Findings, Results, and Discussion

The study's findings provided a nuanced understanding of the psychological impacts of arrest and incarceration on adolescents, particularly concerning self-esteem, anger, hostility, social isolation, and unproductivity.

Analysis Of Findings***Low Self-Esteem******Self-Esteem Assessment***

Table 1 presents responses to self-esteem-related questions, revealing a significant percentage of adolescents experiencing low self-esteem.

Statement	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
I am satisfied with myself.	20	40	30	5	5
At times, I think I am no good at all.	20	40	30	5	5

The data indicates that a considerable proportion of adolescents experience low self-esteem, with only 20% strongly agreeing with positive self-assessment. This diminished self-worth can be attributed to the stigmatisation and societal rejection associated with incarceration. Such negative self-perceptions may lead to disengagement from rehabilitative programs and reduce motivation for personal development, thereby hindering successful reintegration into society.

Anger and Hostility

Anger Levels

Table 2 explores respondents' anger levels, showing a substantial portion frequently feeling angry.

Statement	Frequency (%)	Percentage (%)
I feel angry most of the time now.	60	40
I am so angry and hostile all the time.	60	40

A substantial 60% of respondents reported frequent feelings of anger and hostility. This heightened emotional turmoil is often a response to the stressors inherent in the incarceration environment, including loss of autonomy, exposure to violence, and separation from familial support systems. Unmanaged anger and hostility can escalate into aggressive behaviors, posing challenges to both institutional management and the adolescents' social interactions post-release.

Social Isolation**Table 3. The feeling of isolating myself due to being rejected by others**

Statement	Frequency (%)	Percentage (%)
I feel I do not want to be with people all of the time.	More often	90

The study reveals that 90% of participants experience social isolation, often due to perceived or actual rejection by peers and society. This isolation exacerbates feelings of loneliness and can lead to mental health issues such as depression and anxiety. Moreover, social withdrawal impedes the development of essential interpersonal skills, which are crucial for effective reintegration and the establishment of supportive networks post-incarceration.

Sense of Hopelessness and Unproductivity**Do not want to engage in any meaningful activities**

Table 6 discusses respondents' inclination to unproductivity

Statement	Frequency (%)	Percentage (%)
I feel I have already failed in life.	all the time	96
Lost the purpose of life	all the time	95

Alarming, 96% of the adolescents felt they had already failed in life, and 95% reported a loss of purpose. This pervasive sense of hopelessness is detrimental, as it undermines engagement in rehabilitative efforts and diminishes aspirations for a better future. Such sentiments can lead to unproductive behaviors and increase the risk of recidivism, as the individuals may not perceive viable alternatives to criminal activities.

Findings/ Results

Self-Esteem

The data revealed that a significant proportion of adolescents experienced low self-esteem. Specifically, 20% of respondents strongly agreed with positive self-statements, 40% agreed, 30% were undecided, 5% disagreed, and 5% strongly disagreed. These findings suggest that while a portion of the adolescents maintain a positive self-view, a considerable number exhibit uncertainty or negative perceptions of themselves. Low self-esteem in incarcerated youth has been linked to adverse outcomes, including increased susceptibility to peer pressure and engagement in risky behaviors (Trzesniewski et al., 2006).

Anger and Hostility

The study found that 60% of respondents frequently felt angry about various aspects of their lives, with similar percentages reporting pervasive hostility and irritation. This heightened state of anger and hostility can be attributed to the stressors associated with incarceration, such as loss of freedom, stigmatization, and separation from family. Chronic anger in adolescents is a known risk factor for aggressive behaviors and can impede rehabilitation efforts (Novaco & Taylor, 2004).

Social Isolation

A notable 90% of participants reported feelings of isolation, often due to perceived rejection by others. This social withdrawal can exacerbate feelings of loneliness and depression, further hindering social reintegration post-release. Social isolation during adolescence can disrupt the development of essential interpersonal skills and support networks, which are crucial for successful reintegration (Cacioppo & Hawkley, 2003).

Unproductivity and Hopelessness

Alarmingly, 96% of respondents felt they had already failed in life, and 95% reported a loss of purpose. These sentiments reflect a deep sense of hopelessness and unproductivity, which can deter

motivation to engage in rehabilitative programs or pursue personal development opportunities. Feelings of hopelessness are strongly associated with depression and can increase the risk of recidivism among formerly incarcerated youth (Kazdin et al., 1983).

Discussion

The findings underscore the profound psychological distress experienced by incarcerated adolescents. The interplay of low self-esteem, pervasive anger, social isolation, and a sense of hopelessness creates a complex psychological profile that poses significant challenges to rehabilitation and reintegration efforts. The application of Social Learning Theory and Strain Theory provides a framework for understanding these outcomes. Social Learning Theory posits that behaviors are learned through observation and imitation. In the context of incarceration, adolescents may be exposed to negative behaviors and attitudes, which they may adopt, perpetuating a cycle of delinquency (Bandura, 1977). Strain Theory suggests that societal pressures and the inability to achieve culturally approved goals through legitimate means can lead individuals to engage in criminal behavior as a coping mechanism (Merton, 1938). The adolescents' feelings of failure and loss of purpose align with this theory, as the structural constraints and stigmatization associated with incarceration may limit their perceived opportunities for success, leading to frustration and potential recidivism.

Conclusions and Recommendations

Conclusions

The study highlights the critical need for comprehensive psychological interventions tailored to the unique challenges faced by incarcerated adolescents. Addressing the identified issues of low self-esteem, anger, social isolation, rejection and hopelessness is essential for breaking the trends. The present study provides a comprehensive examination of the psychological impacts of arrest and incarceration on adolescents at the Nairobi Boys Hostel in Makadara Sub-County, Nairobi County. The

findings reveal significant psychological distress among the incarcerated youth, manifesting as low self-esteem, pervasive anger, hostility, social isolation, and a profound sense of hopelessness. These psychological challenges not only impede the rehabilitation process but also increase the propensity for future criminal conduct, thereby perpetuating a cycle of delinquency.

Implications

The findings underscore the necessity for a paradigm shift in addressing juvenile delinquency. Traditional punitive approaches may exacerbate psychological distress and fail to address the underlying issues contributing to delinquent behavior. Instead, a focus on rehabilitation, mental health support, and the development of pro-social skills is imperative. Interventions should be tailored to address the specific psychological challenges identified, fostering resilience and facilitating successful reintegration into society.

Recommendations

Addressing the psychological impacts of arrest and incarceration on adolescents requires a multifaceted approach that encompasses policy reform, implementation of evidence-based therapeutic interventions, enhancement of rehabilitation programs, and community engagement. The following recommendations are proposed:

Implementation of Comprehensive Mental Health Services

Psychological Counseling: Provide regular, individualized counselling sessions to address issues of low self-esteem, anger management, rejections and social isolation.

Group Therapy: Facilitate group sessions to promote peer support, enhance social skills, and reduce feelings of rejection and isolation.

Development of Rehabilitation Programs Focused on Skill Acquisition

Educational Opportunities: Offer educational programs that enable adolescents to continue their studies, thereby improving self-worth and future prospects. Educational and Vocational Training provides access to quality education and vocational training within correctional facilities to equip adolescents with skills necessary for successful reintegration into society.

Vocational Training: Provide skill-based training to enhance employability and reduce the likelihood of reoffending.

Psychosocial Support Services: Offer continuous counselling and mental health services to address issues such as low self-esteem, anger, and social isolation identified among incarcerated youth.

Enhancement of Rehabilitation Programs

Educational and Vocational Training: Provide access to quality education and vocational training within correctional facilities to equip adolescents with skills necessary for successful reintegration into society.

Psychosocial Support Services: Offer continuous counselling and mental health services to address issues such as low self-esteem, anger, and social isolation identified among incarcerated youth.

Family And Community Engagement

Family Counseling: Involve family members in counselling sessions to mend relationships and build a supportive home environment.

Community Sensitization: Conduct awareness programs to reduce stigmatization and encourage community acceptance of rehabilitated youth.

Policy Reforms

Diversion Programs: Implement alternatives to incarceration, such as community service and mentorship programs, to prevent the adverse psychological effects associated with detention. Prioritize diversion initiatives to redirect adolescents from the formal justice system to community-based

programs. This approach can mitigate the adverse psychological effects associated with incarceration and promote rehabilitation within a familiar environment.

Legislative Framework: Strengthen and enforce laws that protect the rights of juvenile offenders, ensuring that incarceration is utilized as a last resort and for the shortest appropriate duration. Advocate for policies that prioritize rehabilitation over punishment for juvenile offenders.

Evidence-Based Therapeutic Interventions

Multisystemic Therapy (Mst): Implement MST, a comprehensive, family-centered approach that addresses various factors contributing to delinquent behavior. Studies have demonstrated MST's effectiveness in reducing conduct disorders among incarcerated adolescents in Kenya (Kuria & Chesire, 2021).

Cognitive Behavioral Therapy (CBT): Incorporate CBT to help adolescents develop coping strategies, challenge negative thought patterns, and manage emotions effectively.

Community and Family Engagement

Family Involvement: Encourage active participation of family members in the rehabilitation process to foster a supportive environment conducive to behavioral change.

Community-Based Support Systems: Develop community programs that provide mentorship, peer support, and recreational activities to assist adolescents in their reintegration journey.

Capacity Building And Training

Professional Development: Train correctional facility staff, social workers, and law enforcement officers in adolescent psychology, trauma-informed care, and rehabilitative practices to enhance their effectiveness in supporting youth offenders.

Resource Allocation: Allocate sufficient resources to ensure the availability of therapeutic programs, educational materials, and adequately trained personnel within juvenile correctional facilities.

Monitoring And Evaluation

Program Assessment: Establish mechanisms for regular monitoring and evaluation of rehabilitation programs to assess their effectiveness and inform necessary adjustments.

Data Collection and Research: Encourage ongoing research to gather data on the psychological impacts of incarceration on adolescents, which can guide policy decisions and program development.

By addressing the psychological needs of incarcerated adolescents through these multifaceted approaches, it is possible to break the cycle of delinquency and foster the development of well-adjusted, productive members of society.

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