

**THE IMPACT OF THE
SWEDRU JUNIOR BOYS CORRECTIONAL CENTRE
ON THE REFORMATION OF
JUVENILE OFFENDERS**

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DECLARATION

I hereby solemnly declare that, except for references to other peoples' work, which have been duly acknowledged, this thesis is the result of my own research work carried out in the Department of Social Work, under the supervision of Dr. T. G Adegoke and Professor Chris Abotchie.

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ABSTRACT

The purpose of this study was to investigate the extent to which the Swedru Junior Boys Correctional Centre facilitated the reformation of juvenile offenders who have passed through its walls. Cross-sectional research activities were undertaken based on a triangulated approach which used both quantitative and qualitative research strategies. As methods of data collection, the quantitative research made use of the face-to-face interview while the qualitative strategy made use of key informants' interview.

This study found that the treatment programs (counseling, moral training, vocational skills training, education & literacy program) were not effective and therefore did not have any positive impact on the high reformation of the juvenile offenders who have passed through its walls for a responsible adult life. It was also revealed from the findings that there is a statistically significant relationship between the respondents' description of the favourableness of the culture of the correctional centre and their reformation, and this meant that the institutional culture was favourable in terms of the food, beddings, rules, punitive measures, general beliefs and practices that contribute to high reformation of the juvenile offenders. However, the professionals providing reformatory treatment programs at the centre believed the centers' institutional culture do not have any positive impact on juvenile reformation.

Finally, the study found no statistically significant relationship between the level of reformation of the juvenile offenders and the level of professionalism of officers engaged in the treatment of juvenile offenders. This meant that the level of professionalism exhibited by the officers was inimical to high reformation of graduates.

Based on these findings, it was recommended that relevant stakeholders should introduce a comprehensive and individual scientific therapy to juveniles; provide favorable institutional

culture; and also provide regular in-service training to staff at the centre. It was also recommended that alternative treatment programs that are compatible with the Ghanaian culture and environment be introduced into the Juvenile Justice Administration.

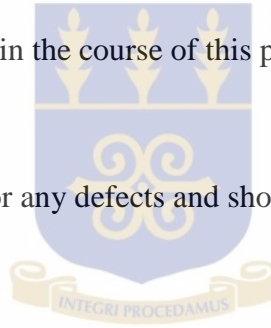


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I also express my appreciation and gratitude to my family and friends for their support and unlimited contributions towards my education. I am also grateful to the respondents for granting me audience. I also want to thank all who reside within the Swedru junior boys' correctional centre who aided me in various ways in the course of this project.

However, I am entirely responsible for any defects and shortcomings in this work.



DEDICATION

This thesis is dedicated to my priceless wife, Joyce, and my lovely children Setor, Marion and Maureen with all my love.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Decades of social science research has concluded that participation in delinquent behavior is a common occurrence during adolescence (Gottfredson and Hirschi, 1990). Most young delinquents also cease offending as they mature and conform to socially acceptable norms and goals. (Sampson, Laub, 1993). Thus if offending is a 'normal' part of growing up and not indicative of inherent criminality, then society should be willing to treat young offenders more leniently. Child welfare in any period of history can be understood best as a reflection of society itself during that period (Speizman, 1981).

Children all over the world face many challenges in becoming successful citizens within their societies; however, acquiring all of the skills necessary for successful adult living is much daunting even for children, fortunate enough to mature in supportive environments. Even so, not every young person is lucky enough to enjoy the support of a functional family or social network, and many have to depend on the state in some capacity to help develop the skills necessary for achieving professional success and personal stability. Particularly for children or young persons who are in conflict with the law, they have to depend on the State's child protective system to develop as well as sharpen their skills and talents necessary for their transition into responsible adulthood.

1.2 The Correctional Centre

According to Sanders, (1970), the idea of the correctional center as a treatment for juveniles in conflict with the law can be traced as far back as the 16th century when the economy of Europe was being transformed from a feudal system based on sustenance agriculture to a capitalistic, trade-oriented system focusing on cash crops and the consolidation of large tracts of land. Sanders (1970) stated that most peasants were displaced from the land and their standard of living dropped and they thus drifted to the cities in search of means of survival. Most European towns experienced sharp rises in crime and public disorder, with countless bands of youths roaming the cities and towns engaging in thievery, begging and other forms of antisocial behavior.

Sanders (1970) further explained that to control and defuse the threat of this new 'dangerous class' the leaders of the time enacted laws and other restrictions to contain and punish those who are a threat to the social order.

As the problem of urban poverty increased, the traditional modes of dealing with delinquent and destitute children became strained. Authorities therefore constructed institutions to control the youth who deviate from the social order. In 1576 the English Parliament passed a law establishing juvenile correctional institutions in every county. These institutions combined the principles of the poorhouses, the workhouses and the penal institutions (Sanders, 1970).

Within these periods childhood was not conceived of as a distinct developmental phase, thus the child was seen as an adult and treated as such. A juvenile delinquent at that period was "a young person (under 21) who had broken the law, or who wandered about the streets, neither in school

nor at work and who obviously lacked “a good” home and “a family” (Hawes, 1971) cited in Nineteenth Century Societal Reaction to Juvenile Delinquents: Preliminary for a Natural History. Since those early days the status of children or juveniles has undergone significant change. The period of 18 years and below became recognized as separate from adulthood with its own distinct period of peculiarities and special needs that leads to the total development of the juvenile.

Based on this new thinking, treatments of juveniles in conflict with the law took a turn and evolved into what is now known as the juvenile justice system, where if the youth have to be confined, he or she is confined in an institution built purposely for the young offender and placed under a course of discipline, reformation, rehabilitation and skills or capacity building. Contemporary Juvenile justice as an institution relies heavily upon a cultural concept of childhood that sees children as innocent and dependent, a concept of childhood that manifests itself in the commitment of the juvenile justice to the ideals of rehabilitation instead of retribution.

Thus the contemporary correctional center is envisaged to reform, train the inmates to industry, by equipping them with the means to earn a living, by orientating their minds with the principles of discipline, morality and religion and above all, by separating them from the corrupting influence of improper associates.

1.3 The Juvenile Justice System

The juvenile justice system was built upon the philosophy of *parens patriae*, in which the state acts in the best interest of the child. Prior to the establishment of the first juvenile court in the year 1899, many children who came into conflict with the law were treated like adults and were subject to the same rules, regulations and policies (Empey, 1979), most often they are denied their basic human rights. For children in conflict with the law the process of arrest, trial and custody destroy their childhood as a result of being denied their right to family life, education, care, protection and play. Many of them have little chance of rehabilitation and reintegration into the society. These situations limit their opportunities for developing into active and contributing adult citizens. The failure of the justice system to address the special needs of children places young people at risk and creates problems when they re-enter society as young adults. It was envisaged that each component of a justice system for the child should in its facilities and its mode of functioning, protect the rights and welfare of children (Abramson, 2001). Thus the juvenile justice underwent reforms especially after the landmark case of “*In Re Gault*” (1967) in which the supreme court of the United States of America (U.S.A) handed down a decision involving Gerald Gault, a juvenile from Arizona.

Gault (15years) was accused of making an obscene phone call to a neighbor who identified him. The neighbor did not appear at the adjudicatory hearing, and it was never demonstrated that Gault had, in fact, made the obscene comments, however Gault was sentenced to spend the remainder of his youth in a training school. Neither Gault or nor his parents were notified properly of the charges against the juvenile. They were not made of their right to counsel, their right to confront and cross-examine witnesses, their right to remain silent and their right to

appeal. The Supreme Court ruled that in hearings that may result in institutional commitment, juveniles have all of the above mentioned rights. Thus the Supreme Court's decision in this case left little doubt that juvenile offenders are as entitled to the protection of constitutional guarantees as their adult counterparts. Thus, there was a need for a fundamental shift in policy and practice within the juvenile justice system to ensure that the best interest of the child are always taken into account. Based on this understanding the juvenile justice system underwent reforms, with the establishment of a fair and humane system of justice for children based on the following principles:

- the rights of the child,
- restorative justice
- prevention as a primary objective and
- custody as a last resort and for the shortest possible period of time while taking into account the effects on the victim and the community.

Consequently, in 1899 the first juvenile court started work in Illinois in the United States of America. It began with a rehabilitative philosophy that was influenced greatly by the medical model of delinquency in which each child was individually treated with the hopes that they could be changed through treatment services, and not punishment (Champion, 1992). It also provided due process, protections along with care, treatment and rehabilitation for juveniles while protecting the society.

Yet there is increasing doubt as to whether the juvenile justice system can meet any of these goals. Juvenile crime has increased markedly with most violent crimes being reported in the media are committed by the youth. Thus while due process for juveniles, that is, the right to

counsel and rehabilitation is been upheld, most of the goals of juvenile justice has remain elusive, while those who work in the juvenile justice system are frustrated and dissatisfied.

1.4 **Juvenile Justice and Juvenile Incarceration**

The use of custodial sentences for juvenile offences is widely seen as extremely damaging for children. Several studies and reports from Amnesty International and Human Rights Watch have indicated that children are most vulnerable to abusive and cruel treatment while in custody. It is also said that the time a youth spends in detention is not just time away from negative factors that may have influenced his or her behavior. Confining youth may also widen the gulf between the youth and positive influences such as family and school. According to Wiebush *et al.*, (2005) cited in After Care, as many as 50 – 70 percent of previously confined youth are rearrested within 1 or 2 years after release.

International guideline especially the United Nations Rules for the Protection of Juveniles Deprived of their Liberty (the JDL Rules), are very clear on the need to protect children held in custody. The JDL Rules accept that deprivation of liberty may be required for young offenders in certain cases, but they lay down conditions under which sentences of this nature are to be served. The main points covered by international rules and guidelines include the following:

- Custody of children should be for the shortest possible time and as a measure of last resort.
- Provisions must be made for the health, hygiene and learning needs of children in custody.
- Children in custody are to have regular access to parents, family, and lawyers.

- Children in custody are to be provided with post- custody reintegration and rehabilitation support.

The United Nations Minimum Rules for the Administration of Juvenile Justice (1985) Point 19.1 states that: the placement of a juvenile in an institution shall always be a disposition of last resort and for the minimum necessary period. This point seeks to restrict institutionalization, in terms of how often it should be used and of the length of sentences. It also reflects one of the basic guiding principles of Resolution 4 of the sixth United Nations Congress on the Prevention of Crime and the Treatment of Offenders: it state that a juvenile offender should not be incarcerated unless there is no other appropriate response and that facilities provided by the institution should be of a correctional or educational in nature.

1.5 Objectives of Institutional Treatment

According to the United Nations Minimum Rules for the Administration of Juvenile Justice, the following are some of the major objectives of institutional treatment:

1. The objective of training and treatment of juveniles placed in institutions is to provide care, protection, education and vocational skills, with a view to assisting them to assume socially constructive and productive roles in society.
2. Juveniles in institutions shall receive care, protection and all necessary assistance – social, educational, vocational, psychological, medical and physical – that they may require because of their age, sex, and personality and in the interest of their wholesome development.

3. Juveniles in institutions shall be kept separate from adults and shall be detained in a separate institution or in a separate part of an institution also holding adults.
4. In the interest and well-being of the institutionalized juvenile, the parents or guardians shall have a right of access. Finally the United Nations Minimum Rules for the Administration of Juvenile Justice highlighted inherent problems within the juvenile corrections centres which practitioners must guard against. The main problem areas with regard to conditions of detentions are:
 - Lack of information concerning the rules in force and the rights of detainees
 - Insufficient space in sleeping and living quarters
 - Inadequate clothing and protection from the cold
 - Insufficient and/or poor quality food, served at unreasonable times
 - Poor sanitary and washing facilities, with no privacy
 - Difficulty in getting access to medical and dental treatment
 - Poor or non-existent educational and vocational training opportunities
 - Little or no contact with the outside world
 - Poor supervision – badly trained, poorly remunerated and de-motivated staff
 - Exposure to exploitation, abuse and violence at the hands of adult prisoners

1.6 Juvenile Justice in Ghana

According to Justice Osafo Sampong, in an article, stated that, available evidence suggests that the Ghanaian traditional system or customary law does not have structures for administration of juvenile justice. He stated that some writers however maintain that the chiefs and their elders administered some form of juvenile justice system based on their traditional values. However

with the advent of colonialism, the British who were our colonial masters came and influenced the bulk of our laws including the introduction of a formal juvenile justice system.

In Ghana, before the enactment of the Juvenile Justice Act (2003) the juvenile justice administration was heavily influenced by its colonial master, the British. Most of the laws guiding juvenile justice were based on the philosophy of justice that required a repressive legal system with oppressive penal institutions whose aim was to deter and punish offenders. Reformation of such offenders, even if they were juveniles was the least of the colonial masters worries.

The formal juvenile justice system in Ghana was established in the Gold Coast in 1945 by the Courts Ordinance no.23 of 1945. The Governor of the Gold Coast with the consent of the Legislative Council assented to the establishment of juvenile courts, Industrial Schools and Institutions for the detention of young offenders with the juvenile courts having the power to remove juvenile delinquents from the community and confine them in an institution for a period of three years. The criminal procedure code of 1960, section 371, (Act 30) also provides for the establishment of industrial schools for the treatment of different categories of juvenile offenders. The Criminal Procedure Code (ACT 30) provided for a juvenile or young offender to be dealt with in a manner different from an adult but this was found to be inadequate in many respects. While the Criminal Procedure Code section 378 provides for the juvenile to be detained in an institution for a period of 3 years irrespective of the offence, an adult may be detained for a lesser period for the same offence. Thus this punishment regime encourages juveniles to inflate their ages so that they are treated as adults within the criminal justice system and most often end up in adult prisons.

The Juvenile Justice Act of 2003 highlighted a new system of punishment for juvenile offenders. It provides a justice system that protects the rights of children and provide for young offenders in accordance with international standards as in the Convention on the Rights of the Child and the United Nations Standard Minimum Rules for the Administration of Juvenile Justice. The Act also reflects the new thinking that children do not have to be in an institution to learn a trade and that detention of children in a corrective institution should be a last resort.

1.7 Statement of the Problem

One area of research that has failed to attract attention in the country is the relationship between the correctional centre as an institution and the reformation of the juvenile offender. It is apparent that young offenders could benefit from improved procedures and treatment programs of the correctional centre, but these issues are yet to be examined and addressed.

From the researcher's personal observation and interactions with some inmates and parents of juveniles released from some correctional centers in the country, as well as practitioners of juvenile justice at the juvenile courts and also at the Swedru Junior Boys Correctional centre in 2009, the information and impressions gathered is that the Juvenile Correctional Centers are not positively impacting the confined juvenile offenders. According to the parents their wards have graduated from the correctional centers with no skills, improved behavior or appreciable character change.

Thus from the interactions with parents, guardians, inmates, and practitioners within the juvenile justice system, it is assumed that they have become skeptical about the relevance of the

correctional centre in the reformation of the juvenile offender. To them, the correctional centre's are not fulfilling their mandate of training and treating juvenile offenders to establish in them the will to lead a good and useful life upon release and to fit them to do .as enshrined in the Juvenile Justice Act of 2003. This study, therefore, seeks to investigate the extent to which the Swedru Junior Boys correctional centre facilitated the reformation of juvenile offenders who have passed through its walls.

1.8 Objectives of the Study

The general objective of this study is:

- a. To investigate the extent to which the Swedru Junior Boys Correctional Centre facilitated the reformation of the juvenile offenders in Ghana.

The specific objectives include the following:

- b. To find out if the institutional culture of the Swedru Junior Boys Correctional Center is conducive for effective reformation.
- c. To find out whether the staff of Swedru Junior Boys' Correctional Center see their work as a job or vocation (profession).
- d. To make appropriate recommendations as to how to improve upon juvenile justice policy formulation in Ghana.

1.9 Hypotheses

Based on the objectives, the following hypotheses were derived:

- a. The more effective the treatment programs are, the higher the reformation of juvenile offenders.

- b. The more favourable the institutional culture, the greater the reformation of young offenders.
- c. The more the staff see their work as a vocation (profession), the greater the predisposition to reform juvenile offenders.

1.10 Significance of the Study

In Ghana, most of the criminal offences are committed by juveniles. Therefore it is important that the issue of correctional centre's as a reformation treatment for juvenile offenders be studied in order to provide policy innovations especially on Juvenile Justice System to authorities such as the government, courts and the Department of Social Welfare as to measures to reduce juvenile criminality. Findings of the study would serve as an advocacy tool to promote reforms within the correctional centers and to thrust alternative treatment programs to the domain of the juvenile justice system. Not much empirical research has been done on issues of young offenders in the country, thus a study of this nature could be a reference point for future researchers.

1.11 Study Area

The study was conducted at the Greater Accra Region of Ghana and the Swedru Junior Boys Correctional Centre situated at Swedru in the Central Region of Ghana. The Greater Accra region was chosen because it has a large number of juveniles who had been discharged from the centre and whose addresses and personal data needed for the research is available at the centre. Accra is the capital of Ghana and is located at the south-eastern coast of Ghana. According to the 2010 population and housing census, Accra has a population of 5,000 inhabitants made up of people from different race, religion, ethnicity etc. It is the seat of government where the executive, legislature and judiciary are located. As the capital of the republic of Ghana, Accra is the location of the Headquarters of Ghana Armed Forces and the Police. In addition to the fact

that Accra is a place where various religious expressions are found, it is also the commercial town of Ghana. There are industries and economic activities including agriculture and related activities, fishing, forestry, logging and related activities, mining industries, crude oil and related activities. quarrying of stone sand etc, manufacture of food products, paper and paper products and beverages, manufacture of tobacco products, textiles, tanning and dressing of leather, manufacture of woods, wood products, publishing, printing, reproduction of recorded media, basic metals, fabricated metals products manufacture of electrical apparatus, dealers in vehicle spare parts, furniture, electricity, gas, steam, etc, collection, purification and distribution of water, construction, sales, maintenance and repair of motor vehicle, retail, sale of automotive fuel, wholesale trade and commission trade, hotels and restaurants. There are other industries like real estate development, post and telecommunication, financial intermediation, insurance and pension funding, computer, research and development, public administration, defense, sewerage and refuse disposal, recreational, cultural and sporting activities .Besides, other occupations include professional, technical and related workers, managerial workers, clerical and service workers (GSS 2000). Accra as a society cannot be fully described without the inclusion of marriage and family institution.

Accra is made up of heterogeneous population comprising people from different race, religion and ethnic group. Though most of the people are Ga, there are other tribes such as Hausa, Ashanti, Dagomba etc. and indeed other tribes outside Ghana. This has made it possible for intermarriages between the various groups. In addition, there are educational institutions in the area which are responsible for secondary socialization of the people. Accra is also boastful of primary, secondary and tertiary educational institutions (both public and private). Finally, Accra

has health institutions including a hospital, and a polyclinic, responsible for the health care of the people

1.12 **Theoretical Framework**

This research uses the criminological theories of Importation and Deprivation to explore the Swedru Junior Boys' correctional centre in its mission of facilitating juvenile reformation. The purpose is to explicate a framework that can inform how extreme deprivation, that is committal to a juvenile correctional centre, during an important developmental period of the juvenile may impact the ability of the young offender to reform and transit to a responsible adult while the Importation theory will explain the unique characteristics, attitudes, and experiences of the inmate which he or she comes into the correctional centre with and which may impact on his or her ability to reform.

Overall, a better understanding of both the juvenile before incarceration and the correctional centre in facilitating reformation can promote policy development for the correctional centre and enhance the juvenile reformation process. While criminologists have been concerned with the effects of institutionalization on inmates for decades, deprivation/importation theories have been the two most popular frameworks used to study the effects of the correctional centre on incarcerated juvenile offenders.

Deprivation theory was postulated by Gresham Sykes (1958) and Goffman (1961). Deprivation theorist believe that the depersonalizing and stigmatizing effects of legal processing, and induction into the institution, coupled with the alienative effect of the coercive power exercised

by centre officers in their attempts to maintain social control impacts negatively on inmates (Thomas, 1997). Goffman, (1961) states that carceral settings ‘mortify the self’ or require the individual to adapt to incarceration by changing behavior, thoughts, and self-image. Sykes (1958) highlighted the lack of freedom, goods and services, autonomy, security, and heterosexual relationships as the ‘pains of imprisonment’ that lead to changes in inmate behavior.

The Deprivation theory posits that adjustment of inmates to institutional life and (therefore) towards reformation is primarily a result of the institutional environment itself, and also (with) the experiences of the inmate while incarcerated (Sykes, 1958). The theory explains that inmate’s uncooperative behavior in the centre is a manifestation of how they adapt and cope with the negative experiences (deprivation) inflicted by the correctional centre environment.

In contrast, the importation theory proposed by Irwin and Cressey (1962) argues that adjustment to a correctional centre and its process of reformation is primarily a result of the unique characteristics, attitudes, and experiences of the inmate that are manifested prior to incarceration. Irwin and Cressey, (1962), intimated that, the youth committed into the correctional centre are characterized by mental health problems such as conduct disorder, depression, (and) poor traumatic stress disorder, alcohol and drug abuse. The importation theory highlights the importance of pre-institution socialization (on adaptations) and its effects on (reactions to) institutional life (Irwin& Cressey, 1962; Irwin, 197). It explains that pre-committal characteristics of the juvenile offender influences his development in the correctional centre and there by predict a future of positive or negative development. (The theory posits that there is a connection between offender qualities and his or her negative or positive future behavior.)

The theory also emphasized that, inmate culture is influenced by the beliefs, attitudes, and behavior that inmates bring into institutions from the streets. In other words, inmates create a culture in the correctional centre that is reflective of the world they experienced prior to committal. (The beliefs, attitudes, and culture are often shaped by characteristics of the inmates) (Zamble & Porporino, 1988) which theoretically, shape the way inmates exist in the world, and thus, dictate their carceral experiences.

Scholars have debated the merits of integrating the two frameworks. Versions of the integrated theory highlight the 'fit' between the individual (i.e., imported into the centre) and the environment (i.e., deprivation). The integrated theory stresses the importance of the person-environment interaction and examines the effects of placing inmates in an environment that is supportive to their needs. It further postulates that maturation, that is, the psychosocial development of a juvenile is the interplay between importation and deprivation factors. It further states that the closer one is to a full maturation the more likely he or she will become a 'productive member of society' and cease offending. However, pro-social behavior would not be expected if factors hinder the transition to adulthood. As stated previously most youngsters desist from crime as they mature, Moffitt, (1993), however, desistance would be delayed or will never occur in cases where importation and deprivation factors significantly interfere with development.

For example, if a juvenile imports a mental health problem into the facility, but the problem is diagnosed and appropriately treated while in the centre, there should be a positive expectancy of development. In contrast if the mental health problem is not addressed within the centre, this

along with the strain of committal, could lead to more extreme problem behaviors and therefore a negative development. Thus the experience of the correctional centre has the opportunity to serve an inmate's needs and improve their disposition, or it can reinforce negative influences and create more problems in the process towards reformation. Table 1.1 offers some potential features of the imported factors and qualities that might affect the likelihood of successful transitioning and thereby impact on a positive reformation:

Table 1.1: The Importation and Deprivation theories describing the potential impact of importation and deprivation factors on the offender transition within the correctional centre

Developmental Marker of Transition to Adulthood	Importation	Deprivation
Participate in socially acceptable activities and culture	<ul style="list-style-type: none"> - Prior gang membership and/or delinquent peers (- imported beliefs, + removal from delinquent subculture) - Belief that violence is appropriate behaviour (-) - Prior offending/incarceration (-) 	<ul style="list-style-type: none"> - Being placed with even more delinquent peers/ Differential Association (-) - incarceration(-) - Culture/exposure of violence(-) - Fear of victimization (-) - Recreation/sports activity (+)
Educational/ Vocational Markers	<ul style="list-style-type: none"> - If prior success in education/vocation removal will have (-) impact - Learning disability (-)/ mental health (-) - Low socioeconomic status (-) - Social capital (+) 	<ul style="list-style-type: none"> - If no prior success in education/vocation forced participation (+) impact IF resources are available for quality instruction.
Social Training for "normal" Interactions with Others	<ul style="list-style-type: none"> - Gang affiliation and/or delinquent peers (-) - Familial interactions (-/+ depending on family dynamics) - Prior history/ current offense/ prior experience in prison or with police (-) 	<ul style="list-style-type: none"> - No training for sociability (no reason to believe it would develop without intervention) - Differential Association (-) - incarceration (-) - Culture Conflict/inmates v. officers (-) - Positive relationships with staff (+)

Fostering Pro-social Intimate Relationships	<ul style="list-style-type: none"> - Sexual Orientation (?) - Prior history/ current offense/ prior experience in prison or with police (-) - Prior victimization (-) 	<ul style="list-style-type: none"> - No practice for same-aged, heterosexual relationships (-) - Removal from pro-social relationship (-) - Potential coercive sex (-) - No training for intimate relationships (no reason to believe it would develop without intervention) - Attitudes of officers and inmates (-/+) - Fear/ dangerous consequences of non-heterosexual relationships (-)
Feelings of Responsibility toward Community	<ul style="list-style-type: none"> - Re-integrative shaming (+) - Restorative justice (+) - Social capital (+) 	<ul style="list-style-type: none"> - Restitution (?) - Work release/ work furlough in community (+) - Loss of liberty (stripped of civil rights) (-)
Positive Sense of Self-Worth	<ul style="list-style-type: none"> - Family (+/- depending on family dynamics) - Peers (+/- depending on peer dynamics) - Socioeconomic Status/ Strain Theory (-) - Increased age (+) - Prior history with justice system/ Labelling (-) - Prior history/ Current Offense/ Prior incarceration (-) - Social capital (+) 	<ul style="list-style-type: none"> - Officers' attitudes toward inmates (-/+ depending on dynamics) - Relationship with treatment staff (-/+ depending on dynamics) - Loss of goods and services (-) - Loss of Liberty (-) - Self-mortification/ Identity stripping (-/+ depending on how well they build it back up) - Restrictions on ability to provide support (financial or emotional) for family (-) - Positive achievement in programs (+)
Behave Responsibly without External Supervision	<ul style="list-style-type: none"> - Clearly not already fostered upon entry - Mental health problems (-) - Increased age (+) - Prior history/ Current Offense/ Prior incarceration(-) 	<ul style="list-style-type: none"> - Constantly supervised, no fostering of this characteristics/ - Loss of liberty (-) - Loss of autonomy (-)

Source: *The Impact of incarceration on young offenders*

The (+) and (-) symbols in the table indicate a predicted direction of effect on the developmental markers. The (+) symbol predicts a positive effect while the (-) symbol predicts a negative effect on the expected development markers of a young person in transition to adulthood.

From the table, the left column introduces the expected developmental transitions that occur for young people during the period of committal. Development of these markers is required for a normal transition into adulthood (e.g., participation in socially acceptable activities and culture, educational and vocational markers, fostering pro-social intimate relationships).

The second column represents characteristics that the two theories suggest, would impact on an offender's behavior. Each factor is categorized under the developmental markers it impacts and the hypothesized direction of the effect is noted. For example, if an offender is a gang member prior to committal, it will have implications for the ability to learn appropriate social interactions with others. However, if the youth is removed from the gang and placed in a situation where he or she can learn appropriate interactions with others (e.g., institutionally supported team sports); he or she may be more likely to develop this marker of maturation. The last column includes aspects of deprivation that are classified by the developmental marker they affect. For example, if psychosocial maturation requires the ability to behave appropriately without external supervision then one would expect the loss of autonomy and constant supervision provided by the correctional centre setting to inhibit the development of this quality.

The table also offers an opportunity to examine important interactions between importation/deprivation and psychosocial maturation. For example, if a youth enters an institution with low self-esteem because of educational failure (importation) and is allowed, due to small class sizes

and individual attention, to improve markedly in his school work during committal, this kind of positive experience might raise the youth's self-esteem and lead to positive results upon release. Thus it should be noted that importation and deprivation factors significantly impact the independent, cumulative, and interactive reformation process of the juvenile offender in the correctional centre.

1.13 **Scope and Limitations of the Study**

The researcher would have wished to use a larger number of juveniles released from the Swedru Junior Boys correctional center but due to the lack of records and a non-existence of an aftercare services from the Department of Social Welfare, it was highly impossible to access a large number of juveniles who have completed their program for the study. Since there was a field study, there was not a total control of all extraneous variables. The findings of this study could therefore not be entirely free from the influences of some of these variables which were bound to influence the results of the study in one way or the other. One of these was the subjective responses of respondents as they were not very truthful and candid in their answers. While some of the juveniles were evasive in their responses as to what they are doing now. This is because the researcher had done a prior background checks on the majority of the respondents and had had an interaction with some of their parents/guardians and concerned neighbors before embarking on the study. Also, the respondents evasive and half-truths to questions could be due to their knowledge that the researcher as an officer of the Department of Social Welfare, and also involved in the process of incarceration of some of the respondents.

Also some of the juvenile respondents were apprehensive about the study. Due to some of these challenges, especially the apprehension of the juveniles it took the intervention of an officer of the Swedru Junior Boys Correctional Centre who has to be recruited to assist in the study due to the fact that he is known to most of the juveniles because of his long stay at the centre.

1.14 Definition of Terms

The following terms have been defined:

Juvenile Justice System refers to a set of laws, policies, procedures and institutions put in place to deal with children alleged or accused of committing crime. (United Nations Minimum Rules for the Administration of Juvenile Justice, 1990)

Juvenile refers to a 'juvenile is a child or young person' (UN Standard Minimum Rules for the Administration of Juvenile Justice, 1990). The Juvenile Justice Act of 2003 (ACT 653) confirms with the definition by defining a child as 'a person who is under the age of eighteen years who is in conflict with the law'.

Juvenile Offender is a child or young person who is alleged to have committed or have been found to have committed an offence. (United Nations Minimum Rules for the Administration of Juvenile Justice, 1990).

Correctional Centre refers to a gazetted reformatory home that provides statutory care and supervision to young offenders as ordered by the courts. Juvenile Justice Act, 2003(ACT 653)

Reformation refers to a process of rehabilitating a juvenile offender, through educational, moral and vocational skills training so that they become responsible citizens.

High Reformation refers to the number of inmates who have been discharged from the centre and are participating positively in the socio-economic development of their communities.

Institutional Culture refers to the values, assumptions and beliefs people hold that drive the way an institution functions and the way people think and behave in the correctional centre.

Favourable Institutional Culture refers to an environment in which the values, assumptions and beliefs of those in charge are centered around the innocence of childhood and geared towards the belief and attitude that reformation is possible within an amicably and child-friendly environment.

Treatment Programs refers to the specific theoretically informed methods and concrete strategies used in the correctional centre to change offenders' behavior.

Effective Treatment Programs refers to treatment programs that are empirically tested and have been seen to have had positive impact on juvenile offenders' reformations.

Professionalism of Officer refers to the ability of the staff to interact with inmates and act in a manner that is consistent with effective parenting which would create an environment that will facilitate reformation and motivate the confined inmates towards high reformation.

1.15 Organization of the Study

The study is organized into six chapters. Chapter one is the introduction and outlines the background to the research project and indicates the problem statement and the significance of the study. It goes on to look at the objectives of the study, the hypothesis, the study area the theoretical framework underlining the study, the scope and limitations, as well as the definition of terms.

In chapter two, the study reviewed literatures on reformation of inmates, their transition to adulthood, psychosocial maturation and crime, as well as the effects of institutionalization. Chapter three looked at the Swedru Junior Boys Correctional Centre and dialect on its

organizational structure as well as the admission and orientation processes. The chapter ends with a discussion on the contextual variables that affect reformation within the correctional centre.

Chapter four explains the methodology of the entire study which includes the research design, sampling techniques and procedures as well as the research instruments. The chapter ends with the methods of data collection. Chapter five presents data analysis and discussion. Chapter six, the concluding chapter, outlines the conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature was reviewed on the reformation of inmates, transition to adulthood, psychosocial maturation and crime, as well as the effects of institutionalization on juvenile reformation.

2.2 Reformation of Inmates

Even though there is no empirical research on the Swedru Junior Boys Correctional Centre, there is a small body of research on the Senior Boys Correctional Centre, which is situated within the capital, Accra. Therefore the bulk of material for the literature review will come from the international sources that would be relevant to the Ghanaian situation.

Mensah (2004) in a research titled *Do Prisons Reform? A Case Study of the Ghana Borstal Institute* tested the hypothesis that “inmates who have been imprisoned for longer periods will show less willingness to reform than those who have been imprisoned for shorter periods” the test found the alternative to be true, that is, inmates serving longer sentences show much willingness to reform. The study however does not take into cognizance the pains of deprivation (Sykes, 1958) at that crucial period of the young person’s developmental life and its negative impact of frustrating the juvenile from cooperating with the authorities. The research also overlooks the coercive power wielded by the prison officers in their attempt at social control which alienates the juvenile (Thomas, 1977), and consequently his or her cooperation to reformation. Again Clemmer (1940) indicated that long incarceration periods lead to increased prisonization, which is, if offenders spend a lot of time with other offenders they will adopt the inmate code of conduct and have difficulty adjusting to ‘conventional’ life upon release.

Flanagan (1981) explained that research has shown that individuals experiencing longer incarcerations have a harder time preserving their self-identity and their self-esteem.

Secondly a critical look at the social background of the respondents indicates that the majority, (84%) were from broken homes or were not living with both parents. This confirms much of the literature on juvenile crime which puts broken homes as a major contributory factor to juvenile crime. It is noted that the family is the primary socialization agent and its absence in the life of the young person deprives him or her from acquiring the societal norms and values that are expected of him or her. It thus leaves the juvenile to acquire these cherished values on his own and most often on the street and with peers who are already into deviancy. According to Irwin and Cressey (1962) adjustment to a correctional centre and its process of reformation is primarily a result of the unique characteristics, attitudes, and experiences of the inmate that are manifested prior to incarceration.

The study also found that the type of discipline maintained in the institution is too spartan and militant in nature. The researcher believes this seriously undermines the aims of the institution as a place for reformation, while the inmates perceive it as a period spent in prison. Of course the senior boy's correctional centre (Borstal Institute) is an appendage of the James Camp Prison. The correctional centre is situated within the prison while the officers providing the reformation services are trained prison officers who have been orientated to treat offenders as a criminal. Where there is no show of love or empathy by the reformatory officers it makes it difficult for the juvenile to become amenable to reformation. Sykes (1958) stated that resorting to sources of power such as intimidation, force and so on could have an adverse impact on confined juveniles

and undermine the stability of the treatment programs. Martinson (1974) queried that “isn’t a truly successful rehabilitative institution the one where the inmate’s whole environment is directed towards true correction rather than towards custody or punishment?” Furthermore, Carbone and Lynch (1983) found that the inconsistent behavior of staff when enforcing detention centre rules increased undesirable behavior in the youth and actually reduced their compliance rate. The research also found that facilities at the institute were not adequate to facilitate the juvenile offender’s reformation. To the question whether respondents consider the facilities adequate to enable them pursue reformation, 97.6 per cent answered in the negative indicating that the facilities at the centre are not adequate.

It is unfortunate that the study was not able to undertake at least 2 case studies of young offenders who have been discharged from the centre as indicated as its second objective. The objective was to assess whether the juveniles have reformed and are pursuing the trades that they have learnt at the correctional centre. According to the researcher, the prison officials were reluctant and uncooperative; hence his inability to conduct an interview with discharged juveniles. This defeat the goal of the study as captured in the research title: Do Prisons Reform? The case study would have enriched the research by providing an insight into the personal life of the juveniles thereby affording the study to evaluate the impact of the reformatory programs of the correctional centre.

The study also assessed the officers providing the reformatory services at the senior correctional centre. To the question if they received a special kind of training before been posted to the correctional centre? A majority of 56.1 per cent said they did not have any special training before been posted while 43.1 per cent said they had a special training. However according to the

researcher the 'special training' to the officers meant the basic training given to all persons entering the Ghana Prisons Service. It therefore seems strange how 56.1 per cent of prison officers posted to the senior correctional centre did not receive such basic training. The researcher should have indicated to the respondents the specific kind of training that the study was referring to. Correctional centres generally employ professionals with expertise in various reformatory programs.

In *The Effectiveness of the Borstal in the Rehabilitation of Young Offenders in Ghana*, Awuah-Peasah [2004] in a thesis study, evaluated the Borstal institute on its goals and objectives, which are

1. To inculcate in the juvenile a high moral standard through good training and sound moral influence.
2. To save the young and careless boys from the wasted life of crime by equipping them with Vocational skills.

However the research did not undertake a study of discharged juveniles to assess if they had been inculcated with high moral standards or if they are utilizing the vocational skills learnt at the institute to meet the basic needs. The study however based its findings on the subjective opinion of inmates who are still undergoing reformation treatments.

The research however indicated that 75 per cent of the young offenders cited came from broken homes, which supports a study by Abotchie and Senah (1987) that broken homes is a major contributory factor in juvenile delinquency in the country.

The study explained that there is no treatment philosophy on which the institute bases its reformation treatment. It went further to state that there is no direction for achieving the goals of juvenile institutions in Ghana and believes it is a major challenge to the country's juvenile justice

system. Thus there seems a statement of philosophy that is quite vague and abounding in generalities, and which cannot serve as a directional and guiding force in the rehabilitation process. This is a true reflection of the Borstal Institute.

Mensah-Akorah (2005) in a long essay research titled *The Role of Juvenile Correctional Centres in Character Reformation of Juvenile Offenders* found that, 48.3 per cent indicated that they have reformed while 25 per cent said they have not reformed.

One wonders how a juvenile in incarceration undergoing reformation treatment could attest that he has reformed. Upon what indicators was the reformation tested? Also the study concluded that based on the respondent's answer that they have reformed it pre-supposes that the programs of the junior correctional centres had positive influences on the rehabilitation of their inmates.

The research tested the hypotheses: Institutionalization does not reform juvenile offenders. The result indicated that institutionalization indeed reform juvenile offenders. I believe the researcher did not take into consideration the importation and deprivation characteristics of the juvenile offender and the correctional centre which inhibits reformation of the incarcerated juvenile offender.

Meanwhile the same study found that a majority of 58.3 per cent of inmates indicated that they were not happy with the conditions of the correctional centre while 75 per cent of the staff cited in the research that provides reformation treatments at the centre indicated that their treatment programs cannot reform the juvenile offenders within the correctional centers.

The study also indicated that 66.7 per cent of respondents came from broken homes while 65 per cent were school drop outs. The above studies have confirmed various perceptions in the academic world that broken homes and children who experience school failure are susceptible to delinquency. According to Abotsi and Senah (1987) the consequences of broken homes can be

far reaching: inadequate socialization, emotional imbalance, destitution, poor nutrition and increased peer group impact the juvenile. The importation theory indicates that the juvenile offender enters the correctional centre with already formed attitudes, beliefs and behaviors which most often impedes his adjustment to the correctional environment and towards his or her reformation.

2.3 Transition to Adulthood

Psychosocial maturation develops between individuals and their social environments (Bronfenbrenner, 1979). Social environments that typically impact development are the family, peers, school, work, and the neighborhoods (Chung, Little, & Steinberg, 2005). Researchers have argued that while a normal transition to adulthood can be tumultuous, it may be problematic only when society prompts it (Petersen & Leffert, 1997). As stated before, delinquency is common within the normal course of development. Most delinquent youth are never formally sanctioned. They remain in the community and participate in educational, familial, and community activities. Most of these youth desist from crime and successfully transit to a responsible adulthood. There are however, some young offenders that do come to the attention of the justice system and in Ghana most are committed into institutions.

Issues related to youth development have played a prominent role in the theoretical literature explaining crime and criminal trajectories (Gottfredson & Hirschi, 1990; Moffitt, 1993; Sampson & Laub, 1993). Recently, the punishments and attitudes related to juvenile crimes have become increasingly harsh. The Juvenile Justice programming being implemented generally seems to shift continually between the competing goals of public safety and punishment on the other hand, and offender rehabilitation on the other (Bernard, 1992). It is believed that public

safety goals have generally prevailed, as juvenile justice policies across the world has reflected a tough stand in response to increase juvenile crime.

Scholars however have observed that delinquent offending during adolescent years is ‘normal’ and not, in itself indicative of a chronic offender, i.e., (a juvenile that will continue offending into adulthood) (Moffit, 1993). The expectancy that, most young offenders cease their criminal offending as they develop is also consistently noted. It is believed that most young offenders will ‘age out’ of crime and commit to socially acceptable life like the family, employment, or experience other ‘turning points’ during their transition to adulthood (Sampson & Laub, 1993).

In the past, generally, the social expectation of transition to adulthood for juveniles was about 18 years old. Most youth did not pursue higher education. It was socially ‘normal’ to finish the required elementary school education, become financially and socially independent from parents, marry, begin work, and start a family (Setterstrom, Furstengberg, & Rumbaut, 2005]. The jurisdictional boundary represented by the ‘legal age of majority’ was consistent with these expectations. Thus the justice systems were divided to consider eighteen (18) years old to be the appropriate age to distinguish an ‘adult’ and a ‘juvenile’ in social and legal ways. Individuals that continued to offend past the age of eighteen (18) were considered to be fully responsible for their actions.

Contemporary times have fostered a longer period to the socially accepted age of maturity or a longer transition to adulthood. This has occurred in part because of labour market changes, (Osgood, Foster, Flanagan, & Ruth, 2005) and an elementary education is no longer sufficient to guarantee a good wage (Furstenberg, 2000). As a result, more youth continued with higher

education, parents provide financial support to their children especially in times of transition and children enjoy social and emotional support for an extended period.

The period of transition to adulthood which includes biological and neurological changes is a very important developmental phase in the human development. It is the period of psychosocial maturation that is at the root of the behavioral manifestation of the markers of adulthood. Common markers that signal 'adult' status generally include 1) mastery and competence, in which people develop the ability to participate in social activities of production and culture including achieving educational and vocational markers, 2) interpersonal relationship and social functioning, which allows for appropriate interactions with others, intimate relationships, and responsibility for the community in which they are part, and 3) self- definition and self-governance, in which people have a positive sense of themselves, their worth, their ability to behave responsibly and in the absence of external supervision (Chung, Little and Steinberg, 2005). This is the period in which one's personal identity related to love, work, and worldview is explored (Arnett, 2000).

2.4 Psychosocial Maturation and Crime

It is believed that there are a number of links between the behavioural markers of psychosocial maturation and criminal behaviour, first, the development of these markers usually coincides with normal desistance from crime. Second, failure to reach these milestones may facilitate criminal behaviour in various ways. For example someone who does not feel responsibility toward the community may be more likely to commit vandalism or other types of property crime. An individual who has not learned to foster appropriate intimate relationships may be more

inclined to engage in partner violence. Thus the value of marker acquisition is important, and the environmental influences that affect their development are of paramount concern.

Psychosocial maturation develops between individuals and their social environments (Bronfenbrenner, 1979). Social environments that typically impact development are the family, peers, school, work, and the neighborhoods (Chung, Little, & Steinberg, 2005). Researchers have argued that while a normal transition to adulthood can be tumultuous, it may be problematic only when society prompts it (Petersen & Leffert, 1997). As stated before, delinquency is common within the normal course of development. Most delinquent youth are never formally sanctioned; they remain in the community and participate in educational, familial, and community activities. Most of these youth desist from crime and successfully transit to a responsible adulthood. There are however, some young offenders that do come to the attention of the justice system and in Ghana most are committed into institutions.

Chung, Little and Steinberg (2005) identify institutionalization as the sanction that 'may have the greatest impact on young offenders' ability to achieve psychosocial maturity'. They suggest the withdrawal from family, school, friends, and community in addition to added responsibilities of learning how to navigate this new environment can lead to adjustment problems. Given that this period of transition is challenging for young people in general, the experiences of vulnerable youth populations (i.e., street children, children of broken homes, and wards of state) should be of particular interest (Osgood, Forster, Flanagan, & Ruth, 2005). They also emphasize that desisting from offending is an outcome of a successful transition to adulthood. It argues that the younger a person is, at the time of incarceration, the longer the time to transit to adulthood. It further explained that recidivism occurs because offenders have not reached maturation and the

correctional centre environment thus not facilitate development and also the inability to foster appropriate intimate relationship in the correctional centre also has been shown to be problematic for the post-release outcomes of inmates returning to the community.

Another psychosocial factor is the ability to behave without external supervision and the incarceration experience is not intended to foster this quality, Haney (2003), found that too much reliance on the external controls associated with committal decreased the ability of inmates to utilize their own internal restraints. It is absolutely essential to consider the role of something as profound as institutionalization on the natural development of a young offender. Whether long or short term committal improves or seriously hinders the development of the young offender into a well-adjusted, fully functioning member of society has yet to be empirically determined.

2.5 Effects of Institutionalization

According to the Criminal Procedure Code of 1960, section 60, the purpose of the juvenile correctional centres is to provide a place in which young offenders or juveniles in need of Care and Protection while detained may be giving industrial training and any other instruction and be subjected to the disciplinary and moral influence conducive to their reformation and prevention and repression of crime. The Juvenile Justice Act of 2003 (ACT 653) upon which the Ghanaian juvenile justice system draws its authority posits that corrections should be appropriate and tailored towards the individual juvenile offenders needs. The Act therefore amended the mandatory 3 years detention of a juvenile adjudicated by the courts of needing institutional care and protection derived from the Criminal Procedure Code of 1960, section to a period ranging from three months to a maximum of three years depending on the age of the juvenile and the

severity of the offence. In their assessment report titled *The State of Juvenile Justice Administration in Ghana (1993-2003)* the Department of Social Welfare and UNICEF (2005) emphasized on the need for juveniles to be treated differently from adults and that reformation should be the premise for juvenile corrections and not punishment. The report noted that after several years of institutionalization as a first call for the treatment of juvenile offenders only a few juveniles have indeed reformed and that incarceration rather stigmatized them. The report therefore noted the need for a shift from committal to programs that will effectively reform the juvenile especially within his or her community. To fulfill the desire for a change in the reformation process within the Juvenile justice system in Ghana, the Juvenile Justice Act (Act 653), 2003 established a new philosophy that removed the mandatory three (3) years committal to a correctional centre for a juvenile offender to a period ranging from twelve (12) weeks to eighteen (18) months based on the severity of crime and the age of the offender. The import is to de-emphasized incarceration and project treatment programs within the juvenile community.

Gagnon, in a research report to the Judicial Service of Ghana titled *Access to Justice by Children (2005)* noted that there is need for the government to invest in non committal treatment programs for juveniles, especially programs that will keep the young offender from incarceration that committing a juvenile offender to a correctional centre should be a last resort. Swartz (1989) in his book *Justice for Juveniles: Rethinking the best interest of the child*, explained that juvenile correctional facilities (in the U.S.A.) cost the tax payer one billion dollars a year which he believes is too much money been invested and of which the public do not get any appreciable return. He explained that congregating young offenders in correctional centres is not cost effective that 'shipping kids' to correctional institutions does not serve as a deterrent to other

youth in the community. Using data from the fiscal year 1983- 1985 of the state of Maryland, U.S.A he stated that youth committed to its youth correctional facility (Montrose School) were either re-referred to the Juvenile Services Administration or re-adjudicated within two years of admission. Again he explained that a follow up study conducted in Florida, U.S.A. on juveniles released from the State's two large youth correctional centres indicated that a sample of 303 youth released from the institutions in 1984 had a 60 per cent recidivist rate within just one year of released. Also in the state of California, a ten year follow up of juveniles released from selected youth correctional centres indicates that 80 per cent were rearrested for serious crimes. Swartz (1989) noted that often juveniles committed into correctional facilities are first time offenders and does not deserve being incarcerated, that inappropriate use of detention contributes to negative labeling of the young offenders and may adversely affect subsequent decisions made about them.

According to Finckenauer (1984) the underlying belief of *parens patriae* established the justification for the State to act in place of a parent, thus when a child is deemed by the courts to be in need of care and reformation, the state has the power to detained the child and provide the needed care and reformation that he or she needs in an established juvenile correctional centre.

Since the onset of juvenile correctional centres societies all over the world have in one way or other responded to calls on reform in several ways. However, according to Doig (1982) reforms have not reduced the number of young people brought into the formal system of social control. Elrod and Scott Ryder (2009) in their assessment of the juvenile corrections explained that residential placement is the most restrictive type of placement available to juvenile corrections in

its effort to respond to juvenile crime. They claim that residential placement restrict youth access to the community resources that they could have relied on to reform.

In 'The Impact of Incarcerating Youth in Detention and other Secure Facilities' a report for the Justice Policy Institute, Holman and Zeidenberg (2007) stated that congregating delinquent youth together negatively affects their behaviour and increases their chances of re-offending. Again researchers at the Oregon Social Learning Centre, found that congregating youth together for treatment in a group setting causes them to have a higher recidivism rate and poorer outcomes than youth who are not grouped together for treatment. This process the researchers call 'peers deviancy training'.

Elliot (1994) former President of the American Society of Criminology stated that as many as a third of young people will engage in delinquent behaviour before they grow up but will naturally 'age out' of the delinquent behaviour. He explained that most youth will desist from delinquency on their own. Carnegie Mellon researchers also indicates that incarcerating juveniles may actually interrupt and delay the normal pattern of 'aging out' since detention disrupts their natural engagement with their families, school, and work.

According to Singer and McDowall (1987), there is no empirical evidence that long sentences reduce youth crime. They continue to state that juvenile incarceration has not been particularly successful in producing better young citizens. Scott (1993), buttress this point by stating that juvenile correctional facilities are simply the first stop on a road leading directly to the 'big league'; adult prison. Confinement in a correctional centre may fail to deter criminal behaviour because the experience has become normalized within many youngsters' lives thereby forming

an outlaw subculture (Taylor, 1989). Scott. (1993) explains that not only do these youth expect to spend time in the centre, some think of it as a rite of passage.

The time a youth spends in a correctional centre is not just time away from negative factors that may have influenced his or her behaviour. Confining youth may also widen the gulf between the youth and positive influences such as family and school (Wiebush *et al.*, 2005). It went further to explain that youth incarceration represents a significant separation from their communities to which they will return and therefore creates a substantial obstacle in terms of community reintegration. Ungar, (2001) also stated that juvenile correctional centres do little to counter the adverse conditions or influences of their outside lives or to provide youth developmentally appropriate experiences such as access to relationships with pro-social peers that facilitate a healthy transition into adulthood. This simply means that incarceration in juvenile correctional centres does little to provide opportunities or contexts for 'normal' developmental experiences or motivations for healthy developmental change and growth. Clemmer, (1958) in an expose into cultures inside an Illinois penitentiary noted that 'prisonization' occurs when inmates socialize and adopt a more criminal culture in prison. He believes this 'prisonization' process is associated with recidivism of inmates.

Goffman, (1961) reinforces this idea of prison being a 'total institution' where prisoners must adapt and change their behaviours and norms in order to survive, and suggests that this change [institutionalisation] in behaviour could be maintained upon release and make recidivism more likely. Golub, (1990) suggests that exposing young people to the threats and indignities of incarceration may make it less likely for them to outgrow their criminal behaviour at the usual

pace. He continued by explaining that normal patterns of desistance from crime are interrupted and perhaps delayed by typical terms of incarceration. The import of the 'prisonization' literature was that incarceration does neither rehabilitate nor does it deter, and that incarceration can have lasting negative effects on offenders, making them more delinquent than they were upon entering the centre.

Early in the 1960s researchers began collecting data to research the idea that having contact with the criminal justice system might actually foster criminality and not deter it. Known as the Labelling theorists they believe that when society publicly label someone as a delinquent or a criminal, most obviously by incarcerating them, it has a significant impact on their ability to return to society and maintain a non-criminal life.

Zimring and Hawkins (1991) pointed out that the stupendous growth in prison populations since the 1970s should have reduce crime so much that we should have a negative crime rate however since negative crime rates is obviously impossible, it follows that something is wrong with the incarceration concept. Lipton, Martinson, and Wilks (1975) provided a pessimistic assessment of the prospects of successfully rehabilitating juvenile offenders. 'With few and isolated exceptions, the rehabilitative efforts that have been reported so far have had no appreciable effect on youth crime' Martinson, (1974) concluded. In his essay he organized his findings around a series of questions: 'isn't it true that a correctional facility running a truly rehabilitative program- one that prepared inmates for life on the outside through education and vocational training- will turn out more successful individuals than will a facility which merely leaves its inmates to rot?' or 'isn't what's needed is some way of counselling inmates, or helping

them with deeper problems that have caused their maladjustment?’ or isn’t a truly successful rehabilitative institution the one where the inmates whole environment is directed towards true correction rather than towards custody or punishment?

CHAPTER THREE

THE SWEDRU JUNIOR BOYS CORRECTIONAL CENTRE

3.1 Introduction

This chapter presents an overview of the Swedru Junior Boys Correctional Centre. It began with the historical background, followed by the organizational structure and the admission and orientation process. The chapter ends with a discussion on the contextual variables that affect juvenile reformation within a correctional centre.

3.2 *The History of Swedru Junior Boys Correctional Centre*

According to the Chief Technical Instructor of the Department of Social Welfare, the Swedru Junior Boys Correctional Centre is situated on a 1.6 kilometer square of land at Swedru in the Central Region of Ghana. It is un-walled, thus aside the front gate, the correctional centre looks more like a senior high school. Nowhere is Kant's ideal of just punishment proclaimed nor is there a show of the protection of the public safety assured, until one visit the dormitory housing the inmates or until one sees the juveniles dressed in dirty, tattered smelly clothes and looking dejected- one would never guess that this is the only Junior Boys (14-17yrs) correctional centre in Ghana.

The Swedru Junior Boys Correctional Centre has a maximum capacity to house approximately 400 juvenile offenders between the ages' of 14 and 17 inclusive (Baidoo Boampong, Chief Technical Instructor, Department of Social Welfare). The facility is for juvenile male offenders with various ranges of offences. Based on the Juvenile Justice Act of 2003, the minimum length

of stay ranges from three (3) months to a maximum of three (3) years depending on the type of offence committed.

The Swedru Junior Boys Correctional Centre was initially established by the Salvation Army at Mampong-Akwapem in 1946. According to Baidoo Boampong, the Chief Technical Instructor of the Department of Social Welfare, the main objective of the Mampong- Akwapem centre was to provide care and protection to children who lost their parents in the 2nd world war, later children deemed to be delinquents were roped in. He continued that, the Salvation Army then acquired a large tract of land at Swedru to accommodate the large number of children been admitted. According to Justice Osafo Sampong, a Justice of the Court of Appeal in a write up, at the time of the centre's establishment there were no statutory provisions for regulating the conduct and the duration of the training. To improve the situation, the welfare section of the Department of Social Welfare and Community Development was given the responsibility of managing the Centre in 1956 and in 1957 the centre was finally moved to Swedru and handed over to the Department of Social Welfare and Community Development.

The Swedru Junior Boy's Correctional Centre as a state institution, and according to the Criminal Code of 1960, is a place designed to provide industrial training and any other instruction, and also to subject the juveniles to discipline and moral influence conducive to their reformation and of the prevention and repression of crime.

Thus programs of the centre attempt to address deficits in behavior, moral and self- esteem as well as equip the juveniles with vocational skills thereby empowering them to relinquish criminal lifestyle and become productive members of the Ghanaian society. In line with its

mandate the centre currently runs a vocational skills program through which the juveniles acquire trade skills that will enable them become employable after being discharge (Swedru Junior Boys Correctional Centre Annual Evaluation Report, 2009).

Behavior modification, moral training and discipline as well as developing self-esteem are based on individual instructors or staffs discretions and they are tailored to teach the juvenile offender new patterns of behavior learning through new norms, rules and expectations for behavior, that allow them to get their needs met without violating the rights of others. By acquiring these attributes the students at the Swedru Junior Boys Correctional Centre would have the necessary tools and skills to become responsible and productive citizens, able to respect the rights of others and contribute their quota to the development of their communities. A juvenile offender after discharge who displays these characteristics would be considered to have been reformed.

3.2.1 Organizational Structure of Swedru Junior Boys Correctional Centre

According to the centre's Annual Evaluation Report, (2009), the head of the institution is the headmaster who sees to the day to day administration of the centre. He performs both administrative as well as reformatory services. He is assisted by the assistant headmaster. There is a housemaster who stays closer to the juvenile's dormitory and serves as a father figure to the children. He is responsible for the moral education of the inmates and also advises them on the type of vocational skill each person will want to pursue. It is his duty to ensure that bedding and other logistics needed by the inmates are provided. The housemaster also sees to the recreational activities of the inmates. The other auxiliary staffs are responsible for the workshops, the infirmary and feeding.

3.2.2 Admission and Orientation at Swedru Junior Boys Correctional Centre

Inmates are committed to the correctional centre under warrant and detention orders from the courts. The warrant order stipulate the number of years or months that the juvenile is to be committed while the detention order gives the juvenile correctional centre the authority to detain the juvenile for the stipulated months (Juvenile Justice Act, 2003). Orientation of the juvenile offender at the centre lasts for 6 months during this period the juvenile will be observed and assessed by the officers and then a trade or academic work will be provided to him based on his interest and talents as observed by the officers. Orientation involves counseling, solitary confinements and other measures deemed appropriate to insure that the juvenile is integrated into the life of the centre and to disabuse his mind of escaping from the centre.

It is estimated that five hundred (500) juveniles have passed through the centre since 2005. According to the annual report of the Centre for the year 2007, twenty-seven (27) juveniles were committed to the Centre by the courts from all over the country while in 2008 the figure reduced to twenty-three (23). By the first week of December 2009, twenty-nine (29) juveniles were admitted to the Centre for reformation. The problem under investigation is to what extent has the Swedru Junior Boys Correctional Centre facilitated the reformation of the youth who have passed through its walls and thus equipped them for a responsible adult life.

Contextual Variables that Affect Juvenile Reformation at the Correctional Centre

3.2.3 Staff Attitudes

Juvenile corrections' staffs often respond to conditions of their work with hopelessness and resentment, these negative attitudes are frequently expressed through the inhumane and

inconsistent treatment of the juvenile offender under their care. Consequently many of the youth lose all respect for the authority figures. This particular effect of the detention centre environment may negatively impact the juvenile's education, employable skills, identity, and physical attractiveness relationships and value system. For example, educational and employment settings require that the individual respect those in position of authority. If past abuse has left an individual resentful of authority, it will be difficult for him or her to excel in these areas. Problems with authority figures may result in suspension or expulsion from school. Later in life the individual may face the same difficulty at work, resulting in transient employment and or long periods of unemployment.

Rettig (1980) in an article found that many practitioners resort to detention as a matter of convenience rather than as an attempt to meet the needs of the juvenile offender. Rettig states that confinement is not the most viable means of correction for many who are committed into correctional centre.

Furthermore, Carbone and Lynch, (1985) found that the inconsistent behaviour of the centre staff when enforcing rules and regulations increased undesirable behaviour in the youth and actually reduced their compliance rate. Fisher (1972) in an article also demonstrates how easy it is for staff to abuse their authority. Juveniles can be isolated for up to eight hours without anyone knowing, except other staff on duty. Fisher determines that staffs "often uses children to discharge complex, unacknowledged impulses." For instance, she found counselors who stood and observed but failed to intervene while fighting or sexual exploitation was occurring.

Bazemore, Dicker and Nylan (1984) state that staff moral does not have to be negative and abusive. According to them staff training to enhance staff–client relations had positive effects on staff attitudes and resulted in an overall reduction in problem situations in the centre. Unfortunately, staffs of the Swedru Junior Boys Correctional centre have not had any training for years.

3.2.4 *Poor Educational/Vocational Programs*

It is noted that educational programs in correctional centres often fail, causing juveniles to experience lasting setbacks. They may lose interest in finishing school and are sometimes incorrectly deemed to have learning disabilities. These realities have profound consequences for social interaction, employment opportunities, and life chances in general. Juvenile Correctional Centres should be a place where troubled youth gain education and life skills that will prepare them for responsible adulthood. There is a strong inverse relationship between education and criminality. According to McGeady (1991), juveniles arrested in the United States of America in 1989, sixty- eight per cent of those arrested were functionally illiterate. Since a reciprocal relationship exists between education and poverty, uneducated youth are more likely to be poor.

Wolford (1980) asserts that receiving solid educational experiences while institutionalized enhances an individual's opportunities on the outside. However, for those youth who have been incarcerated in inadequate facilities, the future is bleak and hopeless (McCall, (1994). Roush (1983) provides a potentially successful framework for educational programs in the correctional centres based on youth development concepts. He posits that for an effective educational program, trained educators for such special population must be used. Furthermore, it is essential that the teachers and the correctional staff utilize a team work approach. He contends that a

cooperative relationship between the correctional staff and the educators leads to more effective programming for the youth in the centres and an increased job satisfaction for the staff.

3.2.5 Physical and Emotional Detachment

Rettig, (1980), stated that when a youth is incarcerated he or she becomes physically detached from the family and others in his or her social environment. This physical separation can lead to emotional detachment and decreased societal, familial, and peer ties. This disinvestment in others, according Rettig (1980), may lead to decreased social skills and eventually isolation, loneliness and depression. This assumption is supported by Thomas (1977), who found that the deprivation model of punishment often leads to high levels of alienation, powerlessness, and hopelessness.

Rettig (1980) contends that “the dynamics of separation can be traumatic to anyone in the client system for the youngster himself; separation creates untold anxiety and uncertainty. It can cause residual feelings of rejection that will in turn, contribute to his future behavioral pattern”.

3.2.6 Socialization within a Criminal Subculture

The environment in the juvenile correctional centre may actually foster criminality. Juveniles exchange information, criminal skills, and the values and beliefs of a criminal subculture. This point is reinforced in the autobiography of a Los Angeles gang member, Monster Kody Scott (1993) cited in a research paper titled Growing up behind Bars: Confinement, Youth Development, and Crime, in it Scott describes how he adapted to juvenile incarceration in its different forms and mastered the adult system later. In “The New Jack Roller” (Taylor, 1992), Tuckie Jones (33 years old), a warlord in a territorial gang confirmed this fact in his view of

juvenile incarceration: “The youth home is where you learn the basic training before you become a fulltime gangster. They will teach you in the Home, plenty of....to make you street smart, make you hard... yeah that’s the first place to learn ‘about what the rest of your life is gonna be, it aint so bad when you learning something, better than sitting in the classroom and having some teacher just staring at you, thinking you ain’t....your boys teach you how to survive in there, and then you get out and try to survive out there. Either way you gonna catch... (Taylor, 1992)”.

The extent to which the correctional centres in the country explicitly incorporates youth developmental concepts in their program designs have not been researched into. However there seems to be a gap between the theory and practice within the operations of the juvenile correctional centres in the country. This gap raises questions about the aggregate impact of the correctional centre on youth development especially in the process of the reformation of the juvenile offender.

CHAPTER FOUR

RESEARCH METHODS

4.1 Introduction

This chapter describes the research methods used to generate empirical data for this study. Specifically, it gives information on the research design adopted, the sampling techniques and procedures, the target and study population from which the sample was drawn. In addition, the content of instruments used to collect data is discussed. It further highlights the methods of data collection and data handling procedures. Ethical issues which needed to be taken into consideration in the research process are illustrated.

4.2 Research Design

The research activities undertaken in this study are cross-sectional. The researcher made use of a mixed - method research design that included a qualitative and quantitative design. The qualitative method used an explorative-descriptive method for the study. The reason for using such a design is that the focus of research is fairly new within the Ghanaian context. The researcher thus opted to use an explorative-descriptive design to explore this new area of interest especially for the professionals providing the treatment programs at the centre. In exploring the perceptions, opinions and feelings that the professional officers have of the Correctional Centre (institutional culture, treatment programs, themselves as treatment officers) and its impact on juvenile reformation a qualitative methodology was deemed more appropriate as it will describe and explain personal experiences, behaviours, and interactions in social contexts without the use of quantification (Fossey, Harvey, McDermott, & Davidson, 2002). Data was gathered through

individual interviews and provided qualitative data to the research from the professional officer's point of view.

The quantitative design adopted the correlational study approach. Correlation research measure how associated or related two variables are. The purpose of using correlations is to allow the researcher to make a prediction about one variable (high offender reformation) based on what we know about another variable (the Correctional Centre). Thus the researcher attempts to determine the relationship between the Correctional centre (institutional culture, treatment programs, and professional officers) and high juvenile offender reformation. If observed that there is a relationship between the Correctional centre and a high or low reformation of juvenile offenders the researcher attempts to identify the major factors that led to such relationship.

The use of different research methods allowed building on the strengths of each method and minimizing their weaknesses. The weaknesses of the quantitative method, such as failure to provide information about the context of the situation, inability to control the environment, and pre-determined outcomes, were compensated by interaction with the research participants during interviews and learning about the context.

4.3 Sampling Techniques and Procedures

4.3.1 Target Population

The target population chosen for the study were persons who have been discharged from the Swedru Junior Boys Correctional Centre and professional officers providing reformatory treatment services at the centre.

4.3.2 Study Population

The study population was made up of discharged inmates who have been discharged from the centre for the past 5 years and professionals providing reformatory services at the Swedru Junior Boys correctional centre.

4.3.3 Sampling Frame

The list of 109 graduates who have been discharged from the centre for the past 5 years was obtained at the Swedru Junior Boys Correctional Centre. The list of the seven professional officers providing reformatory treatment services at the centre was also obtained from the centre.

4.3.4 Sampling Scheme

There was no need for sampling since all the 109 graduates and the seven professional officers were considered for the study. However, in the actual data collection the researcher could not contact all the 109 graduates, only 100 graduates were contacted and used for the study.

4.4 Instrumentation and Pilot Testing

A questionnaire and a key informant interview guide were designed for data collection. The questionnaire was designed to capture information from the discharged inmates while the key informant interview was set for professional officers providing treatment services to the inmates. The questionnaire comprises variables concerning the treatment programs, institutional culture, and on the professionalism of officers as they affect the reformation of juvenile offenders at the Swedru Junior Boys Correctional Centre. The items in the questionnaire were structured in such

a way that would enable the respondents to pick alternative answers against their choice of responses. The questionnaire includes both the close and open ended questions.

The questionnaire was pilot tested on 10 graduates of the centre residing in the Swedru Municipality. The main purpose of the pilot testing was to identify any ambiguities and inappropriateness of some of the questions in the questionnaire and to see if there was the need to add more relevant questions. The pilot testing also afforded the researcher the opportunity to have an idea of what to expect on the field.

4.5 Methods of Data Collection

4.5.1 Data Sources

The study made use of secondary information and primary data.

Secondary Data

Secondary information was obtained from desk review of available documentations on the impact of institutional care on the reformation of inmates in general, and both published and unpublished materials on the Junior Correctional Centre in the reformation of the juvenile offenders in Ghana. The researcher reviewed Centre records to provide further insight into the treatment goals of the programs and the case histories of the participants. The researcher personally went to the Centre administrator and the Head office of the Department of Social Welfare for necessary documentations.

Primary Data

Primary data were obtained through key informant interview and face - to - face interview.

4.5.2 Key Informant Interview

Key informant interviews are qualitative in-depth interviews with people who know what is going on about the subject of study. It is a loosely structured conversation with people who have specialized knowledge about the topic been studied.

The qualitative method allowed the researcher to describe the perceptions of the respondents more accurately and thoroughly. The researcher engaged in actual interaction with the correctional officers' in real day-to-day organizational contexts. Interviewing was held with each of the seven professional officers providing reformatory services at the Swedru Junior Boys Correctional Centre. The process was less structured which gave them the opportunity to provide in detail their own stories with regard to issues on the impact of their treatment programs, the centres institutional culture and their level of professionalism. Their academic backgrounds, especially in terms of speciality in reformation, as well as their experiences in working in an environment such as the correctional centre were assessed.

Employing the key informant interview allowed the researcher to:

- Collect the primary data in a flexible, non-structured way that allowed emergence of new information and interpretations;
- Interact with the research subjects in their own language and, in most of the cases, at their homes or offices.
- Obtain a more realistic and hands-on feel of the Swedru Junior Boys Correctional Centre.

4.5.3 *Face-to-face interview*

With the discharged inmates a face-to-face interviews were used to administer the questionnaire. Face-to face interview is a two way communication between the interviewer and the respondents. Channel and Kahn (1968) defined it as” a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation" Generally, the face-to face interview is carried out in a planned manner and is referred to as ‘structured interview’. Corbetta (2003) states, structured interviews are interviews in which all respondents are asked the same questions with the same wording and in the same sequence. This means that each respondent receives exactly the same interview stimulus as any other. The goal of this style of interview is to ensure interviewees’ answers can be aggregated.

The face-to-face interview was chosen because it ideally suited the respondents (discharged inmates), since it was earlier noted through the pilot testing that, they have difficulty answering and understanding the questionnaire due to poor reading and writing skills . Again the researcher used the face-to-face interview to enable him pick up nonverbal cues from the respondents. Any discomfort, stress and problems that the respondent experiences can be detected through frowns, nervous tapping and other body language, unconsciously exhibited. The method also allowed the researcher a high degree of control over the data collection process and the environment.

The researcher at each interview identified himself by giving his name, explained the purpose of the research to each respondent to establish the legitimacy of the research. With a research assistant [assistant headmaster of the Swedru Junior Boys Correctional Centre], who is well

known to respondents, a rapport was established before the interview ensued. This was done by breaking the ice with conversations on the weather, current affairs and football news.

A structured questionnaire was administered with specific questions asked in a set order with all the respondents, with the aim to provide clarification on questionnaire items that the respondents found confusing. The method also gave the researcher the opportunity to translate questions into local language for some respondents. Explanations were also provided wherever necessary, to clarify questions not understood by respondents. Respondents' answers were recorded on the questionnaire form during the interview process. After an interview, the researcher thanked the respondent, and once again assured him about the worth of his answers and the adherence of confidentiality. . On the whole, the fieldwork covered the period between 15th July, 2010 and 30th August, 2010.

4.6 **Data Handling**

The field data were collated, sifted, edited, coded and entered into a computer using the Statistical Package for the Social Sciences (SPSS, version 18) software. The data were cleaned by running consistency checks on the variables studied. Corrections were made after verification from the questionnaires and the database was generated thereby. The data were also analyzed using Pearson Product Moment Correlation and Chi-Square (χ^2) Statistics. These statistical tools were used because the hypotheses were exploring relationships between the predictor variables of the Correctional Centre and high reformation of juvenile offenders. Data obtained through key informant interview were transcribed and used to support the quantitative data during data analysis.

4.7 Trustworthiness, Reliability and Validity of Findings

- To ensure the true value of the findings of the research, a triangulation of data sources was carried out to obtain information from juveniles who have been discharged and have been at home for five years and professional officers providing the reformation treatments at the centre. The triangulation method consisted of the qualitative approach which made use of in-depth interviews and the quantitative approach which made use of structured questionnaires. The mutually reinforcing qualities of both approaches were used to ensure dependability and consistency of the data. The process of verification was carried out using Guba's model of trustworthiness as described in Krieting (1991).

Qualitative research is trustworthy when it accurately represents the experiences of respondents. The qualitative data collected for this research is factual and focuses on respondents' characteristics, their living experiences at the centre and life after incarceration. Data was collected by means of interviews, as well as through observations

Hammersley (1992) explained that "the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions" (p.67). That is, whether the responses of participants in a study remain unchangeable with the passage of time or under different researchers conducting the same or similar study. This implies that, researchers must be vigilant in looking out for inconsistencies and contradictions in the voice of their respondents as a way of getting the best outcome. However, maintaining strong emphasis on the consistency of participants' responses may undermine their openness and initiatives (Kvale & Brinkman, 2009). This is not to say that, any haphazard accounts from research participants should be accepted without the necessary circumspection. It is therefore

incumbent on researchers to be liberal in outlook in handling responses from their participants and to resolve inconsistencies in responses by having participants make meaning out of it. On this note, I made sure that, the stories participants narrated were free of contradiction by allowing the contrasts to emerge. These contrasts were recorded as field notes.

In qualitative studies, validity denotes a conscious attempt to verify whether a study has been conducted well to warrant trustworthy and useful results (Yardley, 2008). In the words of Hammersley (1990), “by validity, I mean truth: interpreted as the extent to which an account accurately represents the social phenomenon to which it refers” (pg,57). This indicates that the issues of validity pertain to the accuracy on the reportage of researchers on the phenomenon which they set forth to study. To this end, the field notes which were taken in addition to the in-depth interviews allowed me to resolve contrasts and suppressed meanings which were embedded in my participants initial submissions. That is, after the stories of the participants were collected, I visited them again to clarify and reaffirm the information I had gathered earlier and this amount to participant feedback (Yardley, 2008). The participants’ feedback helped in ensuring that the respondents’ views were not misrepresented. The two approaches (in-depth interview and participant feedback) enabled me to authenticate participants’ responses which to the best of my knowledge are valid and trustworthy. Hence, the research design in the end helped strengthened the reliability and validity of the results.

Evidence for a quantitative study is gathered according to a specific plan in which formal instruments are used to collect the needed information. This information is translated into numeric information and analysed using statistical procedures (Polit and Hungler, 1995).

Validity is the ability of an instrument to measure what it is supposed to measure. According to De Vos et al, (2002) the definition of validity has two parts, namely whether the instrument actually measures the concept in question and whether the concept is measured accurately. Validity refers to the degree to which an instrument does what it is intended to do and evidence of validity is provided by several sources. Validity of the research instrument was evaluated for face, content and construct validity.

Content Validity

Content validation can be undertaken by the researcher alone or with the assistance of others, De Vos et al, (2002). The content validity of the questionnaire was determined by the literature reviewed as well as in consultation with a statistician.

Face Validity

Face validity, according to Polit and Hungler, (1992), refers to the extent to which a measuring instrument looks as though it is measuring what it purports to measure. Polit and Hungler, (1992) also point out that face validity should not be considered as primary evidence for the quality of an instrument. Face validity of the instrument was determined by a statistician and by my supervisory team.

Construct validity

Construct validity is more concerned with the underlying attribute than with the scores that the instrument produces. Its significance is in its linkage with theory and theoretical conceptualization, Polit and Hungler (1999). It involves validation of not only the instrument but

also the theory underlying it De Vos et al (2002). Importation and Deprivation Theory, underlying the research, was linked to the items in the questionnaire this was confirmed by the researcher see Table 1.1).

Polit and Hungler (1997) define reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure. De Vos et al (2002) explain that reliability is primarily concerned not with what is being measured but with how well it is being measured. The reliability of a measuring tool can be assessed in several ways, and the aspects that have received major attention are stability, internal consistency and equivalence (Polit and Hungler 1999). The stability of a measure refers to the extent to which the same results are obtained on repeated administrations of the instrument while Polit and Hungler, (1999) maintain that the internal consistency approach to estimating an instrument's reliability is probably the most widely used method among researchers today.

My supervisory team/research advisors assessed the instrument and the variables before it was used. Reliability was further ensured through conducting a pilot test. Data obtained from responses to different items of the questionnaire were compared and contrasted where appropriate in chapter five.

4.7 Ethical Issues

The researcher observed ethical principles in conducting this study. First, the objectives and overall purpose of the study was explained to the respondents. Second, the principle of voluntary participation and informed consent was observed. Confidentiality and anonymity of respondents was also guaranteed.

The researcher assured participants that every effort will be made to ensure that the data they provide cannot be traced back to them in reports, presentations and other forms of dissemination. Further, to preserve respondent's anonymity and confidentiality, pseudonyms were used for participants and for their location. In addition, those who have access to the data especially the research assistant was instructed to maintain confidentiality and not to discuss issues arising from the individual interviews with others in ways that might identify (e.g., a respondent. All references were duly acknowledged to avoid plagiarism.

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION

5.1 Introduction

This chapter deals with the analysis and interpretations of primary data collected from the field of study. With reference to the research problem and the stated hypotheses, the main variables under investigation were aimed to presents an empirical analysis of the data obtained on the extent to which the Correctional Center facilitated the reformation of the offenders who have passed through its walls for a responsible adult life in Ghana.

The aim of the analysis is to determine the significance of the relationship between these variables as investigated. The analyses are based on face-to-face and key informant interviews solicited from 109 graduates, even though only 100 questionnaires were successfully administered and these were used for the analysis. The analysis began with the characteristics of the respondents using descriptive statistics. In the next section, the sequence of the presentation of the results is in accordance with that of the hypotheses. All the hypotheses were tested at 0.05 level of significance or 95 per cent certainty of prediction. This information solicited from the respondents provided the basis for the findings of the study.

5.2 Section A

5.2.1 *Socio-Demographic Characteristics of the Respondents*

The aim of seeking to know the socio-demographic characteristics of respondents, is aimed not only at finding their personal details, but also to ascertain the events in their past that explains why the said respondents found themselves at the Swedru Junior Boys Correctional Centre. According to Irwin and Cressey (1962), adjustment to a correctional centre and its process of

reformation is primarily a result of the unique characteristics, attitudes, and experiences of the inmate that are manifested prior to the incarceration.

However, not all questions posed in the socio-demographic section as per the questionnaire will be discussed. Thus, priority would be given to those that concern the respondents' history prior to incarceration.

5.2.2 Ages of Respondents

The deprivation theory argues that the younger a person is at the time of incarceration, the longer the time to adulthood or maturation. The question is, has the discharged youth successfully reached maturation after their period of incarceration and hence living a responsible adult life? According to Chung, Little and Steinberg, (2005), common markers that signal adult status include mastery and competence, in which people develop the ability to participate in social activities of production and culture including achieving educational and vocational markers. Also, interpersonal relationship and social functioning which allow for appropriate interactions with others, intimate relationships and responsibility for the community in which they are part as well as self- definition and self-governance, in which people have a positive sense of themselves, their worth, ability to behave responsibly and in the absence of external supervision. Thus the age of respondents is important to this study since it is intended to address the psychosocial maturation of the youth after their incarceration experience. Psychosocial maturation generally indicates social, emotional and financial independence. Secondly, in Ghana, the mean age of 23 years is an indication of maturity of respondents which indicates their ability to understand the experiences they had been through at the centre and what its impact had been on their lives. Table 4.1 highlights the results.

Table 4.1: Ages of the Respondents

Characteristic	Frequency	Percent (%)
<i>Age</i>		
22	40	40.0
23	20	20.0
24	40	40.0
Total	100	100.0

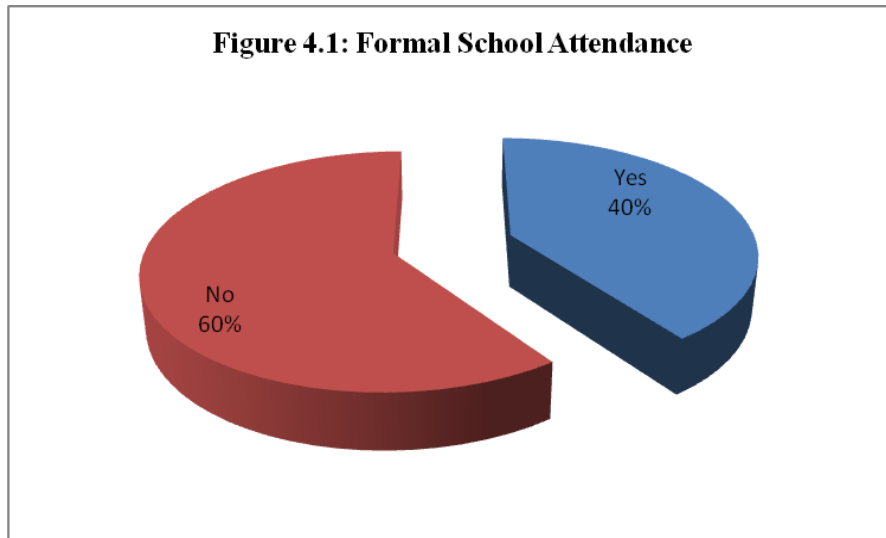
Source: Field Survey, 2011

From the data collected the ages of the respondents ranged from 22 to 24 years with a mean age of 23 years. This indicates that the discharge youth were incarcerated between the ages of 14 and 15 that is at a very young stage of their life and thus may take a longer time to reach psychosocial maturation and consequently to adulthood. Chung, Little and Steinberg (2005) identify institutionalization as the sanction that may have the greatest impact on young offenders' ability to achieve psychosocial maturity.

5.2.3 *Formal Education Attendance*

Formal school education is one of the most important variables in this assessment. Delinquency has been found to be a major end product of children who have drop out of school. The need to verify the educational background of respondents was necessary.

Figure 4.1 illustrates the data.



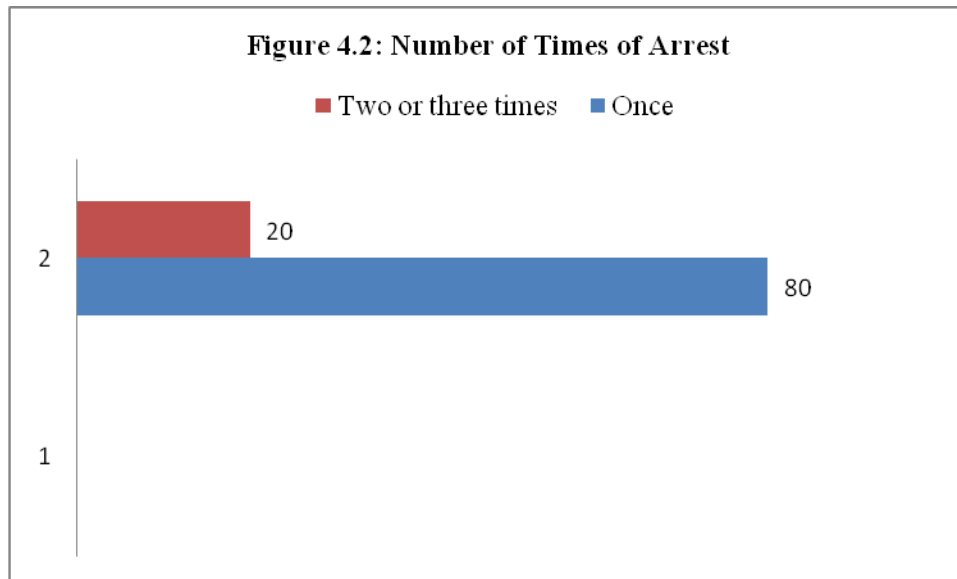
Source: Field Survey, 2011

When the respondents were asked to indicate whether they have ever attended formal school, a larger majority (60%) indicated that they have never attended formal school, only about two-fifths (40%) attended formal school. Even those who have ever attended formal school only reached the primary level before their committal. The results agreed with the conclusion of Skullken [1959] that children who experiences school failure easily develops patterns of delinquency and are more susceptible to delinquent behaviors.

5.2.4 *Number of Times of Arrest*

The juvenile Justice system of the country is intended to provide an avenue through which the juvenile offender once in contact with the law is to be processed outside the formal system but will be within the juvenile justice administration where he is supervised, counseled and guided to socially acceptable behavior. The underlying principle to this question is to find out how many times respondents had had contact with the law as this would well inform the researcher as to the effectiveness of the juvenile justice system. Where juveniles offences are ignored it may creates a vacuum in which the young offender becomes more daring and crime life may thus become a

normal way of life. However, a juvenile who on the first contact with the law is provided with a forum, where he is made to accept responsibility for his action and a process to guide him out of delinquency will more easily desist from crime. Figure 4.2 provides information on the number of arrests.



Source: Field Survey, 2011

On the number of times respondents were arrested by the police, four-fifths (80%) said twice, a fifth (20%) indicated that they were arrested by the police once. The results showed that all the juveniles [100%] have had contact with the law before their incarceration.

However, that majority of respondents, [80 per cent] had been arrested twice for various offences and continued to reoffend before being incarcerated depicts a juvenile justice system that shows a gap between theory and practice. Theoretically, the Juvenile Justice Act (ACT 65) is believed to be one of the best legislations designed to provide various platforms (informal and formal) in the reformation of the juvenile offender from the beginning of his or her delinquency. That is, from the very first delinquent behavior, the community has the opportunity to guide the juvenile out of

his or her negative behavior. However, this research indicates that the well crafted Juvenile Justice Act (ACT 653) has not been implemented to the letter that the juvenile can offend as many times as possible without any intervention from the community.

5.2.5 Type of Offence

The rationale behind establishing the type of offence for which the young persons were committed becomes relevant in this study because the research wants to find out which offence[s] the juveniles were involved in and how serious were the offences. Also the perception was that most juveniles were incarcerated on minor offences.

All the respondents (100%) indicated theft, fraud and robbery as the offences for which they were committed. These are serious crimes which the respondents were involved in, thus one wonders the collaboration between the law enforcement agencies and the administrators of the juvenile justice system. How possible could it be that juveniles involved in fraud and robbery cases could be left out of the juvenile justice system, which would have began providing treatment programs at the earliest stages of their criminal behaviors and thus be guided out of future criminal acts. Certainly, there seems to be a gap and a lack of cooperation between the administrators of the juvenile justice system, the law enforcement agencies, parents and the communities as a whole

5.2.6 Number of Years Spent at the Centre

Harney [2003] argues that the longer people are incarcerated the more significant their personal transformation. He explains that the impact is more profound on those entering at an early age

because they are less able to make their own choices. For these individuals, he continued, institutionalization [that is adopting the incarceration culture as opposed to retaining social norms of free persons] may last longer and occur more quickly.

He further stated that ‘regardless of what they have done, they are in an uncertain, uninformed state of social- identity... Not only are you putting them in a situation where they have nothing to rely on but their own, underdeveloped internal mechanisms, but you are making it impossible for them to develop a healthy functioning adult social identity. You are basically taking someone who’s in the process of finding out who they are and twisting their psyche in a way that will make it very, very difficult for them to ever recover’.

This variable is included in the study as a measure of deprivation. Deprivation theorists suggest that the longer an individual is incarcerated, the more indoctrinated they become to detention life, and the less likely they can be productive upon release.

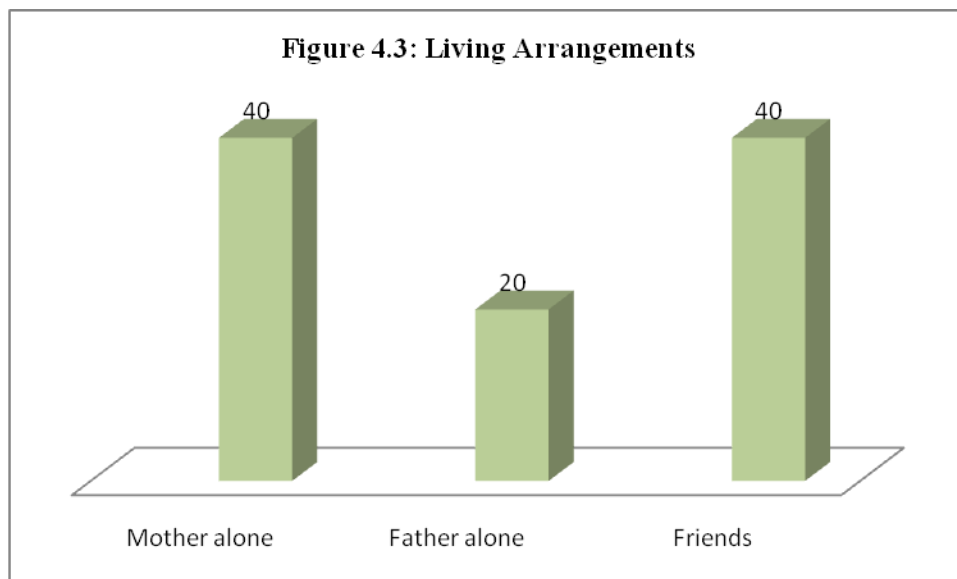
It is, expected that most would have completed their vocational skills training as well as have a major attitudinal and behavior modification based on the skill training, the counseling and moral modification therapies undertaken at the centre. However the study confirms the Deprivation theory that the longer an individual is incarcerated the more indoctrinated they become to detention life, and the less likely they can be productive upon release.

All the respondents (100%) who participated in the research indicated that they spent about three years [maximum] at the correctional centre however from the results of the study none is into any meaningful socio-economic activity. Singer and McDowall (1987), stated that there is no

empirical evidence that long sentences reduce youth crime. They continue that, juvenile incarceration has not been particularly successful in producing better young citizens.

5.2.7 *Living Arrangements of the Respondents*

Abotchie and Senah (1987) have linked juveniles who are into delinquency to broken homes since it is within the family that the child internalizes those beliefs, values, attitudes, and general patterns of behavior that give direction to subsequent behaviors. Because the family is the initial transmitter of the culture (through the socialization process) and greatly shapes the personality characteristics of the child, considerable emphasis has been given to family structure, functions, and processes in delinquency research (Smith and Stern, 1997). Figure 4.3 highlights living arrangements of respondents prior to incarceration.



Source: Field Data, 2011

The study tried to ascertain the living arrangements of respondents by asking respondents whom they lived with prior to their incarceration, most (40%) each lived with their mothers alone and

with their friends while those who lived with their fathers alone constituted about 20 per cent of the respondents. Secondly a critical look at the social background of the respondents indicates that the majority, [84%] were from broken homes or were not living with both parents. This confirms much of the literature on juvenile crime which put broken homes as a major contributory factor to juvenile crime. It is noted that the family is the primary socialization agent and its absence in the life of the young person deprives him or her from acquiring the societal norms and values that are expected of him or her. It thus predisposes the juvenile to acquire these cherished values on his own and most often on the street and with peers who are already into deviancy. Of course this thus not indicate that single parents are not capable of providing quality guidance and control to their children but it is an indicative of a phenomenon where single parents are increasingly finding it difficult to provide the basic needs and quality time with their children. These results seem to confirm Abotchie and Sena's (1987) assertion that broken home is a major contributory factor in juvenile delinquency in the country.

5.3 Section B

5.3.1 *Treatment Programs and Reformation of Juvenile Offenders*

The issue of offender reformation is a controversial and contested one. The flashpoints include debate over the effectiveness of the treatment programs and the view that, even if treatment does reduce reoffending the offenders do not deserve the opportunity to learn new skills and ultimately a chance to better their lives. Instead, it is believed they should be humanely contained and the focus of sentencing should be on retribution rather than treatment [Garland, 2001]. However, what is increasingly clear is that it is possible to reduce reoffending rates by treating or rehabilitating offenders as opposed to simply incarcerating them. Lipsey *et al.* [2000] stated that

until relatively recently, the common wisdom was that “nothing works” in rehabilitating juvenile offenders. However, recent research demonstrates that there are effective programs for rehabilitating juvenile offenders.

The first objective of this study was to examine the impact of the treatment programs of the Swedru Junior Boys Correctional Centre on juvenile reformation. In order to realize this objective, the following hypothesis was raised and tested:

Null Hypothesis [H₀]:

There is no significant relationship between effective treatment programs and high reformation of juvenile offenders at the Swedru Junior Boys’ correctional centre.

Alternate Hypothesis [H₁]:

There is a relationship between effective treatment programs and high reformation of juvenile offenders at the Swedru Junior Boys’ Correctional Centre.

The data in Table 4.2 indicate the relationship between respondents’ rating of the effectiveness of treatment programs and their level of reformation. With regard to counseling, the Pearson’s product moment correlation coefficient (r) value is 0.047, with an associated probability (p) value of 0.63. This associated probability of 0.63 is greater than the preselected significance (Type 1 Error 1 Level) of 0.05, showing that the correlation is not statistically significant at the $p < 0.05$ level. This means that the counseling provided at the centre was not effective and therefore did not have any positive impact on the reformation of the juvenile offenders. This suggests that there is a greater need for adequate counseling resources.

For moral training, there is a Pearson's r value of 0.143 and an associated probability (p) value of 0.15. This associated probability is greater than 0.05 level of significance, showing that the correlation is not statistically significant at the $p < 0.05$ level. The test indicates that, the moral training given to graduates at the centre was not effective and did not contribute to the reformation of the juvenile offenders at the Swedru Junior Boys correctional center.

As regard to the education and literacy program, the correlation coefficient of Pearson's r value is 0.113, with an associated probability (p) value of 0.26. Since the associated probability (p) value is greater than the 0.05 significance level, there is no statistically significant relationship at the $p < 0.05$ level. What this implies is that, the education and literacy program offered proved to be poor thus did not have any positive impact on the reformation of the juvenile offenders and this leaves the young persons at a greater disadvantage when they get out as they may not be at the same educational level as their peers in the community. This also increases the need for an effective vocational skill training, if anything at all, rather than an academic program which inevitably limits the range of opportunities they will have in the job market which in the long-term affects their financial stability.

Finally, the correlation between respondents rating of the vocational skills training and reformation produced a Pearson's r value of 0.023 and an associated probability (p) of 0.82. Since the associated probability is greater than 0.05 level of significance, the correlation between vocational skills training and the level of reformation of the juvenile offenders is not statistically significant at the $p < 0.05$ level. Thus, the vocational skills training given to the graduates did not

have positive effects on their reformation process. In effect, the treatment programs were not effective and did not contribute to high reformation in terms of the number of discharged young offenders participating positively in the socio-economic development of their communities.

During a key informant interview, one of the professionals providing reformatory services at the Swedru Junior Boys Correctional Centre said:

“The treatment programs especially the vocational skills is not effective because we lack the necessary logistics and funding to train the children. Thus the children do not acquire adequate skills to set up their own businesses. Some children also do not have interest in them and this affects their learning of the work.” He continued that “none of the officers had training in counselling or behaviour modification strategies thus they depend on their own skills and experiences in the attempt of modifying offenders behaviours”.

The above remark portrays the ineffectiveness of the treatment programs of the Swedru Junior Boys correctional centre hence the need for the centre to focus on improving or changing its treatment programs and processes in order to positively impact on its inmates.

Table 4.2: Correlation coefficients of Effectiveness of Treatment Programs and the Level of Reformation of Juvenile Offenders

Treatment programs	N	Pearson's r	P-value	Sig. level tested	Remark
Counselling	100	0.047	0.63	0.05	Ns
Moral training	100	0.143	0.15	0.05	Ns
Education & literacy	100	0.113	0.26	0.05	Ns
Vocational skills training	100	0.023	0.82	0.05	Ns

ns = not significant at $P > 0.05$ level

5.4 Section C

5.4.1 *Institutional Culture and Reformation of Juvenile Offenders*

The second objective of this study was to assess the institutional culture of the Swedru Junior Correctional Centre as conducive to reformation. The following hypothesis was raised and tested in order to achieve this objective.

1. State the Null and Alternate Hypotheses: The Null and Alternate hypotheses are stated as follows:

H₀: There is no significant relationship between a favourable institutional culture and high reformation of juvenile offenders at the Swedru Junior Correctional Centre.

H₁: There is a significant relationship between a favourable institutional culture and high reformation of juvenile offenders at the Swedru Junior Correctional Centre.

2. State the level of significance: Normally a level of significance of 5 per cent is chosen. The level of significance is symbolized by alpha (α), i.e., $\alpha = 0.05$.

3. Calculate the degrees of freedom: The degrees of freedom (df) = $(C-1)(r-1)$, where 'C', is the number of columns and 'r' is the number of rows.

$$df = (5 - 1) (4-1)$$

$$df = 12$$

$$df = 12 \text{ at } \alpha = 0.05$$

$$= 21.026$$

$$X^2 \text{ critical} = \mathbf{21.026}$$

4. Compute the test statistic

Table 4.3: Cross-tabulation of Respondents rating of their Level of Reformation by their Description of Favourableness of the Institutional Culture on Reformation

Level of reformation		Respondents' responses to institutional culture favourableness					Total
		Very unfavourable	Unfavourable	Mixed: about equally favourable & unfavourable	Favourable	Very favourable	
Low	Count	4	7	6	1	6	24
	Expected count	6.0	7.7	4.3	1.7	4.3	24.0
Medium	Count	6	8	0	3	2	19
	Expected count	4.8	6.1	3.4	1.3	3.4	19.0
High	Count	6	8	5	1	0	20
	Expected count	5.0	6.4	3.6	1.4	3.6	20.0
None at all	Count	9	9	7	2	10	37
	Expected count	9.2	11.8	6.7	2.6	6.7	37.0
Total	Count	25	32	18	7	18	100
	Expected count	25.0	32.0	18.0	7.0	18.0	100.0

Source: Field Survey, 2010

$$\chi^2 = \frac{\sum (f_o - f_e)^2}{f_e}, \text{ where } f_o, \text{ is the observed count and } f_e, \text{ the expected count}$$

$$\chi^2 \text{ obtained} = \frac{\sum (f_o - f_e)^2}{f_e}$$

Chi-Square Table 1

Fo	fe	(fo – fe)	(fo – fe) ²	$\frac{\sum(fo - fe)^2}{Fe}$
4	6.0	-2	4	0.67
7	7.7	-0.7	0.49	0.06
6	4.3	1.7	2.89	0.67
1	1.7	-0.7	0.49	0.29
6	4.3	1.7	2.89	0.67
6	4.8	1.2	1.44	0.3
8	6.1	1.9	3.61	0.59
0	3.4	-3.4	11.56	3.4
3	1.3	1.7	2.89	2.22
2	3.4	-1.4	1.96	0.58
6	5.0	1	1	0.2
8	6.4	1.6	2.56	0.4
5	3.6	1.4	1.96	0.54
1	1.4	-0.4	0.16	0.11
0	3.6	-3.6	12.96	3.6
9	9.2	-0.2	0.04	4.35
9	11.8	-2.8	7.84	0.66
7	6.7	0.3	0.09	0.01
2	2.6	-0.6	0.36	0.14
10	6.7	3.3	10.89	1.63
				X² obtained = 21.09

5. **Decision Rule:** Compare the calculated value (χ^2 obtained) with critical value that will cause rejection or acceptance of the Null hypothesis. The rule of thumb is,

1. Accept the Null hypothesis if the calculated value (χ^2 obtained) is less than the critical value.
2. Reject the Null hypothesis if the calculated value (χ^2 obtained) is greater than or equal to the critical value.

6. Conclusion

From the calculations, the X^2 calculated value (21.09) is greater than X^2 critical value (21.026) at 12 degrees of freedom. The null hypothesis is therefore rejected. This indicates that there is a significant relationship between a favourable institutional culture and high reformation of juvenile offenders at the Swedru Junior Correctional Centre. This is interpreted to mean that there is a statistically significant relationship between the respondents' description of the favourableness of the institutional culture and their reformation. This implies that the institutional culture was favourable in terms of the food, beddings, rules, punitive measures, general beliefs and practices and thus did contribute to high reformation of the juveniles who have passed through its walls for a responsible adult life. The results support Sykes [1958], who observes that the adjustment of inmates to institutional life and therefore towards reformation is primarily a result of the institutional environment itself. He further indicated that a friendly or favourable environment facilitates the reformation of the juvenile offender.

Though the null hypothesis was rejected, during a key informant interview with the professionals providing reformatory services at the Swedru Junior Boys Correctional Centre, one of them said:

"I think the institutional culture is not favourable to the boys reformation, the food provided is not the best, the dormitory is not well kept, there are holes in the nettings at the windows thus providing space for mosquitoes to enter the dormitory. Clothing's are not provided to the offenders thus they look dirty, unkempt and always smelling.

"Again due to the open nature of the centre the boys easily have access to drugs like marijuana and alcohol. These make them aggressive, uncooperative and are constantly fighting and injuring themselves. Even though we know they have rights most often we have to be very hard on them. Thus these negative experiences make the correctional centre's environment unfavourable towards inmate reformation. Given the conditions at

the centre, we the staff are not encouraged or motivated because the environment or institutional culture (i.e. food, beddings, rules, punitive measures, behavior of inmates) is not friendly for high reformation”..

5.5 Level of Professionalism of officers engaged in the Treatment of Juvenile Offenders and the Reformation of Juvenile Offenders

The third objective was to investigate the level of professionalism of the officers implementing the reformation programs at the Swedru Junior Correctional Centre. In order to accomplish this objective, the following hypothesis was raised and tested:

1. State the Null and Alternate Hypotheses: The Null and Alternate hypotheses are stated as follows:

H₀: There is no significant relationship between high level of professionalism of officers engaged in the treatment of juvenile offenders and the high reformation of juvenile offenders at the Swedru junior correctional centre.

H₁: There is a significant relationship between high level of professionalism of officers engaged in the treatment of juvenile offenders and the high reformation of juvenile offenders at the Swedru Junior Correctional Centre.

2. State the level of significance: Normally a level of significance of 5 per cent is chosen. The level of significance is symbolized by alpha (α), i.e., $\alpha = 0.05$.

3. Calculate the degrees of freedom: The degrees of freedom (df) = (C-1) (r-1), where ‘C’, is the number of columns and ‘r’ is the number of rows.

$$df = (5 - 1) (4-1)$$

$$df = 12$$

$$df = 12 \text{ at } \alpha = 0.05$$

$$= 21.026$$

$$X^2 \text{ critical} = \mathbf{21.026}$$

4. Compute the test statistic

Table 4.4: Cross-tabulation of respondents rating of their level of reformation of juvenile offenders by Level of professionalism of officers engaged in the treatment of juvenile offenders

Level of reformation		Respondents responses to professionalism of officers					Total
		Poor	Fair	Good	Very good	Excellent	
Low	Count	8	9	7	7	4	35
	Expected Count	10.8	9.4	6.3	5.2	3.2	35.0
Medium	Count	4	6	6	2	2	20
	Expected Count	6.2	5.4	3.6	3.0	1.8	20.0
High	Count	9	8	4	3	0	24
	Expected Count	7.4	6.5	4.3	3.6	2.2	24.0
None at all	Count	10	4	1	3	3	21
	Expected Count	6.5	5.7	3.8	3.2	1.9	21.0
Total	Count	31	27	18	15	9	100
	Expected Count	31.0	27.0	18.0	15.0	9.0	100.0

Source: Field Survey, 2010

$$\chi^2 = \frac{\sum (fo - fe)^2}{fe}, \text{ where } fo, \text{ is the observed count and } fe, \text{ the expected count}$$

$$\chi^2 \text{ obtained} = \frac{\sum (fo - fe)^2}{fe}$$

Chi-square Table 2

Fo	Fe	(fo – fe)	(fo – fe) ²	$\frac{\sum(fo - fe)^2}{Fe}$
				Fe
8	10.8	-2.8	7.84	0.73
9	9.4	-0.4	0.16	0.02
7	6.3	0.7	0.49	0.08
7	5.2	1.8	3.24	0.62
4	3.2	0.8	0.64	0.2
4	6.2	-2.2	4.84	0.78
6	5.4	0.6	0.36	0.07
6	3.6	2.4	5.76	1.6
2	3.0	-1	1	0.33
2	1.8	0.2	0.04	0.02
9	7.4	1.6	2.56	0.35
8	6.5	1.5	2.25	0.35
4	4.3	-0.3	0.09	0.02
3	3.6	-0.6	0.36	0.1
0	2.2	-2.2	4.84	2.2
10	6.5	3.5	12.25	1.88
4	5.7	-1.7	2.89	0.51
1	3.8	-2.8	7.84	2.06
3	3.2	-0.2	0.04	0.01
3	1.9	1.1	1.21	0.64
				X² obtained = 12.57

5. **Decision Rule:** Compare the calculated value (χ^2 obtained) with critical value that will cause rejection or acceptance of the Null hypothesis. The rule of thumb is,

1. Accept the Null hypothesis if the calculated value (χ^2 obtained) is less than the critical value.
2. Reject the Null hypothesis if the calculated value (χ^2 obtained) is greater than or equal to the critical value.

6. Conclusion

The results obtained from the calculations show that the X^2 calculated value (12.57) is less than X^2 critical value (21.026) at 12 degrees of freedom. The null hypothesis therefore, is accepted. This shows that there is no statistically significant relationship between the level of reformation of juvenile offenders and the level of professionalism of officers engaged in the treatment of juvenile offenders. This means that the level of professionalism of officers providing reformatory services at the centre did not contribute to reformation of the graduates who have passed through the centre for a responsible adult life.

The results further explained why the juveniles have not been reformed. From the data, the staff does not act in a manner that is consistent with effective parenting necessary to create an environment to facilitate reformation and motivate the confined inmates towards high reformation. According to Baldry and Farrington (2000) cited in *Growing Up Behind Bars: Confinement, Youth Development and Crime*, the more relationships that youth have with caring adults, the lower their risk-taking behavior and the greater likelihood that they will resist dangerous influences, succeed in school, and exhibit fewer behavior problems including delinquency. Such relationships with adults offer occasions for youth to be mentored to adhere to positive norms and values.

During the key informant interview, one of the professionals said:

“These boys are so cunning and dangerous; a little relaxation of rules or trying to be friendly with them will result in chaos. We try to treat them as our children, we know the importance of that to their reformation, but it is hard because of their criminal behaviors. They are always looking for an opportunity to do evil thus we most of the time are not affable to them. Apart from these, we lack professional training, thus the few of us are under pressure trying to monitor and supervise and modify their behavior. Meanwhile, to

a larger extent the impact of the correctional programs on inmates depends very much on the implementers.”

“Staff problems seem to be the basis of many of the problems at the Swedru Junior Correctional Centre. With a more professional staff reformation of the juvenile offender may be better addressed. Thus measures must be taken to implement better recruiting, training and support programs for staff increased salaries.”

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

This study set out to investigate the extent to which the Swedru Junior Boys Correctional Center facilitated the reformation of juvenile offenders who have passed through its walls for a responsible adult life. Two important criminological theories were used as a framework to guide the study. These are the Importation and the Deprivation theories postulated by Sykes (1958), Goffman (1961) and Irwin and Cressey, (1962). The purpose was to inform how extreme deprivation, that is detention to a juvenile centre during an important developmental period of a young person may impact his or her ability to reform and transit to a responsible adult while the Importation theory explained how the juveniles reformation may be negatively impacted by the unique characteristics, attitudes and experiences that he or she may enter the correctional centre with.

The research activities undertaken were cross-sectional using both quantitative and qualitative research strategies. The study population was made up of discharged inmates who have graduated from the centre for the past 5 years and professional officers providing the reformatory services. There was no need for sampling since all the 109 discharge inmates and the seven professional officers were considered for the study. However, in the actual data collection the researcher could not contact all the 109 graduates, only 100 graduates were contacted and used for the study. Face-to-face interview was used to collect data and the data were also analyzed using Pearson Product Moment Correlation and Chi-Square (χ^2) Statistics.

The findings showed that the treatment programs (counselling, moral training, vocational skills training, education & literacy program) were not effective and therefore did not have any positive impact on the high reformation of the juvenile offenders. Also, it was revealed from the findings that a statistically significant relationship existed between the respondents' description of the favourableness of the correctional centre's institutional culture and their reformation. The professionals however, indicated that the correctional centre's institutional culture was not favourable in terms of the food, beddings, rules, punitive measures and general beliefs and practices and did not contribute to high reformation of the juvenile offenders. Finally, the study found no statistically significant relationship between the level of reformation of juvenile offenders and the level of professionalism of officers engaged in the treatment of juvenile offenders. This means that the level of professionalism exhibited by the officers was inimical to high reformation of graduates who have passed through the centre for a responsible adult life.

Based on the analysis, it was evident that the current conditions and reformation processes at Swedru Junior Boys' correctional centre do not meet the standards of a habitably friendly, educational and reformative facility. The poor conditions coupled with the lack of professionalism and an evidence-based reformation programs at the centre resulted in negative outcomes among its discharged inmates. Basics to this assertion were however dependent not only on the conditions at the centre nor of the reformation processes, but also, inmates attitudes and behaviors that they have already formed before been committed into the correctional centre which may have led to their negative adjustment towards reformation. Thus, it's often inferred that the correctional centre hardly facilitate reformation, and that, many of its graduates either

become burden on their parents and society or finds themselves into adult prisons, as findings affirmed.

The following are the main conclusions of the study based on the objectives:

With reference to the first objective, the study found out that the treatment programs of the centre did not have any positive impact on the young offenders who participated in the research.

This is because the treatment programs were ineffective, not based on any empirically tested theories. Apart from the vocational skills program which had a semblance of seriousness attached to it, the rest of the programs are based on the discretion of the officers implementing them. Again these officers have no specific training in any reformation programs while only one of the officers is a graduate and incidentally is more into the administration of the centre. The vocational skills training program, which seems to be the flagship of the correctional centre, lacks the requisite tools and logistics that could facilitate adequate training.

Likewise the institutional culture of the centre was found not to be conducive in facilitating juvenile reformation. This is due to the fact that funding provided to the centre by the Department of Social Welfare is inadequate. Thus the juveniles are not provided with adequate accommodations. The rooms are unhygienic and smelly with worn out mattresses. The nettings on the windows of the dormitories are torn providing room for insects and mosquitoes to invade the room. Juveniles are not provided with adequate clothing thus are at the mercy of the weather, while their clothes are worn out and smelly. Foods provided to the young offenders are insufficient and are provided at the pleasure of the kitchen staff. Physically and mentally the juveniles in confinement at the Swedru Junior Boys' correctional centre were weak and not ready of adjusting to the reformation process at the centre.

Again the open nature of the centre, even though appropriate, made room for other delinquent boys from the Swedru township to interact with the inmates thereby providing them with drugs such as marijuana and alcohol which defeats one of the purposes of confinement, that of keeping them away from the influences of other delinquents.

Excessive punishments and seclusion as a method of correctional measures makes inmates uncooperative and most often rebellious towards correctional officers. These conditions at the Swedru Junior Boys' correctional centre, makes its institutional culture unfavourable towards the reformation of the juvenile offender.

Finally, the officers recruited to provide treatment at the centre were also found to be lacking the professionalism required of such category of persons. The officers lacked any previous experience in working within a correctional centre. Past experience would have enabled the officers understand certain characteristics of the young offenders and some of their attitudes within the correctional centre likewise, the only training they ever had before been employed at the centre was a Certificate in social Work. Berk (1985) studied the relationship between educational levels and the behavior management skills of treatment staff working with children in institutional settings and found that college- educated (B.A. level) staff use verbal forms of encouragement and reinforcement three times more frequently than non –B.A. staff. Thus the behavior management skills of B.A. staff were rated three times better than non-B.A. staff and significantly, more effective.

Again, none of the officers ever had a specific training in a reformatory treatment program. As a result, the quality and effectiveness of the reformatory treatment programs are deficient and do not have any positive impact on the confined juveniles.

Also, the officers at the Swedru Junior Boys' correctional centre complained of low remuneration which also affected their output and job satisfaction.

The mission of the Correctional centre is to provide industrial training and any other instruction, and also to subject the juveniles to discipline and moral influence conducive to their reformation and of the prevention and repression of crime. In other words the Correctional centre is to reform the young offenders so that they become responsible citizens who can contribute their quota to the development of the society. However the main finding of this study is that the Swedru Junior Boys' correctional centre did not have any positive impact on discharged inmates who participated in the research. Practically, the results obtained from this study enabled us to understand in a broader context, the impact of the Swedru Junior Boys' Correctional Centre in the reformation of juvenile offenders.

Recommendations

6.2 Policy Implications of the Study

Having confirmed the perception of parents, discharged youths and practitioners of juvenile justice, the following recommendations will be crucial for future policy implications.

6.2.1 Introduce Effective Treatment Programs within the Correctional Centre

The study suggests that the Swedru Junior Boys Correctional Centre lacks the required evidence-based treatment programs (counseling, moral training, vocational skills training, education & literacy program) needed to reform the juvenile offender adjudicated by the courts of needing institutional care. Martinson, (1974) in his essay asked "isn't it true that a correctional facility

running a truly rehabilitative program- one that prepared inmates for life on the outside through education and vocational training- will turn out more successful individuals than will a prison which merely leaves its inmates to rot?”

Acknowledging that, much intervention is focused on reducing impairments such as counteracting their deviant behavior, the study recognizes that residential treatment may have other functions, such as providing a safety net, punishing the juvenile or minimizing the harm juveniles can do to themselves or others. However the primary mission of the Swedru Junior Boys' Correctional Centre is reforming the juvenile offender so that he can participate in the development of his community and that of the Ghanaian society as a whole.

To be able to achieve this goal the centre must have available programs that will help resolve the host of problems commonly faced by the incarcerated juveniles. It is noted that detention has the potential of creating a tremendously negative impact on some juveniles, hence its programs must have the depth of services required to meet the needs of a wide range of juveniles. The study however reveals that the Swedru Junior Boys Correctional Centre have not had any significant impact on the lives of its inmates. Treatment programs did not have any impact on the young offenders. Apart from the vocational skill training, which seems to be the only reformatory program with a semblance of importance attached to it, the rest of the programs are not empirically based. These programs are left to the discretion of the officers at the centre.

After 5 years of been discharged from the centre none of the former inmates who have been part of the research is doing anything worthwhile, neither are they making use of the vocational skills they were attached to. Some of the former inmates the researcher was unable to access are said

to have been imprisoned for other crimes after coming out of the Swedru Junior Boys Correctional Centre.

6.2.2 Provide Individual Therapy to Juvenile offenders

It is recommended that relevant stakeholders should introduce a comprehensive and individualized scientific therapy to juveniles. Juvenile offenders have different experiences. In view of this, the correctional centre should take into consideration the specific needs of inmates with respect to their experiences as juvenile offenders. This will serve not only to ensure juvenile offenders receive tailored, sustainable assistance from the centre at every stage in the rehabilitation and reformation process, but also help to prevent them from recidivism.

Gronsdahl, MacAlister and Cohen (2007) in their explanation of the Importation theory argued that the juveniles committed into the correctional centre are characterized by mental health problems such as conduct disorder, depression, poor traumatic stress disorder as well as alcohol and drug abuse while Irwin and Cressey (1962) in their expose on the importation theory explained that adjustment to a correctional centre and its processes of reformation is primarily a result of the unique characteristics, attitudes and experiences of the inmate that are manifested prior to incarceration. It is therefore necessary that each juvenile offender be professionally assessed mentally and behaviorally before been admitted into the centre. The assessment process will enable the offender's characteristics to be matched with the correctional programs that suits the individual's personal and interpersonal circumstances, level of motivation and learning style. This will also ensure that intervention is personally relevant and to maximize engagement with treatment.

In this vein it is imperative that the centre is assisted to develop specific theoretically informed methods and strategies that are geared towards juvenile reformation. Andrew and Bonta (2003) stress that there are six main elements required in correctional programs if they are to be effective.

Specifically, they must be:

- (1) Cognitive- behavioral in orientation:
- (2) highly structured, specifying the aims and tasks to be covered in each session:
- (3) Implemented by trained, qualified, and appropriately supervised staff:
- (4) delivered in the correct manner and as intended by program developers to ensure treatment integrity,
- (5) Manual based;
- (6) Delivered within settings with personnel committed to the ideals of rehabilitation and a management structure that supports rehabilitation and program integrity.

6.2.3 Provide a Conducive Environment

Another finding of this study was that correctional centre's institutional culture was not favourable in terms of the food, beddings, rules, punitive measures and general beliefs and practices and did not contribute to high reformation of the juvenile offenders who have passed through its walls for a responsible adult life. According to Sykes (1958) the adjustment of inmates to institutional environment and towards reformation is primarily based on the institutional environment. In addition, inability of youths to perceive warmth in staff could reduce opportunities for youth development and increase opportunities for adverse encounters between staff and juveniles. Sykes (1958) again stated that resorting to sources of power such as

intimidation, force and so on could have an adverse impact on confined juveniles and undermine the stability of the treatment programs. Martinson, (1974) queried that “isn’t a truly successful rehabilitative institution the one where the inmate’s whole environment is directed towards true correction rather than towards custody or punishment?” Furthermore, Carbone and Lynch (1983) found that the inconsistent behavior of staff when enforcing detention centre rules increased undesirable behavior in the youth and actually reduced their compliance rate. The study therefore recommends that relevant stakeholders should focus on providing favourable living conditions and protect juveniles from abuse and use of excessive force and undue seclusion. The offenders should be provided with effective and realistic process to raise grievances without exposing them to retribution. Trained and independent investigators should be employed to ensure that all incidences of abuse are thoroughly investigated, documented and actions taken. Finally the philosophy of the centre should be based on the innocence of the child and that reformation is possible.

6.2.4 *Provide Regular in-service Training to Staff*

A major problem identified by the study is the lack of trained staff at the Swedru Junior Boys’ Correctional Centre. Meanwhile the impact of the correctional programs on inmates depends very much on the implementers. Bazemore, Dicker, and Nyhan [1994] found that training to enhance staff- juvenile relations had positive effects on staff attitudes and results in an overall reduction in problem situations such as staff –juvenile conflict, fighting among juveniles, use of isolation, and abuse reports against staff. Dryden (1996) explains that staff training means to have the staff reflect on their methods, which informs therapeutic practice. Also that it provides space where tensions can be brought into the open and given thought. The importation theory

indicates that juveniles enter the correctional center with attitudes, behavioral and mental health problems that they have already acquired before incarceration thus according to Smith and Nyland (1997) treatment staff must show a respectful stance for each juveniles preferences, desires, commitments and unique abilities. It is therefore necessary that staff must comprehend the nature of each youth's needs, how these are connected to his or her treatment plan and how to help the juvenile fit into the structure of the correctional centre. It is only through professional training that staff can realized these goals.

In-service training has as its purpose the development of technical skills needed to manage disruptive behaviors, engage in problem solving dialogue, monitor progress and regression of inmates. Therefore, when treatment staff has an idea of what a youth lacks through the therapeutic use of daily events, staff helps the youth with integration or adjustment into the correctional centre, also, with the development of emotional trust in staff, juveniles interactions treatment becomes possible. There is no doubt that training maintains the quality of service offered , is educative and focuses on developmental aspects of staff which in the long run serves as a motivation to them.

Most of the treatment staff interviewed at the Swedru Junior Boys' Correctional Centre did not have any specialized training, instead they had courses in general social work and only one had a first degree in social science hence steps must be taken to provide specialized training to the staff of the centre. It is obvious that staff that rely on common sense and do not develop professionally will often become frustrated on the job. Grosch and Olsen (1994) theorized that worker burn-out occurs from lack of gratification in professional and personal life. It is therefore recommended

that relevant stakeholders should provide effective training to the officers at the centre. Subsequently, qualified staff with

Specific competences should be employed. Regular in-service training should be organized to enhance their skills and their knowledge of the different parts of their job. The training should also focus on educating professionals to act in loco-parentis for the inmates. Lack of data, particularly with respect to aftercare for young offenders discharged from the centers' is a key factor that impedes critical assessment of their post- incarceration. Finally the study results suggests that policymakers might be able to broaden the scope of methods use to rehabilitate juvenile offenders. By expanding policy options this would hopefully allow for more efficient ways of reforming young offenders.

6.2.5 Introduction of Assessment and Treatment Planning Process during Admissions

The study acknowledges that all youth are on a challenging developmental path toward adulthood. While manifesting unique characteristics juveniles share many common features during their development process. Thus juveniles should be seen in a manner that recognizes individual differences within universal domains. These domains include physical and mental health, cognitive abilities, educational achievement, family support, and interpersonal styles.

Based on this perspective, each juvenile committed to the correctional centre must receive a comprehensive assessment that should result in a complete plan of care and subsequently, an individualized treatment plan.

Therefore on admission, there should be an assessment and treatment planning process. The assessment team should engage the juvenile in a comprehensive assessment in accordance with the centre's Assessment and Treatment Planning Policy.

An individualized treatment plan should be developed, implemented and revised as the need arises. The treatment plan should include assignments to specialized programs that will facilitate the juvenile's reformation.

6.2.6 *Implementation of Child Panels*

Osgood, et al. (2005) explains that if support, direction, and resources are invested in 'malleable' young people, there is ample reason to believe normal development and productivity in adulthood will occur. The study revealed that all (100%) the respondents had had an interaction with the law at earlier stages of their life before finally being committed at the correctional centre.

During these incidents the law enforcement did not refer the juvenile to an appropriate institution for guidance and counseling but rather released them to their guardians who also did not take action. It was however expected that from the very first contact with the law there would be measures and programs within the juvenile justice system tailored towards guiding the juvenile out of delinquency and also assisting his family to overcome disorders within the home that may have triggered the delinquency.

The Children's Act of 1998 (ACT 560), Sub-Part 1 of Part 11, Section 27 stipulated the establishment of Child Panels to serve as a quasi-judicial adjudicating forum within the communities. The Child Panels are a new community-based structure that is to mediate in

criminal and civil matters which concern a child. They are also to assist in victim – offender mediation in minor criminal matters and seek to facilitate reconciliation between the child and any person offended by the action of the child.

Again a Child Panel may decide to impose a Community Guidance Order on a child with the consent of the parties concerned in the matter. The Order is to place the child under the guidance and supervision of a person of good standing in the local community for a period not exceeding six (6) months for purposes of his reform. Finally the Child Panel may in the course of mediation propose an apology, restitution to the offended person or service by the child to the offended person.

The socio-judicial concept of the Child Panel fits our cultural context as it seeks to replicate the traditional judicial system where the community participates in the adjudication and reformation of those who infringe on the communities norms and values with its goal of reconciliation and reformation. It also seeks to ensure the principle of diversion whereby a juvenile is dealt with outside the criminal justice system and thereby avoid the stigmatization of the juvenile.

This provision if well implemented would ensure that from the first contact that a juvenile would have with the law he or she will be provided with the necessary measures within the community that will enable him desist from delinquency. The importance of the Child Panel concept is that the juvenile will be treated with affection by people that he or she knows and within his or her community. It is believed the process will facilitate reformation. As explained by Baldry and Farrington (2000) the more relationships that youth have with caring adults, the lower their risk-taking behavior and the greater likelihood that they will resist dangerous influences, succeed in

school, and exhibit fewer behavior problems including delinquency. Such relationships with adults offer occasions for youth to be mentored to adhere to positive norms values.

6.2.7 Institution of Alternatives to Juvenile Incarceration

Respondents used in this study viewed their incarceration as not worthwhile and believed it was a wasted period of their lives. Most studies on juvenile incarceration all over the world have agreed that incarceration has not facilitated the reformation and rehabilitation that the juvenile offender needs. Incarceration is seen as contributing to negative self- concepts, reinforcements of criminal behavior and did not serve as a deterrent to future offending.

According to the United Nations Conventions on the Rights of the Child and other key international rules and guidelines which provide the framework for the proper administration of juvenile justice states that every effort should be made to keep young people out of the criminal justice system and to make use of alternatives wherever possible. It is noted that the process of going through the formal criminal justice system can be deeply disturbing for children.

Once a young person has been branded a criminal by going through the formal justice process, they are more likely to remain criminals. While young people who are diverted away from the criminal justice system have a much lower re-offending rate and this is particularly the case with first time offenders.

Finally, the Deprivation and Importation theories have pointed out the challenges that the young offender faces within the correctional centre that impedes his or her reformation. Thus it seems an uphill task in utilizing the correctional centre as a therapeutic process to reform the juvenile

offender. Of course there are certain juvenile offenders that must be detained, however it seems incarceration is been misused in our country and it is believed that it is due to the absence of alternatives. An alternative that may suit our culture context is the community- based programs:

- **Community-based programs:** Research on juvenile confinement generally indicates that confinement in the correctional centres represents a significant separation from the communities to which all youth will return and therefore creates a substantial obstacle in terms of community reentry upon release especially where we do not have an after care service within the juvenile justice system in the country. Community-based programs are cost effective especially for a large number of juvenile offenders. It also serves to reduce overcrowding and cut the costs of operating juvenile correctional centres. This is so true for a developing country such as Ghana where funding for social services is inadequate.

Community-based programs are intended to shield offenders from the stigma of institutionalization, help offenders avoid associating with youth who have more serious delinquent histories, and maintain positive ties between the juvenile and his or her family and community. Howell (1995) cited in *Planning Community Facilities for Violent Juvenile Offenders as Part of a System of Graduated Sanctions*, explained that significant research indicates that demonstrated community-based programs were more effective than the traditional correctional program, which is the correctional centre.

The studies testify to the effectiveness of well- structured, properly implemented, community-based programs as alternatives to the correctional centre environment. Coates,

Miller, and Ohlin, 1978; Krisberg, Austin, and Steele, (1989) cited in *Alternatives in Juvenile Corrections*, reiterated Howells assertion by stating that the community- based programs allow for a greater connection between the youth and his or her family, school, and other community- based support systems and have powerful effects in reducing subsequent involvement in delinquency.

Examples of some community-based programs that could be effective in our cultural environment are: intensive supervision, home detention, electronic monitoring, family group conferencing, and the day reporting centers.

- **Intensive Supervision:** Intensive supervision programs (ISPs) function primarily as alternatives to incarceration. ISP incorporates rehabilitative treatments tailored to offender's special needs. Offenders live at home and meet with their case managers a minimum of three times in a week while offenders family is also provided with needed services. Sheldon (1999) suggests various reasons for the success of the ISP. According to Sheldon small caseloads, caseworkers' freedom from bureaucratic restrictions of the juvenile justice system, and an emphasis on rehabilitative services coupled with specific goals to track the juveniles' progress are ingredients that made the ISP a successful program.
- **Home detention:** In contrast to outright release, home detention requires offenders to remain at home during specified time periods: 1. At all times, 2. At all times except when in school or working, 3. at night, youth who violates these conditions risk being placed in secure detention. With home detention program there is an intensity of contact between

the youth and the supervisor almost daily. Social workers use home detention program to mentor and supervise youth. According to Ball, Huff and Lilly (1988) home detention provides considerable cost savings compared with secure and no secure placements.

- **Electronic monitoring:** Electronic monitoring is used to monitor an offender's whereabouts through an electronic device attached to the wrist or ankle and by random phone calls to his or her house. Electronic monitoring is intended to reduce the costs of supervision, reduce institutional populations, allow the offender to remain in school while under supervision, and enhance the potential for reformation by keeping offenders at home and in close contact with family members. Roy and Brown (1995) noted that a study of youth detained at home in lake county, U.S.A., reported that those assigned to the electronic monitoring had a higher program completion rate 90 per cent and a lower recidivism rate 17 per cent than youth who were not monitored electronically.
- **Family Group Conferencing:** family group conferences can be used as a diversion measure for young offenders. This measure involves a co-coordinator facilitating a meeting attended by the offender and all the people who are significant in the offender's life, that is, members of the immediate and/or extended family, caregivers and/or supporters, friends, and teachers. The victim and/or their supporters (usually family members), a youth advocate, and a police representative. This group is expected to reach consensus on the case's entire outcome. Families play an integral part in the whole decision- making process. At the meeting the incident is discussed and a decision is made about how the conflict will be resolved. To allow for cultural appropriateness there is a

wide range of possible outcomes. These outcomes could be an apology to the victim, work in the community or for the victim, a donation to charity or whatever the families think is appropriate. The involvement of the family gives the greatest chance for the young offender to be reintegrated into the community. It is believed that the young person will feel more ashamed of their misbehavior because it is being discussed in the presence of their family but also benefit because they have their family support. Skelton (1999) regards family conferencing as a very successful means of diverting young persons from the formal justice system.

- **Day Reporting Centre:**

Day reporting centers' are a highly structured, community-based, post-adjudication, non-residential program for juvenile offenders. The goal of the day centers' is to provide intensive, supervision to ensure community safety and a wide range of services to the offender to prevent future delinquent behavior. The intensive supervision is fulfilled by requiring the offender to report to the facility on a daily basis at specified times for a specified length of time. Programs are provided at the facility during the day and/or evening at least 5 days a week.

Williams and Turnage (2001) as well as Howell (1998) cited in Day Treatment, suggested that day treatment centre is an effective intervention program for juvenile offenders.

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APPENDIX I**QUESTIONNAIRE FOR DISCHARGED INMATES OF THE
SWEDRU JUNIOR BOYS CORRECTIONAL CENTRE**

Dear Respondent,

This study set out to examine the impact of Swedru Junior Boys Correctional Centre in the reformation of the juvenile offender. I would be grateful and appreciate your views to the issues under study. Your responses will be treated with absolute confidentiality since this work will be used purely for academic purpose only. Thank you in advance for your cooperation.

Section A

Background Information

1. How old are you?
2. Sex: Are you?
 1. Male
 2. Female
3. Have you ever attended school?
 1. Yes
 2. No
4. What level did you complete?
 1. Primary
 2. JHS
 3. SHS
 4. Other (specify)
5. Whom were you living with prior to your detention?
 1. Father alone
 2. Mother alone
 3. Both parents
 4. Alone
 5. Friends/peers
 6. Other (specify)
6. How were you meeting your basic needs (food, shelter, clothing, etc.)?
 1. By parent
 2. By self
 3. By friend
 4. Other (specify)

7. How many times have you been arrested by the police before your committal?

1. Once
2. Two or three times
3. More than three times

8. What was your offence?

1. Property (theft, fraud, robbery)
2. Personal (assault, fighting, defilement)
3. Moral and status offence (beyond parental control)

9. How many years did you spend in the centre?

10. Was that your first time of spending time in a facility

1. Yes
2. No

11. How would you describe your way of life before your detention?

1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

Section B

Treatment Programs and Reformation of Juvenile Offenders

12. What treatment program(s) were you engaged?

1. Counselling
2. Moral training
3. Vocational skills training
4. Education & literacy program
5. Other (specify)

13. How would you describe your way of life after you have gone through the treatment program(s)?

1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

14. On the whole the treatment programs at the Swedru Junior Correctional Centre have positive impact on my way of life.

1. Strongly disagree
2. Disagree
3. Indifferent
4. Agree
5. Strongly agree

15. How would you rate your satisfaction with the skills provided you at the Centre?

1. Very dissatisfied
2. Dissatisfied
3. Somewhat dissatisfied
4. Somewhat satisfied
5. Satisfied
6. Very satisfied

16. What have you been able to do with skills you have acquired at the Centre?

1. To create self employment
2. To seek employment
3. To continue schooling
4. To complete basic education
5. Other (specify)

17. How would rate your feelings about the treatment program(s) you received on your way of life?

- 1 Very negative
- 2 Generally negative
- 3 Mixed: About equally positive and negative
- 4 Generally positive
- 5 Very positive

18. How would you rate the effectiveness of the treatment programs made available to you? (Use the scale: 1=very ineffective, 2=somewhat ineffective, 3=somewhat effective, 4=effective, 5=very effective)

Counselling	1	2	3	4	5
Moral training	1	2	3	4	5
Education & literacy program	1	2	3	4	5
Vocational skills training	1	2	3	4	5

19. How would you rate your level of reformation (behavioural change, engagement in meaningful social life)?

1. Low
2. Medium
3. High
4. None at all

Section C

Institutional Culture and Reformation of Juvenile Offenders

20. How would you describe the institutional culture (food, beddings, rules, punitive measures, general beliefs & practices, etc.) on your reformation process?

1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

21. On the whole how satisfied are you with the institutional culture on your reformation process

1. Very dissatisfied
2. Dissatisfied
3. Somewhat dissatisfied
4. Somewhat satisfied
5. Satisfied
6. Very satisfied

22. To what extent would you say the institutional culture has helped in your reformation?

1. To a large extent
2. To some extent
3. Not very much
4. Not at all
5. Difficult to say
6. Other (specify).....

23. How would rate your feelings about the institutional culture on your reformation?

1. Very positive
2. Generally positive
3. Mixed: About equally positive and negative
4. Generally negative
5. Very negative

24. How would you describe the favourableness of the institutional culture on your reformation?

1. Very unfavourable
2. Unfavourable
3. Mixed: About equally favourable and unfavourable
4. Favourable
5. Very favourable

25. How would you rate your level of reformation (behavioural change, engagement in meaningful social life)?

1. Low
2. Medium
3. High
4. None at all

Section D

Professionalism of Officers Engaged in the Treatment of Juvenile Offenders and the Reformation of Juvenile Offenders

26. How many officers provided skill training to you?

27. How you describe the relationship between you and the instructors?

1. Friendly
2. Not friendly
3. Harsh on me
4. Use of abusive language on me
5. Exhibited professionalism towards me

28. How would you describe professionalism of the officers at the centre?

1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

29. How would you rate their level of professionalism in the reformation process?

1. Low
2. Medium
3. High
4. None at all

30. How would you rate your level of reformation (behavioral change, engagement in meaningful social life)?

1. Low
2. Medium
3. High
4. None at all

APPENDIX II

KEY INFORMANT INTERVIEW SCHEDULE FOR STAFF

Dear Respondent,

This study set out to examine the impact of Swedru Junior Boys Correctional Centre in the reformation of the juvenile offender. I would be grateful and appreciate your views to the issues under study. Your responses will be treated with absolute confidentiality since this work will be used purely for academic purpose only. Thank you in advance for your cooperation.

Topics for Discussion

- Impact of the treatment programs of the Swedru junior correctional centre on juvenile reformation.
- Assessment of the institutional culture of the Swedru junior correctional centre as conducive to reformation.
- Level of professionalism of the officers implementing the reformation programs at the Swedru Junior Boys Correctional Centre.