



Educational Programmes, Rehabilitation and Management of Juvenile Delinquents in Lagos State Juvenile Homes, Nigeria

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Abstract

The purpose of this study to examined the influence of educational programmes on the rehabilitation and management of juvenile delinquents in Lagos State juvenile homes. The study adopted the descriptive survey research design. The population for the study comprised a total of 332 people. Simple random sampling technique was used to select 20 juveniles from each of the juvenile homes. The managers and members of staff of the two selected juvenile homes were selected using total enumeration sampling technique and this made a total of two managers and 33 members of staff. Three research instruments were used to collect data for the study. (i) An interview guide titled "Rehabilitation of Juvenile Delinquents" (RJD) (ii) An interview guide titled "Management of Educational Programmes in Juvenile Homes" (MEPJH) (iii) A questionnaire on the "Influence of Educational Programmes on Rehabilitation of Juvenile Delinquents" Percentage scores and Analysis of Variance (ANOVA) were used to analyse the data collected. Results showed that majority of the respondents 77.5% alluded that educational programmes were made available at the juvenile homes also, 55% said that academic, counselling and vocational education were the only educational programmes available at the homes. Respondents claimed that the juvenile homes were managed by the Lagos State Ministry of Youth and Social Development, the educational programmes and teacher recruitment were handled by the State Ministry of Education. The study concluded that educational programmes had positive and very notable influence on the rehabilitation of juvenile delinquents in Lagos State juvenile correctional homes. Based on the findings of this research, it was recommended among others that: Literacy and life skills training should be included as part of educational programmes in the juvenile homes. Expansion of available accommodation facilities to cater for current population of juveniles and also future increase and that in the Juvenile homes, the children offenders should be separated from those who have not committed offenses, those who are just in need of care and protection.

Keywords: Educational, Programmes, Rehabilitation, Management, Juvenile, Delinquents, Homes.

INTRODUCTION

In recent times, there have been many trends in rehabilitation programmes for juvenile delinquents all over the globe and there continues to be many novel and more innovative ways to help tackle and halt the increasing problem of delinquency through the juvenile justice system. Essentially, a society can be observed to have law and order at the centre of what makes it what it is. A close observation of the society and other parts of the world today show that crime is not an uncommon phenomenon, in fact it could stand

as a mammoth challenge that cannot be swept under the carpet. Saddening and quite disheartening is the fact that children are often not left out as perpetrators of these heinous crimes. Children who offend or commit serious crimes are not just supposed to be remanded in juvenile correctional homes for punishment and deterrence rather they also deserve to have access to proper education during their incarceration just like their counterparts in the outside world. One may ask why? The simple reason is because they are first children before they are offenders and in accordance with the

United Nations Minimum Standard, Child Rights Act and laws of Lagos state, children ought to be educated.

More so, without education there may be little that could be achieved in terms of effective reformation of children with delinquent behaviours as education is perceived as a tool per excellence for moulding the character and attitude of individuals most especially children. This perception largely stems from the etymology of the word education “educare” which means to train or to mould. It is this perception amongst many other reasons that has led the Federal Government of Nigeria to change the name of the Nigerian Prison Service to Nigerian Correctional service. This simply shows that education is being amplified, given a more central role and consequently rehabilitation becomes the focus of correctional services.

Juvenile justice system can be viewed as a holistic term for handling children who come in contact or conflict with the law (Birckhead, 2009). Children’s justice system looks at what obtains in dealing with children who are in contact with the law, it checks the applicable norms, laws, procedures, structures and institutions with a view to ensuring that children’s rights and legal safeguards are fully respected and protected. A child refers to an individual who has not reached the age of accountability. The United Nations Convention on Right of the Child (UNCRC 1990) defines a child as an individual less than 18 years of age. Children in conflict with the law should be dealt with through a specialised justice system where measures specific to the unique needs and evolving capacities of children apply within specified rehabilitative platforms inform of programmes.

Carter et al. (2009) defines rehabilitation programmes for juvenile delinquents as a plan of learning opportunities which is similar to and shares a lot in common with the notion of curriculum in the educational setting. It consist a wide range of activities that have specific objectives and it consist of a number of inter-connected elements. More broadly however, in

criminal justice settings the term programme can be used to describe initiatives like mentoring schemes for young offenders or therapeutic communities for drug abusers.

The word management is not uncommon neither is it an unfamiliar concept in day to day interaction with people and the world at large. From being used by many to refer to the judicious use of resources to being used to depict an overseeing roles in an organization, the word management has been seen to cut across various fields if not all works of life. Management can be seen as the process of effective and efficient use of resources to achieve set goals. It involves activities such as planning, organizing, leading and controlling. In this context human and material resources are being utilized to achieve the end point of correctional education which is rehabilitation. It may be quite difficult to assertively give a definition of “management”, to this end various authors in management have given different definitions from their diverse perspectives.

The problem with juvenile delinquency is becoming more complicated and the programme is aimed at their treatments now proliferated in almost all institutions/communities. However, these programmes are either ill-equipped to deal with the present realities or are not implemented fully. Many countries have done little or nothing to deal with these problems and international programmes are proving insufficient. The countries are engaged in activities aimed at juvenile crime prevention but the overall effect of these programmes is rather weak because the mechanisms in place are often inadequate to address the existing situation

In the United States for instance, the congress passed the Juvenile Delinquency Prevention and Control Act in 1968. This was later revised in 1972 and renamed the Juvenile Delinquency Prevention Act. The said statute creates juvenile courts and provides for methods of dealing with juvenile delinquency as an acceptable extension of state police power to ensure the safety and welfare of the children.

It advocates for the doctrine of ‘*parens patriae*’ (parent of the nation) which authorizes the state to legislate for the protection, care, custody and maintenance of children within its jurisdiction.

The juvenile justice system in Africa is often the end of the line for youth facing multiple risks. Children born poor, with unmet health needs and/or have been victims of violence and spend time in foster care are at increased risk of ending up in the criminal justice system. Every year approximately 87,000 youth are housed in juvenile residential placements ranging from non-secure community-based group homes to long-term confinement in youth prisons. As youths return to their communities from confinement, challenges continue, they may need support to stay in school, find a job, and manage substance abuse and mental illness. Too often they end up re-entering the system or moving on in the prison.

In the Nigerian context, the issue of juvenile delinquency is an age long problem, it also appears as if the juvenile delinquency of the past cannot be compared with the present era (Sanni et al., 2010). The anti-social behaviours often associated with the juvenile delinquents, such vices as vandalism, drug abuse, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, bullying, cultism, truancy, school drop-outs, to mention but a few. Apparently, unless concerted efforts are engaged to roll back the wave of juvenile delinquency, the prospect of a better, safer and more prosperous and crime-free society emerging in Nigeria will remain elusive (Ekpenyong & Sibiri, 2011).

The unique nature of Lagos as a cosmopolitan state which is the trade hub in the West African sub-region and the fact that the state was the former Federal Capital Territory has made her attract a mass migration of people from far and near and from various works of life into the metropolis in search of greener pastures. This influx of people into Lagos state has brought about overpopulation and overcrowding over the last few decades and have also put huge strain on the existing social facilities thereby giving rise to various social

problems. Part of these social problems include high crime rate as people are trying to survive by all means possible. Children are also not exempted as a part of this colossal problem, juveniles have been arrested over the years for committing odious crimes, quite a number of children are seen living on the streets, engaging in street activities and out of school. It is in the spirit of finding a panacea to this mammoth challenge that the Lagos State Ministry of Youth and Social Development was carved out of the former Lagos State Ministry of Women Affairs and Social Development. In order to achieve the objectives of its creation, the Ministry was saddled with three major legal responsibilities which are: provision of social welfare services, youth development and sports development.

In light of the spate of juvenile crimes and prevalence of street activities by children which is evidenced by hawking, absconding from home, cultism, participation in gangs, substance abuse and absence from school; the Lagos State Department of Social Welfare have established remand homes and are responsible for managing these remand homes in order to cater for vulnerable children in the society. Vulnerable children include abandoned children, delinquent and mal-adjusted minors and children with criminal mindsets and attitudes and those who have been charged with crimes via the juvenile justice system.

The services provided in the correctional centres include custodial services, counselling, rehabilitation, institutional care and educational services. The remand home is a boot camp providing temporary incarceration for delinquent children and abandoned juveniles found wandering streets of Lagos state. Children found in the remand homes are not just those who have committed crimes but also abandoned children lacking parental care and those beyond parental control. The duration of stay in these correctional centres is not usually more than three years but more often than not juveniles have been seen to overstay due to reasons such as inability to track parents or guardians, unavailability of a surety, lack of

regal representation amongst others (Ijaiya 2009). The remand homes are often found to be overcrowded and in a sorry state in terms of hygiene. It was common for the remand homes to reject children owing to lack of space. One of the observed consequences of overcrowding was the unfortunate practice of missing citizens (Ijaiya 2009).

There are schools in Lagos state that have been approved by the State Government to provide educational services to juveniles that are released from the remand homes. This is to enable them have smooth transition and successful integration into the society thereby becoming adjusted productive citizens. Children leaving the homes were either sponsored for formal education outside the Approved School or given vocational training in the Approved vocational centres. It is pertinent to mention that these institutions do not admit directly. They admit only candidates who have passed through the juvenile court.

The need to effectively rehabilitate juvenile offenders cannot be over-emphasized as it enables young offenders to leave behind a life of crime, reduce recidivism, foster re-entry into schools thereby giving hope of continuing education and ensure that juvenile delinquents make seamless transition and successful integration back into the society. This helps to reduce social restiveness and foster societal peace and stability. Since education is seen to be a major stay of rehabilitation, it becomes more than necessary to examine the influence educational programmes and have on the rehabilitation and management of juvenile offenders. This would help educational managers develop and manage educational programmes effectively to achieve the aim of rehabilitation.

Educational programmes have been a major backbone of rehabilitation since the advent of penitentiaries. Quite a large number of offenders engage in correctional education during their stay in facilities or in the community. There appears to be a widespread acceptance by the public and policy makers that education has benefits in its own right.

Encouraging is the fact that educational programmes include many of the components of effective correctional treatment. One reason for the continuing emphasis on educational programmes is the strong correlation between educational level and criminal activity. Convicted offenders are, on average, less educated and have fewer marketable job skills than the general population (Wilson et al., 2000).

Today, most correctional facilities offer educational programmes. Academic education is legally mandated for juveniles and youthful adults. However, correctional administrators do not limit the programs to only those for whom education is legally required. These facilities usually house offenders sentenced to a year or more, thus the inmates have sufficient time to achieve educational goals (Seiter & Kadela, 2003).

In this study the following indices were used to measure the influence of educational programmes on the rehabilitation and management of juvenile delinquents. These indices are: nature of educational programmes available to incarcerated delinquents, vocational educational programmes, Life skills programmes and counselling. An index that was used to measure rehabilitation is change(s) in attitudes and disposition of delinquents observed by teachers and other staff at the juvenile homes.

In recent years, public policy and practice have tended to focus increasingly on more severe punishment and accountability for delinquent juveniles and less on rehabilitation. Juvenile delinquents are coming into the juvenile justice system with a wide range of problems that have made them commit those delinquent acts initially. It therefore becomes imperative that these juvenile deviants are properly rehabilitated so as to facilitate their successful integration into the society, reduce recidivism, promote continuity in education and foster educational achievement. Hence, it becomes imperative that a study be carried out to examine the influence of educational programs on the rehabilitation and management

of juvenile delinquents in Lagos state juvenile correctional homes in Nigeria.

Research Questions

In this study, the following research questions were raised and addressed.

1. What are the types of educational programmes (literacy, vocational, counselling, life skills) available to the incarcerated delinquents?
2. How is the education for the delinquents managed in the juvenile homes in Lagos State?

Research Hypothesis

The following hypothesis was raised and tested in the study

H₀: Educational programmes in the juvenile homes have no significant influence on rehabilitation of juvenile delinquents in Lagos State Nigeria.

METHODOLOGY

This study adopted the descriptive research design of mixed method of both qualitative survey and quantitative narrative type. Rocco et al. (2003) describes mixed method of research as an approach in which researchers collect and analyze both quantitative and qualitative data within the same study. The population of the study comprised 332 people which were made up of 4 managers, 63 members of staff and 265 juvenile delinquents in all the four juvenile correctional homes in Lagos state. The sample of the study comprised 75 respondents which was made up of 40 juveniles, 33 members of staff and two managers. Two juvenile homes were selected from the four in Lagos state using simple random sampling technique. Also, 20 juveniles were selected from each of the juvenile homes using simple random technique while 18 and 15 members of staff respectively were selected from each juvenile home using total enumeration sampling technique. The manager of each juvenile home was selected using total enumeration sampling technique due to the small population and the perception that the respondents would provide required information that was pivotal to the study.

Three research instruments were used to collect data for the study. (i) An interview

guide titled “Rehabilitation of Juvenile Delinquents” (RJD) was used to collect information from juvenile delinquents at the juvenile homes, it contained 18 items which bothered on the educational programmes, facilities and the rehabilitative changes experienced in the homes. An interview guide titled “Management of Educational Programmes in Juvenile Homes” (MEPJH) was used to gather information from the school managers, it contained 15 items bothering on how educational programmes were being managed at the juvenile homes.

A questionnaire titled “Questionnaire on the Influence of Educational Programmes on Rehabilitation of Juvenile Delinquents” (QIEPRJD) was used to elicit information from the staff members of the juvenile homes. The research instrument was divided into four sections. Section ‘A’ elicited information on socio-demographic attributes of the respondents; section ‘B’ examined the types of educational programmes provided at the juvenile homes; section ‘C’ gathered information on the rehabilitative changes observed in the juvenile delinquents while section D examined the physical plant facilities available in the juvenile homes. The items were rated on Four-point Likert Scale of ‘Strongly Agree’ (SA), ‘Agree’ (A), ‘Disagree’ (D), and ‘Strongly Disagree’ (SD). Four experts within the department of Educational Management and Guidance and counselling from Obafemi Awolowo University Ile- Ife, Nigeria, were used to validate instrument. Its reliability was ensured at 0.84 reliability co-efficient. Data collected for the research questions was analysed using content analysis, frequency count and percentage scores. The hypothesis raised was tested and analysed using Analysis of Variance (ANOVA) at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: what are the types of educational programmes provided for juvenile delinquents in the juvenile homes?

To answer the research question, a questionnaire titled ‘‘Influence of Educational Programmes on Rehabilitation of Juvenile Delinquents’’ was designed in the 4 Likert scale, that is, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The responses of Strongly Agree (SA) and Agree (A) were added together as Agree (A). The responses of disagree (SD) and strongly disagree (D) were added together as disagree (D). The results are presented in **Table 1**.

Table 1 depicts the kinds of educational programmes (literacy, vocational, counselling, life skills) available to the incarcerated delinquents in Lagos state juvenile homes. On Vocational Education, item 1 showed that 23(69.69%) of the respondent agreed that a well-structured skill acquisition programmes was provided for juvenile delinquents in the juvenile homes while 10(30.31%) of the respondents disagree. Item 2 showed that 27(81.8%) of the respondents concurred that vocational education was part of the curriculum for juvenile delinquents at the correctional homes while 6(18.19%) did not agree. As shown in item 3, 33(100%) of the respondents said that children were encouraged to acquire skills in a desired trade while none of the respondents disagree. All the respondents concurred that vocational education was available to the incarcerated delinquents. This implies that juvenile homes offered vocational education as one of the educational programmes available to incarcerated juvenile delinquents.

On counselling, item 4 shows that 20(60.61%) of the respondents affirmed that there were trained counsellors in the juvenile homes who counsel delinquents individually or in groups while 13(39.4%) of the respondents disagreed. As shown in item 5, 19(57.58%) of the respondents were of the opinion that juveniles with peculiar challenges were not helped through counselling while 14(42.42%) of the respondents agreed that they were

helped. Item 6 showed that 18(54.5%) of the respondents supported the fact that juveniles have access to counselling services while 15(45.5%) of the respondent disagreed.

About life-skills education, item 7 showed that 13(39.40%) of the respondents affirmed that children were taught basics of etiquettes and good grooming while 20(60.61%) of the respondents disagreed. Item 8 established that 13(39.4%) of the respondents believed that there was provision for learning activities that helped fine-tune juveniles' orientation and give them correct perspective to life and the society while 20(60.6%) of the respondents disagree. As shown in item 9, 9(27.27%) of the respondents agreed that children were taught to think critically and solve problems while 24(72.72%) of the respondents disagree. A larger percentage of the respondents were of the opinion that life-skills education was not part of the educational programs of juvenile's homes. On literacy education, item 10 showed that 12(36.4%) of the respondents were of the opinion that juveniles were taught to read and write while 21(63.6%) of the respondents disagreed. Item 11 depicted that 12(36.4%) of the respondents affirmed that delinquents were assisted with basic literacy while 21(63.6%) of the respondents disagree. The last item showed that 10(30.30%) of the respondents agreed that children engaged in activities that help them read, spell, write, and pronounce words correctly while 23(69.69%) of the respondents disagree. As shown in the study, all the respondents disagreed that literacy education is part of educational programs of juveniles homes.

From the study, it can be concluded that vocational education and counselling were the educational programmes available to the incarcerated delinquents while literacy and life skills programme were not much available to the incarcerated delinquents.

Table 1. Educational programmes provided for juvenile delinquents in the juvenile homes.

S/N		SA	A	D	SD	DECISION
VOCATIONAL EDUCATION						
1	Well-structured skill acquisition programmes are provided for juvenile delinquents in the juvenile home	15(45.45%)	8(24.24%)	7(21.21%)	3(9.10%)	AGREED
2	Vocational education is part of the curriculum for juvenile delinquents at the correctional home	17(51.51%)	10(30.30%)	4(12.12%)	2(6.10%)	AGREED
3	Children are encouraged to acquire skills in a desired trade	23(69.70%)	10(30.30%)			AGREED
COUNSELLING						
4	There is a trained counsellor in the juvenile home who counsels delinquents individually or in groups	11(33.33%)	9(27.27%)	10(30.30%)	3(9.10%)	AGREED
5	Juveniles with peculiar challenges are helped through counseling	6(18.18%)	8(24.24%)	10(30.30%)	9(27.27%)	DISAGREED
6	Juveniles have access to counselling services	11(33.33%)	7(21.21%)	7(21.21%)	8(24.24%)	AGREED
LIFE-SKILLS						
7	Children are taught basics of etiquettes and good grooming	6(18.18%)	7(21.21%)	13(39.39%)	7(21.21%)	DISAGREED
8	There is provision for learning activities that help fine-tune juveniles' orientation and give them a correct perspective to life and the society	5(15.15%)	8(24.24%)	12(36.36%)	8(24.24%)	DISAGREED
9	Children are taught to think critically and solve problems	2(6.10%)	7(21.21%)	14(42.42%)	10(30.30%)	DISAGREED
LITERACY						
10	Juveniles are taught to read and write	3(9.10%)	9(27.27%)	11(33.33%)	10(30.30%)	DISAGREED
11	Delinquents are assisted with basic literacy	7(21.21%)	5(15.15%)	10(30.30%)	11(33.33%)	DISAGREED
12	Children engage in activities that help them read, spell, write, and pronounce words correctly	0	10(30.3%)	10(30.3%)	13(39.39%)	DISAGREED

Source: Field work

Research Question 2: How is the education for the delinquents managed in the juvenile homes?

Content analysis of education for the delinquents managed in the juvenile homes, two respondents were interviewed on the management of the juvenile homes. According to the respondents, the educational programmes for the juveniles were academic, vocational, counselling, and ICT. The respondent articulated that the juveniles showed improvement in academic performance and in understanding of subject matter being taught. The respondents gave instances of how the educational programmes have helped juveniles to improve, counselling helps the juvenile to identify major character defects and challenges. Meanwhile, vocational education helped juveniles engage in creative crafts which engaged their time and energy. The energy which they would have otherwise used to engage in negative activities have been diverted into productive ventures and also it gives them handwork to practice in the future.

The respondents emphasised that in the rehabilitation of juvenile delinquents, vocational education has stood out as the educational programme that has helped the most in helping juvenile delinquents achieve character reformation. The respondent further said that the curriculum used for the educational programmes in the home is the same as ones used in regular school and it is designed by the Government Education Board. The respondents further disclosed that a

Table 3. Analysis of respondents' opinion on significant influence of Educational programmes on delinquent juveniles in Lagos State rehabilitation homes.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	281.538	9	31.282	2.326	.037
Within Groups	161.417	12	13.451		
Total	442.955	21			

juveniles' rehabilitation or character reformation was evaluated by the social workers assigned to the juvenile from the outset of his/her stay in the home and also by close observation and psychotherapy sessions. As elicited from the respondents, the educational programmes taking place in the juvenile homes were evaluated using continuous assessment, periodic and standardized tests. The respondents made it clear that the facilities in the juvenile homes were fairly adequate, the facilities included school plant, sanitary facilities, recreational and municipal facilities.

Furthermore, the respondents said that the child right act, confidential policy and laws of Lagos state were strictly adhered to in the management of the children in the homes. It further disclosed as observed by the respondents that educational programmes in the juvenile homes made juveniles responsible and better citizen after their release to the society. The respondents claimed that their juvenile homes had 100% pass rate in Common Entrance Examination.

Research Hypothesis: H₀: Educational programmes in the juvenile homes have no significant influence on rehabilitation of juvenile delinquents in Lagos State Nigeria.

To test the hypothesis, analysis of variance was used to analyse data gathered from the respondents. The result is presented in **Tables 3**

As shown in Table 3, the ANOVA values are ($F= 2.326$, $df = 9,12$ & $p<.05$). Because the calculated F is less than the alpha value ($0.000<0.05$), the null hypothesis is rejected. Therefore, educational programmes in the juvenile homes have significant influence on the rehabilitation of juvenile delinquents.

Discussion of Findings

The findings of the study indicated that educational programmes were offered in juvenile homes. The educational programmes that were available in the homes were vocational and counselling while literacy and life skills were not offered. This confirmed the finding of Mackenzie (2008) that vocational education is one of the most widely implemented educational programmes in correctional centres. This corroborated the position of Mackenzie (2008) that in recent times, most correctional facilities offered educational programmes.

From the study, it was discovered that juvenile homes were managed by a manager who also doubled as a principal/Head-teacher. Juvenile homes were monitored by the Ministry of Youth and Social Development and the ministry also regulates all the activities going on there. All the educational activities going on there is in accordance with those set by the state Ministry of Education and the ministry is also in charge of the curriculum development, teacher recruitment and evaluation of the educational programmes. In managing the juveniles, the United Nation's minimum standard and child rights act were strictly adhered to.

The study also showed that rehabilitative changes observed in juvenile delinquents as a result of participation in educational programmes were positive mental attitude, positive attitudinal change, responsible citizenship after release, delinquents acquired skills in various vocations and utilize skills as handy-work after leaving the homes. Most children do not end up in the homes again but participated in the enrolment for major

examinations such as common entrance, JSSCE and SSCE due to the educational programmes organized for the juveniles. Most respondents in this study claimed that they found Vocational Education most useful in adjusting positively, this corroborated the finding of Mackenzie (2008) which stated that there was a positive relationship between vocational educational programmes and rehabilitation of Juvenile delinquents. The finding of this study that most juveniles did not end up in the homes again after their release negated the position of Campaign for Youth Justice that when adolescents get back to their communities from incarceration, most of them end up re-entering the criminal justice system again or simply graduate to the adult prison system. Enrolment for major examinations such as Common Entrance, JSSCE and SSCE affirmed the finding of O'Neil, Mackenzie (2008) that prisoners in the boot camp environment achieved higher educational outcomes. The outcome of the study further showed that educational programmes in the juvenile homes have significant influence on the rehabilitation of juvenile delinquents

Conclusion

The study concluded that Educational Programmes have significant and positive influence on the Rehabilitation of juvenile delinquents in Lagos State juvenile homes.

Recommendations

Based on the findings of this research, it was recommended that:

Literacy and life skills training should be included as part of educational programmes in the juvenile homes.

- Expansion of available accommodation facilities to cater for current population of juveniles and also future increase.
- Vocational Education should be given more attention especially in the aspects of structuring, standardization, monitoring and evaluation as 90% of

juveniles stated during their interview that this is the Educational programmes that has proved most useful in their character reformation during their stay in the homes.

- In the Juvenile homes, the children offenders should be separated from those who have not committed offences, those who are just in need of care and protection.
- There should be additional attention towards counselling and psychotherapy to assess juveniles' rehabilitation.
- It should be made mandatory that Staff that will be posted to juvenile homes should have requisite training in special education and the peculiarities of correctional education.

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