

## Effect of Rehabilitation on Drawings by Learners in Shikusa Borstal Institution, Kakamega County

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### ABSTRACT

*The Shikusa Borstal Institution (SBI) provides rehabilitation to the young offenders through formal technical training, spiritual programs and counselling. The weekly inspection reports carried out in this institution, however, often reveal writings and drawings on the walls that portray negative art. This suggests that the learners in this institution communicate their inner feelings through these drawings, despite the rehabilitation programs meant to inspire them into creative thinking and behaviour. The study objective was to establish the influence of rehabilitation on drawings created by learners. A mixed methods research design was adopted in this study. The target population of the study included learners, teachers, and the administrators. Convenience sampling technique was used to select 5 teachers and members of administration while the saturated sampling technique was employed to select 83 learners at the institution. Data were gathered using questionnaires, interview guides, and observations check list. The quantitative data was analysed using descriptive and inferential statistics. Data from the interview guide and observation check list were transcribed and reported as themes and subthemes. Findings indicated that rehabilitation has no significant influence on the creation of drawings by learners ( $t=1.363, p>0.05$ ). The study recommends creation of enabling environment in the rehabilitation process that could promote self-awareness and self-worth to make them more positive looking and creative in life.*

**Keywords:** Borstal Institution, Drawings, Rehabilitation, Young Offenders

### I. INTRODUCTION

Over the years, there have been numerous trends in rehabilitation programmes for young offenders across the world (Mallett, 2018). As opined by Onyango (2013), the rehabilitation programmes for young offenders are a plan of learning opportunities which share a lot in common with the notion of curriculum in educational settings. The main objective of rehabilitation programs in correctional institutions is to facilitate the reintegration of offenders back into society by addressing the root causes of their criminal behaviour and fostering positive personal development (Seiter, 2012). Traditionally, these programs have emphasized educational, vocational, and counselling interventions. However, the inclusion of art therapy as part of the rehabilitation process can provide an additional avenue for self-expression, emotional release, and personal reflection.

Drawing, as a creative form of expression, offers a unique platform for offenders to communicate their thoughts, feelings, and experiences without the constraints of verbal communication. Art therapy allows offenders to explore their emotions, conflicts, and aspirations in a non-threatening and non-judgmental environment. Through the creation of drawings, offenders can convey their inner world, explore their identity, and process their past experiences (Gussak, 2019). Previous research has shown that art therapy interventions can have a positive impact on individuals within correctional settings. Studies conducted in various countries have reported improvements in self-esteem, emotional regulation, empathy, and problem-solving skills among offenders who engaged in art therapy (Smeijsters et al., 2011; Kõiv & Kaudne, 2015). Additionally, art therapy has been found to enhance communication skills, promote healthy coping mechanisms, and foster a sense of empowerment and personal agency (Lusebrink, 2004; Stuckey and Nobel, 2010). Nevertheless, these previous studies focused on art or drawings that are created openly with the knowledge of the prison officers and the outside world.

In the context of Shikusa Borstal Institution, learners also express themselves through drawings although a significant number of them are created in secret. Notably, there is a paucity of research focusing on drawings created in

secret. Thus, it was interesting to find out more about the impact of rehabilitation on such drawings. Besides, the weekly sanitation inspection reports about the institution often document dirty walls containing negative art, some in the form of drawings with underlying themes of pornography and violence. This is a cause of concern because the expectation is that when the boys are subjected to the spiritual programs and formal as well as technical training, they will develop a positive self-image and value the efforts being done by the institute to rehabilitate them into responsible citizens. Ideally, programs in the institution should help them express their ideas through positive images, but this is not the case (Le et al., 2023). It is on basis of this background that the current study sought to examine the effect of rehabilitation on these drawings at Shikusa Borstal Institution.

This study was underpinned by the social learning theory, which was proposed by Albert Bandura in 1977. According to this theory, all behaviours are learnt through modelling and learning can also occur through simple observations of the actions of others (Bandura & Walters, 1977). This theory was pertinent to this study whose focus was on the behaviour of the learners at Shikusa Borstal Institution; behaviour specific to non-verbal communication through drawings. The core concepts underpinning the social learning theory were useful in helping the researcher decipher whether their behaviour had been learned or was a cause of intrinsic reinforcement. It was also interesting to test whether it is true that just because the young offenders have learnt new things through the formal education programs they might not necessarily demonstrate changed or new behaviour.

### **1.1 Purpose of the Study**

The purpose of this study was to establish the effect of rehabilitation on the creation of drawings created by learners in the school section of SBI. The null hypothesis stated that there is no significant influence of rehabilitation on drawings created by learners in the school section of SBI.

## **II. METHODOLOGY**

### **2.1 Research Design**

Mixed method research design was adopted in the study that allowed the researcher to gather both qualitative and quantitative data. A mixed method research design was considered useful in seeking in depth information on the influence of rehabilitation on drawings and labels among learners at SBI. The design aided in collection of both qualitative and quantitative data that provided for valuable insights of the world view around the inmates, and hypothesis testing on interaction effects between variables respectively (Abowitz & Toole, 2010).

### **2.2 Population and Sampling**

The target population consisted of 83 learners, 10 administration staff and 7 teachers totaling to 100 participants in SBI. Saturated sampling was used to select learners since the entire population was deemed adequate for sample size. Convenience sampling was used to select 10 administration staff and 7 teachers. This gave a sample size of 100 participants for the study.

### **2.3 Research Instruments**

Three research instruments were used for data collection in this study: questionnaires, interviews, document analysis, and observation checklist. Questionnaires were used to collect data from the learners. The questionnaires were administered using the drop and pick method where the researcher gave each of the learners a copy and picked it up after a week. Face-to-face interviews were used to gather data from administration staff and teachers. The interview sessions were scheduled according to the availability of the interviewees and lasted between 30 and 45 minutes. The sessions were recorded using an audio recording device and later transcribed during data analysis. In regards to observations, the researcher made observation check list various forms of drawings made the learners in the school section. The researcher took photos of the observed drawings for in-depth data interpretation.

### **2.4 Validity and Reliability**

The content validity of the data collection instruments were ascertained through peer reviews and expert opinions from educational psychology supervisors. The researcher submitted the research instruments to the supervisors and from their opinions; the researcher fine-tuned the instruments before using them for data collection. This gave greater confidence to researcher in the measurement procedures and results adopted in research (Bryman & Bell, 2015). To ascertain the reliability of the data collection instrument in this study, Cronbach Alpha coefficient was employed as a measure. In this case, a coefficient of 0.70 was obtained and considered an acceptable threshold for reliability. This

statistical analysis helps establish the consistency and dependability of the questionnaire responses in measuring the intended variables indicated by a strong positive correlation (Cohen et al., 2013).

## 2.5 Data analysis

Prior to analysis, data were sorted, coded and cleaned. The analysis was performed using the Statistical Package for Social Sciences (SPSS) version 20. Qualitative data were transcribed, analysed, and reported based on emerging themes and sub-themes. Photos of the drawings collected were interpreted and explained. Quantitative data were analysed using simple regression analysis. The outcomes from these analyses were discussed and corroborated with the existing literature.

## III. RESULTS

The study's objective was to investigate the influence of rehabilitation on drawings created by learners in the school section of SBI. The results are presented in table 1.

**Table 1**

*Level of Agreeableness with the Creation of Drawings*

Descriptive Statistics			
	N	Mean	Std. Dev.
I love drawing in books	80	3.06	1.353
I draw on toilet walls, class walls, clothes and body	80	3.78	1.113
I draw pictures of people I hate	80	3.03	1.211
I mostly draw what I have learnt in class	80	2.66	1.340
My drawings are inspired my life experiences	80	4.06	.785
Drawings on the walls are attractive	80	3.93	1.167
If given a chance, I'll nurture drawing as a talent	80	3.60	1.026
I draw pictures of people and things privately	80	3.95	1.005
Drawings are ideas and people I would like to talk about	80	3.77	1.312
I draw to compete with others	80	4.20	.863
Drawing alone is enjoyable than with my friends	80	3.98	.811

According to the descriptive findings presented in Table 1, the majority of the respondents were unsure whether they love drawing in books ( $M=3.06$ ,  $SD=1.353$ ). On the contrary, most were in agreement that they draw on toilet walls, class walls, clothes, and their bodies ( $M=3.78$ ,  $SD=1.113$ ). The findings further indicate that most neither agreed nor disagreed with the statement that they draw pictures of people they hate ( $M=3.03$ ,  $SD=1.211$ ). However, the majority of the respondents disagreed that they mostly draw what they have learnt in class ( $M=2.66$ ,  $SD=1.34$ ), while on the other hand, most were in agreement that their drawings are inspired by their life experiences ( $M=4.06$ ,  $SD=0.785$ ), that drawings on the walls are attractive ( $M=3.93$ ,  $SD=1.167$ ), that they would nurture drawing as a talent if given the chance ( $M=3.6$ ,  $SD=1.026$ ), that they draw pictures of people and things privately ( $M=3.95$ ,  $SD=1.005$ ), that drawings are ideas and people they would like to talk about ( $M=3.77$ ,  $SD=1.312$ ), that they draw to compete with others ( $M=4.2$ ,  $SD=0.863$ ), and that drawing alone is enjoyable than drawing with their friends ( $M=3.98$ ,  $SD=0.811$ ).

Descriptive statistics for the predictor variable (rehabilitation) were also generated and the findings are presented in table 2.

**Table 2**

*Level of Agreeableness with Rehabilitation*

Descriptive Statistics			
	N	Mean	Std. Dev.
I draw pictures related to class activities	80	4.05	.899
Guidance and counselling has changed my involvement in drawings and labels	80	2.50	1.180
Participation in sports and talents has changed my attitude towards creating negative pictures	80	3.66	1.232
I draw and write less after my family visits me	80	3.84	.999
Open days help me understand myself and I find drawings and labels less attractive.	80	3.70	1.048

The descriptive findings presented in Table 2 indicate that the majoring of the respondents agreed that they draw pictures that are related to class activities ( $M=4.05$ ,  $SD=0.899$ ). On the contrary, most disagreed that guidance and



counseling has changed their involvement in drawings and labels (M=2.5, SD=1.18). The findings further indicate that most neither agreed nor disagreed with the statement that participation in sports and talents has changed their attitude towards creating negative pictures (M=3.66, SD=1.232). However, the majority of the respondents agreed that they draw less after their family visits them (M=3.84, SD=0.99) and that open days help them understand themselves and they find drawings and labels less attractive (M=3.7, SD=1.048).

Based on these findings and the research objective, the study sought to test the null hypothesis; H<sub>0</sub>: There is no significant influence of rehabilitation on drawings created by learners in the school section of SBI. The simple linear regression analysis was run and the results are presented in Table 3.

**Table 3**

*Simple Linear Regression on Influence of Rehabilitation on Drawings created by Learners in the School Section of Shikusa Borstal Institution*

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.153 <sup>a</sup>	.023	.011		.460	
a. Predictors: (Constant), Rehabilitation						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.394	1	.394	1.858	.177 <sup>b</sup>
	Residual	16.536	78	.212		
	Total	16.930	79			
a. Dependent Variable: Drawings						
b. Predictors: (Constant), Rehabilitation						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.442	.381		9.038	.000
	Rehabilitation	.122	.090	.153	1.363	.177
a. Dependent Variable: Drawings						

From the model summary the R value represents the simple correlation and is 0.153 which indicates a low degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the learners’ drawings can be explained by learners rehabilitation. In this case, 2.3% can be explained, which is very low. The adjusted R<sup>2</sup> indicated that 1.1 % of variance in drawings was explained by rehabilitation. The results of the ANOVA in Table 3 indicates that, F (1,78) =1.858, P > 0.05 regression model on rehabilitation was a good model for influencing learners’ drawing. This suggests that rehabilitation does not influence or change the habit of drawing among learners in the School Section of SBI.

In Table 3, the coefficient results indicate that β=.122, t=1.363, P > 0.05. The result reveals that rehabilitation insignificantly influences learners’ habit of drawing at school. The influence of rehabilitation on drawing had a positive standardized beta coefficient (0.153) as shown in the coefficients results of Table 3; this indicates that a unit change in rehabilitation was likely to result to an increase in the drawing habit of learners in the school section of SBI by 15.3%. Thus, the null hypothesis is not rejected.

The results of the interview schedule from the members of the SBI administration revealed that while drawings by learners express themselves, rehabilitation had no influence on the creation of drawings. One of the administrators (adm1) stated: “*despite the rehabilitation process by their instructors, they seem not ready to change*”

Another respondent felt that there was inability to deal with some drug addiction cases through rehabilitation: Adm2: “*...there is a lack of appropriate ability to handle certain cases, especially those involving drug addictions*”

Also, when asked to rank some random drawings from the most to least favourite, the majority of the respondents seemed to prefer drawings that depicted pornographic and violence themes. The researcher’s observations further supported these first-hand responses, revealing that the majoring of the created drawings in the school section of SBI depicted themes of gun violence, pornography, and drug use as indicated in the upcoming observation findings in Table 4.

**Table 4**

*Summary of Observation Findings*

S/n	Drawing type	Place found	Meaning/description
1	Man holding a bottle	Exercise book	The man seems to be holding an alcohol bottle. The drawing depicts a possible theme of drug and alcohol abuse
2	Short handgun	Desk	The short hand gun depicts violence
3	Four gun rifles and drawings of two male figures	Exercise book	The drawing depicts a possible scenario of gun violence between the two males
4	Drawings of five gun rifles and a man's face	Exercise book	The gun rifles depict gun violence
5	Drawing of a man's face and a well-built naked chest	On a wall	The drawing could be an indication of the creator's body strength
6	A hand with a raised middle finger	On a wall	A raised middle finger is an insult and it depicts a theme of violence.
7	A man's face with shoulder-length hair	On a wall	The drawing resembles an actor who portrays Jesus in Christian films, potentially expressing the creator's aspiration for a religious life
8	Headless and naked female body with legs apart	On a desk	The drawing depicts a headless and naked female body with legs apart, indicating pornography.
9	7 cars	On an exercise book	The cars are moving behind each other, which show speed.
10	A man and woman, the woman is wearing a mask	On an exercise book	The drawing shows a couple although it is not clear in what context they are placed.

From Table 4, the main observations were that drawings were created in secret and in places such as walls, desks, books, on the blackboard, on clothes, on shoes, on buckets, and even on the body. Also notable was that most drawings depicted themes of drug use, pornography, and gun violence.

### III. DISCUSSIONS

The descriptive findings of the study depict that most of the learners at SBI engage in the creation of drawings, especially in secret, to a noteworthy extent. The test of simple linear regression analysis indicates that rehabilitation strategies used at SBI play an insignificant role in shaping the habit of communication by inmate learners through drawings in secrecy and in confined places despite efforts to eradicate the habit. It can be discerned that other strategies besides rehabilitation could significantly influence the drawing habit by learners. The observation findings about the kind of drawings match the accounts given by the administration staff and teachers. Popular themes that were identified in the drawings observed were gun violence, drug use, pornography, and identity. Since most observed drawings depicted a negative theme, it was deduced that rehabilitation did not influence the learners.

With regard to the social learning theory by Bandura (1997), it is possible vicarious learning took place whereby older inmates may have influenced the new inmates in behavior through modelling. These findings were inconsistent with those reported by Ngozwana (2017) who found a positive association between rehabilitation and drawings created by young offenders and by Halperin et al. (2012) who opined the importance of drawings on the rehabilitation of offenders. The study's findings were also in contrast to those by Parker et al. (2018) who established that rehabilitation had a therapeutic effect on participants as it triggered positive emotions that led to positive art creation.

Nevertheless, the outcome that drawings were consistent with the findings by Johnson (2008) who established that drawings made by prisoners can be a valuable tool in communicating psychological feelings. This was also in line with the findings by Hu et al. (2021) whose findings revealed that art therapy can serve as a valuable adjunctive intervention, providing significant psychological support and symptom relief for individuals facing incarceration. The creative and expressive nature of art therapy allows individuals to explore their emotions, thoughts, and experiences in a non-verbal manner, providing a unique avenue for self-expression and self-discovery. While the study highlights the potential of art therapy, the authors also emphasize the importance of integrating it alongside conventional therapies to enhance treatment outcomes and promote holistic well-being for those dealing with incarceration.

## IV. CONCLUSIONS & RECOMMENDATIONS

### 4.1 Conclusions

This study concluded that rehabilitation does not have a significant influence on the creation of drawings by learners at the school section of SBI. This conclusion is supported by the tenets of social learning theory by Bandura and Walters (1977), which recognizes that just because something has been learned, it does not necessarily result in changed behaviour; individuals can learn new information without necessarily demonstrating new behaviours. In this case, just because rehabilitation is learnt by SBI learners, it does not necessarily result in changed behaviour, specifically the creation of negative drawings.

### 4.2 Recommendations

Based on these findings, the study recommends creating an enabling environment within the rehabilitation process that could promote self-awareness and self-worth, fostering a more positive outlook and creativity in life. These recommendations aim to enhance the impact of rehabilitation programs and provide learners with opportunities to channel their experiences and emotions into more constructive forms of self-expression.

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