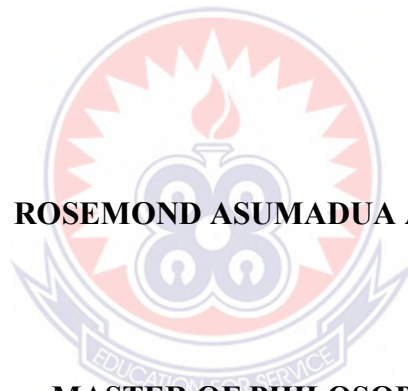


UNIVERSITY OF EDUCATION, WINNEBA

**EXPLORING THE LIVED EXPERIENCES OF FORMER MALE JUVENILE
DELINQUENTS IN THE GREATER ACCRA REGION OF GHANA**



ROSEMOND ASUMADUA ADJEI

MASTER OF PHILOSOPHY

2023

UNIVERSITY OF EDUCATION, WINNEBA

**EXPLORING THE LIVED EXPERIENCES OF FORMER MALE JUVENILE
DELINQUENTS IN THE GREATER ACCRA REGION OF GHANA**



**A thesis in the Department of Counselling Psychology,
Faculty of Educational Studies, submitted to the school of
Graduate Studies in partial fulfillment of
the requirements for the award of the Degree of
Master of Philosophy
(Counselling Psychology)
in the University of Education, Winneba**

AUGUST, 2023

DECLARATION

Student's Declaration

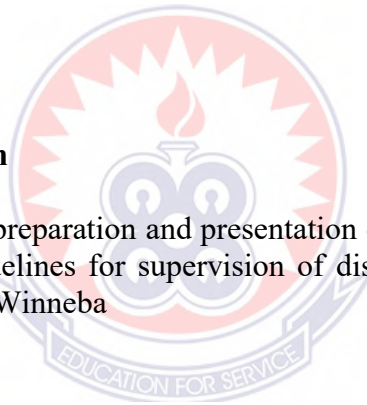
I, Rosemond Asomadua Adjei, declare that this thesis, with the exception of quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of dissertations as laid down by the University of Education, Winneba



Signature.....

Date.....

DEDICATION

I dedicate this research work to my husband and three sons. I really love you for the support and encouragement. I appreciate you all sincerely.



ACKNOWLEDGEMENTS

I am tremendously grateful to Dr. Theresa Antwi, my supervisor, for attending to my persistent consultation and providing me with constructive criticism and close supervision to ensure my understanding of this study. Her numerous calls, Dr. Theresa Antwi, made it a privilege for me to study under you. I would also like to express my profound gratitude to all the lecturers who taught me at the department of psychology at the University of Education, Winneba.

My gratitude goes to my husband, Mr. Eric Owusu Agyemang, for his support both physically, emotionally, and spiritually. I also owe much gratitude to my parents and siblings for their support and to my three strong boys, Jojo Boateng Owusu Agyemang, Paa Ekow Owusu Agyemang, and Fiiifi Tsei Owusu Agyemang, who sincerely prayed for me with much love, care, and enthusiasm.

I am grateful to my coursemates, especially Pastor Elijah Kwaku Benyi, Mr. Michael Ofori, and Mr. Rahaman Abdullai Benning, for their encouragement and support. Paa Kwasi of Presec Osu, I appreciate your assistance.

Finally, I want to express my deepest gratitude to the former male offenders who volunteered to be part of this study, the study wouldn't have been possible without them. I'm also thankful to the officers at the correctional home for their help during the data collection. God bless you all.

To all those who supported me in one way or another, may God replenish whatever you have spent on me. God be with you in Jesus' name.

TABLE OF CONTENTS

Contents	Page
<u>DECLARATION</u>	iii
<u>DEDICATION</u>	iv
<u>ACKNOWLEDGEMENTS</u>	v
<u>TABLE OF CONTENTS</u>	vi
<u>LIST OF TABLES</u>	ix
<u>ABSTRACT</u>	x
<u>CHAPTER ONE : INTRODUCTION</u>	1
<u>1.1 Background to the Study</u>	1
<u>1.2 Theoretical Review</u>	4
<u>1.3 Statement of the Problem</u>	9
<u>1.4 Purpose of the Study</u>	11
<u>1.5 Research Objectives</u>	11
<u>1.6 Research Questions</u>	12
<u>1.7 Significance of the Study</u>	12
<u>1.8 Delimitation of the study</u>	14
<u>1.9 Scope of the study</u>	14
<u>1.10 Definition of Terms</u>	14
<u>1.11 Organization of the Study</u>	16
<u>CHAPTER TWO : LITERATURE REVIEW</u>	18
<u>2.1 Introduction</u>	18
<u>2.2 Conceptual Review</u>	19
<u>2.3 Review of Empirical Studies</u>	35

<u>CHAPTER THREE : METHODOLOGY</u>	49
<u>3.0 Introduction</u>	49
<u>3.1 Research Paradigm</u>	49
<u>3.2 Research Approach</u>	51
<u>3.3 Research Design</u>	52
<u>3.4 Population of the Study</u>	54
<u>3.5 Researcher's Role</u>	54
<u>3.6 Sample and Sampling Procedures</u>	56
<u>3.7 Data Collection Instruments</u>	58
<u>3.8 Data Collection Procedures</u>	59
<u>3.9 Data Analysis Procedures</u>	60
<u>3.9.1 Triangulation Strategies</u>	61
<u>3.10 Summary of the Themes and sub -Themes</u>	65
<u>CHAPTER FOUR : PRESENTATION OF DATA ANALYSIS AND DISCUSSION OF RESULTS</u>	67
<u>4.0 Introduction</u>	67
<u>4.1 Demographic Characteristics of Participants</u>	67
<u>4.2 Research question one</u>	69
<u>4.3 Research Question Two: What were the lived experiences of former male juvenile Delinquents in Ayawaso North Municipality, Accra?</u>	75
<u>4.4 Research question Three: What are the challenges former male juveniles encounter as they are out of the correctional home?</u>	81
<u>4.5 Questions Four: What coping strategies were adopted by former male juvenile delinquents in Ayawaso North Municipality, Accra?</u>	86

CHAPTER FIVE : SUMMARY, CONCLUSION AND

RECOMMENDATIONS

91

5.0 Introduction

91

5.1 Summary

91

5.2 Conclusion

92

5.3 Recommendations

93

5.4 Counselling Implication

95

5.5 Suggestions for Further Research

96

REFERENCES

98

APPENDICES

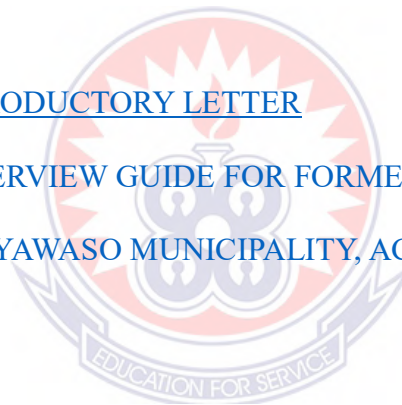
104

APPENDICE A: INTRODUCTORY LETTER

104

**APPENDICE B : INTERVIEW GUIDE FOR FORMER MALE JUVENILES
IN AYAWASO MUNICIPALITY, ACCRA**

105



LIST OF TABLES

Table	Page
1: Age Distribution of participants	68
2: Distribution of religion of participants	68
3: Educational Level Distribution of participants	68
4: Residential Status Distribution of participants	69



ABSTRACT

This qualitative study explored the lived experiences of formal male juvenile delinquents in the Ayawaso North Municipality, Greater Accra Region, Ghana. Using a phenomenological approach, eleven former male juvenile delinquents were selected through criterion and purposive sampling techniques. In-depth interviews were conducted and inductive thematic analysis employed. An open coding regime, was used to analyze the qualitative data, generating four primary themes: (1) Youth Vulnerability (2) Abuse, (3) Post-Release Barriers, and (4) Coping Mechanisms. Findings revealed that factors such as stigmatization, substance abuse, peer pressure and poor parental care contributed to their delinquency, while post-release challenges including unemployment, limited educational opportunities, social exclusion and lack of health care were some of the experiences juvenile delinquents encounter after their release. The study recommends that stakeholders, including clergy, Imams, traditional leaders, clinical psychologists, counselors, and social workers, organize sensitization programs to address the devastating effects of stigmatization, social exclusion, and other challenges faced by former male juvenile delinquents.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A child is innocent from birth, and if they receive loving care and attention, they will develop positively. Children who have developed physical, mentally, morally and spiritually are capable of reaching their greatest potential. Due to shifting societal norms, children today seem to have strong preferences and dislikes as well as mature facial expressions at a very young age.

Legally, there are some international commitments, such as the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC), that have set guidelines to ensure child rights, but the issue of delinquent behavior has been impeding on those rights. Delinquent behavior has been a significant concern internationally in recent times (Abass, 2017). Issues of Juvenile delinquency have become a public concern because there is a propensity for young or juvenile offenders to easily recidivate or relapse into previous crimes if proper nurturing is not done at the correctional homes (Abrah, 2014; Hess & Drowns, 2010).

A juvenile is a person under eighteen years of age who is in conflict with the law and has been convicted of an offense for which the court may impose a sentence of imprisonment for one month or upward without the option of a fine (Juvenile Justice Act 653 of 2003). Age is important in defining a juvenile or young offender, and it is also important to magistrates and social workers who handle juvenile cases (Ayete-Nyampong, 2013). A minor who is not 18 years and find himself or herself with the law and is being convicted of an offense is referred to as a juvenile, according to Sections 46 and 60 of the Juvenile Justice Act 653 of 2003 (Ayete-Nyampong, 2013). Juvenile delinquency is defined as a juvenile's violation of legal and social norms by

committing small to major infractions or offenses (United Nations Department of Economic and Social Affairs, 2005; Carlson & Maike, 2010). Although it is difficult to establish the actual number of juvenile delinquents who broke the law based on literature, it is estimated that from the 1990s to the present, juvenile delinquency rose at a pace of thirty (30) percent worldwide (Hamilton et al., 2011; cited in Abass, 2017).

The Ghana Criminal Code Act of 1960 describes juvenile correctional homes or centers as places where young offenders are cared for, protected while in detention, trained to acquire hands-on skills, and guided by disciplinary and moral lessons that are intended to aid total reformation. The juvenile justice system is created to rehabilitate juvenile offenders, and residential institutions provide a regulated setting in which rehabilitation services might be administered efficiently. However, rehabilitation is complicated by a variety of issues that might contribute to juveniles' recidivism risk, such as mental health issues, family and peer group dysfunction, educational issues, insufficient occupational skills or experience, and hazardous behaviors such as alcohol intoxication and drug use (Ramchand, Morral, & Becker, 2009). It is noted that correctional homes or facilities shape the lives of juvenile delinquents because those homes or facilities are instituted to help nurture and train juvenile delinquents to become socially fit.

According to Abrams (2006), young offenders must understand their time in correctional homes, and they must be influenced by the programs at the facility to help them desist from crimes. Incidents of inmates indulging in nefarious acts while in the custody of prison officers or in correctional homes were very alarming (Kotey,

2018). Correctional juvenile detention facilities may be hazardous settings since imprisonment is frequently a punitive, traumatic, and stigmatizing experience for teenagers (Sawyer 2019).

According to Dako-Gyeke, Adam, and Mills (2020), convicts benefited from their time at the correctional homes or institutions in terms of their mental health and the opportunity to gain academic and vocational skills. Some juvenile convicts changed their conduct, formed healthy associations with their peers and security officers, and gained knowledge and vocational skills (Dako-Gyeke et al., 2020). Through the programs offered at these correctional facilities, some teenagers benefit from juvenile justice reform, but other studies have also shown that the experiences some inmates get while in the correctional homes even aggravate their social mis-fitness, and as a result, some of them come out as hardened criminals (Kotey, 2018; Abass, 2017). The sort of transformation that we crave to see in the lives of inmates after their stay in correctional homes does not materialize after they are released.

In juvenile correctional homes, Counselling and therapy services are more readily available than in adult facilities, and staff-inmate interaction in juvenile institutions is more likely to be good (Kupchik, 2007). In terms of individual contacts between inmates and staff, juvenile prisons might provide more therapeutic settings than adult facilities due to lower inmate-to-staff ratios and a greater emphasis on Counselling by each staff member (Kupchik, 2007). In Ghana, some studies look at variables that contribute to juvenile delinquency, such as familial issues, negative peer impact, and school and community factors, while others look at the sorts of offenses committed by juveniles. It is against this background that the study intends to explore the lived

experiences of former male juveniles and why they are not always reformed as intended.

1.2 Theoretical Review

On the theoretical framework, Social Bond Theory by Travis Hirschi, Labeling Theory by major proponents, and Differential Association Theory by Edwin Sutherland are comprehensively reviewed to show their applicability to the life experiences of formal male juveniles.

1.2.1 Social Bond Theory

The social bond theory was propounded by Travis Hirschi in 1969. Fundamentally, social bond theory is used to explain why people engage in criminal acts (White, 2016). The focus of Hirschi's social bond theory is to identify why peers and peer groups engage in delinquent activities. The social bond theory was later developed into the social control theory. Hirschi assumed that persons with high social inclusion would be more susceptible to a stronger social tie and would therefore be less at risk for the negative impact of a deviant course, while those with a weaker social relationship risk not losing so much and are hence more likely to deviate (Hirschi, 1969). Hirschi identified four elements (attachment, commitment, involvement, and belief) that are significant to social bonding. According to Kotlaja and Meier (2018), the four elements posited by Hirschi could individually or collectively influence unacceptable behaviors; the same elements could also prevent individuals from engaging in deviant behaviors. The four elements are comprehensively described below

1.2.2 Attachment Element

Attachment is the first aspect of social bond theory. It shows how connected people are to society, or the social world. According to Hirschi (1969), attachment is defined as how individuals appreciate the values and norms of a society. A person who is very sensitive to others is more likely to show attachment, such as emotional attachment, towards classmates, parents, friends, and instructors, who will prevent people from engaging in illegal conduct because they are afraid to lose respect and affection from others (Kotlaja & Meier, 2018). In furtherance of the explanation of attachment, Hirschi's forms of friendship highlighted three attachment elements: peers, school, and parental. The three friendship attachments could influence individuals either positively or negatively. His initial concept encompassed three key aspects of parent attachment: supervision by parents, intimate communication with parents, and affectional identification (Kotlaja & Meier, 2018).

Socialization and the creation of personal interactions were believed to be two of the most essential components of human development that prevent us from committing crimes or other social deviances (White, 2016). White (2016) further explained that attachment relates to interpersonal interactions and the social and cultural standards individuals engage with. Attachment to parents and extended family would probably assist the individual in comprehending the world around him or her. Through this attachment, we learn cultural values in our societies, what the society expects from us, and what we intend to expect from the society. Over time, these cultural standards are internalized as part of our individual and communal identities, which provide some common knowledge of the social limits, preventing us from focusing totally on ourselves or whatever we desire.

1.2.3 Commitment Element

The second aspect of social bond theory is commitment. White (2016) explained the commitment element as the acceptance and willingness to adhere to social expectations. The commitment element prevents us from breaching or going contrary to social norms. Kotlaja and Meier (2018) further explained that individuals comply with social norms so that conventional objectives, desired activities, and healthy relationships can be achieved. Again, Kotlaja and Meier alluded to the fact that people embrace the commitment bond because of their future educational or employment aspirations. Committing to illegal activity creates a danger that could impede someone from achieving successful goals, creating meaningful connections, and taking part in constructive activities.

1.2.4 Involvement Element

Involvement is the third social bond theory, and it talks about the time dedicated to conventional activities such as sporting events, academic works, recreational activities, jobs, and other socially related activities (Kotlaja & Meier, 2018; Akers & Lee, 1999), and the involvement in those activities dwindles the desire of individuals to engage in criminal behavior. As the Bible says, “the devil finds work for the idle hand”, if an individual is actively engaged in a productive venture or with prosocial adults, there is the least likelihood for him or her to engage in deviant behaviours (All Answers Ltd., 2018; Norman & Ford, 2015). Parental involvement in socialization or grooming processes has propelled students or children to inculcate proper behaviours, individuals who had involved parents in their daily activities might exhibit less antisocial behavior (Stewart, 2003).

1.2.5 Belief Element

The fourth part of the social bond is belief. Belief in this context means that a person has accepted the legitimacy of behavioral norms but not the moral legitimacy of societal rules (All Answers Ltd., 2018; Kotlaja & Meier, 2018). Belief is about the internalization of a moral system and its ability to differentiate between good and evil. The truth of the matter is that a social consensus was recognized or a common set of values in a certain culture was shared, but some individuals would still violate some of the shared values. The less likely he or she would depart from them, the greater the extent to which an individual believed in the moral legitimacy of particular standards (All Answers Ltd., 2018; Kotlaja & Meier, 2018).

A person who is not bound by social norms is more likely to breach social standards. According to Stewart (2003), people who accept social rules as valid and legitimate are less likely to violate them than those who are less constrained by them.

Wickert (2019) further highlighted that when an individual believes in the validity of the values and norms of society, it is more likely they will hold them in high esteem. He again stated that the more these values and norms are internalized, the more difficult it becomes to violate them. When people start to question the values and norms of society, their desire to obey them begins to dwindle.

The above theory is linked to the current study because it talks about how strong ties in society find themselves keeping individuals away from delinquent acts. When individuals have such bonds, they do not engage in delinquent acts because they do not want to disappoint their parents or families. Their focus is more on conversational activities and the importance of social bonds in people's lives, among which young people are included. This clearly showed that former male juveniles who

did not experience the above-mentioned elements of social bonding engaged in criminal activities, which resonates with the current study.

1.2.6 Labeling Theory

The major proponents of labeling theory were Herbert Mead, Charles Cooley, W.I. Thomas, John Dewey, Herbert Blumer, and Howard Becker. The critical point in this theory is the realization that other people's negative reactions to certain behaviours conduct are what make those behaviours or conducts criminal or deviant. The theory suggested that societal responses to deviant acts serve as a springboard to criminalize individuals (Becker, 1963). In 1966, Erikson broadened the idea of the labeling theory by emphasizing how society's reaction to deviant behaviours brings about stigmatization and separates the offender from the rest of society. The labeling theory could be categorized into primary deviance and secondary deviance, where primary deviance is just normal adolescent behaviour but labeling such behaviour as delinquent will most often lead to secondary deviance because the person becomes conscientious as he or she is described (Restivo & Lanier, 2015). The theory addresses conduct that is criminal in the eyes of society. It suggests that societal responses to deviant behaviours serve as a springboard for criminal activities. It also mentions that criminal behaviour brings about stigmatization which separates the offender from society). The theory is in line with the current study which seeks to explore the lived experiences of former male juveniles who are integrated into society.

1.2.7 Differential Association Theory

Differential Association Theory was propounded by Edwin Sutherland in 1939. The theory explained how people became offenders or violated norms because of their

interactions with the environment. Sutherland outlined some propositions to further explain the differential association theory; the propositions are, “1. criminal behaviour is learnt, 2. criminal behavior was learned in interaction with other persons in a process of communication; 3. The principal part of the learning of criminal behavior occurred within intimate personal groups. 4. criminal behaviour is learnt through techniques and specific directions of committing the crime. 5. The specific direction of the motives and drives is learnt from definitions of the legal codes and culture. 6. a person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of law. 7. Differential association might vary in frequency, duration, priority, and intensity; 8. the process of learning criminal behavior by association with criminals and anti-criminals; 9. criminal behaviour is not an expression of general needs and values” (Sutherland, Cressey, & Luckenbill, 1992).

The above theory is consistent with the current study in that, according to the theory, people become offenders or violate the norms because of their interaction with the environment. The current study also seeks to explore the lived experiences of former male juveniles who have become criminals due to their environment. The fact is that these juveniles become criminals because of their association with other people who are criminals in society or the environment.

1.3 Statement of the Problem

Juvenile delinquency remains a serious global issue with profound social, psychological, and economic consequences. UNICEF (2019) reports that over one million children are incarcerated worldwide, with many offenses connected to poverty, family instability, peer influence, and lack of social support. Most juvenile

delinquencies are committed in groups, that's classmates, school mates and other groupings, even individual wrongdoers are often associated with gangs or deviant peer networks (UNODC, 2023).

Across Africa, increasing youth delinquency is fueled by political conflict, unemployment, and weak juvenile justice systems (African Child Policy Forum, 2018; UNODC, 2023). In Ghana, the issue is deepened by systemic gaps in rehabilitation and reintegration programs. Recidivism rates remain troubling and fluctuates between 19% and 22% over the past two decades (Ghana Prisons Service, 2020). Factors such as stigmatization, community rejection, lack of employment, and experience with hardened criminals during incarceration contribute to this trend (Dako-Gyeke, Adam, & Mills, 2022; Glover et al., 2018).

Youth criminality has been viewed as a major issue by almost every civilization since the beginning of time. According to Adeyinka (2015), delinquent and criminal activity among young people as they navigate from childhood to adulthood in a world that is becoming more complicated and confused is referred to as juvenile delinquency. Even if there has been a problem with juvenile criminality, it appears that the juvenile delinquency and present cannot be compared. In contemporary times, antisocial behaviors frequently linked to juvenile delinquents include but not limited to violence, bullying, cultism, rape, drug and alcohol addiction, rape, examination malpractice, and school dropout rates. Naturally, the hope of a better, safer, and more wealthy Nigerian society will remain elusive unless action is taken to stem the tide of adolescent misbehavior (Adegoke, 2015)

While several studies in Ghana have explored causes of juvenile delinquency and the justice system's response (Arthur, 1996; Mantey & Dzetor, 2018), few have examined

the lived experiences of former male juvenile offenders after release, particularly the Ayawaso North Municipality. These young men often struggle to reintegrate due to social exclusion, psychological distress, and limited support structures (Boakye-Boateng, 2018).

This study seeks to fill key theoretical, methodological, and population gaps by exploring the causes, reintegration experiences and coping strategies of former male juvenile delinquents. The findings aim to inform more responsive rehabilitation policies and community-based interventions to reduce recidivism and support youth reintegration.

1.4 Purpose of the Study

The purpose of the study is to explore the lived experiences of former male juveniles' delinquents in the Greater Accra Region of Ghana.

1.5 Research Objectives

The study was guided by the following objectives:

1. To explore the perceived causes of juvenile delinquency among former male delinquents in Ayawaso municipality Greater Accra Region?
2. To explore the lived experiences of former male juvenile Delinquents in the Ayawaso Municipality.
3. To explore the challenges encountered by former male juvenile delinquents during community reintegration.
4. To explore the coping strategies that were adopted by former male juvenile delinquents in Ayawaso North Municipality to overcome challenges during reintegration?"

1.6 Research Questions

1. What are the perceived causes of juvenile delinquency among former male delinquents in Ayawaso municipality Greater Accra Region.
2. What are the lived experiences of former male juvenile Delinquents in Ayawaso North Municipality, Accra?
3. What are the challenges encountered by former male juvenile delinquents as they integrate into the community?
4. What coping strategies were adopted by former male juvenile delinquents in Ayawaso North Municipality to overcome challenges during reintegration into the community.

1.7 Significance of the Study

This study holds considerable importance for several major stakeholders involved in juvenile justice, education, social welfare, and policy development in Ghana. By exploring the lived experiences of former male juvenile delinquents in the Ayawaso North Municipality, the study provides a deeper understanding of the reintegration challenges these individuals face and the factors that influence their potential for rehabilitation or recidivism.

The study, which explores the lived experiences of former male juvenile delinquents in the Ayawaso North Municipality, provides a better understanding of the reintegration problems these male juvenile delinquents encounter, as well as the factors that determine their potential for rehabilitation or recidivism.

For the education sector, particularly school counsellors and authorities, the findings offer practical insights into how juveniles who return to the various schools after writing BECE and or detention can be better supported. This can guide the

development of tailored counselling programs and academic interventions aimed at fostering resilience and promoting educational success among formerly incarcerated youth.

The research is also relevant to the Department of Social Welfare, which manages juvenile justice and child protection in Ghana. Findings from the study will update improvements in case management, aftercare services, and reintegration planning, which will inform the development of interventions that are tailored to the specific needs of juvenile delinquents, ensuring contextual relevance and responsiveness.

Correctional home officers stand to benefit from this research through an enhanced understanding of what occurs within and beyond the correctional home. Perception from participants can guide reflective practice and support the implementation of more effective rehabilitation plans within juvenile institutions.

In addition, the study is of interest to human rights advocates, policymakers, and the Ministry of the Interior, who play key roles in designing and implementing justice reforms. The findings may serve as evidence to support the development of comprehensive, community-based strategies aimed at reducing recidivism and promoting social inclusion for juvenile offenders.

Finally, this study contributes to the growing body of literature on juvenile delinquency in Ghana. It offers context-specific knowledge that addresses existing gaps related to causes, experiences and challenges, thus laying the groundwork for future research and policy reform. By entering the voices of formerly detained juveniles, the study highlights the human dimensions of justice and rehabilitation, promoting for more concerned and informed approaches to juvenile justice in Ghana.

1.8 Delimitation of the study

This study would be limited to former male juvenile delinquents who are integrating into the communities in the Ayawaso North Municipality, Accra. The study would make use of a qualitative research design.

1.9 Scope of the study

The study is limited to only former male juvenile delinquents who were once in the correctional home but were integrated into the community after serving their jail term. This study did not cover male juveniles in the correctional home. It also did not cover the wardens or the administrators of the correctional home. The study used only an interview guide to gather data from the participants. The study targeted seventy (70) participants; however, only twenty-five (25) participants qualified for the study.

1.10 Definition of Terms

The following definitions are generated from the study:

Juveniles: The legal definition of juvenile generally refers to any person under the age of 18 but above the age of 10.

Juvenile delinquency: is the participation by a minor child, usually between the ages of 10 and 17, in illegal behavior or activities. Juvenile delinquency is also used to refer to children who exhibit a persistent behavior of mischievousness or disobedience, so as to be considered out of parental control, becoming subject to legal action by the court system. Juvenile delinquency is also known as “juvenile offending

Delinquent: A person who behaves in a way that is illegal or unacceptable to most people.

Deviant behavior is defined as actions that violate social norms, which may include both informal social rules or more formal societal expectations and laws. Socially acceptable behavior, on the other hand, refers to the actions that are generally viewed as being appropriate to engage in when in the presence of other people.

Juvenile Detention Centers / correctional home. These facilities are specifically designed for minors who have been convicted of crimes or are awaiting trial. They focus not only on detention but also on rehabilitation through educational and counseling programs. Ghana - 2003 - Gender and Human Rights

Juvenile Justice Act, 2003 (Act 653) An Act to provide a juvenile justice system, to protect the rights of juveniles, ensure an appropriate and individuals response to juvenile offenders, provide for young offenders and for connected purposes.

Coping Strategy:

An action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one's reaction to such a situation. Coping strategies typically involve a conscious and direct approach to problems, in contrast to defense mechanisms.

Rehabilitation

Rehabilitation is a programs and services that assist inmates improve their behavior, attitudes, and lifestyles in preparation for effective reintegration into society after they are released. The goal is to treat underlying issues, build skills, and promote positive behavior, which will reduce the chance of recidivism.

Re-offend

Re-offend refers to the likelihood or act of an individual committing another crime after being released from prison. This term is often associated with recidivism rates, which measure the percentage of former inmates who re-offend and return to prison.

Recidivism

Recidivism is the tendency of a convicted criminal to return to a life of crime after being released from jail after serving a sentence. Repeated transgressions frequently result in rearrest, reconviction, or reincarceration. Recidivism rates are commonly used to assess the success of rehabilitation programs and the criminal justice system.

1.11 Organization of the Study

The study was organized into five main chapters.

1. Chapter one dealt with the introduction, which was made up of the background to the study, the statement of the problem, the purpose of the study, the research objectives used, the research questions, the significance of the study, delimitations, and the organization of the study.
2. Chapter two talked about the literature review and research related to the study.
3. Chapter three examined the methodology used in the study which included the research design, the population, the sampling and sampling procedure, the instrument used, the data collection procedure and the data analysis.
4. Chapter four was made up of the results and discussions.
5. Chapter five focused on the summary, conclusion and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In many civilizations, including Ghana, children are not expected to come into contact with the court system. Juvenile delinquency is a global public and policy concern. The image of childhood and how children are viewed in different countries influence how they are treated, which has implications for their welfare and rights, including how they are treated by the judicial system. There has been a surge in public and academic interest in criminality and mental health in recent years, with a focus on antisocial behaviors among children and adolescents.

Juvenile offenders have been identified as a population that suffers from an increase in crime when compared to the overall juvenile population (Dako-Gyeke, Adam, & Mills, 2020). The global scope of juvenile delinquency has elicited a range of reactions from governments and the media. Although some have campaigned for increased rehabilitation and aid for young offenders, others have advocated for harsher punishment.

Despite this, research studies show that rehabilitation is a major focus of juvenile detention facilities. Furthermore, due to a lack of or inaccessibility of information on juvenile delinquents in custody, determining the exact number of juvenile delinquents in detention is a challenge (Muncie & Goldson; Lipsey & Cullen, cited in Dako-Gyeke, Adam, & Mills, 2020).

Adolescence is a developmental period that is accompanied by changes that may increase current and future risks of delinquency. Delinquent behaviors are developmental changes that occur in some teenagers and are often temporary. The

rate and severity of offenses that occur throughout adolescence are likely to become predictors of later offenses when the age-crime curve peaks (Barbot & Hunter; Landsheer & van Dijkum, cited in Dako-Gyeke, Adam, & Mills, 2020). Although adolescent developmental changes provide context for a variety of actions and consequences, including delinquency, society rarely expects them to be criminals or commit crimes.

Children should be nurtured in the ideal world at home, school, and in the greater community. Juveniles are confined, which keeps them away from more desirable forms of care, making it difficult for them to adjust and thrive and be integrated into the community (Hogan, Halpenny, & Greene, cited in Dako-Gyeke, Adam, & Mills, 2020).

2.2 Conceptual Review

Some relevant concepts, such as correctional systems or homes, juvenile correctional homes and detention centers, juvenile justice systems, and juvenile delinquencies, are thoroughly reviewed to help the study achieve its intended purposes.

2.2.1 Correctional systems or Homes

Correctional facilities or homes could be classified as federal jails, prisons, and detention centers, with populations that might be adult or juvenile, convicted convicts, or detainees awaiting court procedures (Bott, 2016). According to Bott, (2016), correctional homes could be controlled or administered directly by the appropriate authority, by a private firm offering contract services, or by a mix of public and private agencies. In addition, prisons and jails are examples of correctional homes; prisons are state or federally run establishments that house convicted offenders

serving terms of more than a year, and jails are meant for convicts serving shorter terms. Local law enforcement institutions mostly administer jail terms.

Maryani and Rochaeti (2020), posited that correctional systems or homes are instituted to positively improve convicts' conduct and rehabilitate incarcerated inmates so that they can be accepted by the community. Maryani and Rochaeti further opined that harmony, tranquility, and balance in relationships between prison officers, convicts, and the community are required for the correctional system's aims to be met. For correctional homes to live up to their purpose, all stakeholders must perform their roles as expected.

2.2.2 Juvenile Correctional Homes and Detention Centers

In the justice system, juvenile homes are sometimes referred to as youth detention centers, juvenile

detention centers, juvenile halls, observation homes, or remand homes. It is a prison for people under the age of 21, to which they have been sentenced and committed for a period of time, or detained on a short-term basis while awaiting trial or placement in a long-term care program (Synder & Sigmund, 2006). Juvenile detention is a type of short-term imprisonment that is typically employed after a young person has been arrested but before a court has established the young person's innocence or guilt (Casey, 2020).

A juvenile detention facility is typically a safe institution run by local authorities or the State and is mostly used to detain youth temporarily while they are waiting for adjudication (CASEY, 2020)(Casey, 2020). Casey further explained that activities at detention centers differ. While juveniles of school-going age are allowed to go to

school, they are entitled to go outside regularly, engage in physical exercise, and participate in a variety of leisure activities. The rights of young people in custody include the right to education, health and mental health, family interaction, Counselling, court access, and secure humane treatment.

In addition, juvenile detention offers a variety of programs to promote the physical, emotional, and social development of young individuals. Helpful services include holistic education, visits, communication, advice, ongoing supervision, healthcare and nutrition services, recreation, and reading services (Bowker, 2002). In addition to the beneficial services and reports, juvenile prison incorporates or provides a system of clinical observation and evaluation.

In Ghanaian jurisdiction, juvenile correctional homes are described as a place where young offenders are cared for while in incarceration or detention (Criminal Code Act, 1960, Act 30). The Criminal Code Act provides that juvenile correctional centers are places where inmates are trained to acquire hands-on skills and guided by disciplinary and moral lessons that are intended to aid total reformation. Correctional homes as alternatives to the juvenile justice system are implemented to help rehabilitate juvenile offenders. Officers who work at correctional facilities have significant roles to play. They are entrusted with imbibing intramural and extramural skills in inmates, and as a result, they must possess unique skills. Correctional officials and guards must acquire particular legal and vocational training as well as obtain credentials before serving in correctional institutions to ensure that training runs smoothly (Maryani & Rochaeti, 2020).

Pre-Colonial Child Delinquency.

In pre-colonial societies traditional child-rearing practices and community structures played a significant role in shaping child behavior and addressing delinquency. Research suggests that indigenous communities had unique approaches to socialization, emphasizing collective responsibility and communal values (Smith, 2010). For example, some African cultures utilized initiation ceremonies to mark transitions from childhood to adulthood, promoting social cohesion and responsibility. These traditional practices often focused on restorative justice, aiming to reintegrate individuals into the community rather than punishing them (Sherman, 2018).

The imposition of colonial rule disrupted traditional family and community structures, contributing to changes in child delinquency patterns. Colonial powers introduced foreign laws, education systems, and economic structures, which often undermined indigenous customs and values (Fanon, 1961). This disruption led to cultural confusion, social dislocation, and economic marginalization, increasing the vulnerability of children to delinquency (Memmi, 1965). Studies have shown that colonialism's legacy continues to impact communities, contributing to intergenerational trauma and ongoing social and economic disparities (Ngugi, 1986).

Post-Colonial Child Delinquency

In post-colonial societies, the legacy of colonialism continues to influence responses to child delinquency. Contemporary approaches often reflect a mix of traditional and modern practices, with varying degrees of success (Bhabha, 1994). Research highlights the need for culturally sensitive and community-based approaches to addressing child delinquency, drawing on indigenous knowledge and practices (Karp, 2002). However, the persistence of colonial-era laws and institutions can hinder

efforts to develop more effective and culturally responsive responses to child delinquency (Agozino, 2003).

The post-colonial period in Ghana has seen significant changes in the way child delinquency is perceived and addressed. According to (Amoako, 2017), the legacy of colonialism continues to influence the juvenile justice system, with ongoing debates about the effectiveness of Western-style approaches. Colonialism had impact in child delinquency The imposition of Western-style education and disciplinary systems led to a shift away from traditional community-based approaches (Assim, 2013). The introduction of formal juvenile justice systems, such as courts and correctional facilities, created new ways of addressing delinquency (Adjepong, 2018).

2.2.3 Post-independence Juvenile Justice System in Ghana

The contemporary juvenile justice system in Ghana, like many other African countries' modern criminal justice systems, might be traced back to the country's colonial history, when colonialism influenced traditional social control as well as the legal system. This section of the study, on the other hand, focuses on Ghana's juvenile system after the country's independence in 1957. The Criminal Procedure Code, 1960 (Act 30), was enacted post-independence and is one of Ghana's most important juvenile justice laws.

The Code included, among other things, a consolidation of previous juvenile-related legislation in the country since 1944 as well as legislation on the administration of juvenile justice in the country. (Ame & Kwame cited in Dako-Gyeke, Adam, & Mills, 2020). In addition, in 2003, parts of the 1960 Criminal Procedure Code dealing with juvenile criminal justice were abolished and replaced with Ghana's current Juvenile Justice Act (Act 653), which was passed by the Ghanaian Parliament. A juvenile

delinquent is defined by the Act as a person under the age of eighteen who is in violation of the law (Government of Ghana 2015).

The Juvenile Justice Act of 2003 establishes procedural safeguards for children from arrest to trial and punishment, as well as a range of detention and non-detention options. It is also called for the creation of specific Junior Correctional Centers and Senior Correctional Centers for children, as well as the diversion of children from the criminal justice system. Furthermore, certain stakeholders have been debating the necessity for baseline indicators since 2010, with the goal of improving Ghana's social protection policies, especially its juvenile justice system (Dako-Gyeke, Adam, & Mills, 2020). The goal is to contextualize social protection so that it is more useful, efficient, and long-lasting.

The Justice for Children Policy was formulated and adopted by the cabinet in 2015 as a result of these efforts. Although the policy focuses on issues of justice for children who have run afoul of the law, it goes beyond the issue of children as offenders to address issues such as children who have been victims of abuse, exploitation, and neglect, as well as children who have been caught up in custody, maintenance, and paternity disputes (Government of Ghana 2015). Another source of worry with Ghana's juvenile justice system is that, for fear of being chastised, most parents and guardians of children in police custody do not appear at police stations or juvenile courts to assist with proceedings.

Furthermore, some juvenile offenders are imprisoned in police cells and adult jails because the court, police, and other stakeholders frequently fail to follow some fundamental provisions of the Juvenile Justice Act and the Justice for Children Policy. This implies that, while the Act and policy may appear to be sound on paper, there is

a disconnect between rhetoric and reality (Ayete-Nyampong, cited in Dako-Gyeke, Mills, (2020). This implies that, while the Act and policy might appear to be sound on paper, there is a disconnection between rhetoric and reality.

The fact that there are few juvenile jail institutions accessible across the country to detain and reform minors who have broken the law further complicates the matter. In general, these limited correctional facilities face difficulties that might have an impact on the services provided to children as well as life in these institutions. Identifying, understanding, and resolving factors associated with juvenile delinquency would thus be beneficial in reducing the amount to which children are at risk or commit offenses (Ayete-Nyampong, 2012).

2.2.4 Understanding the Juvenile Justice System

In the Ghanaian context, juvenile Justice includes methods of dealing with minors in conflict or in need of care and protection. The official system of youth justice in Ghana was established during the colonial era, and there have been significant amendments in the juvenile justice system after independence: the 1960 Criminal Procedure Code (Act 30) and the recent Juvenile Justice Act 2003 (Act 653) (Hoffmann & Baerg, 2011). Before the Juvenile Justice Act 653, the Criminal Proceeding Code of 1960 was adopted as the main law to deal with young criminals or delinquents. The Juvenile Justice Act 653 was instituted to reform the 1960 Criminal Proceeding Code that dealt with juvenile offenders. The new Act laid emphasis on the principles of welfare and international standards that uphold human rights and restorative justice (Hoffmann & Baerg, 2011).

The current Juvenile Justice Act (JJA) 653 has brought a lot of reforms to Juvenile Justice Law. The formalization of restorative justice in the Act has brought about the

child panel system to serve as an alternative measure to address juvenile cases away from the normal court system (Kotey, 2018). The Juvenile Justice Act has further instituted measures to prevent stigmatization of inmates after their release and how they can also be successfully reintegrated into the community after their sentences (Ame, Ayete-Nyampong, & Gakpleazi, 2014; Mensah-Bonsu, 2017).

The current JJA has diminished the parole services to which juveniles must be exposed in the course of their release. Parole as a pre-release program is geared towards helping juveniles successfully reintegrate into society (Kotey, 2018). Kotey further pointed out that the d-panel system, parole services, and measures to avoid stigmatization were not fully operationalized because the court still sits on minor juvenile cases and parole services are not effectively implemented. The inability to implement systems such as the child panel system and parole services contravenes the United Nations Convention on the Rights of a Child Article 37 (b), which discusses custody as the last remedy in juvenile justice (Kotey, 2018).

Ideally, the juvenile justice system should be incorporated into our criminal justice system to help achieve better reformation of juvenile offenders. A study conducted by Osei (2013) revealed that the effectiveness of the juvenile justice system reforms inmates. In the study, it was determined that there are inconsistencies between legal provisions for the reformation of young offenders and the actual practices that transpire in the correctional homes. The disconnection or mismatch between the JJA provisions and the practices at the correctional centers is due to insufficient resources to articulate or practice the tenets of the JJA.

2.2.5 Understanding Juvenile Delinquencies

Issues of Juvenile delinquency have become a public concern because there is the propensity that young or juvenile offenders could easily recidivate or relapse into previous crimes if proper nurturing is not done at the correctional homes (Abrah, 2014; Hess & Drowns, 2010). The most notable delinquencies perpetrated by juveniles include theft, fraud, rape, defilement, and murder (Marle, Hempel, & Buck, 2010). Pickpocketing, physical assault, and using cunning mechanisms to steal from people were all delinquent acts that were perpetrated by juveniles (Icli & Coban, 2012). Boakye (2012) conducted a study to ascertain the circumstances leading to adolescents engaging in delinquent acts and the meanings they attach to those delinquent behaviours. Boakye identified that inadequate family support sometimes makes juveniles engage in delinquent acts, bad peer influence, school apathy, and illegal substance abuse.

Robbery, illegal immigration, visa violations, attacks on police personnel, murder, prostitution, and smuggling of drugs are delinquent acts perpetrated by juveniles in Turkey (Icli, Sever, & Okten, 2012).

Recidivism among juvenile delinquents

The biggest challenge in prison work is the so-called recidivism situation. The word “recurrence” comes from the Latin roots “re” meaning “to return” and “caedere” meaning “to fall” or literally “to retreat. Relapse therefore means “the tendency to return to a previous state or behavior. Recidivism is a global problem facing all governments and stakeholders involved in the welfare of ex-prisoners. Record-keeping difficulties in Africa make available statistics on recidivism difficult to obtain, but estimates are generally considered to be very high. Recidivism rates in

Ghana ranged from 21% in 2004, 19.3% in 2008, and 22.2% in 2011. Some empirical studies suggest that prison service programs have some effect on recidivists before and after prison release, while others suggest that they have no effect at all. Although these programs are considered to have had some success, researchers believe their results showed that their impact on repeat offenders was fairly small (Glover, Obodai, Forkuor, & Acheampong Abaitey, 2018).

Prison Fellowship is a nonprofit religious ministry for prisoners, former prisoners, crime victims, and their families. Founded in 1976 by Charles Colson. The organization has over 50,000 trained volunteers and conducts religious programs such as Bible studies and seminars in most of his prisons in the United States. Byron conducted a study in the mid-1990s to determine whether there was a link between Prison Fellowship's religious programs and recidivism. At the end of the stated study period, the findings were that there was no difference between Prison Fellowship and non-Prison Fellowship groups on either measure of recidivism (that is re-arrest and re-imprisonment) throughout the 8 years follow up period.

However, those who actively participated in the Prison Fellowship bible studies were least likely to be re-arrested and re-imprisoned between 2 to 3 years after release. However, the probability that those who participated in the faith program would not be rearrested or re-imprisoned reduced considerably from the fourth year through to the eighth year (Glover, Obodai, Forkuor, & Acheampong Abaitey, 2018).

Research shows that the reasons why released prisoners return to prison include lack of family acceptance, prejudice from the community or society at large, unemployment, association with bad friends, first-time offenders and experienced offenders in prison. The study concludes that in Ghana, particularly in the Kumasi

Central Prison, despite various efforts to rehabilitate prison inmates, there are triggers and push-pull factors that lead inmates back to old habits. Among the risk factors for recidivism identified in the study, activities outside prison walls are primarily associated.

Therefore, the need to consider measures and initiatives outside of prison walls to reduce recidivism cannot be overstated. Institutional support systems need to be built and implemented once improved. It is observed that families and society at large must be actively educated about the need to help released prisoners successfully reintegrate into society. Additionally, you can form a family support group to find and share common answers to common problems to reduce relapse (Glover, Obodai, Forkuor, & Acheampong Abaitey, 2018).

2.2.6 Reasons underpinning Juvenile' delinquent acts

In an investigation into why juveniles engaged in deviant actions that led to their imprisonment, the following factors were discovered: (a) parental neglect and abuse; (b) financial issues; (c) peer influence; and (d) exposure to deviant activity in communities (Dako-Gyeke, Adam, & Mills, 2020).

Parental neglect and abuse

Since adolescence is a vital developmental time during which teenagers might participate in harmful behaviors such as delinquency, the importance of parents and guardians cannot be overstated. As a result, parental neglect and abuse have a severe impact on certain convicts, leading to their involvement in deviant behavior and later confinement (Dako-Gyeke, Adam, & Mills, 2020). Parenting used to be a communal obligation in many Ghanaian communities, but support from extended family

members has reduced in recent years, owing to the move from an extended family to a nuclear family system.

In addition, as this study discovered, some youngsters participated in deviant behaviors when they fled home to avoid physical violence. There appear to be no clear definitions of child abuse in Ghana, as certain forms of child abuse, particularly physical abuse, are accepted in some households and schools due to religious, traditional, and cultural beliefs and practices (Dako-Gyeke, MaviMavis (2018), Ller (2018), Tranchant, and Oosterhoff 2016).

Gottfredson and Hirschi's (1990) maintained that effective parenting promotes the development of strong self-control to combat youth crime. It is noted that adolescents attending an urban high school in a racially and socioeconomically diverse state in the south-western United States (Boakye,2012). Also, parental monitoring and discipline were significantly negatively associated with lower self-control.

Again, low self-control was found to be moderately linked to ineffective parenting and crime. Youth with low self-control are more likely to commit crimes, but other studies examining the causes of low self-control suggest that environmental variables, rather than primary caregivers, may be involved. It has also been reported that adolescents raised in different environment typically develop different levels of self-control because their local socialization and informal control are different (Boakye,2012). Therefore, ignoring parenting inefficiencies and individual differences, youth who grow up in communities where there is a strong will to act together against deviance develop more self-control than youth who live in communities that do not care much about how the juveniles live.

It is revealed that self-control is not a misrepresentation of the established relationship between crime and deviant peer networks. However, low self-control and exposure to deviant peers have been found to independently increase the likelihood that adolescents will engage in criminal behaviour. Additionally, self-control and association with deviant peers have been found to be related to predicting youth involvement in delinquency (Boakye,2012).

Financial challenges

According to current research, juvenile delinquency is one of the issues that children living in poverty encounter. Children's delinquent character and behavioral development are linked to economic adversity. Some of the offenders stated that they engaged in deviant behavior, including robbery, in order to survive owing to familial poverty (Dako-Gyeke, Adam, & Mills, 2020).

There is a relationship between economic hardship and adolescent delinquency Burrell and Roosa (2009) as cited in Boakye, (Boakye,2012). In the study, 189 adolescents and their mothers were recruited to participate in the study.

Participants were interviewed in their respective homes. Mothers reported on financial hardship and depressing moments, while adolescents reported on interactions with delinquent peers and school functioning. Additionally, parental monitoring and reports of behavioural problems by adolescents and their mothers were noted. Analysis of the data showed that mothers perceived economic hardship and youth problem (Boakye,2012).

In another study, Hunte (2006) as cited in Boakye, (Boakye,2012), investigated the relationship between socioeconomic disadvantage and behavioural outcomes. The

life experiences of 12 socio-economically disadvantaged young people aged 15 to 19 in central Trinidad were investigated. Six of the participants were inmates at a juvenile detention centre, and the remaining six had no prior criminal involvement and were academically and socially successful. Twelve participants were interviewed in the same socio-economically disadvantaged environment to explore why some engage in crime and others resist.

The result of this study was that differences in adolescent behaviour may be due to attachment to available identity images. The criminals began searching for their fathers because they found they lacked emotional and physical ties with the father figures in their families (Boakye,2012). The new father figures they see in the community happen to be their comrades who work as family agents and are primarily known as bandits and drug dealers. Conversely, non-offending adolescents had stronger bonds with their parents, especially their mothers. It was observed that mother was found to be loving and supportive, observing their peer relationships and other lifestyles regularly. Therefore, there are differences in the behavior of socio-economically disadvantaged adolescents in both parent-child and peer relationships (Boakye,2012).

Influence of peers

Adolescence is a developmental stage where peer pressure is very intense due to fear of isolation. It has been discovered that some inmates are pressured into joining deviant peer groups (Dako-Gyeke, Adam, & Mills, 2020). Adolescents who face financial difficulties might feel obligated to seek help from peer networks, which could be a microsystem, and may be motivated to participate in delinquent behavior as a result. It was observed that some of the inmates were motivated to participate in

deviant behavior by their peers. Individuals learn specific behavioral patterns by seeing, imitating, and modeling the behavior of others, according to social learning theorists (Akers et al., 1979; Bandura, 1977; Ormrod, 1999).

Recent research shows that the overrepresentation of male offenders is not simply the result of increased exposure to networks of offender groups, but rather of the differential impact that network connections with offender groups have on men compared to women. It is revealed that in both men and women, strong moral restraint acts as a barrier to peer influence, and that it is much stronger in women than in men. Women with strong moral values against crime were basically unaffected by their peers. At the same time, as moral disapproval of crime increased, differences between men and women emerged, with women becoming less influenced by their peers than men.

In fact, when moral disapproval was high, women were unaffected by peer offending, but the same result did not hold for men. In contrast, men with strong moral values were still more likely to commit crimes when exposed to criminal peers, although criminal peers eventually seemed to overwhelm the suppressive effects of moral disapproval (Piquero, Gover, MacDonald, & Piquero, 2005). It is suggested that adolescents who have extensive relationships with delinquent friends may have higher levels of delinquency than adolescents who have minimal involvement with delinquent friends.

Therefore, when young people are left under the influence of others who become delinquent, they are at risk of becoming delinquent. If such effects occur over a long period of time, the degree of probability becomes more pronounced. It revolves around techniques for committing crimes and other crimes. Therefore, friendship

decisions appear to be closely related to criminal versus noncriminal behavior (Bosiakoh, & Andoh, 2010).

Exposure to deviant activities in neighborhoods

According to research, neighborhood structure is linked to juvenile criminality. Juveniles who live in poor neighborhoods where people engage in illegal activities are in danger of participating in these activities (Dako-Gyeke, Adam, & Mills, 2020). Neighborhood conditions can influence a child's behavior, as can home and school conditions, by influencing a child's mental attitude and physical condition. Overcrowded neighborhoods and slums can lead to crime for the same reasons as overcrowded housing and classrooms. Poor sanitary conditions, damp, dark and poorly ventilated homes, proximity to smoky and smelly factories and noisy machinery, and close contact with undesirable, possibly immoral and criminal neighbors.

When children are alone, they are less likely to get into mischief, but when they form gangs, such as in crowded urban areas, they are strengthened by mutual support and more willing to try anything. The heightened suggestibility of individuals within groups of people is one of the most salient features of group psychology. Furthermore, when a group is organized for a specific purpose, individual members are more receptive to ideas and actions that have some connection to the group's goals. For example, if a gang is formed for the purpose of playing pranks, one member's suggestion of a prank may quickly be adopted by other members, ultimately resulting in serious violations (Gyansah, Soku, & Esilfie, 2015).

Substance Use

Menard, Mihalic, and Huizinga, (2001) have investigated the connection between drug use and criminality at several life stages. The participants in this longitudinal study were tracked from their adolescent years into adulthood. The study's data were gathered in the US between 1976 and 1992. After conducting an analysis, they discovered that the correlation between drug use and criminality varied depending on the age and level of engagement. The association between drug use and crime was found to be larger in adolescence than it was in early adulthood, with respect to the stage of engagement (Boakye,2012).

Furthermore, it noted that more serious forms of crime and drug use emerge after minor forms of crime and drug use begin in adolescence. The study further reported that once drug use and crime began, the propensity to use one and the propensity to stop using the other increased, respectively. This suggests that after young people turn to crime, their involvement in drug use increases, which contributes to their involvement in further crime (Boakye,2012). This suggests that the relationship between crime and drug use is reciprocal and mutually adaptive. In a similar study, Ford (2005) as cited in Boakye, (2012) investigated the interrelationship between drug use and delinquency among adolescents. The author observed that there are direct and indirect relationships between crime and drug use.

2.3 Review of Empirical Studies

In reviewing relevant empirical studies, some thematic areas such as correctional home interventional programs and their impact on juveniles, the impact of the juvenile justice system on young offenders, the life experiences of former juveniles, the physical separation of juveniles and adults in correctional homes, and coping

strategies adopted by juveniles in correctional homes are reviewed to help comprehend the topic under study.

2.3.1 Correctional Home Interventional Programs and its Impact

Training programs at the correctional homes are geared towards the acquisition of skills to help inmates survive after they are released. Inmates must be given work that is more than just a time filler so that when they leave the correctional facilities, they can get an appropriate job to continue their lives in the future (Maryani & Rochaeti, 2020). They further stated that the inmate skill training programme is useful for inmates' futures after leaving correctional facilities. Correctional home interventional programmes focused on reforming and reviving juvenile offenders in correctional centers so that they could be fully reintegrated into the community when they were released (Garrido & Morales, 2007). The training programs are holistic; they include moral lessons, educational and skills lessons, and psychological training.

In a study conducted by Stewart (2002) and Mucemi (2004), it was highlighted that inmates at correctional homes acquire hands-on skills and knowledge through vocational training and practical and theoretical education. The knowledge and skills acquired during their stay at the correctional center would foster smooth reentry into the community. In furtherance of the vocational and practical training posited by Stewart and Mucemi, another study by Tam and Heng (2008) also emphasized that skills training such as carpentry, plumbing, and electrical work and mental rehabilitation programs at the correctional homes had helped inmates significantly. Another study conducted by Young, Dembo, and Henderson (2007) also pointed to the fact that educational and vocational training programs are common in all juvenile correctional centers in the United States of America.

In Ghana, Abass (2017) has outlined some of the training programs at the correctional homes. Carpentry works, electrical works, bead making, mechanics, and blacksmithing. The correctional center has a system of formal education where inmates are taught and registered to write the Basic Education Certificate Examination (BECE) and other non-formal education such as basic numeracy and literacy (Abass, 2017). Other interventional programs, such as the narcotics education program and the sex education program, are also taught. A study conducted by Ashiabor (2014) revealed that interventional programs implemented at the Swedru Boys Correctional Center, such as vocational training, non-formal literacy and numeracy training, moral training, and Counselling sessions, did not make any positive impact on the lives of the inmates. Asheboro's findings revealed that there is no significant correlation between the level of rehabilitation of young offenders and the officers assigned to nurture the young offenders. In conclusion, the training given by officers was not fruitful and did not affect the lives of the young offenders.

2.3.2 Impact of Juvenile Justice System on juvenile delinquents.

Juvenile justice experts and professionals believed that the confinement of young people did not best serve the interests of the juvenile or public safety in most instances (Clark, 2021). Clark further posited that delinquent youth accused of non-violent offenses that pose no risk to public security must be supervised by the community because the community's supervision would be cost-effective. It is again argued that community supervision is an appropriate option because it is less disruptive to family life and juveniles could participate in community-based programs.

Through empirical research, it has been authenticated that processing juveniles through the criminal justice system is likely to negatively affect the self-concept of the adolescent (Restivo & Lanier, 2015; Farrington, 1977; Kaplan & Johnson, 1991). Guidelines have been set by some international organizations, such as the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC), to ensure particular care of juveniles in order to achieve better rehabilitation and proper reintegration into society.

2.3.3 Life Experiences of Former Male Juveniles in Correctional Homes

Juveniles in correctional homes sometimes endure physical and sexual assault, exacerbating their isolation from their families, friends, and communities (Juvenile Law Center, 2020). Since juvenile correction facilities are strictly supervised with limited independence, few prosocial peers, and gender segregation, the social context becomes ineffective for development; limited youth cannot practice skills related to development, responsibility, and temperance, which, on the other hand, promote a successful transition to age (Erickson & Schaefer, 2020).

According to Mensah-Akorah (2005), juvenile correctional facilities do not offer much to counteract the unfavorable conditions or effects of their outside lives, nor do they provide pragmatically appropriate experiences for youth growth, such as access to connections with prosocial peers, which ensures healthy progression into adulthood. Mensah-Akorah further asserted that, in juvenile detention facilities, there was minimal motivation for typical developmental experiences and progress.

According to Peterson-Badali and Koegl (2002), peer-on-peer violence is a prominent characteristic of juvenile offenders in correctional homes, and to maintain social order in correctional homes, both prison guards and some prisoners use legitimate or

sanctioned means to ensure order, non-sanctioned tactics to control prisoners by prison guards, and peer-on-peer violence by inmates to restore and establish social order (Peterson-Badali & Koegl, 2002).

2.3.4 Physical Separation of Juveniles and Adults in Correctional Homes

The physical separation of adults and young people in correctional homes have a lengthy history in the U.S., extending back to the beginning of the 19th century. According to Clark (2021), the first juvenile correction home was opened in 1825 in New York, and it is named the New York House of Refuge. Currently, in the U.S., there are over 2200 public and private residential juvenile homes or placements for adjudicated young people.

Ideally, the reasons for separating juveniles from adult offenders are to protect the young people against the potential influence and victimization of adult criminals, to ensure that they are able to be rehabilitated so as to distract them from criminal activities throughout their lives, and to recognize that the children are not equal to adults (Clark, 2021). The situation of young people being tried and convicted of serving their sentences might differ from jurisdiction to jurisdiction, especially for young people who have been sentenced to jail terms.

In some states, youth may spend part of their sentences at a youth correctional center before being moved to an adult detention or confinement center. Although some institutions just segregated young people from adults physically, other government systems have established specific facilities for youthful delinquents to address their requirements more efficiently, and in these institutions, specific age-appropriate programming and staff training are reinforced with physical separation (Clark, 2021; Bowker, 2002).

According to Young and Gainsborough (2000), juveniles in adult prisons or jails are more likely to experience physical and sexual harassment, have a high propensity to commit suicide, and attack with weapons, thus becoming more violent. They also have less access to schooling, family care, and other developmentally relevant programs and services than youths in the juvenile system. They further highlighted that young people are normally given the same food, health, education, and leisure activities as adults in adult institutions, despite the recognized developmental disparities.

2.3.5 Coping Strategies Adopted by Juveniles in Correctional Homes

Coping could be described as strategies adopted by individuals to respond to their challenges or stress (Compass, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001). Social support seeking was one of the strategies adopted by juveniles in correctional homes. It is a popular coping strategy used by adolescents, and it is associated with positive adjustment (Ayers, Sandler, West, & Roosa, 1996; Shulman & Cauffman, 2011). Social support seeking is sometimes used to predict internalizing symptoms in juveniles when they come to correctional homes. Juveniles who resort to family and fellow inmates for support are more likely to internalize when their source of support is not forthcoming during their incarceration (Shulman & Cauffman, 2011). Shulman and Cauffman further explained that seeking social support helps juveniles adjust to the new environment. In supporting Shulman and Cauffman's study, Brown and Ireland (2006) shared a similar opinion by stating that inmates in juvenile correctional homes capitalize on social support schemes to overcome their psychological distress. It could be concluded that seeking social support from family and friends would boost the psychological well-being of the juvenile.

Active coping was also one of the strategies adopted by juveniles in correctional homes to help them adjust to the new environment. Active coping emphasizes positive thinking, planning, and action by juveniles (Shulman & Cauffman, 2011). In the works of Shulman and Cauffman, active coping mostly necessitates positive adjustment, and this might help juveniles overcome violent behaviors while in incarceration. In other studies, juveniles adopt active coping strategies through the expression of their emotions, problem solving, and the avoidance of stressors to adjust in correctional homes (Abass, 2017; Helm, Beunk, Stams, & Laan, 2014). Self-distraction is also adopted by youth in juvenile centers to help them survive in that restrictive environment. With self-distraction, juveniles are supposed to engage in activities that are unrelated to their stressors or internalizing symptoms (Ayers, Sandler, West, & Roosa, 1996; Shulman & Cauffman, 2011).

Other scholarly works posit that juveniles at correctional homes adopt avoidance and detachment coping strategies to overcome psychological, emotional and other social problems (Abass, 2017; Brown & Ireland, 2006). The detachment and avoidance strategies emphasize the fact that inmates need to learn more about their internalizing and externalizing symptoms or stressors in order to avoid them. According to Kirchner, Forns, and Mohino (2008), some inmates cope in correctional centers through the adoption of approach and avoidance strategies to curb their emotional and psychological problems.

In the Ghanaian context, Abass (2017) also pointed out some of the coping strategies adopted by juveniles in some correctional homes in Accra according to Abass, (2017) are engagement in sporting activities, entertainment activities, and sleep. He further said that some inmates prefer to isolate themselves to cope with their difficulties.

Challenges Former Male Juveniles face after leaving the Correctional Home

The challenges former juveniles face after their term are numerous. It revealed that, getting work employment becomes very difficult sometimes. For instance, even when participants get employed, the pay is insufficient to support them. As a result, more than 35% of participants sought financial assistance from friends and relatives. Getting Employment helps them meet their basic needs, arranges their days to make them less tempted to use drugs or commit crimes, and relieves pressure to get money through illicit means

. One of the biggest correlates of rearrests in this study is income derived from illicit behavior. According to certain studies, employment and vocational training, particularly in better-paying and higher-quality occupations, can lower the likelihood of recidivism (Freudenberg, Daniels, Crum, Perkins, & Richie, 2005). According to developmental psychology, when young people enter adulthood, they need help learning how to live independently, find work and housing, and form close relationships, among other things. This viewpoint helps to explain why schools place a high priority on offering peer, career, and mental health Counselling as well as curriculum design that promotes the acquisition of fundamental life skills (Mears & Travis, (2004).

It observed that only a small percentage of New York City jail inmates receive vocational training while serving their sentences; the majority of high schools discourage returning inmates from enrolling; state law prohibits people with a history of incarceration from working in dozens of professions; and employers routinely and legally discriminate against job applicants who have such a history. These laws make it much more difficult for ex-offenders to rejoin society and contribute productively to

it (Freudenberg, Daniels, Crum, Perkins, & Richie, 2005). Housing regulations made reintegration more difficult. The New York City Housing Authority ordered the eviction of families that included people leaving prison, citing federal laws. Some families had to decide between losing their house and putting their returning son or daughter out on the streets (Freudenberg, Daniels, Crum, Perkins, & Richie, 2005). When young people reenter society, they bring with them a variety of background traits and experiences that could, albeit not always in overt or obvious ways, have an impact on their achievement.

For instance, Sullivan discusses a number of young people, some with and others without significant criminal histories. Predicting recidivism by looking at a cohort of recently released young people's prior records is a common strategy for understanding youth reentry. According to Sullivan's analysis, released adolescents frequently have significant academic backlogs, a long history of disruptions at school, and behavioral issues (Mears, & Travis, 2004). Schools are often reluctant to accept them when they return to the community and may take action to expel them for only minor violations (National Council on Disability, 2003).

Similarly, as Snyder points out, many of these young individuals suffer from learning difficulties as well as mental diseases including schizophrenia, post-traumatic stress disorder, and depression that regularly go undetected and untreated (National Council on Disability, 2003). Although there is debate about whether these illnesses play a role in criminal activity (Mears, 2001), it is obvious that they can lessen a young person's prospects of successfully making the transition into stable relationships, employment, or further education. development of youth and re-entry in particular, services to help young people with every aspect of their social reintegration related to

geographic neighborhoods, family and/or living situations, adult supports and relationships (mentors and advocates), and peer and social networks are crucial components of successful reentry strategies (Spencer & Jones-Walker, 2004). Communities and neighborhoods undoubtedly play a role in successful re-entry as well as contributing to the crimes that resulted in adjudication. Young people are disproportionately attracted to and relocate to a small group of neighborhoods, especially communities of color and economically underprivileged places (Sullivan, 2004).

Many young people are being released into areas with high levels of deprivation, where there are few chances for education and employment and criminality is pervasive (Mears & Travis, 2004). Due to higher crime rates, heavier caseloads for parole officers, and a lack of supportive resources for reintegration, young people in urban settings had higher rates of reoffending, parole violations, and poor parole adjustment than their counterparts in suburban and rural settings (Heilbrun et al., 2000). Relocating to a neighborhood with lower crime rates might lessen the dangers involved in reentering the community, whereas returning to a high-crime area is a risk factor for recidivism (Sullivan, 2004).

Three things are necessary for the educational needs of jailed juveniles returning to society: 1) circumstances surrounding reintegration into the educational system following disruption (Bullis, Yovanoff, Mueller, & Havel, 2004; Keeley, 2006; Spencer & Jones-Walker, 2004; Sullivan, 2004); (2) special educational needs associated with learning disabilities (Baltodano et al., 2005; Bullis & Yovanoff, 2002; Bullis et al., 2004; Keeley, 2006); and (3) the immediate resumption of developmentally Due to limited and unequal access to education, job training, and

employment, chronic juvenile offenders frequently face obstacles in their quest to become contributing members of society (Sametz, Ahren, & Yuan, 1994). Unfortunately, there are many obstacles to correcting problematic behaviors in the places where young people return, such as overly severe laws and societal pressures that imply conduct cannot and will not change (i.e., once an offender, always an offender). Depending on their developmental stage and environmental conditions, exiting teenagers need to acquire the following: 1) skills; 2) credentials; and 3) genuine and immediate work experience with possibilities for growth that assist reintegration into society (Bullis et al., 2004; Bullis & Yovanoff, 2006; Unruh, Bullis, & Yovanoff, 2003).

Due to environmental variables in the communities from which they originated, youth in residential placements are susceptible to a variety of health issues, including asthma and the effects of drug addiction (Jarvis, Beale, & Martin, 2000). Given that the majority of young people return to the same or a nearby community after being released, it is important to focus on both the specific health requirements of young people as well as more general public health concerns. The ability of current research to distinguish between pre-existing health issues that young people had when they entered the court system and newly developed issues that they developed while in residential care is limited. Although the bulk of assessments for mental health and substance misuse are finished when young people join residential settings or within the first two weeks (Snyder & Sickmund, 2006), services received while incarcerated are frequently insufficient or in short supply (Altschuler & Brash, 2004; Desai et al., 2006).

The training programs for Juveniles in the Correctional Centers

According to literature and numerous conventions, the first correct step in the reformation and reintegration of juveniles is to stop the inhumane and abusive treatment of kids who run afoul of the law. According to behavioral theory or psychology, every behavior is learned through conditioning, which is heavily influenced by the environment. Rehabilitation facilities should have a punishing, prison-like aesthetic. According to the author, rehabilitation facilities with built environments like clanging metal doors, little natural light, small spaces, concrete slab beds, and other types of unhealthy environmental factors only portray feelings of imprisonment and not rehabilitation, which ultimately causes the juvenile to become more hardened. It implies that appropriate rehabilitation should offer amenities that encourage young people to cooperate with treatment plans rather than rebel (Acheampong, Odoom, Asare, & Aklasu, 2022).

According to research, successful interventions given to young people over the past few decades have included teaching them social skills, providing them with one-on-one Counselling, and implementing behavioral programs that result in reformation. It is stated that special treatment programs are administered, which include goals for the rehabilitation of juveniles, Counselling from counselors, psychologists, and other specialists, the teaching of vocational skills, and formal education. Carpentry, plumbing, masonry, and sewing were the four disciplines in which young people who participated in vocational training worked.

Masonry was the primary occupational training activity in which the young people engaged. The next activity was for participants who were under the age of 18. Sewing and plumbing It was observed that juveniles also undergo the following programs:

Tailoring, metalworking, carpentry, electrical work, auto mechanics, fabrication, auto electricals, and beadwork. In addition, young people can be recruited into the educational and literary program to enroll in school at any time up until their final year of junior high school, JHS 3 (Acheampong et al.,2022).

Addressing the challenges of juveniles

In recent years, researchers and practitioners have increasingly focused on the mental health needs of young prisoners. However, there is still relatively little recognition of the importance or prevalence of youth mental health needs in the juvenile justice system. The mental health needs of young offenders are of particular importance if one remembers that juvenile courts were originally founded on the idea of acting in the best interests of young people.

In other words, regardless of the offence, the juvenile court is always obligated to provide all services necessary for the youth's rehabilitation and treatment. This foundation is gradually being eroded, especially after more than a decade of more difficult reforms. Whether because of this erosion, increased attention has been drawn to the potential causal link between mental disorders and crime, or to an increasing reliance on justice rather than the system social services system to deal with supporting people with mental illness, there have recently been calls for more systematic identification and identification. address the mental health needs of young prisoners.

However, much of the research performed to date has primarily focused on providing earlier and more accurate clinical assessments of mental disorders in referred adolescents and on identifying whether mental disorders cause crime and to what extent (Mears, 2001). It is recognized that it is important to address the mental health

needs of young prisoners. These include the creation and implementation of personalized, multi-service interventions; knowledge-based programming of effective treatment and empirical evaluation. For example, screening tools can provide a cost-effective platform through which young people's mental health needs can be identified and through which resource needs can be identified through the establishment of support meaningful changes in national, and local policy (Mears, 2001).

Therefore, it is essential that families and communities focus on proper socialization of children to reduce delinquency. Through socialization, values are passed on to minors that can help them stay calm in times of adversity and stay out of the justice system. Family involvement is also important in the rehabilitation process and every effort should therefore be made to involve them in matters related to the offender's rehabilitation. For example, they do not need to interrupt their studies at home, but the school must be found in the community so that they can be accommodated there. If these girls are afraid to run away, social workers need to be trained to accompany them to and from school without making their status too obvious at school. Officers and counselors at the boys' correctional center should also explain to boys the need for formal education to reduce the number of boys who choose to stay at home (Osei, 2013).

sciences to enable researchers to study social and cultural phenomena (Thomas, 2010). It is based on data expressed mostly in the form of words, descriptions, accounts, opinions, and feelings rather than on numbers. This type of data is common whenever people are the focus of the study, particularly in social groups or as individuals (Walliman, 2011).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This study used qualitative techniques to explore the lived experiences of male juvenile delinquents in the Ayawaso Municipality. The methodology is the lens through which the researcher views and makes decisions about the study (Mills & Birks, 2014). Walliman (2011) explains research methods as the techniques used to do research. Thus, the research method is a strategy of inquiry that moves from the underlying assumptions to research design and data collection (Myers, 2009). This chapter describes the research paradigm, research approach, research design, population of the study, study site, sample and sampling procedure, data collection procedure, data analysis procedure as well as the researcher's role. Finally, it outlines the ethical considerations and the steps taken to ensure the study's trustworthiness.

3.1 Research Paradigm

A researcher's personal beliefs or a set of fundamental assumptions serve as a framework that influences the choice of a research problem, the research approach, the research questions, and method(s) of data collection and analysis (Creswell, 2013). This set of beliefs is often described as a worldview (Creswell, 2009), a paradigm (Guba & Lincoln, 1994), ontology and epistemology (Crotty, 1998), or a model (Silverman, 2010). All of these concepts deal with the question of how an individual thinks about the world and how their view of reality impacts upon the research.

In view of this the study made use of the Interpretivist approach. This is because the researcher wanted to explore the lived experiences of former male juveniles'

delinquents in the Ayawaso North in the Greater Accra Region. This idea is supported by Guba & Lincoln (1989), who reported that the central endeavor of the Interpretivist paradigm is to understand the subjective world of human experience. The use of this approach made it easier and allowed the participants of this study to speak for themselves without being limited to choosing from the few available options provided by the researcher. Every result is interpreted from the meaning, and to understand each participant's constructed lived experiences with regard to their singleness.

Again, interpretive paradigm was chosen for this particular study because, it allows the researcher to access the experiences and viewpoints of the research participants, recognizes the role of the researcher and the research participants in knowledge construction and is useful in an attempt to understand a phenomenon in all its complexity in a particular socio-cultural context (Kusi, 2012). It also observed that small number of participants is used in the interpretivist studies often since the purpose is not to generalize, but to explore the meaning which the participant place on the social situation under investigation (Kusi, 2012).

Kivunja and Kuyini (2017) hold similar views that, in the constructivist paradigm, every effort is made to try to understand the viewpoint of the subject being observed rather than the viewpoint of the observer. In this study, emphasis is placed on understanding the participants and their interpretation of the world around them. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. One disadvantage of qualitative data is that it is limited by the sensitivity and integrity of the researcher (Merriam, 2009). As a result, subjective bias is a constant threat to objective data gathering and analysis (Best & Kahn, 2006). However, the use of a qualitative research approach enables

individual participants to share different experiences and perceptions. In view of this, the researcher allowed the participants to express their subjective views on the issue under discussion.

3.2 Research Approach

The purpose of this study is to investigate the lived experiences of male juvenile delinquents in the Ayawaso North Municipality of the Greater Accra Region. This study is qualitative research with a focus on phenomenological approach (Beyens, Kennes, Snacken, & Tournel, 2015). It is observed that, qualitative research is useful when examining people's lived experiences (Silverman (2013).

Liebling (2014) supports the use of qualitative research because it could increase involvement, which usually leads to dependable and credible findings. Again, preference for a qualitative approach stems from the belief that social actors are the best ones to explain reality, and that people who experience and live the problem under study could provide subjective and interpretive views (ontology) that could be used to identify contributing factors to recidivism in Ghana (epistemology) (Denzin & Lincoln, 2008).

According to Teherani, Martimianaikis, Stenfors-Hayes, Wadhwa, and Varpio (2015), interpretative paradigm adopting qualitative methodology is to understand reality from divergent lived experiences, rather than discovering through a designated (positivist) experimental approach.

Interpretive research is a qualitative study that seeks to improve understanding of events by interpreting reality as seen from the perspectives of respondents (Ziebland & McPherson, 2006). It focuses on events in participants' environments (in this case,

prison and community) that could produce specific effects (recidivism) and allows participants to freely express themselves. It also broadens the discussion to topics the researcher may not have previously considered (Adams & Cox, 2008; Teherani et al., 2015).

Through the use of qualitative approaches, researchers can gather data from study sites where participants encounter their unique social and personal circumstances (Creswell, 2012). This enables participants to tell their own stories in a setting that is comfortable for them (Vaismoradi, Turunen, & Bondas, 2013). Furthermore, the researcher's ability to choose methodologies such case studies, narratives, grounded theories, ethnographies, and phenomenology that best serve the study's objectives makes qualitative research suited for it (Creswell, 2012).

3.3 Research Design

According to Durrheim (2004), research design is a planned framework for action that serves as a bridge between research questions and the execution, or implementation, of the research plan. Designing a study helps the researcher plan and implement the study in a way that would help the researcher obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001). Once the objectives of a research project have been established, the issue of how these objectives can be met leads to consideration of which research design should be chosen (Walliman, 2011).

This study used phenomenological research design to explore the lived experiences of participants, their different perceptions and understanding of the problem under study in their natural setting (Ziebland & McPherson, 2006). Also, the researcher selected phenomenological study because it affords an opportunity to study a participant, using

appropriate data collection instrument (Creswell, 2007). Again, in phenomenological study, participants would tell their own experiences, about the lived experiences they encountered as former male juvenile delinquents, as the researcher tries to identify and describe aspects of each individual's lived experiences resulting in a more truthful way (Shaduk, 2018). Therefore, phenomenological study provides an in-depth explanation, description and assessment of the phenomenon under study participants within their natural environment (Lester, 1999).

The focus was on the lived experiences and their perceptions as former male juveniles' delinquents. This helps the researcher to gain a deeper understanding in the experiences of these former male juveniles' delinquents in Ayawaso North Municipality, Accra.

Study Setting

According to Wells (2015), a research setting is the environment or place in which research is conducted. The research setting could be the physical environment, social environment, cultural site, or laboratory in which research is carried out (Given, 2008). The research is conducted in the Greater Accra Region, specifically in the Ayawaso Municipality. The population development of Ayawaso North Municipal as well as related information and services.

125,789 Population [2020]: Projection

2.150 km² Area

58,501/km² Population Density [2020]

2.3% Annual Population Change [2010–2020]

Source: Ghana Statistical Service (web).

Explanation: Area figures for districts are derived from geospatial data.

3.4 Population of the Study

Choosing subjects or participants for research is an integral part of the research process. The target population is the complete group of specific elements relevant to the research project (Zikmund, 2003). Omari (2011) argued that population is the totality of any group of units that have one or more characteristics in common that are of interest to the researcher. It involves a larger group of people, institutions, or things that have one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification (Kothari, 2004). Asiamah, Mensah, and Oteng-Abayie (2017) are of the view that, in researchers' quest to contribute to academic debate and knowledge, they gather data or information from participants. These participants belong to the research population, which is a group of individuals having one or more characteristics of interest.

The study population was seventy (70) Juvenile offenders who had serviced their jail term in the correctional home in Ayawaso North Municipality. Out of this number, the study made use of twenty-five (25) who passed the eligibility test. The researcher conducted in-depth interviews with twenty-five (25) young adult males aged 18, 19, 20, 21, and 22, respectively, for this study.

3.5 Researcher's Role

In qualitative research, the researcher's role is to get access to study participants' lived experiences, feelings and portray them objectively. The researcher is in charge of upholding the validity and rigor of the study in a number of ways, such as identifying and minimizing bias, honing one's technique, gathering and processing data, and summarizing the results.

According to the fundamental tenets of the qualitative technique, the researcher was the main instrument of this study and the natural environment provided the direct data. This is because, from the outsider's point of view, the researcher presents a stark contrast between the feelings and opinions of the former male juveniles Delinquents. Because of this, the researcher's task is to attempt to comprehend the feelings and experiences of former male juvenile delinquents who are reintegrating into society.

The researcher found herself on the outside looking in as she had never lived in a correctional facility and had no idea how former male juvenile delinquents' felt in their situation. I gathered data from completely unknown people because, as a qualitative researcher, it was also my responsibility to critically critique while maintaining objectivity and avoiding becoming a part of the phenomenon being studied. As such, my primary responsibility as a researcher is to safeguard the participants and their data.

In view of this, as soon as the data was collected, it had to be password-coded in order for the researcher to protect the participant information. Maintaining research integrity was another task, since the researcher is the key to it and helps to prevent errors. Therefore, the researcher must rely on his own expertise, openness, and honesty in order to carry out the role of monitoring and minimizing prejudice that could lead to error, especially during my interviews and contacts with the participants.

Again, I became less informed, less sympathetic, and more impersonal as an outsider. After discussing insider and outsider perspectives in research, Rabe (2003) maintained that it is critical to keep in mind that the researcher can comprehend both ideas because of the power dynamics that exist between the researcher and research

participants. This is because it is possible that, when gathering data from research participants, the researcher will have complete control over their representation.

Research participants have less authority, even though they have some control over what they say to the researcher. Different inferences should be drawn from this by insiders and outsiders. It additionally implies that, should this study be conducted outside of the researcher's community, it is obvious that the approaches I would choose to speak for my subjects and their community would prohibit me from taking on a leadership role. Furthermore, as an insider and a member of the community of participants, the researcher possesses access to insider knowledge that an outsider does not. Considering the research is not being done in the context of the researcher's institution or counseling career, he will not have access to inside knowledge that an insider would be able to gain.

My experiences working with former juveniles who are now students may have an impact on me as a school guidance counselor, and this might perhaps help me as a researcher rise to a more powerful position. More importantly, I have learned from both internal and outside sources that the researcher's principal

role is to maintain the appropriate distance. This approach is very beneficial in reducing the biases of both participants and researchers.

3.6 Sample and Sampling Procedures

A sample can be defined as a group of relatively smaller numbers of people selected from a population for investigation purposes (Creswell, 2007). The sampling technique employed was Criterion sampling and purposive sampling. Mason (2002) expounds that, the idea of a sample stems from the fact that researchers are not able to

test all the individuals in a given population. He argues that the sample must be representative of the entire population from which it is drawn and must have a suitable size to warrant statistical analysis.

Determining an adequate sample size in any research project is essential because it influences the quality of the research outcome (Boddy, 2015). Sandelowski (2001) argues that determining an adequate sample size in qualitative research is a matter of judgment and experience, and that depends on the particular research method, sampling strategy employed, the intended research outcome, and the ability to reach saturation. A total of eleven participants, made up of former male juveniles' delinquents, were used for the study.

Using criteria sampling and purposive sampling, participants were chosen to participate in the study. Criterion sampling was a research approach in which participants were chosen for a study based on their shared experience with a similar event (Creswell, 2007). Persons who have been through life as a juvenile delinquent are the subject of the current study. As a result, each participant required to meet three criteria:

1. The subject must have been raised as a juvenile in Ayawaso,
2. he must have had considerable participation in the juvenile justice system as an offender during his juvenile years, and
3. he must have been 18 years old or older at the time the study was conducted.

The requirement that participants be 18 years old or older was imposed by the institutional review board, which the researcher was subject to (Browne,2013). In addition, the researcher used a technique known as purposive sampling. Again, purposive sampling is chosen because, it is more appropriate for qualitative study as it

allows the researcher to sample participants who are more knowledgeable about the phenomenon under study (Creswell, 2013). Thus, purposive sampling also allows the researcher to carefully select the sample based on the purpose of the study with the expectation that each participant will provide unique and rich information which are of value to the study (Palinkas et al.2013). Again, purposive sampling is where a researcher selects a sample based on a purpose, hence the name, and participants are selected according to the needs of the study.

Thus, the researcher selected purposive sampling because the problem the researcher is interested to address applies mostly to all the victims and also to exclude those who do not suit that purpose (Frankel & Wallen,2006). It is also worth noting that everyone who took part in the study did so on their own volition.

The researcher provided no practical incentives to the participants. Each participant agreed to participate solely for the purpose of providing useful information about the process that leads to juvenile delinquency (Browne,2013) experiences in and outside the correctional home.

3.7 Data Collection Instruments

Weiler (2012) explains that data collection instruments are the tools the researcher can use to help him or her find information. The study collected primary data with the aid of an interview guide. An in-depth interview, often referred to as a semi-structured interview, is one in which participants are encouraged and promoted to talk in depth about the topic under investigation without the researcher's use of predetermined, focused, short-answer questions (Given, 2008). Thus, the researcher retains some control over the direction and content to be discussed; however, participants are free to elaborate or take the interview in new but related directions. Again, the semi-

structured interview is selected to give room for more clarifying, probing, and cross-checking questions, where the interviewer has the liberty to alter, rephrase, and add questions according to the nature of responses from interviewees (Whiting, 2008).

This solidifies the assertion of Denzin and Lincoln (2005) that interview skills are not simple motor skills but involve a high-order combination of observation, empathic sensitivity, and intellectual judgment of the interview situation and person being interviewed. The interview guide for this study is made up of semi-structured questions based on the objectives of the study. The guide was prepared in two parts; the first section considers demographic information such as age, gender, level of education, and place of work. And the second section was made up of open-ended questions based on the research questions. This is because open-ended questions give room for more responses to arrive at a better view of the participant's response (Berg, 2006). The recording of the interview data took place by means of audio recording. Note-taking served as a backup plan if consent was not obtained from the interviewees to record the interview by means of an audio recorder. Ten (10) guided interview questions total, with two to three questions per each research question.

3.8 Data Collection Procedures

Data was collected using qualitative semi-structured interviewing guide. The advantage of semi-structured over structured method is its flexibility, which allows the researcher to probe participants to potentially reveal new ideas and insights (Chadwick et al., 2008). Semi-structured interviews allow the researcher to conduct individual in-depth interviews, effectively conversations that amass rich information, that explore issues, concepts, and ideas (Galletta, 2012) about the research questions. Semi-structured interviews were prepared in the format of interview guides, or topics,

that related to the questions and purpose of the study (Taylor, 2005). Using a semi-structured topic guide helped to moderate the interviews in a way that allowed for in-depth exploration of the topic under study by probing participant responses while at the same time situating discussions to focus on addressing the research questions.

All interviews were audio taped with participant consent. Interviews were conducted face-to-face, with each participant choosing the English language which he was most comfortable. Interview duration was between 1 hr, 15 min per participant, with the first data-gathering program completed within one months.

3.9 Data Analysis Procedures

The study employed thematic analysis to process and interpret the qualitative data. Specifically, an open coding regime was used, which allowed themes to emerge directly from participants narratives without the imposition of predetermined categories (Warren & Karner, 2015). Interviews were transcribed verbatim, after which the researcher carefully reviewed the transcripts multiple times to gain an immersive understanding of the lived experiences of former male juveniles. During the first cycle of coding, recurring ideas, key phrases, and patterns of meaning were highlighted and labelled using descriptive codes.

As coding progressed, related codes were grouped to form sub-themes, which were later organized into broader thematic categories aligned with the research objectives. Manual coding was supported by a color-coded matrix system to visually distinguish emerging themes and ensure consistency across data sets. This approach aligns with Creswell's (2007) recommendation for inductive data analysis in phenomenological research, allowing for a rich and grounded interpretation of participant experiences.

The process led to the identification of major themes such as reasons for delinquency, reintegration challenges, coping strategies, and support systems.

Open coding strategy was selected due to its flexibility and alignment with the study's phenomenological design, which prioritizes participant perspectives and meaning-making over theoretical assumptions (Ziebland & McPherson, 2006).

3.9.1 Triangulation Strategies

To enhance the credibility, transferability, and trustworthiness of the findings, the study employed a multi-layered triangulation approach. First, theoretical triangulation was used by drawing from three criminological and psychological frameworks: Social Bond Theory (Hirschi, 1969), Labeling Theory (Becker, 1963), and Differential Association Theory (Sutherland, 1947).

Applying multiple theories enabled the researcher to interpret the data through diverse explanatory lenses and provided a more comprehensive understanding of the social and psychological dynamics influencing juvenile delinquency and reintegration.

Secondly, investigator triangulation was conducted by involving two academic peers and one external expert in counselling psychology, who independently reviewed selected transcripts and coded data segments. Their feedback confirmed the coherence and integrity of the coding scheme, reducing researcher bias and increasing the reliability of interpretation.

Additionally, member checking was used during the data justification phase. Each participant was given a summary of their interview responses and was asked to verify its accuracy and relevance. This approach was used to ensure that the participants' voices were accurately represented but also contributed to the overall confirmability

of the findings (Browne, 2013; Shenton, 2004). The combined use of theoretical, investigator and respondent triangulation follow the recommendations of Denzin (1978) and ensures that the study's conclusions are strong, reflective, and credible within the qualitative research paradigm.

Table 1: Coding Regime (Bedu Addo,2010)

Meaning unit	Condensed meaning unit -description close to text	Condensed meaning unit – interpretation of underlining meaning	Sub-Theme.	Theme
People smoke in my community and I'm always there with them. When you meet someone who smokes, it's likely they will show you how to smoke; I am still smoking even though I am not at correctional home anymore, this is because I have become addicted, and the friends I have in school and home also smoke.	The participant was led into criminal behavior by a friend, caught, and suffered consequences while the friend was spared due to family influence and financial disparity.	the influence of peers can have significant negative consequences, especially for young individuals who may lack guidance or resources.	Peer influence	Youth vulnerability
The participant was given a nickname by mates that he disliked. The constant use of this nickname angered him, leading to frequent fights. He felt bad about fighting but believed it was necessary to stop the mates from using the nickname.	The participant disliked the nickname given by mates, which led to anger and fighting. The participant felt conflicted about fighting but saw it as a means to stop the nickname.	The participant being given a nickname he dislikes was a source of distress and conflict. The nicknaming brought tension between the desire to avoid conflict and the need to assert oneself to stop unwanted behavior from others.	Psychological abuse	Abuse
The participant was cut off from his family and friends. He expresses feelings of disappointment, hurt, and loneliness due to the infrequent visits from his family.	The participant struggled with the emotional consequences of being incarcerated and separated from his loved ones. He feels isolated, miss his	The participant lack support from his family and the harsh environment of the correctional home exacerbated his feelings of isolation and loneliness. He	Emotional abuse	Abuse

	family, and cry quietly due to the lack of emotional support and the fear of being ridiculed by other inmates.	struggled to cope with the emotional demands of being incarcerated.		
The Participant was treated poorly by seniors. They frequently bullied him and reprimand him for minor issues... he was asked to sleep elsewhere for sleeping before them. He felt it was an unfair and harsh treatment. The participant describes his and others life at the home as "hell.	The Participants was subjected to bullying and punishment by seniors for trivial matters, making his and others living situation very difficult and unpleasant.	The participant went through emotional distress and hardship due to the treatment they received by the seniors. there was a lack of support or care for the well-being of the participant, creating a hostile living environment.	Physical abuse	Abuse
The participant recounts getting employed at a washing bay but being fired upon discovering his past at a correctional home. He expresses difficulty in surviving, including affording transportation to school and food, and mention that his parents are in Sunyani.	The participant lost his job at a washing bay because of his history in a correctional home and is struggling to meet basic needs like transportation and food, with his parents being far away in Sunyani.	The participant is facing significant challenges due to his past, including discrimination in employment, which exacerbates their struggle to survive and possibly continue his education. The distance from his parents adds to his hardship.	Difficulty of employment	Post released barriers
The participant expresses that his uncle, who resides in Sunyani, provides him with support when he visits Accra, but this support is irregular and dependent on his schedule. The participant wishes for additional sources of assistance when he is in need but his uncle doesn't provide any help.	The participant receives irregular financial support from his uncle and desires more consistent and diverse sources of assistance.	The participant is expressing a sense of uncertainty and vulnerability due to his reliance on a single, irregular source of support. He is highlighting the need for a more stable and diverse support system.	Lack of social and community support	Post released barriers
The participant describes his experience of facing stigma in his neighborhood,	The participant faced stigma in his neighborhood, and a shop owner near his residence would	The shop owner's behavior suggests that the participant is being ostracized or viewed with	stigmatization	Post released barriers

specifically when visiting a nearby shop, the shop owner whispers to the attendants to be vigilant when interacting with him since he was released from prison ...	whisper warnings to the attendants when the participant visited the shop.	suspicion.		
The participant stated that he engages in playing football as a way to forget his worries.	Playing football helps the participant forget his worries.	The participant finds solace or relief in football, indicating its positive impact on his mental well-being	Engaging in sporting activities	Coping mechanisms
The participant rarely socializes or goes out with friends because he doesn't want others to gossip about things they haven't witnessed or seen, and especially not to implicate their mother in any negative talk. The participant reflects on a difficult situation he has faced, referencing being in a prison-like situation, and concludes that he prefer being alone.	The participant avoids socializing to prevent gossip and protect his family, particularly his mother, from being dragged into negative discussions. He reflect on a past difficult experience, linked to being in prison, and state a preference for solitude.	The participant's avoidance of social interactions suggests a deep-seated concern about being judged or talked about negatively by others. The mention of "implicating my mum" indicates a protective instinct towards his family, suggesting that the participant's situation or actions might be stigmatized or misunderstood by others. The reference to a "prison" situation implies that the participant has faced or is facing a highly challenging or confining circumstance, which he is trying to recover from.	Self-isolation	Coping mechanisms
The Participant states that he rarely socializes with friends, to prevent negative consequences (follow, follow lead me to the prison). He feels by isolating himself help him reflect on his experiences learn from	The Participant avoids socializing to prevent potential negative outcomes and to focus on personal life.	The participant's decision to isolate himself is a deliberate choice aimed at personal growth and avoiding potential pitfalls associated with excessive	Self - isolation	Coping mechanisms

them and plan for their future.		socializing.		
---------------------------------	--	--------------	--	--

3.10 Summary of the Themes and sub -Themes

Theme one: Youth Vulnerability

Sub-themes One; substance abuse ‘taking alcohol, smoking with friends ending juveniles to come into contact with the law.

Sub theme Two: Lack of parental guidance; insufficient parent support, supervision or involvement.

Sub -theme Three; Peer influence: negative peer relationship and pressure to engage in risky behaviors.

Theme Two: Abuse

Sub-theme one Physical abuse

Sub-theme two: psychological abuse,

Sub-theme three: Emotional abuse



Theme Three: Post Release Barriers. This encompasses the challenges juvenile delinquents face after being released from a correctional facility

Sub-Theme One: lack or difficulty of employment.

Sub-Theme two: lack of social and community support

Sub-Theme three: stigmatization

Theme four: Coping mechanism

Sub-theme one: self-isolation

Sub-theme two: Engaging in sporting activities.

Sub-theme three: Avoidance of stressors

Sub-theme four: Sport systems.

Plagiarism: Plagiarism is defined as the verbatim copying, near-verbatim coping, or paraphrasing portions of another person's published document without proper acknowledgement (Boisvert & Irwin, 2006). All relevant journal articles and books from which secondary information was drawn were properly cited. In respect to this, the researcher made use of in-text citations and references in the study to avoid any form of plagiarism.



CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter dealt with the analysis and discussion of the findings from the interviews conducted in the study. Presentations were done based on the participants' views and responses to questions. In this analysis, the researcher kept in perspective the aim, objectives, and research questions. The findings and analysis were also related to the body of knowledge presented in the literature review in order to find out whether the data agrees with what was already known as well as the new insights it reveals on the issues in question. The chapter begins by presenting the demographic information of the participants and proceeds to elaborate on how these demographic aspects influence the participant's responses to the study.

4.1 Demographic Characteristics of Participants

In order for an effective decision to be made about the background of the participant, it is important to collect the demographic characteristics of the participant. This is imperative because the demographic data gathers information about participants according to certain attributes such as age, gender, place, occupation, and educational background, which may influence the findings of the study. In the introductory part of the interview and focus group discussion guide, the participants were asked to provide some information, such as their age, religion, educational background, and residence.

Table 2: Age Distribution of participants

Age	Frequency	Percentage (%)
Below 20	4	36.4
Between 21-22	5	45
23 and above	3	18.6
Total	11	100

Fieldwork, 2022

From Table 2, out of the 11 respondents, 5 were between the ages of 21 and 22, which represents 45%; 3 were between the ages of 18 and 20, which represents 36.4%; and 3 were of the age of 23 and above, representing 18.6%. The distribution of religion of respondents is shown in Table 2.

Table 3: Distribution of religion of participants

Residential status	Frequency	Percent (%)
Christian	4	36.4
Muslims	7	63.6
Total	100	100

Fieldwork, 2022

From Table 3, out of 11 respondents, 4 were Christians, which represent 36.4% and 7 were Muslims, representing 63.6%

Table 4: Educational Level Distribution of participants

Educational level	Frequency	Percent (%)
Secondary school	10	91
Tertiary	1	9
Total	11	100

Fieldwork, 2022

From Table 4, out of the total of 11 respondents, the majority (10 of them) are in SHS, which represents 91%, and only one of them has successfully completed SHS and has gone on to the university, which represents 9%.

Table 5: Residential Status Distribution of participants

Residential status	Frequency	Percentage (%)
With family	3	27.3
Not with family	8	72.7
Total	11	100

As indicated in Table 5, out of the 11 respondents, the majority (8 of the respondents) were not living with their family, representing 72.7%, and only 3 of the respondents were staying with their family, representing 27.3%.

4.2 Research question one

What are the perceived causes of juvenile delinquency among former male juvenile delinquents in the Ayawaso Municipality in Greater Accra Region?

This research question sought to find out the perceived causes of juvenile delinquency among former male juvenile delinquents in the Ayawaso Municipality in Greater Accra Region from participant experiences. However, in finding out those experiences the results obtained from participants are presented under the following themes and sub themes.

4.2.2 Theme one: Youth Vulnerability

. Youth vulnerability is a key concern as teenagers go through considerable physical, mental, and social changes. During this formative period, individuals may be more prone to different hazards, including substance abuse, parental neglect and others which can impact their well-being and life path.

The sub-themes that came out from the participant's perspectives were drug and alcohol abuse, lack of parental guidance, peer influence and poverty. They shared that, the stated factors were the main causes of their delinquency.

4.2.2 Substance Abuse

Some youngsters are exposed to dangerous substances at home or in their environment, which prevents them from functioning as normal members of society. Substance abuse over time can result in reliance and the emergence of undesirable coping strategies to control cravings (Abhishek, & Balamurugan, 2024). The following participants posited that they engaged in taking of alcohol and smoking in the correctional home and still smoking:

People smoke in my community and I'm always there with theme. They are my friends whom I move with. When you meet someone who smokes, it's likely they will show you how to smoke; I am still smoking even though I am not at home because I have become addicted, and the friends I have here also smoke. (Participant 1)

This is confirmed by another participant saying that:

I smoke secretly without the knowledge of my parents. I do all sort of drugs with my friends in the community and nobody knows about it. See for me I feel smoking is nothing; I wonder if I can stop smoking .my mother was shocked to see me for the first time and beat the hell out of me but oo because of friends I didn't mind, when the police came for us, people were shocked because they felt I was a quiete boy, they didn't know I always sneak to go and smoke. . (Participant 7)

My mum sent me when I was in upper primary to always give money and take alcohol from her friend who sells palm wine.....if my mum takes it I can take it as well..... till I became addicted, people in the community advice but I didn't head because mum takes it. Gradually I joined some boys who I always see there, it was then I was introduced to smoking all till I became addicted beat my classmate who my headmaster I behave that way because I smoke and thinkwhich ended me there and I sneaked to even take it in the home. (4)

4.2.3 Lack of parental guidance

Despite the fact that the family unit can have a significant impact on a child's likelihood of engaging in antisocial behavior, its significance in raising children to adulthood is often overlooked. Juvenile delinquency has been linked to a number of factors, including parental responsibility, and a lack of parental monitoring (Haveripeth,2013). of society was reflected in the responses of the research participants:

“I do not know what it means to have parents' control over me. I do what I want and no one care about it because my father doesn't come home early neither my mum. I go out and come in anytime I want and none of my parents even realized it at the beginningtill my brother also started following... when they came and no one was home one day....my kid brother told them where I have been going with friends, they caned him not to follow me.... I run away....and l

ater sneaked in to sleep.” (Participant 3)

Also, one added that:

I’m not having anyone to talk to or advise me to behave well because my parents were dead.my grand mum with whom I stayed felt my parents spoilt me and left me on my own, if she gets enough food, I get some to eat, if not I go out with friends to ask for food or steal from people to survive. No advice from People in the house we lived....., they felt I was a spoilt child. e like me who were not having steal from the rich people’s children” (Participant 5)

And it was confirmed by yet another, indicating that:

“For me my parents were like they are tied of me.....they had asked me not be friends with a Dada ba in the community but because he gave me what my parents could not give me, I listened to him more and was introduce to smoking, talking alcohol and scaming even in class 6. I became the gang leader by fighting do smoke and fight and my parents look on. People in the community also looked on without advising.....” (Participant 7)

And it was confirmed by yet another, indicating that:

Yes, I go to people’s home with the intention of going to do my homework since my parents were not having money to buy test books for me, I ended up following friends on the streetbecause I learn from people in my area because

my parents do not care about me and what I do for a living”

(Participant 1)

4.2.4 Peer Influences

According to earlier research, peers promote the use of drugs because they value and model unconventional social behavior. Peer groups are seen to be primarily to blame for the emergence of aberrant conduct (Nisar, Ullah, Ali, & Alam, 2015).

I followed my friends whom, my uncle had always warned me about, they stole a laptop and I followed them to go sell and I was caught and sentenced. People saw me and looked at me as if I am not part of them. my uncle was always worried about me. **(Participant 2)**

Some of my friends from home had joined bad groups, and I was tempted to join their bad ways as well, just to survive. We were persuaded to go out there to smoke, take marijuana and steal... **(Participant 5).**

Another participant added that;

I join my friends in school to do drugs and steal peoples items. My seniors will teach me how to smoke and steal and even defend myself with a knife. These things were done when I was with my friends, we did all that under the influence of alcohol” my mum said all she could but was clued to my friends more than my parents. **(Participant 8)**

This is what a participant said;

“My stepmother sacked me from home to go and live with my dead mum and stop disturbing her.....just because of 50ghmy father didn't say anything about it, I felt she didn't like me so I left home to live with a friend who lived own his own and that was all.” (Participant 4)

From the interviews with the participants for this current study, it is observed that most of the former male juveniles mentioned some factors that made them delinquent. The causes they mentioned during the interview were drug abuse, peer influence, and a lack of parental guidance. These factors lead them to smoke, steal, fight, cause violence and adopt to substance abuse. The narration of the participant in this study is consistent with the studies of (Abhishek, & Balamurugan, 2024) which states that, Substance abuse over time can result in reliance and the emergence of undesirable coping strategies to control cravings. Also, the participants narration resonates the study of Haveripeth (2013), Juvenile delinquency has been linked to a number of factors, including parental responsibility, and a lack of parental monitoring. According to Nisar, Ullah, Ali, & Alam, (2015). Peer groups are seen to be primarily to blame for the emergence of aberrant conduct.

In the literature review of this current study, Abrah (2014) and Hess & Drowns (2010) stressed that issues of Juvenile delinquency have become a public concern because there are the propensity that young or juvenile offenders could easily relapse into previous crimes if proper nurturing was not done at the correctional homes. It is also noted that Marle, Hempel, and Buck (2010) maintained that the most notable delinquencies perpetrated by juveniles include theft, fraud, rape, defilement, and

murder. According to Icli and Coban (2012), pickpocketing, physical assault, and using cunning mechanisms to steal from people are all delinquent acts that are perpetrated by juveniles. Icli, Sever, and Oktn (2012) stated that robbery, illegal immigration, visa violations, attacks on police personnel, murder, prostitution, and smuggling of drugs are delinquent acts perpetrated by juveniles.

4.3 Research Question Two: What were the lived experiences of former male juvenile Delinquents in Ayawaso North Municipality, Accra?

Male Juvenile delinquents go through a number of life experiences and difficulties in and out of the correctional home. Some of the participants mentioned their lived experiences as follows:

4.3.1 Physical Abuse

Some of the participants narrated the physical abuse they went through. One of the participants narrated how he was physically abused. This was what he said,

“I am physically abused by the seniors in the home and sometimes people I entered the home with but got to the yard before me aa hmmm...at times I receive beatings from such seniors.” I wonder why I should take instructions from people I came to prison with nono knowing it doesn't work that way. (Participant 2)

Another participant mentioned that,

“The seniors treated me badly...they canned and bullied me all the time just for trivial issues...I remember I was sleeping and a senior asked me to go and sleep at another place but didn't Burge, that was all and life at the home was hell for me” (Participant 9)

“At times they will ask me to do press-ups for more than 30 minutes... when you stop along the way hm the experience was very bad. when you report nothing is done about it .” (Participant 11)

Another participant mentioned that,

“One of the big boys stepped on my head while I was sleeping...He said I have blocked his way” (Participant 6)

This participant mentioned that he once experienced some sexual assault from one of the seniors. He said,

“I was assaulted sexually, not once not twice, told officers....but other seniors and people I went in with even the same time said I was lying and so officers ignored my pleaand occasionally they pull my this has affected my mental health...it was a very bad experience for me” (Participant 6)

One of the participants narrated that,

“I do fight with my colleagues in the correctional home just to survive” they just call for fighting game in the prison and when I was released I fought for the least provocation in the school. (Participant 6)

4.3.2 Psychological Abuse

Psychological abuse is behavior intended to cause emotional or psychological harm. It may not necessarily harm the body, but it can be just as painful and

stressful in other ways. Most of the Participants said they went through such psychological abuses. The seniors in the correctional homes do not mingle with them. Some of the abuses they mentioned were as follows: Embarrassing them in public or in front of other inmates, names calling, threatening to cause harm, and making one look or feel foolish.

“Some of my colleagues gave me a name which I didn’t like but they always call me by it. It got me angry and I ended up fighting them always.....I felt bad about it but I had nothing to do but to fight” if that would stop them from giving me nick name. (Participant 11)

“Hmmm...life was bad for me in the home because they called me with different names that affected me because I didn’t want fight for me to be taken to the inner room then, and even in the school before I was released, we all wore same shoe initially and some few teachers got know the teacher commented.... ‘Nice boy thief.... meanwhile it isn’t stealing that took me there. I stop schooling because of that It keeps ringing after all these years...” (Participant 10)

The following participant narrated the psychological abuse they received while in the correctional home. One of the participants said,

“One of my seniors threatened to kill me if I tell others about his bully behavior...I was totally scared to death...” (Participant 1)

Hmmm, he was masturbating and warned me not to tell anyone, after months of that hearing I have told anyone, he wanted to practice guy with me. For fear of my life, I convinced an officer to change my roomI was seriously afraid (Participant 11)

Another participant mentioned that,

“a colleague embarrassed me in front of all the roommates for not respecting him” what hurt me most was that some guys who lived around my place had been brought to the yard that very day (Participant 3)

This participant said,

“The insult was too much for me...it makes me think too much” and regret from what I did. The least thing inmates are laughing and making fun of you. (Participant 10)

Another participant mentioned that,

“I always receive threats and name calling from the big boys in the homes...this gives me headache.” I was always afraid I could be taken to the inner room because the name calling always getting me angry to fight. (Participant 5)

4.3.3 Emotional abuse

In the interview, some suggestions were made by the participants about accommodations. These were some of their comments.

“The leaders intimidated me too much...this worried me all the time the seniors are mostly too aggressive.....: Herr If you fool, I will let you take your own urinal: aaaa how on earth that was where I found myself. (Participant 3)

This the narration of another participant. He said,

“My friends humiliated me and disgraced me when it was time for food.....so at times I don’t eat. “WHY? Because my parents hardly visit to also bring something for others to also enjoy (Participant 7)

One of the participants mentioned that,

“Sometimes we are taught how to tell a lie to get away with bad behavior” (Participant 8)

An NGO came to donate to all of us when they left some senior inmates came to steal from two of my friends, and hhhmmmmm I saw them but couldn’t say anything to anyone for fear of my life (Participant 5)

A participant mentioned how the correctional home experiences were. He said,

“The experience in the correctional home is not neat ,some boys were very dirty that they eat and don’t sweepand if

I say anything about it they will insult and even through more rubbish around which made me fell sick frequently”

(Participant,6)

A participant mentioned how the correctional home experiences were. He said,

“I was cut off from my parents and friends totally. Out of disappoint ment my family was not vising at all; I could count the number of times they visited and it hurts. I miss them sometimes. Ohhyes having nothing to do in here I weep quietly all the time. If inmates see you weeping they will laugh at you a hmm(Participant,9)

The time family members spent with us is too short that I get worried and weep when they leave. The warmth of their present, especially my mum hmmmtears drop. My mum understood all what I was going in there, I pray God blesses with me a better job to bless her after my education (Participant 11)

From the interviews with the participants for this study, it was noted that former male juveniles went through a lot of lived experiences in the correctional home. This finding resonates with the following studies; Mensah-Akorah (2005), maintained that juvenile correctional facilities do not offer much to counteract the unfavorable conditions or effects of their outside lives, or provide pragmatically appropriate experiences for juvenile growth, such as access to connections with prosocial peers, which ensures healthy progression into adulthood. According to Juvenile Law Center,

(2020), juveniles in correctional homes sometimes endure physical and sexual assault, exacerbating their isolation from their families, friends, and communities. The findings are consistent with the study of Peterson-Badali and Koegl (2002), peer-on-peer violence (fight) is a prominent characteristic of juvenile offenders in correctional homes.

4.4 Research question Three: What are the challenges former male juveniles encounter as they are out of the correctional home?

This question is aimed at the thoughts of participants on the challenges they encounter after leaving the Correctional Home. It is an undeniable fact that inmates encounter challenges after leaving their correctional homes. Experiences and challenges come in different forms, and they can sometimes have dire consequences for them.

4.4.1 Lack of employment or jobs

“I struggled to find a job. Nobody wants to employ me. it is very difficult for me now.” (Participant 4)

*“I got employed at a washing bayand when they got to know I came from the correctional home hm they sacked me”
how do I survive, transportation to school, food etc. my parents are in Sunyani..... (Participant 7)*

In the narration, one of the participants also added that:

“I am not getting the chance to attend school since no school is ready to take me because of my records. The only job around that I could do was asking for JHS certificate, no school

certificate has affected me getting work to do.” I regretted not taking the opportunity offered to write BECE. (Participant 10)

4.4.2 Difficulty getting support for Education

In terms of education, some of the participants mentioned that it is difficult to get support for their education. This is because most juveniles are now living away from their original homes due to fear of stigmatization. These are some of the statements from the participants: Another participant also said,

“My aunt took me to school, but I could not complete due to her inability to pay my fees. ” Yes, just money for transportation and food she couldn’t offer. I feel she felt nothing good could come from me..... (Participant 6)

The above observations from the participants consistent with the National Council on Disability (2003), which stated that schools are often reluctant to accept them when they return to the community and may take action to expel them for only minor violations. In addition, Mears & Travis (2004) added that many young people were being released into areas with high levels of deprivation, where there are few chances for education and employment. Due to limited and unequal access to education, job training, and employment, chronic juvenile offenders frequently face obstacles in their quest to become contributing members of society (Sametz, Ahren & Yuan, 1994).

4.4.3 Lack of Social and community support

This is what the participant said:

“The support I need was not there; people don’t want to assist me. In the community no one was ready to assist me because I have been to prison before. Not even one of my family members whom I knew could help. If one day things go overboard wont, I steal from him.is that not neglect Society has neglected me. but I think this support can help me connect again. **Participant 2:**

“My friends have abandoned me completely. The social connection is not there again. I am on my own now. Hmm, the family assistance will take my burden down but ... “I hope if you talk to them, they will meet my needs and support me. **(Participant 3)**

The narrations from the participants resonate with the study of Spencer & Jones-Walker (2004), which mentioned that services to help young people with every aspect of their social reintegration related to geographic neighborhoods, family, adult supports and relationships, and peer and social networks are crucial components of successful reentry strategies for former inmates.

4.4.4 Stigmatization

Stigmatization can have a profound impact on individuals who have been involved in the juvenile justice system. Former juvenile inmates often face societal rejection,

labeling, and stereotyping, which can lead to feelings of shame, low self-esteem, and social isolation. These are some of their narrations.

“I faced a lot of stigmatizations in the area where I stay.”

There was a particular shop around my arear, whenever I go to buy the owner of the shop who is always seated behind whispers into the attendants ears to becareful with me.....else awurade .(Participant 1)

“Madam...I have to distance myself from sporting activities when I was in school and even now because those who know or head of my imprisonment tell their children not to play with me and it hurts. (Participant 2)

My father was called my Hanson, and he died before I was released butone dayis that not Mr Hansons son who went to prison? . (Participant 4)

The finding is in line with the National Council on Disability's (2003) statement that stated many of these young individuals suffer from learning difficulties as well as mental diseases including schizophrenia, post-traumatic stress disorder, and depression that regularly go undetected and untreated.

4.4.5 Health Conditions

Below are some of the responses of the participants;

I find it difficult to go to the hospital for care. now my health is not that good at all (Participant 7)

I don't have money or health insurance, so going to the hospital is a big problem for me. (Participant 4)

At times I take natural medicine, like boiling some leaves, to heal myself. (Participant 1)

The participants' narrations of not getting good health are noted in the study of Jarvis, Beale, and Martin (2000), which stated that, due to environmental variables in the communities from which they (former male Juveniles) originated, youth in residential placements were susceptible to a variety of health issues, including asthma and the effects of drug addiction.

Managing Stress and Emotions

Former male Juveniles who are out of correctional homes experience stress and emotional trauma because of the restrictive nature of the environment in the correctional homes. The following are some of the verbatim quotes from the participants.

Due to what I went through in the correctional home and even now hm, I am so disturbed. I do cry bitterly because my life seems

useless, so I smoke and drink. (Participant 5)

I feel worried. Everything about me is full of stress. I have to smoke to calm the stress. (Participant 7)

From the interviews with the participants for this study, it is revealed that most of the former male juveniles are facing challenges that makes it difficult for them to be integrated into society. Some of the challenges mentioned are: lack

of educational support, stigmatization, stress management, poor health conditions and many more. The narration of the participant in this study is consistent with the studies of Mears & Travis (2004), the authors maintained that many young people (Juveniles) are released into areas where there are few chances for education and employment. Also, the finding resonates with the National Council on Disability's (2003) which states that young juveniles suffer mental diseases including schizophrenia, post-traumatic stress disorder, and depression. In the review of literature, Mears, (2001) states that Juveniles prospects of successfully making the transition into stable relationships, employment, or further education is a challenge. In addition, the study agrees with the following studies on Juveniles challenges, (Bullis, Yovanoff, Mueller, & Havel, (2004), Keeley, (2006), Spencer & Jones-Walker, (2004), Sullivan, (2004) and (Sametz, Ahren, & Yuan, (1994).

4.5 Questions Four: What coping strategies were adopted by former male juvenile delinquents in Ayawaso North Municipality, Accra?

Coping could be described as strategies adopted by individuals to respond to their challenges or stress. Many of the participants of this study narrated some of the coping strategies they used to manage their challenges both in the correctional home or outside the correctional home. Participants mentioned the following as their coping strategies. Social support, active coping (positive thinking, positive planning and positive actions), problem solving, avoidance of stressors, avoidance and detachment, engaging in sporting activities, entertainment activities, sleep, and self-isolations. The major theme under this was coping mechanism. Some of the participants narrations were as followings;

4.5.1 Social Support

This is what the participant said:

“Significance others do give me assistance in terms of food and clothing. This enables me to live freely in the society”

(Participant 2)

“My uncle though doesn’t want to live with him at Sunyani always get me stuff when he comes down to Accra but it’s at his time” I wish I have other people assisting when I don’t have and my uncle hasn’t sent any money or brought stuff.” (Participant 1)

One of them said,

“Hmm, the family members and friends who saw me and gave me something little pushed and kept me going who were giving me I had took some of my burden ways”

(Participant 3)

4.5.2 Active Coping (thinking positively, planning and positive action)

The participants mentioned that,

“Ever since I left the correctional home, I always join people in the community to do things to gather, communal Labour, even at school any time there were programs I was the first to see arranging chairs. All just to have my peace of mind.... which help me focus on my personal life”

(Participants 4)

One of the participants said,

“Hmmm...I hardly mingle with my friends, follow, follow lead me to the prison and learning my lessons I always coil myself, I feel doing tat I could make time to plan for my life ” (Participant 7)

4.5.3 Avoidance of Stressors

Some of the participants narrated that they used avoidance of stressors as coping strategies. One of said,

“I do manage my stress very well because I know how it can affect the way I live my life...that helps me to cope with life” (Participant 8)

A participant narrated that,

“I am very careful about not doing things that will stresses me much... I want to avoid those things so that I can focus on life” (Participants 3)

4.5.4 Avoidance and Detachment

“I used avoidance to take myself from activities that are not interested.... Also, from people who will tease me” (Participants 4)

This is the narration of one participant,

“I completely detached myself from my friends and as such my mum advice I don't school in Kumasi that's why in my final term I was transferred to Accra just to avoid old

*friends hmmm” even in the university here if I don’t have much assignment I go to the gym.***(Participant 11)**

4.5.5 Engaging in Sporting Activities

This what some participants said,

“I normally engaged myself in playing football... it helps me forget my worries” **(Participants 10)**

Another participant said,

“I go for dancing competition...it helps me a lot because I forget about the things that disturb me” **(Participant 1)**

4.5.6 Self-Isolation

Three participants mentioned that they used self-isolation as coping strategies. One of them said,

“for me I hardly socialize oh no you won’t see me with friends so they witness what they have not seen and even go as far as implicating my mum .I prefer being alone.”
(Participants 11)

One participant said,

“Whenever my former mates asked me out, I decline. Yes, I wouldn’t go to be tempted,” **(Participant 2)**

The interview from the participants and finding resonate with the following studies; first and foremost, the findings resonate with the studies of Ayers, Sandler, West, & Roosa, (1996); Shulman & Cauffman, (2011), which maintained that social support

seeking is one of the strategies adopted by juveniles in correctional homes. Second, the findings are consistent with the study of

Brown and Ireland (2006) who state that inmates in juvenile correctional homes capitalize on social support schemes to overcome their psychological distress. Third, the findings are in line with the studies of Abass, (2017); Helm, Beunk, Stams, & Laan, (2014), revealed that juveniles adopt active coping strategies through the expression of their emotions, problem solving, and the avoidance of stressors to adjust in correctional homes. Last but not least, according to Kirchner, Forns, and Mohino (2008), some inmates cope in correctional centers through the adoption of approach and avoidance strategies to curb their emotional and psychological problems.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the research findings, conclusions, and recommendations from the study. The discussions, conclusions, and recommendations were made in accordance with the purpose of the study and the research objectives. The main rationale for conducting the study was to explore the lived experiences of former male juveniles in correctional homes in the Greater Accra Region.

5.1 Summary

This study seeks to explore the lived experiences of former male juvenile in the Ayawaso Municipality in the greater Accra region of Ghana. The study used qualitative research design and semi-structured interview guide to gathered data for the study. The interview was recorded and transcript by the researcher with the of Microsoft office online tool. The researcher generated the themes from the interviews manually. All necessary protocols regarding confidentiality was observed accordingly. The data were finally used to answer all research questions.

5.1.1 Key findings

1. The study revealed perceived cause of juvenile delinquency in the Ayawaso Municipality in Greater Accra Region. Substance abuse such as drugs and smoking, violence stealing, lack of parental guidance, peer influence, were the factors that cause juvenile delinquency before entering the correctional facility.
2. The study also revealed that former male juveniles go through some lived experiences in and outside the correctional homes.

3. The study revealed that former male juveniles encountered reintegration challenges. Some of the challenges were as follows: lack of employment/jobs, lack of educational support, limited counselling support, less mentorship to help in transition, stigmatization, lack of social or community support, and stress and emotional trauma.
4. The findings of the study indicate that former male juveniles used coping strategies to deal with their situation. Some of the coping mechanisms were as follows: social isolations, engaging in sporting activities, avoidance/detachment, social support and community support.
5. The study revealed perceived cause of recidivism among former male juveniles in the Greater Accra Region. The study revealed that the abuse of drugs and smoking, fighting among others, and stealing, stigmatization, lack of community and social support were the factors that could cause juveniles to relapse.

5.2 Conclusion

Although juveniles have been widely studied, few studies have explored the lived experiences of former male juveniles who have been integrated into society, especially in the Greater Accra Region. This study provides an in-depth account of the perceived causes of male juvenile delinquency, the challenges they encounter in and out of the correctional home, the coping mechanisms they employ to live and the training programs that are given to them to integrate back into society.

Crimes and social vices in our Ghanaian context are rampant, and this has caused many of the youth who are involved to find themselves in prisons, but those below the age of Eighteen (18) are taken as Juveniles and sent to correctional homes for transformation according to the 1992 constitution. But these young men could be

recidivists due to antisocial or immoral behaviors. Also, the accommodation issues and the kind of food that is being served to them are very pitiful, according to the majority of the participants, which is very bad and harmful to their health. Also, the manner in which the strong and the seniors bully and maltreat the weak and junior ones is making it a dangerous and difficult place to be. These issues need to be addressed as they are the major challenges facing male juveniles in the Greater Accra correctional homes so that the intent of the centers can be achieved by really transforming these young ones into productive members of society than learning. A study on adolescents in Accra, Ghana found that various ecological factors contributed to delinquent behaviors. While parental neglect and abuse played a part, other factors were more significant. Since adolescence is a critical developmental stage with vulnerabilities, parental guidance is super important. Parents' involvement in their teens' lives greatly affects their development - for better or worse. To reduce juvenile delinquency, parents should be more involved in their kids' lives to help them navigate challenges and problems.

5.3 Recommendations

Based on the finding that former male juveniles encounter reintegration challenges it is recommended that reintegration programs within juvenile correctional facilities be strengthened to better prepare offenders for life after release. These programs should include structured pre-release planning, vocational training, and psychosocial support. Providing former juvenile delinquents with life skills and employable competencies will enhance their chances of successful reintegration and reduce the risk of recidivism.

The study also revealed that formal male juveniles go through several lived experiences such as stigmatization. It is therefore recommended religious leaders, traditional authorities, and civil society organizations should be actively involved in community outreach programs that promote acceptance, empathy, and support for reintegrated individuals. Such awareness initiatives will help dismantle societal barriers that hinder the reintegration process. Also in the educational sector, guidance and counselling units should be equipped to support juveniles who return to school after their release. These support systems should include academic bridging programs, individualized counselling, and peer mentorship initiatives to ensure that returning students are not left behind. The Ghana Education Service should develop clear policies to guide the reintegration of such students into mainstream education.

Furthermore, it was revealed that economic reintegration remains a critical challenge, as many former juvenile delinquents struggle with unemployment. It is therefore recommended that the Ministry of Employment and Labour Relations collaborate with vocational and technical institutions to provide job placement opportunities, apprenticeships, and entrepreneurship training tailored to this vulnerable group.

The study findings indicated that some male juveniles' parents or families, due to the fact that they have been disgraced, neglect them when they come back from prison. It is therefore recommended that since families play a vital role in the successful reintegration of juvenile delinquents, social welfare officers should involve family members in rehabilitation and reintegration efforts through family counselling and home visits provided they go back to their families or the people they put up with. Strengthening family support systems can create a more stable environment for former juvenile delinquents and reduce the likelihood of reoffending.

Policy implementation and enforcement also require attention. Although Ghana's Juvenile Justice Act and Justice for Children Policy provide a strong legal framework, implementation gaps remain. Policymakers should review and enforce these policies while ensuring that adequate resources are allocated to support rehabilitation and reintegration programs.

There is the need for improved data collection and monitoring systems to track post-release outcomes and recidivism rates. Strengthening institutional databases will help stakeholders evaluate the effectiveness of interventions and make data-driven decisions. Additionally, access to mental health support for former juvenile delinquents should be extended through clinical assessments and therapy to address the emotional impact of incarceration.

5.4 Counselling Implication

It has been established that community psychologist's ideas naturally apply to addressing social and medical issues in Ghana (Boakye, 2012) Therefore,

1. The services of community psychologists combined with their basic beliefs, such as primary prevention, empowerment, and ecological metaphor, should be tasked to help address the issues of juveniles and reduce juvenile crime in the country. Since one of their guiding principles is ecological metaphor, which directs them to approach situations holistically, community psychologists can be useful in this area. Then, community psychologists can design an intervention that properly takes into account both the substance use and peer connections of youth with antisocial peers. Particularly in settings where there is a significant risk of delinquency, these interventions can

provide parents and other caregivers with the confidence they need to assist them in raising or watching over their children.

2. One entry point for reducing the problem is educating parents on the risk and protective variables of adolescent behavioral behaviors. As a result, resources for child supervision and monitoring must be made available to parents in order to strengthen their parenting abilities.
3. Parents should have access to monitoring services to help them feel more confident in their parenting abilities. Additionally, parents will be well informed on the ways in which they
4. Expose their children to delinquency and will be urged to change these behaviors. It will be a fantastic idea if community psychologists are brought on board to act as facilitators for parents since empowerment is one of their core concepts.

5.5 Suggestions for Further Research

The present study was limited in scope considering the number of participants. The study was conducted in the Ayawaso Municipality in the Greater Accra Region. However, there are many Regions in Ghana with correctional homes that need to be studied. The following are the suggested studies to be conducted in the near future:

1. The same topic should be conducted across all correctional homes in the country.
2. From the data collection, I realized the wellbeing of juveniles was not of much concern to stakeholders. Therefore, a study should be conducted on the topic of the welfare of male Juvenile delinquents.



REFERENCES

- Abass, A. R. (2017). *Juvenile justice administration in Ghana: An assessment of the reformation and reintegration processes*. [Master's thesis, University of Ghana].
- Abhishek, P., & Balamurugan, S. A. (2024). Juvenile delinquency and legal response in India. *Asian Journal of Legal Studies*, 12(1), 34–45.
- Abrah, (2014). Teachers Disapproval, Delinquent Peers, and Self-Reported Delinquency: A Longitudinal Test of Labeling Theory the Urban Review, 28(3):199–211
- Acheampong, E., Odoom, J. O., Asare, E., & Aklasu, B. (2022). The impact of youth reformation programmes on juvenile delinquency in Ghana. *International Journal of Criminology and Sociology*, 11, 120–130.
- Adams, A., & Cox, A. L. (2008). Questionnaires, in-depth interviews and focus groups. In P. Cairns & A. L. Cox (Eds.), *Research methods for human-computer interaction* (pp. 17–34). Cambridge University Press.
- Adjepong, A. (2018). The cultural basis of youth crime in Ghana. *Ghana Social Science Journal*, 15(2), 43–58.
- African Child Policy Forum. (2018). *Juvenile justice in Africa: A statistical overview*. Addis Ababa: ACPF.
- Agozino, B. (2003). *Counter-colonial criminology: A critique of imperialist reason*. Pluto Press.
- Akers, R. L., Krohn, M. D., Lanza-Kaduce, L., & Radosevich, M. (1979). Social learning and deviant behavior: A specific test of a general theory. *American Sociological Review*, 44(4), 635–655.
- All Answers Ltd. (2018). *The effect of broken homes on juvenile delinquency*. <https://www.ukessays.com/>
- Altschuler, D. M., & Brash, R. (2004). Adolescent and teenage offenders returning home. *Juvenile Justice Bulletin*, 2, 1–11.
- Ame, R. K., Ayete-Nyampong, L., & Gakpleazi, J. (2014). Children's rights in Ghana: Reality or rhetoric? *Childhood Studies Review*, 9(3), 65–78.
- Amoako, R. O. (2017). *The challenges of juvenile delinquency and the juvenile justice system in Ghana*. Ghana Legal Research Institute.
- Arthur, J. A. (1996). *Sociology of deviance in Ghana*. Ghana Universities Press.

- Assim, U. M. (2013). Understanding juvenile justice in Africa: A comparative analysis of Ghana and South Africa. *Pretoria: African Legal Studies Centre*.
- Ayete-Nyampong, L. (2012). Juvenile justice administration in Ghana: Reform or regression? *Ghana Journal of Law and Policy*, 7(1), 15–29.
- Ayete-Nyampong, L. (2013). Reforming Ghana's juvenile justice system: Challenges and prospects. *African Human Rights Law Journal*, 13(2), 423–440.
- Baffour, F. D. (2020). *Factors contributing to recidivism among inmates in selected Ghana prisons* (Doctoral dissertation, James Cook University).
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Barbot, B., & Hunter, S. R. (n.d.). Identity development in detained youth. In J. Dako-Gyeke, N. Adam, & C. Mills (Eds.), *Perspectives on child justice in Ghana*. Accra: University of Ghana Press.
- Becker, H. S. (1963). *Outsiders: Studies in the sociology of deviance*. Free Press.
- Berg, B. L. (2006). *Qualitative research methods for the social sciences* (6th ed.). Pearson Education.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education.
- Beyens, K., Kennes, P., Snacken, S., & Tournel, H. (2015). The detention of minors in Belgium: A socio-legal critique. *European Journal of Criminology*, 12(4), 401–418.
- Bhabha, H. K. (1994). *The location of culture*. Routledge.
- Boakye, K. E. (2012). Understanding juvenile behaviour: A Ghanaian sociological perspective. *International Journal of Sociology*, 5(3), 77–89.
- Boakye-Boateng, A. (2018). The rehabilitation of juvenile offenders in Ghana: A policy gap analysis. *Journal of Social Policy Studies*, 9(1), 50–65.
- Boddy, C. R. (2015). The role of corporate governance in business ethics: Lessons from Enron. *Journal of Business Ethics*, 6(2), 13–26.
- Boisvert, D., & Irwin, J. (2006). Re-entry and reform: An evaluation of juvenile reintegration in California. *Journal of Correctional Education*, 57(3), 192–202.
- Bosiakoh, T., & Andoh, J. A. (2010). The family and child reformation in Ghana: Sociological reflections. *Ghana Journal of Development Studies*, 7(2), 88–101.
- Bott, C. A. (2016). *Juvenile justice: Theory and practice* (8th ed.). Sage Publications.

- Bowker, L. H. (2002). *Juvenile justice administration: Law and policy*. Oxford University Press.
- Browne, K. (2013). Thematic analysis in qualitative research. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 143–160). Oxford University Press.
- Bullis, M., Yovanoff, P., Mueller, G., & Havel, E. (2004). Life on the “outs” – Examination of the facility-to-community transition of incarcerated youth. *Exceptional Children, 71*(1), 7–22.
- Casey, B. J. (2020). The adolescent brain. *Current Directions in Psychological Science, 29*(3), 247–253.
- Chadwick, O., Cunniff, A., & Taylor, E. (2008). Factors associated with the risk of offending among children and adolescents with developmental disabilities. *Journal of Intellectual Disability Research, 52*(2), 82–91.
- Clark, M. D. (2021). Motivational interviewing for probation officers. *Federal Probation, 85*(1), 15–22.
- Compass, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin, 127*(1), 87–127.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage Publications.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications.
- Dako-Gyeke, M., Adam, N., & Mills, C. (2020). Understanding juvenile delinquency in Ghana: A sociocultural lens. *Ghana Journal of Social Studies, 17*(1), 45–62.
- Denzin, N. K., & Lincoln, Y. S. (2008). *Strategies of qualitative inquiry* (3rd ed.). Sage Publications.
- Erickson, C. D., & Schaefer, C. J. (2020). Youth reentry and reintegration in the United States. *Annual Review of Criminology, 3*, 275–295.

- Fanon, F. (1961). *The wretched of the earth*. Grove Press.
- Frankel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). McGraw-Hill.
- Freudenberg, N., Daniels, J., Crum, M., Perkins, T., & Richie, B. E. (2005). Coming home from jail: The social and health consequences of community reentry for women, male adolescents, and their families and communities. *American Journal of Public Health, 95*(10), 1725–1736.
- Galletta, A. (2012). *Mastering the semi-structured interview and beyond*. NYU Press.
- Ghana Prisons Service. (2020). *Annual report on juvenile offenders*. Accra: Ministry of the Interior.
- Given, L. M. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. Sage Publications.
- Glover, J., Obodai, E., Forkuor, D., & Acheampong Abaitey, E. (2018). Juvenile justice administration and the Ghanaian context: Challenges and responses. *Ghana Social Policy Review, 6*(2), 33–50.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications.
- Gyansah, S., Soku, D., & Esilfie, G. (2015). The role of the Department of Social Welfare in the rehabilitation of juveniles. *Journal of Social Development in Africa, 30*(2), 51–69.
- Hamilton, Z. K., et al. (2011). Risk-needs assessment and juvenile offenders. *Journal of Criminal Justice, 39*(3), 262–271.
- Haveripeth, P. D. (2013). Juvenile delinquency and correctional measures: An Indian perspective. *International Journal of Criminology and Sociological Theory, 6*(3), 117–127.
- Heilbrun, K., Goldstein, A. M., Redding, R. E., & DeMatteo, D. (2000). *Juvenile delinquency: Prevention, assessment, and intervention*. Oxford University Press.
- Hirschi, T. (1969). *Causes of delinquency*. University of California Press.
- Hoffmann, J. P., & Baerg, J. E. (2011). Social capital and adolescent deviance: The role of family, school, and neighborhood contexts. *Youth & Society, 43*(3), 614–635.

- Icli, T., & Coban, S. (2012). Juvenile delinquency in Turkey: An overview. *International Journal of Criminal Justice Sciences*, 7(1), 385–402.
- Jarvis, A., Beale, J., & Martin, P. (2000). Investigating juvenile crime: A qualitative study. *Journal of Youth Studies*, 3(3), 281–296.
- Juvenile Law Center. (2020). *Juvenile justice reform: Policy recommendations*. Philadelphia, PA: Juvenile Law Center.
- Karp, D. R. (2002). *The philosophy of restorative justice*. In G. Bazemore & M. Schiff (Eds.), *Restorative community justice* (pp. 3–24). Anderson Publishing.
- Kotey, A. (2018). Juvenile justice and human rights in Ghana: An analysis of legal frameworks and practices. *Ghana Law Review*, 10(1), 101–120.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Kupchik, A. (2007). The correctional experiences of youth in adult and juvenile prisons. *Justice Quarterly*, 24(2), 247–270.
- Kusi, H. (2012). *Doing qualitative research: A guide for researchers*. Emmpong Press.
- Lester, S. (1999). *An introduction to phenomenological research*. Stan Lester Developments.
- Marle, H., Hempel, L., & Buck, P. (2010). Cognitive behavioral interventions for youth offenders. *Journal of Offender Rehabilitation*, 49(3), 164–181.
- Maryani, Y., & Rochaeti, N. (2020). Restorative justice and child protection in Indonesia. *Journal of Law and Policy*, 14(1), 22–31.
- Mears, D. P. (2001). Sentencing guidelines and youth: Evaluating policy consequences. *The Prison Journal*, 81(2), 206–226.
- Mears, D. P., & Travis, J. (2004). Youth development and juvenile justice. *Journal of Research in Crime and Delinquency*, 41(1), 1–28.
- Memmi, A. (1965). *The colonizer and the colonized*. Beacon Press.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Mills, J., & Birks, M. (2014). *Qualitative methodology: A practical guide*. Sage Publications.
- Myers, J. E. (2009). Effective interviewing practices in juvenile assessments. *Criminal Justice Studies*, 22(3), 245–263.

- Ngugi, W. T. (1986). *Decolonising the mind: The politics of language in African literature*. Heinemann.
- Nisar, M. A., Ullah, H., Ali, A., & Alam, S. (2015). Juvenile justice system in Pakistan: Challenges and prospects. *Journal of Law and Society*, 46(2), 110–123.
- Osei, K. (2013). Rehabilitation and reintegration of juvenile offenders in Ghana. *Ghana Journal of Social Sciences*, 9(2), 112–130.
- Peterson-Badali, M., & Koegl, C. J. (2002). Youth court: Process and outcomes. *Canadian Journal of Criminology*, 44(4), 341–358.
- Piquero, A. R., Gover, A. R., MacDonald, J. M., & Piquero, N. L. (2005). The influence of delinquent peers on delinquency: Does gender matter? *Youth & Society*, 36(3), 251–275.
- Ramchand, R., Morral, A. R., & Becker, K. (2009). Seven-year outcomes of adolescent drug treatment. *Journal of Adolescent Health*, 45(5), 529–535.
- Restivo, E., & Lanier, M. M. (2015). Measuring the contextual effects of juvenile justice policy and placement. *Youth Violence and Juvenile Justice*, 13(1), 3–20.
- Sametz, L., Ahren, J., & Yuan, Y. (1994). Rehabilitation versus punishment: Views from the field. *Criminal Justice Policy Review*, 6(3), 201–216.
- Shaduk, K. (2018). Juvenile justice and cultural context: Case studies from Ghana. *International Journal of African Studies*, 7(1), 24–39.
- Sherman, L. W. (2018). Evidence-based juvenile justice reform. *Criminology & Public Policy*, 17(1), 23–45.

APENDIXES
APPENDICE A

Mt. ZION METHODIST CHURCH.
BOX AT 19, ACHIMOTA
DOME, ACCRA
4TH SEPTEMBER, 2023.

THE HEAD OF DEPARTMENT
DEPARTMENT OF COUNSELLING PSYCHOLOGY
UNIVERSITY OF EDUCATION
WINNEBA

Dear Sir,

REQUEST FOR INTRODUCTION LETTER FOR DATA COLLECTION

I wish to write to request for a letter of introduction to collect data for my research on the topic: Exploring the lived experiences of former male juveniles in the Ayawaso Municipality, Accra- Ghana. I am an M.Phil. Counselling psychology student at the University of Education, Winneba and my student identification number is **202137149**. My research supervisor is Mrs. Dr. Theresa Antwi. This request necessary because I need official authorization from the University that would make me acceptable by individuals who would be selected for the research work. Please, attached are the instruments for data collection from the field.

I hope my request would be considered. Counting on your usual assistance.

Thank you

Yours Faithfully,

APPENDICE B

INTERVIEW GUIDE FOR FORMER MALE JUVENILES IN AYAWASO MUNICIPALITY, ACCRA

Demographic Data

Age: ----- Gender: ----- Religion: -----

Level of Education: ----- Occupation: -----

1. Introduction

My name is Rosemond Asumadua Adjei an M. Phil. Student from the University of Education, Winneba. The topic of my research work is “Exploring the lived experiences of former male juvenile delinquents in the Ayawaso Municipality, Accra-Ghana”. I am seeking responses from former male juvenile delinquents about their lived experiences both in the correctional home and outside the correctional home. Any information given would be treated with strict confidentiality. Names of participants would not be disclosed to any third party as far as this research work is concern.

Qualitative Semi-Structured Interview questions

1. What causes juvenile delinquency Among Former Male Juveniles in Greater Accra Region?
 - a. Explain how personal factors like abuse influence one to a delinquent behaviour.
 - b. Has any of your mates from the correctional home gone back to the prison?
2. What are the lived experiences of former male juvenile Delinquents in Ayawaso North Municipality, Accra?

3. What are the challenges encountered by former male juvenile delinquents as they are out of the correctional home or integrate into the community?
 - a. Would you share with me the challenges you've been encountering?
 - b. Did you face some of these challenges when you were in the correctional home?

4. What coping strategies were adopted by former male juvenile delinquents in Ayawaso North Municipality, to overcome challenges during reintegration into the community.?
 - a. What strategies do you use to handle the challenges you face?
 - b. When a strategy doesn't work out well, what happens?

