UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

THE INFLUENCE OF SCHOOL AND FAMILY BASED FACTORS ON ANTI-SOCIAL BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS: A CASE OF NYARIBARI MASABA CONSTITUENCY OF KISII COUNTY, KENYA.

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C50/80801/2015

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts in Sociology (Criminology and Social Order), University of Nairobi.

2018

DECLARATION

I declare that this research project is my original work and has never been submitted to any other University for assessment or award of a degree

Signature…….. **Date……..**

Vincent Obwocha **C50/80801/2015**

This research project has been submitted for examination with my approval as the university supervisor.

Signature…….. **Date……..**

Prof. Edward K. Mburugu

University Supervisor

DEDICATION

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program. My utmost regard also goes to my parents, Peter Obwocha and Florence Moraa who painstakingly laid the foundation for my education giving it all it takes. I am and will forever be grateful to my loving brothers who have given everything possible and even given up important things to make sure I achieve this feat. I cannot find the words that express my gratitude.

I also dedicated this project to The Ministry of Education, parents, school management and to all people who may have a chance of reading through.

ACKNOWLEDGEMENTS

My deepest gratitude goes to God who has provided all that was needed to complete this project and the program for which it was undertaken for. There was never lack or want. Throughout this entire study, He took care of everything that would have stopped me in my tracks and strengthened me even through my most difficult times. I remain grateful to the professional advice provided by Mr. Nyakoe Caleb. My sincere appreciation also goes to my supervisor Professor Edward Mburugu whose contribution and constructive criticism has pushed me to expend the kind of efforts I have exerted to make this work as original as it can be. Thanks to him I have experienced true research and my knowledge on the subject matter has been broadened. I will never forget you sir.

My appreciation also goes to the Head of Department of Sociology and Social order, Professor Charles Nzioka, a truly kind man, the coordinator of Criminology and Social Order, Dr. Chepkonga Mike, who has been of tremendous help to me all through this program; thank you sir. I won't forget to thank Dr. James Kariuki; an astute man I very well admire and Dr.Omosa Ntabo; a man who inspires me to go for the peak in my quest for knowledge. I sincerely appreciate Professor Octavian Gakuru, Dr. Benson Agaya, Dr. Robbinson Ocharo, Dr. Allan Korongo Dr. James Kiemo, Dr. Gidraph Wairere, Dr. Ben Mutsotso, and professor Yambo Mauri Onyalo; all of whom I have had direct contact with and who have impacted me during this program. I say a big thank you.

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ACRONYMS AND ABBREVIATIONS

ANOVA: Analysis of Variance

SPSS: Statistical Packages for Social Sciences

ABSTRACT

Cases of secondary school students indulging in anti-social behaviours and aggressive tendencies have been occurring and the blame has been on the influence of family and school-based factors. Against this background, the main objective of the research was to determine the influence of family and school based factors on anti-social behavior among secondary school students in Nyaribari Masaba Constituency in Kisii County. The specific objectives of the study were i) to determine the prevalence of anti-social behaviors among secondary school students. ii) to investigate whether there is any relationship between forms of family variables and anti-social behavior. iii) To assess if there is any relationship between forms of school-based variables and anti-social behavior, and iv) to establish whether inconsistencies between school and family variables lead to anti-social behaviour. The study adopted the social learning theory and social control theory. Methodologically, the study applied a descriptive survey research design and targeted secondary school students, where the target population for the study was 41 secondary schools in Nyaribari Masaba Constituency in Kisii County. A sample of 120 respondents from 10 schools were sampled and while questionnaires to were used to collect quantitative data, while a key informant interview guide was used to collect qualitative data. In data analysis, the study used SPSS version 20 programme to analyse quantitative data, while qualitative data derived from open-ended questions was grouped into various thematic areas and presented in narrative approach together with the presentation of quantitative data. Analysis of the collected data established that lack of counselors in schools, inadequate parental care, peer influence, media influence, and broken homes as critical predicators of anti-social behaviours among secondary students. Moreover, the study revealed that poor parental discipline, family conflict between parents and children, parental attitudes condoning problem behavior, and family conflict between parents as family related variables that influence anti-social behaviour. Further, the analysis of the collected data indicated that school year, school climate, peer pressure, and inadequate guidance from teachers as some of the school-based factors that influence anti-social behaviour and that school and family play distinct roles in regulating behaviour. The study recommends that management of schools should offer guidance and counselling to school and should encourage parents/guardians to monitor the behaviour of their children. In addition, the study recommended that heads of schools should develop a monitoring framework that tracks behavioral changes in students, parents should regulate the home environment in a way that supports all-round development of children, and this involves setting of rules and offering guidance and counselling.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Throughout the history of juvenile justice, criminologists and others interested in deviant behavior have sought to explain why certain individuals act in certain ways at certain times. The number of studies for deviant behavior has grown considerably over the past 100 years as the field of criminology has progressed and the level of research has improved. Behaviour is considered abnormal or anti-social if it is uncommon, different from the norm and does not conform to what society expects.

Anti-social behavior refers to the code of conduct that deviates from the ascribed societal code of conduct. Wachikwu and Ibegbunam (2012) defined anti-social behavior as crimes committed by young people below the age of eighteen years usually characterized by violation of existing social norms and values. Further, Wachikwu and Ibegbunam (2012) equated anti-social behavior as a recurrent violation of socially prescribed patterns of behaviour usually involving aggression, vandalism, rule infractions, defiance of studyity and violation of social norms. Similarly, anti-social behaviour was defined by Hanrahan (2006) as a disruptive act characterized by covert or overt hostility and intentional aggression towards others. It refers to an overall lack of adherence to the social norms and standards that allow members of a society to coexist peacefully.

According to Nyaga (2015), anti-social behaviour is a major challenge in secondary schools in Kenya. It is linked with delinquent behaviour such as truancy, drug abuse, and bullying. These behaviours are related to negative interactions with parents, teachers, and peers. As argued by skinner and cited in Siegel et al. (2006), if a behavior is rewarded, it will be continued, and if the

behavior is not rewarded, it will be discontinued or extinguished. Over time, a pattern of behavior develops, and the learned behavioral reactions are internalized. The strength of criminal behavior is a direct function of the amount, frequency, and probability of its reinforcement.

Further, as delinquents attract attention, peers increase their delinquency to gain the same attention (Rebellon, 2006). Period of adolescence is the most crucial period in the life of human beings and is the stage where life reaches its peak (Nwankwo, 2001, as cited in Aboh et al., 2014). Moffitt (1993) reported that the increased rate of delinquency in adolescence indicated that delinquent behavior was a normative part of development, which peaked in the teen years and then desisted.

Malete (2007) argued that boys have higher aggression, use of alcohol and drugs and carrying and using dangerous weapons compared to girls and these anti-social and aggressive behaviours are significantly related to poor parent-child relations and low parental monitoring. Similarly, Jurado et al. (2017) observed greater prevalence of anti-social behaviors among males compared to females while Aboh et al. (2014) posited that broken home significantly influenced maladaptive behavior among students. Unachukwu (1995) as cited in Aboh et al. (2014) stressed that manner of dressing by some teachers tend to reduce their status and personalities before students.

Bergen et al. (2004) argues that reported sexual abuse is significantly independently associated with anti-social behaviour, controlling for confounding factors of depressive symptomatology and family dysfunction, with increases risks of three to eightfold for sexually abused boys, and two- to threefold for sexually abused girls, compared to non-biased. Bergen et al. (2004) suggests that childhood sexual abuse is a risk factor for the development of anti-social behaviour

and substance use in young adolescents. However, the study centres the argument on the relationship between reported sexual abuse and anti-social behavior, while the current study seeks to delineate the influence of family and school based factor on anti-social behavior.

Slattery and Meyers (2014) claims that community violence exposure is a strong, direct predictor, and parental monitoring moderates the relation between community violence and adolescent anti-social behavior. However, the current study premises on the anti-social behavior among secondary school students, but not adolescents. Bacchini, Concetta Miranda, and Affuso (2011) argues that although there has been considerable evidence linking poor parenting with future youth anti-social behavior, parental monitoring in particular becomes a crucial predictor of anti-social behavior as children move into adolescence and are granted more autonomy

Barr et al. (2012) contends that exposure to community violence is a significant risk factor for anti-social behavior, as evidenced by increased aggression and desensitization to violent acts. Extensive evidence supports the link between this risk factor and adolescent anti-social behavior (Spano, Vazsonyi, & Bolland (2009). However, these studies relied on a descriptive approach while the current study seeks to incorporate mixed research methods to enhance data collection and analysis.

Slattery and Meyers (2014) argue that anti-social behaviour while under the influence of drugs is closely associated with the use of marijuana, amphetamines and inhalants. Age of initiation is relatively unimportant in predicting anti-social behaviour, with the exception of the early use of marijuana. Slattery and Meyers (2014) claims that apparent link between illicit drug use and various types of criminal behaviour is well-established in the criminological and drug literatures,

whereby those who use illicit drugs are more likely to engage in criminal activity, particularly property crime and assault.

Vieno, Nation, Pastore, and Santinello (2009) suggests that the factors influencing criminal behaviour among the young are complex, involving parental and peer group influences, socioeconomic Status, socio-psychological factors, as well as drug use itself. However, the study provides a multilevel analysis of the factors leading to anti-social behavior, while the current study endeavors to demarcate the influence of family and school based factors.

Unachukwu and Nwankwu (2001) stressed that students at secondary schools are all adolescents and as such are faced with the problem of social identity, such as increase in intellectual awareness ability; emotional capability and expanded social interests, which they believe affect their behavioural patterns at schools. Unachukwu and Nwankwu (2001) were of the opinion that all human beings have common socio-psychological and innate biological needs, which bring conflict in an attempt to satisfy them by the adolescent students, and this throws them off balance, which resulted in maladaptive behaviour.

1.2 Problem Statement

Cases of secondary school students committing arson and indulging in anti-social behaviour have become common and their products or results are damning. The causes and extent of anti-social behavior and aggressiveness have been receiving scholarly attention but the results have been inconclusive and/or producing a wide array of findings and recommendations (Jurado et al., 2017; Nwankwo et al., 2010; Nwankwo, 1991). Similarly, the debate on the main motivations for students to cosset in anti-social behavior and other forms of delinquency, such as abuse of drugs and weapons, is inconclusive given that some empirical and conceptual studies have yielded

inconsistent results of which some have blamed the environment, while others have censured the role of parental guidance (Njendu, 2014; Jurado et al., 2017).

Umar, Shaib, Aituisi, Yakubu, and Bada (2010) argue that romantic relationships allegedly have the highest impact, and may be a psychological obstacle to an effective learning process. Umar et al. (2010) relied on a descriptive approach, while the current study seeks to use a descriptive survey research design to establish whether the results will be consistent. Similarly, Malete (2007) claims that there exists significant prevalence of self-reported aggressive tendencies and anti-social behaviours among secondary school students in Botswana, where boys have higher aggression, use of alcohol and drugs and carrying and using dangerous weapons compared to girls, whereas high scores on anti-social and aggressive behaviours were significantly related to poor parent-child relations and low parental monitoring. The study was conducted in Botswana, while the current study will be carried out in Kenya, implying that the study seeks to establish whether the results will be consistent or inconsistent.

Chan et al. (2016) while conducting a study on Australian secondary school students argued that for girls, use of drugs is significantly associated with unprotected sex after adjusting for a range of risk factors, and this relationship is non-significant for boys. The study was restricted to school going students below 16 years, while the current study targets secondary school students notwithstanding their age bracket. Rovis, Jonkman, and Basic (2016) focused on anti-social behavior and considered a multilevel analysis of school bonding and family relations among adolescents, whereas the current study seeks to analyze the influence of school and family based factors on anti-social behaviour among secondary school students.

There are studies that focused on concept of anti-social behavior (Odgers et al., 2015; Nwankwo et al., 2015), while others have focused on the factors that precipitate anti-social behavior among secondary school students (Jurado et al., 2017; Muller et al., 2016), whereas Wachikwu and Ibegbunam (2012) focused on Psychosocial factors influencing anti-social behavior. Similarly, Malete (2007) focused on aggressiveness and anti-social behaviours among secondary school students. To this end, the conceptual gap that this study filled from the aforesaid studies is the influence of school and family based factors on anti-social behaviours among secondary school students in Nyaribari Masaba Constituency, Kisii County.

Empirical studies in Kenya have considered the cause of drug and substance abuse among school going students (Chege, Mungai, & Oresi, 2017; Omote, Thinguri, & Moenga, 2015; Nyaga, 2015), while in Africa the available empirical literature tends to focus on the overall locus of anti-social behaviours among secondary school students (Nwankwo et al., 2010; Gotsang, Mashalla, & Seloilwe, 2017). From the empirical studies on the anti-social behavior among secondary school students, the topic has been inconclusive. Accordingly, this prompted the need to conduct this research on the influence of school and family based factors on anti-social behaviours among secondary school students in Nyaribari Masaba Constituency, Kisii County.

1.3 Research Questions

i. What is the prevalence of anti-social behaviors among secondary school students in Nyaribari Masaba Constituency?
ii. Is there a relationship between forms of family variables and anti-social behavior among secondary school students in Nyaribari Masaba Constituency?
iii. Is there a relationship between forms of school-based variables and anti-social behavior among secondary school students in Nyaribari Masaba Constituency?

1.4 Objectives of the Study

1.4.1 Main Objective

The central objective of the study was to determine the influence of family and school based factors on anti-social behavior among secondary school students.

1.4.2 Specific Objectives

The specific objectives that guided this study are:

i. To determine the prevalence of anti-social behaviors among secondary school students
ii. To investigate the relationship between forms of family variables and anti-social behavior among secondary school students.
iii. To assess the relationship between forms of school-based variables and anti-social behavior among secondary school students.
iv. To establish inconsistencies between school and family variables lead to anti-social behaviour.

1.5 Justification of the Study

Instances of anti-social behavior among the secondary school going students have been increasing; in fact, measures instituted by the ministry of education have not been fruitful in terms of reducing the reported cases. Student behavior is a key predictor for success, as such, undertaking a study on anti-social behavior is imperative because it will enhance the understanding of the causes and remedies of various anti-social behaviors. Furthermore, the current body of literature focuses on overall anti-social behaviours (Odgers et al., 2015; Nwankwo et al., 2015), while the current study seeks to delineate the role of school and family based factors.

To this end, this study aimed to add to the body of knowledge by demonstrating how the school and family based factors influence children's anti-social behavior. Further, the findings have important implications to violence prevention programs for children and adolescents. Suggestions for future research and the development of intervention programs were made. The findings of the study are important to criminologists and other professionals interested to study deviant behavior, as the results would also provide important insights vis-à-vis guidance and counselling.

1.6 Scope and Limitations of the Study

This study was confined and limited to secondary school teachers and students in Nyaribari Masaba Constituency in Kisii County. The study was limited in such a way that it only included data solicited from teachers and secondary school students. The study limited data collection to school and family-based factors that were expected to influence anti-social behavior.

The study established that some respondents were hesitant in giving out information. Hence, reassured them that information they conveyed was strictly confidential. This study depended on having access to teachers and high school students, to whom access was denied or otherwise limited in some instances. Targeting teachers and students made it possible for the study to identify population faster, accurately, and easily. Where access was denied, studyising letters from county education officers were presented to the head of schools. Hesitant respondents were reassured that the data provided will be treated with strict confidential levels and they will be free in answering the questionnaires**.** Moreover, the study offered explanation where respondents had difficulties understanding questionnaires.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter discussed the relevant literature according to the objective of the study. In addition, the chapter will cover the relevant theories and outline the conceptual framework.

2.2 Empirical Literature Review

This section contains the review of literature in relation to the specific objectives of the study. The study would point out knowledge gaps that would provide a basis for further study.

2.2.1 Prevalence of Anti-social Behaviors

Ojo (2015) through a descriptive research design investigated the causes and prevalence of anti-social behaviour among students with hearing impairment in Ibadan. The analysis of the collected data established that the common causes of anti-social behaviour as revealed by the study were: media influence, lack of counsellor in schools, ineffective school administration, peer influence, broken home and lack of parental care. The findings of the study showed that the most common anti-social behaviour exhibited by the participants were examination malpractice, lateness, abortion, stealing, rape, cultism and rudeness. The study recommended that there should be home-school partnership in curbing anti-social behaviour among students with hearing impairment in Nigeria. To this end, the Ojo (2015) focused on the prevalence of anti-social behaviour among students with hearing impairment, while the current study seeks to investigate prevalence of anti-social behaviour among students notwithstanding their socio-emotional status.

Malete (2007) examined the relationship between family factors and secondary school students' aggressive and anti-social behaviours in Botswana. Results showed significant prevalence of

self-reported aggressive tendencies and anti-social behaviours among secondary school students in Botswana. Boys rated themselves higher on aggression, use of alcohol, drugs, and carrying and using dangerous weapons compared to girls. High scores on anti-social and aggressive behaviours were significantly related to poor parent-child relations and low parental monitoring. The findings have important implications to violence prevention programs for children and adolescents. Notwithstanding the enormous contribution of the study to the criminology body of literature, Malete (2007)'s study was conducted in Botswana, while the current study would be conducted in Kenya, implying that the study would be keen to examine whether the results would be consistent, that is, Kenya and Botswana.

Ikediasi and Akande (2015) critically examined the behaviors regarded as anti-social and the causes of anti-social behaviors with reference to factors, such as the nature of the home environment, gender, socio economic status of parents, peer group influence, residential location. The paper further assessed the effects of anti-social behavior. The implications of adolescents' anti-social behaviors on national development such as unattractive destination for tourists, low foreign investment, unemployment, poverty, and hunger, insecurity of life and poverty. The studys recommended among others, parents and guardians should show love and care to their children and wards. They should endeavor to monitor the type of image their children watch on television or video machines and effort should be made to advise them against watching violent images, keep away from friends or peers whose behaviors do not conform to the norms and values of the society

Gitonga, Muriungi, Ongaro, and Omondi (2017) determined the prevalence of conduct disorder and established the relationship between conduct disorder and socio-demographic characteristics

of the respondents. The study adopted a cross-sectional study design. Cluster and purposive sampling techniques were used to select respondents. The key findings of the study were that overall conduct disorder was prevalence more in males than females, conduct disorder increased with respondents' age, religion significantly impacted on conduct disorder prevalence either as a precipitating or as a protective factor. The studys argued that conduct disorder being a behavioral emotional disorder and the prevalence being this significantly high call for appropriate psychological interventions. Based on the findings, the study recommended capacity building of principals and teachers to be able to identify conduct disorder tendencies among students. Further, the study suggests effective treatment for conduct disorder in order to help curb the emergence of conduct disorder among the students while reducing the burden of disease on parents of affected adolescents, the school, and the community. Arguably, the present study may produce different results because the studys concentrated on the relationship between conduct disorder and socio-demographic characteristics, while the present study seeks to apply a descriptive survey research design to investigate the prevalence of anti-social behavior among secondary school students.

2.2.2 Forms of Family Variables and Anti-social Behavior

South Holland District Council (2004) listed family-related causes of anti-social behaviours, which included poor parental discipline and supervision, family conflict between parents or between parents and children, family history of problem behavior, parental involvement/attitudes condoning problem behavior, and social and home environment can contribute to the development of anti-social behaviour. For instance, parents of troubled children frequently show a high level of anti-social behaviour themselves.

Mart and Palma (2010) claimed that upbringing of children determines their indulgence in earlier sex. Simply put, sex and age have a significant effect on adolescent preferences for values: Girls prefer more abstract, interiorized values and are prone to instrumental values with a more egocentric and material load. As age advances, adolescents prefer values more in harmony with personal dignity and equality rather than those focusing on oneself or on confrontation with others. Lately, Garaigordobil et al. (2014) observed that males involved in bullying tend toward domination and are more aggressive than women do.

Meyer (1995) argues that a child can exhibit anti-social behaviours due to poor family background. The study reported that specific parenting practices are highly correlated with anti-social behaviours in early childhood and are prognostic of more serious forms of anti-social behaviours in adolescence. According to him, coercive or punitive interactive cycle can occur in the home as the child makes demands on the parent who lacks certain parenting skills.

Black (2006) investigated the causes of anti-social personality disorder and showed that the parents of delinquent boys were more often alcoholic or criminal and their homes were frequently disrupted by divorce, separated or the absence of a parent. Erratic or inappropriate discipline and inadequate supervision have been linked to anti-social behaviours in children. Involved parents tend to monitor their child's behaviour, setting rules and seeing that they are obeyed, checking on the child's whereabouts and steering them away from troubled playmates. On the other hand, good supervision is less likely in broken homes, because parents may not be available and anti-social parents often lack the motivation to keep an eye on their children.

Baker, Bezdjian, and Raine (2006) while studying behavioral genetics argued that evidence for a genetic basis of anti-social behavior stems from several different lines of research. First,

behavioral genetic studies of twins and adoptees have demonstrated that heredity plays a role in anti-social behavior, including various forms of aggression and criminality, by finding greater concordance for such behavior in genetically related individuals compared to nonrelatives living in the same environment. Second, various correlates of anti-social behavior, including personality factors such as impulsivity, sensation-seeking, risk-taking, and callous-unemotional traits, are known to be at least partly genetically influenced. Third, psychiatric outcomes related to anti-social behavior, including anti-social personality disorder, gambling, substance use and abuse, have also been investigated in genetically informative designs, and each of these has demonstrated significant genetic influence.

Schofield et al. (2012) investigated the degree to which family supportiveness acted as a protective buffer between neighborhood disorder and anti-social behavior during late childhood, that is, intent to use controlled substances, externalizing, and association with deviant peers. Children's perceptions of neighborhood disorder fully mediated associations between census and observer measures of neighborhood disorder and their anti-social behavior. Family support buffered children from the higher rates of anti-social behavior generally associated with living in disorderly neighborhoods. An additional goal of the current study was to replicate these findings in a second sample of 897 African American families, and that replication was successful. These findings suggest that family support may play a protective role for children living in dangerous or disadvantaged neighborhoods. They also suggest that neighborhood interventions should consider several points of entry including structural changes, resident perceptions of their neighborhood and family support. To this end, the study failed to link how family factors influence and/or mediate anti-social behavior for school going individuals.

2.2.3 Forms of School-Based Variables and Anti-social Behavior

Pellegrini et al. (2010) conducted a study on bullying and social status during school transitions by analyzing the aspects of the school year, which is of interest for studying transitions, since this is where the appearance of behavior negative to the school climate becomes most likely. The prevalence of such behavior in each school year was also studied, because there was a positive correlation between its prevalence and subject age, and with school year. The older students are, that is, in higher school years, student justification of violence decreases.

Molero et al. (2017) analyzed the characteristics of anti-social behavior and interpersonal values of high school students, the profile of students with high levels of anti-social behavior with regard to interpersonal values, and possible protection from anti-social behavior that interpersonal values could provide. The results revealed a greater prevalence of anti-social behaviors among males and fourth-year students. Moreover, anti-social behaviors were more frequent among participants with high scores in stimulation, recognition, independence, and leadership and low scores in conformity and benevolence. Lastly, logistic regression analyses showed that low scores in conformity and benevolence and high scores in independence predicted high scores in anti-social behavior. To this end, Molero et al. (2017) concentrated their study on interpersonal values and anti-social behavior, while the current study seeks to examine forms of school and family based variables and anti-social behavior among secondary school students.

O'Brennan, Bradshaw, and Furlong (2014) investigated the influence of classroom and school climate on teacher perceptions of student problem behavior, and observed that reducing student problem behavior remains a leading concern for school staff, as disruptive and aggressive

behavior interferes with student achievement and the school climate. The studys examined student problem behavior through an ecological lens by taking into account individual attributes (for example gender, ethnicity, prosocial behavior), classroom (for example, class size, average classroom behavior), and school-level factors (e.g., location, school climate). Using data from 37 elementary schools, 467 classrooms, and 8,750 students, a series of hierarchical linear models was tested. Multilevel analyses revealed that while individual student characteristics had the largest influence on problem behavior, average prosocial behavior and concentration problems of students within the classroom, as well as teacher perceptions of the school climate significantly related to how students behaved. The studys dwelled on the influence school and classroom climate on student behavior, while the current study seeks to investigate the various forms of family and school based factors and their on anti-social behavior.

Koiv, K. (2014) through a cross-sectional study assessed three-dimensional school climate, school safety and pupils' anti-social behavior in three types of schools (9 mainstream, 3 special and 2 training schools) and examined the links between these three school contexts variables. 14–17 years old students (506) fulfilled questionnaires. Findings revealed that students in mainstream schools perceived higher levels of teacher support and good school policies, higher levels of school safety and lower pupils' anti-social behavior compared with students' evaluations in other types of schools. The middle ratings reflected special schools pupils' opinions in the area of school climate and safety.

Shinn et al. (1987) examined anti-social behavior in school settings and assessed the behavior of two groups of students in fifth grade, a group of students identified as at risk for development of anti-social behavior and a normal control group. Students at risk group were identified primarily

based on familial variables. Subjects were selected for two separate cohorts that were studied 1 year apart to facilitate the investigation of generality of findings. Subjects' academic engaged time and social interactive behavior in recess settings were observed and teachers completed ratings of different aspects of the students' social skills. Records were inspected for evidence of principal contacts regarding discipline, attendance, and special education services received. Clear differences were indicated in school behavior between the two groups that were replicated across cohorts. Shinn et al. (1987) focused on school factors and their influence on anti-social behavior in schools, while the current study seeks to understand how inconsistencies between family and school-based factors influence overall student anti-social behavior.

Burke, Ayres, and Hagan-Burke (2004) examined prevention of school-based anti-social behaviors with school-wide positive behavioral support, and argued that by focusing on both prevention and intervention, school-wide positive behavioral support can foster a school environment that reduces the occurrence of anti-social behavior. When students are provided opportunities to learn and practice prosocial behaviors, teachers will ultimately be able to focus more time on academic instruction and less time on traditional reactive discipline. By engaging in this approach, schools establish themselves as a community force affecting change in the dynamics of the development of anti-social behaviors. To this end, the study did not describe how forms of school-based variables influence student indulgence in anti-social behavior, which the current study seeks to achieve.

2.2.4 Inconsistencies between School and Family Variables Leading to Anti-social Behaviour

Sammons (2014) argued that students who attend a secondary school with a higher percentage of students predicted poorer social-behavioral outcomes, such as reduced self-regulation, pro-social behavior and increased Anti-social behavior schools. Further, Sammons (2014) posited that several self-report measures of students' views of their experiences of secondary school were found to influence social behavioral outcomes and progress. On the other hand, Deković, Wissink, and Meijer (2004) contended that negative relationship quality, such as a high level of conflict and a low level of emotional bonding, between adolescents and parents was related to higher levels of externalizing problem behavior. In fact, the child's family is frequently considered the most important factor in the development of anti-social behaviour. Some of the family factors include low socioeconomic status, living in a single parent family, and marital discord as consistent covariates of such problems during adolescence

Morgadoa and da Luz Vale-Diasb (2016) undertook a comparative analysis of male and female variables related to transgression, and anti-social manifestations and their relation with gender, age, socioeconomic status, personality, social skills, self-concept, and family environment. Results showed common factors that explain why boys and girls have higher anti-social tendencies: psychoticism and social conformity. In girls, self-control was also a factor contributing to determine female anti-social tendency. Significant correlations between anti-social behaviour, age, personality, social skills, self-concept, and family environment in boys and girls reveal the importance of individual dispositions. To this end, the study did not provide differences in other variables correlated with anti-social behavior.

Cutrín, Gómez-Fraguela, and Luengo (2015) investigated peer-group mediation in the relationship between family and juvenile anti-social behavior. The study revealed that family functioning variables, such as parental monitoring, family support, and family conflict, influenced anti-social behavior either directly or indirectly through the choice of deviant friends. On the other hand, Wu et al. (2010) suggested that the presence of a positive school environment was a protective factor against both acquisition and maintenance of problematic behavior. Conversely, Rodríguez et al. (2014) claimed that a negative school climate is characterized by the presence of problems with coexistence and bullying, presents higher prevalence of anti-social behaviors and more motivation problems are observed

2.3 Theoretical Framework

This section will review relevant theories in relation to the objective of the study. The study adopted social learning theory and social control theory.

2.3.1 Social Learning Theory

Albert Bandura proposed the theory of social learning in 1977. According to Bandura, individuals learn certain behaviors from observational learning. In the context of anti-social behavior, it is imperative to assert that people learn given behaviors from their environment, where the environments could be family or school based. In fact, Bandura and Walters (1977) argued that reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way, which it believes will earn approval because it desires approval.

Social learning theory is a perspective that states that people learn within a social context. It is facilitated through concepts such as modeling and observational learning. People, especially

children, learn from the environment and seek acceptance from society by learning through influential models. Social learning theory is a perspective that states that social behavior (any type of behavior that we display socially) is learned primarily by observing and imitating the actions of others.

The social behavior is also influenced by being rewarded and/or punished for these actions. In fact, there argument is that if anti-social behaviors among students are not punished, they will snowball to influence other students to an extent that a large population of students would defy the societal code of conduct. Bandura (1977)'s approach emphasized cognitive and information-processing capabilities that facilitate social behavior. Bandura (1977) believes that humans are active information processors and think about the relationship between their behavior and its consequences. Observational learning could not occur unless cognitive processes are at work.

Social learning theory as put forward by Bandura (1977) is relevant to this study because it explains how anti-social behavior is observed and copied by observers. In fact, Akers (2017) observed that role models have the greatest bearing on conformity of their subjects because when observers see certain anti-social behaviors they are likely to retain them. Bandura (1977) gave an example of aggressive behavior among role models, which observers would easily imitate. In this context, it is imperative to argue that social learning is applicable to the study as it describes how observers (in the context of this study referring to secondary school students) would easily copy a behavior from their role models, such as parents, teachers, or senior students. In other words, students exposed to aggressive role models who exhibit anti-social behavior are likely to imitate their behavior. For instance, if students are exposed to teachers who cosset in anti-social behavior, such as alcoholism and physical fights, the said students are prone to indulge in censured code of conduct.

2.3.2 Social Control Theory

Travis Hirschi proposed the social control theory in the year 1969 and the theory has become one of the dominate theories of anti-social behaviour. In anti-social behaviour context, social control theory is often researched in juvenile delinquency. Agnew (2017) provided the definitions of Hirschi's social control theory "Individuals are prevented from engaging in delinquency by four social bonds. When these bonds are weak, the individuals are free to engage in anti-social behaviour. The four bonds include attachment, commitment, involvement, and beliefs.

In light of Agnew (2017) explanation, it is imperative to note that when family and school laws and regulations (bonds) are weak, students are likely to cosset in anti-social behavior because of reduced punishment. In fact, children naturally develop bonds with parents and guardians. Bonding is very important between parents and children because it creates learning values within the home. However, when these bonds are weak, it implies that children's behavior is not watched, which may ultimately lead to anti-social behavior. Values such as love, care, respect and affection is formed which develops into a good, happy and healthy lifestyle.

The four bonds, as argued by Agnew (2017) in light of Hirschi (1969)'s social control theory; include attachment, commitment, involvement and beliefs. The first bond is attachment, which refers to the affection and respect individuals hold toward significant others such as parents, teachers, and peers. In fact, students with low quality of affection to their teachers or family members are likely to cosset in anti-social behaviors. Similarly, students who are involved in good healthy family relationships are more likely to obey rules of the family since it can jeopardize their connection with others (Agnew, 2017).

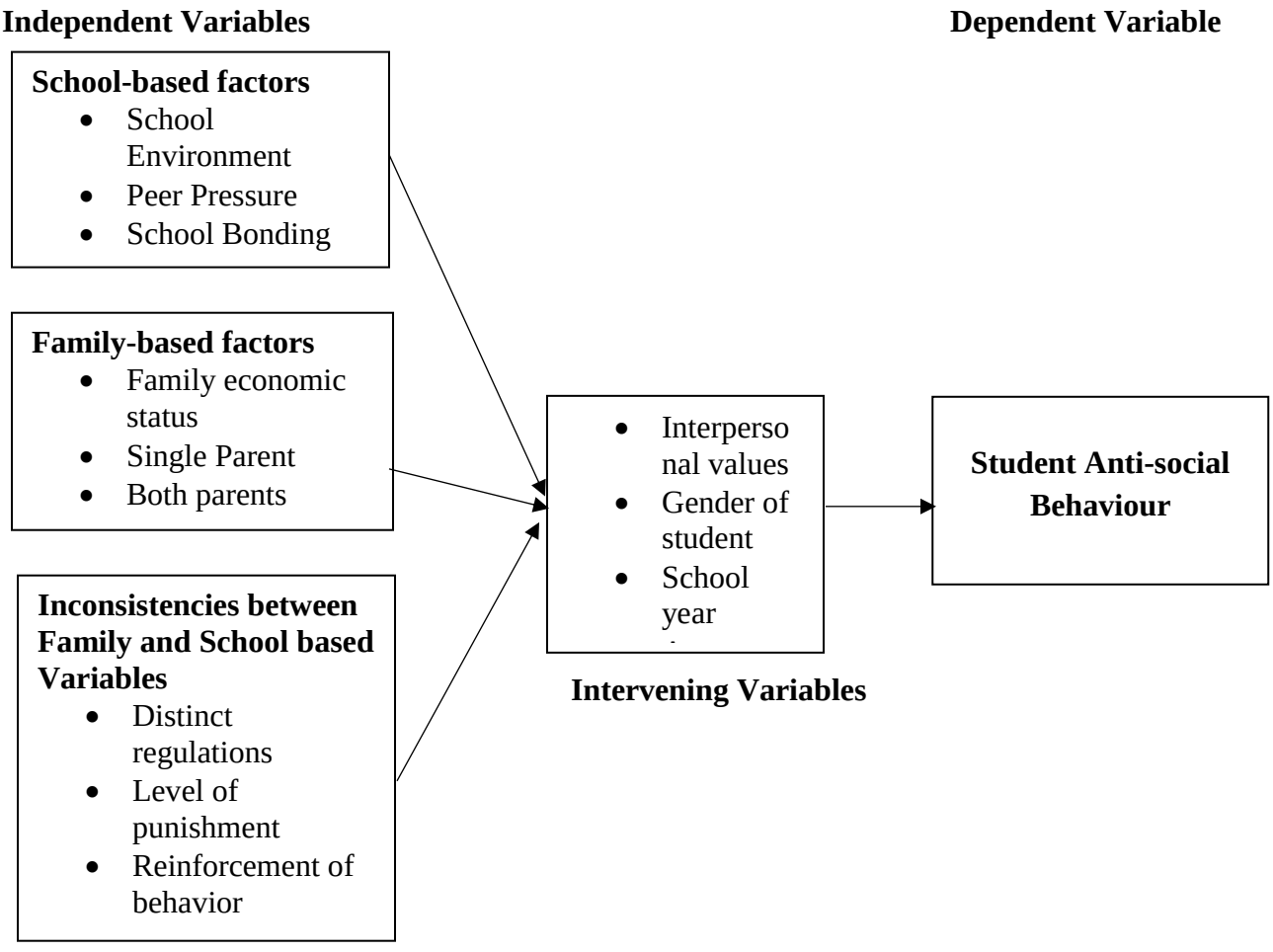
The structure of family life and quality of parental attachment determines whether adolescent would engage in deviant behaviors. Another important bond is commitment, which refers to the willingness of caregivers to provide critical guidance to the young ones. For instance, committed parents would ensure their children follow right the ways. Beliefs as an essential bond enhance societal members to behave according to the agreed societal code of conduct. Involvement is another essential bond, which drive people to undertake (involve) in activities that are conventionally acceptable to the society (Hirschi, 1969).

Social control theory provides an explanation on how behavior conforms to that which is generally expected in society. In the context of this study, students are likely to be anti-social because of inadequate constraints. For social control theory, the underlying view of human nature includes the conception of free will, thereby giving offenders the capacity of choice, and responsibility for their behavior (Hirschi, 2017). To this end, social control theory is relevant to this study as it explains why individuals cosset in anti-social behavior. Moreover, social control theory describes how anti-social behavior is predictable in the society to an extent that there is an agreed code of conduct to regulate behavior. In fact, the theory borders on the essentials of conformity and close relationships, because lack of interrelationships means that individuals (secondary school students in the context of the study) are free from social constraints, thereby allowing them to engage in anti-social behavior.

2.4 Conceptual Framework

The study applied the conceptual framework as an approach to describing the dependent, intervening, and independent variables of the study. For this study, the independent variables include school-based factors, family-based factors, and inconsistencies between family and school-based factors. The intervening variables included interpersonal values, gender of student, age, school age. The dependent variable for the study is student anti-social behaviour. Independent variables were manipulated to observe the effect on the dependent variable. For instance, the study established the relationship between peer pressures as a school-based factor on anti-social behavior.

Figure 2.1: Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology, which the study adopted in an endeavor to collect, analyzes, and presents data. This chapter consist of the site of the study, research design, target population, sampling procedure and sample size, data collection techniques, data analysis and presentation, and ethical issues.

3.2 Site of the Study

The study was conducted in Nyaribari Masaba Constituency in Kisii County, Kenya. The area of study was chosen because of its cosmopolitan nature, implying that students who attend secondary schools in the constituency originate from distinct backgrounds. Moreover, the constituency has both day and boarding schools, meaning that the study will be able to extract data from an array of respondents, therefore providing a broad perspective in understanding anti-social behavior among secondary school students.

Nyaribari Masaba has a population of 143,250 and covers a total area of 161.9 square kilometers. The population density ranges from 800 in Nyaribari Masaba (KNBS, 2012). Population distribution in the constituency is influenced by factors, such as physical, historical, and economic development policies pertaining to land settlement. Population densities are high in areas with large proportions of arable land. The constituency is characterized by a hilly topography with several ridges and valleys and is endowed with several permanent rivers. Soils in the constituency are generally good and fertile allowing for agricultural activities.

Infrastructure is the constituency is relatively good as main roads are tarmacked, while the feeder-roads are poorly constructed. Though the roads are well distributed, poor maintenance and hilly terrain of the constituency make them inaccessible during the rainy season. Many schools and households are connected to electricity. The main economic activities in Nyaribari Masaba is poultry rearing, tree nurseries, sports activities, grade cows rearing and merry going activities among other activities. The main crops produced in Kisii County are maize, bananas, beans, potatoes, tea, sugarcane, coffee and horticultural crops. However, due to small land holdings, the production is mainly for subsistence and not for commercial purposes

3.3 Research Design

To realize the overall objective of the study, the study applied a descriptive survey research design. As argued by Orodho (2005), a descriptive survey research design makes it possible for study to collect data in relation to the objectives of the study. By adopting a survey design, the study was able to collect data from a wide response base, thereby enhancing generalizations.

3.4 Units of Analysis

Units of analysis refer to social entities whose social attributes are relevant to the study. In this study, the unit of analysis is the influence of family and school based factors on anti-social behaviour among secondary students in Nyaribari Masaba Constituency in Kisii County

3.5 Units of Observations

Units of observation refer to data sources. In this light, the units of observation were secondary school students in Nyari'bari Masaba Constituency in Kisii County.

3.6 Target Population

As argued by Ogula, (2005), population is defined as a group of individuals, or objects that possess shared or homogenous characteristics. The target population for the study constituted of all secondary school students in Nyaribari Masaba Constituency in Kisii County whose anti-social behavior was to be investigated. The target population for the study was 41 secondary schools in Nyaribari Masaba Constituency in Kisii County (MoE, 2018; Kisii County Integrated Development Plan 2013/2017).

Table 1: Target Population

Type of School	**No. of Schools**	**Percent**
Boarding	15	36.6
Day	6	14.6
Mixed	20	48.8
Total	**41**	**100.0**

3.7 Sample Size and Sampling Procedure

3.7.1 Determination of Sample Size

Kothari (2012) observed that sampling is the process of acquiring data or information of a given group or population through the procedure of examining a certain percentage of the population. The process of sampling either gives all the population an opportunity to be sampled (probability sampling) or does not provide equal opportunity for all the population to be sampled (none probability sampling). According to Mugenda and Mugaenda (2003), sample size of 30% of the target population is adequate. Accordingly, the sample population for the study were 10 respondents, which represent approximately 30% of the target population.

Table 2: Sample Size of Schools

Type of School	No. of Schools in the sample	Percent
Boarding	4	36.6
Day	1	14.6
Mixed	5	48.8
Total	**10**	**100.0**

From the sample, number of schools as indicated in table 2 above, the study stratified and selected a representative sample of male and female students in the 10 schools[1]. The sample size of 120 respondents as indicated in table 3 below was deemed adequate because the respondents had the information needed for the study.

Table 3: Sample Size of students

Type of School	Target Population		%	Sampled Population		Total
	Male	Female		Male	Female	
Boarding	112	96	40	26	22	48
Day	28	24	10	7	6	12
Mixed	140	120	50	32	27	60
Total	**280**	**240**	**100**	**65**	**55**	**120**

[1] It is imperative to point out that most of the mixed schools in the site of the study have been converted into boarding schools, even though students are both male and female.

3.7.2 Sampling Procedure

The study adopted stratified random sampling technique. In stratified sampling, the study grouped members of a population into various strata, whereby members of the same stratum ought to have homogenous attributes. Sekaran (1992) observed that a stratified random sampling is a sampling technique whereby a study divides a given population into groups/parts, which are referred to as strata and the members of the strata must possess the joint attributes.

The study grouped schools according to boarding, mixed, and day schools, which formed the various stratums. Through this sampling method, the study divided the given population of 520 individuals into subgroups or strata, where each individual respondent had an equal opportunity for selection, signifying that this sampling procedure eliminated any form of bias during the sampling process. Consequently, the study applied simple random sampling to collect data from the sampled schools by a random process, using either a random number generator, so that each person in the population had the same probability of being selected for the sample.

3.8 Data Collection

3.8.1 Collection of Quantitative Data

The data collection tool for quantitative data in the study was a questionnaire as it is easier to administer to a large sample population/size. The study gathered primary data using questionnaires, and this was because questionnaires can reach to a many respondents in a short period and study can allow more time for research participants to fill and respondent to the outlined specific themes. Moreover, questionnaires guarantee confidentiality of the respondents, as they not required indicating their identities unless specified. Owens (2002) argued that study should use questionnaires as primary tools of data collection as they do not translate to collection of biased information/data compared to interview guides.

3.8.1 Collection of Qualitative Data

Interviews were used to collect qualitative data from Key informants because they had key information. Interview guide was used to collect information from school administrators and key informants in the sampled schools. This was done through face-to face interviews.

3.9 Pre-test

A pre-test study was carried out with a view to establishing validity and reliability assessments of the questionnaire. Pre-test study encompassed administering the questionnaire to 5 respondents at 5 secondary schools. The purpose of pre-test testing was to determine the correctness and suitability of tools of data collection. The outcome of the pre-test study was not part of the last data analysis. A pilot-test was conducted as a means to establishing both the reliability and validity assessments of the questionnaire. During the pilot test, the study used a smaller sample of 10 questionnaires compared to the actual sample size. Therefore, pilot testing guided data collection by assessing validity of the questionnaire, the amount of time taken to fill questionnaires, and how different sets of respondents understood questions as provided in the questionnaire. For this study, pilot testing was done through face-to-face interviews. A face-to-face interview was preferred because it provided opportunity for the study to assess the respondents' behaviour and willingness to answer each questions.

3.10 Ethical considerations

To carry out the study, formal clearance was received from the University of Nairobi as well as Kisii County Research department, and heads of the institution where the study will be conducted. To collect appropriate data, the study explained to the respondents that the collected data was for academic purposes only.

Further, it was made it clear to the respondents that the participation was a voluntary endeavour and as such, the respondents had the discretion to participate, decline, or withdraw at any stage during data collection. Moreover, the study did not at any stage of data collection coerce respondents to provide information, and respondents were assured of anonymity and confidentiality coupled with informed consent.

3.11 Data Analysis

In data analysis, the study used SPSS version 20 programme. The programme made it possible for the study to run descriptive statistics like frequencies, tables and percentages. The study applied descriptive statistics that include frequency, percentages, standard deviation, and mean. The study presented data using graphs, charts, and tables.

The qualitative data derived from open-ended questions was grouped into various thematic areas in relation to the objectives of the study and presented in narrative approach together with the presentation of quantitative data. The study used qualitative data as an approach to underpinning quantitative data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND INTERPRETATION

4.1 Introduction

This chapter covers data presentation and analysis. The main objective of the study was to determine the influence of family and school based factors that influence anti-social behavior among secondary school students in Nyaribari Masaba Constituency in Kisii County, Kenya. Respondents were presented with statements describing the various questions on the specific objectives. The study applied a semi-structured questionnaire, which contained both open and close-ended questions. Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive statistics.

The study employed mixed research methods because it enhanced the comparison of quantitative and qualitative data. Mixed methods are especially useful in understanding contradictions between quantitative results and qualitative findings. These methods gave a voice to the study participants and ensured that study findings were grounded in participants' experiences. To this end, the mixed research approach enabled the study to gather rich and comprehensive data, which the study used to generalize.

The Statistical Package for Social Sciences (SPSS version 20.0) was used to run descriptive statistics which includes frequency, percentages, mean and standard deviation .In order to simplify the discussions, the study provided tables and figures that summarize the collective reactions and views of the respondents. The qualitative data generated from open-ended questions was categorized in themes in accordance with research objectives and reported in

narrative form along with quantitative presentation. The qualitative data was used to underpin the quantitative data.

4.2 Response Rate

The sample size of this study was 120 respondents. Those who filled and returned questionnaires were 107 respondents making a response rate of 89.2%, while the non-response sample was 13 respondents who constituted 10.8% as presented in table 4 below. While most scholars do not seem to agree on the acceptable level of response rate to form the basis for data analysis, Nachmias and Nachmis (2004) suggest that a response rate of 50% and above is satisfactory and represents a good basis for data analysis. Morris (2008) supports this argument that for a social study, responses bearing over 60% response rate are sufficient for making adequate research conclusions. The study therefore considered that the 89.2% response rate achieved was adequate since it was above 50%, and that this would provide sufficient information for analysis and drawing of conclusions of the study will be satisfactory.

Table 4: Response Rate

Category	**Frequency**	**Percentage**
Response	107	89.2
Non-Response	13	10.8
Total	**120**	**100.0**

4.3 Social and Demographic Characteristics of the Respondents

The study collected various demographic attributes with a view to establishing how each characteristic of the respondents influenced anti-social behavior among secondary school students in Nyaribari Masaba Constituency in Kisii County. The demographic characteristics collected in the study included: gender of the respondents, their class level in school, religious background, family background, and type of school. Data in this section was collected through quantitative methods, specifically the use of a questionnaire. The questionnaire was only administered on respondents upon consent by the heads of schools where data was collected.

4.3.1 Gender of the Respondents

The study sought to establish the gender distribution of the respondents as outlined in table 5 below. From the analysis of the collected data majority (53.3%) of the respondents were male, while 46.7% were female. The study collected data on gender because level of anti-social behavior significantly differs in male and female (Bergen et al., 2004).

Table 5: Gender of the Respondents

Gender	**Frequency**	**Percentage**
Male	57	53.3
Female	50	46.7
Total	**107**	**100**

4.3.2 Religious Background of the Respondents

The study collected data on religious background of the respondents because it enhanced the study of the relationship between the religious orientation and the level of discipline among secondary school students. The study anticipated that the relationship between a student's religious background and level of discipline and/or indiscipline would provide new insights into the ways religion and gender identities intersected to influence anti-social behaviours among students.

Table 6: Respondents' Religion

Religion	**Frequency**	**Percentage**
Christian	95	88.8
Muslim	7	6.5
Hindu	5	4.7
Total	**107**	**100.0**

As indicated in table 6 above, majority (88.8%) of the respondents were Christian, while 6.5% were Muslim, whereas 4.7% of the respondents were Hindus. It is imperative to point out that Christianity is the mainstream religion in Nyaribari Masaba as most residents are predominantly Christians, signifying that the majority of the students were Christians.

4.3.3 Class Level of the Respondents

The study chose to collect data on the class level of the students because a student's class level plays an important role in decision-making, as it determines the academic goals of the student and decision-making capability. Table 7 shows that majority (61.7%) of the respondents were form two students, while 38.3% of the students in the collected data were at form three level.

Table 7: Respondents' Class Level

Class	Frequency	Percentage
Form two	66	61.7
Form three	41	38.3
Total	**107**	**100.0**

4.3.4 Family background

The study chose to collect information pertaining to family background of the students because orphaned students and partial orphans exhibit different behavior because of the level of parental presence and care compared with students with both parents alive. Against this background, the study sought to establish the family background of the students in Nyaribari Masaba Constituency and tabulated the results as indicated in table 8. It is evident that majority (74.8%) of the respondents were from families with both parents alive, while 14.0% were partial orphans, whereas, 11.2% were orphans.

Table 8: Family background

Response	Frequency	Percentage
Both parents alive	80	74.8
Orphan	12	11.2
Partial Orphan	15	14.0
Total	**107**	**100.0**

4.3.5 Type of School and Distribution of Respondents

The study collected data on the type of school because day and boarding schools are direct predictors of academic performance and by extension, determinants of student behaviour. In fact, students in boarding schools are directly in the hands of teachers, while those in day schools are

monitored by parents and teachers. The study sought to establish the type of school that respondents attended as indicated in table 9. The analysis of the responses indicated that majority (52.3%) of the respondents were in boarding secondary schools, while slightly more than a third (34.6%) were in mixed schools, whereas 13.1% of students were in day schools.

Table 9: Type of School

Type of School	Frequency	Percentage
Boarding	56	52.3
Day	14	13.1
Mixed	37	34.6
Total	**107**	**100.0**

4.4 Prevalence of Anti-social Behaviors

This section covered the first objective of the study, which sought data on the prevalence of anti-social behaviours among secondary school students in Nyaribari Masaba Constituency of Kisii County, Kenya. The various sub-sections were covered in the sections below.

4.4.1 Predictors of Anti-social Behaviour

The study sought to investigate aspects that influenced anti-social behavior among secondary students in Nyaribari Masaba Constituency of Kisii County. The aspects posed to the respondents included lack of counselors in schools, lack of parental care, peer influence, media influence, and broken homes. Analysis of the collected data is tabulated in table 10 below.

Table 10: Predictors of Anti-social Behaviour among Respondents

Response	Frequency	Percentage
Lack of counsellor in schools	26	24.3
Lack of parental care	42	39.3
Peer influence	12	11.2
Media influence	15	14.0
Broken home	12	11.2
Total	**107**	**100.0**

As presented in table 10, it is precise that lack of parental care is the biggest contributor to anti-social behavior as supported by majority (39.3%) of the respondents. On the other hand, nearly a quarter (24.3%) of the respondents were of the considered view that lack of counselors in schools was a core predictor of anti-social behavior. Media influence was supported by 14.0%, while peer influence and broken homes were supported by 11.2% of the students under the study. This finding is consistent with Ojo (2015) who observed that lack of parental care, media influence, and broken home were the common causes of anti-social behavior among students.

4.4.2 Prevalent Types of Anti-social Behaviour

The study endeavored to investigate the common types of anti-social behaviors that were prevalent in schools in in Nyaribari Masaba Constituency of Kisii County. Respondents were provided with a set of anti-social behavior to select the most appropriate and had an option to provide a response, which was not captured in the questionnaire. The findings under this sub-section are presented in table 11 below.

Table 11: Types of Anti-social Behaviour and Distribution of Respondents

Response	**Frequency**	**Percentage**
Rudeness	54	50.5
Stealing	44	41.1
Examination malpractice	9	8.4
Total	**107**	**100.0**

It is evident from table 11 that majority (50.5%) of the respondents were of the opinion that rudeness was the most recurrent and pronounced anti-social behavior among secondary students in the area under study, while 41.1% of the respondents indicated stealing as a core anti-social behavioiur. Furthermore, 8.1% of the respondents were of the view that examination malpractice was the most critical anti-social behavior, which led to other vices, such as burning of schools. In fact, a girls school principal from one of the selected schools who was a key informant indicated that students wanted the school management to help the students cheat in national examination as captured in the verbatim below:

> *"Form four students are keen to cheat in examination by compelling the school principal to acquire examination materials for them." (K.I. 1, 2018).*

4.4.3 Reported Aggressive Tendencies

The study posed the question to the respondents on some of the self-reported anti-social behavior. The choices given to the respondents included use of alcohol, drug abuse, carrying and using dangerous weapons, and involvement in fights and scuffles. The findings in this sub-section are presented table 12 below.

Table 12: Types of Aggressive Behaviours and Distribution of Respondents

Response	**Frequency**	**Percentage**
Use of alcohol	32	29.9
Drug abuse	36	33.6
Involvement in fights and scuffles	39	36.4
Total	**107**	**100.0**

It is evident in table 12 above that majority (36.4%) of the respondents indicated that involvement in fights and scuffles was the most reported aggressive behaviour in their respective schools. On the other hand, a third (33.6%) of the respondents were of the considered view that drug abuse was an aggressive behaviour in their school, while 29.9 indicated use of alcohol as the most anti-social and aggressive behaviour in their respective schools within the area of study. Thus, it can be concluded that aggressive behaviours among secondary schools range from use of alcohol, drug abuse, and fighting.

The above finding agrees with a study conducted by Malete (2007) who revealed significant prevalence of self-reported aggressive tendencies and anti-social behaviours among secondary school, such as drug abuse and use of alcohol. However, the findings of the present study are incongruent with the findings of Malete (2007) on using dangerous weapons as no respondent in this study indicated carrying and/or use of weapons.

4.4.4 Reasons for Aggressive Tendencies

The study sought to establish the reasons behind anti-social behaviors among secondary schools in the selected area of study. Some of the choices posed to the respondents included low parental monitoring, poor parent-child relations, inadequate support from teachers, and inappropriate role models. Analysis of the collected data under this sub-section is presented in table 13 below.

Table 13: Distribution of Respondents according to Reasons for Aggressive Tendencies

Reasons for Aggressive Behaviour	Frequency	Percentage
Low parental monitoring	39	36.4
Poor parent-child relations	32	29.9
Inadequate support from teachers	11	10.3
Inappropriate role models	25	23.4
Total	**107**	**100.0**

As presented in table 13 above, majority (36.4%) of the respondents opined that low parental monitoring was the central reason behind aggressive and anti-social behavior among secondary school students. Nearly a third (29.9%) of the respondents observed that poor parent-child relations was the motive of aggressive behavior, while a tenth (10.3%) indicated inadequate support from teachers, whereas nearly a quarter (23.4%) of the respondents argued that inappropriate role models as the principle cause of aggressive tendencies among secondary schools. A key informant from a day school who was a discipline master within the site of the study pointed out that:

> *"For students to register better performance, there is need to reduce negative aggressiveness among students, and this could be achieved by encouraging proper parental monitoring, which could boost better parent-child relations" (K.I.2, 2018).*

4.4.5 Prevalent Causes of Anti-social behavior

The study sought to establish prevalent causes of anti-social behavior in the sampled schools. The question posed to the respondents was structured, implying that respondents were to choose the most appropriate response from the listed prevalent causes of anti-social behavior. The causes of anti-social behavior were peer group influence, socio-economic status of the parents,

home environment, gender, and residential location. Analysis of the collected data under this sub-section is presented in table 14 below.

Table 14: Prevalent Causes of Anti-social behavior in Schools

Causes of anti-social behaviour	Frequency	Percentage
Peer group influence	65	60.7
Socio economic status of parents	15	14.0
Home environment	20	18.7
Gender	7	6.5
Total	**107**	**100.0**

From the analysis of the collected data as indicated in table 14 above, it was clear that majority (60.7%) of the respondents were of the considered view that peer group influence encouraged anti-social behavior among secondary school students, while 14.0% of the respondents indicated socio-economic status of the parents as a possible predictor of anti-social behavior. On the other hand, 18.7% of the respondents observed that home environment contributed to anti-social behavior because of the perceived lack of or inadequate parental monitoring, while 6.5% indicated gender, where boys were perceived exhibit more anti-social behaviors compared to girls. In fact, a key informant in one of the mixed schools, a member of Parents Teachers Association where data was collected observed that:

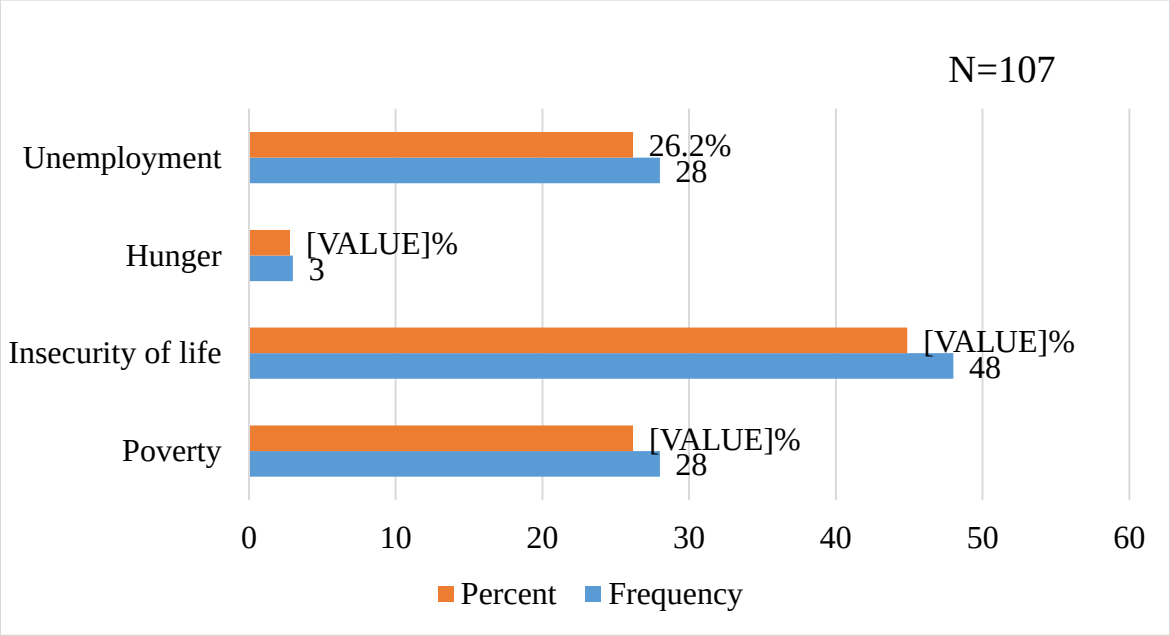
> *"Boys and girls behave differently because boys are more intolerant, while girls are keen to follow instructions given. Even though there are a few cases of indiscipline among girls, boys supersede them in terms of indiscipline cases, such as rudeness" (K.I. 3, 2018).*

4.4.6 Consequences of Anti-social Behavior

The study sought to establish the possible consequences of anti-social behavior, as students who reveal anti-social behaviors are likely to face certain consequences, either currently or in future,

given that there is societal backlash on individuals who do not conform to the societal code of conduct. Findings under this sub-section are detailed in figure 2 below.

Figure 2: Consequences of Anti-social Behavior



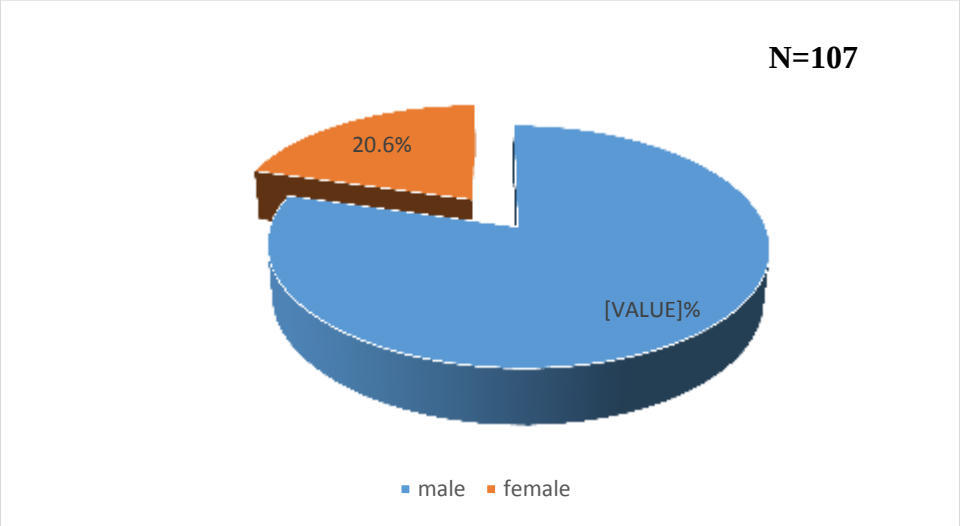
It is evident from figure 2 above that insecurity of life is the critical outcome of anti-social behavior as supported by majority (44.9%) of the respondents followed by poverty and unemployment with a tied 26.2%. Hunger as a consequence of anti-social behavior had the least support of 2.8% of the respondents. It is imperative to point out that individuals who go against the expected behavior do not receive anticipated support from teachers and parents to an extent that these individuals may develop insecurities of life because of stifled opportunities, such as finding employment and/or receiving favors from the society.

4.4.7 Gender and Anti-social Behavior

The study endeavored to establish the role of gender as a predictor of anti-social behavior; that is, exhibition of anti-social behavior between boys and girls. The question posed to the

respondents required them to select either male or female. Figure 3 below presents the finding of the study under this sub-section.

Figure 3: Gender and Anti-social Behavior



As indicated in figure 3 above, majority (79.4%) of the respondents indicated that boys were more likely to exhibit anti-social and aggressive behaviour compared to girls, while 20.6% of the responses observed that girls were expected to show aggressive tendencies. Thus, it can be concluded that gender has a significant influence on anti-social behaviour among secondary schools. In fact, boys are prone to anti-social behaviour because of peer influence and the society expects the male child to be strong and make sound individual choices. This finding is in tandem with Malete (2007) who observed that boys rated themselves higher on aggression.

4.4.8 Influence of Socio-Demographics

The study sought to determine the socio-demographics that influence anti-social behavior among secondary school students. The question posed to the respondents was semi-structured, signifying that respondents had the discretion to provide an answer outside the given choices. Analysis of the collected data is tabulated below.

Table 15: Influence of Socio-Demographics and Distribution of Respondents

Influence of:	Frequency	Percentage
Age	48	44.9
Family size	40	37.4
Child labour	19	17.8
Total	**107**	**100.0**

It is evident from table 15 above that majority (44.9%) of the respondents observed that age was the biggest predictor of anti-social behavior, while family size had a response of 37.4%, whereas 17.8% of the respondents indicated child labor. The questionnaire contained the aspect of religion; however, no respondent supported religious as a predictor of anti-social behavior. A higher number supporting age can be attributed to physically muscular students engaging in anti-social behaviors, such as bullying and use of alcohol. This finding is congruent with Gitonga et al. (2017) who argued that socio-demographic characteristics, such as age, influence conduct disorder. Nonetheless, Gitonga et al. (2017) indicated that religion influences conduct disorder, while the current study establishes that there is no significant relationship between religions and conduct disorder.

4.5 Forms of Family Variables and Anti-social Behavior

This section covered the second objective of the study, which sought data on the forms of family variables and anti-social behaviour among secondary school students in Nyaribari Masaba Constituency of Kisii County, Kenya. The various sub-sections were covered in the sections below.

4.5.1 Family Variables and Anti-social Behaviour

The study sought to establish the various family variables and anti-social behaviour. The question posed to the respondents was structured with choices that included poor parental discipline, social and home environment, family conflict between parents, family conflict between parents and children, family history of problem behavior, and parental attitudes condoning problem behavior. Analysis of the collected data is presented in the table below.

Table 16: Family Variables and Anti-social Behaviour

Family Variables	**Frequency**	**Percentage**
Poor parental discipline	63	58.9
Social and home environment	11	10.3
Family conflict between parents	7	6.5
Family conflict between parents and children	13	12.1
Family history of problem behaviour	7	6.5
Parental attitudes condoning problem behaviour	6	5.6
Total	**107**	**100.0**

As tabulated in table 16 above, majority (58.9%) of the respondents were of the view that poor parental discipline was the central family related variable that contributed to anti-social and aggressive behaviour among secondary school students. On the other hand, a tenth (10.3%) of the respondents attributed anti-social behaviour to social and home environment, while 6.5% indicated family conflict between parents, whereas 12.1% of the respondents were of the opinion that family conflict between parents and children as a contributor to anti-social behaviour.

Similarly, 6.5% of the respondents argued that family history of problem behaviour perpetuated aggressive conduct disorder, while 5.6% of the respondents observed that parental attitudes condoning problem behaviour was the key backer of problem behaviour. Poor parental discipline as the greatest predictor of anti-social behaviour can be attributed to poor role modelling, such as use of alcohol and drug abuse.

4.5.2 Anti-social Behaviours Caused by Family Related Factors

The study sought to investigate the types of anti-social and problem behaviors caused by family related aspects. A structured question was posed to the respondents, meaning that respondents were required to choose from the given options. Choices provided included early sex, prostitution for financial gain, confrontation with others, and bullying. Findings of the collected data under this sub-section are tabulated in the table below.

Table 17: Types of Effects Caused by Family Related Factors

Effects of family related factors	**Frequency**	**Percentage**
Early sex	33	30.8
Prostitution for financial gain	41	38.3
Confrontation with others	22	20.6
Bullying	11	10.3
Total	**107**	**100.0**

Majority (38.3%) of the respondents observed that family related factors caused prostitution for financial gain, while nearly a third (30.8%) of the respondents indicated that early sex was caused by family related factors. On the other hand, 20.6% of the respondents contended that confrontation with others was because of family related factors, while a tenth (10.3%) of the respondents suggested that bullying was instituted by family factors, such as a poor role

modelling from parents. This finding agrees with Mart and Palma (2010) who argued that upbringing of children at the family level determines indulgence in earlier sex, where girls are attracted to material gain. A key informant from a day school who was a senior teacher recounted:

> *"Most of the students in day schools come from economically disadvantaged backgrounds, which precipitate them to seek assistance from people with economic means, and sometimes the exchange involve sexual favors for financial gains" (K.I. 4, 2018).*

4.5.3 Guidance and Counselling

There is consensus among studys that guidance and counselling could reduce and/or alleviate instances of problem behavior among adolescents (Meyer (1995). Against this backdrop, the study sought to investigate the frequency of guidance and counseling at the family level. The question posed to the respondents was a 5-point Likert scale, meaning that the study required testing attitudes and perceptions on guidance and counselling. Findings of the collected data under this sub-section are tabulated in the table below.

Table 18: Frequency of Guidance and Counselling at the Family Level

Frequency of G/Counselling	**Frequency**	**Percentage**
Very often	20	18.7
Fairly Often	31	29.0
Rarely	38	35.5
Very rarely	13	12.1
Never offered	5	4.7
Total	**107**	**100.0**

It is evident from the above table that guidance and counselling at the family level was rarely offered as supported by majority (35.5%) of the respondents. On the other hand, 29.0% of the respondents observed that guidance and counselling was fairly offered at the family level, while 18.7% were of the view that guidance and counselling was very often offered by parents, relatives and guardians. Similarly, 12.1% of the respondents indicated very rarely, while 4.7% said lack of guidance and counselling at the family level. It is clear from the analysis that most respondents were never offered counselling from their families (parents, guardians, and relatives) and this could be attributed to broken homes, absentee parents, and use of alcohol by parents/guardians.

4.5.4 Influence of Economic Background

There is agreement among scholars that the economic background of students determines delinquency (Malete, 2007; Black, 2006). In view of this context, the study sought to determine, which cadre of economic background influence anti-social behavior. Respondents were required to select poor background, rich background, and both rich and poor backgrounds. Findings of the collected data under this sub-section are tabulated in the table below.

Table 19: Anti-social Behaviour according to Types of Economic Background

Type of economic background	**Frequency**	**Percentage**
Poor background	19	17.8
Rich background	10	9.3
Both rich and poor	78	72.9
Total	**107**	**100.0**

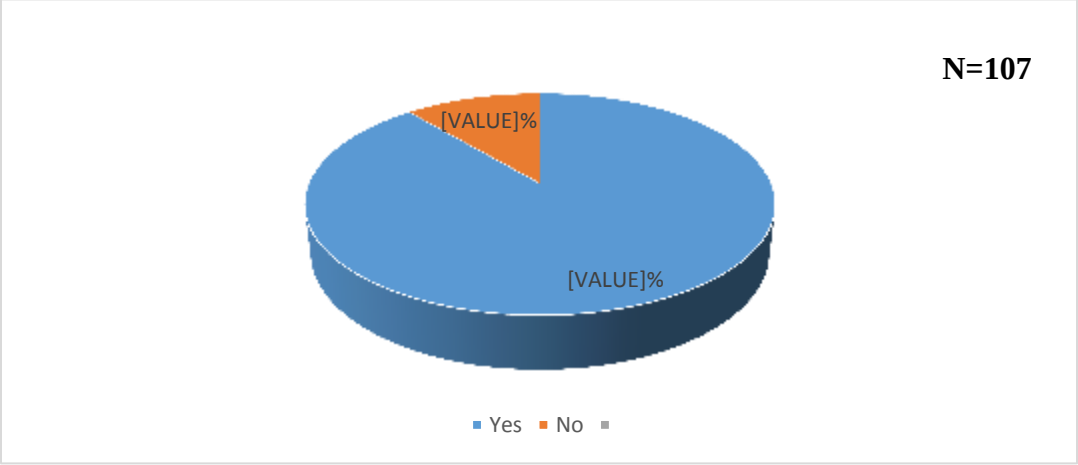
As tabulated in the table above, majority (72.9%) of the respondents observed that instances of problem behaviour emanated from students from both rich and poor background, while 17.8%

indicated poor background, whereas 9.3% pointed out rich background. This finding differs with that of Meyer (1995) who suggested that a child could exhibit anti-social behaviors because of poor family background, as the current study has demonstrated that economic background of a student is not significantly correlated to aggressive behaviour.

4.5.5 Role of Parents/Guardians

The study sought to establish whether parents and/or guardians play a meaningful role in regulating behaviour in their children. Respondents were supposed to choose 'Yes' or 'No', where those who chose 'Yes' had to answer follow up questions on the role of parents vis-à-vis monitoring behavioral changes in their children. Analysis of the collected data under this sub-variable is presented in the figure- below.

Figure 4: Role of Parents/Guardians



As indicated in the figure above, it is succinct that majority (88.8%) of the respondents agreed that the family under leadership of parents, guardians, and relatives played a central role in regulating behavior, while 11.2% disagreed that parents, guardians determined the behaviour. Respondents who indicated 'Yes' were required to provide the roles of parents/guardians in regulating behaviour. Findings of this sub-section are presented in the table below.

Table 20: Role of Parents

Parental Roles	Frequency	Percentage
Offer guidance and counselling	21	24.1
Monitoring child behaviour	47	54.0
Setting rules	16	18.4
Checking on the child's whereabouts	3	3.5
Total	**87**	**100.0**

As indicated in table 20, majority (43.9%) were of the view that the central role of parents/guardians in regulating behaviour is monitoring child behaviour, while 19.6% observed that parents ought to provide guidance and counselling as an approach to regulating behaviour. On the other hand, 15.0% suggested that parents should set rules with a view to controlling behaviour, whereas 2.8% indicated that parents should routinely check the whereabouts of their children.

A higher response rate in relation to monitoring of behaviour was attributed to most respondents being under the care of their parents, given that majority (74.8%) of the respondents came from families with both parents alive, 14.0% partial orphans, and 11.2% orphans as indicated in table 8. The above finding has implications on the influence of parental roles in regulating behaviour at the family level. The findings by this study are in tandem with Black (2006) who contended that involved parents are more inclined to monitor their children's behaviour, and this involves setting rules and seeing that they are obeyed, checking on the child's whereabouts.

4.6 Forms of School-Based Variables and Anti-social Behavior

This section covered the third objective of the study, which sought data on the forms of school-based variables and anti-social behaviour among secondary school students in Nyaribari Masaba

Constituency of Kisii County, Kenya. The various sub-sections were covered in the sections below.

4.6.1 Aspects of School-based Factors and Anti-social Behaviour

School environment plays an essential role in terms of shaping behaviour, as individuals interact with peers and teachers to an extent that this may erode the code of conduct instilled at the family level (Burke et al., 2004). In fact, when individuals join a new group, they are formatted and inducted to the new group, where they are expected to conform to the ways of the new group. Against this background, the study sought to establish the influence of various school based factors on anti-social behaviour. Some of the school-based factors that were expected to influence anti-social behaviour included school year, school climate, peer pressure, and inadequate guidance from teachers. Findings of the collected data under this sub-section are tabulated in the table below.

Table 21: School-based Factors and Anti-social Behaviour

School based factors	**Frequency**	**Percentage**
School year	19	17.8
School climate	11	10.3
Peer pressure	69	64.5
Inadequate guidance from teachers	8	7.5
Total	**107**	**100.0**

As presented in table 20 above, majority (64.5%) of the respondents observed that peer pressure at the school level was a central predictor of anti-social behaviour, while 17.8% suggested that school year precipitated anti-social behaviour, whereas, 10.3% and 7.5% indicated school climate and inadequate support from teachers respectively. A higher response rate for peer

pressure could be attributed to students behaving differently owing to observational learning as exposited by social learning theory. This finding is consistent with a study conducted by Pellegrini et al. (2010) who argued that peer pressure and school year have critical implication on problem behaviour. In fact, a new key informant from boarding school who was a school counsellor recounted:

> *"Despite the progress made in ensuring that students exhibit appropriate behaviour, there are tendencies for junior students to copy behaviours from senior students and this brought serious challenges in relation to regulating behaviour in our school" (K.I. 5, 2018)*

4.6.2 Influence of Student Characteristics on Anti-social Behaviour

The study sought to investigate students' attributes that contributed to anti-social behaviour. The structured question posed to the respondents contained various characteristic of students, such as interpersonal values, profile of students, leadership attributes and independence. Findings of the collected data under this sub-section are tabulated in the table below.

Table 22: Influence of Student Characteristics on Anti-social Behaviour

Students' characteristics	**Frequency**	**Percentage**
Interpersonal values	32	29.9
Profile of students	47	43.9
Leadership attributes	7	6.5
Independence	21	19.6
Total	**107**	**100.0**

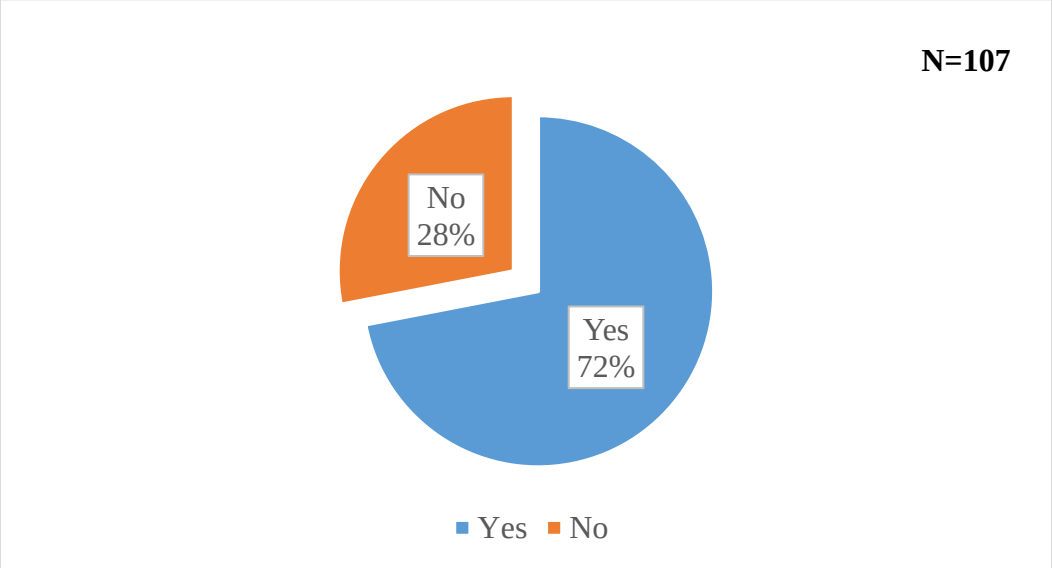
As indicated in table 22 above, it is evident that majority (43.9%) of the respondents were of the view that profile of students was a critical characteristic that influenced anti-social behavior among secondary school students. Profile of the student refers to the social standing of the

student in school and family background, such as parents' economic status. Nearly a third (29.9%) of the respondents indicated interpersonal values of the student, while 19.6% suggested independence of the student, whereas 6.5% indicated leadership attributes of the students. This finding is in tandem with a study done by Molero et al. (2017) who posited that independence, interpersonal values, and profile of the student predicate anti-social behaviour.

4.6.3 Guidance and counseling

In the current study, it was important to find out whether schools provided guidance and counselling as it plays a critical role in alleviating many incidences of anti-social behavior. Respondents were expected to indicate a yes or no answer regarding provision of guidance and counselling in their school. Figure 5 below shows the results.

Figure 5: Provision of guidance and counselling



According to the results presented in figure 5 above, almost three-quarters (72%) of the respondents indicated that there was provision of guidance and counselling in their institution, whereas 28% of them stated lack of it in the schools that they attend. Besides, respondents were

further required to state the frequency of provision of guidance and counselling at their school. Table 23 shows the results.

Table 23: Frequency of provision of guidance and counselling

Frequency of provision	Frequency	Percentage
Very often	22	28.6
Fairly Often	50	64.9
Rarely	5	6.5
Total	**77**	**100.0**

According to the result tabulation shown in table 23 above, 64.9% of the respondents averred that guidance and counselling is offered fairly often in their institution of learning, slightly less than a third (28.9%) of the respondents pointed out that it is provided very often, whereas 6.5% indicated that it is rarely offered.

4.6.4 School-based factors that predispose students to anti-social behavior

The study sought to establish specific school-based characteristics that predispose students to anti-social behavior. As a means to achieving this aim, respondents were expected to identify aspects of school-based factors that predispose students to anti-social behavior. Table 24 below presents the results of the analysis of the collected data.

Table 24: School-based factors that predispose students to anti-social behavior

Factors that predispose students	Frequency	Percentage
Prosocial behavior	44	41.1
Classroom behavior	24	22.4
School climate	15	14.1
School safety	5	4.7
Inadequate teacher support	19	17.8
Total	**107**	**100.0**

As shown in table 24 above, majority (41.1%) of the respondents were of the opinion that prosocial behavior predisposes students to anti-social behavior, while 22.4% of the respondents pointed out classroom behavior to be an aspect that predisposes students to anti-social behavior. Moreover, respondents stated that school climate (14%), school safety (4.7%), and inadequate teacher support (17.8%) makes students to be susceptible to anti-social behavior.

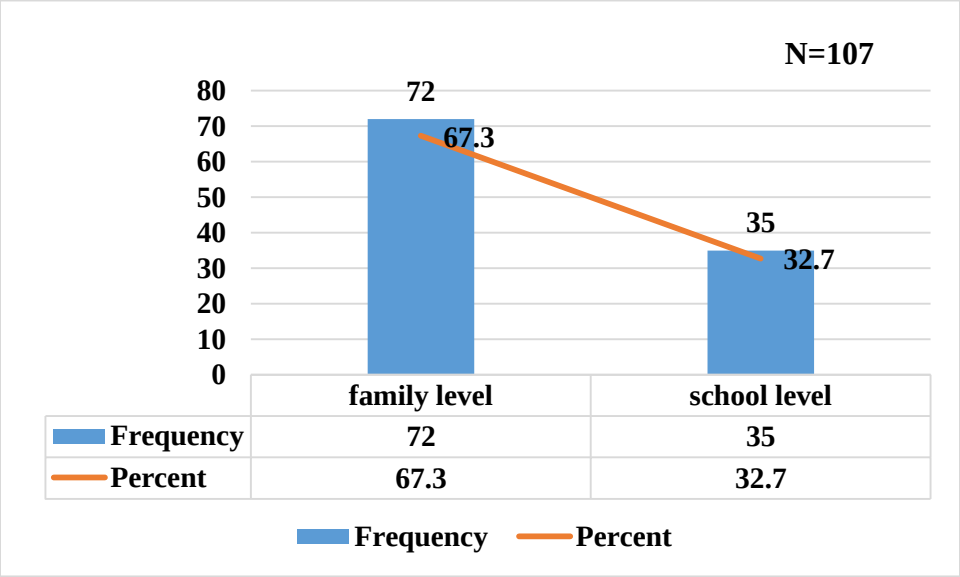
4.7 Inconsistencies between School and Family Variables

This section covered the fourth objective of the study, which sought data on inconsistencies between school and family variables translate into anti-social behaviour among secondary school students in Nyaribari Masaba Constituency of Kisii County, Kenya. The various sub-sections were covered in the sections below.

4.7.1 School versus Family level

The study sought to establish the level between school and family levels that instils fundamental values in regulating anti-social behavior. Respondents were provided with both the school and the family level and were required to indicate the one that plays a significant role in the regulation of anti-social behavior. According to the findings presented in figure 6 below, more than two-thirds (67.3%) of the respondents stated that the family level is responsible for the regulation of anti-social, whereas 32.7 % of the respondents indicated that the school plays a central role in the regulation of anti-social behavior.

Figure 6: Family and school levels



4.7.2 Differential Roles of Family and School Variables

Values instilled at family level versus those inculcated at the school level have different implication on individuals. Against this backdrop, the study sought to investigate different roles that family and school based factors play in an endeavor to regulate behaviour among secondary students. Findings of the collected data under this sub-section are tabulated in the table below.

Table 25: Differential Roles of Family and School Variables and Distribution of Respondents

Differential roles between family and school	family	%	School	%	N
Role modelling	46	43.0	61	57.0	107
Rewards	91	85.0	16	15.0	107
Punishment	89	83.2	18	16.8	107
Reporting anti-social behaviour	71	66.4	36	33.6	107

As presented in the table above, majority (57.0%) of respondents indicated that role modelling should be regulated at the school level because that is where students interact with their peers

and get to learn about various societal issues, such as socialization with individuals of the opposite sex. In terms of offering rewards, majority (85.0%) of the respondents argued that rewards should be offered and/or regulated at the family level, while 15% argued that rewards should be provided and/or controlled at the school level. Similarly, majority (83.2%) of the respondents contended that punishment should be administered at the family level, while 16.8% suggested that punishments ought to overseen at the school level. Notably, two thirds (66.4%) of the respondents argued that students should report instances of anti-social behaviour at the family level, while a third (33.6%) asserted that reporting of anti-social behaviour should take place at the school level. The above finding has decision-making implication because of the different roles that family and school related factors play in an endeavour to regulate problem behaviour among secondary school students.

4.7.3 Precipitation of Anti-social Behaviour

The study sought to establish precipitation of anti-social behaviour at family and school level by analyzing family and school factors and precipitation of crime. Simply put, study wanted to compare between family and school based factors, which level factors precipitate behavior that is more anti-social. Furthermore, the study investigated the role of family and school actors and examined who ought to play a bigger role in regulation of behaviour. Findings of the collected data under this sub-section are tabulated in the table below.

Table 26: Precipitation of Anti-social Behaviour

Precipitators	**family**	**%**	**School**	**%**	**N**
Family and Schools who plays more roles	58	54.2	49	45.8	107
Family and school factors and precipitation of anti-social behaviour	7	6.5	100	93.5	107

As presented in the 26 table above, majority (54.2%) of the respondents contended that families should undertake more roles with a view to regulation anti-social behaviour. Conversely, 45.8% of the respondents observed that schools should take up the mandate of regulating behaviour because most the time students are in school, signifying that most of the anti-social behaviours occur at the school level. On the other hand, majority (93.5%) of the respondents indicated that more anti-social and aggressive tendencies occur because of school related factors, while 6.5% suggested that family related factors precipitate anti-social behaviour. A higher percent for school related factors is attributed to inadequate teacher commitment to regulate behaviour and/or monitor change of behaviour among students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter discusses the summary of findings, conclusion and recommendations of the research study; this entailed a detailed explanation on the influence of family and school based factors and anti-social behavior among secondary school students in Nyaribari Masaba Constituency in Kisii County. The answers to the research questions were discussed from the study findings and an effort to provide an in depth discussion of the influence of family and school based factors on anti-social behavior among secondary school students was provided with a view to establish the strength of each factor in relation to the anti-social behaviour.

5.2 Summary

This section provided the summary of the findings in light of the respective study objectives.

5.2.1 Prevalence of Anti-social Behaviors

Analysis of collected data under the first objective, which sought data on the prevalence of anti-social behaviours among secondary school students in Nyaribari Masaba Constituency of Kisii County, found that lack of counselors in schools, inadequate parental care, peer influence, media influence, and broken homes to be some of the critical predicators of anti-social behaviours. Furthermore, the study established that rudeness, stealing, and examination malpractices to be some of the prevalent anti-social behaviors. Majority of the respondents were affirmative that involvement in fights and scuffles was the most reported aggressive behaviour in their respective schools and the central reason for aggressive behaviours were attributed to low parental monitoring, poor parent-child relations, and inappropriate role models.

Analysis of the collected data points out that causes of anti-social behavior were peer group influence, socio-economic status of the parents, home environment, gender, and residential location, where the consequences of anti-social behavior included insecurity of life, unemployment, and poverty. In addition, the study established that boys were more likely to exhibit anti-social and aggressive behaviours compared to girls, while socio-demographics, such as family size, age, and child labour influenced anti-social behaviours.

5.2.2 Forms of Family Variables and Anti-social Behavior

Analysis of collected data under the second objective of the study, which sought data on the forms of family variables and anti-social behaviour among secondary school students in Nyaribari Masaba Constituency of Kisii County, established that poor parental discipline as the most significant contributor to problem behaviour among students. Other family related variables that the study established to influence anti-social behaviour included parental attitudes condoning problem behavior, family conflict between parents, family conflict between parents and children, and family history of problem behavior. In addition, majority of the respondents indicated that prostitution for financial gain was the consequence of anti-social behaviour caused by family related factors, where other outcomes, such as early sex, confrontation with others, and bullying.

The study established that counselling at the family level was rarely offered at the family level as supported by majority of the respondents. Furthermore, the study found that economic background of the students did not determine anti-social as majority of the respondents contended that individuals from both poor and rich economic backgrounds engaged in aggressive tendencies and anti-social behaviours. Majority of the respondents agreed that the family under leadership of parents, guardians, and relatives played a central role in regulating behavior, where

some of the approaches to regulating behaviour included monitoring child behaviour, guidance and counselling, and setting of rules.

5.2.3 Forms of School-Based Variables and Anti-social Behavior

Analysis of collected data under the second objective of the study, which sought data on the forms of school-based variables and anti-social behaviour among secondary school students in Nyaribari Masaba Constituency of Kisii County, revealed that school year, school climate, peer pressure, and inadequate guidance from teachers as some of the school-based factors that influenced anti-social behaviour. In fact, majority of the respondents supported peer pressure as a key school-based factor that precipitates anti-social behaviour. Further, the study established that profile of students was a critical characteristic that influenced anti-social behavior, where others factors included interpersonal values, independence of the student, and leadership attributes.

5.2.4 Inconsistencies between School and Family Variables

Analysis of collected data under the second objective of the study, which sought data on inconsistencies between school and family variables translate into anti-social behaviour among secondary school students in Nyaribari Masaba Constituency of Kisii County, established that school and family play distinct roles in regulating behaviour. For instance, the study established that role modelling is a function of the school level, while rewards and punishments are a family level function. In addition, the study established that reporting anti-social behaviour should happen at the family level because the family ought to instill values that support reporting of anti-social behaviours and wrongdoing. Furthermore, the study established that the family level should perform more roles in regulating behaviour as the family is the basic unit of socialization; however, the study established that school factors precipitate behaviour that is more anti-social compared to family related factors.

5.3 Conclusions

In light of the objectives of the study, the study makes the following conclusions:

i. The study found that prevalence of anti-social behaviours and aggressive tendencies among secondary school students was because of home and school environmrnt. The study concludes that various family and school based variables, such socio-demographic attributes of students, influence anti-social behaviour.

ii. The study established that family based factors influence anti-social behaviour. Accordingly, the study concludes that family related variables, such family conflict and history of problem behaviour influences anti-social behaviour among secondary school students.

iii. The study concludes that school based factors, such as peer pressure, school climate, and inadequate guidance and counselling precipitate anti-social behaviour.

iv. The study established values and attitudes instilled at the home environment are significantly different from those instilled at the school level. Therefore, the study concludes that family as a basic unit for socialization plays a significant role in shaping students' behaviour.

5.4 Recommendations

5.4.1 Policy Recommendations

The following is a list of policy recommendations that the study established upon critical evaluation of the study findings:

i. Analysis of study findings established prevalence of anti-social behaviour among secondary school students because of lack of counselors in schools, media and peer influence, and inadequate of parental care. Accordingly, this study recommends that

management of schools should offer guidance and counselling to school and should encourage parents/guardians to monitor the behaviour of their children.

ii. The study found that family variables, such as family conflict between parents and parental attitudes condoning problem behavior contribute and/or influence anti-social behaviour. Against this background, the study recommends that parents should regulate the home environment in a way that supports all-round development of children and this involves setting of rules and offering guidance and counselling.

iii. Findings of the study reveal that forms of school variables, such as peer pressure, and inadequate guidance from teachers, and school year, influence problem behaviour among secondary school students. Accordingly, the study recommends that heads of schools should develop a monitoring framework that tracks behavioral changes in students, as this approach would enable teachers to discover when there is change of behaviour. One of the ways of doing this is tracking students' academic performance.

iv. It was evident that values inculcated at the family level could be different from those taught at the school level, such as reporting of aggressive behaviour; in fact, students can hide a behaviour at school, but reveal it at home. Against this backdrop, the study recommends that parents should understand their roles in monitoring behaviour, such as rewards and punishment, while schools should have teaching and teaching staff who are morally grounded so that they can act as role models to students because behaviour is copied through observational learning.

5.4.2 Recommendations for Further Studies

The study focused on two variables that influence prevalence of anti-social behaviour, that is, family and school-based factors; the study recommends for further research involving other

variables not captured in the current study to ascertain their influence on prevalence of anti-social behaviour among secondary school students. Furthermore, the study was conducted in Nyaribari Masaba Constituency of Kisii County, implying that it is imperative to undertake a study in other constituencies and counties in Kenya to establish whether the results will be consistent or incongruent.

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APPENDICES

Appendix I: Letter of Introduction

Invitation to Participate in a Research

I am a Masters student at the University of Nairobi, conducting research on the influence of family and school based factors on anti-social behavior among secondary school students in Nyaribari Masaba Constituency in Kisii County. This will assist policy makers to formulate appropriate policies in decision-making. I humbly request that you spare a few minutes off your schedule to complete the attached questionnaire. The questions seek your opinions regarding the influence of family and school based factors on anti-social behavior among secondary school students in Nyaribari Masaba Constituency in Kisii County. There are no right or wrong answers; I just need your honest opinion. Your anonymity is assured and the information you provide will remain confidential.

Thank you for participating in this study. Your cooperation and contribution in this research is very much appreciated.

Yours faithfully,

VINCENT OBWOCHA

Department of Sociology and Social Work

University of Nairobi

Appendix II: Questionnaire for Students

SECTION A

General Information

1. **Gender**

Male [ ] Female [ ]

2. **Religious background**

Muslim [ ] Christian [ ] Hindu [ ] other specify……

3. **Class level in school**

Form two [ ] Form three [ ]

4. **Family background**

Both parents alive [ ] Orphan [ ] Partial Orphan [ ]

5. **Type of School**

Boarding [ ] Day [ ] Mixed [ ]

SECTION B: Prevalence of Anti-social Behaviors

6. Which aspects influence prevalence of anti-social behavior? (Tick all the options that apply to your purpose)

Lack of counsellor in schools [ ]

Lack of parental care [ ]

Peer influence [ ]

Media influence [ ]

Broken home [ ]

Other (specify)……

7. What types of anti-social behaviors are prevalent in your school?

Rudeness [ ]

Stealing [ ]

Rape [ ]

Abortion [ ]

Examination malpractice [ ]

Other (specify)……

8. What are some of the self-reported aggressive tendencies and anti-social behaviours in your school?

Use of alcohol [ ]

Drug abuse [ ]

Carrying and using dangerous weapons [ ]

Involvement in fights and scuffles [ ]

Other (specify)……

9. Why do you think the anti-social behaviors named above (8) are prevalent?

Low parental monitoring [ ]

Poor parent-child relations [ ]

Inadequate support from teachers [ ]

Inappropriate role models [ ]

Explain your answer(s) above

……

……

……

10. In your opinion, which of the underlisted is the most prevalent cause of anti-social behavior?

Peer group influence [ ]

Socio economic status of parents [ ]

Home environment [ ]

Gender [ ]

Residential location [ ]

11. What are the consequences of anti-social behavior?

Poverty [ ]

Insecurity of life [ ]

Hunger [ ]

Unemployment [ ]

Other (specify)……

12. Which gender is more prone/predisposed to anti-social behavior?

Male [ ]

Female [ ]

13. Which aspects of socio-demographics influence anti-social behavior?

Age [ ]

Religion [ ]

Family size [ ]

Child labour [ ]

Other (specify)……

SECTION C: Forms of Family Variables and Anti-social Behavior

14. In your opinion, which family related variable cause anti-social behaviour?

Poor parental discipline [ ]

Social and home environment [ ]

Family conflict between parents [ ]

Family conflict between parents and children [ ]

Family history of problem behavior [ ]

Parental attitudes condoning problem behavior [ ]

Other (specify)……

15. What types of anti-social behaviors do family related factors cause?

Early sex [ ]

Prostitution for financial gain [ ]

Confrontation with others [ ]

Bullying [ ]

16. How often does your family/guardian/relative offer guidance and counselling?

Very often **[ ]**

Fairly Often **[ ]**

Rarely **[ ]**

Very rarely **[ ]**

Never offered **[ ]**

17. In your opinion, between students from poor and rich family backgrounds, who exhibit behaviour that is more anti-social?

Poor background [ ]

Rich background [ ]

Both rich and poor [ ]

18. Do you think parents/guardians play any role in regulating behavior of their children?

Yes [ ]

No [ ]

19. If yes, what are the applicable fundamental roles of parents/ guardians?

    Offer guidance and counselling [ ]

    Monitoring child behavior [ ]

    Setting rules [ ]

    Checking on the child's whereabouts [ ]

    Punishing/Rewarding [ ]

20. Do you think family support reduces instances of family related factors that cause anti-social behavior?

    Agree [ ] Disagree [ ] Not sure [ ]

    Explain your answer above.

    ……

    ……

    ……

SECTION D: Forms of School-Based Variables and Anti-social Behavior

21. Which aspects of school-based factors that influence anti-social behavior? (Tick all the options that apply to your purpose)

    School year [ ]

    School climate [ ]

    Peer pressure [ ]

    Inadequate guidance from teachers [ ]

    Other (specify)……

22. Which of the following students' characteristics do you think influence anti-social behavior?

    Interpersonal values [ ]

    Profile of students [ ]

    Leadership attributes [ ]

    Independence [ ]

23. Does your school provide guidance and counseling aimed at alleviating anti-social behavior?

    Yes [ ] No [ ]

24. If yes, how often does your school offer guidance and counseling?

    Very often **[ ]**

    Fairly Often **[ ]**

    Rarely **[ ]**

    Very rarely **[ ]**

    Never offered **[ ]**

25. Which aspects of school-based factors predispose students to anti-social behavior?

    Prosocial behavior [ ]

    Classroom behavior [ ]

    School climate [ ]

    School safety [ ]

    Inadequate teacher support [ ]

    Other (specify)……

SECTION E: Inconsistencies between School and Family Variables

26. In your opinion, between school and family levels, which entity instils fundamental values in regulating anti-social behavior?

    School level [ ]

    Family level [ ]

    Explain your answer.

    ……

    ……

    ……

27. In the aspects listed below, select option(s) that family and school based factors regulate (1-family factors, 2-school factors)

    Reporting of anti-social behavior

    Role modelling _

    Rewards _

    Punishment _

    Other (specify)……

28. In your opinion, do you think the different values instilled at family and school level influence anti-social behavior?

    Agree [ ] Disagree [ ]

    Explain your answer above.

    ……

    ……

    ……

29. Do you think low level of emotional bonding at home or at school precipitate anti-social behavior?

Yes [ ] No [ ]

30. In your opinion, between the school and family based factors, which factors precipitate behavior that is more anti-social?

    School-based factors [ ]

    Family-based factors [ ]

    Explain your answer.

    ……

    ……

    ……

31. In your view, between school and family actors, who should play a bigger role in regulating anti-social behavior?

    School actors [ ]

    Family actors [ ]

    Explain your answer.

    ……

    ……

    ……

Appendix III: Key Informant Interview Guide

1. What are the roles of family in regulating student anti-social behavior?

   ……

   ……

   ……

2. What are the roles of schools/teachers in regulating student anti-social behavior?

   ……

   ……

   ……

3. In your opinion, do you think the different values instilled at family and school level influence anti-social behavior?

   Agree [ ] Disagree [ ]

   Explain your answer above.

   ……

   ……

   ……

4. In your opinion, which is the most prevalent cause of anti-social behavior?

   ……

   ……

   ……

5. In your opinion, which family related variables cause anti-social behaviours?

……

……

……

6. Which aspects of school-based factors that influence anti-social behavior?

……

……

……

7. Which aspects of school-based factors predispose students to anti-social behavior?

……

……

……

Appendix IV: Time Plan

WEEK	1	2	3-4	5-6	7-8	9-11	12-13	14-16	17-18
Writing concept paper									
Meeting the supervisor									
Writing proposal paper									
Making correction on proposal paper									
Defense									
Data collection									
Data analysis and presentation									
Finalizing the project									
Binding final project									

Appendix V: The Budget Schedule

ITEMS	**QUANTITY**	**COST**	**AMOUNT**
Data Collection Facilitation	N/A	N/A	30,000
Printing papers	4 rims	350 each	1,400
Spiral Binding	6 copies	70 each	420
Printing proposal	6 Copies	800 each	4,800
Communication	N/A	N/A	10,000
Travel	N/A	N/A	10,000
Printing final project	10 Copies	750	7,500
Binding Final Project (Hard Copy)	4 Copies	1,200 Each	4,800
Miscellaneous			10,000
GRAND TOTAL			**73,920**

Appendix VI: Letter of Studyization

UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

P.O. Box 30197, Nairobi
Kenya
Email: dept-sociology@uonbi.ac.ke

Fax 254-2-245566
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Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

6/6/2018

TO WHOM IT MAY CONCERN

RE: VINCENT OBWOCHA- C50/80801/2015

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. He has presented his project proposal entitled; "**Influence of School & Family Based Factors on Antisocial Behaviours Among Secondary School Students in Nyaribari Masaba Constituency of Kisii County, Kenya.**"

Obwocha is required to collect data pertaining to the research problem from the selected organization to enable him complete his thesis which is a requirement of the Masters degree.

Kindly give him any assistance he may need.

Thank you

DEPARTMENT OF SOCIOLOGY
P. O. Box 30197
NAIROBI
UNIVERSITY OF NAIROBI

Prof. C.B.K. Nzioka
Chairman, Department of Sociology & Social Work

Appendix VII: Consent Letter

HEAD OF SCHOOLS PERMISSION FOR STUDENT PARTICIPATION IN RESEARCH

Title: INFLUENCE OF SCHOOL AND FAMILY BASED FACTORS ON ANTI-SOCIAL BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS IN NYARIBARI MASABA CONSTITUENCY OF KISII COUNTY, KENYA.

Principal Investigator: Vincent Obwocha

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to let your students participate in this research study. The person conducting the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether to give your permission for your students to take part in the study. If you decide to let your students be involved in this study, this form will be used to record your permission.

Purpose of the Study

If you agree, your child will be asked to participate in a research study on **anti-social behavior among secondary students**. The purpose of this study is to investigate the influence of family and school-based factors on anti-social behavior among secondary school in Nyaribari Masaba of Kisii County, Kenya.

Signature

You are making a decision about allowing your students to participate in this study. Your signature below indicates that you are 18 years or older and have read the information provided above and have decided to allow them to participate in the study. If you later decide that you wish to withdraw your permission for your students to participate in the study, you may discontinue his or her participation at any time. You will be given a copy of this document.

NOTE: Include the following if recording is optional:

_____ My students MAY be [audio and/or video] recorded.

_____ My students MAY NOT be [audio and/or video] recorded.

_____

Name of School

_____ _____

Signature of Head of School Date

_____ _____

Signature of Investigator Date