

**An investigation of factors contributing to common  
deviant behaviour patterns among Secondary school  
students in Mtito-Andei Division - Makueni District,  
Kenya.**

**By :**

**Kyungu John Nthiwa**

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

**A research project report submitted in partial  
fulfilment for the Degree of Master of Education in  
Educational Administration and Planning,  
University of Nairobi.**

University of NAIROBI Library



0501398 2

**August 2003**

## Declaration

This research project is my original work and has not been presented for a degree in any other University.

Name: Kyungu John Nthiwa

Signature

  
UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

This project report has been submitted for examination with my approval as a the University Supervisor

  
Dr. George N. Reche

Senior Lecturer and Chairman Department of Educational Administration and Planning,  
University of Nairobi.

## **DEDICATION**

This Project is dedicated to my late wife Julia Nthiw'a who before her death encouraged me to take this course and financed me during my Master of Education course work. Special thanks should also go to my beloved children: Immaculate Nduku, Kyungu , Mutuku and Katinda who gave me a lot of peace of mind to complete this project even after their mother had died

## ACKNOWLEDGEMENT

My sincere thanks go to my supervisor Dr George N. Reche for his tireless efforts in correcting my work. I owe him special gratitude because without his support, this project would only remain a dream. He was always available, willing to assist me all the time, encouraged me and made my dream come true.

Special thanks go to my late wife Julia Nthiw'a for all the financial support and strong encouragement that she always offered me. I am also grateful to my children Nduku Nthiw'a, Kyungu Nthiw'a, Mutuku Nthiw'a and Katinda Nthiw'a because of conducting themselves nicely when their beloved mother passed away and encouraging me to finish my Master of Education work. The part that they played after their mother's death made me take a lot of courage and complete this project.

I must also thank my brother Sammy P.M Kyungu who gave me a lot of financial support during the time of writing the project. The encouragement that he gave me after the death of my beloved wife was just enough to make me mentally stable and start writing the project immediately. If it were not for his support, the completion of this project would have been a pipe dream.

I sincerely and genuinely want to acknowledge Annah Nzioka for editing my work and always encouraging me to meet my supervisor to discuss the progress of my project. Anne had great concern on completion of my studies.

My special thanks are also extended to Mr. Leonard Mutua for all the good stay that we had during our master's study period. The support that he gave me in writing the project after my wife's death is something that will never faint in my mind but will always linger in my mind. Leonard was concerned about my completion of this Project and made me work tirelessly to complete it and graduate.

I cannot forget to acknowledge the two ladies who accepted to type this work from Waterman Computer Services. They devoted and sacrificed their time to see my achievement in getting a well-typed project. I acknowledge their effort.

## ABSTRACT

This research was carried out to investigate some of the factors contributing to common deviant behaviour patterns among secondary school students and the possible ways of eradicating such behaviour in secondary schools.

The research questions included the followings:-

- What are the main causes of deviant behaviour in various secondary schools?
- What is the attitude of the school community towards deviant behaviour?
- How do teachers and administrators influence deviant behaviour of students in secondary schools?
- What is the relationship between the concentrated curriculum in school and deviant behaviour in schools?
- In what ways do the administrators of schools identify deviants in their secondary schools?
- What is being done by administrators of secondary schools to eradicate deviant behaviour in their schools?
- Could the peer group of a child influence the deviant behaviour of a particular child?,

The research was carried out in Makueni District in Eastern Province. The sample collected consisted of three schools of the following categories of: A boys' secondary school, girls' secondary school and a mixed school.

All the schools were boarding. In each school, 50 students, 10 teachers 3 Board of Governors were selected using stratified sampling procedure.

Data was collected by means of questionnaire and analyzed using descriptive statistics where frequency distribution was used and later converted to percentages

### **The research found that ;**

1. Teachers and administrators of the school contribute towards deviant behaviour in their schools
2. Deviant behaviour can be caused by the concentration of the curriculum.
3. Peer groups have a lot of influence to deviant behaviour of the group members
4. The administrators of schools identify deviant behaviour by using the prefects, secret agents in the school and outside the school, students performance results, teachers on duty and also through class attendance sheets.
5. The community does not support any kind of deviant behaviour.

### **The research recommends that:-**

- Teachers should conduct themselves nicely since they are the role models of the students and they are supposed to be emulated by students. This means they should not smoke in front of their students, come to school drunk or have sexual relationships with the opposite sex students.

- The ministry of Education should reduce still the number of subjects done by secondary school students and also reduce the number of topics in some subjects to a manageable number which cannot give room to any kind of deviant behaviour.
- The school administrators to collaborate not only with the parents to assist them identify deviant behaviour of their students but also involve the school neighbours.
- Parents and teachers should warn students against undesirable associate for they influence their behaviour.
- The school community should come up with joint efforts of dealing with deviant behaviour and not just leaving the head teachers and Board of Governors to deal with the behaviour alone.

## TABLE OF CONTENT

CONTENT	PAGE
Declaration .....	i
Dedication.....	i
Acknowledgements.....	iii
Abstract.....	iv
Table of Contents .....	vi

### CHAPTER ONE

#### INTRODUCTION

Background of the study .....	1
Statement of the problem .....	5
Purpose of the study .....	6
Objectives of the study .....	7
Research questions .....	7
Significance of the study .....	8
Delimitations of the study.....	9
Limitations of the study.....	9
Assumptions of the study.....	9
Definitions of key terms .....	10
Organization of the study.....	12

# CHAPTER TWO

## LITERATURE REVIEW

Conformity .....	14
Anomie theory .....	16
Social – control theory .....	18
Cultural transmission theory of deviance .....	21
Social problems .....	22
Antisocial behaviour .....	23
Individual differences in children .....	23
How children differ .....	24
Crime as deviance .....	24
Murder .....	29
Rape .....	28
Robbery .....	29
Assault .....	29
Property crimes .....	30
Summary of crime trends .....	31
Truancy .....	32
Causes of truancy .....	32
Forms of deviant behaviour .....	33



Bullies and victims in schools .....	34
Prevention of bullying in schools .....	34
Conclusion .....	40
Community disadvantages about deviant behaviour .....	40
Drug abuse in secondary schools .....	40
Substance abuse in secondary schools .....	41
Alcohol and tobacco abuse in secondary schools .....	41
Marijuana usage .....	41
Emotionally disturbed children .....	43
Common school offences .....	43
Situations and factors leading to deviant behaviour .....	44
Ways and means of preventing and correcting Deviant behaviour .....	45
Factors in mental retardation .....	46
Ways of preventing or handling exceptional children in a regular classroom .....	51

### **CHAPTER THREE**

#### **RESEARCH METHODOLOGY**

Research Design .....	53
Description of samples and sampling procedures .....	53
Description of instruments .....	55
Data collection and procedure .....	56
Data analysis .....	56

## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF RESULTS

Number. of children in the family	57
Position in the family	58
Occupation of the parents	58
Drug taking by parents	59
Parents encouragement on drug taking	59
Strictness of parents	60
Types of punishment	61
Quarrelling of parents	62
The people the respondents stay with	63
Pocket money given to student	64
Items found at the home of respondent	65
Number of labourers in each group	65
Drugs taken by respondents	66
Introducers of the drugs to the respondents	66
Stealing cases in schools	67
Cheating during examination by students	68
Receiving of opposite sex students in dormitories	69
Condoms seen in school compound	69
Students going out without school uniform	70
Students going out school without authority of teachers	71

Beating of junior students by senior ones	71
Pregnancy of girls in school	72
Destruction of school furniture	72
Residence in rural and urban areas	73
Rate of suicide in schools	73
Activities for the weekends in schools	74
Activities for the weekend at home	74
Curriculum concentration	75
Common deviant behaviour	75
Main causes of deviant behaviour in secondary schools	76
Contribution of teachers to deviant behaviour	77
How teachers influence deviant behaviour	77
How teachers control deviant behaviour	78
Identification of deviant behaviour by teachers	79
Number of students sent away	80
Tenure of BOG members in schools	80
Reported cases of deviant behaviour	81
How BOG solve deviant behaviour cases	81
Deviant behaviour handled by BOG members	82
Ways in which BOG members assist administrators of schools	83
Measures employed by BOG to control deviant Behaviour in future in time to come	83
What community feel about deviant behaviour	84

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

Summary	85
Conclusion	85
Recommendations	86

### **BIBLIOGRAPHY** 89

<b>Appendices</b> .....	
Appendix 1 : Questionnaire for students .....	92
Appendix 2: Questionnaire for teachers.....	95
Appendix 3: Questionnaire for members of Board of Governors .....	96

## LIST OF TABLES

<u>TABLES</u>	<u>PAGES</u>
Table a : Merton's anomie theory .....	18
Table b : Theories of deviance.....	26
Table c: Population sample.....	54
Table 1: Common offence committed by Adolescents in approved school – Kabete 1980.....	36
Table 2 : Common offences committed in Kabete School (1981) .....	37
Table 3 : Common offences committed in Kabete School (1982) .....	38
Table 4 Common offences committed in Kabete School (1983) .....	39
Table 5 : Enrolment of exceptional children in Special schools (1980 –1986).....	48
Table 6 : Enrolment of exceptional children in Special schools (1968, 1970 & 1973).....	49
Table 7 Programme (P) and enrolment (E) in Eastern and Southern Africa from 1981 – 1983.	50
Table 9 Number of children in the family.....	57
Table 10: Position in the family .....	58
Table 11 Occupation of the parents .....	58
Table 12: Drug taken by parents .....	59
Table 13: Parents encouragement on drug taking.....	59
Table 14: Items found at home of the respondents.....	65

Table 15 Drugs taken by respondents.....	66
Table 16 Cheating during examinations by students.....	68
Table 17 Receiving of opposite sex students in dormitories .....	69
Table 18: Students going out without school uniform .....	70
Table 19: Students going out of school without authority of teachers.....	71
Table 20: Beating of junior students by senior students .....	71
Table 21: Pregnancy of girls in schools.....	72
Table 22 Rate of suicide in schools.....	73
Table 23: Activities for the weekend in schools.....	74
Table 24: Activities for the weekend at home.....	75
Table 25 Curriculum concentration .....	75
Table 26: Common deviant behaviour.....	75
Table 27: Main causes of deviant behaviour in secondary schools.....	76
Table 28 How teachers influence deviant behaviour.....	77
Table 29: How teachers control deviant behaviour.....	78
Table 30: Identification of deviant behaviour by teachers.....	79
Table 31: Number of students sent away.	80
Table 32 : Tenure of BOG members in schools	80
Table 33 Deviant behaviour handled by BOG members	82
Table 34 : Ways in which BOG assists administrators of schools	83
Table 35: Measures employed by BOG to control deviant behaviour in time to come	83
Table 36 : What community feeling about deviant behaviour in all schools	84

<b>GRAPHS</b>	<b>PAGES</b>
Graph 1. Changes in violent crime rates	30
Graph 2 : Changes in Property schools	31
Graph 3. Strictness of the parents	60
Graph 4.Types of Punishments	61
Graph 5 Quarreling of parents	62
Graph 6 People respondent stays with	63
Graph 7 Pocket money given to students	64
Graph 8 Number. of labourers in each group	65
Graph 9 Destruction of school furniture	72
Graph 10 Residence in rural and urban areas	73
Graph 11 Contribution of teachers to deviant behaviour	77
Graph 12 Reported cases of deviant behavior	81
Graph 13 How BOG solve deviant behaviour cases	81

<b>CHARTS</b>	<b>PAGES</b>
Chart 1 Introducers of drugs to trespassers	66
Chart 2 Stealing cases in schools	67
Chart 4.18 Condoms seen	69



## CHAPTER ONE

### INTRODUCTION

This study was carried out to investigate the factors contributing to non-normative behaviour pattern in secondary schools. The study involved boys and girls of fifteen to twenty five years of age. The study also makes suggestions on how to prevent and correct deviant behaviour.

#### **Background of the Study**

The study was carried out to investigate the factors contributing to non-normative behaviour patterns among secondary school students in rural schools in Mtito-Andei Division – Makueni District. Secondary education has become very expensive to parents and anything destabilizing and distracting its smooth running must be curbed or eliminated completely. When students mess up in schools by striking and destroying school property or they are sent home because of any kind of misbehaviour, the parents are the ones to bear the whole cost incurred in repairing what might have been destroyed during the strike. Parents seriously affected and experience financial debacle for they do not budget for damages caused by strikes. The strikes and other forms of misbehaviour in schools have in the past led to poor performance in examinations. The Daily Nation (May, 3,1998 p.4) showed that secondary school teachers in Machakos District met and came up with a 44 point plan of action to curb strike in the district.

They reported that the district was affected by serious causes of unrest and seventeen schools had been closed with some students expelled over the strikes. Thirteen were violent with either the heads being beaten up and their property destroyed or school buildings being set a blaze.

Drugs are a big issue causing deviant behaviour and this is according to Daily Nation (September 13<sup>th</sup>, 1998 p.8) where the Minister for Education Mr Kalonzo Musyoka, urged parents and teachers to eradicate alcohol and drug abuse in schools for they affect learning and are a source of anti-social behaviour in schools.

The Nairobi Provincial Director of Education Mr Erastus M. Kiugu advised teachers to strengthen guidance and counseling services in their schools, He complained that drug abuse had become a real '*Monster*' and was one of the most devastating and crippling scourges to face mankind. He challenged the participants to find out the sources of drugs and how they reach the students in order to try and break up the cycle. He also pointed out that, since drug abuse is a social problem, the community should be supportive in combining efforts with teachers towards its elimination.

The Daily Nation (September 22<sup>nd</sup>, 1998 p.10) indicated that, "*three Secondary School girls were missing for the 10 days after attending the Central Kenya Agricultural Show in Nyeri. The girls were from Kangubiri Girls secondary school*" This shows that deviant behaviour in secondary schools has even gone that far for students to run away from the school authority, and go out to misbehave.

Kijabe Girls' High School was closed down and the students sent home after sex and orgies became "*The order of the day*" with boys from a neighbouring

school. These girls had turned the school into a brothel by making love and engaging in sexual activities with boys from the neighbouring school.

Shockingly, some teachers in that school were aware of the students' sex romps and drug taking for sometime but turned a blind eye according to one of the students. The school is ironically set in an area synonymous with Bible colleges, theological institutions, and church sponsored schools and mission hospital. The headmistress Mrs Rosemary Mwangi confirmed the sex and drug scandal at the school and said that the school was run on Christian principles and could therefore not condone bad behaviour by students or staff. Mrs Mwangi reported that several Form four students were, recently expelled after "*failing to cool down*" despite being suspended for two weeks earlier because of sexual misconduct.

In an interview with students it was revealed that during a visiting day on February 7<sup>th</sup>, 1998, a number of girls managed to sneak beer and cigarettes into their dormitories. She reported that sexual activities among the two schools had been going on freely and a number of teachers were fully aware of the incidents.

All this is according to East African Standard newspaper, March 23<sup>rd</sup>, 1998 p. 4 Sunday Daily Nation (March 22<sup>nd</sup>, 1998 p.28) indicated that the Tourism Minister, Henry Kosgey called for the removal of in disciplined secondary school headteachers who are known for contributing towards poor examination results and discipline problems in Nandi district. He said that such teachers should not be transferred to other schools but removed immediately. This was during a prize giving day in Kapsabet Boys High School. According to Sunday Daily Nation (September 13<sup>th</sup>, 1998 p.5) title, let's rid schools of drugs Kalonzo

*" Parents and teachers should work together to eradicate alcohol and drug abuse in schools,"* according to the Minister for Education Mr Kalonzo Musyoka. The Minister emphasized that the Government was taking drug abuse seriously, since it affected learning and was a source of anti-social behavior in schools. *" To win this war, each one of us must co-operate "* The Minister said this to parents, teachers and students of Makini Academy in Nairobi during a dinner held to mark the 20<sup>th</sup> Anniversary of the school.

Daily Nation (July 13<sup>th</sup>, 1998 p.23) indicated that *" More than 500 students of Baringo High School were sent home when they boycotted classes demanding the removal of their headteacher "*. Schools closed after riots, this was according to Daily Nation (July 4<sup>th</sup>, 1998 p.16) which showed that *" Koelel High School was closed indefinitely when students went on rampage and set buildings on fire "*.

More than 30 teachers who were caught unawares fled when the unruly students of the Gilgil School ransacked their houses and stole property. The Nakuru District Education Officer Mr Joseph Ruto ordered the closure when he went to assess the damage. *" This is the most widespread destruction I have ever witnessed in the district. The damage runs into millions of shillings "* he said.

According to Daily Nation (July 24<sup>th</sup>, 1998 p.4), more than 70 students of Nangina Girls' High School in Busia have been sent home for allegedly joining striking teachers who recently demonstrated in the institution. Ten cups were broken and some fish destroyed. The deputy headmistress told them to go home and come back with parents.

Daily Nation (May 26<sup>th</sup>, 1999 p.8) showed that boys from Nyeri High School were burnt when fellow students doused their room with petrol as they slept and

then set it in blaze. An assistant dormitory captain Eric Kiarie aged 17 died at 11.30 a.m. at Kenyatta National Hospital Intensive Care Unit. Other 3 students who perished were the school captain Harrison Munge, former games captain Anthony Kariuki and Library captain Paul Musyoki. Daily Nation (June 23<sup>rd</sup>, 1999 p.10) indicated that thirteen students from a private secondary school in Mbeere district were injured after their colleagues set their dormitory on fire. Several other boys at St. Philip's Mixed Secondary School suffered minor injuries as they fled in panic from the fire that destroyed a 25 bed dormitory. According to Daily Nation (March 17<sup>th</sup>, 1999 p.9), high praise for Bombolulu girl- heroine headgirl Rachel Umazi who repeatedly, ran back into the blazing dormitory at Bombolulu to save her school friends from the flames. The fire was believed to have been lit by a student and 22 girls died in the fire.

### **Statement of the problem**

An investigation into factors contributing to common deviant behaviour patterns among secondary schools in schools in Mtito-Andei Division in Makueni District. Deviant behaviour patterns among secondary school students have become a crucial issue in many schools in this country. Reports from the mass media and daily papers are depicting that students are involved in deviant behaviour. Where there is unrest of students, buildings are destroyed either by inferno or physically demolished by the angry students. Teachers' lives are also at stake when such unusual incidents happen. Burning down school and structure vandalism are high levels of deviant behaviour in schools.

The issue about deviant behaviour in secondary schools should be addressed seriously and the stakeholders firmly come up with some permanent solutions to

curb the deviant behaviour. In September 15<sup>th</sup>, 1999 Muthingiini Secondary School students went on strike and their grievances were that the administration was not supporting co-curricular activities. They alleged that teachers were not teaching and that discipline standards were low. In March 26<sup>th</sup>, 2001 Darajani Secondary School in Mtito-Andei Division had some window panes broken by boys who wanted to go to the girls' dormitory to rape them. The reason for this disturbance was that there was poor management of the school and academic issues were not addressed to the students' satisfaction according to the Divisional Education Office Mtito-Andei.

In October 2001 – Kambu and Joanna Chase Secondary Schools both in Mtito-Andei Division boycotted both classes and some meals threatening to “*discipline*” the administrators in the institutions because of not taking academic issues in the schools seriously and that according to reports from A.E.O's Office and from the LogBooks in the school. It is in this background that the study aimed at identifying some of the causes of deviant behaviour patterns and their possible solutions.

### **Purpose of the study**

The purpose of the study was to identify the main causes of deviant behaviour in schools so that the school managers can know how to handle them.

The study also wanted to come up with possible solutions to these behavioural patterns so that in case something happens which is not within the brackets of the expected behaviour among students then such a solution is applied to simmer down the situation.

## **Objectives of the study**

The following were the objectives of carrying out this research:-

1. To identify some causes of deviant behaviour among secondary school students.
2. To come up with ways and means of curbing deviant behaviour in secondary schools.
3. To investigate the effects of deviant behaviour in learning processes in secondary schools.
4. To study methods of containing deviant students in secondary school
5. To find out the most common deviant behaviour patterns in secondary schools in Mtito-Andei Division.

## **Research questions**

The following were the research questions that guided in the study:-

- (1) What are the main causes of deviant behaviour in various secondary schools?
- (2) What are the attitude of the school community towards deviant behaviour?
- (3) How do teachers and administrators influence deviant behaviour of students in secondary schools?
- (4) What is the relationship between the concentrated curriculum in school and deviant behaviour in schools?
- (5) In what ways do the administration of schools identify deviants in their secondary schools?
- (6) What is being done by the administrators of secondary schools to eradicate deviant behaviour in their schools?

### Significant of the study

It is hoped that the findings of this study may greatly assist the Ministry of Education, Science and Technology (MOEST) to know the causes of deviant behaviour in secondary schools so that MOEST can now come up with clear policies to curb deviant behaviour. It may also assist the same ministry since it may stimulate the need for more study especially in form of research into this important area in Kenya institutions of learning. The Ministry of Education may also be able to know the particular learning packages, which can be offered to educational managers to prepare them to deal with the prevailing unwanted behaviour. It may also be able to prepare them to manage crisis which may result as a consequence to undesirable student behaviour.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

The study may assist the school managers to identify these causes immediately they are on the onset and offer solutions on the spot. This way, they are able to protect the lives of the students, prevent school property from being damaged, fights in the schools, and thefts prevailing in these institutions. Parents may also be made aware of these causes so that when they detect them, they can handle them appropriately and communicate the same to the teachers so that they can control them as a team. Public administrators and church leaders may also benefit from the study for it will assist to detect deviant behaviour immediately and put the students back to the expected behaviour by the society.

This study intends to find out areas of weakness in the school administration with a view of shedding light in areas of correction. This is so because even though this problem has been there for a long time, not much has been done to bring out the real causes of indiscipline in schools. The problem of indiscipline in schools has been persistent for a very long time. The results of this study may



be used to deal with deviant behaviour in other parts of the country. Recommendations suggested by the study need to be implemented for the improvement of education.

### **Delimitations**

The research was carried out in Makeni district. This district has unreliable rains and the secondary schools are away from the main towns. The research was carried out in three schools, which are in different locations, but in one division. One was a girls' school, another one was a boys' school and the third one was a mixed one.

### **Limitations**

One limitation was that there was a possibility of some groups of respondents brainstorming about the questionnaires and therefore coming up with similar answers. In addition some respondents may have decided not to give the right information especially when they thought that the answers given to the researcher may affect their jobs or make them to suffer in any way.

### **Assumptions**

The researcher assumed that the information collected from the three schools was true and given to the best of the respondents' knowledge. It was also assumed that the language used in the questionnaires by the researcher was outrightly understood by the respondents and that the questions were answered without any language difficulties. Another assumption was that the designing of the questionnaires was clear and would be clearly understood by the respondents.

and therefore given the correct answers. Another assumption was that the subjects were committed when giving the answers and so gave the right answers.

### **Definitions of key terms**

In this section, the research introduces the terms, which appear in the project

**Deviance** - refers to behaviour that is in some way does not meet the expectations of a group or the society as a whole. Deviance means non-conformity to the standards of a group.

**Deviant behaviour** – refers to the behaviour, which is outside the range of society's or the group's time and place, or for the status or identity of the person who is behaving. The individual who is enhancing, the behaviour might be judged as performing a non-normative act by the other group collectively or by some specified member or members of the group whose role is that of moral watchdog.

Deviance involves acts of non conformity that violate significant norms and are negatively viewed by the society. Anomie refers to a situation in which the norms of a society are unclear or no longer applicable to current conditions, the individual has few guides as to what is expected.

**Anomic deviance** – occurs among individuals who accept society's goals but are blocked from achieving them through the usual means.

**Social control** refers to the forces and processes that encourage conformity, including internalisation, informal social control and formal social control.

**Internalisation** refers to acceptance of the norms and values of groups as the appropriate way to behave. When conformity becomes part of individuals.

**Informal social control** refers to self restraint exercised because of fear of what others will think about the individual.

**Formal social controls** refers to administrative sanctions such as fines, expulsion an imprisonment.

**Social control theory** – assumes that deviance is a natural condition, which may be controlled by strong bonds.

**Primary deviance** refers to an individual's first instance of a non-conforming act. If the act is labelled deviant and the person accepts label, then the person may become a real or secondary deviant.

**Secondary deviance** – occurs when a person accepts the label of deviant and elects to play that role in society by repeatedly engaging in deviant acts

**Crimes** – are deviant acts that are subject to criminal or civil penalties.

Labelling theory of deviance – is concerned with the process by which some groups are able to attach the label deviant to the behaviour of other groups or individuals.

The cultural transmission theory of deviance is based on the assumption that deviance, like other behaviours, is learned

Differential-association theory refers to that deviance learned through the same mechanisms as conformity essentially through interaction with intimates.

**Bully** – refers to person especially a schoolboy or schoolgirl, who hurts or intentionally frightens weaker people.

**Drug** – refers to any substance whether chemical, synthetic or natural which when taken by a person, changes the functioning of his body

### **Operational Definition**

A deviant is a person who differs from the normal person in his behaviour.

Exceptional child, Dunn (1972) defines exceptional child as “one so labelled for that segment of his school career when his deviating physical and behavioural characteristics are of such nature as to manifest a significant learning assets or disability for special education purposes and therefore when, through trial provisions, it has been determined that, he can make greater all round adjustment and scholastic progress with direct and indirect special education services than he could with only a typical regular school programme”.

Susan and Rizzo (1979) offered a more comprehensive definition of exceptional children as “those for whom the presence of physical, psychological, confinitive or social factors make difficult the realisation of their needs and full potential”

### **Organization of the study**

This section shows how the study was organised. The background of the study, statement of the problem, the purpose of the study, objectives and research questions are contained in Chapter one. The chapter also encompasses the delimitations, limitations, assumptions, definitions of key terms and operational definitions.

Chapter two deals with literature review. It entails the concept of the term truancy, causes of truancy, forms of deviant behaviour, bullies and victims in schools, social problems, factors in mental retardation, crimes and deviance,

theories of deviance, murder, rape, robbery, assault, property crimes and summary of crimes trends.

In Chapter three, there is research methodology. Here the researcher included his data collecting tools like the questionnaires, interviews, guides and observation processes.

Chapter four contains data analysis. The data was collected from the students' responses, teachers' responses and the responses given by the Board of Governors. Chapter five, is a summary, conclusion and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Deviant behaviour in Secondary schools has become the concern of every parent, every institution and also the concern of the government. The literature review shows what scholars have written about deviant behaviour in schools.

Kochhar (1975) contents that a few decades ago school discipline was that of the rod. He argues that, with the help of the rod, discipline was maintained. The principal was absolute monarch of the school. His word was final. He exercised powers of a despot in obtaining unqualified and humble submission of the pupils to his authority. The first law of the school was order and the first task of the teacher was to compel order. According to Kochhar the first duty of the child was to obey and behave. Ominde report Republic of Kenya,(1964) argues that inspite of the fact that school strikes, ringleaders have been punished, this has not stopped others to resulting to strikes to air their grievances. The Ominde report observed that weak administration was the major cause of students' indiscipline.

#### Conformity

In proving a blue print for living, our culture supplies sets of norms and values of peoples behaviour. Culture shapes individuals behaviour and thought process. Norms and values structure peoples lives and how they learn through socialisation. According to Wrong ( 1963 ), there is what is called the "Over-socialised view of man, which is the idea that individuals slavishly do whatever their culture prescribes. Some individuals break out from the common required patterns to serious violations of others right.

## **Social Control**

According to Brinkerhoff and White (1985), the forces and processes that encourage conformity are known as social control. The social control takes place at three levels: -

1. Through self - controls, people police ourselves.
2. Through informal controls, our friends and intimates encourage conformity and punish us for non-conformity.
3. Through formal controls, the state or other authorities discourage non-conformity.

Self-control occurs because individuals internalise the norms and values of their group. They make conformity to these norm parts of their self-concept. Thus most of us do not murder, rape, or rob, not simply because we are afraid the police would catch us but because it never occurs to us to do these things. They would violate our sense of self-identity

A powerful support to self-control is informal social control –restraint is exercised because of fear of what others think. Thus even if your own values did not prevent you from cheating on a test, you might be deterred by the thought of how embarrassing it would be to get caught.

Whether people are talking about cheating on examination or murdering people, social-control rests largely on self-control and informal social-control. Few formal agencies have the ability to force compliance to rules that are not supported by individuals or group values. Sex is a good example. In many

States, sex between unmarried persons is illegal, and one can be fired or imprisoned for it. In contemporary America, a substantial proportion of unmarried people are not embarrassed about having sexual relations, they do not care if their parents know about it. In such conditions, formal sanctions can not enforce conformity.

Prostitution, marijuana use, the 55-mile-per-hour speed limit—all are examples of situations where laws unsupported by public consensus have not produced conformity.

#### **Deviance versus Non-conformity: -**

People may break only cultural patterns for a variety of reasons and in a variety of ways. Whether your conformity is regarded as total deviance or merely essential depends on the seriousness of the rule you violate. If you wear bib overalls to church or carry a potted palm with you everywhere you will be challenging the rules of conventional behaviour. Probably no body will care however, those are minor kinds of conformity. Deviance involves non-conformity that violates significant norms and are negatively viewed by society

#### **Anomie theory**

##### **Social structure, Anomie and deviance**

One of the most important sociological explanations for the cause of deviance is economic theory, initially formulated by Durkheim in his classic study of suicide (1887/ 1966). Durkheim was trying to explain why people in industrialised societies are more prone to commit suicide than are people in other societies. He suggested that, in traditional societies the rules tend to be well known and



widely supported. As a society grows larger, becomes more hetero-genius, and experiences rapid social change, the norms of society may be unclear or no longer applicable to current conditions. Durkheim called this situation Anomie, he believes that it was the major cause of suicide in industrialising nations.

The Anomie, this was first applied to the study of deviance by Merton (1957), who suggested that individuals who find society's rules irrelevant to their own situation have an increased potential for deviance. The potential for anomic deviance in the United States is greatest in the case of strong cultural emphasis on economic success and achievements.

Not every one who is blocked in attempts to achieve socially defined goals will be termed to "a live of cry". Merton identifies Four ways in which people adapt situations of Anomie :

1. Innovation
2. Ritualism
3. Retreatism
4. Rebellion.

The mode of adoption depends on whether an individual accepts or rejects the society's cultural goals and accepts or rejects appropriate ways of achieving them.

**Table a.**

This shows Merton's anomie theory of deviance which suggests that deviance results whenever there is a disparity between institutionalised goals and the means available to reach them. Individuals caught in this dilemma may reject the goals or the means or both in doing so, they become deviants.

**Merton's anomie theory of deviance**

MODES OF ADAPTATION	CULTURAL GOALS	INSTITUTIONAL MEANS
Conformity	Accepted	Accepted
Innovation	Accepted	Rejected
Ritualism	Rejected	Accepted
Retreatism	Rejected	Rejected
Rebellion	Rejected / replaced	Rejected / replaced

*Source: Adapted from Robert K. Merton 1957 – 140 P. 140*

**Social – Control Theory**

One of the more important theoretical contributions to the study of crime and delinquency in recent years is social control theory. According to Hirschi (1967), Nye (1958) and Reckless (1973), they assumed that deviance is a natural condition and that its absence, not its presence, needs to be explained. Hirschi (1969), suggest that deviance is absent when people have strong social bonds to society, in this situation, informal social control is powerful. When individual lack strong bonds to society however, informal social control is weak or absent.

Hirschi (1968) identified four ways in which people are bonded to society : attachment to other people ,belief in the morality of social rules, commitment to convectional ways of behaving and involvement in conventional activities. Where individuals have strong bonds of attachment, belief, commitment and involvement, they are likely to conform. Social control theory is similar to differential –association theory in that it traces deviance and conformity to an individual group membership.

Where as Sutherland’s theory directs our attention to conforming versions, non conforming groups, however, Hirschi’s theory directs our attention to the individuals attachment and integration to others.

### **Anomic theory**

This theory suggests that one of the major causes of deviance and crime is blocked opportunities. Merton argued that people trapped in crowded slums and urban ghettos may find themselves blocked from conventional achievements in education and the labour force. Consequently, people who live in these environment are more likely to use illegitimate means (deviance and crime ) in order to achieve success.

According to Merton ( 1957) people who accept both society’s goals and society’s suggestions about how to reach them are conformists . Generally people conform most of the time. When people cannot successfully reach. Society goals using society’s rules, deviance is a likely result. One form of deviance may take is innovation; people accept society’s goals but develop alternative means of reaching them. Innovators, for example, may pursue

academic achievement through cheating, athletic achievement through steroids or economic success through joining the mafia. In these instances, deviance rests on using illegitimate means to accomplish socially desirable goals.

Other people who are blocked from achieving socially desired goals respond by rejecting the goals themselves. Ritualistic slavishly go through the motion prescribed by society, but their goal is security not success. Their major hope is that they will not be noticed. Thus, they do their work carefully, even compulsively. Although ritualistic may appear to be over conformers Merton (1957) says they are deviant because they have rejected society's values on achievements and upward mobility. They have turned their back on normative goals but are clinging desperately to procedure, Realistic, by contrast, adapt by rejecting both procedures and goals. They are society's dropouts. The keyboards, drifters and street people.

The final mode of adaptation –Rebellion – involves the rejection of society's goals and means and the adoption of alternatives that challenge society's usual patterns. Rebels are the people who start communes or revolutions to create an alternative society. Unlike retreatists they are committed to working towards a different society.

According to Douglas and Waksler ( 1982 ), deviance is defined as a social problem rather than a personal trouble. It is a property of social structure , not of the individuals. As a consequence the solution to deviance lies not in reforming the individual but in changing the structure that produces deviant behaviour.

### **Cultural transmission theory of deviance**

According to Sutherland (1962) who introduced the theory of differential association to explain the cultural transmission of deviance. His observations of delinquency patterns in Chicago showed that there were high – crime rate areas where deviance appeared to be learned through personal and group contacts (for example, play groups and gangs). The standards and values of delinquent neighbourhoods. Sutherland established that the differential association might explain patterns of deviance on both the neighbourhood and the individual level. The transmission of deviance through group membership would explain why some neighbourhoods and groups had consistently high levels of deviance and other consistently low ones. Similarly, an individual's group memberships and contacts could be used to explain why some individuals become deviant and others do not. In short, Sutherland's differential association theory assumes that deviance is learned through the same mechanisms as conformity. It is basically symbolic interaction theory applied to deviance. Individuals acquire deviant norms and values by interacting with others and coming to share their symbolic framework.

Sutherland's theory of differential association has been the springboard for much of the research and theory in deviance for the last forty years. One of the more recent extensions of his work has been made by behaviourists, who argue that criminal behaviour is learned through differential reinforcement (Burgess and Akers (1966)). They suggest that people will continue to engage in criminal behaviour if that have been rewarded for such behaviour. Individuals choose a

life of crime over one of convection if they find criminality more rewarding than conformity.

### **Social Problems**

*According to John Wiley (1966)* Every society has rules prescribing minimum standards of conduct that appears essential in terms of the values of that society, for the maintenance of orderly social life. No society has remained free of persons who either occasionally or systematically violate such rules. The violations call for some form of reaction.

*According to Duhl and Leopold (1963).* The vital sociological importance of mental health and illness is two folds

1. Mental illness is so prevalent in our society that it constitutes a social problem simply because of its potential for disrupting the social system.
2. Mental illness has substantial more social determinants and components than many, if not most, widespread diseases, both in its causation and in its management. When people are in these conditions, they are likely to deviate from what the society wants and so they become deviants.

According to Duhl and Leopold (1963) mental retardation which is quite different from mental illness can also cause deviant behaviour. The different between mental retardation and mental illness is that – the mentally ill person usually has difficulty in psychological areas. Primarily concerned with emotions and with ability to cope with social situations and inter personal relationships

For the mentally retarded, the major problem is lack of intellectual and cognitive skills needed for dealing with the environment. The two cases will show some kind of deviant behaviour in school.

### **Antisocial behaviour**

*According to Meyer and Thompson (1956)* Antisocial behaviour is especially characterised by aggressiveness, self-indulgence and rebelliousness. It is observed in the 15-year-old girl who is described by the mother as quarrelsome, argumentative, defiant and untrustworthy. It also represent in a 20-year-old boy who is described as disturbing, ill tempered, disobedient and disrespectful to teachers.

Antisocial behaviour is frequently associated with nonconformity. Sex differences in conformity have been noted with girls showing a greater tendency to conform than boys. Meyer and Thompson (1956) in an investigation of sixth-graders found that boys tended to receive more disapproval from their teachers than girls. They interpreted their findings as suggesting that teachers attempt to socialise pupils by using counter aggressive behaviour in response to aggressive behaviour characterised by conformity.

### **Individual differences in children.**

*According to Garrison Force (1959)* A wide range of individual differences will be found among any group of children in any characteristic or ability. Such differences among pupils have been recognised by teachers from the beginning of a formal education, programme and even before. Early viewpoints

concerning the nature and causes of these differences were indefinite and confused and many misconceptions arose concerning them (Peterson 1935).

The children talked about here are those who deviate sufficiently from the average child in behaviour and these ones need special attention in the way they are dealt with. These children can be referred to as exceptional children and are not basically different in their characteristics from other children

They have the same psychological needs of all the children, but their disabilities and differences emphasise certain needs or create special needs of which schools and society must be aware in planning appropriate educational experiences.

### **How children differ.**

*According to Force (1959)* Individual differences can be observed among children of the same age, in height, weight, motor skills, mental ability or social development. Children of the same family vary considerably in different abilities and in growth characteristics. According to Ford (1958) children of the same family can differ even in the way they behave. Some can depict deviant behaviour while others can behave well.

### **Crime as deviance**

According to Brinkerhoff (1985) much of the behaviour that is regarded as deviant on nonconformity is subject only to informal social controls. Actions that are subject to legal or civil penalties are called crimes. Many of the acts that we call crimes have been so labelled because they represent serious threats to the



well-being of individuals, society and must be controlled. Such individual threats as treason are examples of acts that are called crimes because they violate important social norms and values. Some acts, however, are called crimes because they violate important norms and values. Some acts, however, are called crimes because one segment of society successfully imposes its definitions on other segments so-called victimless crimes – illegal acts for which there is no complainant, such as homosexuality, prostitution and vagrancy are examples.

**Table b**

**Theories of deviance**

<b>Traditional theory</b>	<b>Major questions</b>	<b>Major assumptions</b>	<b>Causes of deviance</b>	<b>Most useful for explaining deviance</b>
a. Anomie theory	Why do people break rules?	Deviance is an abnormal characteristic of the social structure	A dislocation between the goals of society and the means to achieve them	The working and lower classes who cannot achieve desired goals by means at hand
b. Cultural transmission theory	Why is deviance more characteristic of some groups than others?	Deviance is learned like other social behaviour	Sub cultural values differ in complex societies some subcultures hold values that favour deviance. These are learnt through socialisation.	Delinquent gangs and those integrated into deviant subculture and neighbourhood.

TABLE b CONTINUATION

c. Social control theory	What keeps people from breaking the rules?	Deviance is normal and it is conformity explained	Absence of strong ties to others and to society's values and activities.	Individuals who are poorly integrated into families, neighbourhoods and communities (particularly youth from broken families)
<b>Modernist theory</b> d. Labeling theory	How do acts and people become labelled deviant?	Deviance is relative and depends on how others label acts and actors.	People whose acts are labelled deviant and who accept that label become career deviants.	The powerless who are labelled deviant by more powerful individuals.
e. Conflict theory	How does unequal access to scarce resources lead to deviance?	Deviance is a normal response to competition and conflict over scarce resources.	Inequality and competition.	All classes lower class driven to deviance to meet basic needs and to act out frustration.  Upper class use deviant means to maintain their privilege.

Source: David B. Brinkhoff and Lynn K. White (1985) *Sociology* pp 177 – 178.

## **Murder**

According to Brinkerhoff and Lynn K. White (1985) the most violent criminal acts are murder and non-negligent manslaughter. Murder is a relatively rare form of crime, constituting about 2 percent of all violent crimes committed in the United States. In 1982, there were 9 murders for every 100,000 persons, with Southern States and urban areas reporting the highest murder rates. The murder rate over all has remained almost unchanged over the last 10 years, although it showed a noticeable decline between 1980 and 1982. In 1981, the chance of being a murder victim over one's lifetime was estimated to be 153. In 1982, 52% of all murder victims were black and 76% were male.

In 1982, 46% of the murders were committed either by relatives or by persons acquainted with the victim about 17% of all murders were within families and one-half of these involved a spouse killing a spouse.

## **Rape**

Forcible rape accounts for approximately 6% of the violent crimes in the United States (United States Department of Justice, 1983). In 1982, there were 77,763 rape offences reported, a rate of 34 per 100,000 population. Studies of rape victimisation suggest that in nearly half of the cases, the victim and the assailant were previously acquainted (Amir, 1971). Although reported rapes declined somewhat in 1981 and 1982, the current rates of rape are much higher than they were a decade ago.

## **Robbery**

According to Brinkerhoff and White (1985), robbery is taking or attempting to take anything of value from another person by force, threat of force, violence or putting the victim in fear. Unlike simple theft or larceny, robbery involves a personal confrontation between the victim and the robber and is thus a crime of violence.

In 1982, more than half a million robberies were officially reported in the United States. Although all types of robbery have increased in the last decade, armed robbery has increased at a faster rate than unarmed robbery, which indicates a greater tendency toward violence during the act of robbery.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

## **Assault**

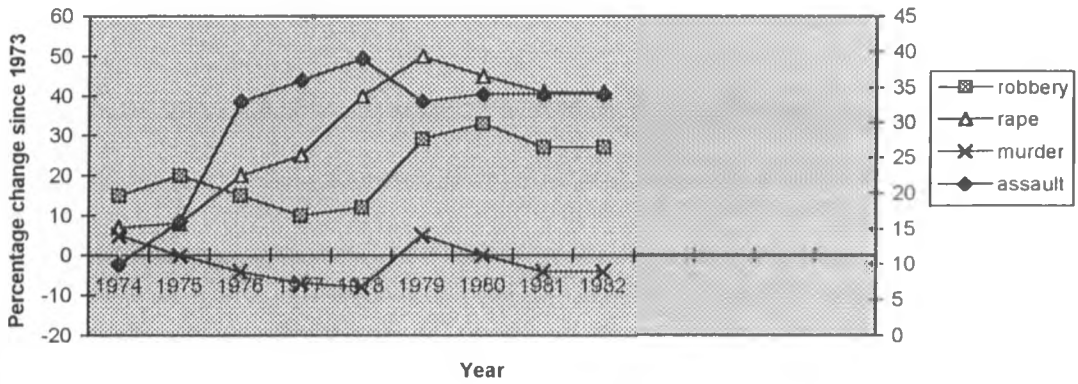
Aggravated assault is an unlawful attack for the purposes of inflicting severe bodily injury. Kicking and hitting are included in assault, but increasingly assault involves a gun, knife or other weapons. Nearly half of all violent crimes are aggravated assault.

Since 1973, the aggravated assault rate has increased to 40% in the United States. All this is according to Brinkerhoff and White (1985) and also from United States Department of Justice (1983).

Graph one shows all this

Graph 1.

Figure 1 changes in violent crime rates, 1973 – 1982



Since 1973, rape, robbery and assault have become more frequent. Nevertheless, the last two years, have witnessed a decline in nearly all forms of violent crime.

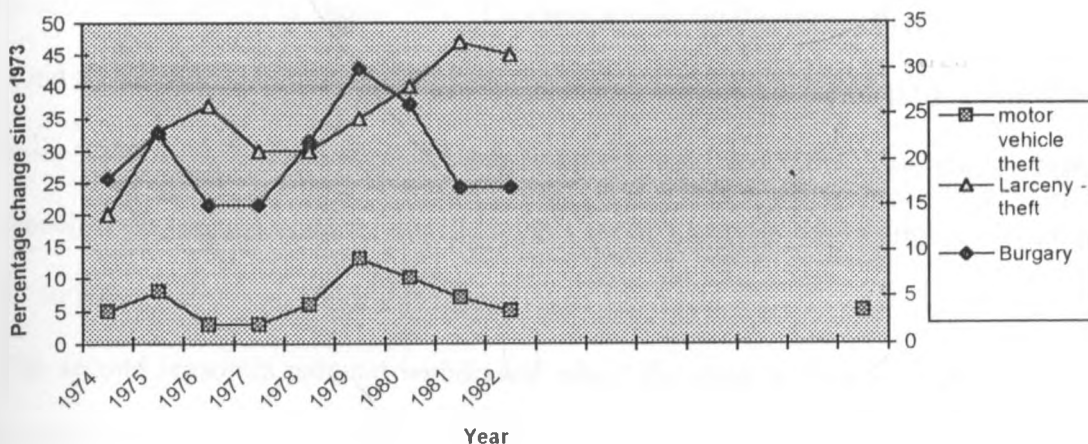
Source: United States Department of Justice 1983 table 1.

### Property crimes

The other major officially reported in the uniform crime report (UVR) are the property offences of burglary, larceny – theft, motor vehicle theft and arson. These are by far the most frequent crimes committed in the United States, occurring 9 times more often than crimes of violence. Property losses from these crimes are estimated to have exceed 9 billion in 1981.

Burglary and motor vehicle theft each accounted for approximately 3.5 billion larceny – theft will include shoplifting, purse snatching and thefts from office buildings.

**Graph 2. Changes in property crimes 1973 – 1982**



Property crimes especially larceny- theft, have increased over the last decade. In all categories, however, crime is down from the 1980 – 1981 rates.

*Source: United States Department of justice. 1983, table 1.*

### Summary of crime trends

According to Brinkerhoff and White (1985), crime rates are higher now than they were a decade ago. One major crime was committed every 2 seconds in the United States during 1982. Nevertheless, in all major crime categories except aggravated assault, there has been a general downward trend since 1980 and 1981. This trend is attributed largely to the aging of the baby-boom generation. Because young people account for a high proportion of all crime, a decrease in the proportion of the population that is to 24 years old generally results in a decrease in the crime rate.

## **Truancy**

According to Tyerman (1965) in his book "*Truancy*". In Britain the annual rate of absence from school is about 10%. This was shown by the survey carried out in 1963-1964 by the Education Welfare Officers National Association (1965 p 6). There are four main reasons for absence, though there is considerable overlap between them. The first reason is illness, the child is unwell and is kept at home in good faith. Approximately 80 to 90% of absences are of this type.

The second reason is parental withdrawal where the child is kept away from school by parents for their own purposes. The third reason for absence is truancy where the child is absent on his own initiative without his parents' permission. At least 5 school children in a 1,000 play truant now and then and about 2% of all absences are due to truancy. According to Tyerman, truancy is caused by the following: -

### **Causes of truancy**

Poor living standards which are low and parents neglect their children. There is ineffective supervision, little time and interest in parents welfare. According to Tyerman(1965), most of the truants were at secondary modern schools. Although, 50% began to play truancy when they were at primary schools. Parents neglecting their children (Parental rejection), broken homes, the need for training children is very important and love alone is not enough. Children need training in different fields. They need to be taught the basic rules of conduct and how to live with other people. This is best learnt by examples rather than by precept.



## Forms of deviant behaviour

Since sociologists have classified deviation into several categories, Merton (1959) has classified deviance into four forms which he later re-classified into two broad areas, depending on the intentions of the individuals. The first, which he calls, innovation involves the use of prescribed means to attain prescribed goals. In other words, the goals being sought by the individual are legitimate or acceptable to the group but he uses prohibited means to attain them. A teacher unfairly assisting his students to pass the school certificate examinations with high grades is innovative. Passing examinations with high grades is accepted by the school system, but he and his student use unacceptable means to reach the acceptable goals. The second category, which Merton calls 'ritualism', involves conforming to the groups means, but without striving to reach the group goals. A teacher comes to the class to deliver a lesson without ensuring whether or not what he was saying was being understood by his students. The goal of a specific lesson is learning and leading is the prescribed means. The same thing is true of a student who remains in the class, does all the assignments but without making an effort to pass prescribed examinations. The third category, which Merton calls "*retreatism*", involves non-commitment to the goals and means of a social group. This happens when members of the group do not participate actively in the social systems. Students who neither remain in classes, nor do their assignments, nor strive in anyway to succeed in their learning can be regarded as retreatist.

The fourth category, which is called "*excessive conforming*", involves excessive use of means to attain goals at all cost. For an excessive conformist, any obstacle in this way, to reach the goals represents a barrier, which must be ruthlessly destroyed. A person who does this is likely to offend the majority of members of his group and his behaviour, rather than, being positive becomes negative because others do not approve

it in the group. There are principals, teachers and school prefects who can be regarded as excessive conformists. Such people are full of energy, dedication, drive and ambition and wish to reform every other person.

### **Bullies and victims in schools**

A bully is a person especially a schoolboy or school girl who hurts or intentionally frightens weaker students. Bullying is the act of forcing someone to do something

According to Valerie (1972), bullying in schools is one of the dark, hidden areas of social interaction along with child physical and sexual abuse. Together with adolescence violence in the home which has been neglected by professional investigations.

She sees the act being out of aggressive behaviour, which is triggered by décor, food additives, diet, medical conditions and of course, previous experiences of all forms.

### **Prevention of bullying in secondary schools**

The school must have a firm policy on prevention of bullying. Most effective preventive measures a school can employ is perhaps for all staff members and the local form will not be tolerated and will be dealt with firmly. The Local authority has the responsibility to support the school policy designed to prevent bullying.

There should be architecture design of the building to prevent bullying in secondary schools. Good design will include well lit corridors, plenty of window space, mirrors and glass type doors to offer good visibility. Avoidance of isolated areas by students who are in the brackets of being bullied. The most effective ways of preventing this in secondary schools is perhaps to look upon the school as a community where the aim is for each member to be responsible for his or herself and for the well being of all others.

There should be the teacher child relationship. Teachers are models for the young in their care who show details of their attitudes and behaviour. There should be a strong and stable relationship with an adult outside the family to encourage self-esteem and confidence.

The following statistical data (a-d) were obtained at the Kabete Approved School and are showing the rise in bhang cases from 1980 – 1983. This is but just a drop in the ocean given that there are many bhang cases that go undetected. However, it is a clear indication that the rate at which drug abuse is rising is quite discouraging and that immediate solution has to be found.

From the table 1 it can be seen that possession of drug occupies a prominent fourth position with 5.16% in 1980 the taking of a drug like bhang is a deviant behaviour and that is why it is an offence at the Kabete Approved School. The succeeding tables will show that, with time possession of drugs as time increases and that in 1983 it shot up to 9.56%.

This information is collected from the Children Department at the Approved School in the admission register book volume one and two for 1980 – 1985.

Common offences committed by adolescents admitted at the Approved School

Kabete

Table I (1980)

	Offences committed	Number	Percentage
1.	Stealing under various section of the penal code	63	40.65
2.	Need of protection and discipline	49	31.61
3.	House breaking and theft	15	9.68
4.	Being in possession of drug (e.g. Bhang)	8	5.16
5.	Vagrancy	6	3.87
6.	Defilement of girls	3	1.94
7.	Killing of animals	2	1.29
8.	Burglary and theft	2	1.29
9.	Possession of existing goods	2	1.29
10.	Arson	1	0.65
11.	Murder	1	0.65
12.	Conveying stolen property	1	0.65
13.	Disobeying chiefs order	1	0.65
14.	Stealing stock	1	0.65
<b>Total</b>		<b>155</b>	<b>100.00</b>

Source Punishments books in Kabete School  
Common offences records in Kabete School

In Table 2 (1981), bhang possession is occupying the fifth position with 2.56%. There is a slight decline in bhang cases from Table 1 which was showing a whopping

percentage of 5.16. Bhang taking is shown as one of the causes of deviant behaviour in secondary schools.

**Common offences committed by adolescents admitted at the Approved School**

**Kabete**

**Table 2 (1981)** The following are the offences committed in approved school, Kabete

No	Offences committed	Number	Percentage
1.	Stealing various sections of the Panel Code	52	44.44
2.	Protection and discipline	32	27.35
3.	Vagrancy	13	11.11
4.	Shop breaking	4	3.42
5.	Bhang	3	2.56
6.	Disturbances	2	1.71
7.	Damage of property	1	0.85
8.	Car parking	1	0.85
9.	Assault	1	0.85
10.	Escape	1	0.85
11.	Touting	1	0.85
<b>Total</b>		<b>117</b>	<b>100.00</b>

In table 3 (1982), bhang usage in Kabete Approved School is shown being on the rise again from 2.56% in 1981 to 5.92% in 1982. That high rise has caused high percentages in indiscipline like stealing cases in the school.

## Common offences committed by adolescents admitted at the Approved School

### Kabete

**Table 3 (1982)** Offences committed in Approved School, Kabete in 1982

No	Offences committed	Number	Percentage
1.	Protection and discipline	57	37.50
2.	Stealing under various sections of the penal code	51	33.55
3.	Vagrancy	16	10.53
4.	Bhang	9	5.92
5.	Disturbances	7	4.61
6.	Possession of chang'aa	5	3.29
7.	Assault	2	1.32
8.	Arson	2	1.32
9.	False Pretence	1	0.66
10.	House breaking	1	0.16
11.	Shop breaking	1	0.66
<b>Total</b>		<b>152</b>	<b>100.00</b>

Sources      Punishment books in Kabete Approved School  
                 Offences Record in the school

In table 4 (1983), bhang usage still increases to 9.56% and possibly that is why the indiscipline percentage is high.

7

**Common offences committed by adolescents admitted at the Approved School**

**Kabete**

Table 4 (1983) The following shows the offences committed in Kabete Approved School in 1983

No	Offences committed	Number	percentage
1.	Protection and discipline	63	46.32
2.	Vagrancy	21	16.18
3.	Breaking and stealing	14	1.29
4.	Bhang	13	9.56
5.	Possession of stolen property	8	5.88
6.	Breaking of property	4	2.94
7.	Burglary	3	2.21
8.	Assault	2	1.47
9.	Directing vehicles	1	0.74
10.	Stock theft	1	0.74
11.	Stealing of motor vehicle parts	1	0.74
12.	Injuring animals	1	0.74
13.	Attempting suicide	1	0.74
14.	Being a rogue	1	0.74
15.	Stealing from agent	1	0.74

Sources            Punishment Books in the school  
                          Offences record in the school

## **Conclusion**

Bhang taking was a common deviant behaviour in Kabete Approved School. The tables are showing that in 1980, 1982, 1983 and 1984, the percentage rate of usage was on the increase and the number of indiscipline cases were high. There is a possibility that due to high bhang taking percentage, the cases of indiscipline were also high.

## **Community disadvantages about deviant behaviour**

Ronald (1996) examined a sample of 207 single parent families residing in 104 small, mild western community to test hypothesis regarding the link between community context and adolescent conduct problems and psychological distress and found that for boys community disadvantage has a direct effect on psychological distress, while it indirectly boosted the probability of conduct problem by disrupting parenting and increasing affiliation with deviant peers.

Also found that community disadvantage was unrelated to deviant behaviour or emotional well being of girls. Proportion of single parent households in the community has a direct effect on girls conduct problems by interacting the probability of involvement with deviant peers. Possible explanations for the gender differences were provided.

## **Drug abuse in secondary schools**

A substance is considered abused if it is deliberately used to induce physiological or psychological effects, or both, for purposes other than therapeutic ones and when its use contributed to health risks, disruption of psychological functioning, adverse social consequences or some combination of these. Thus, drugs may be presented for specific



therapeutic purposes. The same drugs may be abused by obtaining and taking them without prescription for the purpose of experiencing some wanted side effects

### **Substance abuse in secondary schools**

It is likely that in the near future, the term substance abuse rather than 'drug abuse' will be used because not all abused chemicals are drugs. Abused substance other than drugs include glue, cleaning fluids, petrol and other chemicals that can cause psychological and physiological effects.

### **Alcohol and Tobacco abuse in secondary schools**

Alcohol and tobacco are the largest drug problems for children because:-

- They are readily available to adults.
- They are advertised for sale.
- Children usually receive their first exposure to and first experiment with, these substances in the home.

There is evidence that cigarette smoking alone is estimated to take the lives of more people than all other drugs combined (WHO, 1994). Hence, it is a good idea to concentrate on preventing children and young people from starting smoking and drinking.

### **Marijuana usage**

Winfrey (1983) examined a social learning theory which was tested in a moral middle school setting from which survey data were obtained in (1975 and 1979). It was found that a combined regression equation included major viable drawn from social learning theory to able to account for 34% of the variance in the level of marijuana use by the

1975 cohort and 52% of the variance in the use of the same drug by the 1979 cohort. The results of the analysis provided substantial empirical support for social learning theory as an explanatory framework for adolescent marijuana use and also provided insight into inter-cohort differences in explaining variances in patterns of drug use occurring in rural America and suggested that utility of social learning theory in the assessment of the nature and directions of these changes.

Whelan (1978), Susan and Rizzo (1979) examined the causes of deviant behaviour and emotional problems and found that the causes are varied and that there is still no agreement as to the exact causes. However, all the authorities agreed that a single variable but combinations of several aetiologies do not cause them. They agreed that the environment of the child can cause deviant behaviour e.g. parents, siblings, school, peers, family, social economic status and

the neighbourhood. Kirk (1972) came up with another cause as physiological factors, attributes to a dysfunction in the central nervous system. The symptoms here can be hyperactivity irritability and conduct disorders. He also classified another cause as psychological factors where aggression, regression and resignation are produced by frustrating situations. For instance when a person is frustrated by an inability to achieve a desired goal, he becomes aggressive, angry and uses abusive language.

Regarding psychological causes of behaviour and emotional problems, Kirk (1972) states that what goes on in the child's school and home environment and the social economic status of parents leading to the child developing the problems. Kauffman's (1979) listed one cause of deviant behaviour as biological factors, which he hypothesised could be as a result of neurological defects, biochemical defects, or genetic defects or a combination of any or all of these defects.

### **Emotionally disturbed children**

Quay (1966) examined and analysed teachers' responses to 441 children in classes for the emotionally disturbed. They found that the children exhibited behaviours that could be classified into three categories. The first category was termed as having conduct problems, children in this category were deviant, irritable, impatient and boisterous. The second category was termed as inadequacy- immaturity children here were described as lazy, disinterested, were sluggish and had poor attention. The third group was classified as having personality problems. Children here were self-conscious, felt inadequate, inferior, fearful, shy, anxious and depressed. These children also exhibited headaches, nausea, pains, phobias, stomachaches, obsessions, nightmares, crying, withdrawal and worrisome systems.

### **Common school offences**

Nwana (1983) carried out an investigation about the common school offences in Nigeria in the old western state and came up with offences like: stealing which included stealing from fellow students and school property and withholding school fees given to the child by the parents. The results revealed that there was a lot of dishonesty among students and school property and withholding or falsifying report cards or reports. Cheating in examinations and even telling lies are included in deviant behaviour in schools. The same investigation also showed that there were sex within or around the school compound not to mention certified cases of venereal diseases, pregnancy and possession of pornographic literature and abortion.

Results also showed that there was a lot of disobedient which included flouting specific orders and wearing of the wrong uniform. There was also truancy, which included returning to school after some days had passed and also leaving school without

authorisation and dodging specific lesson periods. He notices that some students were committing drug offences. The findings also revealed that there was mass demonstration and strikes. Strikes were due to poor quality food, teachers not being enough, inadequate buildings, the rules of the school or a high cost of books avoiding exams and non-offering of some subjects at the certificate examinations. His findings also showed that there was dishonesty, which included with holding or falsifying report cards or reports, cheating at examinations telling lies and impersonality. Truancy was among his findings which included returning days or weeks after school had resumed, leaving school without authorisation and dodging specific lesson periods. He also noticed drug offences which included smoking cigarettes and Indian hemp, keeping or using drugs for regular diseases but not prescribed by a doctor, keeping or using drugs alleged to prevent or abort pregnancies, snuffing tobacco and drinking alcohol drinks.

He also found out about students committing suicide which he explained as death arising from a deliberate act of self – destruction or from inaction when it is known that inaction will have fatal consequences to one's life.

His findings also brought to light wickedness, which he said included oppression of junior students, fagging, wilful destruction of junior students property, destruction of school property, destruction of school property and roughness.

The other common school offences in Nigeria is assault and insult which he said included beating up junior students, frequent fighting members of staff and generally disrespectful behaviour.

#### **Situations and factors leading frequently to deviant behaviour are:-**

The following are situations and factors that lead to deviant behaviours in schools

- a. Frustrations at home and / or in the school.

- b. Conflicts, quarrels, fights between parents or between a parent and an adolescent child.
- c. Divorce or desertion of the mother or father in the family.
- d. Exaggerated strictness of parents or school authorities.
- e. Poverty (relative to other students)
- f. Lack of interest, love or attention shown by parents towards their children
- g. Early childhood experiences.
- h. Over protectiveness and possessiveness of parents.
- i. Peer group influence
- j. Exaggerated expectations or demands of family and school with regard to academic performance.
- k. Early or late onset of adolescence.
- l. Physical disability.
- m. Sexuality
- n. Emotional problems e.g. depression, sadness and disappointment.

### **Ways and means of preventing and correcting deviant behaviour**

To prevent adolescent deviant behaviour one must be prepared to cope with the factors that may lead to it. One should have the correct knowledge about himself or herself and the period of adolescence the person is going through. One must be ready to receive information from others who are aware of the problems one is undergoing and put the information into use. This information may be from parents, older relatives and teachers.

One must cultivate openness as part of the formation which should assist the person by letting the others know of his problems and how to help him solve them. One should

have things like good habits such as temperament, respect , honesty, prudence, self control, joyfulness, kindness, faithfulness, recognition of one's successes , abilities, limitations or failures the determination to go on and helpfulness. One should have faith in his abilities and know that he has some abilities not possessed by others. One to accept himself as he is. One should avoid situations that are likely to lead to deviant behaviour. One should be patient with himself and optimistic. Seek the company of joyful people, avoid pleasure – seekers

### **Factors in mental retardation**

According to George Jervis (1954), mental retardation can be caused by the following numerated points :-

1. Mental deficiency - is a condition of arrest or incomplete mental development existing before adolescence, caused by disease or genetic constitution and resulting in social incompetence. This definition includes both the sociological concept which stresses the social inadequacy of the defective and the psychological concept which is considered in the term “ arrested” or “incomplete” mental development. The biological viewpoint is embodied in the mention of genetic factors and diseases. Any person with this problem will have deviant behaviour.
2. Hereditary defects – this deals with genes. Some differentiated defects are determined by the presence of a simple dominant gene transmitted from parents to child. Such defects are always traceable in the family history unless of a type that prevents reproduction. Some people with deviant behaviour have inherited from their parents.

### 3. Environmental produced defects

A large but yet clearly determined proportion of defectiveness comes from factors outside, the hereditary constitution, including infections, trauma, poison, glandular disorders, and physical or emotional deprivation. Rough estimates, based on unpublished data from a number of institutions indicate that such factors may account for at least half of the mentally retarded population in the country and such people are in the category of deviants

## Enrolment of exceptional children in special schools 1980 – 1986

**Table 5**

The Table below is showing the years and the number of students with the following problems (I) Hearing impaired (ii) Mentally handicapped (iii) Physically handicapped and visually handicapped. All these are classified as causes of deviant behaviour because they do not behave like the norm students in school

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

Year	Hearing impaired		Mentally handicapped		Physically Handicapped		Visually handicapped		Total
	School	Pupils	School	Pupils	School	Pupils	School	Pupils	
1980	23	1,401	14	383	7	898	7	918	3,598
1981	21	850	14	759	7	964	7	750	3,323
1982	24	1,710	24	850	8	987	11	850	4,397
1983	25	1,759	27	961	8	1,100	11	1,000	4,820
1984	25	1,887	39	1,350	10	1,256	12	1,240	5,733
1985	27	2,014	42	1,465	10	1,312	12	1,200	5,991
1986	26	2,156	52	1,314	10	1,400	10	1,296	6,166

Sources Kenya Institute of Education Special Survey 1980

Kenya Society of Death Children Annual Statistics, 1987

Other Figures: Ministry of Education Special Education Inspectorate 1987



## Enrolment of exceptional children in special schools in 1968, 1970 and 1973

Table 6

Category	1968		1970		1973	
	School	Children	School	Children	School	Children
Hearing impaired	13	444	14	613	13	450
Mentally handicapped	2	40	3	64	ND	ND
Physically handicapped	5	344	5	499	9	971
Visually handicapped	6	545	7	68	6	741
Total	26	1,373	29	1,858	28	2,162

Sources Adapted from Ministry of Education

Annual Statistics Report 1968, 1970, 1973

This table 6 shows different years, different schools have a certain number of students with the following :-

- (a) Hearing impaired
- (b) Mentally handicapped
- (c) Physically handicapped
- (d) Visually handicapped

All these are shown as causes of deviant behaviour in learning institutions.

**Programme (p) and enrolment (e) in Eastern and Southern Africa from 1981 to 1983.**

**Table 7**

This table is showing different countries with certain numbers of students with the following :-

- (a) Visually impaired
- (b) Hearing impaired
- (c) Physically handicapped
- (d) Mentally handicapped
- (e) Emotionally behaviourally handicapped
- (f) Speech and language impaired.

All these are listed down as some of the causes of deviant behaviour.

Country	Visually impaired		Hearing Impaired		Physically handicapped		Mentally handicapped		Emotionally Behaviorally handicapped		Speech & Language Impaired	
	P	E	P	E	P	E	P	E	P	E	P	E
Ethiopia	77	532	6	339	3	140	-	-	-	-	-	-
Somalia	-	-	-	-	-	-	-	-	-	-	-	-
Uganda	17	135	2	150	3	124	2	30	-	-	-	-
Tanzania	12	476	4	274	5	83	1	10	2	?	-	-
Kenya	9	967	21	2000	22	1048	26	600	7	1134	-	-
Malawi	17	215	1	110	1	30	-	-	-	-	-	-
Zambia	11	993	11	285	11	59	6	130	-	-	1	-
Zimbabwe	13	590	5	574	4	450	71	1186	4	331	73	1240
Botswana	1	21	1	12	1	30	1	36	-	-	-	-
Swaziland	1	75	1	40	-	-	2	65	-	-	-	-
Lesotho	2	25	1	8	1	43	-	-	-	-	-	-
Seychelles	-	-	1	20	1	94	1	75	1	?	-	-
Mauritius	1	35	2	86	3	14	2	183	-	-	-	-
<b>TOTAL</b>	<b>98</b>	<b>3464</b>	<b>57</b>	<b>3898</b>	<b>55</b>	<b>4328</b>	<b>112</b>	<b>2315</b>	<b>14</b>	<b>1465</b>	<b>74</b>	<b>14871</b>

**Summary:** this programme and enrollment in Eastern and Southern Africa from 1981 to 1983 showed that one is not physically and mentally fit may show some deviant

behaviour. In each case shown on Table 7 , indicates the number of deviants within that range of time ( 1981-1983)

**Source:** Unesco Eastern and Southern Region (1985)

From the literature review, it is evident that deviant behavior is a common phenomenon in schools and therefore rural schools are not exceptional

### **Ways of preventing or handling exceptional children in a regular classroom**

*According to Bill R. Gearheart (1980)* The teachers teaching these students should do the following to reduce the deviant behaviour that is likely to be shown by these students.

1. Coordination of referrals from teachers, administrators and school health personal.
2. Coordination of information flow between medical agencies, therapeutic services, parents and teachers. The resource / itinerant teacher serves as the liaison between the agencies serving the child and regular teachers and parents.
3. Provision of assistance in program planning and staffing. If the staffing team suggests regular classroom placement, the resource or itinerant teacher will begin specific planning to determine the best possible setting, transportation needs and availability of the rapes.
4. Assistance to the regular classroom teacher in checking braces, crutches and wheel chairs and observation to see that the equipment is functioning properly.
5. Assistance in planning for the modification of architectural barriers or physical restrictions such as removing desk bottoms for wheelchairs and providing adjustable chairs and stands up tables if needed.

6. Monitoring of physical performance of the child in classroom, playground or school community to ensure that desired ambulation patterns are being maintained outside of therapeutic setting.
7. Supplementing or reinforcing instruction of the regular classroom teacher or the physical education teacher in areas related to the disability.
8. Provision of guidance and counselling to regular teachers through in service meetings.
9. Coordination of volunteer services or classroom aides. This may involve the selection, training, placement and scheduling of aides for assisting in activities such as physical education, physical therapy, toilet or adapting materials

According to David B. Brinkerhoff (1985) the process through which a person becomes labelled as deviant depends on the reactions of others toward non-conforming behaviour. The first time a child acts up in class, it may be the result of a prank or a bad mood. This is an example of primary deviance. What happens in future depends on how others interpret the act. If teachers, counsellors and other children label the child troublemaker and if she accepts this definition of herself, then she may take on the role of troublemaker. This continuation and deliberate deviance is called secondary deviance.

Researchers have found that labelling helps explain why some youths become increasingly delinquent as they get older whereas others eventually accept conformity and conventionality. Of the many youths who steal cars, smoke marijuana or shoplift, only a portion are caught, publicly labelled and are more likely to go onto deviant careers than those who are able to escape the label.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### Introduction

### Research Design

The researcher used survey design to explore deviant behavior in Secondary schools. The research was conducted in Makueni District which is in Eastern Province of Kenya.

### Description of samples and sampling procedures

**Target Population:** Secondary schools students in Mtito-Andei Division with the following population:- at Darajani Secondary School with 2 streams has 320 students. Joana Chase Secondary School with 3 streams and so the total population is 480 students, Muthingiini with two streams has a total population of 320 students. Total population of the Board of Governors in the 3 schools is 39 and the total population of teachers in the three schools is 61.

**Number of schools:** Three secondary schools one for girls another one for boys and then a mixed school.

The sample strata was as follows:

1. Students sample – 50 students from each schools in the three schools making a total number of students sample 150. The researcher got 60 students from form 4, 45 students from form III and 45 from Form II. Form ones were not included because they did not know much about what happens in Secondary schools since were to the institutions.

2. Teachers' sample:- The population from each school were picked randomly . The total population of teachers in the 3 schools was 75. The researcher picked fifteen female teachers in the 3 schools and 15 male teachers making a total of 30 teachers

3. Board of governor members' in the three schools were 33. The researcher picked 3 BOG members from each school making a total of 9 members. In sampling, the researcher employed stratified sampling method so that the sample to be drawn from the target population would be divided into smaller groups (strata). The sample strata in each school was be: -

- Form IV 20 students
- Form III 15 students
- Form II 15 students

To make the total sample in each school to be 50 students so that for all the three schools it was 150 students. The sample of the B.O.G. members consisted of the chairman, the treasurer and one co-opted member of the board in all the schools.

### Population sample

Table – c

	Population	Sample
Students	1120	150
Teachers	75	30
BOG	33	9
<b>Total</b>	<b>1228</b>	<b>189</b>

This table is showing the distribution of the population in the three chosen schools and the samples to be dealt with.

## **Description of instruments**

The researcher collected his data using the questionnaire instrument. There were 3 types of questionnaires developed by the researcher to collect the data. These were: -

(a) A questionnaire for the students – This had 3 parts.

- (i) The introduction letter from the researcher introducing the respondents to what the researcher was aiming to do and assuring them that the information got from them would strictly be treated with a lot of confidentiality
- (ii) Parents behaviour – Where the researcher was asking questions to find out whether the behaviour depicted by the students might have been inherited from the parents. This part is investing about the parents behaviour.
- (iii) A questionnaire for the teachers – This questionnaire had 2 parts : Part (a) was introductory part where the researcher is introducing himself to the respondents and the aim behind the carrying out of this research . He is also ensured them to feel free when answering the questions because the information would be treated with a lot of confidentiality.

Part (b) this part is investigating the deviant behaviour that teachers have noticed in schools and the ways to curb this. This part had 7 questions.

(b) A questionnaire for the Board of Governors. This had 2 parts. Part one was the introductory where the researcher was introducing himself and the aim of the research. Part b – This part was investigating about the deviant behaviour the Board of Governors members have come across in the school and the ways to control them. This part had seven questions.

Each type of a questionnaire was divided into different parts to assist the researcher to collect enough information. The questions were both open and closed ended and the subjects were required to tick the right answers and in some parts write short answers.

### **Data collection and procedure**

In data collection, the researcher will give the respondents the questionnaires and requested them to fill them.

### **Data analysis and interpretation**

In analyzing the data collected, the researcher employed descriptive statistics. The researcher used frequency distribution and then later converted those frequencies into percentages; then tabulated in graphs, pie charts and tables. The data analyzed was interpreted so that it could be understood by many people.



## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF RESULTS

In this chapter the data collected from the three schools in Makueni District in Eastern province has been tabulated and analysed in order to arrive at the research questions raised.

#### NUMBER OF CHILDREN IN THE FAMILY IN THE 3 CATEGORIES OF SCHOOLS

**Table 9 Number of children in the family**

No of children in the family	1	2	3	4	5	6	7	8	9	10	11
Boys Secondary Schools	0	0	2%	21%	17%	20%	22%	4%	4%	8%	2%
Girls Secondary Schools	0	0	4%	18%	20%	19%	21%	5%	6%	7	
Mixed Secondary Schools	0	0	3%	20%	19%	20%	23%	3%	4%	5%	3%

From the analysis , it is evident that in boys school category 22% respondents reported that they were from families with 7 children , 21 % respondents were from families with 4 children and 20 % respondents were from families with 6 children and those are the families with many children. In girls school category , 21 % respondents reported that their families had 7 children , 20 % said that their families had 5 children and 19 % were from families with 6 children . In mixed schools 23 % from families with 6 children and 20 % with 4 members of the family .

## POSITION OF THE RESPONDENT IN THE FAMILY

**Table 10 Position in the family**

School	First Born	Second Born	Middle Born	Last Born
Boys School	27%	18%	33%	22%
Mixed School	29%	17%	34%	20%
Girls School	25%	19%	35%	21%

From this analysis of the 3 categories of schools, the highest percentages are of the middle born followed by the first born respondents. In boys category 33% respondents were middle born children , 27% were first born and 22% were second borns . In mixed schools category 34% respondents were middle born children , 29 % were first borns and 20% were last borns . in girls' secondary schools 35% respondents were middle born children , 25% were first borns and 21% last borns.

## THE MAIN OCCUPATION OF THE PARENTS IN THE 3 CATEGORIES OF SCHOOLS

**Table 11 The occupation of the parents.**

School	Teaching	Masonry/ Carpentry	Business people	Farmers	Drivers	Police	Doctor/ Nursery	Office Messenger	Others	Not empl
Boys School	17%	4%	22%	27%	6%	2%	7%	1%	6%	8%
Girls School	13%	5%	23%	25%	7%	55%	8%	4%	1%	9%
Mixed Schools	15%	3%	24%	26%	8%	3%	1%	6%	4%	10%

From the table it is evident that 27% respondents their parents were farmers 22% were business people and 17 % were teachers. In girls secondary 25% respondents their parents were farmers , 23 % were business people and 13% were teachers . In mixed schools , 26% respondents were farmers , 24% were business people and 15% were teachers . Most of these parents have income .

## PARENTS WHO TAKE DRUGS IN THE CATEGORIES OF SCHOOLS.

**Table 12 Drugs Take by parents**

School	Chew Miraa	Smoke Cigarette	Take Beer	Other Drugs	Non of these
Boys Secondary	6%	22%	20%	8%	45%
Girls Secondary	5%	21%	22%	10%	42%
Mixed secondary	7%	20%	24%	9%	40%

From the table, it is evident that parents in the 3 schools take beer. In boys school, 22% respondents reported that their parents smoke cigarettes, 20% respondents reported that their parents take beer and 6% their parents chew Miraa.

In girls' schools 22% respondents reported hat their parents take beer, 21% said that their parents smoke cigarettes and 5 % chew Miraa . In mixed school category 24% respondents reported that their parents take beer, 20% smoke cigarettes and 7% chew Miraa.

### Conclusion

It is possible that the deviant behaviour shown by some students may have been inherited from the parents what parents do, children emulate them.

## PARENTS ENCOURAGEMENT ON DRUG TAKING

**Table 13 Encouragement of Drug Taking**

School	Yes	No
Mixed schools	13%	87%
Girls Schools	8%	92%
Boys Schools	20%	80%

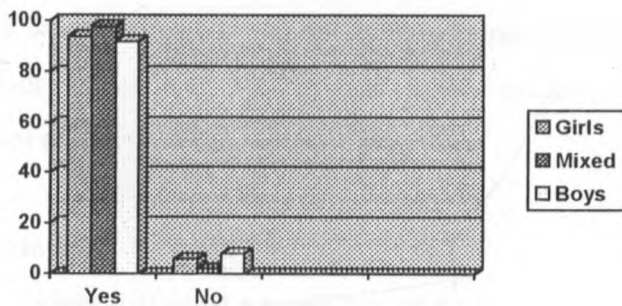
From the analysis , it is evident that parents encouraged their children to take drugs although the percentages are low: in mixed school category 13% respondents reported that parents encouraged them to take drugs. In girls' school, 8% respondents admitted that their parents encouraged them to take drugs while in boys' school category 20% respondents reported that parents encouraged them.

**Conclusion**

There are those parents who encourages their children to take drugs because to them , they do not see anything wrong with drug taking

**PARENTS STRICTNESS TO BEHAVIOUR OF THEIR CHILDREN.**

**Graph 3 Strictness of the parents.**



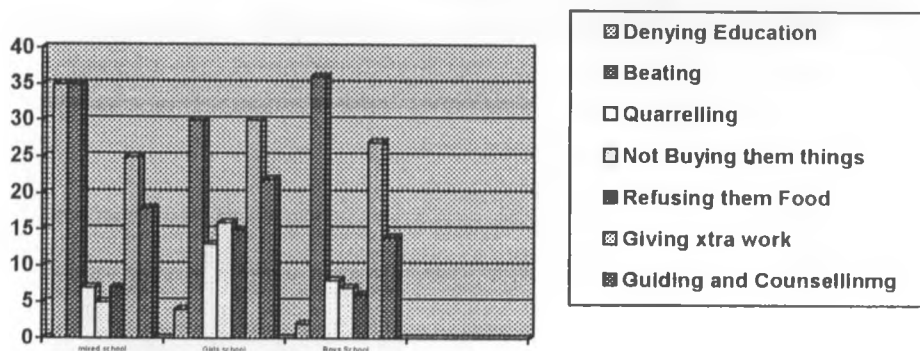
From the analysis , in table 4.6 it is clear that there are some parents who are not very strict to their children as it concerns deviant behaviour. In girls' school category, 6% respondents reported that their parents are not very strict , 2% in the mixed school admitted that their parents are not very and 8% respondent in boys school reported that their parents were not very strict.

**Conclusion**

Some students take drugs because they are sure their parents are not strictly refusing them to take the drugs.

## KIND OF PUNISHMENTS GIVEN BY THE PARENTS IN THE 3 CATEGORIES OF SCHOOLS.

Graph 4 Types of Punishment



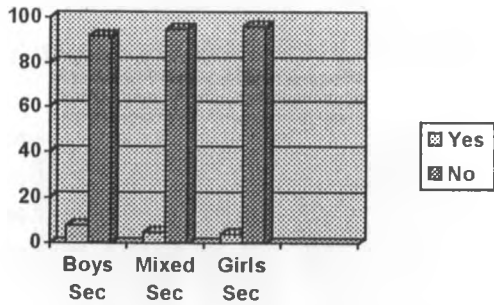
From the analysis of data, it can be seen that parents in the 3 classes of schools punish their children by beating . In the mixed school 35% respondents reported the punish by beating . In girls' school 30% respondents indicated that they are punished by beating and same with 36% in boys' category. The other common form of punishment is giving extra work. In mixed school 25% respondents reported that they are given extra work as their punishment , 30% in girls' school are done the same and even 27% in the boys school category.

### Conclusion

It is evident that most parents punish their children because of deviant behaviour and the main denying them education by not paying school fees and also giving them extra manual work

### CASE OF VICTIMIZING OR QUARRELING OF PARETS IN THE 3 CATEGORIES OF SCHOOLS

Graph 5 Quarrelling of the Parents in the presence of their children



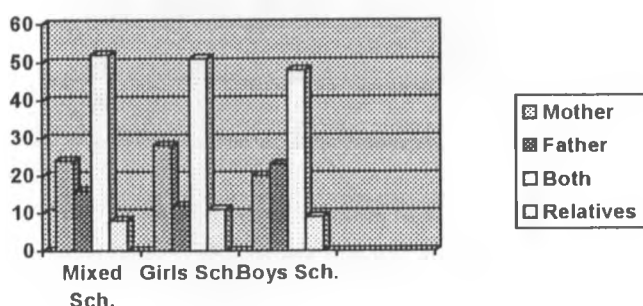
The analysis shows that there is quarreling of the parents in the presence of their children in boys school category 8% respondents reported that their parents quarrel each other. In mixed 5% respondents agreed that their parents quarrel and in girls secondary school 4% respondents indicated that their parents quarrel in their presence

## Conclusion

Students can become deviants because of the way they see their parents relating to each other . When parents quarrel or use scurious language to each other. Then the children may decide to emulate them and so become deviants

## PEOPLES STAYING WITH THE RESPONDENT

Graph 6 The people the Respondent Stays with



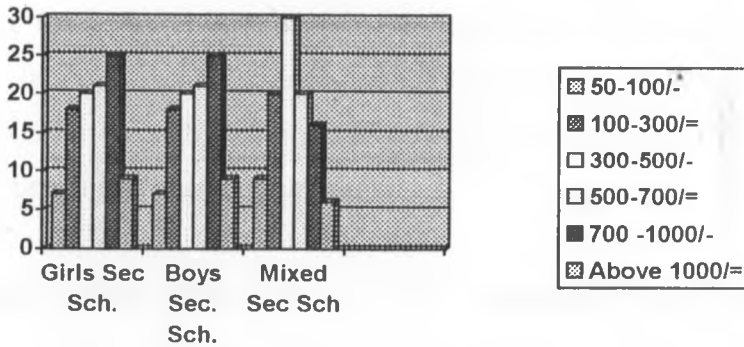
It is evident from the table that there are children who stay with their relatives although the percentage are low . In mixed school, 8% stay with relative, 11% in girls school still do. High percentages of the children stay with both parents, 49% in girls school and 48% in boys school respectively stay with both parents.

## Conclusion

Children staying with their relatives can be develop deviant behaviour because these relatives may not teach them how to behave well and even if they try to do it these children may not take them seriously because they are only surrogate parents.

**POCKET MONEY GIVEN TO STUDENTS PER MONTH IN THE 3 CATEGORIES OF SCHOOLS.**

**Graph 7 Pocket Money Given to students per month in the categories of Schools.**



From the analysis , 25% in girls school get between 700-1000 shilling per month and only 7% get between 50-100 per month. In boys’ schools, the highest percentage is 30% for money ranging between 300-500 per month . The lowest getting above 1000/- is 6% . In mixed school, 24% is getting between 700-1000/- and 6% the lowest amount is between 50-100/- per month. The rage between 700-1000/- per month is a boarding school is too much for student and this can be a cause of deviant behaviour.

**Conclusion**

Too much money given to students can be a serious cause fro deviant behaviour because using the pocket money given by the parents , they can buy beer, bhang, miraa, sneak from school to go for pleasures outside the school compound The pocket money should be enough to cater for the student’s necessities but not for luxurious things



## ITEMS FOUND IN THE HOMES OF THE 3 CATEGORIES OF SCHOOL

**Table 14 Items Found at Homes of the Respondents**

It is evident from this table that the highest percentages in girls secondary schools are for goats 26% and for cows 18 % and the lowest being 1% for tractors . In boys' school, goats are 28% and cows 17% and the lowest percentage is for tractors 2% in mixed school, goat is 30% and cows 14% with the lowest percentage being refrigerators

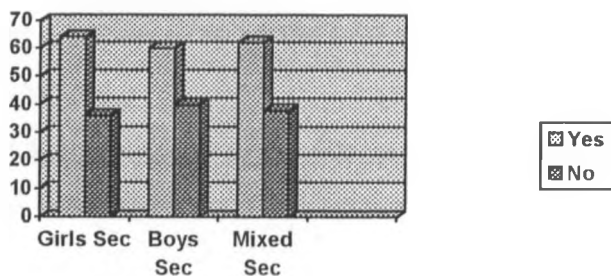
School	Vehicles (%)	Fridge (%)	Sofa Sets (%)	Gas Cookers (%)	TV (%)	Dinning Table (%)	Wall Unit (%)	Tractor (%)	No Goats (%)	No Cows (%)
Girls'	2	2	15	4	6	19	7	1	26	18
Boys'	3	2	14	3	5	18	8	2	28	17
Mixed	4	3	13	3	4	16	10	3	30	14

### Conclusion

From the data it is clear that the community is moderately financially placed . At least from the categories we have most of these items which signal that the people here are not financially disadvantaged.

### FARM LABOURERS AT HOME

**Graph 8 Number of labourers in each group**



The above table shows that in girls' school 64% families have farms laborers and only 36% without. In boys school 60% have farm laborers and 40% do not have. This is an indication that they have income to pay for wages of the farm labourers.

### Conclusion

The number of labourers in home signifies the economic status of that home and the study will find out whether there is any relationship between deviant behaviour and the financial status of a family.

### STUDENTS WHO TAKE DRUGS IN THE 3 CATEGORIES OF SCHOOLS

**Table 15 Drugs Taken by respondents.**

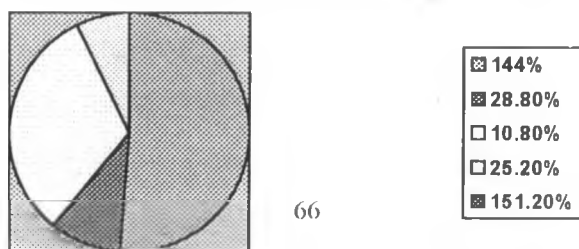
School	Smoke (%)	Chew Miraa(%)	Take beer(%)	Other drugs(%)	Not applicable(%)
Boy's Secondary	30	9	15	8	38
Girls Secondary	8	5	13	6	68
Mixed Secondary	21	11	20	11	37

From the analysis drugs are taken in schools. In boys' secondary schools 30% smoke 9% take beer and chew miraa also takes place but in low percentages. In girls' schools 13% take beer and low percentages chew miraa and smoke. In mixed school beer is taken by 20% and smoking by 21%. Low percentages engaged in miraa and other drugs.

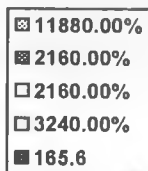
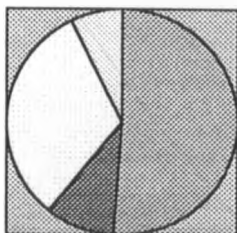
### PEOPLE WHO INTRODUCED THE RESPONDENTS TO DRUGS TAKING

**Chart 1. introducers of the Drugs to the respondents**

**Mixed Secondary**

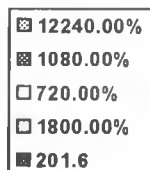
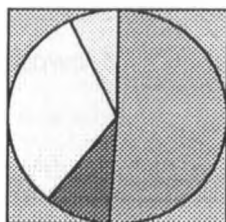


## Boys' Secondary



## Girls

## Secondary



From this analysis , higher percentage in mixed school (40%) was introduced to drugs by their peers and the lowest percentage of 3% was introduced to this by teachers . Parents contribute to 80% . In boys school 33% were introduced to drugs by their peers and 6% by their parents. In girls school 34% were introduced by their peers and 2% by their teachers

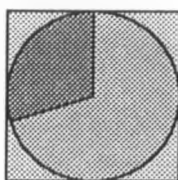
## Conclusion

It is evident from the analysis that in mixed secondary school 58% were introduced to drugs by other people . 54% in boys secondary school were introduced to drugs by others and in girls 44% were introduced to drugs by others.

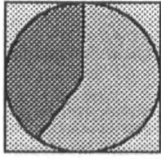
## CASES OF STEALING IN THE SCHOOLS

Chart 2 whether there are stealing cases in school or not.

## Mixed Secondary

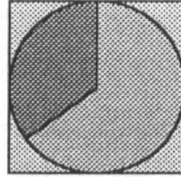


## Girls Secondary



Yes 216  
No 144

## Boys' Secondary



Yes 234  
No 126

It is clearly shown by the table that there are cases of stealing in the three categories of schools . in mixed school 70% admitted that it is there in their school , 60% in the in girls' school also accepted that it exists and in boys school 65% admitted

### Conclusion

In the 3 categories of schools, stealing cases are there and so we can say there are deviant behaviour among the students.

## CHEATING IN EXAMS IN THE THREEE CATEGORIES OF SCHOOL

**Table 16 Cheating During Examination taking by students**

School	No (%)	Yes (%)
Mixed Schools	65	35
Girls School	55	45
Boys' School	69	31

### Conclusion

It is evident from the table above that cheating in examination is prevalent in all the 3 categories of schools although the percentages are not very high 35% respondent in girls school showed that cheating in exams is there , 45% respondents in girls schools showed that cheating is there and 31% respondents in boys' school reported that it is there

## STUDENTS CAN RECEIVE OPPOSITE SEX STUDENTS IN THEIR DORMITORIES

**Table 17 Whether there is receiving of opposite sex students in students dorms or not**

School	Yes(%)	No (%)
Boys' Secondary	24	76
Girls' Secondary	2	98
Mixed Secondary	29	71

### Conclusion

It is evident from the table in boys' school 24% respondents reported that students receive other students of the opposite sex in the boys dormitories , 2% respondent in the girls' school reported that there is receiving of opposite sex students in their dormitories and 29% respondents in Mixed schools reported the receiving of opposite sex students in the dormitories.

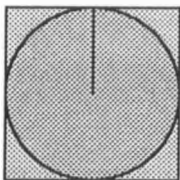
### Conclusion

It is the 3 schools , students , receive opposite sex , students in their dormitories . That is an element of deviant behaviour in school .

## CONDOMS SEEN AROUND THE SCHOOL COMPOUND

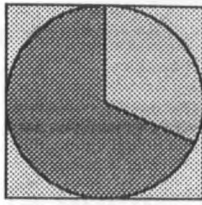
**Chart 3 Condoms Seen**

### GIRLS SCHOOL



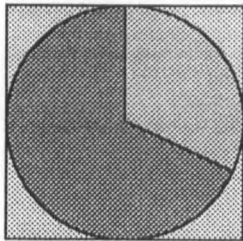
No: 360

## MIXED SCHOOL



Yes 115.2  
No 244.8

## BOYS SCHOOL



Yes 50.4  
No 309.6

The table clearly shows that 32% respondents in mixed school reported that they had seen condoms around their school compound, 14 % respondent in boys' school also reported that they had seen them. All the respondents in the girls' school reported that they had never seen any condoms around their compound.

### Conclusion

It is evident that in the mixed school and in the boys secondary school there are deviant behaviour among the students them sex among them is prevalent.

## STUDENTS GOING OUT OF SCHOOL WITHOUT SCHOOL UNIFORM

**Table 18 Students Going out without school uniforms**

School	Yes(%)	No (%)
Girls' secondary	36	64
Boys' secondary	68	32
Mixed Secondary	59	41

From the table it is clear that students go out of school without school uniform. 61% respondents in boys school reported that students go out without the

uniform , 53% respondents in mixed schools also reported the going out without uniform and 30% respondents in girls school reported that is showing that students in the 3 categories go out without school uniforms. This behaviour is termed as deviant.

### **STUDENTS GOING OUT OF SCHOOL WITHOT THE AUTHORITY OF THE TEACHERS.**

**Table 19**

School	Yes(%)	No(%)
Girls' Secondary	36	64
Boys' secondary	68	32
Mixed Secondary	59	41

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

From the analysis , it is evident that students go out without the authority of the teachers. In girls' school , 36% respondents reported that there is going out of school without the teachers permission. In boys' schools 68% respondents admitted that the going out is there and 59% respondents in mixed school reported of that going out without teachers' permission.

#### **Conclusion**

Sneaking away from school is one of the demand behaviour and so in the 3 categories of the schools , there is deviant behaviour .

### **BEATING OF JUNIOR STUDENTS BY SENIOR ONES IN THE 3 CLASSES OF SCHOOL**

**Table 20 Beating of juniors students by seniors ones in schools.**

School	Yes (%)	No(%)
Girls' Secondary	22	78
Boys' Secondary	41	59
Mixed Secondary	39	61

From the analysis of the above table, bullying of junior students in three categories of schools still exist . 22% respondents in girls' school reported that there is beating of junior students by the senior ones, 41% respondents in the boys' school reported the same and also 39% respondents in mixed schools reported that. This means that bullying goes on in the 3 categories of schools .

### CASES OF GIRLS BECOMING PREGNANT IN SCHOOL

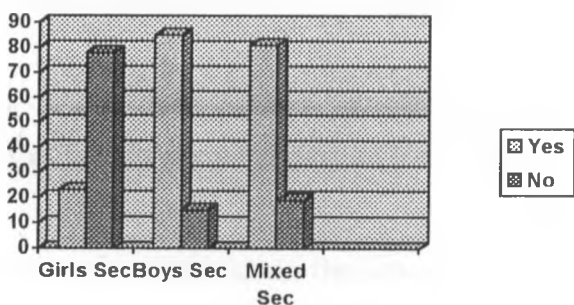
**Table 21 Pregnancy of Girls in Schools**

School	Yes (%)	No(%)
Girls Secondary	62	38
Mixed Secondary	59	41

It is evident from the analysis that girls become pregnant still in school. 62% respondents in girls school reported that girls in that school become pregnant still in school and also 50% respondents in the mixed school reported the same

### CAUSING OF MASS DESTRUCTION IN THE 3 CATEGORIES OF SCHOOLS.

**Graph 9 Destruction of Schools Furniture**

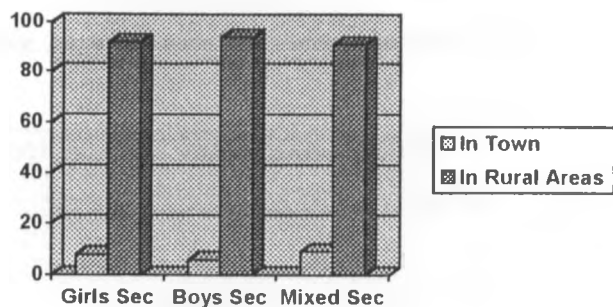


The table shows that there is destruction in schools caused by students. 22% respondents in girls school reported that students caused mass destruction in the school. 85% respondents in boys school reported the same thing followed by 81% respondents in mixed school who also confirmed that .



## THE RESIDENCE OF THE PARENTS IN THE 3 CATEGORIES OF SCHOOLS

Graph 10 Residence in rural and urban areas.



From the table is evident that the highest percentages is the 3 categories of schools stay in rural areas but there are low percentages staying in towns . 8% respondents in girls' school reported that they stay in town , followed by 6%

### Conclusion

Most of the respondents stay in rural areas and so deviant can be from rural areas. Respondents in boys school reported the same.

## CASES OF STUDENTS COMMITTING SUICIDE IN THE 3 CATEGORIES OF SCHOOLS

Table 22 Rate of suicide in the schools

School	Yes(%)	No (%)
Girls Secondary	1	99
Boys Secondary	3	97
Mixed Secondary	2	98

The table shows that in the three categories of schools, there are cases of students committing suicide. 1% respondents in girls secondary schools reported that there were cases of girls in their school committing suicide and that same thing and 2% respondents in mixed school reported also that suicide takes place in their school.

### **HOW WEEKENDS ARE SPENT IN THE 3 CATEGORIES OF SCHOOL**

**Table 23 Activities for the weekends in School**

School	Studying(%)	Club Activities (%)	Watching Video (%)	Washing Clothes (%)	Leisure Activities(%)
Girls Secondary	35	12	14	24	15
Boys secondary	32	16	17	21	14
Mixed Secondary	41	14	19	19	7

The table shows that in girls schools 35% respondents spend their weekend in studying and 15% respondents engaged in leisure activities. In boys school 32% respondents spend it in studying and 14% respondents spent it in leisure activities. In mixed school, 41% respondents spend their weekends in studying but 7% respondents spent leisure activities.

### **HOW WEEKENDS ARE SPEND WHEN STUDENTS ARE AT HOME**

**Table 24 Activities for the weekends at Home**

School	Visiting Relation(%)	Helping parents(%)	Going to discuss	Studying(%)	Going to the market(%)	Going to church(%)
Boys' Secondary	12	38	11	21	7	12
Girls' Secondary	14	2	4	25	10	5
Mixed Secondary	17	34	6	23	13	7

From this table, it is evident that students go for Disco during weekend when they are at home and they also go to the market places. 11% respondents in boys school reported that they go for discos during weekends at home, 4% respondents in girls school also reported that to have been taking place

### THE CURRICULUM CONCETRATION INFLUENCING DEVIANT BEHAVIOUR IN THE 3 CATEGORIES OF SCHOOLS.

**Table 25 Curriculum Concentration in influencing Deviant Behaviour**

School	Yes	No
Boys' School	38	52
Girls' School	41	59
Mixed Secondary	53	47

From this table, it can be seen that the concentration of school curriculum is a course of deviant behaviour. In boys' school category, 35% respondents reported that the concentration of school curriculum was a cause of deviant behaviour. In the girls' school 41% respondents accepted that the concentration was a cause and also in mixed school where 53% respondents accepted that it caused deviant behaviour.

### COMMON DEVIANT BEHAVIOUR IN THE THREE CATEGORIES OF SCHOOLS

**Table 26**

School	Stealing (%)	Dishonesty Among Students (%)	Sex Offence(%)	Disobedience (%)	Truancy (%)	Committing suicide(%)	Mass Demonstrations and strikes(%)
Mixed Secondary	32	10	9	12	30	2	5
Girls' Secondary	32	11	12	11	30	1	3
Boys' Secondary	30	9	6	18	32	3	2

From the analysis of the above table, it is evident that high percentages in stealing in the three categories of schools and also truancy 32% respondents in mixed school reported that there was stealing in their school followed by 30% respondents who reported about the truancy in their school . In girls' school 32% respondents reported that there are case of truancy followed by stealing which was reported by 30% respondents. There are other low percentages 3% committing suicide in boys school , 1% in girls school and the 2% in mixed school.

### MAIN CAUSES OF DEVIANT BEHAVIOUR IN SECONDARY SCHOOLS

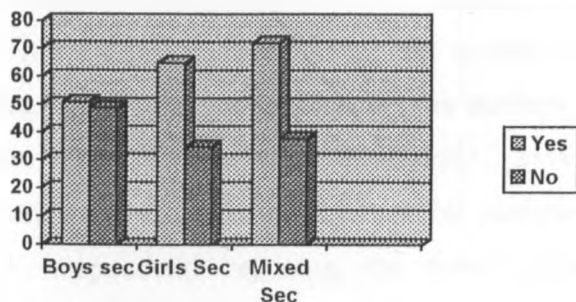
Table 27

School	Excess pocket money (%)	Bad Company (%)	Influence from Mass Media (%)	Poverty at Home (%)	Poor Background (%)	Laxity Among Administration (%)	Use of Drugs (%)	Stress (%)
Boys' Sec	15	21	7	15	6	6	23	7
Girls' Sec.	20	20	8	14	10	3	15	10
Mixed	18	23	6	10	11	7	19	6

It is evident from the analysis that the main cause of deviant behaviour in the 3 school is bad company followed by use of drugs and lastly excess pocket money . In boys school, 23% respondents reported that use of drugs was the cause of deviant behaviour in their school , followed by 21% of them reporting of bad company has the cause and the 15% reporting excess pocket money to be the cause . In girls school 20% respondents reported the cause of deviant behaviour as being bad company followed by express pocket by 20% of the respondents giving as the cause and the 15% respondents reporting the use of drugs as the cause. In the mixed school 23% reported the cause to be bad company followed by 19% of the respondents reporting the drugs as the main cause followed by 18% citing excess pocket money as the cause

### TEACHERS CONTRIBUTE TO DEVIANT BEHAVIOUR IN THE 3 CATEGORIES OF SCHOOLS.

Graph 11 Contribution of Teachers to deviant behaviour.



From the analysis , it is evident that the highest percentages in the 3 categories of schools show that teachers contribute to deviant behaviour to students. 51 % respondents in boys' school reported that teachers contribute to deviant behaviour , 65% respondents in girls school also reported that teachers contribute and also 72% respondents in mixed school reported the same thing

### HOW TEACHERS CONTRIBUTE TO DEVIANT BEHAVIOUR IN THE CATEGORIES OF SCHOOLS.

Table 28 How Teachers Influence Deviant Behaviour.

	Failure to guide & counsel students (%)	Lack of strictness (%)	Teachers smocking in front of students (%)	Teachers coming to school on drug (%)	Inciting students (%)	Unofficial relationships between teachers & students (%)	Lack of preparation by teachers (%)	Emulation of bad example from (%)	No punishing students (%)	Admitting bad Students from other schools (%)
11	9	13	11	8	3	12	10	20	3	
6	12	8	7	2	15	15	15	18	2	
7	13	12	8	5	10	10	10	21	4	

From this table , it evident that teachers contributes to deviant behaviour to student. In boys school 20% respondents reported that teachers contribute by not punishing the students when they do wrong. 13% respondents in the same school reported that the teacher contribute by smoking in front of their students. In girls school 18% respondents reporting the teacher contribution from not pushing following by 15% respondents report the teachers contribution by depicting bad examples which are re emulate by students . 21% in mixed school reported the contribution of teachers coming from not punishing the wrong doers, followed by 13% respondents reporting the contributions like the teachers inciting students to misbehave , lack of preparation by teachers , failure to guide and counsel of the student, coming to school drug and admitting bad student in the schools.

### HOW TEACHERS CONTROL TO DEVIANT BEHAVIOUR IN THE 3 CATEGORIES OF SCHOOL

**Table 29 How Teachers Control Deviant Behaviour**

School	Boys (%)	Girls (%)	Mixed(%)
Strict Supervision	10	12	11
Guidance and counseling programme	17	16	15
Punishment	15	9	10
A strict school routine	5	4	6
Supervision of students	5	3	4
Having a strong Prefects body	7	6	8
Guest speaker (Pastor)	10	12	11
Provision of Recreational facilities	8	7	9
Discipline of teachers to opposite Sex students	8	14	10
Teachers not missing classes	5	6	8

From the analysis , it is evident that in 3 categories of schools guidance and counseling programmes are highly used followed punishments and strict supervision of students . In boys' school 17% respondents reported that guidance and counseling is an effective tool of controlling deviant behaviour. 15 % respondents in same class reported that punishments can also be used to control

it and 10% respondents reported that strict supervision of students can also help in controlling . In the girls school , 16% respondents reported the usage of guidance and counseling programme , 14% reported that discipline of teachers to the opposite sex students can control the deviant behaviour and 12% showed the invitation of guest speaker (Pastor). In mixed school , 15 respondents to reported the usage of guidance and counseling programmes , 11% said guest speakers can be used and then 11% reported the about teachers being strict in their supervision of students .

### HOW TEACHERS IDENTIFY DEVIANT BEHAVIOUR IN SCHOOLS

**Table 30 Identification of Deviant Behaviour.**

School	Use of Prefects (%)	Through Secret Agent (%)	By sneaking out of school (%)	No concentrating with academic work(%)	Scoring low mark's (%)	Through MOD (%)
Boys'	23	27	10	15	5	15
Girls'	21	25	15	13	10	16
Mixed	26	24	18	10	12	10

From the analysis of this table , it is clearly seen that teachers in the 3 categories of schools identify deviant behaviour in schools through the use of secret agents and by the use of Prefects . In boys school 27% of the respondents reported that teachers identify deviant behaviour through the use of secret agents , 23% said that teachers use prefects to tell them and 15% respondents reported that behaviour can be identified through the master on duty. In girls school 25% respondents reported the identification of deviant behaviour through the use of secret agent , 21% through the sue of prefects and 16% said that teachers on duty can identify them.

In mixed school 26% respondents reported the identification by use of prefects , 24% showed the identification through secret agents and 8% respondents reported the identification can be through sneaking out of school. Other low percentages of identification in the 3 categories be by not concentrating with academic work and also scoring low marks.

### **NUMBER OF STUDENTS WHO HAVE BEEN SENT AWAY DUE TO MISBEHAVING FROM 1996-1999**

**Table 31 Number of Students sent away**

School	10-30%	30-50%	50-70 %	70-90%	90-100%
Boys' sec.	-	35	-	-	-
Girls' Sec	25	-	-	-	-
Mixed Sec.	-	40	-	-	=

From the analysis , it is evident that in boys school 35% were sent away from school due to misbehaving , 25% in girls school were sent away and 40% were sent away from mixed school.

### **THE PERIOD THE BOG MEMBERS HAVE BEEN IN THAT SCHOOL**

**Table 32 Tenure of Board of governor members in school**

School	Number of years				
	3(%)	6(%)	9(%)	12(%)	Above
Boys' Secondary	5	35	49	11	-
Mixed secondary	22	42	31	5	-
Girls' Secondary	11	56	29	4	-

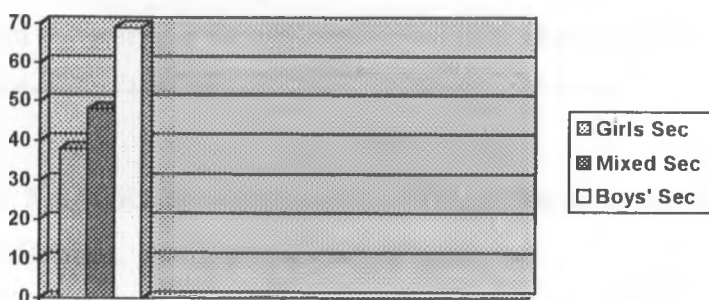
This table indicates that in the boys school category 49% of the respondents had been BOG members in their respective school for 9 years , while 42%



respondents in the mixed school categories indicated that they had been BOG members for the last 6 years . In the girls category 56% of the respondents had been in the BOG of their school for the last 6 years.

**CASES REPORTED TO BOARD OF GOVERNOR MEMBERS OF DEVIANT BEHAVIOUR.**

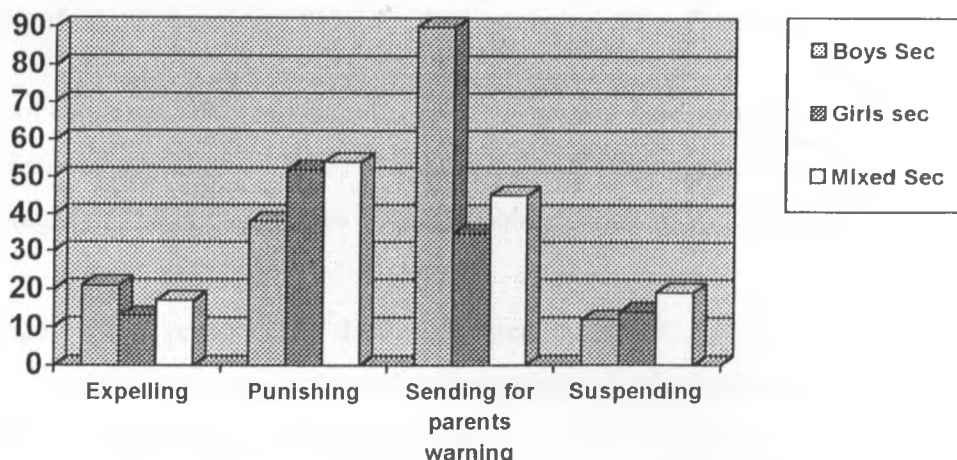
**Graph 12 Reported cases of deviant Behaviour.**



From the analysis , it is clear tat mixed secondary school category 48% are the deviant cases reported to the BOG members, 69% cases reported to BOG members in boys school category and 38% cases of deviant behaviour report to BOG members in the girls school.

**SOLVING OF DEVIANT BEHAVIOUR CASES BY BOARD OF GOVENOR MEMBERS.**

**Graph 13 How Board of governors solve deviant behaviour cases**



From graph, it is evident that punishing and suspending are the 2 major ways the BOG members use to solve deviant behaviour in the three categories of schools. In boys school category , 38% respondents reported that to solve deviant behaviour punishing is done , 24% respondents reported that they solved deviant behaviour through suspending of the students and 21% reported that they expelled the wrong doers. In girls school category , 52% respondents reported that they used punishments to solve deviant behaviour , 21% respondents suspended the deviants and 14% respondents sent for the parents of the wrong doers and warned the wrong doers in the presence of their parents . In mixed school category , 44% respondents used punishment , 20% used suspension and 17% expelled the deviant.

#### 4.39 NATURE OF DEVIANT BEHAVIOUR HANDLED BY THE BOG MEMBERS.

**Table 33 Deviant behaviour handled by BOG members**

School	Strikes	Smoking	Sex issue	Stealing	Cheating in exams	Disobedience
Mixed	5%	28%	15%	29%	12%	11%
Boys	7%	31%	12%	27%	14%	9%
Girls	3%	12%	24%	26%	18%	17%

From the above table it is evident that the nature of deviant behaviour BOG members dealt with are stealing smoking and sex issues among the others. **In mixed school category 29% respondents reported that the cases dealt with were of stealing , followed by 28% of smoking and 15% of sex issues . There are also 12% of exam cheating , 11% disobedience and 5% of strikes.**

In boys school category 31% respondents reported that the cases they have dealt with were of smoking , followed by 21% of stealing and 14% of exam cheating Your percentages of 12% of sex issues , 9% of disobedience and 7% of strikes.

In girls category, 265 respondents dealt with stealing cases , 24% with sex issues, 18% of cheating in exams and low percentages in disobedience which was 17%, 12% with smoking and 3% with strikes.

**WAY THE BOG MEMBERS ASSIST THE ADMINISTRATION IN DEALING WITH DEVIANT BEHAVIOUR.**

**Table 34 Ways in which BOG Assists Administration.**

School	Talking to students frequently	Guiding the wrong doers	Deciding the mode of punishment
Mixed Sec.	38%	32%	30%
Girls Sec.	42%	27%	31%
Boys Sec.	36%	37%	27%

From the analysis it is clear that the BOG members assist the school administration through talking to students frequently and guiding the wrong doers. In mixed school category , 38% respondents reported that they assist by talking to the students frequently , 32% respondents reported that they assist by giving the wrong doers and 30% assist by deciding the mode of punishment to be given to deviants. In girls school category , 42% respondents reported that they assist by talking to the students , 29% reported that they decide on the mode of punishment and 27% guide he wrong doers.

In boys school category, 37% respondents reported that they guide he wrong doers, 36% reported that they talk to students frequently and 27% respondents decide on the mode of punishment.

**MEASURES THE BOG MEMBERS HAVE TO CURB DEVIANT BEHAVIOUR IN FUTURE.**

**Table 35 Measures Employed by BOG to control behaviour**

School	Rewarding best students	Scrutinizing newcomers	Constant meeting with them	Inviting guest speakers	Punishing heavily	Expelling suspending
Mixed sec	26%	15%	18%	16%	20%	5%
Girls Sec.	24%	9%	24%	22%	18%	3%
Boys Sec.	26%	10%	21%	13%	22%	8%

From the analysis of the date, it is evident that 26% respondents in mixed school category reported that rewarding of the best students was one of the measure to employ in future to curb deviant behaviour followed by 20% respondents who reported to use punishments and 18% respondents indicated constant meetings with students . Other methods were 16% inviting of guest speakers , 15% scrutinizing of new comers and 5% expelling / suspending of the wrong doers In girls school category , 24% respondents reported that they would use the methods of rewarding the best students , 24% respondents indicated the use of constant meeting with the students and 22% showed the invitation of guest speakers .

In boys school category 26% respondents reported that they would reward the best student, 22% showed they would punish heavily the deviants , 21% said they would use constant meetings with the students.

### **THE FEELINGS FOR THE SCHOOL COMMUNITY ABOUT DEVIANT BEHAVIOUR IN THE 3 CATEGORIES OF SCHOOLS.**

**Table 36 What Community feels about deviant behaviour.**

<b>School</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Boys Sec.	0	0	20%	20%	45%
Girls Sec			23%	37%	40%
Mixed Sec.			21%	28%	51%

From the analysis of this date, it is evident that the school does not like any deviant behaviour among the students . 45% respondents in the boys category reported that they strongly disagreed with any deviant behaviour displayed by a student , 40% respondents in the girls school category also strongly disagreed and 51% respondents in the mixed school category strongly disagreed with any deviant behaviour depicted by any student.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### Summary

The main purpose of this study is to investigate the factors contributing to common deviant behaviour patterns among secondary school students in Mtito-Andei Division. From the research findings it is clear that there are deviant behaviour in secondary schools and some of them are strikes, girls becoming pregnant in school, beating of junior students by the senior ones, cheating in the examinations, stealing, taking drugs, truancy, committing suicide, students receiving opposite sex students in their dormitories.

These deviant behaviour caused by factors like, parents taking drugs in the presents of their children, parents quarrelling before their children, parents not being strict with their children, giving their children a lot of pocket money, peer group pressure, teachers also contribute to this deviant behaviour, concentration school curriculum, poverty at home and influence from mass media.

### Conclusion

From the research finding, teacher can assist eradicate deviant behaviour by teaming up with the parents so that they seal all the loopholes which can cause this behaviour. The teachers should also conduct themselves nicely so that they can be models for emulation by students. Parents should feel concerned about progress of their children and therefore visit the schools frequently and take time with their children during vacations to guide and counsel them on what is expected of them.

The Board of Governors members can eradicate these behaviour if they can visit the school frequently and making arrangements for other speakers to come to talk about discipline.

## Recommendations

As the project has revealed deviant behaviour exists in our learning institutions. The reasons why students become deviant has been found to be many. The recommendations which the researcher enumerates there is need to be thought about and analysed critically for they are practical solutions of eliminating deviance in our learning institutions. The researcher recommends that:-

1. Teachers are supposed to conduct themselves nicely since they act as models emulated by the students. They should not smoke in front of their students, they should not come to school drunk and above all, they should prepare for their classes very well.
2. Teachers should not have unofficial relationships with opposite sex students for this will lower the moral standards in the school.
3. The school should have examinations rules and regulations showing how students should conduct themselves during exam taking period and a warning that anybody found plagiarizing the examination should be discontinued.
4. The schools administration should scrutinize all students joining the school from other schools demanding for their transfer letters and a note showing their moral behaviour.
5. Schools should have strict routines to be followed by students during all the days students are in school and the routines should have no time for leisure activities.
6. School administrators should provide recreation facilities so that the students can relax with such activities.
7. Each secondary school should have guidance and counseling master/mistress who should be guiding and counseling students in case of problems.
8. School administrators should be inviting guest speakers to their schools to talk of moral conduct and what behaviour is expected of students.
9. Teachers should make strong co-ordinations with the parents to that in case of abnormal behaviour cropping in school.
10. Teachers should know how to handle students in terms of problems and not to incite them to cause destruction as a way of demanding for a

change. Many teachers have been known to incite students to strike so that the change they desire can come about.

11. Schools should have strong prefects body which constantly met by the headteacher, the deputy and teachers concerned with discipline in schools.
12. Head teachers should punish wrong doers heavily and if the behaviour persists then they should expel the concerned students.
13. Parents should use a good style of managing their children, not to be very authoritarian, authoritative and not very permissive to leave room for the children to misbehave.
14. The relationship of parents in the presence of their children should be conducive for the children to emulate them, it should not be a violence relationship, fighting and taking drugs in the presence of their children.
15. Parents should assert themselves as the first consolers of their children and not to leave that to teachers in school and church leaders. They should counsel them on sexual issues, drugs and about the acceptable behaviour to the society.
16. Deviant behaviour in schools is caused by students getting a lot of the money from parents and channeling this money to buying of drugs and in doing immoral activities. Parents should not give that amount which can make their children deviate and become a deviant.
17. Parents should be going to schools to see the administrations about the on going of their children and they share with teachers how the children conduct themselves during vacations.
18. The Board of Governors should start programmes in school to be rewarding students at the end of each academic year. Rewards should be given to different categories of students like to well behaved students to motivate others to behave well, to brought students, students with responsibilities in school and most active students. The rewards can be in form of presents tours or parties.
19. Board of Governors, should be going to their respective schools and talk to the students on what is expected of them and the plans they have for the schools.

20. If the deviant behaviour in the schools (Board of Governors members) persists, then they can suspend or expel depending on the nature of the offences.
21. The Ministry of education should have some programmes specific topics to be taught in schools and colleges so that teachers and students can know what is expected of them.
22. The ministry should train teachers for guidance and counseling in secondary schools.
23. The mass media should select what is right for youth but not to show things, which bring detrimental effects to them.
24. The ministry of education should reduce the number of subjects done by Secondary school students to a manageable number, which cannot give room to deviant behaviour.
25. The school community should come up with joint efforts of dealing with deviant behaviour and not just leaving the head teachers and Board of Governor members to deal with the behaviour alone.
26. Parents and teacher should warn students against bad company for they influence their behaviour negatively.
27. The school administrators can still use parents and the school neighbours to assist them in identifying deviant behaviours of their students by not relying on the school community only.
28. Further research on this area should be done in other districts.
29. To let students participate in making policy guidelines on issues that effect students conduct of behaviour in the school.
30. To provide an open Forum involving students as individuals and as groups. The forums could be routing meetings discussions in the school.
31. To involve students directly and indirectly in setting rules and regulations governing the school environment. The idea of involving students is to create a situations where there is discipline and orderliness even without the teachers.



## BIBLIOGRAPHY

Amir, Menachem (1971). Patterns of forcible rape. Chicago: University of Chicago Press.

Ayd, F. J. (1957). Emotional problems in children: The use of drugs in therapeutic management New York: Logos press

Balkan, Sheila, Berger, Ronald J. and Schmidt, Janet (1980), Crime and deviance in America: A critical approach. Belmont, California: Wadsworth.

Becker, Howard S. (1963). Outsiders: studies in the sociology of deviance: New York: Free Press

Besap Valerie (1989) Bullies and victims in schools  
London: Open University Press.

Bender, Laretta (1947) Psychopathic behaviour in children,  
Handbook of correctional psychology. New York: Philosophical library,  
Logos Press

Bill R. GearHeart (1980) Special education for the "80's" London:  
Published by C. V Mosby Company.

Bouvier, Leon F. (1980) "America's baby boom generation  
The fateful bulge" population bulletin Vol. 35 pp. 1 – 45.

Blumer H. (1934). "Collective behaviour". In A. M. Lee (ed), New outlines of the Principles of sociology New York: Barnes and Noble.

Brake, Mike (1980). The sociology of youth culture and youth subculture  
London: Routledge & Kegan Paul Publishing Press.

Bybee Rodger W. (1979) "Violence toward youth. A new perspective"  
Journal of social issues. Vol. 35 (spring). pp. 1- 14.

Coleman, James S. (1961). The Adolescent society  
New York: Free Press.

David B. Brinkerhoff and Lynn K. White (1985). Sociology:  
New York: West Publishing Company.

- Daily Nation (1998, September 13, p.5.)
- Daily Nation (1998, May p.4)
- Daily Nation (1998, July 24, p. 4)
- Daily Nation (1998, March 17 p. 9)
- Daily Nation (1999, May 26, p .8)
- Daily Nation (1998, July 13, p.23)
- Daily Nation (1999, June 23, p.10)
- Daily Nation (1998, July 4, p.16)
- Douglas, Jack D. and Wellster, Frances C. (1982). The Sociology of deviance: An introduction. Boston: Little Brown
- East African Standard Newspaper (1998, March 23, p. 4)
- Ezewu, Edward (1983) Sociology of Education  
Lagos: Longman Group Limited.
- Esnas. K. and P. Ndambuki (1999) Guidance and Counselling for Schools and Colleges. Nairobi: Oxford University Press.
- Elder, G. H. Jr (1974), Children of the great depression.  
Chicago: University of Chicago press
- Hargreaves D. H. et al (1975) Deviance in classrooms.  
London: Broadway house Press.
- Hirschi, Travis (1969) Causes of delinquency  
Berkely and Los Angeles: University of California Press.
- Howard B. Kaplan (1975) Self attitudes and deviant behaviour  
California: Good year Press Co.
- James, F. Magary and John R. Elchorn (1961). The exceptional child.  
New York: Winston publishers.
- Johnson, Adelaide M. (1965). Individual antisocial behaviour.  
London: Broadway House Press.
- Kauffman, J. M. (1985) Characteristics of children's behaviour Disorders.  
Columbus: O.H Charles E Meril Publishers.
- Kenya Institute of education (1988). Secondary Social Education and Ethics.  
Nairobi: Published by Kenya Literature Bureau.

- Kochhar (1975). Discipline in schools:  
Chicago: University of Chicago Press.
- Krohn, Marvin D. Akers, Ronald and James L. (1980) "Social control and delinquent behaviour: An examination of the social bond".  
The sociological quarterly. Vol. 21 (Autumn)" pp. 529-543.
- Krohn, Marvin D. Akers, Ronald L. Radoserich, Marcia J. and Lanza – Kaduce, Lon (1980). "Social status and deviance" Criminology. Vol. 18: pp. 303-318.
- Mcintosh, James (1974). Perspective on marginality and understanding deviance: Boston: Boston Press
- Morhmer, Ostow (1979). Sexual Deviation.  
New York: New York Books Company.
- Ndurumo M. M. (1986). An analysis of the life Recommendation to Designate schools for the Hearing Impaired based on childrens oral competence. Nairobi: Kenya Institute of Education
- Simon, (1996). Parents and peer groups as mediators of the effect of community structure. Journal community Psychology. Vol. 48 pp.145-171.
- Sunday Nation (1998, March 24 p.28)
- Tyerman, (1965). Truancy: Beverly Hills, California:  
Sage publications.
- Walla, M. A Kogan (1985) 'Social problems': American Journal of Sociology Vol. 90 (March 1985 p. 28).
- Wilensky and Harold (1996). 'Sociology' American Journal of Community Psychology Vol. 24 (February 1996 p.18).
- Winfree, T and Taylor (1983). Social learning and Adolence, Marijuana use, Journal of Rural sociology. Vol. 48 pp 219-239.

## Appendix 1

### Questionnaire for the Student

Dear respondents,

The information given here is strictly for academic purpose and will be treated in total confidentiality. The aim is to investigate the factors contributing to common deviant behavior patterns among secondary school students in rural schools in Mtito-Andei division. All this is for the partial requirement for the registration for the Degree of Master of Education in Educational Administration and Planning at the University of Nairobi.

Complete the questions as required

Thanks in advance.

**Kyungu John Nthiw'a**

E/55/P/8254/99

Part A: Bio Data

Age \_\_\_\_\_ Years

Sex Female [  ] [  ] Male

Form \_\_\_\_\_

#### Part b: Parental behaviour

1. (a) How many are you in your family?

(1,2,3,4,5,6,7,8,9,10,11,12)

(b) What is your position? (Tick the one, which is right)

First (  ) Second (  ) Middle child (  ) Last born (  )

2. What is the occupation of your parents?

3. (a) Do your parents (i) Smoke (  )

(ii) Take beer (  )

(iii) Chew Miraa (  )

(b) Name other drugs that they take which are not in this list.

4. Do your parents encourage you to take drugs Yes? (  ) No (  )

5. Do you consider your parents very strict? Yes (  ) No (  )

6. What kind of punishments do they administer to you or to any other member of the family when they do wrong or misbehave?

7. Are there cases of victimization or quarrelling between your parents?

Yes (  ) No (  )

8. Do you stay with (Tick the right one)

(i) Your mother alone? (  )

(ii) Your father alone? (  )

(iii) With both of your parents? (  )

(iv) With other relatives? (  )

Specify \_\_\_\_\_

10. How much pocket money do your parents / guardians give per month?

\_\_\_\_\_

10. Which of these items are owned by your family?

- (i) A vehicle ( )
- (ii) Refrigerator ( )
  
- (iii) Sofa sets ( )
- (iv) Gas cooker ( )
- (v) TV ( )
- (vi) Dining table ( )
- (vii) Wall unit ( )
- (viii) Tractors ( )
- (ix) Cattle ( ) Say how many \_\_\_\_\_
- (x) Goats ( ) Say how many \_\_\_\_\_

11. Do you have farm laborers in your farm? Yes ( ) No ( )  
If yes, say how many \_\_\_\_\_

**Part c. Students behaviour pattern**

1. Do you
  - (a) Smoke cigarettes? ( )
  - (b) Chew miraa? ( )
  - (c) Take beer? ( )
  - (d) Take any other drug? ( )
  - (e) The above are not applicable? ( )Specify \_\_\_\_\_
2. Who taught you about the drugs above?
  - (i) Peer group ( )
  - (ii) Parents ( )
  - (iii) Teachers ( )
  - (iv) Others ( )
3. Tick the appropriate answers for the following questions.  
Have you ever heard cases of stealing in your school from fellow students?  
Yes ( ) No ( )
4. Are these students in your school who cheat in examinations?  
Yes ( ) No ( )
5. Do boys receive girls in their dormitories or girls receive boys in their dormitories?  
Yes ( ) No ( )
6. Have you ever seen condoms around your school compound?  
Yes ( ) No ( )
7. Are these students in your school who go out of school compound without their school uniform?  
Yes ( ) No ( )
8. Are there students in your school who leave school without permission of the teachers?  
Yes ( ) No ( )
9. Have you ever experienced any beating of the junior students by the senior ones?  
Yes ( ) No ( )
10. Have you ever heard of cases of students in your school committing suicide?  
Yes ( ) No ( )
11. Have students in your school ever caused mass destruction in school?



## Appendix 2

### Questionnaire for Teachers

Dear respondents,

The information given here is strictly for academic purpose, which is going to be treated total confidentiality. The aim is to investigate the factors contributing to common deviant behavior patterns among secondary school students in rural schools in Mtito-Andei division for the partial requirement for registration for the Degree of Master of Education in Educational Administration and Planning of the University of Nairobi.

Complete the questions as required

Thanks in advance

**Kyungu John Nthiwa**

E/55/P/8254/99

#### Part b

1. Tick the appropriate common deviant behavior in your school.

- (i) Stealing ( )
- (ii) Dishonesty among students ( )
- (iii) Sex offences ( )
- (iv) Not taking orders from teachers ( )
- (v) Truancy ( )
- (vi) Mass demonstration ( )
- (vii) strikes ( )

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

2. What are the causes of deviant behavior in your school?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

3. Do you think that teachers may contribute to deviant behavior among students Yes ( ) No ( )

4. If the answer in (3) is yes, how do they do it

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

5. How do you identify deviant behavior in your school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How many students have been sent home this year due to misbehaving within the School compound? \_\_\_\_\_

7. What measures do you have in your school to control deviant among students? List them down.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Appendix 3

#### Questionnaire for members of Board of Governors

Dear Respondents,

The information given here is strictly for academic purpose, which is going to be treated in total confidentiality. The aim is to investigate the factors contributing to common deviant behavior patterns among secondary school students in rural schools. In Mtito-Andei division for the Degree of Master of Education in Educational Administration and Planning at the University of Nairobi.

Complete the questions as required

Thanks in advance.

**Kyungu John Nthiw'a**

E/55/P/8254/99

1. How long have you served as a B O G. member in this school?  
Years \_\_\_\_\_ Months \_\_\_\_\_
2. How many cases of deviant behavior have ever been reported to the B O G. during your tenure / period?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What nature of deviant behaviour were they of ?  
\_\_\_\_\_  
\_\_\_\_\_
4. How did you solve the deviant behaviour in question 3 above?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you assist the administration in dealing with deviant behaviour in your school?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What measures do you have in place to curb deviant behavior in future? List them down.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
  - (iv) \_\_\_\_\_
  - (v) \_\_\_\_\_



7. Does the school community like some of the deviant behaviour shown by secondary school students? Show the degree by ticking appropriately.

<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>