

**SCHOOL RELATED FACTORS THAT LEAD TO JUVENILE
DELINQUENCY: THE CASE OF SECONDARY SCHOOLS IN NJIRU
DISTRICT, EMBAKASI DIVISION NAIROBI.**

By
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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF
SOCIOLOGY (COUNSELING) OF THE UNIVERSITY OF NAIROBI**

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NOVEMBER, 2011

Declaration

This project work is my original research work and to the best of my knowledge, it has not been presented for Masters Degree award anywhere else.

Signature Anjeri Date 25/11/2011

Anne N. Njoroge

C50/9042/2006

Declaration by the supervisor

This project work has been submitted for examination with my approach.

Supervisor

Signature J.Mburugu Date 25/11/2011

Professor Mburugu

Dedication

This work has been dedicated to my husband, Peter Muiruri for his support during my studies; to my dear children Joan Wangari, Kevin Muiruri and Malcom Kagwai who encouraged me through this study. My children gave me the will to continue even when the going was tough.

Abstract

The purpose of this study was to examine the school related factors that lead to juvenile delinquency in public secondary schools. The study was carried out in public secondary schools in Njiru District, Embakasi Division. The objective of the was to find out how school related factors promote juvenile delinquency.

The study used a survey design. The target populations for this study were Deputy Principals, Heads of Guidance and Counseling Department, class teachers and students; in some selected public secondary schools in Njiru District. The sample size was one hundred and thirteen (113) respondents namely; four Deputy Principals, four Heads of Guidance and Counseling, 9 class teachers and 96 students. Systematic random sampling was used to select the subjects under study. The data was collected by use of questionnaires and interview guides. The data was analyzed using frequencies and percentages.

The study found out that schools in poor neighbourhoods have more delinquent cases than schools in richer neighbourhoods. It was also noted that school related factors promote delinquency. The study also found that schools that are located in polluted environments have more delinquent cases than schools that are located in favourable environments.

The researcher recommended that schools should not be located near noisy roads, or in polluted environments. Delinquent students should not just be left to go through the school system but programs should be put in place so as to help them desist from these vices. Programs like effective guidance and counseling, life skills programs and clubs like peer educators should embraced in schools to help curb juvenile delinquency.

The government and non governmental organizations should help schools in poor areas to start income generating projects so that the needy students can be kept in school as much as possible.

Acknowledgement

I am most grateful to God who enabled me to successfully complete this study.

My sincere thanks also go to my supervisor Professor Mburugu for his tireless efforts to see me through this study. His wise counsel, patience, encouragement, constructive and innumerable suggestions greatly helped me and for this I am very grateful.

I also pay special tribute to my mentor and friend, Lucy Ndung'u, who encouraged me throughout the study. Lucy Kariuki and David Kamau also encouraged me to finish this work and I am therefore very grateful to them.

I thank God for my pastor and church members who prayed with me throughout this study.

Lastly but not least, am greatly indebted to Eunice Mbithe for typing and editing my work.

God bless you all.

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LIST OF ACRONYMS AND ABBREVIATIONS

- CDF** - **Constituency Development Fund**
- HOD** - **Head of Department**
- NGOs** - **Non-Governmental Organizations**

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

In the last 50 years juvenile delinquency has become a major concern to psychologists, sociologists, criminologists and the society at large. Juvenile delinquency has been on the increase since WW II among the industrialized and developed countries as well as the 3rd world countries. For example, while in Minnesota in U.S.A a teen shot dead nine people at Red Lake High School, in Kenya 67 students died at Kyanguli High School of arson from fellow students.

Loeber et al (2003) says that data on child delinquents, shows that the number of children brought before American courts increased by a third between 1990 and 2000. The pattern is a cause for concern as these children are likely to become adult offenders. According to Siegel et al (1997), delinquency is not only a deviation but a form of loss and desolation, combining all manifestations of depravity and moral decay. Juvenile delinquency refers to a broad range of behaviors from socially unacceptable behavior, to status offenses, to criminal acts. Criminal acts may range from robbery, aggravated assault, rape and homicide, while status offenses include truancy, underage drinking, sexual promiscuity and uncontrollability. These are performed by youth under specified age (in Kenya 18 years), which classifies them as juvenile offenses (Santrock, 2006).

Numerous studies have confirmed that school related variables are more important contributing factors to delinquent behavior than the effects of either the family or friends (Delbert, et al, 1974). This is because schools are responsible for educating virtually everyone during most of their formative years and also because so much of an adolescent's time is spent in school.

Therefore there is a logical relationship between delinquent behavior and what is happening or not happening in classrooms throughout the world.

The U.S Senate subcommittee on delinquency (1977) contends that many of the underlying problems of delinquency as well as their prevention and control are intimately connected with the nature and quality of the school experiences. Thus most therapists agree that the educational system bears some responsibility for the high rate of juvenile crime.

The school plays a significant role in shaping the values and norms of children in the society. In traditional societies, most children were socialized in the family but with the technological advancement and the global trend on compulsory public education, schooling has been made a legal obligation for everyone. The school has therefore become the primary instrument for socialization, the basic conduit through which the community and adult influences enter into the lives of adolescents, (Polk et al, 1972).

The school has also become the primary determinant of economic and social status in modern society. Education holds the key to a job that makes one labeled as 'successful' hence the important determinant of economic success. Thus schools are geared towards producing success in the form of academic achievement which provides the key to position and success in society. Students who do not conform to the educational standards choose to drop out of school, and those drop outs are more likely to continue offending into adulthood.

Students' behavior which may have roots in school experience may range from minor breaking of school rules such as noise making, loitering, name calling, lateness and rudeness to teachers,

to more serious crimes such as assault, arson, burglary, drug abuse, vandalism of school property etc. (Siegel, et al, 1997). With the crumbling of the traditional family units and with the little time modern parents have to spend with their children, much responsibility has been placed on the schools and teachers. This implies that schools have to take on responsibilities that are more concerned with the social welfare of the students than with merely classroom instruction. (Chepteting 2003)

Educational institutions are one of the primary instruments of socialization hence they are bound to affect the amount of delinquent behavior by school age children. In any society adolescents are the single most vulnerable human resource because they ensure the continuity of that particular society.

Webster's College Dictionary (2001) defines the school environment as "the aggregate of surrounding things, conditions, or influences in the life of a learner who is in an institution for teaching persons under college age."

Therefore without proper and carefully thought out interventions the schools will continue to breed delinquents hence the future of such children is not certain.

1.1 Problem Statement

In every society, the learner spends most of his/her active hours in school hence the school has a major influence in the life of a learner. Schools play two main functions in the learner's lives, that is, the normative and the social ones.

The normative functions equip learners with the required theoretical standards of acceptable behavior in the society by giving them rules and regulations while the social functions teach learners their roles and also establish behavior patterns appropriate to each role. Patterson (1962)

Many of the underlying problems of youth crime are directly related to the school environment.

Gottfredson et al (2005) contends that schools are the primary settings in which most delinquency occurs and the most promising settings for the prevention of the same.

There are various school-related problems that lead to delinquent behavior. These are, for example the fear of failure, lack of a diversified and intensified curriculum, pressure to conform by peers, inability to see the need of education or the relevance to school, unfair punishment by teachers, bullying by the other students, discrimination and stigmatization by teachers and students, sexual harassment by other students, teachers and the support staff such as watchmen, cooks, bursars, cleaners etc. It is important therefore to understand the school related factors and the way they lead to juvenile delinquency so as to mitigate against them. School delinquency if not well handled, goes on into adulthood.

1.3 Purpose of the Study

This study seeks to understand the school related factors that promote delinquent behavior among students. The ultimate aim of this study is to give vital information that can be used to formulate a preventive program so as to desist the youth from delinquent acts while still at school. It will also explore how a regular school can be used as a key partner in the prevention of delinquent behavior in Kenya. This will be by enlightening education policy makers on the educational needs of juvenile delinquents and how to counter the deviant behavior in schools.

1.4 Research Questions

1. To what extent does impaired academic performance influence juvenile delinquency?
2. Does the location of the school promote juvenile delinquency?
3. Do the school rules and regulations play any role in promoting juvenile delinquency?
4. How does socialization at school promote juvenile delinquency?

1.5 Specific objective

To examine the factors in the school environment that promote juvenile delinquency.

General objectives

1. To investigate the role that impaired academic performance plays in promoting juvenile delinquency in schools.
2. To establish whether the school location contributes to juvenile delinquency.
3. To determine the relationship between school rules and juvenile delinquency
4. To find out whether socialization at school promotes juvenile delinquency

1.6 Justification of the Study

In order to address the issue of the ever-increasing number of juvenile delinquents and its associated impact in the country, detailed studies are needed to evaluate the role the school environment plays in promoting juvenile delinquency.

It is envisaged that the study will be useful to the policy makers especially the Ministry of Education and the curriculum developers in providing inputs into projects and programs that seek to address the problem of juvenile delinquency in the country.

Further, it is anticipated that the findings of this study will provide useful information to professionals such as educators, police officers, social workers, the clergy and parents all of whom are charged with the responsibility of training, guiding, counseling and rehabilitating the youth offenders.

Finally, it is hoped that the research findings from this study will be useful to other researchers who are interested in the same area in identifying a missing link, for it is not possible to exhaust all the school related factors that influence juvenile delinquency.

1.7 Scope and Limitation of the Study

This sub-section defines the boundaries of this study. The study covered public secondary schools in the Eastlands of Nairobi, Njiru district by looking at the school related factors that promote delinquent behavior. The selection of these schools was based on accessibility, location of schools and population density.

The study was limited to government secondary schools only. This research sought to get responses from Deputy Heads of schools, Heads of the guidance and counseling Departments, Form three class teachers and the Form three students.

This research faced problems due to the vastness of the district, availability and willingness of the Deputy head teachers, and form three class teachers to divulge information on the delinquent behavior of the students and accessibility of the schools as some of them are far from the main road.

1.8 Assumptions of the Study

The study was based on the following assumptions;

1. The subjects were willing and honest in talking about their school experiences and delinquent acts thus, their views were a true reflection of the situation at hand.
2. The school plays a significant role in the bringing up of a morally upright individual.

1.9 Operational Definition of Terms

1. Impaired academic performance – these are the difficulties in academic performance in one or several subjects, especially manifested through reading, comprehension, communication, computation, analysis, synthesizing, failure to do assignments etc.
2. Adolescence – a transition period between the end of childhood and beginning of adulthood – roughly between the ages of 12 -20 years.
3. Child – between the ages of 14-18 years.
4. Deviant – an unacceptable way of doing things.
5. Juvenile delinquent – a child aged 10-18 years who have committed an offence ordinarily punishable by criminal processes, but who are underage, which is 18 years in Kenya.
6. Juvenile – someone between ages 7 -18. Someone who is not yet an adult.
7. H.O.D – Heads Of Department

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter gives some background information as well as an overview and summary of what others have done on school related factors that lead to delinquency. According to Singleton et al (1988:475), literature review must make clear the theoretical content of the problem under investigation and how others have studied it.

2.1 Academic Performance

The emphasis on the value of education is fostered by the parents, the government, media, and the schools themselves. Regardless of their social or economic background most students grow up believing that education is the key to success. Despite their apparent acceptance of the value of education, many schools and institutions do not meet acceptable standards.

The school plays a significant role in shaping the values and norms of students. Schools are geared towards producing success in the form of academic achievement, which provides the key to profit and position in society. Students derive much of their identity out of what happens to them in school. They must participate in the education system not only because it's a policy but also because of the notion that success is defined in terms of technical or professional skills which are only acquired through formal education (Siegel et al, 1997).

A study done by Gold (1978), showed that students who do well academically have a better attitude about themselves than do weak students. Poor academic performance has been directly linked to delinquent behavior. There is general consensus that students who are chronic underachievers in school are also the most likely to be delinquent (Rathus, 1990). A research done by Thornberry et al (1991) concluded that students who report that they do not like school

do not do well in school and do not concentrate on their homework and are also the ones most likely to self-report delinquent acts.

Dissatisfaction with the educational experience frequently sets the stage for more serious forms of delinquency both in and out of school. Some dissatisfied students choose to drop out of school as soon as they reach the legal age and recent data indicates that dropouts are more likely to continue offending into adulthood.

Students with emotional problems experience academic difficulties in comparison to the same age peers with less emotional problems in class. According to Meese (1996), few students with emotional problems advance academically. As a result, those students with emotional challenges may experience a poor self-concept and a lowered self-esteem. Learners who exhibit various inappropriate emotional behaviors are less likely to demonstrate acceptable academic achievement and the students with low academic achievements are more likely to experience negative social consequences which may promote misbehaviors. Wright (1974) did a study which showed that 90% of juvenile delinquents have clinically proven learning difficulties.

Educational failure evokes negative responses from important people in the learner's life including teachers, parents and guardians. These reactions help solidify feelings of social inadequacy and in some cases, lead the underachieving student into a pattern of chronic delinquency.

School failure according to Gold (1978), leads to psychological and behavioral dysfunctions which are the actual cause of many antisocial behaviors.

Academic tracking, that is, dividing the students into groups according to ability and achievement level has been looked at by Waitrowski et al (1982) as a contributor to school delinquency. Students who perform poorly in school academically and are therefore placed in the last group of maybe grades 'E' and 'D', will most likely engage in misbehavior in school and commit more delinquent acts. These students suffer from the labeling effect and are stigmatized leading to low self-esteem which increases the potential for trouble-making both in and out of school. Oakes (1985) argues that the negative school labels such as 'slow learners', 'weak students', 'failures', 'poor students' and so on keep these students from having any hope of

achieving academic success, thereby causing a lack of motivation, failure and rebellion, all of which may foster delinquent behavior.

The adolescent who fails at school and engages in delinquency may be experiencing drug use, depression, abuse, malnutrition and disease, which are all symptoms of a generally troubled lifestyle (Farrington, 1992).

2.2 Student's Backgrounds

There is little disagreement that family relationships are a pivotal determinant of adolescents' behavior through their life course. Children growing up in a household characterized by abuse, conflict and tension, whose parents are absent or separated, and who lack familial love and support will be the ones most likely to engage in violence and delinquency (Lincoln et al, 1985).

Henggeler (1989) on his study on Delinquency and Adolescence found out that children growing up in a home with one or both parents absent due to divorce, separation or death may be prone to antisocial behavior, because a child is first socialized at home, and from the beginning learn behaviors, values and beliefs from parents.

A study done by Krohn et al (1995) revealed that children who live with single parents receive less encouragement and less help with schoolwork. This means that these children achieve less in school academically and poor school achievement has been associated with delinquent behavior.

Santrock (2006) did a study which revealed that when fathers are highly involved in parenting, their children will have increased cognitive competence and a more internal locus of control. This therefore means that positive paternal involvement in the students' life is closely associated

with a low incidence of disruptive behavior, more responsible behavior and thus more pro social, positive and moral behavior overall.

Social class or social economic status is determined by factors such as family income, educational achievement and occupational level of parents. Children from middle and upper social classes are reared in advantageous environments compared to those from the lower class status according to Nelson et al (2003).

Adolescents in poverty often face problems at home and at school that present barriers to their learning (McLoyd, 2000). At home they might have parents who do not set high standards for them, who are incapable of helping them read or with their homework, and who do not have enough money to pay for their educational materials and experiences such as books and trips to zoos and museums. These students may live in areas where crime and violence are a way of life. Lower class juveniles are more likely to engage in delinquency because of the need for money. In school, students from low class families are more likely to steal items from their colleagues because of lack.

A study on Delinquency done by Elliot et al (1980) discovered that the average number of crimes committed by a lower-class juvenile were about four times as high as the average number committed by a middle-class juvenile.

2.3 School Location

Data suggests that school delinquency is largely due to the differences between students who attend the schools and the communities in which the schools are located. Delinquency rates are

higher in schools that have a higher percentage of students who are less able, poor and male. They are also higher in schools that are located in urban communities, with high rates of crime, poverty, unemployment, and female-headed households.

A number of researchers have observed that school crime and disruption are functions of the community in which the school is located. In other words, crime in schools does not occur in isolation from crime in the community. Siegel et al (1997) found that crime in schools reflect the patterns of antisocial behavior that exists in the surrounding neighborhoods. Schools in high crime areas experience more crime than schools in safer areas.

Schools from impoverished backgrounds often have few resources than schools in richer neighborhoods and are more likely to have students with lower academic test scores, lower graduation rates and fewer students going to college. Santrock (2001) discovered that far too many schools in low neighborhoods provide students with environments that are not conducive for effective learning and the schools' buildings and classrooms are often old, crumbling and poorly maintained.

Studies have shown that students whose homes and schools are near noisy environments perform less well in Mathematics and on puzzle-solving tasks than children whose homes and schools are in quiet neighborhoods (Cohen et al, 1986).

According to a study by Standing (1990), introverts in noisy environments perform less well on comprehension tasks than extraverts who are able to tolerate noisy conditions without negative effects.

On smelly environments, Kenneth et al (1972) found out that in general, air that smells bad elicits negative emotions, resulting in less friendly interpersonal behavior and therefore a recipe for delinquent acts. In contrast, air containing a pleasant smell is a source of positive effect with beneficial consequences.

McCain et al (1985) contends that students in schools that are in less populated areas have more positive attitudes about the institutions environments and as such there is less crime and less absenteeism. Social density seems to cause negative responses; such responses include unpleasant emotions, physiological arousal, diminished attraction towards strangers and an inability to perform complex tasks.

2.4 School Leadership

Students' school life involves thousands of hours of interactions with teachers. Delinquency is lower in schools where teachers have a positive attitude towards students and show concern for them. Such concern is shown by a teacher meeting with students who are having problems and by a teacher attempting to create a pleasant physical space for students to work. Studies show that close student-teacher relationships are associated with positive outcomes whereas conflicted relationships are linked with unfavorable school attitudes, classroom disengagement and poor academic performance (Agnew, 2001).

Delinquency has been found to be lower in schools where there are clear rules for behavior and where these rules are consistently enforced in a fair manner. Schools with unclear or ambiguous rules have higher rates of delinquency as do schools that fail to enforce their rules. Schools with

lowest rates of delinquency are found in schools on the one hand; they have clear rules that are uniformly enforced and they are academically demanding.

Delinquency is lower in schools where administrators keep teachers informed of disciplinary efforts. This cooperation probably makes it easier for schools to develop and effectively enforce a clear set of rules.

Certain studies suggest that delinquency rates are higher in schools that use physical punishment and that make use of punishment. In fact, there is some evidence that overly punitive discipline contributes to higher rates of delinquency (Agnew, 2001).

Effective punishment is not overly harsh. Data suggests that punishments using physical violence and verbal use are not effective. In fact, they tend to increase delinquency.

Such punishments might create fear and resentment in the child and break the bonds of respect.

Many researchers recommend punishments like verbally condemning the act and explaining why it is wrong, time out, withdrawal of privileges and requiring the juvenile to perform certain tasks.

In many schools, students have little voice in decision making. Some of them feel excluded from the educational process and such alienation may at times result in withdrawal from or overt hostility towards the school and all that it represents. The students who feel that school rules are unfair will be the ones most likely to engage in school misconduct or commit delinquent acts.

2.5 Socialization at School

As juveniles enter adolescence, the peer group comes to occupy a central place in their lives.

Adolescents start spending much more time with their peers: they attach more importance to their peers and they are more strongly influenced by their peers (Thornberry et al, 1998). It is no surprise, then, that most adolescents who commit delinquent offenses do so in the company of

peers. One study based on a nationally representative sample of adolescents in the US found that 73% of delinquent offenses were committed in a group. Most people prefer to associate with people who are like them, so delinquents may choose to associate with fellow delinquents (Agnew, 1991).

Delinquent peers affect each other by reinforcing each other's behavior, providing delinquent models and by fostering beliefs that are conducive to delinquency. Having delinquent friends may reduce the juvenile's fear of social suctions. The support provided by delinquent friends may reduce the fear of retaliation and condemnation by others. (Warr 1996)

Students attending isolated, impersonal schools that have curriculums that are irrelevant to their needs will develop support groups that encourage unconventional values. In fact, evidence exists that in many schools, alienated youths form groups systems. These members will participate in a higher-than-normal amount of delinquent activity.

Juveniles with a strong need for thrills and excitement will probably be more attracted to the activities of delinquent groups.

2.6 Theoretical Implication

This study draws theoretical backing from the works of Agnew (2001). According to this author, there are good reasons for expecting the school to have an effect on delinquency. This is because most juveniles spend a great deal of time in school, and school experiences may have a significant impact on the level of strain, the level of control and the extent to which they learn delinquent or conventional behavior. Many juveniles do poorly in school and they come to dislike or even hate it. School becomes a source of strain for them; it exercises little control over

them and it provides a context for associating with other dissatisfied, often delinquent adolescents (Agnew, 2001).

2.7 Theories

A theory is an attempt to explain something or describe the causes of something. Three theories that explain delinquency will be focused.

2.7.1 Strain Theory

Was first proposed by Robert Merton in 1938 Emily Durkheim, a French Sociologist had first employed the concept of anomie to describe the social malaise that accompanied the breakdown of existing social rules and values brought about by rapid social change (Durkheim, 1950).

When established norms, customs and practices are made obsolete the result is a collective sense of social insecurity and normlessness. Anomic conditions arise when the rule of law becomes weakened and powerless to maintain social control. Under this condition, crime can be considered a 'normal' response to existing social conditions.

When juveniles experience strain or stress, they become upset and they sometimes engage in delinquency as a result. They may engage in delinquency to reduce or escape from the strain they are experiencing. For example, a student may engage in violence so as to end harassment from others. A form one student may become aggressive so as to stop others from bullying him/her.

One may steal to reduce financial problems. Another one may turn to deviant peers to escape from harassment by the bigger students. Students may also perform delinquent acts to seek revenge against those who have wronged them. They may engage in illicit drug use in an effort to feel better.

Many of the delinquent acts can be expressed using this strain theory. Most of the delinquent acts are committed as a result of a strain or stress. All strain theorists argue that a major type of strain is that failure to achieve one's goals. They argue that many adolescents place special emphasis on certain goals and that the failure to achieve these goals contributes to higher levels of delinquency. These goals include money, status or respect and autonomy from parents and teachers.

Adolescents in school need money for 'bread, sugar, butter, nice shoes, uniform etc. however, most from the poor backgrounds are not able to obtain the money they need through legal channels such as parents and work. As a consequence, such adolescents experience a strain and they may attempt to get the money through illegal channels such as stealing items like calculators, textbooks etc., prostitution and selling drugs.

Closely related to the desire for money is the desire for status and respect (Cohen, 1955).

People want to be positively regarded by others and they want to be treated respectfully, which at a minimum involves being treated in a fair or just manner (Agnew, 1992).

Data suggests that anger is often the result of disrespectful or unjust treatment (Agnew, 1992).

Most male juveniles experience difficulties in their desire to be treated as men. Such juveniles may attempt to 'accomplish masculinity' through delinquency. They may engage in delinquent acts to demonstrate that they possess traits like toughness, dominance and independence. They may fight to force others into giving them the respect they believe they deserve as 'real men'.

This may explain why we have bullies in schools.

These juveniles may also adopt a tough demeanor, respond to even minor shows of disrespect with violence and occasionally assault or rob others in an effort to establish a tough reputation.

One study that has examined the relationship between autonomy and delinquency found out that adolescents with a strong need for autonomy were higher in delinquency and that one of the reasons for their behavior was that they were angrier and more frustrated. These are some of those who will fight with teachers because they do not want to do their homework or clean up their classes or dormitories (Agnew, 2001)

Others engage in delinquent acts like cheating in exams because they are unable to achieve the academic grades that are expected of them.

2.7.2 Social Learning Theory

This theory suggests that juveniles learn to engage in delinquency primarily through association with others. They are reinforced for delinquency; they learn beliefs that are favorable to delinquency and they are exposed to delinquent models. As a consequence, they come to view delinquency as a something that is desirable or at least justifiable in certain situations (Bandura, 1986).

Students learn how to behave through their association with others in school. These others teach them to engage in delinquency through reinforcements they provide for their behavior. For example, a student may engage in fighting other students and if he wins the fight and he is cheered by his peers the behavior will have been reinforced. If he loses, and is ridiculed he might not fight again. A student may do drugs so as to stop being labeled a coward. This is a negative behavior that has been reinforced.

A student may be punished for a conventional behavior which may lead to delinquency. A student who studies hard may be called a 'bookworm'. A student who seems to cooperate with the teachers may be labeled a traitor and these conventional behaviors may be discarded so that the individual can conform to the influences of the peers.

Social learning theory argues that delinquency is less likely when it is sanctioned or punished and when conformity is reinforced. Students may be sanctioned by teachers or they may sanction themselves if they believe that delinquency is wrong.

2.7.3 Control Theory

Control theorists argue that people have needs and desires that are more easily satisfied through delinquency than through legal channels. For example, it is much easier to steal money than work for it. They argue that people differ in their level of control. Some believe that delinquency is only a little bit wrong and that they would not be heavily sanctioned if they committed a delinquency act. Students with low academic achievement might not have any control over their delinquent acts because they can see no future ahead of them since they have no plans of going to the university and they also might not have any scholarship to lose. In this case, nothing is holding them back from delinquency and so they are free to pursue their wants and desires in the most expedient way possible, which often involves delinquency.

Control theorists argue that the motivation for delinquency is more or less equally strong for everyone: that we all have unfulfilled wants and desires that would be more easily satisfied through delinquency. Delinquency is said to be largely a function of differences in the level of control. 'Control theories assume that the potential for a social conduct is present in everyone that we would all commit delinquent acts were we not somehow prevented from doing so. The

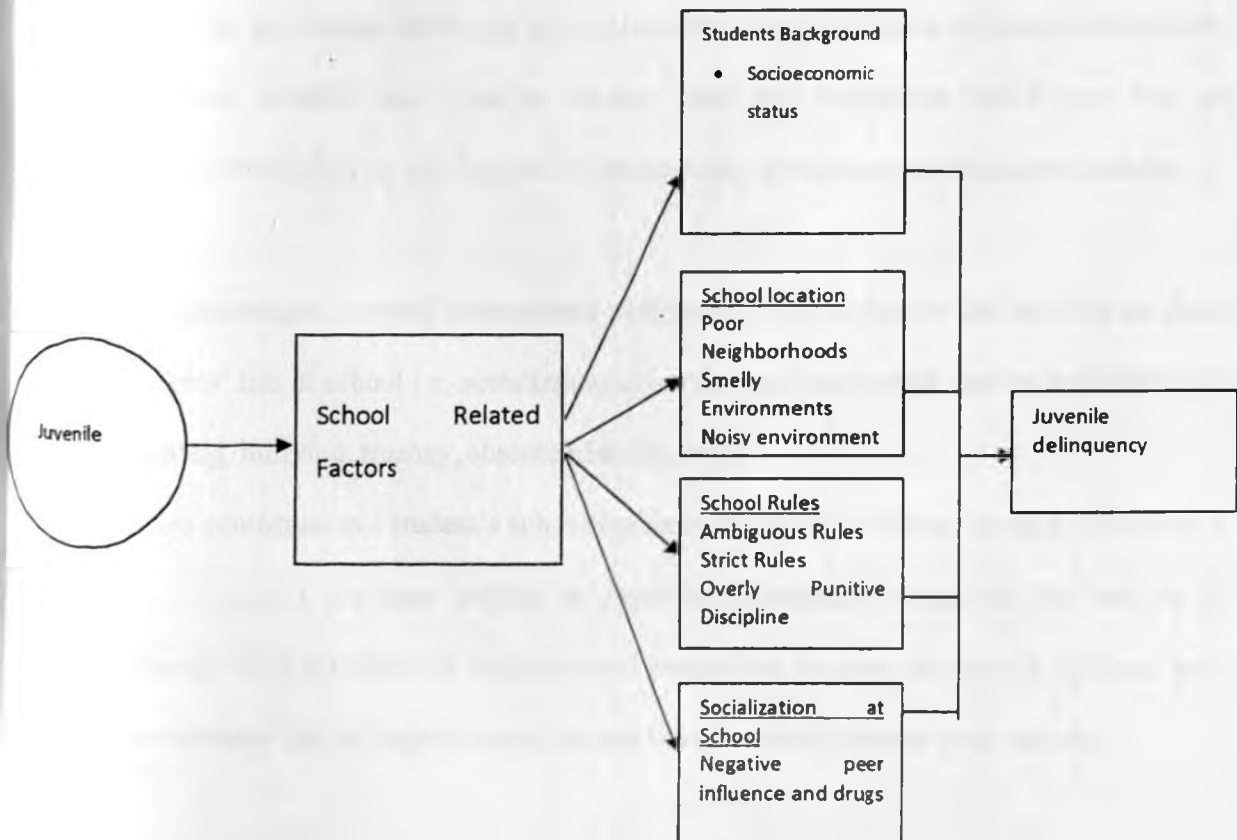
important differences between delinquents and non-delinquents are not differences in motivation; they are rather differences in the extent to which natural motives are controlled (Agnew, 1992).

Control is highest then when others try to control the juvenile's behavior, when the juvenile has a lot to lose by engaging in delinquency and when the juvenile tries to control his/ her own behavior. Control theory asks why juveniles conform rather than why they deviate. It says that we conform because of the controls or restraints placed on our behavior.

2.8 Conceptual Framework

According to the theoretical framework; factors such as the students' background, school location, school rules and socialization at school influences the juvenile; leading to mal adjusted behavior and then to juvenile delinquency.

Based on this, figure 1.1 illustrates this relationship.



In the main diagram (figure 1:1), the juvenile is the main concept. The student is affected by various school challenges such as the school location, the students' background, the school rules and socialization at school which could lead to delinquency.

The socio-economic background of the student could lead to stealing in school which is a case of delinquency. A student who does not have the basic necessities and some necessary learning materials as a result of a low socio-economic background could steal items from his colleagues and this is a delinquent act. Students, who come from families that engage in antisocial behaviours such as drunkenness, and drug abuse, may engage in juvenile delinquent because this could be part of their socialization.

School rules that are deemed harsh and strict by students may cause them to become delinquents. This is because students may want to disobey rules and regulations which they feel are oppressive and which they do not feel part of because they were not involved in their making.

Aggression, depression, low-self esteems and withdrawal could be factors that are brought about by the students' life at school i.e. socialization at school and these could lead to delinquent acts such as fighting, bullying, truancy, absenteeism and so on.

These factors contribute to a student's school problems resulting to students having difficulties in adjustment to school life thus leading to juvenile delinquency which can be said to be maladjustment. With an effective guidance and counseling program in schools, students with delinquent behavior can be helped to readjust and become useful citizens in the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research methods which were adopted in carrying out the research study. It is divided into the following sub-topics: Study location, target population, research design, sample and sampling procedures, research instruments, data collection procedures and data analysis and presentation.

3.2 Study Location

The study was carried out in Njiru District which is one of the administrative districts that make up the Embakasi Constituency, in Nairobi. The district has many secondary schools with very high enrolment rates due to the high population density of the area, which is relatively distributed in urban settlement patterns.

Due to the introduction of free secondary school program the increase in demand for education has gone up which means higher enrolment rates in the various secondary schools. Therefore there is need to investigate whether the school environment is a contributory factor to juvenile delinquency and the school related factors that lead to juvenile.

3.3 Target Population

Target population is a group or category of human beings, animals and objects which have one or more characteristics in common and have been selected as a focus of the study (Kombo D.K et al, 2006)

This study was carried out in Njiru District, Nairobi Province. Njiru district is divided into four administrative divisions/ estates namely Dandora, Kayole, Njiru/Mihango and Ruai.

The District has different categories of secondary schools namely public secondary schools, private academies, and faith/ Church based secondary schools. The target population for the purpose of this study was public secondary schools in the district. There are 7 public secondary schools in the district. i.e. Muhuri Muchiri, Dr. Mwenje, Ushirika Secondary school, Jehovah Jire. Dandora Secondary, Ruai Girls and Drumville Secondary.

3.4 Research Design

This study adopted a descriptive survey design of accessible population as it appears without manipulating it. A descriptive survey study attempts to collect data from members of a population in order to determine the current status of that population in respect to one or more variables. It also describes the state of affairs as they exist and deals with population distribution and interactions of different variables. The researcher infers information about a population of interest based on the responses of a sample drawn from the population.

Descriptive survey is concerned with gathering of facts or obtaining pertinent and precise information concerning the current status of the phenomena. It is an appropriate design because it has enabled the researcher to gather information concerning the actual school environment and the school related factors that lead to juvenile delinquency in schools in Njiru District.

3.5 Units of Analysis

The units of analysis of any social research are who or what is to be analyzed in the study (Singleton et al (1988). According to Trochim (1998 – 2000), units of analysis can be individuals, groups, artifacts (books, photos etc), and geographical units of social interactions.

The units of analysis of the study are school related factors that lead to juvenile delinquency in Njiru District.

3.5.1 Units of observation

Units of observation are entities or objects from which the study data is to be obtained. In this study, the units of observation are the students and data collected from teachers and students in the study.

3.6 Research Instruments

The study used both quantitative and qualitative data. Data was primary in nature and it was collected using structured questionnaires and interview guides for the key informants. Questionnaires and interview guides were used to gather data for this study. The deputy principals, the Heads of guidance and counseling and the form 3 class teachers were issued with an interview guide to seek information on the influence of school location, student's background, socialization at school and school leadership on delinquency. The form 3 students were issued with questionnaires to gather information on the school related factors that lead to delinquency.

3.7 Sample Size

A sample is a representative, part of a population. Thus by studying the sample, one can get to understand the characteristics of a population without having to study the entire population.

According to Ferguson (1981) a sample is any group sub aggregate drawn by appropriate method from population.

Four schools were selected for this study Out of the four schools, one is a boys boarding secondary school (provincial) and the rest are mixed secondary day schools (District). The study will use the deputy head teachers since they are in charge of discipline in the schools, class teachers, because they are directly responsible for the student behavior in their form three classes, teacher counselors and form 3 students in the sampled schools. The form 3 students were selected for this study because the form 2 and form 1 are still new in school and the form 4 students are busy preparing for their KCSE exams. The sample of the study included four Deputy Head teachers, four Heads of Guidance and Counseling Departments, nine form three class teachers and ninety six form three students forming a total of one hundred and thirteen respondents. As shown in the table (3.1) below.

Table 3.1: Sample population for the study

Schools	TARGET POPULATION		SAMPLE POPULATION				
	No. of form 3 students	Form 3 classes	Deputy head 100%	Teacher counselor	Class-teacher 100%	Form 3 students 20%	Total
Muhuri Muchiri	150	3	1	1	3	30	35
Dr. Mwenje	100	2	1	1	2	20	24
Jehova Jire	130	2	1	1	2	26	30
Ushirika Sec.	100	2	1	1	2	20	24
	480	9	4	4	9	96	113

3.8 Sampling techniques

Sampling is the procedure a researcher uses to gather people, places or things to study

This selection process of the sample is the sampling procedure or technique. Since the district is stratified according to its administrative divisions, purposive random sampling technique was used to select four (4) public secondary schools in Njiru District of Embakasi Constituency in Nairobi, namely Muhuri Muchiri, Dr. Mwenje, Jehovah Jire and Ushirika Secondary school

The following were automatically selected for this study; 4 deputy Head teachers, 9 form 3 class teachers from all the 4 schools and 4 teacher counselors. The selection of the 4 teacher counselors was based on the assumption that each school has a teacher in charge of students' guidance and counseling.

In selecting students, systematic random sampling technique was used. A list of all the form three students was obtained. The number totaled 480 as shown in Table 3.2 below.

Table 3.2: Sample population of the form three students

Schools	No. of form three students	Percentage	Sample size
Muhuri Muchiri	150	31.25	30
Dr. Mwenje	100	20.83	20
Jehovah Jire	130	27.03	26
Ushirika	100	20.83	20
Total	480	100	96

Muhuri Muchiri Secondary school is a boy's boarding school. The nth number was acquired to make the required number of the sample size. One hundred and fifty form three students were

divided by the sample size i.e. 30 and the answer was five. After this every fifth student was picked from the class list for this study. The same procedure was repeated for all the schools under study. Separate class list for both boys and girls were obtained and the same process was repeated.

3.9 Data Collection Procedures

The researcher got a research permit from MOE and a letter of introduction from the Department of Sociology at the University of Nairobi.

All questionnaires were delivered by the researcher to the respective respondents. This helped the researcher to familiarize with the schools and develop rapport with the respondents. The researcher made arrangements on when to collect the questionnaires after two weeks.

3.10 Data Analysis and Presentation

All completed research instruments were assembled and data analysis was based on information from the Deputy Principals, HODS of the Guidance and Counseling Department form three class teachers and the Form three students. Questionnaires from the students and Interview schedule responses have been recorded. All this information has been qualitatively analyzed and presented in a descriptive/ narrative form. Quantitative data has been analyzed using descriptive statistics and recorded in totals, percentages and frequencies to represent data from the study. Analysis of the study has been presented according to the study objectives.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

This section presents the analysis and findings from the primary data that was gathered from the respondents. All completed questionnaires from the students were edited for completeness and consistency. Summaries of data findings together with their possible interpretations have been presented by use of percentages and frequencies.

4.2 Demographic information of the students.

4.2.1 Distribution by age

The data collected regarding the age of the students who participated in study was analyzed and reported as shown in table 4.1 below

Table 4.1 Distribution of the students by age

Students ages (years)	Number	Percentage
16 – 17	20	20.83
17 – 18	51	53.12
18 and above	25	26.04
Total	96	100

From the table above, 20.83% of the students were aged between 16-17 years, while 53.12% were 17 - 18 and 26.04% were 18 and above. Students in form three should be 17 years old.

According to the findings of the study 76 of them are teenagers or adolescents, and adolescence

is a volatile period where most adolescents engage in delinquency. Those students who are above 18 can also be considered as adolescents because when they are together with others much younger than them, there is no difference in behavior.

4.2.2 Distribution by gender

The data collected regarding the gender of the students who participated in the study was analyzed and recorded as shown in table 4.2 below

Table 4.2: Distribution of the students by gender

Gender of the teachers	Number	Percentage
Male	65	67.71
Female	31	32.29
Total	96	100

Majority of the students who were interviewed were male (67.71%) while (32.29%) were female. This is because one of the schools under study was a purely boys boarding school while the other three were mixed secondary schools.

4.3 Distribution of students' according to their socioeconomic background and delinquency

4.3.1 Distribution of students' according to their socioeconomic background and the person the students live with being an indicator and involvement in truancy.

The respondents were asked to indicate the person they live with and whether they were involved in truancy. Data collected was analyzed and presented in table 4.3 below

Table 4.3 Distribution of students' according to the person the student lives with and involvement in truancy

The person the student lives with	Involvement in truancy	
	Number	Percentage
Both parents	10	10.4
Single mother	42	43.8
Single father	18	18.7
Guardians	26	27.1
Total	96	100.0

43.8% of the respondents who live with single mothers indicated that they have played truant, while 18.7% of those who live with single fathers responded that they had engaged in truancy. 27.1% of those who live with guardians had played truant, while those who live with both parents had the least involvement in truancy at 10.4%.

Students who live with single mothers had the highest involvement in truant incidences and this could be because the students are not afraid of their mothers. Another contributing factor to this could be that mothers are unable to control their children and also they may not have the time to find out whether their children went to school or not.

According to the key informants some students living with their guardians engage in truancy because the guardians do not take a keen interest in the lives of the students, since these are not their own children.

4.3.2 Distribution of students according to their socioeconomic background the indicator being the person the student lives and involvement in drug abuse

The data collected regarding the responses showing the person the respondents live with and involvement in drug abuse was analyzed and presented in table 4.4 below

Table 4.4 Distribution of the students' according to the person the student lives with and involvement in drug abuse

Person student lives with	Involvement in drug abuse	
	Number	Percentage
Both parents	17	17.7
Single mother	36	37.5
Single father	14	14.6
Guardians	29	30.2
Total	96	100.0

According to the respondents 37.5% of those who live with single mothers indicated that they have taken drugs. 30.2% of those who live with guardians also noted that they take drugs, while 14.6% of those who live with single fathers indicated they had taken drugs. 17.7%

Students who live with single mothers' abuse drugs more and this could be because most mothers are not able to take control over their children's lives. It could also be that they are busy looking for daily bread and they have little time to guide and counsel their children. A good number of respondents who live with their guardians abuse drugs and according to the key informants it could be because most of them are orphans who are mistreated by the people they live with. They take drugs to escape from the harsh realities of life.

4.3.3 Distribution of students according to their socioeconomic background the indicator being the person the student lives with and involvement in theft

The students were asked to indicate the person they live with and their involvement in theft. Data collected was analyzed and presented in table 4.5

Table 4.5 Distribution of students' according to the person the student lives with and involvement in theft.

The person the student lives with	Involvement in theft	
	Number	Percentage
Both parents	14	14.6
Single mother	42	43.6
Single father	13	13.5
Guardians	27	28.1
Total	96	100.0

According to the findings 43.6% of those respondents who live with single mothers indicated that they had engaged in theft. 28.1% of those who live with guardians noted that they had engaged in theft. Those respondents who live with both parents have a low number (14.6%) of involvement in theft incidence, same with those who live with single fathers.

Most students steal other students' items like calculators, textbooks, bags, uniforms and so on. These items are sold to get money for food and other basic necessities in their lives while there are those who do this to get money for drugs. According to key informants, those students who steal do so in the company of friends.

4.4 Distribution of students' according to their academic performance and delinquent behavior.

4.4.1 Distribution of students' according to their academic performance and involvement in cheating in exams

Respondents were asked to indicate their academic performance rating and their involvement in cheating in exams. Data collected was analyzed and presented in table 4.6 below.

Table 4.6 Distribution of students' according to academic performance and the number of times students cheated in exams

Academic performance	Involvement in cheating in exams	
	Number	Percentage
Above average	13	13.5
Average	52	54.3
Below average	31	32.2
Total	96	100.0

Only 13.5% of the respondents who are above average academically, indicated that they had cheated in exams. 54.2% of the respondents who are average academically, had cheated in exams and 32.2% of the respondents who are below average had cheated in exams. It is expected that those students who are below average will cheat in exams but this study found out otherwise. According to the key informants, the weak students academically are not so keen in their studies and so in most cases they will not cheat in exams. Most of those who are above average academically do their studies well and so they might not feel the need to cheat in exams. Most of those who are average academically would cheat so that they get better grades.

4.4.2 Distribution of students' according to their academic performance and involvement in truancy in school

The respondents were asked to indicate the academic performance rating and their involvement in truant behavior. Data collected was analyzed and presented in table 4.7 below.

Table 4.7: Distribution of students according to their academic performance and their involvement in truancy.

Academic performance	Involvement in truancy	
	Number	Percentage
Above average	13	13.5
Average	38	50.0
Below average	35	36.5
Total	86	100.0

50% of the respondents who are below average academically indicated that they had engaged in truant behavior in school. 36.5% of those who are above average academically had played truant while only 13.5% of those above average had engaged in truancy. According to the key informants, those students who are above average academically are serious students who do not miss school unless it is absolutely necessary. The key informants noted that those who are above average academically, hardly ever miss school while those who are below average academically look for the slightest excuse to go out of school. The key informants said that some of these students who are below average academically are not so weak but because they miss out of classes, they fail to perform well in academics. Another comment from the key informants was that those students who absent themselves from school at times do it so as to look for money to pay for their fees, their house rents and so as to get other basic necessities. Majority of these are

average academically and it could be because they do not want to drop out.

4.4.3 Distribution of student's according to their academic performance and their response to school bells.

The respondents were asked to indicate their academic performance and how they respond to school bells. The findings are analyzed and presented in tables 4.8 below.

Table 4.8 Distribution of students' according to their academic performance and their response to bells.

Academic performance	How they respond to bells	
	Number	Percentage
Above average	14	14.5
Average	50	52.1
Below average	32	33.4
Total	96	100.0

The average students academically are the worst responders to school bells at 52.8%, followed by those who are below average academically at 33.4%. The above average students respond well to bells and only 14.5% of them indicated that they respond poorly to bells.

According to the key informants, the students who are above average academically understand the need to do what is right at the right time, while those who are below average academically have to be pushed to what is right, even if it is responding to the school bells. One key informant of one the schools noted that the only bell that is observed is the lunch bell. Most of those students who are average academically are plain stubborn and that is why they respond poorly to bells. While most of those who are below average academically are timid, some of the average students academically are very rude, and they do not want to be told what to do.

4.4.4 Distribution of student's according to their academic performance and involvement in refusal to do make homework

The respondents were asked to indicate their academic performance and their involvement in refusal to do their homework. The data collected was analyzed and presented in table 4.9 below

Table 4.9 Distribution of student's according to academic performance and refusal to do homework

Academic performance	Involvement in refusal to do homework	
	Number	Percentage
Above average	10	10.4
Average	28	29.2
Below average	58	60.4
Total	96	100.0

The table shows that 60.4% of those students who are below average refuse to do their homework while 29.2% of those who are average academically also refuse to do their homework. Only a few of those students who are above average academically fail to do their homework, at 10.4%

According to the key informants very few of those students who are above average fail to do their homework and must at most times, they have genuine reasons e.g. lack of paraffin. The weak students have to be pushed to do their homework and the majority does not, even after being pushed. Some of the key informants said that they get tired of pushing the weak students to do their homework. Some said that at times they see no need of pushing the weak students to do their homework because whether they do it or not they still fail and they lose interest. The good students perform well academically because they are focused and they are interested in what they are taught and so they do all of most of their homework.

4.5 Distribution of students according to the type of school location and delinquency

4.5.1 Distribution of students according to the type of school location and engagement in truancy

The respondents were asked to indicate where their schools were located and state whether they had engaged in truancy. Data collected was analyzed and recorded in table 4.10 below

Table 4.10 Distribution of students according to the type of school location and engagement in truancy

Type of school location	Engagement in truancy	
	Number	Percentage
Noisy road	26	27.2
Smelly environment	20	20.8
Quarry	17	17.7
Noisy church	5	5.2
Market place	23	23.9
Planes flying overhead	5	5.2
Total	96	100

As indicated in table 4.10 above, 23.9% of the students whose school/ schools are located near the market place had played truant; 27.2% of those whose school/schools are located near a noisy road had become truants and 20.8% of those whose schools are in smelly environments had done the same. Those students whose schools are located near a noisy church and where the planes fly overhead the school indicated that they had engaged in truancy few times; that is, 5.2% and 5.2%

respectively. The key informants noted that students especially the weak ones academically engage in truancy because they do not care much about their education.

4.5.2: Distribution of students' according to the type of school location and engagement in vandalism of school property.

The respondents were asked to indicate where their school/ schools were located and their involvement in the vandalism of school property. Data collected was analyzed and presented in table 4.11 below

Table 4.11: Distribution of students' according to the school location and engagement in vandalism of school property.

Type of school location	Engagement in vandalism	
	Number	Percentage
Noisy road	22	22.9
Smelly environment	10	10.4
Quarry	8	8.3
Noisy church	3	3.2
Market place	42	43.7
Planes flying overhead	11	11.5
Total	96	100

The findings indicate that 43.7% of the respondents whose school/ schools are located near the market place have engaged in vandalism of school property. 22.9% of those respondents whose school/ schools are located near a noisy road indicated that they have been involved in vandalism of school property. Very few of those respondents (3.2%) whose school/schools are located near a noisy church have involved themselves in vandalism of school property.

According to the findings, very few of those respondents who indicated that they are involved in vandalism of school property had done it few times, and so, it can be concluded that those who vandalize school property do it many times.

The key informants noted that students vandalize electric sockets in their classes' bulbs, water pipes, toilet cisterns, desks and lockers and other small little things.

Objects that are metallic are also vandalized by the students as they take these metals to the scrap dealers in exchange for money, and that could be the reason why 43.7% of respondents in schools that are near the market place indicated that they had engaged in vandalism of school property.

According to the key informants, vandalism of school property may not be a major delinquent act, but it causes the school/ schools to spend some amount of money to replace the vandalized items. Another view from the key informants was that vandalism of school property is not by many students, but just by a small circle of delinquent students.

4.6: Distribution of students' according to their knowledge of schools rules and delinquent behavior

4.6.1 Distribution of students' according to their knowledge of school rules and engagement in drug abuse.

Respondents were asked to indicate how well they know the school rules and their engagement in drug abuse. Data collected was analyzed and presented in table 4.12 below

Table 4.12: Distribution of students' according to their knowledge of school rules and engagement in drug abuse.

Knowledge of school rules	Engagement in drug abuse	
	Number	Percentage
Very knowledgeable	16	16.6
Knowledgeable	35	36.6
Not very knowledgeable	45	46.8
Total	96	100

According to the findings, 46.8% of those students' indicated that they did not know the school rules well engaged in drug abuse, while those who noted that they know the school rules well accounted for only 16.6%. 36.6% of those respondents who said that they know the school rules well had engaged in drug abuse. These findings show that those students who know the school rules do not engage a lot in drug abuse, while the reverse is the opposite.

According to the key informants, those students who know the school rules well are also among the students who do well in class and very few of these ones abuse drugs. The key informants noted that drug abuse is mainly carried out by average and below average students and these are the ones who do not care to lead and understand the school rules. The key informants said that students are given copies of school rules as they enter into form one and copies of the same are posted on the school notice boards.

4.6.2: Distribution of students' according to their knowledge of school rules and engagement in physical fights.

The respondents were asked to indicate how well they know the school rules and their engagement in physical fights in school with other students. Data collected was analyzed and presented in table 4.13 below

Table 4.13: Distribution of students' according to their knowledge of school rules and engagement in physical fights in school

Knowledge of school rules	Engagement in physical fights	
	Number	Percentage
Very knowledgeable	28	29.1
Knowledgeable	28	29.1
Not very knowledgeable	43	43.8
Total	99	100

43.8% of the respondents who indicated that they did not know the school rules well had engaged in physical fights in school while 29.1 % of those ones who knew the school rules very well and 29.1% of those who knew the school rules well had engaged in physical fights. From the findings, it can be concluded that those students who did not know the school rules very well had engaged in physical fights.

According to the key informants, those who indicated that they knew the school rules well did not engage in a lot physical fights in school, because they are also among the above average

students academically and the majority of these are not delinquent. Those who engage at most times in physical fights are those who are academically below average. Those are the ones with a weak personality and as a result of this; they fight at the slightest provocations. These ones who engage in physical fights are also among those ones who abuse drugs and these drugs make them feel great and they are the ones who are easily irritated, and hence they fight easily. Most of these ones who do not know the school rules well are not afraid of the consequences of breaking schools. "The rule in most of the schools is that you fight, you go home for two weeks," responded one respondents. According to him, some students love being out of school and so even when they are sent home, for fighting they do not mind. Asked about the parents' comments on this, most key informants indicated that most parents are not able to control their delinquent sons and daughters. Most respondents from the only boarding school under study, noted that there are few cases of physical fights among students in their school and this is because, the teachers had managed to bring under control most of the delinquent students. Students in boarding schools have a lot to lose academically, when they are sent home on suspension than their counterparts in day schools.

4.6.3: Distribution of students' according to their knowledge of school rules and destruction of school property.

The respondents were asked to indicate how they rate themselves on the knowledge of school rules and their engagement in the destruction of school property. Data collected was analyzed and recorded in table 4.14 below.

Table 4.14: Distribution of students' according to their knowledge of school rules and involvement in destruction of school property

Knowledge of school rules	Involvement in destruction of school property	
	Number	Percentage
Very knowledgeable	32	33.3
Knowledgeable	27	28.1
Not very knowledgeable	37	38.6
Total	96	100

Data received showed that 38.6% of those students who did not know school rules very well had been involved in the destruction of school property. 33.3% of those students who had engaged in the destruction of school property while 28.1% who knew the school rules well had done the same. Incidentally, data from table 4.13 above reveals that majority of those students who knew the school rules very well had destroyed school property very few times, while those ones who did not know the school rules well had been involved in the destruction of school property many times.

According to the key informants, those students who are academically below average are most likely those ones who do not know the school rules very well and they are also the ones who will most likely engage in the destruction of school property. Most of those students who are good academically are hardly ever caught in this delinquent behavior.

4.7 Distribution of students' according to their socialization at school and delinquent behavior.

Respondents were asked to indicate how socialization at school had affected their behavior and data collected was analyzed and recorded in table 4.15 below

Table 4.15: Distribution of students' according to their socialization at school and involvement in delinquent behavior.

Socialization/Peer Pressure	Involvement in delinquent behavior	
	Number	Percentage
Drug abuse and alcoholism	13	13.5
Physical fights	11	11.5
Bullying	9	9.2
Noise making	43	44.5
Truancy/Absenteeism	21	21.3
Total	97	100

According to the respondents, noise making in class as a result of peer pressure/socialization at school had the most rating at 44.5% followed by truancy at 21.3%. Though bullying in school took place, it was rated as the least form of delinquent behavior carried out by the students at 9.2%. Drug abuse and alcoholism, and physical fights had 13.5% and 11.5% of the number of incidences of delinquent act.

Bullying in school is punishable by expulsion from school by the Ministry of Education and the students are sensitized on this in schools, and this could be the reason as to why it had the least number of incidences.

According to the key informants, majority of the students make noise in class because they are not serious in their school work. They tell jokes in class as a form of entertainment. "Noise making in class is not taken as a very big crime in school responded one key informants. "Students are just punished, may be to sweep or mop their classes and this does not seem to

determine them from making noise in class”, responded another respondent. According to the key informants this is a delinquent act that needs to be rooted out, because there is no way these students can perform well in academic which is the sole reason as to why they are in school. Weak students would improve their academic performance while the good ones would make their grades better.

According to the respondents, noise making in class as a result of peer pressure/socialization at school had the most rating at 44.5%, followed by truancy at 21.3%. Though bullying in school took place, it was rated as the least form of delinquent behavior carried out by the students at 9.2%. Drug abuse and alcoholism, and physical fights had 13.5% and 11.5% of the number of incidences of delinquent act. Bullying in school is punishable by expulsion from school by the Ministry of Education and the students are sensitized on this in schools, and this could be the reason as to why it is not very common. According to key informants, majority of students make noise in class because they are not serious in their school work. This delinquent act needs to be rooted out because these students cannot perform well in academics while they continue with this vice. Weak students would improve their academic performance while the good ones would make their grades better.

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter presents the summary of the findings as well as the conclusions gathered and analysis of the data. Findings have been summarized alongside the objectives of the study. Conclusions have been drawn from the study and the recommendations for actions have also been given. Lastly the last section suggests areas that require further research. The main purpose of this study is to find out the school related factors that lead to juvenile delinquency.

5.2 Summary of the Main Findings

According to the findings through the questionnaires administered to the form three students in the selected schools in Njiru District, more students live with both parents than those who live with single parents or those with guardians. Students who live with mothers only engage more in delinquent behavior than those living with both parents

Students living with guardians also engage in a fair amount of delinquent behavior compared to those living with both parents. Students who live with single mothers are more compared to those who live with single fathers and so there is a lot of unbecoming behaviour from students in these schools under study.

Research revealed that those students whose schools are near market places engage more in truancy (23.9%) than those in school located near noisy roads. The same students whose schools are located near market places are more involved in vandalism of school property (43.7%) than their peers in schools located near noisy roads (22.9%), near smelly environments or near the quarry. Data revealed that those students who engage in vandalism of school property do it many

times, not just a few times. Most items vandalized in schools include toilet cisterns, desks and lockers, and electric sockets which have ready markets outside the school.

It was noted that students who did not know the school rules well engaged in a lot of delinquent behavior. 46.8% of those students who said that they did not know the school rules well engage in drug abuse. 43.8% of the same students engaged in physical fights and a good number of them, 38.6% were also involved in the destruction of school property. Those students who know the school rules well do not engage in a lot of delinquent behaviour and this could be because they are good students academically and are focused on their studies.

It was noted that a good number of students were not involved in the formulation of these school rules and this could be the reason why they break them as they do not know them.

Data revealed that those students who are above average academically do not engage in a lot of juvenile delinquency. This is because these are serious students whose aim is to perform well in their exams and hence have no time for delinquent behavior. Most students, who are below average academically, engage in one form of delinquency or another. 54.29% of these who are below average had cheated in exams, while only 13.5% of the above average students had cheated in exams. 50% of these students, who are below average, played truant while only 13.5% of those above average had engaged in truancy. Most of the students who are weak academically can improve their performance if they did not engage in truancy. Most of these students who perform poorly in exams do not do their homework while only a small number of the above average students fail to do their homework and at most times they have genuine reasons.

It was noted that the location of the schools mattered a lot. Students engage in a lot of delinquency from what they see in the school neighborhood. Schools located in crime-prone

areas have more students engaging in delinquent behavior. Drugs, for example, are smuggled into the school compound by outsiders in some schools.

Schools located in noisy and smelly environments are not conducive for learning. The students are unable to concentrate in their academics and this is a major cause for delinquency. Some students experience respiratory diseases because of the smelly environments and hence miss out on classes.

Data collected revealed that a good number of students are influenced negatively at school. Since adolescence is the stage where adolescents want to associate closely with each other it is the period where negative peer influence is highest. Students influence each other when it comes to drug abuse, playing truant, making noise in class, pre-marital sex and other vices like these.

An important finding was that students in boarding schools engage in less delinquency compared to their peers in day schools. This is because it is easy to contain discipline in boarding schools than it is in day schools. Some students in the Christian Union and Young Christian Society and others in clubs, like peer educators, have a positive influence on their peers in both day and boarding schools.

5.3 Conclusions

Students who live with single mothers are more delinquent than those who live with both parents, guardians and fathers only. From the data it can also be concluded that female headed households are more than male headed households.

The location of a school matters a lot. Schools should not be located in smelly and noisy environments as these environs make learning very difficult and hence less concentration in academics. Academic failure causes delinquency. Most students, who are below average

academically, engage in a lot of juvenile delinquency. This is because they do not have much to lose, as they see themselves as failures in life.

Students should be involved in the making of schools rules as much as possible so that they can own them. Where students are not involved they tend to break them and hence engage in juvenile delinquency. If students are involved in the formulation of these school rules they will not see them as unfair. School rules should also be enforced uniformly, firmly and in a fair manner.

Some students engage in truancy and absenteeism because of factors beyond their control. They look for work in quarries, construction sites or in market places so that they can eat as they live on their own. Most of these are orphans or from single mothers who cannot afford to met their basic needs.

Most students who vandalize school property do so to get money for drugs, food or for other basic needs and this is a delinquent act that should be stopped because it make s schools lose a lot.

If stern measures are taken against most students who perform dismally in class and are delinquents chances of these students improving their academic performance are high.

Adolescents should be advised and counseled well so that they are not negatively influenced by their peers.

School related factor actually promote juvenile delinquency.

5.4 Recommendations

1. School related factors promote juvenile delinquency. The school authorities and communities should understand these factors with the view of working out strategies that will curb juvenile delinquency.
2. Delinquent students should not just be left to go through the school system but programs should be put in place so as to help them desist from these vices. Programs like effective guidance and counseling, life skills programs and clubs, like peer educators should be embraced in schools to help curb juvenile delinquency.
3. Guidance and counseling teachers should be well trained so as to be able to handle the juvenile delinquents. The teachers especially in schools that are in crime prone areas should be given lighter teaching loads so as to get enough time to concentrate on guiding and counseling these delinquent students.
4. Schools should not be located in smelly and noisy neighborhoods as these locations promote juvenile delinquency
5. The government and non-governmental organization should help schools in poor areas to start income generating projects so that the needy students can be kept in school as much as possible.
6. Students should be involved in the formulation of their school rules so that they can own them
7. Scrap metal dealers who are near schools should be sensitized so that they do not buy items from students as most likely these items come from vandalized items in schools
8. More boarding schools should be built in low economic areas so that students can be contained inside the schools

5.5 Suggestions for Further Research

1. A study should be done to find out how students from low economic backgrounds can be helped to avoid delinquency
2. To find out why male only households have fewer delinquent cases than female only households
3. To examine why there are more female headed households than male only households
4. To carry out the same research in a girls only boarding school in the same area
5. To determine the effectiveness of guidance and counseling in curbing juvenile delinquency in schools
6. To investigate other factors other than the school related ones that lead to juvenile delinquency in Kenyan schools

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APPENDIX A
LETTER OF INTRODUCTION

Anne N. Njoroge,
P.O. Box 6459 – 00300,
Nairobi.

Date _____

The head teacher,
_____ Secondary School

Dears Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH

I am a postgraduate student at Nairobi University and would like to conduct a research in your institution. My research is entitled “School related factors that promote juvenile delinquency in secondary schools in Njiru District. It will involve administering of questionnaires to students and interviewing teacher counsellors, the form 3 class teachers and the Deputy Principal.

This research is mainly for academic purposes and any information given will be treated with maximum confidentiality. Kindly allow me to conduct the study.

Yours faithfully,

Anne N. Njoroge.

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

Dear students,

A research is being undertaken to establish the relationship between the school environment and the effectiveness of guidance and counselling program in curbing delinquency in Public secondary schools, in Njiru Division, Embakasi constituency, Nairobi province. You are kindly requested to provide information to be used in this study. This information you provide will be treated with utmost confidentiality. Please do not write your name.

INSTRUCTIONS:

Fill in the blank spaces where needed, where choices have been given, please indicate the most appropriate choice by putting a tick in brackets provided.

1. Gender Male Female
2. Form
3. Age (Tick appropriately)
14-16 17-19 20 and above
4. Religion; Catholic Protestant Muslim any other-----
5. Whom do you live with?
 - i) Both parents
 - ii) Single mother
 - iii) Single father
 - iv) Guardian/s
 - v) Relatives
6. Who pays your fees?
 - i) Both parents
 - ii) Mother

iii) Father []

iv) Guardians/Relatives []

v) Sponsors []

7. How do you rate yourself academically?

i) Above average []

ii) Average []

iii) Below average []

8. Where is your school located?

i) Near a noisy road []

ii) Near a market place []

iii) Near a noisy church []

iv) In a smelly environment []

v) Near a quarry []

9. Does the location of your school have any effect on your learning? Please explain briefly _____

10. Do any of these activities take place near your school? Please tick

i) Theft []

ii) Fighting []

iii) Drunkenness []

iv) Use of illegal drugs []

11. Are there cases of indiscipline in your school? Yes [] No []

12. Have you identified any/or all of the following misbehaviours in your school?

a) Drug abuse []

b) Drunkenness []

c) Physical fights amongst students []

- d) Cheating in exams []
- e) Stealing []
- f) Bullying []
- g) Disrespect to teachers []
- h) Noise making []
- i) Poor response to bells []
- j) Destruction of school property []
- k) Refusal to do homework []
- l) Truancy/ Absenteeism []

13 How are such misbehaviours dealt with by the school authorities?

- a) Through counselling []
- b) Through corporal punishment []
- c) Through manual punishment []
- d) Through suspension []
- e) Any other (Please specify) _____

14. Does your school have written school rules and regulations?

Yes [] No []

15. How well do you know these rules and regulations?

Very well [] Well [] Not well []

16. Have you ever been punished for disobeying any or all of the school rules? Please explain

briefly.....

17. What are some of the delinquent behaviors that you engage in with your friends? Please

explain briefly.....

APPENDIX C
INTERVIEW SCHEDULE FOR THE TEACHERS COUNSELLORS

SECTION A

Background information

Name

Age

SECTION B

1. How would you rate the socio-economic backgrounds of the students in your class?

2. Whom do the students in your class live with?

3. Is there any effect of the school location on the behaviour of the students in your class? If yes, please explain.

4. Does the size of the class promote delinquency?

5. Who makes the school rules and how do you ensure that the students in your class know these rules?

6. What in your opinion encourages delinquency in the school?

7. What methods do you use to curb delinquency in your school?

Thank you for your time and for answering these questions.

APPENDIX D
INTERVIEW SCHEDULE FOR THE CLASS TEACHERS.

SECTION A

Background information

Name

Age

SECTION B

1. Do you ever receive cases of delinquency in your office?

2. How do you handle these cases?

3. How do you counsel students who are delinquent as a result of their socio-economic backgrounds?

4. How do you identify the students who are delinquent as a result of the school location and how do you counsel them?

5. Do you think students become delinquent as a result of the school rules? How do you address this challenge if it is there?

6. How do you address socialization at school that brings delinquency?

APPENDIX E
INTERVIEW SCHEDULE FOR THE DEPUTY PRINCIPAL

Background Information

- i) Name _____
- ii) Gender
- iii) Age
- iv) Experience
- v) Professional qualification

SECTION B

- 1) For how long have you been a deputy principal in this school?
- 2) As the person in charge of discipline, what are some of the cases of juvenile delinquency that you deal with?
- 3) How do you deal with some of the serious cases of juvenile delinquency?
- 4) How do you deal with chronic offenders?
- 5) In your opinion, is there any relationship between the students' socio-economic cultural background and juvenile delinquency?
- 6) Do you think the school location has anything to do with those cases of juvenile delinquency in your school?
- 7) Do the school rules and regulations help in curbing these juvenile delinquency acts?
- 8) Please mention ways in which the students influence each other negatively in the school. How do you deal with negative peer pressure in school?

Thank you for your time and for answering these questions.