

**FACTORS INFLUENCING ANTI-SOCIAL BEHAVIOUR AMONG SCHOOL GOING
STUDENTS IN KIAMBAA CONSTITUENCY OF KIAMBU COUNTY: THE ROLE OF
PARENTAL GUIDANCE**

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DECLARATION

This research project is my original work and has never been presented before for the award of any degree in this or any other University or Institution whatsoever.

Signature..... Date.....

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This research project has been submitted for examination with my approval as University of Nairobi supervisor.

Signature.....Date.....

Prof. Edward K. Mburugu

DEDICATION

I dedicate this project to my loving mother Teresah Wanjiru Njendu, and my children, Teresiah Wanjiru Waiyaki, George Njendu Gakwa and Alice Muthoni Gakwa.

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TABLE OF CONTENT

DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
LIST OF FIGURES	iv
LIST OF TABLES	v
ABSTRACT.....	vi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background	1
1.2 Problem statement.....	4
1.3 Research questions	6
1.4 Specific Objectives.....	6
1.5 Justification of the Study.....	6
1.6 Limitation of the study	6
1.7 Definition of terms	7
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK.....	9
2.1 Introduction	9
2.2 Literature Review	9
2.2.1 Presence of both parents in the family on children’s behaviour.....	9
2.2.2 The influence of single parenthood on children’s antisocial behaviour.....	13
2.2.2 The influence of economic status of the family on Child’s antisocial behaviour	18
2.2.3 The role of school on child anti-social behaviour	23
2.2.4 Parental Conflict and disruption in the family.....	28
2.3 Theoretical framework	32
2.3.1 The Coercion Theories	32
2.3.2 Social Learning Theories.....	35
2.3.3 Social Control Theories	36
2.4 Conceptual framework	38

CHAPTER THREE: RESEARCH METHODOLOGY	40
3.1 Introduction	40
3.2 Site description.....	40
3.3 Research Design.....	41
3.4 Target Population	42
3.5 Unit of Analysis and Units of Observation	42
3.6 Sample size and sampling procedure	42
3.6.1 Sample Size	42
3.6.2 Sampling Procedure.....	43
3.7 Methods of Data Collection	44
3.7.1 Collection of Quantitative Data	44
3.7.2 Collection of Qualitative Data.....	45
3.7.3 Focus Group Discussions Guide (FGDs)	45
3.8 Instrument Validity	46
3.9 Instrument Reliability.....	46
3.10 Data Collection Procedure	46
3.11 Data Analysis	46
3.12 Ethical issues.....	47
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ...	48
4.1 Introduction	48
4.2 Response Rate	48
4.3 General information	48
4.3.1 Gender Distribution	48
4.3.2 Analysis of the family structure.....	49
4.3.3 Age Distribution	49
4.4 Presence of Both Parents and influence on Anti-social Behaviour.....	49
4.4.1 Contribution on parent-child relationship development.....	49
4.4.2 Both parents' Contribution on Students' Behavioural Development.....	51
4.4.3 Analysis of respondents' response on Parental support	52
4.4.4 Indicators of Antisocial and delinquency development in Children.	53

4.5	Single Parenthood and influence on Antisocial Behaviour.....	55
4.5.1	Parental experience and emotional adjustment	55
4.5.2	Parental influence on Children Adjustment.....	56
4.5.3	Effects of parents remarriage on development of anti-social behaviour among children	58
4.6	Family Economic Status and Children’s Anti-social Behaviour	59
4.6.1	Socio economic Factors Affecting Delinquency development in Children	59
4.6.2	Familial factors on Delinquency.....	60
4.7	The role of School Variables in Delinquency	61
4.7.1	Analysis of respondents’ awareness on school variables	61
4.7.2	School Variables in Anti-social behaviour development	62
CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS.....		64
5.1	Introduction	64
5.2	Summary of the Findings	64
5.3	Conclusions	68
5.4	Recommendations	70
5.5	Areas for further Research	70
REFERENCE.....		71
Appendix 1: Questionnaire for Students		78
Appendix 2: Key informants Guide for (Head teacher, teacher councillor, children officer and		84
Appendix 3: Focus Group Discussions Guide for secondary school Children.....		85

LIST OF FIGURES

Figure 2. 1 Conceptual framework 39

LIST OF TABLES

Table 4.1 Gender of the respondents	48
Table 4.2 Type of family structure contributes to antisocial behavior	49
Table 4.3 Age bracket of the respondents.....	49
Table 4.4 Parental contribution on child-parent relationship.....	50
Table 4.5 Degree of importance of types of parental support on behavioral development	53
Table 4.6 Indicators of Anti-Social delinquency development in children and their importance in causing ant-social behaviour.....	55
Table 4.7 Response whether single parents suffer some emotional adjustment problems.....	56
Table 4.8 Degree of Importance of Parental Influence on Children Adjustments.....	57
Table 4.9 Response on whether the socio-economic factors affect Delinquency.....	60
Table 4.10 Response on the Familial factors that affects Delinquency	61
Table 4.11 School variables and the degree of Importance on Influencing Anti-social.....	63

ABSTRACT

This study focused on factors influencing anti-social behavior among school going students in Kiambaa constituency of Kiambu County. The study was guided by the following objectives: To establish how the presence of both parents in a family influences student's antisocial behavior, to establish the extent to which single parenthood influence student's antisocial behavior, to establish the extent to which family economic status influence student's anti-social behavior and to determine the role school variables play on students antisocial behaviors. The study targeted the secondary school children in Kiambaa Constituency, all the 8 Public secondary schools in Kiambaa Constituency were considered for the study, a total of 80 students were targeted by the study.

The methodology that was employed in this study was census where all the public secondary schools were included in the study and simple random sampling to select students from each of the 8 schools. The findings of this study revealed that presence of both parents contributes to the development of parent-child relationship, that parent involvement ascribe to a parent's ability to seek out his or her children and manifest an interest in their behaviors. Love was revealed to be very important in the child behavioral development, parents who suffer from emotional adjustments manifests low self-esteem in them, consequently the study revealed that remarriage and step-parents have effects on delinquency as shown by 89% of the respondents.

The study concludes that presence of both parents contributes greatly to the development of parent-child relationship, that children who come from families where both parents were presents were happy and reported having good relationship with their parents this was unlike for those children who come from families with only one of the parents. The study recommends that in order to control the delinquency development in children, school variables such as the role played by the teachers should be mended to provide wellbeing of the school children.

CHAPTER ONE: INTRODUCTION

1.1 Background

A study by Farrington, (2006) revealed that most people are of the opinion that the main cause of delinquency among young adults is poor parenting methods, and especially poor parental discipline or control of children. For example, in 1988, the British news- paper Mail on Sunday reported the results of a survey of a quota sample of over 1,000 adults who were asked what they thought were the main causes of delinquency. The most popular cause (nominated by 53 percent) was lack of parental discipline, followed by poverty (20 percent), television violence (19 percent), lack of school discipline (15 percent), broken homes (13 percent), and alcohol or drugs (13 percent). Academic research confirms the importance of family factors as predictors of offending. Smith and Stern (2007) in their review concluded that: We know that children who grow up in homes characterized by lack of warmth and support, whose parents lack behaviour management skills, and whose lives are characterized by conflict or maltreatment will more likely be delinquent, whereas a supportive family can protect children even in a very hostile and damaging external environment.

Parental monitoring or supervision is the aspect of family management that is most consistently related to delinquency for decades criminologists have explored the relationship between delinquents and the parents who raise them. The beliefs about the nature of this relationship have been molded through a variety of different, and often conflicting criminological theories. Beginning with the early theories of social control and social learning and moving forward to the more recent general theory, life-course, and interactional theories it is clear that criminology has

long been interested in exploring the relationship between the dynamics of family interactions and the development of antisocial behaviors in children. In the recent past there has been a growing interest in the role played by family the origin of behavioral problems among adolescents (Bronstein, 2003). In the field of criminology, Carlson (2005) argued that notions of ‘family influence’ appear in the criminological literature, although the research efforts have been dispersed among different theoretical approaches. As a result, Cohen (2005) proposed to integrate these diverse findings on social support into a coherent criminological paradigm to take a more comprehensive approach to the understanding of crime causation.

Bronstein, (2003) studied the predictors at age 6–11 years of serious or violent offending at age 15–25 years. Their findings revealed that the best explanatory predictors (i.e., predictors not measuring some aspect of the child’s antisocial behavior) were antisocial parents, male gender, low socioeconomic status of the family, and psychological factors (daring, impulsiveness, poor concentration, etc.). Other moderately strong predictors were minority race, poor parent-child relations (poor supervision, discipline, low parental involvement, low parental warmth), other family characteristics (parent stress, family size, parental discord), antisocial peers, low intelligence, and low school achievement. In contrast, abusive parents and broken homes were relatively weak predictors.

According to stern, (2007) opines that large family size (a large number of children in the family) is a relatively strong and highly replicable predictor of delinquency. Farrington & Loeber, (1999) affirmed the findings and indicated that it was similarly important in the Cambridge and Pittsburgh studies, even though families were on average smaller in Pittsburgh in

the 1990s than in London in the 1960s. In the Cambridge Study, if a boy had four or more siblings by his tenth birthday, this doubled his risk of being convicted as a juvenile. Large family size predicted self-reported delinquency as well as convictions (Farrington, 2003). It was the most important independent predictor of convictions up to age 32 years in a logistic regression analysis; 58 percent of boys from large families were convicted up to this age (Farrington, 2003).

There are many possible reasons why a large number of siblings might increase the risk of a child's delinquency. Generally, as the number of children in a family increases, the amount of parental attention that can be given to each child decreases. Also, as the number of children increases, the household tends to become more overcrowded, possibly leading to increases in frustration, irritation, and conflict. In the Cambridge Study, large family size did not predict delinquency for boys living in the least crowded conditions, with two or more rooms than there were children (Bronstein, 2003). This suggests that household overcrowding might be an important intervening factor between large family size and delinquency.

Wright (2003) reviewed several possible explanations for the link between large families and delinquency, including those focusing on features of the parents (e.g., criminal parents, teenage parents), those focusing on parenting (e.g., poor supervision, disrupted families), and those focusing on economic deprivation or family stress. Another interesting theory suggested that the key factor was birth order: large families include more later-born children who tend to be more delinquent. Based on an analysis of self-reported delinquency in a Seattle survey, they concluded that the most plausible intervening causal mechanism was exposure to delinquent siblings. Consistent with social learning theory, large families contained more antisocial models.

It is clear that some family factors are at least as important in the prediction of offending as are gender and race. Reviewing these kinds of results reveals the bewildering variety of family constructs that have been studied, and also the variety of methods used to classify them into categories. In this study, family factors are grouped into six categories: (a) criminal and antisocial parents and siblings; (b) large family size; (c) child-rearing methods (poor supervision, poor discipline, coldness and rejection, low parental involvement with the child); (d) abuse (physical or sexual) or neglect; (e) parental conflict and disrupted families; and (f) other parental features (young age, substance abuse, stress or depression, working mothers).

1.2 Problem statement

In the search for the causes and correlates of juvenile antisocial behaviour, delinquency in children is as a result of various factors namely: poverty, broken homes, and lack of education and employment opportunities, migration, drug or substance misuse, peer pressure, lack of parental guidance, violence, abuse and exploitation. This study while recognizing these causes, only seeks to focus on familial influence as a contributing or inhibiting factors to Children's antisocial behaviors.

All too often throughout the history of criminology, crime and delinquency has been studied as a male phenomenon. In an effort to expand the discipline, many studies have begun to explore the similarities and differences in the causes and correlates of male and female rates of crime and delinquency. Additionally, theory and research have begun to explore how gender itself may interact with other variables to influence the propensity towards antisocial and/or criminal

behaviors.

Antisocial behaviour has been one of the top problems confronting the nation today especially among the youth (Kipkeboi, 2013). Incidences of drug and alcohol abuse and related anti-social behaviour have tremendously increased in Kiambaa constituency in recent years (Kipkeboi, 2013). This has become a matter of concern to the government, parents, teachers, Non-governmental organizations and all other relevant agencies. It is more prevalent than parents suspect. Parents do not recognize the extent of these behaviors and as a result, some young people think they can go ahead with impunity on these acts (Kipkeboi, 2013). Most parents believe that it is the responsibility of teachers to check antisocial behaviour among school going children and still most of them delude themselves that their children are safe and secure. Antisocial behaviour is not confined to young people in certain geographical areas or from particular social-economic backgrounds only but its menace that cuts across.

However, few studies have examined the mediating effects of social learning mechanisms in the influence of familial constructs on antisocial behavior (Darling, 2003). Conger (2005) also emphasized that researchers of family support must avoid what Widom (2007) called the fallacy of autonomy". Some family factors are at least as important in the prediction of offending as are gender and race. Whereas, studies have been done to suggest the factors that influence anti-social behaviors in children, there seems to be no study on the factors influencing antisocial behavior among school going students in Kenya. This therefore attempted to contribute to such efforts by analyzing the relationship between specific familial constructs, the factors this study seeks to explore include: (a) presence of both parents (b) school environment; (c) single parenthood; (d) economic situations of families; (e) parental conflict and disrupted families.

1.3 Research questions

- i. Does the presence of both parents in a family influence student's antisocial behavior?
- ii. What is the extent to which single parenthood influence student's antisocial behavior?
- iii. Does economic status of families influence student's antisocial behavior?
- iv. Do school variables influence student's antisocial behavior?

1.4 Specific Objectives

- i. To establish how the presence of both parents in a family influence student's antisocial behaviour
- ii. To establish the extent to which single parenthood influence student's antisocial behavior.
- iii. To establish the extent to which family economic status influence student's antisocial behavior.
- iv. To determine the role school variables play on student's antisocial behaviors

1.5 Justification of the Study

Familial constructs has historically been recognized as one of the primary contributing or inhibiting factors to Children's antisocial behaviors. As indicated in the background above few studies have examined the mediating effects of social learning mechanisms in the influence of familial constructs on antisocial behavior. For example, youngsters are likely to find support in school settings; adolescents may receive additional support from participation in sports programs or community organizations. The current study will therefore add to the body of knowledge by demonstrating how the specific familial construct influence children's antisocial behavior.

1.6 Limitation of the study

The influence of family on antisocial behavior changes in different contexts and it is shaped by

contextual sources of social support. This study did not consider all the aspects family influences but instead was restricted to presence of parents, single parenthood, economic status and broken families influences to development of antisocial behaviours on school going children. The study only considered behaviours of children within Kiamba constituency and none from neighbouring constituencies.

1.7 Definition of terms

Antisocial Behaviour: Anti-social behaviour is any sort of behaviour that goes against the norms that society has placed. Many different types of extreme anti-social behaviours have been documented and observed among school children including aggression to those around them, cruelty, violence, scam, theft, arson and vandalism. Other lesser traits that could be considered anti-social are noncompliance, lying, intimidating, manipulation, and other activities such as drug and alcohol abuse (Bor, Najman, 1997)

School children: are children of school going ages that are more volatile to character/behaviour change due to environmental factors, this study focuses on the parental influence, economic status and the role of school on school children anti social behaviours (Conger, 1995)

School environment: refers to the surrounding of the school that can contribute in influencing the behaviour of the students, the nature of school environment can contribute to the development of antisocial behaviour in children (Farrington, 2003)

Socialization: Socialization is the process by which children and adults learn from others. Children begin learning from others during the early days of life; and most people continue their social learning all through life unless some mental or physical disability slows or stops the learning process (Lipsey, 1998)

Punishment: punishment is any change in a human surroundings that occurs after a given

behaviour or response which reduces the likelihood of that behaviour occurring again in the future. Whether a change is or is not punishing is only known by its effect on the rate of the behaviour, not by any hostile or aversive features of the change (Robins, 2004)

Economic status: is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation (pogarsky, 2003)

Drug abuse; is continued misuse of drugs even when faced with drug-related job, legal, health, or family difficulties. Drug addiction is long-term, compulsive drug use. The person may attempt to stop using drugs, but repeatedly return to drug use despite physical, emotional, or social harm. Drug dependence means that the body has begun to require the drug in higher doses to have the same effect and to avoid withdrawal symptoms.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews other materials from academic writings of other scholars that describes the issues of factors influencing school children's anti-social behaviour by focusing on; the presence of both parents and how it influence the children's anti-social behaviour, single parenthood on children's anti-social behaviour, economic status of the family on child's anti-social behaviour, this section also provides the theoretical framework and conceptual framework related to the study.

2.2 Literature Review

2.2.1 Presence of both parents in the family on children's behaviour

Availability of both of the parents in the family is one aspect of the parent-child relationship which is likely to influence children behaviors (Bronstein, 2003) parent involvement refers to a parent's ability to seek out his or her children and manifest an interest in their behaviors'. Parental involvement is one of the important concepts developed within the social support discipline. Cullen (2004) contends that it is less likely for a person to be involved in crime if this person has received family support. Wright (2003) referred to the term Parental Support as parental actions that provide love, nurturance, empathy, acceptance, guidance, information, and material resources to their children, the involvement of both parents support greatly influence the development of behaviors' in the child.

Both parents social support plays an essential role during childhood for crime prevention. Likewise, research on juvenile delinquency has found that receiving both parental supports is

inversely related to the development of antisocial behaviour According to Cullen, Wright, and Chamlin (2005)

Consequently, some researchers have articulated that lack of both parental support and other family conditions have been associated with character problems in young children. Stice and Gonzales, (2005) alludes that lack of parental involvement, parental negligence, and low levels of parent-child relationship are strong indicators of antisocial behaviour and delinquency development in children .of school going age.

Moreover, researchers have found that mothers and fathers contribute in different ways to the development of social competencies and antisocial behaviour during middle childhood and adolescence. In a set of developmental studies, the relationships between children and their mothers contrasted with father-child relationships, and differences seem to become more important in some areas of socialization as a function of maturational changes associated with the transition to adolescence as pointed out by Stice & Gonzales, 2005).

The comprehensive theoretical emphasis on differences in mother-child and father child relationships as key sources of differential socialization for females and males that has created the need for a developmental theory of relationships to understand the influence of parental support and involvement. Some studies have attributed these variations to the amount of quality time that children shared with their parents, the quality of the experience, and contextual factors related to the perception of paternal and maternal authority (Stice & Gonzales, 2005).

Considering this important idea in the literature on parenting, Shek (2005) highlighted three main groups of studies regarding the paternal and maternal influence on children development: a study suggesting that maternal influence is stronger than paternal influence (Hawkins, 1992; Stice & Gonzales, 2005); findings shows that fathers are more influential than mothers consequently studies suggests that there is no difference between paternal and maternal influence on children development.

A collection of researches have provided evidence about the importance of maternal support in comparison with parental involvement and support, especially during early childhood and middle school going years. Maternal support showed a strong influence in preventing antisocial behaviour, compared with the marginal and non significant effect reported by paternal support as reported by (Stice & Gonzales 2005). However, these eventualities may be related to differential exposure to both mothers and fathers. The amount of time shared by children with their mothers may create significant differences in the quality of the parent-child relationship.

On the other hand Kliever, (Fearnow & Miller 1996) contend that maternal support was more frequently related to children's ability to handle stressful situations as compared with parental support and involvement. Moreover, middle school-age children reported to be more satisfied with their relationships with their mothers than those with their fathers, because mothers are perceived as more warm and nurturing than fathers. With this in mind, (Bronstein, 2003) found that mothers were considerably higher than fathers on a measure of physical nurturance, which included offering food, grooming, and showing concern for safety to their children.

However, parenting specialists have pointed those potential negative effects of motherhood involvement on delinquency, purporting that the limited amount of time shared with their adolescent's children has been the main causes of juvenile delinquency. Based on this perception, (Wright, C. S. 2003) examined whether the occupational status of mothers has some criminogenic effects on their adolescent children. They found out that the characteristics of maternal role have a small influence on delinquency of children; even though, they encountered an indirect effect on antisocial behaviour due to the lack of supervision and close attention.

These findings are parallel with (Hawkins, 2002) that purported that a parent-child relationship characterized by lack of maternal involvement appears to be associated with the initiation of drug use and criminal behaviours. For instance, mothers may fail to reveal drinking behaviours in their children because they do not fit the stereotype of an adolescent drinker due to lack of involvement and attention or reciprocal communication (Guilamo-Ramos, 2006) In contrast, positive maternal involvement and control appears to discourage youths' initiation into delinquencies that results to anti social behaviours in children (Hawkins, 2004).

Consequently, the other groups of studies purported by (Sheck, 2005) stressed on the importance of paternal influence and role on children well-being in terms of behaviour development. Some studies have alluded that the role played by fathers in the causation of crime was largely neglected in the criminological literature (Loeber & Stouthamer-Loeber, 2008). More recently, the study of the role of fathers in children adolescent adjustment has been intensified, allowing

the development of theoretical approaches focused on fathers for crime prevention (Marsiglio, Amato, Day & Lamb, 2000)

Regardless of the quality of the mother-child relationship, the closer the children were to their fathers, the happier, more satisfied, and less distressed they reported being as reported by Amato (2004). Generally these eventualities suggest that fathers are important figures in the lives of adolescents' children. Similarly, (Amato & Burraston 2004) reported that paternal involvement is negatively associated with the number of behaviour problems shown by their children and this result holds when the level of maternal support was controlled.

Fathers differentiate their expression of physical affection and sustained contact on the basis of the sex of the child, with much less to a son than to a daughter as Barber & Thomas (2006) reports. Likewise, Siegal (2007) found that boys are directed by fathers toward the autonomy and independence necessary for instrumental behaviour through positive and negative reinforcement and techniques of discipline and control all inclusive. The father are responsible in transmitting to the child the norms and expectations of the world outside the family (Siegal, 2007). Likewise, boys acquire masculine characteristics from their fathers, learning though gender identity the way they are self-perceived and the way that they equally perceive others.

2.2.2 The influence of single parenthood on children's antisocial behaviour

Parents experience emotional and adjustment problems as a result of divorce such as low self-worth, depression, and alienation, they may spend less time with their children and be less focused on their activities at home and school (Bigner, 2003). It is likely that divorce will have

some impact and introduce some change in the way parents and children interact and spend time together.

A few theorists have focused specifically at parental involvement with children from divorced homes. The focus is on variables that are indications of negative parent involvement, such as conflict or parent maladjustment. Also, despite a large body of literature that shows consistent evidence of the positive effects of other aspects of the parent-child relationship, it can be concluded that parent involvement would have similar mediating effects on divorce adjustment. Moreover, many of these studies, although not specifically measuring parent involvement, measure constructs similar to the present definition of parent involvement. For instance, (Hess & Camara 2004) pointed positive parent-child relationships that encompass the quantity and quality of parent-child interaction. This is similar to the description of parent involvement as being interested and involved with a child's behavioral activities

Parental influences on the adjustment of children following divorce that lead to single parenthood have lead to several conclusions. First, they provide additional evidence that marital conflict is important in a child's adjustment to divorce fundamentally through its effect on the parent adjustment and parent-child relationship (Black & Pedro-Carrol 2000). The post-divorce adjustment of parents is important for children's post-divorce adjustment (Bronstein, 2003). Often a parent's capability to be warm and involved and to parent effectively is undermined by their own emotional and adjustment problem which follows divorce.

Moreover, it is evident that parental involvement, often measured as quantity and quality of time spent together, is an important aspect of the parent-child relationship of which cannot be ignored, especially as mediators to child maladjustment to divorce (Amato & Booth, 2004). Having an involved, well-adjusted custodial parent may help children overcome the stressors of divorce and avoid negative outcomes.

When a child suffers a prolonged period of maternal deprivation during the first five years of life, this would have irreversible negative effects, including becoming a cold affectionless character and a delinquent. Most studies of broken homes and families have focused on the loss of the father rather than the mother, since the loss of a father is much more common. In general, it is adduced that adolescent children who are separated from a biological parent are more likely to offend than children from intact families. According to (henrey,2006) it was revealed that boys who experienced divorce or separation in their first five years of life had a doubled risk of conviction up to age 32 years. Boys' children from single parent families were particularly likely to be convicted. the prevalence of offending is high for boys from broken homes without affectionate mothers and for those from unbroken families characterized by parental conflict, irrespective of whether they had affectionate mothers or not.

McCord further alludes that the prevalence of offending is low for those from unbroken families without conflict and importantly equally low for boys from broken families with affectionate mothers. These findings suggest that it might not be the broken home that is criminogenic but the parental conflict that often causes criminality. McCord also suggest that a loving mother might in some sense be able to compensate for the loss of a father. The importance of the cause of the

broken family was also shown in the UK National Survey of Health and Development by (Michael Wadsworth, 2009), in which over five thousand children were followed up from birth. Illegitimate children were excluded from this survey, so all the children began life with two married parents separately.

Boy child from family broken by divorce or separation had an increased likelihood of being convicted or officially cautioned up to age 21 years in comparison with those from homes broken by death of the mother, death of the father, or from unbroken homes. Families broken while the boy was between birth and age 4 years especially predicted delinquency, while homes broken while the boy was between ages 11 years and 15 years were not particularly criminogenic as compared in relation to the other scenarios.

Remarriage (which happened more often after divorce or separation than after death) has also been associated with an increased risk of delinquency, suggesting an undesirable effect of step-parents. This undesirable effect was confirmed in research in Montreal by (Kellen,1992). The meta-analysis by (Wells & Rankin 1991) also shows that broken families are more strongly related to delinquency when they are caused by parental separation or divorce rather than by death as confirmed by various researchers.

Consequently there is no doubt that parental conflict and inter parental violence that results to single parenthood predict antisocial behaviour by a child (Buehler et al., 2007). In the Christchurch Health and Development Study follow-up of over 1,300 children, (Fergusson & Horwood 2008) found that children who witnessed violence between their parents were more

likely to commit both violence and property offenses according to their self-reports. The importance of witnessing father-initiated violence held up after controlling for other risk factors such as parental criminality, parental substance abuse and parental physical punishment. Parental conflict also predicted delinquency in both the Cambridge and Pittsburgh studies.

Many research studies suggest that frequent changes of parent figures predict offending by children. For example, in a longitudinal survey of a birth cohort of over 500 Copenhagen males, (Mednick et al, 1990) found that divorce followed by changes in parent figures predicted the highest rate of offending by children, compared with divorce followed by stability and no divorce. In the Dunedin study in New Zealand, (Henry et al.2003) reported that both parental conflict and many changes of the child's primary caretaker predicted the child's antisocial behaviour up to age 11 years. However, in the Christchurch study in New Zealand, Fergusson et al. (1992) showed that parental transitions in the absence of parental conflict did not predict an increased risk of the child offending. Also, in the Oregon Youth Study follow-up of over 200 boys, (Capaldi & Patterson ,1997) concluded that antisocial mothers caused parental transitions, which in turn caused child antisocial behaviour. In the Woodlawn longitudinal study of over 1,200 children in Chicago, the diversity and fluidity of children's living arrangements were remarkable (Hunter & Ensminger, 1992; Kellam, 1992).

Explanations of the relationship between disrupted families and delinquency fall into three major classes. Trauma theories suggest that the loss of a parent has a damaging effect on a child, most commonly because of the effect on attachment to the parent. Life course theories focus on separation as a sequence of stressful experiences and on the effects of multiple stressors such as

parental conflict, parental loss, reduced economic circumstances, changes in parent figures, and poor child-rearing methods. Selection theories argue that disrupted families produce delinquent children because of pre-existing differences from other families in risk factors such as parental conflict, criminal or antisocial parents, low family income, or poor child-rearing methods. While boys from broken homes were more delinquent than boys from intact homes, they were not more delinquent than boys from intact high-conflict families. Overall; the most important factor was the post-disruption trajectory. Boys who remained with their mother after the separation had the same delinquency rate as boys from intact low-conflict families. Boys who remained with their father, with relatives, or with others (e.g., foster parents) had high delinquency rates. It was concluded that the results favoured life course theories rather than trauma or selection theories.

2.2.2 The influence of economic status of the family on Child's antisocial behaviour

According to (Herrenkohl, 2000) socio-economic status refer to the social and economic position occupied by parents in the society, Herrenkohl further adds that a level made up of individuals who deem themselves equal due to similarities in family background, level of education, occupation, race and attitude towards social issues. Brennan (2009) reported that the social status of individuals is an indication of their economic status and he further explain that socio-economic status is usually a measure of the income and occupation of the individuals, irrespective of his or her educational or social standing. According to him this has a tremendous influence on students' anti-social behaviour.

socio demographic variables such as poverty and unemployment is mediated through and has its effects on, parent-child interactions and relations through causing increasing levels of parental stress. This in turn derails the quality of parenting and lowers the threshold of parental reaction

to child misbehaviour. Single parenthood, divorce and reconstituted families, poverty, maternal depression, alcohol and substance abuse, all have been positively related to children's antisocial behaviours.

Families have varied roles in the societies. It serves as an economic unit. It presumes responsibility for a small number of people as they move through life. Its most broadly recognized function is the care and socialization of new upcoming generation. Parents are usually considered the fundamental agents of socialization because their influence begins so early in life. Although the family is supposed to care for, socialize and optimize the potential of children, it sometimes falls short of these objectives, Children may be neglected. It has been generally observed that people are not equal in terms of status and achievements respectively.

The particular everyday living of many strata inside the contemporary society is actually considered pure. Scientists feel that socio-economic standing of the students' mothers and fathers includes an excellent influence on their attitude in direction of things and also phenomena therefore improvement associated with anti-social behaviour. (Newson, 2009) accentuated that socio-economic standing of a person influence their own attitude and also lifetime odds. These thinking include things like: constructive or may be adverse attitude in direction of academic, foodstuff, dressing up, medication and also punishment as well as the group the individual are connected with. Inside same problematic vein, Lytton H, & Romney (1991) accentuated the particular socio-economic standing associated with mothers and fathers to be a major determinant of the attitude associated with students in direction of anti-social behaviours. Many people even more expressed direction in which students from low socio-economic families don't

have basic essentials associated with lifetime and are equally economically fragile and also socially stressed out which increase the chances of getting associated with anti-social behaviours

This sort of kids produce specific adverse subconscious experiencing which frequently cause stress and might culminate inside the symptoms associated with anti-social behaviours for instance cultism. These kids quite often count on psycho-active drugs and also groups to carry out these anti-social behaviours. These anti-social behaviours in many cases are employed to make up for their particular inadequacies associated with certainly not having the capacity to take their particular poverty and also reduced interpersonal standing inside the water of the associates.

Kellam (2007) seen that there is an optimistic effects between socio-economic standing associated with mothers and fathers and also kids thinking and also behaviour manifestations. He / she opined that the relationship between pair of issues stands out as the economical selling point of the particular mothers and fathers, which in turn allows these to supply their particular kids the particular supplies dollars can get. A young child at a high socioeconomic history is actually ripe having essentials associated with lifetime, gets rousing ordeals which translate into proper attitude in direction of lifetime in many cases.

Bowlby (2001) posited that previously social norms and also prices pervaded the particular contemporary society via socialization of the young ones and even adults inside the family, universities and also strict establishments. He mentioned that norms and prices pertaining to integrity, honour, strength and also diligence were the particular focus associated with

socialization. On the other hand, they noticed that when modernization came individualization and also self-assertiveness escorted that. These highlights of modernization in a negative way damaged conventional contemporary society norms regarding individual behaviour. To this stop, most of people need to get prosperous quickly through style and colour, way of prosperity as well as the undesirable impact on their particular kids. This thus stimulates their particular kids to activate within anti-social behaviour for instance cultism.

(Ellis, L.1988) contends that economical standing can impact on the particular academic overall performance associated with students when it comes to early on work with institution, work associated with best universities as well as the provision associated with required supplies. The particular students with reduced socioeconomic standing might fight to obtain their wants by their mothers and fathers. Thus the individual could be attracted into anti-social activities as a way to meet up with their wants. (Grove, 2000) in the longitudinal review of the influence associated with socio-economic standing associated with mothers and fathers on children's behaviour learned that kids having behavioural problems result from individuals having reduced socio-economic history.

In accordance with (Chauan, 2002), there is a constructive effects between poverty and also offense including extremely high revenue and intensely reduced risks. He saw that the best fraction associated with bad guys result from reduced socio-economic history. Furthermore, they saw that all persons that result from under-privilege school tend to be bad guys. Considering poor houses in which mothers and fathers are unable to fulfill the particular legitimate wants of the kids. This fiscal incapability tends to make kids liable to the particular deceit associated with

anti-socialists, like cultists that deceive these that they'll enable these and also meet up with their particular wants only to be anti-socialists way too.

About their aspect, (Eron, 1991) look at socio-economic standing to be a difficult trend which in turn exerts pervasive influence on almost all facet of one's lifetime. He mentioned that economical standing is really a culpability which makes kids liable to the particular mischievous antics in order to make ends comes up. (Fischer, 2004) contends that economical standing offers several sociological insinuations on the contemporary society. She spelled out that offense rates like cultism, gangsters, rape, block lifetime for instance hawking, prostitution and also medication dependency tend to be seriously on the enhance on account of poverty. Similarly, Deater (2003) within their review on economical standing and also interpersonal adjustment learned that outside the 190 kids who constituted their sample simply 110 symbolizing 55per dollar were nicely socially tweaked to institution programs. The remainder symbolizing forty-five % weren't appropriately socially tweaked.

The reason being that prosperous mothers and fathers produce their particular kids having favourable household natural environment, good foodstuff and also other subconscious wants which assist them to change socially while the kids by reduced socio-economic standing won't change socially probably for their houses tend to be unpredictable, their particular way of living tend to be seldom accessible and as such these people turn out to be taken, socially maladjusted so that as predicted turn out to be very liable to anti-social acts. On the other hand, (Bowlby, 2001) is actually of the look at which several prosperous mothers and fathers in excess of treat their particular kids giving in excess of precisely what these people actually call for. This,

obviously, supplies the kids' ways to buy fire-arms and also other supplies which might be undesirable to be in their particular control. He even more reveal that most mothers and fathers who're associated with high socio-economic standing have got minimal period for their houses and also their particular kids tend to be remaining to get increased by household facilitates and may perhaps make them produce the wrong attitude in direction of interpersonal vices.

2.2.3 The role of school on child anti-social behaviour

Antisocial behaviour can be a manifestation associated with individual improvement that is certainly socially bothersome and also unwelcome with unique amounts of interpersonal lifetime. Inside look at association with criminology, interpersonal ecology versions contemplate individual relationships bought into unique amounts of group in the individual via linkages to more substantial social support systems (Collins, & Russell 2001); In accordance with that viewpoint, individuals tend to be set within areas and also interpersonal establishments which indicate the particular national prices associated with contemporary society (Fergusson, 2002).

Inside improvement associated with interpersonal help principle, Wright, Cullen, and also Frick (2001) came with the thought of family interpersonal capital, using the theory associated with interpersonal help to be a web page link between family method (parent-child relationship) and also interpersonal design (family interpersonal conditions). In accordance with (Hawkins,2002), interpersonal capital is defined as the particular group of means in which inhere within family relationships and also within group interpersonal group understanding that are helpful for the cognitive or may be interpersonal improvement of a baby or may be small person. Later on, (Collins, 1991) operational zed that conceptual description revealing which interpersonal capital can be a purchase within interpersonal relationships by individuals where by these people access to set means to reinforce predicted results associated with important expressive behaviour.

Similarly, (Wright, 2001) suggested ways in which interpersonal purchase works via variables recognized by interpersonal mastering principle. Relative to the particular interpersonal mastering viewpoint, there is study evidence in which family interpersonal capital fosters pro social behavioural designs within kids and also insulates these in the adverse effects associated with deviant associates and also past due participation connected with a number of family interpersonal conditions (siega, 2007).

To enhance inside the knowledge of the particular function competed by structural (macro) and also processual (micro) variables inside the causation associated with offense, (Wadsworth, 2009) proposed the particular Societal Framework and also Societal Learning Design (SSSL), the cross-level theoretical model in which interpersonal design impact on the particular interpersonal subconscious method intended for describing the foundation associated with offender behaviour and also offense rates.

(Wright, 2003) recognized a number of primary sizes associated with interpersonal design which might be required to become connected with interpersonal method and also individual behaviour. The very first a pair of sizes refer to interpersonal structural and also socio-demographics correlates, which in turn show social tasks of areas, way of life, and also interpersonal establishments, plus the submission of the population relevant to offense rates. Third measurement emphasizes conceptually explained highlights of sociological concepts to explain criminogenic conditions associated with communities. Lastly, the particular next measurement designates the particular differential interpersonal area within main, supplementary, and also referrals groups.

In keeping with the particular ecological viewpoint (Brownfield, 1994), the particular next measurement of the SSSL model consists of the little groups and also individual communities in which result on teen improvement over the interactive designs associated with ecosystems (Black & Pedro-Carrol, 2000). In accordance with (Brownfield, 1994) the particular mesosystem is defined as the particular interconnectedness associated with numerous instant controls (Microsystems) that the establishing person actually takes part.

Consequently, individuals, associates, and also universities are construed as the meso-system, giving the meso-level associated with analysis. These are generally the particular interpersonal groups on how the individual applies and also that offers the training surroundings and also prospects which promote or may decrease offender or may be contouring behaviour (Black & Pedro-carrol, 2000). The particular mesosystem incorporates the particular instant interpersonal context in which interpersonal structural and also socio demographic sizes of the SSSL model affect individual behaviour as well as the procedure of the interpersonal mastering issues. However, in the viewpoint of the individual, the particular mesosystem is actually carefully for this idea of differential association, which is intertwined having other interpersonal mastering issues (Buehler, 1997)

With regard to the nature of the peer social support systems inside the institution context as well as the parental help acquired with the manifestation of the family method, the particular interpersonal mastering of natural environment provides an opportunity to understand pro social or maybe antisocial behaviour. Simultaneously, the particular developmental adjustments happening among youth because they mature produce a level associated with transition by parental influence for you to peer influence (Wright, 1995). In addition, family design and also

racial minority groups tend to be a sign associated with interpersonal conditions relevant to the calibre of family interpersonal capital inside mesosystem.

The final results in regards to the influence associated with family design on parental socialization techniques disclosed in which youth within single-parent individuals tend to be now more past due when compared with their particular counterparts existing having a pair of organic mothers and fathers (Demuth & Brown leafy, 2004) set up in which contextual and also processual family indicators offered considerably aggression within kids previous 5 to 11 years of age.

Inside same Hillsdale, (2001) attained evidence advising that youth that has a home in cracked houses will probably opt for deviant associates and also exhibit thinking constructive to delinquency. Similarly it has also been confirmed that a child that is living with a sole organic father or mother that cohabits with non-biological companion present unusually high rates associated with antisocial behaviour. However, racial minorities for instance Hispanics and also African Americans are actually connected with high amounts of antisocial behaviour once they tend to be in contrast to other cultural groups. As an example, (Hunter, 2002) demonstrated that family trouble includes a more substantial effect on delinquency among African Americans when compared with non-African Americans.

Investigation results have got demonstrated that parental help is actually sturdy when meso-level issues tend to be thought about, for instance institution and also group member's program. In accordance with ecological principle, adolescents' lifestyle is so visible to be a pertinent list of their developmental method. Those activities in which youth take part inside and also beyond the universities produce prospects intended for mastering and also exercising competencies and

knowledge (Jaffee, 2001) and also getting differential interpersonal helps that may barrier the results associated with family conflicts (Jang & Smith, 1997).

On this respect, institution connectedness is really a way to obtain interpersonal help by institution staff members, which often, boosts the perception associated with addition, responsibility, and also participation inside the institution natural environment. Generally words, institution connectedness echos the particular adolescent's notion in which adults inside the universities love these just as one individual and provide help intended for mastering, constructive adult-student associations, and also real and emotive protection. The investigation uncovers a high quantity institution connectedness and also enhanced academic achievement reduces delinquency rates and health-compromising benefits (Jenkins, 2007).

When students' sense linked with their particular institution, they might be more likely to rely upon educators with regards to physical violence exposure, leading to better problem management knowledge and also reduced violent behaviour. (Kelly, 2005) On the same range, institution connectedness requires students' involvement within group and also social activities (Kolvin, 2007). In accordance with (Lauritsen, 2003), adolescents' participation within volunteer solutions may be involvement within faith-based activities places youngsters hold people within constructive function versions. As a result, the particular exposure to pro social communities and institution achievement promote constructive thinking intended for interpersonal adjustment and also reduce the particular prospects intended for antisocial peer affiliations and past due meanings, generating supporting contexts intended for adolescents' well being (Jang & Manley, 2001).

As previously stated, perceived institution connectedness, as way to obtain interpersonal help on the meso-level, moderates the particular influence associated with parental help on antisocial behaviour. Simons, Simons, (2007) observed that exposure to pro social communities and also institution achievement may perhaps boost the outcomes associated with parental help on adolescents' deviant behaviour by providing the design intended for increased supervision and also establishing adaptive interaction having person and also associates. Alternatively, exposure to deviant peer communities around universities produces a way to obtain interpersonal which advances antisocial behaviour on the meso-level since it requires the particular differential interpersonal area within referrals groups inside SSSL model (Akers, 2008). Furthermore, the way to obtain interpersonal help intended for deviance is usually connected with poor parent-child associations (Warner & Wilcox; 2007).

2.2.4 Parental Conflict and disruption in the family

John Bowlby (2001) popularized the theory that broken homes cause delinquency. He argued that mother love in infancy and childhood was just as important for mental health as were vitamins and proteins for physical health. He thought that it was essential that a child should experience a warm, loving, and continuous relationship with a mother figure. If a child suffered a prolonged period of maternal deprivation during the first 5 years of life, this would have irreversible negative effects, including becoming a cold affectionless character and a delinquent.

Most studies of broken homes have focused on the loss of the father rather than the mother, because the loss of a father is much more common. In general, it is found that children who are separated from a biological parent are more likely to offend than children from intact families. For example, in the Newcastle (UK) Thousand Family birth cohort study, Kolvin et al. (2008)

discovered that boys who experienced divorce or separation in their first 5 years of life had a doubled risk of conviction up to age 32 years (53 percent as opposed to 28 percent). In the Dunedin study in New Zealand, Henry et al. (1996) found that boys from single-parent families were particularly likely to be convicted.

Joan McCord (2002) in Boston carried out an innovative study of the relationship between homes broken by loss of the biological father and later serious offending by boys. She found that the prevalence of offending was high for boys from broken homes without affectionate mothers and for those from unbroken homes characterized by parental conflict, irrespective of whether they had affectionate mothers. The prevalence of offending was low for those from unbroken homes without conflict and importantly equally low for boys from broken homes with affectionate mothers. These results suggest that it might not be the broken home that is criminogenic but the parental conflict that often causes it. They also suggest that a loving mother might in some sense be able to compensate for the loss of a father.

The importance of the cause of the broken home was also shown in the UK National Survey of Health and Development by Michael Wadsworth, in which over 5,000 children were followed up from birth. Illegitimate children were excluded from this survey, so all the children began life with two married parents. Boys from homes broken by divorce or separation had an increased likelihood of being convicted or officially cautioned up to age 21 years in comparison with those from homes broken by death of the mother death of the father, or from unbroken homes.

Homes broken while the boy was between birth and age 4 years especially predicted delinquency, while homes broken while the boy was between ages 11 years and 15 years were not particularly criminogenic. Remarriage which happened more often after divorce or separation

than after death was also associated with an increased risk of delinquency, suggesting an undesirable effect of step-parents. This undesirable effect was confirmed in research in Montreal by Pagani et al. (2008). The meta-analysis by Wells and Rankin (2001) also shows that broken homes are more strongly related to delinquency when they are caused by parental separation or divorce rather than by death.

There is no doubt that parental conflict and interparental violence predict antisocial behaviour by a child (Buehler, 1997; Kolbo, 1996). In the Christchurch (New Zealand) Health and Development Study follow-up of over 1,300 children, Fergusson and Horwood (2008) found that children who witnessed violence between their parents were more likely to commit both violent and property offenses according to their self-reports. The importance of witnessing father-initiated violence held up after controlling for other risk factors such as parental criminality, parental substance abuse, parental physical punishment, a young mother, and low family income. Parental conflict also predicted delinquency in both the Cambridge and Pittsburgh studies (Farrington & Loeber, 2009).

Much research suggests that frequent changes of parent figures predict offending by children. For example, in a longitudinal survey of a birth cohort of over 500 Copenhagen males, Mednick et al. (2000) found that divorce followed by changes in parent figures predicted the highest rate of offending by children, compared with divorce followed by stability and no divorce. In the Dunedin study in New Zealand, Henry. (2003) reported that both parental conflict and many changes of the child's primary caretaker predicted the child's antisocial behaviour up to age 11 years. However, in the Christchurch study in New Zealand, Fergusson et al. (2002) showed that parental transitions in the absence of parental conflict did not predict an increased risk of the

child offending. Also, in the Oregon Youth Study follow-up of over 200 boys, Capaldi and Patterson (2001) concluded that antisocial mothers caused parental transitions, which in turn caused child antisocial behaviour. In the Woodlawn longitudinal study of over 1,200 children in Chicago, the diversity and fluidity of children's living arrangements were remarkable (Hunter & Ensminger, 2002; Kellam., 2007).

Explanations of the relationship between disrupted families and delinquency fall into three major classes. Trauma theories suggest that the loss of a parent has a damaging effect on a child, most commonly because of the effect on attachment to the parent. Life course theories focus on separation as a sequence of stressful experiences and on the effects of multiple stressors such as parental conflict, parental loss, reduced economic circumstances, changes in parent figures, and poor child-rearing methods. Selection theories argue that disrupted families produce delinquent children because of pre-existing differences from other families in risk factors such as parental conflict, criminal or antisocial parents, low family income, or poor child-rearing methods.

Hypotheses derived from the three theories were tested in the Cambridge Study (Juby & Farrington, 2001). While boys from broken homes (permanently disrupted families) were more delinquent than boys from intact homes, they were not more delinquent than boys from intact high-conflict families. It is interesting to note that this result was replicated in Switzerland (Haas, 2004). Overall, the most important factor was the post-disruption trajectory. Boys who remained with their mother after the separation had the same delinquency rate as boys from intact low-conflict families. Boys who remained with their father, with relatives, or with others (e.g., foster parents) had high delinquency rates. It was concluded that the results favoured life course theories rather than trauma or selection theories.

2.3 Theoretical framework

2.3.1 The Coercion Theories

Differential coercion theory (DCT) was developed by Mark Colvin in 2000 based on his earlier research on the penitentiary crisis in New Mexico Prison. He found coercive measures in prison settings to be highly problematic and conducive to noncompliant behaviour. Employing the same logic in DCT, Colvin draws on several theories of criminality in an integrated format around the theme of coercion. Mostly connected with the strain tradition of criminology, DCT takes coercion as a source of negative stimuli experienced during the socialization process that creates adverse social psychological states and, in turn, causes criminality. DCT integrates (1) criminological perspectives considering some social settings and social relations as crime-prone and some social settings as crime-resistant (social causation perspective) (2) with perspectives that see childhood characteristics (i.e., low self-control) as factors affecting the development of social relations as well as criminality (social selection perspective).

In the realm of family functioning the coercion theory suggests that the family environment influences an adolescent's interpersonal style, which in turn influences peer group selection (Cashwell & Vacc 1996). Peers with a more coercive interpersonal style tend to become involved with each other, and this relationship is assumed to increase the likelihood of being involved in delinquent behavior. Thus understanding the nature of relationships within the family, to include family adaptability, cohesion, and satisfaction, provides more information for understanding youth (Cashwell & Vacc 1996).

The cohesiveness of the family successfully predicted the frequency of delinquent acts for non-traditional families (Matherne & Thomas 2001). Family behaviors, particularly parental

monitoring and disciplining, seem to influence association with deviant peers throughout the adolescent period (Cash well & Vacc 1994). Among social circumstances which have a hand in determining the future of the individual it is enough for our present purpose to recognize that family is central (Wright & Wright 1994).

Previous research found that coercive parenting and lack of parental monitoring contributes not only directly to boys' antisocial behaviors, but also indirectly as seen in the contribution to their increased opportunity to associate with deviant peers, which is predictive of higher levels of delinquent acts (Kim, et al. 1999). Communication also plays a big role in how the family functions Clark and Shields (1997) state that the importance of positive communication for optimal family functioning has major implications for delinquent behavior.

They also discovered that communication is indeed related to the commission of delinquent behavior and differences are shown within categories of age, sex, and family marital status. Gorman-Smith and Tolan (1998) found that parental conflict and parental aggressiveness predicted violent offending; whereas, lack of maternal affection and paternal criminality predicted involvement in property crimes. In another study conducted by Gorman-Smith and her colleagues, data show that children are more likely to resort to violence if there is violence within relationships that they may share with their family (Gorman-Smith, et al. 2001).

For family disruption and delinquency, the composition of families is one aspect of family life that is consistently associated with delinquency. Coercion theory emerged from the larger behavioral perspective of social learning theory. A basic tenet of social learning theory is that social relationships are maintained through rewards and positive reinforcement. Conflict arises,

however, when rewards do not exist or aversive reactions occur within the relationship (Home & Sayger, 1990). Definitions of reciprocity and coercion provide further explanation.

Reciprocity refers to social exchanges in which positive reinforcement is shared equitably to maintain a relationship. Conversely, Coerdon refers to a relationship in which aversive reactions are used to control the behavior of the other (Home & Sayger). Negative reinforcement occurs when aversive behaviors are not met with adverse consequences. Observers witnessing aggressive interactions with no noticeable negative consequence may learn to engage in similarly aggressive behaviors.

The identification of this negatively reinforcing pattern led Patterson (1982) to hypothesize that family interactions could result in the development of aggressive behaviors in children. Patterson (1982) developed coercion theory by studying interaction patterns in families. He describes the theory as a set of statements about pain control techniques employed by one or both members of a dyad. Each aversive action affects either the performance of the other person or the performance of the target subject.

For a behavior to be labeled as coercive it must be aversive, consistently follow specific behaviors, and produce a consistent reaction in the victim that ultimately serves the aggressor (Patterson, 1982). Parents can unknowingly reinforce coercive behaviors in their aggressive children by nagging, scolding, and yelling when the child misbehaves. These behaviors initiate the coercive interaction. If the child continues to misbehave despite the parent's aversive behaviors, the parent eventually will reach an exhaustion point. At this point negative reinforcement of the child's misbehavior occurs when the parent fails to follow through with promised consequences. Because the parent backs down and fails to discipline the child

adequately, children learn that they can coerce the parent into meeting their needs. Children become aware that if they continue to misbehave or respond to the parent's aversive behaviors with increased aggression, they can shape the parental behaviors for their own benefit (Patterson 1982)

2.3.2 Social Learning Theories

Social learning theory is a perspective that states that people learn within a social context. It is facilitated through concepts such as modeling and observational learning (Ormrod, 1999). People, especially children, learn from the environment and seek acceptance from society by learning through influential models. Social learning theory is a perspective that states that social behavior (any type of behavior that we display socially) is learned primarily by observing and imitating the actions of others. The social behavior is also influenced by being rewarded and/or punished for these actions.

Social learning theory was derived in an attempt by Robert Sears and other scholars to merge psychoanalytic with stimulus-response learning theory into an inclusive explanation of human behavior. Sears and others drew their conclusions from the clinical richness of psychoanalysis and the rigor of stimulus-response learning. Albert Bandura, conversely, abandoned the psychoanalytic and drive features of the approach. His approach emphasized cognitive and information-processing capabilities that facilitate social behavior. Both theories proposed were envisioned as a general context for the understanding of human behavior, but Bandura's theory provided a stronger theoretical beginning.

2.3.3 Social Control Theories

Different theories have its own interpretations and explanations of delinquency. However, Hirschi's social control theory has become one of the dominate theories of delinquency. In educational text, social control theory is often researched in juvenile delinquency (Agnew, 1985). Robert Agnew provided the definitions of Hirschi's social control theory "Individuals are prevented from engaging in delinquency by four social bonds. When these bonds are weak, the individuals are free to engage in delinquency" (Agnew, 1985). The four bonds include attachment, commitment, involvement and beliefs. Children naturally develop bonds with parents and guardians. Bonding is very important between parents and children because it creates learning values within the home. Values such as love, care, respect and affection is formed which develops into a good, happy and healthy lifestyle. The following research will expand more on the four bonds, attachment, commitment, involvement and beliefs and its relations to juvenile delinquency.

The first bond is attachment. Attachment refers to the affection and respect individuals hold toward significant others such as parents, teachers, and peers. It further explains those individuals with high quality of affection and respects are less likely to engage in delinquency. Reasons being because they don't want to disappoint or damage their relationship with the people they care about once delinquent behavior occurs (Agnew, 1985). People, especially adolescence who are involved in good healthy family relationships are more likely to obey rules of the family since it can jeopardize their connection with others. The structure of family life and quality of parental attachment determines the likelihood or not whether adolescent would engage in deviant behaviors (Katz, 1997). In both article Katz and Agnew emphasized the importance of

family attachment. As a result attachments are high on the ladder scale in regards to determining where the child is headed in life. Those who have positive connections and bonds with family, school officials and peers, are viewed less likely to play part in deviant activities because they have good family structure. But if negative attachments are present then they are free to engage in thrilling and exciting deviant activities.

The commitment bond follows behind the attachment bond. Commitment bond refers to the individual's actual or anticipated investment in conventional activities such as getting an education, building up a business or acquiring a reputation for virtue (Agnew, 1985). In brief, high qualities of commitment to these goals, individual are less likely to engage in delinquency because they have too much to lose (Agnew, 1985). Individuals consider the consequences are highly at risk, so they choose not to partake in criminal behavior. Often time, individuals contribute a lot of effort and time into their goals for the future, and committing crime would lead them to hardship, which can cause them to lose it all. The commitment to complete high school and college is important, because it determines their outlook for the future in obtaining a successful and rewarding career. But if they fail to commit than their time and effort put into it was wasteful.

After commitment, the third social bond is involvement. Involvement refers to the amount of time spent engaged in those particular conventional activities. Those individuals who spend much time in activities have less time for delinquency (Agnew, 1985). If young people keep themselves busy with heavy involvement in conventional activities, it leaves little time for illegal behaviors. Based on Hirschi's findings; "Commitment to conventional values such as striving to

get a good education and refusing to drink alcohol or go cruising is an indicative sign of conventional behavior”. And youth who are involved with positive activities such as doing homework, were less likely to engage in criminal behavior (Siegel).

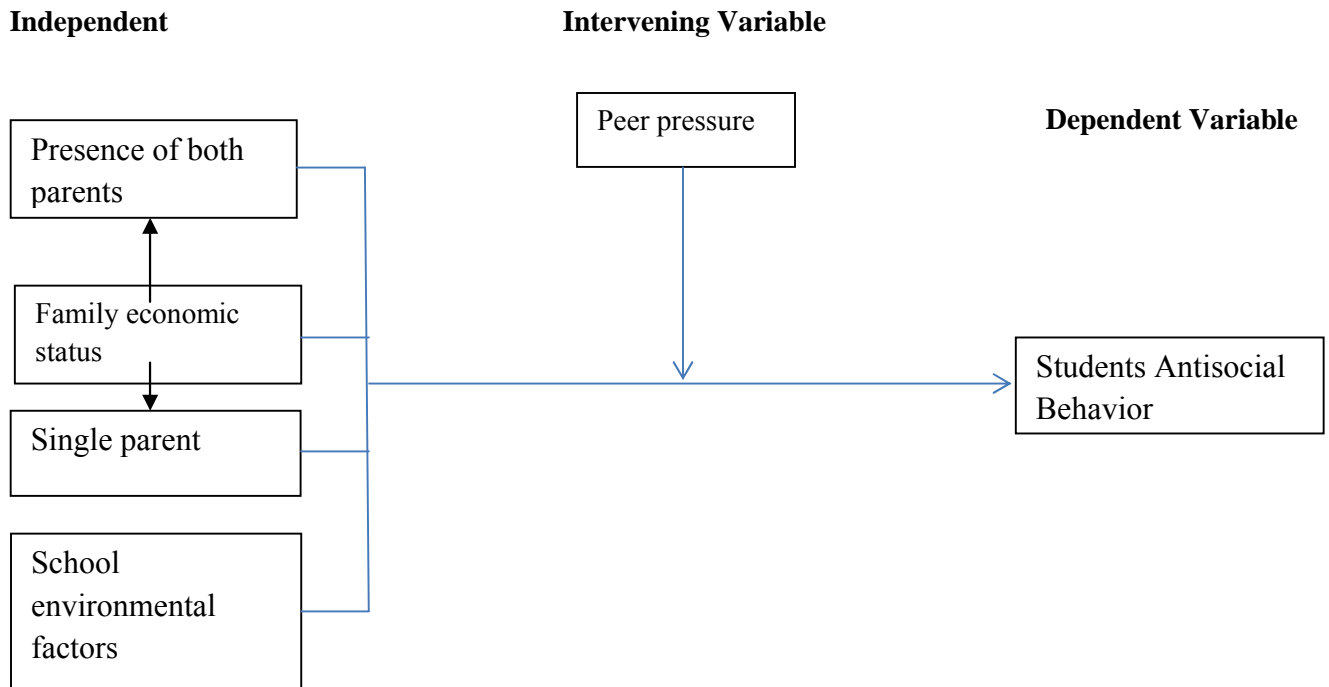
The last social bond is belief. Belief is defined as the individuals committed to the central value system of society. Individuals who believe they should obey the rules of society are less likely to engage in delinquency (Agnew, 1985). Authors Siegel and Welsh explained, people who lives in same social setting often share common moral beliefs, they may adhere to such values as sharing sensitivity to the rights of others and admiration for the legal code (Siegel). As a result, young people have same beliefs with their family on certain rules and obligations therefore they will hold their beliefs strong.

2.4 Conceptual framework

The conceptual framework below used in this study; the independent variables are the presence of both parents in a family, single parenthood, economic status of a family, and schools environmental factor. Availability of both parents is used as an aspect of parent child relationship that is likely to influence the child’s behavior. The influence of parental actions such as love, nurturance, empathy, acceptance and guidance on behavior was tested. The influence of emotional adjustments of the single parent has an impact on children’s behavior. Economic status of the family influences the children’s behavior; elements such as poverty, low income, unemployment were tested on how they influence the behaviors of children. Children’s antisocial behaviour is shown is the dependent variable in this study, how does the children’s behavior vary based on the independent variables. Peer pressure which deals with the students’ overall way of

behavior and hence influencing antisocial behavior is the intervening variable. Regardless of the variance of the independent variables, the intervening variable's influence is constant.

Figure 2. 1 Conceptual framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design, target population, samples selected and sampling methods. It also looks at the data collection process, data collection tools, reliability and validity of the instruments, data analysis plan as well as ethical issues.

3.2 Site description

Kiambu County is a County in the former central province of Kenya. Its capital is Kiambu and its largest town is Ruiru. The county is adjacent to the northern border of Nairobi County and has a population of 1,623,282 (Census, 1999). The county is predominantly rural, but its urban population is increasing as Nairobi is growing rapidly. Kikuyu people form the dominant ethnic group in the county. In 2007, Kiambu District was subdivided in two: Kiambu East and Kiambu West (Census, 1999). Kiambu West district took Limuru, Lari and Kikuyu divisions, with Limuru as its district capital. Kiambu County has seven administrative divisions which are Githunguri, Kiambaa, Kikuyu, Lari and Limuru (Census, 1999)

This is expected to be the wealthiest county in Kenya. It has eight constituencies namely, Githunguri, Gatundu North, Gatundu South, Limuru, Lari, Juja, Kiambaa, and Kabete. The major Urban Centres' are Ruiru, Gatundu, Limuru, Kabete, Githunguri, Kiambaa, Kikuyu, Kiambu, Lari and Karuri. The main economic activity is agriculture in tea, coffee, dairy, poultry, and horticulture farming. The major industries are Bata Shoe Factory in Limuru, Mining- Carbacid Lari, Fresha Milk Processing plant-Githunguri, and several tea and coffee factories. Attractions in Kiambu include Mau Mau Caves, Paradise Lost, Chania Falls, 14 falls, Maguma Gardens, and Christina Wangare Gardens.

The study focuses on Kiambaa Constituency, which comprises Ndumberi, Ruaka, Kiambaa Settlement Area, Ting'ang'a, Kiambaa, Riabai, Kamiti, and Waguthu Divisions of Kiambu District (Census, 1999). The researcher purposively chose a Constituency that is rural and also classified as being adjacent to the capital city since such an area could have unique challenges in bringing up children and therefore the study findings depicts the factors influencing school children anti-social behaviour and therefore provide a basis for comparison with children from other locations.

3.3 Research Design

Orodho (2002) defines research design as the scheme, outline or plan that is used to generate answers to research problems. The research design used in the study was the descriptive survey. Descriptive design attempts to describe what was or what is in a social system such as a school according to (Mwiria & Wamahiu, 1995). The choice of this design is dictated by its effectiveness to secure evidence concerning all existing situations or current conditions, identify standards or norms with which to compare present conditions in order to determine how to take the next step having determined where we are and where we wish to go. The researcher aimed at collecting information from the respondents on factors influencing school children's anti-social behaviour in Kiambu County Kiambaa Constituency. The study therefore employed both quantitative and qualitative research methods. Qualitative methods was used to get information mainly from the key informants on children antisocial behaviour as well as from focus group discussions (FGDs).

3.4 Target Population

According to Mugenda and Mugenda (1999) target population is an entire group of individuals, events or objects having common characteristics. It is the sum of all that conforms to a given specification and from which a sample is taken. The target population of this study was the secondary school children. The study also targeted the community based structures established to deal with the children welfare; this provided information from the Key informants who included Head teachers, Headmen, area chief, children officer, education officer.

3.5 Unit of Analysis and Units of Observation

According to Singleton *et al* (1988), a unit of analysis is what or who is to be analyzed. Schutt (1996) sees a unit of analysis as the level of social life on which research questions focus. In this case the unit of analysis was factors that influence antisocial behaviour. On the other hand, unit of Observation focused on the data source who included students in secondary school, head teachers and the established community structures that promote child welfare.

3.6 Sample size and sampling procedure

3.6.1 Sample Size

Suitable study sample size is a critical matter as it influences the statistical significance and power. According to Nick *et al* (2009), choosing the correct sample is not a matter of preference, it is a crucial element of the research process without which you may well be spending months trying to investigate a problem with a tool which is either completely useless, or over expensive in terms of time and other resources. The same authors argued that, not all quantitative studies involve hypothesis-testing, some studies merely seek to describe the phenomena under

examination. Whereas hypothesis testing involved comparing the characteristics of two or more groups, a descriptive survey may be concerned solely with describing the characteristics of a single group. The aim of this type of survey is often to obtain an accurate estimate of a particular figure, such as a mean or a proportion. The study targeted 80 students and six key informants who included; Head teacher, teacher counselor, education officer, children officer, chief and headman.

3.6.2 Sampling Procedure

The study employed census where all the 8 Public secondary schools in Kiambaa constituency were considered for the study, a census is an ideal method for providing information on size, composition and spatial distribution of the population in addition to socio economic and demographic characteristics (Watts 2001), consequently the researcher applied a mixed method of sampling where simple random sampling was used to select 10 students from each of the 8 Public schools giving a sample size of 80 students, each element in the population had an equal probability of selection and each combination of elements has an equal probability of selection . The study then employed stratified sampling technique to randomly select 5 students from form three and randomly select 5 from form four where for every three boys selected two Girls were selected, since the study considered them to hold critical information to the study topic.

Trochim (2008) defines sampling as the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. The study employed census where all the 8 public secondary schools in Kiambaa constituency were considered for the study, a census is an ideal method for providing information on size, composition and spatial distribution of the

population in addition to socio economic and demographic characteristics (Watts 2001). Consequently, the researcher also applied simple random sampling to select 10 students from each of the 8 public schools giving a sample of 80 students. Each element had an equal probability of selection, which is systematic random selection of boys and girls from the school registers. The above said sample size was randomly selected as follows, 5 students from four three and 5 from form four where for every three boys selected two girls were selected since the study considered them to hold critical information to the study. Likewise the study used purposive sampling for identifying key informants. Purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of the study. Cases or the subjects are therefore hand-picked because they are informative or possess the required characteristics (Gay, 1983). Purposive sampling helped get small samples but with detailed interviews/interactions.

3.7 Methods of Data Collection

3.7.1 Collection of Quantitative Data

In collecting quantitative data the researcher used a questionnaire to solicit information from the selected students. The questionnaire consisted of both open-ended and closed-ended questions. The questionnaire was closely administered. The questionnaire was the preferred instrument of data collection because it helped the researcher reach a large sample within a limited time, and confidentiality was upheld (Creswell, 2003). The questionnaire was in two parts. Part one aimed at collecting data on (demographic information) personal and general details and part two consisted of open ended and structured questions. The questions were based on the research objectives. The questionnaires for the teachers required them to tick responses that are relevant

to their schools on the issues underlying factors influencing antisocial behaviour among school children of Kiambaa Constituency.

3.7.2 Collection of Qualitative Data

This study used key informant interviews that were purposefully selected. The questions of key informant interviews were open-ended, in depth interviews with key informants, from Head teacher, teacher counsellors, area chief, children officer, education officer. On factors influencing school children anti social behaviour. This entailed development of an interview guide with a series of open-ended questions under selected topics in children antisocial behaviour that were posed to individuals selected for their knowledge and experience in children Antisocial behaviour. Basically three Key Informant Guide were used for the verification of quantitative information provided by the Questionnaires.

3.7.3 Focus Group Discussions Guide (FGDs)

Kumar (1987) defines FGD as a semi-structured data gathering method in which a purposively selected set of participants gather to discuss an issue or concern. FGD help to elicit views of opinions of the target population and enable the researcher to obtain insights on their perceptions, needs, problems, beliefs and reasons for certain practices. The respondents were allowed to freely discuss the issues in a group of 8-12 persons, this study conducted 2 FGDs, one with boys, another with Girls this helped to elicit information on the factors influencing school children anti-social behaviour.

3.8 Instrument Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences based on the research results. It is hence the ability of instruments to measure what they are intended to measure. To enhance content validity, the research instruments were appraised by the project supervisors. A pilot study was also conducted in 1 school, 10 teachers, 10 pupils (5 boys and 5 girls) and 10 parents (Mulusa, 1990). Ambiguous questions were modified or discarded after the teachers and students have submitted their filled questionnaires.

3.9 Instrument Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research yields consistent results or data after repeated trials. In this research, the results of the pilot study were compiled and correlation calculated using SPSS version 18. Cronbach Alpha (α) reliability coefficients was calculated to ascertain the internal consistency of the questionnaire items. According to DeVellis (2003), the acceptable values of alpha, range from 0.70 to 0.90.

3.10 Data Collection Procedure

A research permit to conduct the study was sought from the Ministry of Education. The teachers and pupils to participate in the study were informed in writing. Anonymity of the respondents was assured. The questionnaires were administered and collected the same day to avoid the respondents discussing the questions and therefore influencing the outcome of the research.

3.11 Data Analysis

Data was first edited to identify the items wrongly responded to and spelling mistakes in the responses. Information was then categorized into topics. Responses were coded, tabulated and processed by computer through the Statistical Package for Social Science (SPSS) version 18 software. Frequency distribution and percentages were used to analyze the demographic data.

Research questions were analyzed using descriptive statistics. Tables were constructed to indicate responses for each item used.

3.12 Ethical issues

Mugenda & Mugenda (1999) defines ethics as that branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. Since researchers are people genuinely concerned about other people's quality of life, they must be people of integrity who will not undertake research for personal gain or research that will have a negative effect on others. In order to obtain the required information, it was therefore necessary to guarantee respondents' anonymity. The respondents' names were not recorded in the final project. Children fall in the category of vulnerable groups and informed consent was therefore sought from the head teachers of the schools. The researcher also committed himself to release accurate research findings irrespective of the findings from the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis and interpretation. In addition, this chapter discusses the findings in relation to the objectives of the study.

4.2 Response Rate

Out of the 80 Questionnaires that were issued to the students, 72 of the Questionnaires were correctly filled and returned. This represented a response rate of 90%, only 8 of the Questionnaires returned were not correctly filled and therefore these were disqualified which represented 10% of the total Questionnaires which were issued.

4.3 General information

4.3.1 Gender Distribution

The study findings indicated that a majority of the respondent were male, represented by 68%, while the female respondents were 32%, of the respondent. This information shows that there was gender imbalance in the public secondary schools as the males were more than the female.

The findings are presented in the table 4.1 below.

Table 4.1 Gender of the respondents

Gender	Frequency	Percentage
Male	49	68
Female	23	32
Total	72	100%

4.3.2 Analysis of the family structure

According to the respondents, 89% said that single parents' families were the major contributors of students' antisocial behavior. Only 11% of the respondents were of the opinion that antisocial behavior was associated with both parents. The findings are presented in table 4.2 below:

Table 4.2 Type of family structure contributes to antisocial behavior

Type of family structure contributing	Frequency	Percentage
Single parenthood	64	89
Both parents	8	11
Total	72	100

4.3.3 Age Distribution

The findings indicates that the age of majority (73%) of the of the respondents was between 19 and 22 years, 22% of the respondents were between 16 and 18 years old, while only 4% of the respondents were over 23 years old. The findings are presented in the table 4.3 below

Table 4.3 Age bracket of the respondents

Age Bracket	Frequency	Percentage %
16 years-18 years	16	22
19 years-22years	53	73
23 years and above	3	4
Total	72	100%

4.4 Presence of Both Parents and influence on Anti-social Behaviour

4.4.1 Contribution on parent-child relationship development

The study sought to investigate the respondents consent on whether presence of both parents contributes towards the development of parent-child relationship. From the findings 88% of the respondents indicated that presence of both parents contribute to the development of parent-child

relationship, while 12% of the respondents reported that presence of both parents cannot contribute to the development of parent-child relationship. An evidence from the literature reviewed support this; (Bronstein, 2003) reports that availability of both of the parents in the family is one aspect of the parent-child relationship which is likely to influence children behaviors he contends that parents involvement will indicate the parents ability to seek out his or her children and manifest an interest in their behaviors.

An interview with head teacher from Kihara secondary school also indicated that the presence of both parents contributes greatly on the development of parent-child relationship, the head teacher contends that Parental presence is one of the important concepts developed within the social support discipline within the community. He contended that it is less likely for a person to be involved in crime if this person has received family support and have good parental relationship.

A focus group discussion with the form four students revealed that children from families where both parents were present were happy and reported having good relationship with their parents, unlike those children who come from single parents families. This FGD revealed that receiving both parental support is inversely related to the development of antisocial behavior among the children. The table below 4.4 shows the response on the parental contribution on parent-child relation.

Table 4.4 Parental contribution on child-parent relationship

Response on both present relationship	Frequency	Percentage %
Yes	63	88.0
No	8	12.0
Total	72	100

4.4.2 Both parents' Contribution on Students' Behavioural Development

The study sought to establish the influence of presence of both parents on children's behavioral development. In a focus group discussion presence of both parents stood out as a strong influence in the student's behavior. An interview with a school discipline teacher echoed this assertions, the teacher said, *“most discipline cases that we have handled involved students from single parent families, however, there have been few instances when students with both parents were involved in deviant acts.”* In the FGD parental support which includes parental actions that provide love, nurturance, empathy, acceptance, guidance, information, and material resources to their children was also stated as having ability to influence young adults' behavior. Another contributing factor to children's' behavior that stood out in the FGD was family support, students who received family support were reported to have lower chance of involving themselves in deviant acts as compared to those who did not. An interview with a head teacher corroborated these sentiments, he said, *“family support is very important, students who get family support are less likely to develop anti-social behaviours, the kind of support the students get from their families together with our guidance here at school shapes the students' behaviours.”*

By implication parental care manifest an interest in their behaviors' and it is equally one of the most important concepts developed within the social support discipline, the findings revealed that it is less likely for a person to be involved in crime if this person has received family support. This provides love, nurturance, empathy, acceptance, guidance, information, and material resources to the children, the findings reveals that the involvement of both parents support greatly influences the development of behavior in children. A key informant interview with the principal for Gacharage secondary school revealed the same aspects of the parental

contribution on children behavioral development, the head teacher through citing some instances within the community contends that parent's ability to seek out his or her child's behavior and manifestation of interest will contribute greatly on influencing children behavioral development.

An interview with the area chief for Kihara revealed that parents, who manifest little interest in the development of their children, were the major contributors for the development of delinquency in school children which has contributed to poor performance in KCSE among the children in the community.

A FGD with the students revealed that children from families with poor parental guidance manifest delinquency development at an alarming rate as compared to children who felt that their parents were well concerned with their overall welfare and academic progress. The findings are also supported by the findings from the literature review, Stouthamer-Loeber (1986) alludes that lack of parental involvement, parental negligence, and low levels of parent-child relationship are strong indicators of antisocial behavior and delinquency development in children of school going age.

4.4.3 Analysis of respondents' response on Parental support

Further the respondents were also asked to rate the importance of some of the aspects of the parental support on child behavioral development. From the findings majority of the respondents revealed that Love was very important in the child behavioral development and this was shown by a mean score of 3.55, other respondents reported that Nurturance, empathy and acceptance were equally important in the child behavioral development and these were shown by a mean score of 3.62, 3.68, 3.62 respectively, consequently guidance was also reported to contribute to

children behavioral development in children as shown by a mean score of 3.51 on the same scale while others reported that information equally contributes to behavior development in children, a few of the respondents reported that Material resources contribute to the behavior development in children. This is shown in table 4.5 below.

By implication love, empathy, acceptance from the parents, guidance, information and material resources contribute considerably to the behavior development in children, from the literature review Patterson, 1982 also contends that for a behavior to be labeled as aggressive it must be aversive, consistently follow specific behaviors, and produce a consistent reaction in the victim that ultimately serves the aggressor (Patterson, 1982) there parental behavioral characters are bound to contribute consistently on influencing the behavior of the child.

Table 4.5 Degree of importance of types of parental support on behavioral development

	Very important	important	moderate	less important	not important	Mean
Love	35	12	6	8	11	3.55
Nurturance	36	11	8	6	11	3.62
Empathy	34	13	10	6	9	3.68
Acceptance	37	10	9	9	5	3.62
Guidance	38	9	6	10	7	3.51
Information	39	8	6	8	11	3.55
Material resources	8	39	8	6	11	3.54

4.4.4 Indicators of Antisocial and delinquency development in Children.

The study intended to investigate from the respondents on the strong indicators of the antisocial behaviour in children. From the findings majority of the respondents reported that lack of

parental involvement was a strong indicator of delinquency development in children and this was shown by mean score of 3.43, similarly respondents reported that Parental negligence equally contribute to the development of delinquency among the children this was shown by a mean score of 3.51, low level of parental-child relationship contributed to the development of delinquency in children, this was shown by a mean score of 3.55. Other respondents reported that poor father-child relationship and low father-mother relationship equally contributed to the development of antisocial behavior among children these were shown by a mean score of 3.58, 3.41, in each case. Few of the respondents reported that variation to quality time that children share with their parents, Quality of experience and contextual factors related to the perception of parental and material authority also contributed to the development of child delinquency development these were shown by a mean score of 3.58 respectively (Refer to table 4.6 below)

By implication lack of parental involvement, parental negligence, low level of parent-child relationship, poor father- child relationship, low father-mother relationship, variation to quality time that children share with their parents, quality of experience and contextual factors related to the perception of parental and material authority are indicators of delinquency development in children. A FGD with form four students also revealed that there are varied indicators among children that manifest delinquency development among children, they revealed that children that are delinquent are more adamant to teachers' instructions and are indisciplined both to their teachers and parents and even manifest the same approach to their peers. An evidence from the literature review also supports the findings Akers,1998 contends that exposure to deviant peer communities around universities produces a way to obtain interpersonal which advances antisocial behavior on the meso-level since it requires the particular differential interpersonal area within referrals group inside social structure and social leaning (SSSL) model.

Table 4.6 Indicators of Anti-Social delinquency development in children and their importance in causing ant-social behaviour

Indicators of Anti-social behavior	Very important	important	moderate	less important	Not important	Mean
Parental negligence	35	12	6	8	11	3.51
Low level of parent-child relationship	36	11	8	6	11	3.55
Poor father-child relationship	34	13	10	6	9	3.58
Low father-mother relationship	37	10	9	9	5	3.41
Variation to quality time that children share with their parents	38	9	6	10	7	3.58
Quality of experience	39	8	6	8	11	3.38
Contextual factors relating to the perception of parental and material authority	8	39	8	6	11	3.44
Lack of parental involvement	39	8	6	10	11	3.43

4.5. Single Parenthood and influence on Antisocial Behaviour

4.5.1 Parental experience and emotional adjustment

The study sought to establish from the respondents on their understanding on parental experience and emotional adjustment problems. From the findings 90.28% of the respondents indicated that parents who suffer from emotional adjustments manifests low self-esteem in them, 95.83% of the respondents indicated that parents who suffer from emotional adjustment problems manifests in themselves low depression while 88.89% of the respondents reported alienation as a manifestation of the emotional adjustment problems among the parents. (Refer to Table 4.7 below)

By implication majority of the parents who suffer emotional adjustment problems manifest in themselves low self-esteem, depression and alienation as supported by the findings. These findings were also supported by a key informant interview with the teacher counselor who

reported that divorce is a major contributor of these emotional problems among the parents they may spend less time with their children and be less focused on their activities at home and school. The teacher counselor contends that divorce will have some impact and introduce some change in the way parents and children interact and spend time together.

Also evidence from the literature review supports that there is positive effects of other aspects of the parent-child relationship and it can be concluded that parent involvement would have similar mediating effects on divorce adjustment (Hess& Camara, 2004)

Table 4.7 Response whether single parents suffer some emotional adjustment problems

Type of emotional problem	Response on whether parents suffer the problem				Total	
	YES		NO		N	percentage
	N	Percentage	N	Percentage		
Low self-worth	65	90.28	7	9.72	72	100.0
Depression	69	95.83	3	4.17	72	100.0
Alienation	64	88.89	8	11.11	72	100.0

4.5.2 Parental influence on Children Adjustment

Further the study sought to establish from the respondents on the parental influence on children adjustment. From the findings the study revealed that parents provide additional evidence that marital conflict is important in a child's adjustment effect on the parent adjustment and parent-child relationship this was rated very important by majority of the respondents and was shown by a mean score of 3.43 (39%) . The post-divorce adjustment of parents is important for children post-divorce adjustment this was shown by a mean score of 3.47 (40.4%). Furthermore parent's capability to be warm and involved and to parent effectively is undermined by their own emotional and adjustment problem which follows divorce experience this was shown by a mean score of 3.50 (376.%). It also revealed that it is evident that parental involvement, often

measured as quantity and quality of time spent together this was shown by a mean score of 3.55 (41.8%). Refer to table 4.8 below.

An interview with the principal of Karuri secondary school reported that parents who have suffered depression as a result of separation influenced greatly on their children adjustments, he contend that children who are separated from a biological parent are more likely to offend than children from intact families. From the literature review Kolvin et al. (1988) contend that boys who experienced divorce or separation in their first 5 years of life had a doubled risk of conviction up to age 32 years (53 percent as opposed to 28 percent). In the Dunedin study in New Zealand, Henry et al. (1996) found that boys from single-parent families were particularly likely to be convicted of delinquency.

Table 4.8 Degree of Importance of Parental Influence on Children Adjustments

Important Conclusion	Very important	important	moderate	less important	Not important	Mean
Marital conflict is important in child adjustment effects on the parent adjustments and parent-child relationship	35	12	6	8	11	3.43
The post divorce adjustment of parents is important for children's post divorce adjustment	36	11	8	6	11	3.47
Often a parents capability to be warm and involved and to parent effectively is undermined by their emotional and adjustment problem which follow divorce	34	13	10	6	9	3.50
It is evident that parent involvement often measured as quantity and quality of time spent together	37	10	9	9	5	3.55
Single parenthood is an important aspect of the child relationship which cannot be ignored	38	9	6	10	7	3.59

4.5.3 Effects of parents remarriage on development of anti-social behaviour among children

The study intended to establish from the respondents whether there are effects of remarriage and step-parents on delinquency. From the findings Majority 89% of the respondents, contends that remarriage and step-parents have effects on delinquency, while only 11% of the respondents reported that remarriage and step-parents have effects on the delinquency development in children.

By implication remarriage and step-parenthood have an adverse effect on the development of delinquency among the children, as antisocial mothers will cause transition and this will lead children to develop delinquency due to the parental gap created by the biological mother or father and replacement with non-biological parents.

An interview with the Gacharage secondary school head validated the findings by contending that remarriage and step-parenthood have great effects on the development of delinquency among the children, the principal pointed out that children who grow in families that have experienced remarriage have double risk of addiction to delinquency due to the parental gap created, besides the principal cited cases where young girls were raped by their step fathers who were not their biological fathers, such children were faced with stigmatization and developed trauma for life that tormented them for the rest of their lives thus developing delinquency.

4.6 Family Economic Status and Children's Anti-social Behaviour

4.6.1 Socio economic Factors Affecting Delinquency development in Children

The study sought to establish the effects of socio-economic factors on delinquency development in children, from the findings, Majority of the respondents 97.22% reported that race contributes to the development of delinquency among the children, 94.44% of them reported that level of education contributes to the development of delinquency among children, 88.89% of the respondents reported that family background contributes towards the development of delinquency in children, 87% of the respondents reported that occupation contribute to the development of delinquency among children and finally 87% of the respondents reported that attitude among the children contribute to the development of Delinquency among the children (Refer to Table 4.10 Below)

By implications family background factors which entail the general capability of the parents will contribute greatly to the development of delinquency, level of education of the parents, occupation of the parents, race and attitude contribute to the development of delinquency among the children. An interview with the area chief confirmed that many parents were economically challenged and this contributed to the children deviation from the expected norms to delinquency due to inability to meet all their requirement from the parents thus they seek to fulfill these gaps through getting involved in drug abuse which influence their addiction to delinquency.

Table 4.9 Response on whether the socio-economic factors affect Delinquency

socio economic factor	Response on whether the factors affect delinquency				Total	
	YES		NO			
	N	Percentage	N	Percentage	N	percentage
Family background	64	88.89	8	11.11	72	100
Level of education	68	94.44	4	5.56	72	100
Occupation	63	87.50	9	12.50	72	100
Race	70	97.22	2	2.78	72	100
Attitude	63	87.50	9	12.50	72	100

4.6.2 Familial factors on Delinquency

Further the study intended to establish from the respondents on the factors that led to the development of delinquency among the children, from the findings majority 91% of the respondents reported that single parenthood contributed to delinquency development in children, 95% of the respondents reported that divorce have contributed to the development of delinquency among children, 88.89% of the respondents reported that reconstituted families have contributed to the development of delinquency, poverty, Maternal depression, Alcohol and substance abuse were reported by 98.61%,87.50% and 97.22% respectively by the respondents.(Refer to Table 4.11 Below)

By implications single parenthood, divorce, reconstituted families, poverty, maternal depression, Alcohol and substance abuse contribute to the development of delinquency among children, children who have been exposed to divorce are likely to suffer mental trauma that can affect them up to adulthood and get convicted for participating in delinquency behaviors, poverty

among many families have made many children to deviate to other ways to satisfy their needs which their parents could not meet.

A focus group discussions (FDG) with children revealed that most children are affected by the instability in their respective families where other families have experienced divorce, poor financial status of the parents as reported by the children have forced them to get involved in acts which have contributed to them getting addicted to delinquent acts. Area chief also contend that children from unstable families are more vulnerable to develop delinquent behaviors as many families were experiencing both social and financial instability.

Table 4.10 Response on the Familial factors that affects Delinquency

Familial Factors	Response on the familial factors on delinquency				Total	
	YES		NO		N	percentage
	N	Percentage	N	Percentage		
Single parenthood	66	91.67	6	8.33	72	100
Divorce	69	95.83	3	4.17	72	100
Reconstituted families	64	88.89	8	11.11	72	100
Poverty	71	98.61	1	1.39	72	100
Maternal depression	63	87.50	9	12.50	72	100
Alcohol and substance abuse	70	97.22	2	2.78	72	100

4.7 The role of School Variables in Delinquency

4.7.1 Analysis of respondents' awareness on school variables

The study intended to establish whether respondents contend that school variables contribute to the development of antisocial behavior or not, from the findings majority 78% of the respondents contend that school variables contribute to the development of delinquency among school children with only 22% of the respondents who were not aware of school variables that contribute to the development of delinquency among school children.

By implication there are myriad of school variables that contribute to the development of delinquency among school children; a focus group discussion with the form four students revealed that some teachers' behaviors are wanting and as such act as poor role models for the school children.

An interview with Karuri principal also confirmed that staff with poor grooming within the school compound have create poor relationship with the school children, some teachers have gone to an extent of seeking affairs with the school children, which have bad influence on the morality among school children. This has affected the performance of the school children

4.7.2 School Variables in Anti-social behaviour development

The study sought to establish the respondents school variables and their development of anti-social behaviour. From the findings majority of the respondents strongly agreed that School is part of meso-system that has influence on children behaviour. This was shown by a mean score of 3.43; other respondents agreed that Peer social support systems inside the institution contribute to the behavioral development this was shown by a mean score of 3.47. Parents help are acquired with the manifestation of the family methods this was shown by a mean score of 3.55. Consequently particular mastering of the natural environment provides an opportunity to understand pro social behavior this was shown by a mean score of 3.50. Developmental adjustments happening among the youth produces a level associated with transition by parental influence and peer influence this was shown by a mean score of 3.56. Finally school was found to be part of meso system that influence on students' behaviour.

By implication school is considered to be part of meso system that influence children behaviors, moreover Peer social support systems inside the school contributes to the behavioral

development among the children, Parental help acquired with the manifestation of the family methods are pertinent to the determination of children behaviors, mastering of the natural environment provides an opportunity to understand anti social behavior in children and therefore appropriate remedies can be taken with immediate effect.

Developmental adjustments happening among the youth produces a level associated with transition due to parental influence and peer influence from the other children, racial minority groups tend to be a sign associated with interpersonal conditions relevant to the caliber of family interpersonal capital inside the school meso system.

Table 4.11 School variables and the degree of Importance on Influencing Anti-social

School variables and their role in Anti-social behavior	Very important	important	moderate	less important	Not important	Mean
School is part of meso-system that influence on children behavior	35	12	6	8	11	3.43
Peer social support system inside the institution contribute to behavior development	36	11	8	6	11	3.47
Parental help acquired with the manifestat the family methods	34	13	10	6	9	3.50
Mastering of the natural environment prov an opportunity to understand the social be	37	10	9	9	5	3.55
Developmental adjustments happening ar the youth [produces a level associated witl transition by parental influence and peer influence	38	9	6	10	7	3.50

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study presents the summary of findings, conclusions and recommendations based on results in chapter four. Other recommendations will revolve around future areas of research and study topics.

5.2 Summary of the Findings

The objective of the study was to establish how the presence of both parents in a family influence child's antisocial behavior, to establish the extent to which single parenthood influences children's antisocial behavior, to establish the extent to which family economic status influence children's antisocial behavior, to determine the role school variables play on children's antisocial behaviors and to determine the role of parental conflict and disruption on children's antisocial behavior.

The results indicate that majority of the respondent were male, represented by 68%, 49 while the female respondents were 32%, 23 of the respondent. This information shows that there was gender imbalance in the public secondary schools as the males were more than the female. Majority of the student respondents were in form four, since the study mainly targeted the form fours as they were considered more eligible enough to participate in the study since many of the have an experience on such challenges. 100% of the respondents reported to be in form four.

Regarding the family structure The results indicates that 89%, majority of the students

respondents had both parents, 11%, of the students respondents came from single parent families. Regarding the age of the respondents, results indicates that Majority 73.61% of the of the students respondents were falling within the age bracket (19 years-22years), 22.22% of the respondents were within the age bracket (16years-18years) while 4.17% of the respondents indicated age bracket of 23 years and above.

On the presence of both parents, the results shows that 88% of the respondents indicated that presence of both parents contribute to the development of parent-child relationship, while 12% of the respondents were unaware of the contribution of the presence of both parents on the development of parent-child relationship.

Consequently majority of the respondents strongly agreed that parent involvement ascribe to a parent's ability to seek out his or her children and manifest an interest in their behaviors. 'This was shown by a mean score of 3.67. Other respondents also contend that parental involvement is one of the most important concepts developed within the social support discipline. This was shown by a mean score of 3.78. Consequently other respondents agreed that Parental Support include parental actions that provide love, nurturance, empathy, acceptance, guidance, information, and material resources to their children as shown by a mean score of 3.98, respondents equally agreed that the involvement of both parents support greatly influences the development of behaviors' in the child as shown by a mean score of 3.76.

Moreover majority of the respondents revealed that love was very important in the child behavioral development. This was shown by a mean score of 3.92. Other respondents reported

that Nurturance, empathy and acceptance were equally important in the child behavior development these were shown by a mean score of 3.89 in each case, consequently acceptance was also reported to contribute to children behaviour development as shown by a mean score of 2.98. On the same scale others reported that information equally contributes to behavior development in children, and a few of the respondents reported that Material resources contribute to the behaviour development in children.

Majority of the respondents reported that Lack of parental involvement was a strong indicator of delinquency development in children. This was shown by a mean score of 3.87, similarly respondents reported that Parental negligence equally contributes to the development of delinquency among the children and this was shown by a mean score of 3.86. Low level of parent-child relationship contributed to the development of delinquency in children. This was shown by a mean score of 3.84. Other respondents reported that poor father-child relationship and low father-mother relationship equally contributed to the development of antisocial behavior among children. These were shown by a mean score of 3.80 in each case. Few of the respondents reported that variation to quality time that children share with their parents, Quality of experience and contextual factors related to the perception of parental and material authority also contributed to the development of child delinquency. These were shown by a mean score of 3.76 respectively.

On single parenthood the results shows that 90.28% of the respondents indicated that parents who suffer from emotional adjustments manifests low self-esteem in them, 95.83% of the respondents indicated that parents who suffer from emotional adjustment problems manifests in

themselves low depression while 88.89% of the respondents reported alienation as a manifestation of the emotional adjustment problems among the parents. Further the results indicates that majority 89% of the respondents, contends that remarriage and step-parents have effects on delinquency, while only 11% of the respondents reported that remarriage and step-parents have effects on the delinquency development in children.

On family economic status, the results shows that majority of the respondents 90.28% reported that family background contributes to the development of delinquency among the children, 95.83% of them reported that low level of education contributes to the development of delinquency among children, 88.89% of the respondents reported that Occupation contributes towards the development of Delinquency development in children, 70% of the respondents reported that race contribute to the development of delinquency among children and finally 63% of the respondents reported that attitude among the children contribute to the development of Delinquency among the children. Consequently from the results majority 91% of the respondents reported that single parenthood contributed to delinquency development in children, 95% of the respondents reported that divorce has contributed to the development of delinquency among children, 88.89% of the respondents reported that reconstituted families have contributed to the development of delinquency. Poverty, Maternal depression, Alcohol and substance abuse were reported by 98.61%, 87.50% and 97.22% respectively by the respondents.

On the role of school variables, the results indicates that majority 78% of the respondents contend that school variables contribute to the development of delinquency among school children with only 22% of the respondents who were not aware of school variables that

contribute to the development of delinquency among school children.

Consequently from the results majority of the respondents strongly agreed that School is part of mesosystem that influence on children behavior. This was shown by a mean score of 3.99, other respondent agreed that Peer social support systems inside the institution contribute to the behavioural development. This was shown by a mean score of 3.56. parental help are acquired with the manifestation of the family methods. This was shown by a mean score of 3.38. Consequently Particular mastering of the natural environment provides an opportunity to understand pro social behavior this was shown by a mean score of 3.98. Developmental adjustments happening among the youth produces a level associated with transition by parental influence and peer influence this was shown by a mean score of 3.93. Finally Racial minority groups tend to be a sign associated with interpersonal conditions relevant to the caliber of family interpersonal capital inside mesosystem. This shown by a mean score of 3.90

5.3 Conclusions

From the findings the study concludes that presence of both parents contributes greatly to the development of parent-child relationship, that children who come from families where both parents were presents were happy and reported having good relationship with their parents This is unlike those children who come from families with only one of the parents.

The study concludes that parent involvement refers to a parent's ability to seek out his or her children and manifest an interest in their behaviors'. It is equally one of the most important concepts developed within the social support discipline. The findings revealed that it is less likely for a person to be involved in crime if this person has received family support. This

provides love, nurturance, empathy, acceptance, guidance, information, and material resources to the children, the findings reveals that the involvement of both parents support greatly influences the development of behavior in children, those from families with poor parental guidance manifest delinquency development at an alarming rate as compared to children who felt that their parents were well concerned with their overall welfare and academic progress.

The study concludes that love, empathy and acceptance from the parents, guidance, information and material resources contribute considerably to the behavior development in children. Therefore parental behavioral characters are bound to contribute consistently on influencing the behavior of the child. The study also concludes that lack of parental involvement, parental negligence, low level of parent-child relationship, poor father- child relationship, low father-mother relationship, variation to quality time that children share with their parents, quality of experience and contextual factors related to the perception of parental and material authority are indicators of delinquency development in children.

The study concludes that majority of the parents who suffer emotional adjustment problems manifest in themselves low self-esteem depression and alienation as supported by the findings, these findings were also supported by a key informant interview with the teacher counselor who reported that divorce is a major contributor of these emotional problems among the parents who may spend less time with their children and be less focused on their activities at home and school. The teacher counselor contends that divorce will have some impact and introduce some change in the way parents and children interact and spend time together. Further there are myriad of school variables that contribute to the development of delinquency among school children. A

focus group discussion with the form four revealed that some teachers act in ways that set poor examples to the children.

5.4 Recommendations

From the findings and conclusions the study recommends that in order to control the delinquency development in children, school variables such as the role played by the teachers should be mended to provide children with positive mentorship that should contribute towards the wellbeing of the school children. Teachers who demonstrate irresponsible behaviors within the school phenomenon should be made to reform or drop their career in teaching.

The study also recommends that familial factors such as divorce and parental conflicts should be resolved to provide children with conducive environment for growth and development of the positive norms. Parents who neglect their parental responsibility should equally be made to face the law for their negligence. The study recommends that children who have the manifestations of delinquency development should not be left to ruin but a recommendation should be reached to salvage their situation at an early age. The government equally should provide support to the more disadvantaged families to reduce the risk of double conviction of the delinquency victims.

5.5 Areas for further Research

The researcher suggests that further research needs to be done to establish the determinant of delinquency development in girls since girls have been considered as not at a high risk of addiction to the delinquency behaviors. This will serve to safe guard the fate of many girls who suffer silently with the addiction to delinquency and go unnoticed.

The researcher also suggest that further research be carried out to establish the effect of mental sickness on delinquency development among adults since it has been established that mental

problems can also contribute to the development of delinquent behaviors among the victims.

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Appendix 1: Questionnaire for Students

INSTRUCTIONS

You have been selected to participate in this Academic research. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part 1: Background information

1. Gender Male Female
2. Indicate your class form one form two form three form four
3. What is your age bracket?
16 years-18 years 19 years-22years 23 years and above
4. Please indicate the name of your school _____(optional)
5. Family structures; Both parents single parent Others

PART TWO: PRESENCE OF BOTH PARENTS

1. Does the presence of both parents contribute to the development of parent-child relationship among the children?

Yes [] No []

2. The following statements relates to how both parents involvement contributes to children behavioural development. Use the scale of 1 to 5 to rate them where 1=strongly disagree, 2=disagree, 3=neutral 4= agree, 5= strongly agree.

Statement	1	2	3	4	5
1. Parent involvement refers to a parent's ability to seek out his or her children and manifest an interest in their behaviours.					
2. Parental involvement is one of the important concepts developed within the social support discipline.					
3.It is less likely for a person to be involved in crime if this person has received family support					
4.Parental Support is parental actions that provide love, nurturance, empathy, acceptance, guidance, information, and material resources to their children					
5.The involvement of both parents support greatly influences the development of behaviours in the child.					

Others

specify.....

3. The following information relates to the parental support on child behavioral development rate them according to their level of importance; use the scale of 1 to 5 where 1= not important, 2=less important, 3= moderate. 4= important, 5= very important.

Important statement	1	2	3	4	5
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1.Love					
2.Nurturance					
3.Empathy					
4.Acceptance					
5.Guidance					
6.Information					
7.Material resources					

4. The following are Strong indicators of antisocial behaviour and delinquency development in children .of school going age associated with parental role, use the scale of 1 to 5 to rate them where 1=strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree.

Indicators of anti social behaviour	1	2	3	4	5
1.Lack of parental involvement					
2.Parental negligence					
3.Low level of parent-child relationship					
4.Poor father- child relationship					
5.Low father-mother relationship					
6.Variation to quality time that children share with their parents					
7.Quality of experience					
8.Contextual factors related to the perception of parental and material authority					

PART THREE: SINGLE PARENTWOOD

5. According to you parent experience emotional and adjustment problems as a result of which of the following

Low self worth depression Alienation

6. Parental influences on the adjustment of children following divorce that lead to single parenthood have lead to several conclusions. Rate them using the scale of 1 to 4 where 1= not important, 2= less important, 3=important, 4= very important.

Important Conclusions.	1	2	3	4
1.They provide additional evidence that marital conflict is important in a child’s adjustment effect on the parent adjustment and parent-child relationship				
2.The post-divorce adjustment of parents is important for children’s post-divorce adjustment				
3.Often a parent’s capability to be warm and involved and to parent effectively is undermined by their own emotional and adjustment problem which follows divorce				
4.It is evident that parental involvement, often measured as quantity and quality of time spent together				
5.Single parenthood is an important aspect of the parent-child relationship of which cannot be ignored				

7. Boys who experienced divorce or separation in their first five years of life had a doubled risk of conviction up to age 32 years.

Agree Disagree

8. Remarriage (which happened more often after divorce or separation than after death) has also been associated with an increased risk of delinquency, suggesting an undesirable effect of step-parents?

Yes No

PART FOUR: FAMILY ECONOMIC STATUS

9. Which of the following socio economic factors are likely to affect the development of anti social behaviour among children;

Family background []

Level of education []

Occupation []

Race []

Attitude []

10. Identify some of the socio demographic variables that have influence on parent-child interaction and relations.....

.....

11. The following information relates to factors that contribute to the development of anti social behaviour in children identify all that results from the socio economic background for the parents

Factors contributing to anti social behaviour	<i>(Tick all that applies)</i>
1.Single parenthood	
2.Divorce	
3.Reconstituted families	
4.Poverty	
5.Maternal depression	
6.Alcohol and substance abuse	

PART FIVE: THE ROLE OF SCHOOL VARIABLES

12. According to you does school variables contribute to the development of antisocial behaviour among children

Yes [] No []

13. The following information are related to the school variables and their role in the development of anti social behaviour among the children, use the scale given below to rate them, where 1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree.

School variables and their role in anti social behaviour	1	2	3	4
1.School is part of mesosystem that influence on children behaviour.				
2.Peer social support systems inside the institution contribute to the behavioural development.				
3.Parental help acquired with the manifestation of the family methods.				
4.Particular mastering of the natural environment provides an opportunity to understand pro social behaviour.				
5.Developmental adjustments happening among the youth produces a level associated with transition by parental influence and peer influence.				
6.Racial minority groups tend to be a sign associated with interpersonal conditions relevant to the calibre of family interpersonal capital inside mesosystem.				

Others

specify.....

Thanks for your time.

Appendix 2: Key informants Guide for (Head teacher, teacher councillor, children officer and area chief.

Good morning/afternoon? I am Peter Njendu, an MA student at the University of Nairobi. I am conducting an academic survey on the factors influencing School children antisocial behaviour. You have been randomly selected to participate in this survey. I would like to ask you some questions on children antisocial behaviours. The interview will take about 45 minutes. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

Section 1 Bio data

1. Name of respondent
2. Area of residence.....
3. Main occupation/position of the respondent
4. Gender.....

Questions on children Antisocial Behaviours

1. Are you aware of children anti social behaviours?
2. How does the presence of both parents contribute to the development of parent-child relationship among the children?
3. How does parents involvement contributes to children behavioural development?

4. What are some of the parental support on child behavioural development?
5. What are some of the strong indicators of anti social behaviour and delinquency development in children?
6. What leads to parents experiencing emotional and adjustment problems?
7. What are the resultants of parental influences on the adjustment of children following divorce that leads to single parenthood?
8. Why does Boys who experience divorce or separation in their first five years of life had a doubled risk of conviction up to age 32 years?
9. How does Remarriage (which happened more often after divorce or separation than after death) contribute to an increased risk of delinquency?
10. Identify some of the socio economic factors that are likely to affect the development of anti-social behaviour among children?
11. What are some of the socio demographic variables that have influence on parent-child interaction and relations?
12. What are some of the factors that result into anti-social behaviour in children due to socio economic background of the parents?
13. Identify some of the school variables that contribute to the development of child anti social behaviour?

Appendix 3: Focus Group Discussions Guide for secondary school Children

Good morning/afternoon? Thank you for participating in this focus group discussion today. Your attendance shows how much you care about your issues as children. I am, Peter Njendu an MA student at the University of Nairobi. I am conducting an academic survey on factors influencing school children Anti-social behaviour. You have been randomly selected to participate in this survey. I would like to ask you some questions on factors influencing school children Ani-social behaviour. The interview will take about 1 hour. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

1. What are children Anti social behaviours?
2. How did you get to hear about children anti social behaviour?
3. What are some of the manifestations of children anti social behaviour?
4. How does parents involvement contributes to children behavioural development?
5. What are some of the parental support on child behavioural development?
6. What are some of the indicators of anti-social behaviour and delinquency development in children?
7. What leads to parents to experience emotional and adjustment problems?
8. How do parents influence adjustment of children following divorce that leads to single parenthood?
9. Why does Boys who experience parental separation in their first five years of life had a doubled risk of conviction up to age 32 years?
10. How does Remarriage which results from separation contribute to an increased risk of delinquency?
11. What are some of the socio economic factors associated with the development of anti-social behaviour among children?
12. What are some of the socio demographic variables that have influence on parent-child interaction and relations?
13. What are some of the parents socio economic factors associated with anti-social behaviour in children?
14. What are some of the school variables that contribute to the development of child anti social behaviour?

END-

I am very grateful for giving me your precious time to talk to you, May God Bless You