

**PARENTAL FACTORS INFLUENCING DELINQUENCY AMONG SECONDARY
SCHOOL GIRLS IN BOARDING SCHOOLS: THE CASE OF SCHOOLS IN NGONG
DIVISION, KAJIADO NORTH DISTRICT.**

BY

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**RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS (M.A) IN
CRIMINOLOGY AND SOCIAL ORDER**

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DEPARTMENT OF SOCIOLOGY

UNIVERSITY OF NAIROBI

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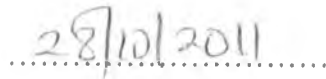
DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university or institution.

Signed

Date

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Susan Kamau

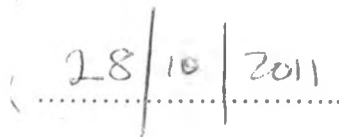
DECLARATION

This Research Project has been submitted for examination with my approval as the university supervisor.

Signed

Date

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Dr. Kiemo K.

DEDICATION

A post humus dedication to my late father, George Kamau, as I consciously fulfill his wish and encouragement to take this course, my mother Margaret Kamau for her great encouragement and prayers and to my children Timan and Joy who have been a great inspiration to me.

May God bless you all.

ACKNOWLEDGEMENTS

When I reflect the magnitude of this work, to God almighty be all the glory. His sufficient grace pressed me to continue all the times, and that is why I was able to get this far.

I would also like to express my sincere gratitude to my supervisor Dr Kiemo Karatu for his untiring effort in giving me guidance, constructive criticism and enlightenment through out this work.

Lastly to my colleagues in the criminology 2010 class, you were a shoulder to lean on, thanks.

ABSTRACT

Delinquent behavior is not a new phenomenon in the contemporary education system among girls. The term delinquency in learning institution is used to refer to indiscipline. This study indicates that it is manifested in the form of stealing, fighting, bullying, cheating in examinations, defiance to authorities, chronic classroom disruption, sneaking out of school, alcohol/drug abuse, use of obscene language, negligence of assigned duties and failure to do home work. The findings of this study revealed that most of the delinquent indicated multiple responses to the delinquent acts.

This study aims at assessing the perceived parental factors have a casual link to delinquency among girls in boarding schools. Social leaning theory and attachment theory give a theoretical and pragmatic explanation of the position of both the parents and their children. From the findings of this study it is evidence that parental factors influenced delinquent girls more negatively than the non delinquents. All the parental factors under the study significantly contributed to the delinquency among girls in boarding schools. The findings on marital conflicts indicate that most delinquent girls came from homes where parents/guardians were involved in conflict as compared to the non delinquents. From the responses, girls who had such parents/guardians were anxious and constantly engaged in aggressive behavior, especially when confronted with disagreement with others. Non delinquents hated this conflicts lived to intervene but learnt to use diplomacy in solving conflicts between themselves and others.

Parental deviance contributed greatly to delinquent behavior among girls as the findings revealed that most girls were influenced by their parents/guardians deviance. They learnt stealing alcohol/drug abuse, use of obscene language and cheating (telling lies). This is not the case with the non delinquencies as their responses indicated moat of them had good role model parents. Broken homes as a result of divorce, separation and death were a prominent delinquent factor among the delinquent girls especially those living with grand parents and older siblings. A good number of non-delinquents came from homes with both parents and although some came from broken homes, the findings do not indicate its influence negatively. Unfavorable parenting single is probably the most significant factor correlated with delinquency among girls in boarding

schools. The findings revealed that non-disciplinary approach among parents is seen as a cause of delinquency among girls. The exercise of parental discipline consists in the parents' way of creating or neglecting to create a specific order in the lives of their children. Extreme strictness, leniency and inconsistent disciplinary approaches are largely associated with delinquency. The findings revealed that lack of parental supervision and monitoring has a casual link to delinquency as indicated in the responses from the delinquent girls. Non existence of rules by some parents, emotional detachment and uninvolved (Negligence) are attributed to delinquency among girls.

Non-delinquent girls' responses indicate that they had warm communicative and parents who rewarded good behavior and punished reasonably avoided being involved in delinquency so as not to spoil the relationship with parents. From the findings, it is evident that parental factors indeed contribute to delinquency among girls and the researcher came up with the following recommendations based on the findings of the study. Parents therefore need to evaluate themselves on their roles and failures so as to help restore and maintain discipline in schools. Parents need to cooperate with teachers and school administration in trying to understand and help the students out of the delinquent problems. Parents should exercise firm authority over their children as this will minimize negative dispositions of children as they grow up. This will help in raising children who are acceptable in the society.'

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LIST OF ACRONYMS

DEO	District Education Office
FBI	Federal Bureau of Investigation
MOEST	Ministry of Education Science and Technology
OJJDP	Office of Juvenile Justice and Delinquency Prevention
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Youth delinquency as a subject has not been well covered in criminological literature despite the fact that it has certain distinctive and apparently challenging features. Indeed this neglect has generated its own commentary. According to Heidensohn (1968) as cited in Ondiek (2007), female crimes and delinquency were very rare before the 1960's . Until 1970's sociologists looking at crime invariably looked at male offenders and not female offenders. This is in view that most of the sociologists of that time were male and most crimes were committed by males. The study of female offenders was neglected or treated with indifference as the female was seen as committing a limited number of crimes such as shop lifting, often under the influence of hormonal imbalance. The female offender was actually "invisible" as their crimes are masked, more likely hidden or under reported in particular abortion and shoplifting (Pollack ,1961).

Numerous conferences and declarations, the formation of youth organizations signal the magnitude delinquent behavior among the youth (Synder,2008).According to a report on delinquency presented by the FBI (1999) crimes committed by young persons increased faster than those committed by adults. Other reports published by US department of justice (2004) office of juvenile justice and delinquency prevention (OJJDP) revealed that between 1991-2002 the proportion of female delinquency had increased to 26%.By 2006 the same department reported that 20% of female arrests involved a person younger than eighteen years of age .

Delinquency among youths is a world wide problem and it is an anti-social behavior that has spread into learning institutions among girls in a school setting the term delinquency has been interchangeably used to refer to indiscipline (Kiamburi, 2007). Delinquency among the youth has spread alarmingly into the learning institutions, Gatere (2009)reported that an 8th grade student in an American school shot herself with a gun after school mates molested her for 3years.In

Belgium, violence which is a form of delinquency has been considered a threat to children's wellbeing at school. The same has been reported of Netherlands, delinquency as being a big problem in schools and on the rise among girls. In Africa the situation is the same, most south African schools are so unsafe that the question of safety in schools has recently caught the attention of media news, for example an 8th grade student was threatened with a firearm by a fellow student, and among 15 and 18 year old girls in high school in most Africa countries are sexually experienced and drop out of school due to pregnancy Kombo, (1998).

In Kenya the increasing number of delinquency among the youth has been of great concern to the general public, parents and teachers (Ngumbao, 2005). These maladjusted behaviours have spread into the school among young girls. The standard newspaper (Oct 2, 2011), reported that two students of Ngaru girls secondary school in Kirinyaga county appeared in court over sexual offences charges. On the same line, Nation correspondence (June 24, 2011), a couple told of how their lesbian relationship begun while they were in a girls boarding school and their intimacy begun one evening when they remained behind in the dormitory during evening preps.

Continued efforts to decrease the number of delinquent acts among the youth worldwide have not yielded much fruits and this has led many researchers to investigate the underlying factors that may lead the youth to act in delinquent ways (Eddings, 1995). Indeed, many factors have been suggested to have a correlation and or casual links with delinquency. Traus (2002) suggested that these could essentially be reduced to three fundamental factors: Societal, Individual and or parental and the consensus is that delinquency is anti-social behavior. Each society prescribes its own set of norms, values and beliefs which should be strictly adhered to by its members and anybody who violates them is seen as a delinquent. Delinquent acts among girls in school are many and varied in both frequency of occupancy and in the level of seriousness, they range from suicide, bullying, drug and alcohol abuse, stealing, rudeness, truancy, bullying lesbianism, cheating, disrupting classes, use of obscene language and missing classes (Imbogo, 2010).

Research has indicated that the parental factor is an important variable in development of delinquency and a child who grows up in households characterized by lack of warmth and support, whose parents lack behavioral management skills and whose lives are characterized by conflict or maltreatment will more likely be delinquents. Whereas a supportive parent can protect children even in very hostile and damaging external environment and lack of parental monitoring and supervision is most consistently related to delinquency (Munene, 2000).

A constellation of parental factors such as a broken home, parenting styles, parental deviance, marital conflict lead to a constellation of anti- social behaviors among children who grow up in this environment (Rowe and Farrington, 1997) conflict and tension among children whose parents are absent, lacking parental love and support will be susceptible to delinquency promoting forces in the environment. Children growing with support and care from parents who provide strong positive role models, receive fair and contented punishment may be able to resist temptations into delinquent acts as they would not want to jeopardize the good relationship with parents (Nye, 1988).

It is against this background that the researcher sought to study on the parental factors influencing delinquency among girls in public boarding school in Ngong Division Kajiado North District. This is one of the Districts in the Rift Valley Province Kenya. It is located 24 kilometers west of Nairobi. The Division has 13 Schools of these; three are girl's boarding Schools. Delinquent problems were evident in all these three girls' schools as indicated by a list from district education office Kajiado north district on delinquent problems among students in the division. This provided the researcher with basis of knowing the extent of delinquent problems in the schools under the study. From the three schools under study, the total number of delinquent cases was 66. This was an indication that delinquent problem is evident among girls in public boarding schools in Kajiado North district.

1.2 Problem statement

Delinquent acts among girls are on the increase in boarding schools in Kenya. (Kombo, 1998). And of great concern to, teachers and the general public in our society the parents are to blame

for delinquent problems, the acts diminish the quality of life, academic performance, physical and psychological aspect of the girl. Delinquency can lead to pervasive cynicism and alienation in school. It is therefore apparent that factors that contribute to delinquent behavior among the girls in schools be established in order to help reduce this problem (Kithi and Mwaka,1999) which needs to be researched on in order to help reduce this problem .Teachers, the guidance and counseling department, peer counselors and the discipline committees in schools are doing all they can to effectively manage this delinquent behaviors ,but at times it gets very complicated especially because most of the problems are caused by conditions or situations beyond the teachers as they are parent related and therefore need the parents co-operation to help the girl out of the bad conducts in school (Kiamburi 2007).

School administrator's control students by imposing some form of punishment, in view that punishment is the most effective means of deterring students from behaving badly. The schools also use policy documents such as school rules that help students in getting to know what is expected of them in maintaining good conduct while at school but despite existence of these schools code of conduct, most schools still in Kenya continue to experience student's delinquent behaviors. This situation has escalated since the abolition of canning in schools by the ministry of education in Kenya.(Nabisi,2003)

In Kenya little information is documented on delinquency among girls in schools. Most researchers have carried out their studies on female criminality and delinquency outside the school situation. Ondieki (2007) has done a study on influence of family environment on Juvenile delinquency among girls in Nakuru probation hostel, Mwaura (2006) has consequently carried out a study on the influence of single and dual parenthood on self esteem, discipline and interpersonal relationships among secondary schools students., while Kimani (2010) did a study on influence of family on juvenile delinquency Imbogo (2010) did some work on role of parents in enhancing discipline among students in secondary school and Kiamburi (2007) embarked on factors leading to undesirable behavior among selected secondary schools in Garrisa. All this studies have tried to explore different factors influencing delinquency among students but non has addressed the parental factors contributing to delinquency among girls in boarding school

and therefore, this study seeks to assess parental factors influencing delinquency among girls in secondary boarding schools and the extent to which these factors contribute.

1.3 Research questions

This study is guided by the following research questions;

- i. In what way do marital conflicts influence delinquency among girls in boarding schools?
- ii. How does a broken home influence delinquency among girls in boarding schools?
- iii. In what way do different parenting styles influence delinquent behaviors among girls in boarding schools?
- iv. To what extent do parental deviance activities influence delinquency among girls in boarding school?

1.4 Research objectives

1.4.1 General objective

To assess parental factors influencing delinquency among girls' in public boarding secondary schools in Ngong division Kajiado North District, Kenya

1.4.2 Specific Objectives

- i. To find out how marital conflicts influence delinquency among girls in boarding schools.
- ii. To examine how a broken home influences delinquency among girls.
- iii. To establish how different parenting styles influence delinquent behavior among girls in boarding schools
- iv. To establish how parental deviance influences delinquent behaviors among girls in boarding schools.

1.5 Justification of the study

The justification for this study is that, in spite of the many efforts expended in dealing with known undesirable students misdeeds, in girls boarding schools, they continue to increase. In order to address the rising cases of delinquency in our girls' boarding schools, detailed studies are needed to evaluate factors contributing to the delinquency among girls. This study focuses on assessing parental factors contributing to delinquency among girls in boarding schools. This is premised on the fact that the parent has the greatest influence on the child's socialization, developmental process and overall behaviour of the child as they raise them up. Therefore it is crucial to try and understand the extent to which parents influence their daughters into delinquent behaviours and it is therefore imperative that parental factors leading to this state of affairs be established and solutions found in order to curb the situation.

The output of this study will help in providing inputs into education and policy projects and programs that seek to address the problem of delinquency among girls in boarding secondary schools. Further, the findings of the study will provide useful information to the ministry of education and policy makers to guide them on areas to concentrate on when training educators in guidance and counseling.

Since female criminology is "masked" yet it seems to be on the rise in our society today, the information collected will be used by other researchers in the field of criminology and the information will help them in filling the missing gap. Although it is not possible to exhaust all the factors that may contribute to delinquency among girls in schools in a single study

The findings of the study will sensitize the parents on the challenges they put their children through, with such sensitization, the parent will be able to handle and provide a healthy home environment by improving relationships at home. It will also help parents in understanding where they have gone wrong and make changes where possible in relation to their children and guide them to be acceptable members of the society. The study will be informative to school administrators on identifying girls with delinquent behavior's and invite parents in helping them

by mapping strategies for purposes of treatment centering on attitude change as a basis for dealing with the underlying problems.

1.6 Scope of the study.

The study mainly focuses on the parental factors that influence girls into delinquent acts among girls in boarding school. There are many parental factors that may contribute to delinquency among girls but the research will concentrate on the factors that affect parent-child relationship which are mainly behavioral such as marital conflict, broken homes, parenting styles and parents criminality/deviance .However there are other parental factors such as economic status and forms of business parents engage in, other factors include mass media, drug abuse, poor academic performance. Since the researcher cannot cover all this factors in a single study. The researcher will focus on parental factors contributing to delinquency among girls in boarding school.

1.7 Limitation of the study.

This study is limited to public girl secondary schools in Ngong division due to the fact that schools in the divisions in the district are widely scattered and accessibility is a problem, this can result in both financial and time constraint. Delimitation is that Ngong division has only 3 girl's boarding schools and therefore will make the study shallow in generalization.

1.8 Definition of terms

Delinquency,

This is failure to internalize socially accepted and prescribed norms of behaviors, breakdown of internal controls and lack of social rules that prescribe behaviors in the family, schools and other important social groups in the society.

Marital conflict

This is where parents are often involved in a series of disagreements or arguments, quarrelling and fighting due to opposing ideas, feelings opinions and wishes.

Broken home

A home from which one or both parents are missing by reason of death, desertion, separation divorce absence of apparent from home for at least more than a year due to imprisonment.

Parent deviance

This is a parent who engages and displays anti-social behaviors that differ from accepted norms or accepted standards of society

Parenting styles

This is the different approaches parent use during the period of child-rearing. It is the manner in which parents carry out their parenting roles in terms of discipline, communication, supervision and emotional closeness.

Authoritative parent,

This is a parent who is emotionally close to their children, consistent in punishment, reward/praises good behavior, set reasonable rules, supervises and monitors their children's activities.

Authoritarian parent

This is the parent who sets very strict unreasonable rules, expects unquestionable obedience, critical of their children, punishment is punitive and do not listen to their children.

Permissive/ laizzers fair parent

This parent has few demands to make from their children, avoid confrontation, inconsistent in punishment, very lenient, believe in their children and always let the children have their way.

Uninvolved parent

This parent is very detached, neglect their children, psychologically, emotionally, physically et no rules, are uninvolved in the lives of their children.

Peer counselors

These are youths who engage in counseling and discussing candidly with their peers arising issues that are destructive.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Every individual is simultaneously a member of a family system, with either both parents or under some circumstances single parents, step parents or foster parents. Of the parent functions are procreation and socialization. The relationship between the two systems have important implications for the personally development of a child (Imbogo, 2010). The status of the parent in the social structure affects the Childs experiences and problems in relationships outside the family. Family experiences also shape the way the child perceives and evaluates the whole world and helps determine his capacity to deal with situations. Therefore it is through the parent that the child is introduced to his culture and gains competence in living within narrative restrictions. Family life is supposed to gratify a child needs to be coached to have his accomplishments recognized and to attain a secure place in the world. When examining the causes of delinquent behaviors, a plethora of factors must be considered to appropriately attempt to comprehend the dynamics of delinquent behaviors .Proposed solutions to social problems such as crime and delinquency usually either indicate failures of the parent or would have the parent assume the major burden of the social impact of the proposal.

Delinquency is defined as failure to internalize socially accepted and prescribed norms of behaviors , a breakdown of internal controls and lack of social rules that prescribe behaviors in the family ,school and other important social groups in the society(Siegel,1966)Parental disengagement is a very strong predictor of many of the adolescent problems that have reached alarming proportions in our society .Alcohol and drug abuse, theft, truancy, low school achievements, sexual promiscuity and suicide are outcomes of breaking social norms in the society among the youth .Paradoxically, the failure of some parents to live up to their expectations and their increasingly difficult role continues to draw imputations of personal psychological or moral inadequacies among their children.. In the modern world children from the age of 8 years spend most of their time in learning institutions , at teen age, most are put in boarding school where they spend most of their time and only spend very little time with their

parents but it is how these pupils are raised up and the characteristics of their family set up that determine the way they behave while at school (Gatere, 2009). In this study the researcher singles out girl's boarding school to assess how parental factors contribute to their involvements in delinquent activities while at school. Factors beyond the control of parents may weaken their capacity to meet the child needs and help to solve the problems she encounters outside the home (Githome, 2008).

2.2 Parental factors influencing delinquency among girls

2.2.1 Broken homes

A broken home is one from which one or both parents are missing by reason of death, desertion, separation, divorce or are away from home for at least more than a year because of imprisonment (Ondiek, 2007). It makes both common and theoretical sense that any youth growing up in a household characterized by conflict and tension or where parents are not together due to conflict or death where there is lack of familial love and support is susceptible to delinquency promoting forces. Today the divorce rate has increased world wide for various reasons. The very structure and definition of the family has undergone changes and few marriages have enhanced intact homes and this factor is affecting the children as they grow up in some kind of bitterness towards their parents and most turn to delinquent acts. Pollack (1961) argues that a girl's involvement in delinquent act is related to home life, if a girl grows up in a broken home, she may seek outside substitutes for her poor home life, In the company or other maladjusted girls she will hangout, wonder about and eventually fall into a life of petty crimes.

Broken home is a prominent delinquent factor and a strong determinant of a child law violating behavior since a child is first socialized at home and from the beginning learns appropriate behavior values and benefits from parents any disjunction in an orderly family structure should have a negative impact on a Childs life. Virtually all studies on delinquent or adult criminals report a high incidence of family break ups as associated with discord conflict, hostility and aggression factors that seek to foster delinquent orientation (Rosebaum,1989).

Un-govern ability as a broad category, is a characteristic of delinquents from broken homes and that girls from broken homes are more frequently openly to defy the parents they live with and incomplete family structures foster less opportunities for creating strong attachments between conventional and normative and non normative behaviors and fatherlessness is the leading cause of delinquency in a child's well being, from crime to adolescent pregnancy (Mwaura, 2006). Thornton and Voigt (1999) as cited in Gitimu (2007) reports that studies on divorced families indicate that parental separation affects the child's behaviors. The assumption made is that intact families containing both natural parents are somehow better at socializing and controlling children than broken homes. This means that being raised in a one parent family is a risk factor for a variety of behavioral problems. Sexual delinquency and general behavior maladjustment developed in girls simultaneously with unstable homes.

Recent contemporary studies on broken homes and delinquency show that, the strongest relationship occurs for truancy and running away both of the trivial status offences and there is a tendency for girls to be affected by broken homes .After divorce, separation, death or imprisonment, the parent left in the care of children is more often than not unable to continue instilling good discipline to their children and this affects their children behavior adversely. Such parents make a mistake of giving in to all that their children want in an attempt to compensate for the missing parent and they do not set limits to the demands which spoil the child further (Mwaura, 2006). More still, this parents especially mothers tend to use physical punishment as a way of controlling their deviant children. Most fathers left with the children after a breakup experience difficulty and insecurity in rearing daughters, here, problems primarily relate to discussing sexual subjects with their daughters and concern about sexual behaviors, this thereafter follows that their daughters are more likely to grow having poor developmental as well as discipline problems and are likely to engage in sexual activities at an early age (Syonthu, 2007).

Divorce which is a leading factor in family break ups produces a psychological crisis for both parents and children resulting in disequilibrium and altered parent- child relationship .Trauma from divorce is likely to result in poorly socially cognitively deficient children who experience

poor parent child relationship. There are other parents who are absent from the lives of their children due to other factor such as employment pattern that require the parent to work far, spending long hours away from home and hardly get time to be with their children, engagement in businesses that allow them very little with their children . Increased employment away from home has deprived the parents much control over their children and Childs more frequent contact outside the home and local neighborhood reduces control over conduct of the child (Uzoma, 2008).Bandura (1958) states that a child who lacks close dependent ties to his parents can have little opportunity or desire to model after them and to internalize their standard of behavior. In the absence of such internalized controls the Childs aggression is likely to be expressed in an immediate direct and socially unacceptable fashion.

2.2.2 Marital conflict

Children growing up in maladjusted homes in which they witness violence and conflicts between their Parents/guardians exhibit patterns and emotional disturbance, behavioral problems and social conflict (Hershon and Rose Baum, 1985).

Homes in which there is a great deal of conflict and tension are especially likely to produce children with delinquent behavior. Quarrelling among parents in the homes is more significantly related to delinquency than absence of parent. Parental conflict and violence predicts anti-social behavior by a child .A number of researchers have found that children feeling inhibited by their parents by lack opportunity to discuss important issues with them are more likely to engage in delinquent activities such as smoking Marijuana.

2.2.3 Parenting styles

The type and degree of punishment used by every parent is very important Baumrid (1991) focuses on two dimensions of parental control and warmth. The first dimension is control, this dimension deals with the degree to which parents manage their children's behaviors and they dictate many aspects of their children's behaviors, expect the children to unquestionably obey their commands or set few rules and impose lenient consequences whenever rules are violated. The second dimension warmth reflects the degree to which parents are affectionate and supportive as opposed to rejection and being unresponsive. Parenting style is a term that

summarizes behaviors used by a person usually but of course not exclusively, the mother or father to raise a child. Given the above described characteristics and this set of activities, it is clear that parenting is the major function of the family. These are authoritative authorization and permissive or laissez fair styles of parenting.

Authoritative parenting is a more balanced approach in which parents expect their children to meet certain behavioral standards but also encourage them to think for themselves and develop a sense of autonomy. This style of parenting enhances communication between the child and parents and is effective in reducing delinquency (Santrock, 2001) Children raised by these parents have a high self esteem, disciplined and with good social skills

Authoritarian parents value an unquestioning obedience and may even discipline force fully to obtain it. When asked to explain anything they simply say “because I said so”. The rules are not questionable and punishment methods are punitive. They set very high standards of conduct for their children. This parenting style attempts to set strict rules and conduct and is very critical of their children. They try to make them obey but do not provide children with choices or option. They set very high standards of conduct for their children. These types of parents rely on punishment to control their kids including withdrawal of parental affection. Girls raised by such parents are quarrelsome, trouble makers in school, nervous and quick tempered. Deep feelings of bitterness often takes seed which may latter blossom to open hostility (Santrock ,2001). Authoritarian parents create children who are passive, dependent and with poor social skills .

Permissive or laissez failure parents set few, if any rules for their children, they therefore let the children to pretty much do what they like. The children are let to make their own decision and set their own rules. Permissive parents have few demands for orderly behavior as they tend to avoid confrontation with them and are very lenient. Children raised by such parents have a high self esteem, low rates of depression, experience trouble with authority. Kombo (1998) blaming the anti-disciplinary parent as a cause of indiscipline in the student argues that despite the will, teachers are so conscious of parental militancy that they often withdraw from the defiant challenges of their students.

The uninvolved parent has little communication with the child. Children raised by such parents tend to have low self esteem, lack of self control and tend to engage in delinquent acts, Steinberg (2001) states that children of involved parents are worst in all aspect and most juvenile offenders have uninvolved parents. Children raised by uninvolved are often impulsive and most likely to participate in delinquency as well as experiment with sex, drugs and alcohol as a result of rejection.

Another way parents influence the behavior of children is through emotional bonding Rose Baum (1989) argues that children need a warm close supportive relationship with their parents. Other scholars have found that youths who lack closeness with mothers or fathers are more likely to engage in delinquent acts. Children, who are close to their parents feel loved, respect and identify with wishes of their parents hence more likely to stay out of trouble. Parental love may reduce delinquency because children do not want to loose that kind of emotional bonding (Uzoma, 2008). Many sociologists and criminologists believe that parental supervision or direct control of children by parents can check delinquent behavior (Burt, 1980) assert that inadequate supervision practices are the strongest explanatory factors to delinquency. Children who know that their parents are aware or concerned about their whereabouts may be more suitable to consider the parents reactions before committing a delinquent act (Hirsch, 1969).

Consistency and inconsistency in punishment is closely related to delinquency. There are four categories; (Punitive, Tax, Erratic, strict but fair, physical and harsh punishments Kithinji and Kithinji (2005) postulated that having insufficient bonding with parents as well as well as parents who do not supervise, offer guidance or communicate are strongly associated with delinquency.

2.2.4 Parental deviance

Another strong contribution on children's behavior is what they see their parents doing since observation is a powerful influence on behaviors and parents are permanent models for their children (Bandura,1969) .Parental deviance, is that anti-social behavior that a parent displays that differs from accepted standards of society. Parents are role models and the primary agent of socialization for social attitudes and behaviors. Parents become children's role models from the time they are born and this is why it is important to instill in children good habits at an early age.

A parent's example can have a positive or negative effect on a Child's value that could last a lifetime, Coleman and Hendry (1990) have stressed the importance of parents as role models particularly during adolescent years, they also point out that youth are more likely to seek out role modeling in their parents whom they can depend on for both knowledge and example.

Hendry et al (1992) suggests that while at adolescence youths attempt to form their identities growing into adults, it is crucial for them to have same sex parental model with whom to identify. Children imitate their parent's attitudes and values, non deviant attitudes and behaviors. Parents who endorse deviant attitudes and behaviors themselves are inconsistent, erratic in the supervision of punishment practices are more likely to promote delinquent attitudes and behaviors in their children. Poor family relationships are associated with higher levels of delinquent behaviors probably due to the fact that parents in these families are deviants themselves. It is therefore apparent that parents who engage in negative behaviors such as alcohol and drug substances use, prostitution and several criminalities may influence the children they are raising negatively as these children imitate the very behavior as they think nothing is wrong with that for example, parent's alcohol taking behavior and favorable attitudes about drinks have been positively associated with youths initiating and continually drinking. Children of alcoholics are significantly more likely than children of non alcoholics to initiate drinking as they grow up (Ondiek, 2007).

Consequently, children of addicted parents are the highest risk groups of children to become alcohol and drug abusers due to both genetic and family environment factors. This is because addicted parents often lack the ability to provide structure or discipline in family life. Hyde (1981) identifies the alcoholic parents as a source of indiscipline of their children, he stated that when a parent is a very heavy user of alcohol, a child stands a greater chance and hence becomes a victim of child abuse, neglect molestation and incest. This young people in turn frequently tend towards antisocial; behaviors, neurotic systems, psychosomatic complaints and are more likely than others to develop alcoholics themselves. Learned behavior may be the key component invalidating and choosing behavior for kids, parents that are not mindful that their actions are adopted by their children may find their children not having much choice in the

direction in which they develop and grow .Biblical scriptures are enriched with examples which demonstrate the power of parental influence both for good and bad. Concerning Abraham God said, “For I have chosen him so that he will teach his children and his household after him, to keep the way of the lord by doing what is right and just(Genesis 18:19).

Researchers have observed that students whose parents allowed them to drink at home and or provided them with alcohol experienced the steepest escalation to drinking (Ondieki, 2007). Other study suggests that youths who are allowed to drink at home drink more heavily away at home. Having a parent with a drinking problem increases a Childs risk for developing an alcohol problem of his or her own. Children learn by example, and research reveals that individuals steal their first cigarettes from their parents, it is plausible that children of smoking parents are a catalyst for smoking as they learn smoking from their parents by imitating them through rolling papers, while some light cigarettes their parents and take a puff before handing them, for example. The standard News paper (May 1st 2011) Sunday topical feature: ‘Battling addiction’. One girl narrating her story says “It was my father who introduced me to smoking as he would request me to light his cigarettes I would have a puff before handing him. He was a heavy drinker too and when he passed at the time I was in high school, I was taken up by his death. I wanted to keep his spirit alive in me so I took to drinking and smoking without care in the world. This evidently shows that many children learn smoking from their parents.

Siegel & Senna (1988) report that an in-depth research conducted by Rowe & Ferrington (1997) found that a significant number of delinquent youths had parents who engage in criminal behavior themselves. Criminal parent expose children to an excess of definitions towards criminality resulting from their own law violating behaviors .Criminality of parents has been considered risk factor for delinquency (Gluek&Gluek,1950)

2.3 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories. It attempts to clarify why things are the way they way they are based on theories, (Kombo & Tompo, 2006).This theory is guided by the social learning theories which are the most relevant theories

in explaining parental factors influencing girls into delinquency. This theories are supported by the attachment theory which explains children's lack of emotional attachment to their parents as a cause of delinquency

2.3.1 Social learning theory

Social learning theory is the behavioral theory most relevant to criminology .Social learning theory is an integrated theory in and of its self developed to inco-operate social control theories and differential association into examination of behavioral principles that comprehensively investigate criminal behaviour. Cullen and Agnew (1998) are credited for applying the control and differential association to investigation of sociological elements explaining acts of delinquency. The most widely read social learning theorists are Bandura, Michel and Walters. In general they hold that children will model behavior according to the reactions they receive from others either positive or negative. The behavior of those adults they are in close contact especially parents e.g. if a child observes a parents aggression such as slapping or punching someone during an argument the child is likely to behave the same way under similar circumstances. Even if parents tell children not to be violent and punish them if they are, the child will still model the behavior after observing parental violence. Thus children are more likely to do what parents do and not what they say. Bandura (1971) has also suggested that adolescent aggression is a result of disrupted depending relations with parents. This refers to the frustration and anger a child feels when parents provide poor role models and hold back affection and nurturance, he states that a child who lacks close ties with his parents can have little opportunity or desire to model after them and to internalize controls, the child's aggression is likely to be expressed in an immediate direct and socially unacceptable fashion. Bandura goes on to suggest that people tend to display behaviors that are learned either intentionally or inadvertently through the influence of example.

Social learning theory suggests the importance of modeling and reinforcement in the development behavior patterns and the tendency of children to imitate same sex models. Social learning maybe also be cultivated from imitating or modeling the behaviorisms of others (Akers et al, 1979) social organizations may reflect behavior learned from ones parents, peers and

members of the society who are in position of authority. Quinsey (2004) found that mother's behaviors were more closely associated with daughter's behavior patterns. Stratton (1968) speculates that girls may be more influenced by parental psychological status due to girl's socialization in the family as such; girl's behaviors may be more affected by the behavioral display (Hostile aggressive or depression) of parents than the boys. This theory is relevant in this study as it helps explain how parental factors influence children into delinquent behavior. If a child grows up in an environment where parents solve their marital conflicts, a child will grow up solving disagreements with others through conflict.

2.3.2 Social control theory

Social control is an attempt by one or more individuals to manipulate the behavior of another individual or individuals by or through a third party, failure to this control results into delinquency (Gibbs,1989). Social control theory, focuses on techniques and strategies that regulates human behaviors to conformity or obedience to society's rules. Social control theories emphasize social bonds, commitments, attachments, involvements in delinquent acts. Low level of female criminality is associated with high level of social control exercised over them. Youths who have formed significant attachments to a parent refrain from delinquency because the consequence of such an act might jeopardize that relationship. The bond of affection between parent and a child thus becomes a primary deterrent to criminal activities.

The parent- child bond forms a path through which conventional ideals and expectations can pass. This bond is bolstered by the amount of time the child spends with the parents, particularly a time when a child is tempted to engage in delinquent activities, the intimacy of communication between the child and the parent's, the affectional identification between parent and child, attachment to parents overshadows the bond formed with peers and lack of this three elements results in anti- social behaviors that inhibit delinquency (Hirschi,1969)

Nye (1958) emphasizes that direct control is a purely external control and it depends on rules, restrictions and punishments. Parental control for example may depend on such factors as a broken home, the mother's employment and a number of children in the family. Such factors

indicate loss of direct control, however direct control measured by strictness and punitiveness is indeed correlated with delinquent behavior. The ineffective child rearing practices and inadequate socialization leads to poor self control in a child as he/she grows up they may further lead to a child being a future criminal, committing serious criminal and delinquent acts. This theory is important in this study as it brings out elements of supervision, monitoring, punishments, which are an outcome of poor parenting styles. Girls whose parents supervise them less, are inconsistent in punishment or use punitive punishment are more likely to engage in delinquent behaviours.

2.3.3 Differential Association

Edwin Sutherland long considered the preeminent American criminologist first formulated the theory of differential association; he applied differential association to all criminological and delinquent behaviours. The basic principles of differential association are contained in the following statements. Criminal behavior is learned, this statement differentiates Sutherland's theory from prior attempts to classify delinquent behavior as an inherited characteristic of born criminals by suggesting that delinquent behavior is actually learned. Criminal behavior is learned in interaction with other persons in a process of communication. Sutherland believes that delinquent behavior is learned actively and an individual does not become a delinquent simply by living in a criminogenic environment. Instead criminal and other delinquent behaviors are learned. Youths actively participate in the process with other individuals who serve as parents, peers, teachers and guides to delinquent behaviors, thus delinquency in most cases appears with the aid of others.

Learning of criminal behavior occurs principally within intimate personal groups. Children contact with their closest social companions, their parents, friends and peers have the greatest influence on their learning delinquent behavior and attitudes. Relationships with these individuals control the interpretation of everyday events and thus help the youth overcome social controls so that they can embrace delinquent values and behavior. The learning of delinquent behavior includes techniques and committing crimes which are sometimes very complicated, sometimes very simple of the specific direction and motives drives rationalization and attitudes

because delinquency is similar to other learned behavior. It follows that the actual techniques of criminals must be acquired and learned for example young delinquents learn from their associates the proper way to shoplift, pick a lock, obtain and use narcotics. This theory is relevant in this study as the researcher seeks to assess how parental factors influence delinquency among girls as parents are the ones who first socialize the children into the society in the process of raising them up and therefore children will learn the behavior their parents expose and introduce them to. Parents are role models to their children and anything they do, including the deviant activities they engaged in are perceived as good by their children and hence the children are likely to imitate this behaviors.

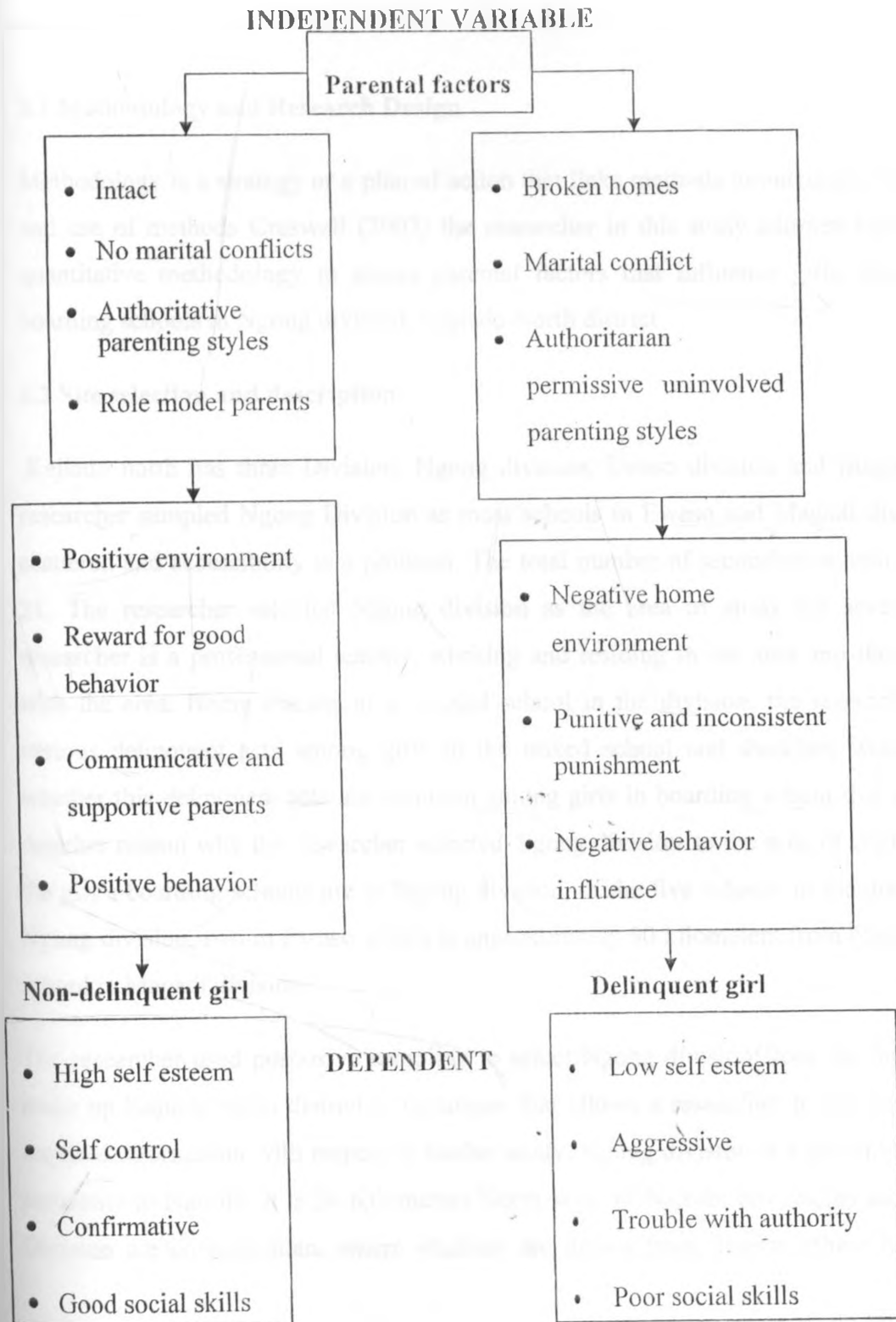
2.3.4 Attachment theory

Bowlbys (1947) in his research on juvenile delinquency revealed that those delinquent who as infants had lost contact or experienced separation with their natural mother were found to be more prone to delinquent behavior in their teenage years. Supporting Bowlbys, Ainsworth (1969) asserts that infant who experience temporal separation of their mother act in anti-social manner either withdraws or displaying aggressive tendencies. The attachment theory hence suggests that children who are not emotionally attached to warm, loving parents will tend to become delinquents .The theory proposes that child neglect results in low attachment to parent hence low self esteem. This theory is applicable to this study as it explains how a broken home that lacks either one or both parents influences girls into delinquent behaviors.

2.4 Conceptual framework

A conceptual framework involves forming an idea about the relationship between the variables in a study showing the relationship graphically or dramatically (Mugenda & Mugenda 1999). The conceptual framework of this study is based on the concepts that parents have a crucial role in influencing their children in both negative and positive behaviors. Children raised up in broken homes by parents involved in marital conflict and parents using either authoritative, permissive or uninvolved styles experience a negative home environment, punitive and inconsistent punishment and negative behavior influence, all this have a causal link with delinquent behavior among girls. These elements produce a child with low self esteem, poor social skills, trouble with authority, aggressive behavior and substance abuse. Girls who come from intact homes, no marital conflicts, authoritative parenting styles and with good role model parents experience positive home environment, are rewarded for good behavior, have parents who are role models to them exhibit high self esteem, self control good social skills and are confirmative to rules. In this study the parental factor is the independent variable while the girls delinquency is the dependent variable in view that it's the parental factor that causes change in the girls behaviour.

Figure 2.1 Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Methodology and Research Design

Methodology is a strategy or a plan of action that links methods to outcomes. It governs choices and use of methods Creswell (2003) the researcher in this study adopted both qualitative and quantitative methodology to assess parental factors that influence girls into delinquency in boarding schools in Ngong division, Kajiado North district

3.2 Site selection and description

Kajiado north has three Division, Ngong division, Ewaso division and Magadi division. The researcher sampled Ngong Division as most schools in Ewaso and Magadi division are widely scattered and accessibility is a problem. The total number of secondary school in this district is 21. The researcher selected Ngong division as the area of study for several reasons. The researcher is a professional teacher, working and residing in the area and therefore is familiar with the area. Being teacher at a mixed school in the division, the researcher encountered various delinquent acts among girls in the mixed school and therefore wanted to examine whether this delinquent acts are common among girls in boarding school that are homogenous. Another reason why the researcher selected Ngong division as the area of study is that most of the girl's boarding schools are in Ngong division, of the five schools in the district, three are in Ngong division, two in Ewaso which is approximately 90 kilometers from Nairobi and no girl's school in Magadi division.

The researcher used purposive sampling to select Ngong division from the three divisions that make up Kajiado north district, a technique that allows a researcher to use cases that have the required information with respect to his/her study. Ngong division is a peri-urban area due to its proximity to Nairobi, it is 24 Kilometers North West of Nairobi city and as such schools in this Division are cosmopolitan, where students are drawn from diverse ethnic backgrounds. The

division has the following four zones; Rongai zone, Ngong zone and Oloitikosh zone. The researcher selected one school from each of these zones making it three using purposive sampling as each of these zones has only one public girl's boarding school.

3.3 Research design

Sharma et al (1983) define research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose by selecting subjects, research sites and data collection procedures to answer the research question(s). The design shows which individuals were studied, when, where and under what circumstances they will be studied. According to Sogunro (2001) a researcher should know and apply both qualitative and quantitative research paradigms. He argues the usage of number and description which anchor in both are mutually complimentary and the strength of both can produce a synergy in which the whole collective benefits are greater than what is obtained from either approach alone.

A combination of descriptive survey and naturalistic designs were used in this study to establish how certain parental factors influencing delinquency among girls in secondary boarding schools in Ngong division, Kajiado North District, Kenya. A descriptive survey determines and reports the way things are and commonly involves assessing the attitudes and opinions of individuals, organization and procedures (Michael, 1990). This design was considered appropriate for this research because it attempted to collect data from members of a population in order to determine their current status with respect of one or more variables. It also elicited the most complete responses from a sample of individuals presumed to have experienced the phenomena of interest and will collect information from students who are the key respondents. The data that was generated was generalized within a particular parameter and made adaptable to statistical data analysis methods.

The naturalistic design was used to provide information about individuals as they occur naturally. This design is regarded as "responsive" because it takes into account and values the positions of multiple audiences (Dooley, 1984). In this study the design attempted to collect data

from teacher, Deputy Principals and Guidance and counseling teachers selected as respondents. Quantitative data was obtained from the questionnaires whereas qualitative data was obtained using questionnaires, interview schedules and focus groups as instruments of data collection. The key issue is the various delinquent acts girls get involved in while at school and parental factors as the root cause. These two designs were therefore viewed by the researcher as appropriate strategies to determine how certain parental factors contribute delinquency among girls in secondary boarding schools in Ngong division, Kajiado North District, Kenya.

3.4 Target population.

Mugenda and Mugenda (2003) define population as an entire group of individuals, events and objects having common observable characteristics. A target population is then the total number of respondents in the total environment of interest to the researcher (Kothari 2004).

The target population for this study was made up of selected public secondary schools from Ngong division, Kajiado North District. The division has 13 schools with a combined population of 3,548 students and 223 teachers. Since the study targets a homogenous population, which is girls, girls boarding schools are selected from the population of girls' schools which include girls' day schools. The researcher target teachers, deputy principals and chairpersons and guidance and counseling departments in the schools under study.

3.5 Sampling procedure

The researcher used both non probability and probability sampling procedures to determine the different samples considered in the study. The category of samples included 156 students, 42 teachers 3 chairpersons, deputy principals in the guidance and counseling department in all the three girl schools all giving a total of 204 respondents who were sampled from the 3 girls boarding schools.

Students

The researcher used secondary data from the DEO's office Kajiado North to get the number of delinquent cases from each school. From all the schools under study the total number is (66) for each delinquent case, the researcher selected a comparison group of non-delinquent girls, for each delinquent girl, the research selected a non-delinquent through simple random sampling by use of class lists therefore making a total sample of 132 and 24 student 8 from each of the three school to make up the focus groups, this student were selected among members of peer counseling group in the schools, this gives a total of 156 students.

Teachers

A population of 59 teachers in all the three girls' schools in Ngong division was considered in the study 14 teachers were selected from each school through stratified and simple random sampling procedures. In every school, the researcher was given a list of all the teachers who were stratified into males and female this was done to ensure equal gender representation. The stratified names of the female and male teachers were put in two different boxes, mixed spontaneously and then 7 picked from each box to participate in the study. This procedure was followed in all the three schools.

Deputy Principals/Guidance and counseling chairpersons

The researcher used purposive sampling to interview the three deputy principals and chairpersons of the guidance and counseling department in all the three schools. Views from these respondents are important as they are chairpersons of disciplinary committee, keep records of delinquent cases (black books and minor occurrence books, files for delinquent).

3.6 sample size

A sample is made up of individuals who participate in the study and it is from them that data is collected (Sogunro, 2001). A sample is apart of the target population that is procedurally selected to represent the population.

Table 3.1 The distribution of sample population used in girls boarding schools in Ngong division, Kajiado North District.

Respondents	frequency	Participants	frequency	Sampling methods used
Students	1014	Delinquent girls	66	Purposive/simple
			66	Random sampling
		Non delinquent	24	Simple random
		Peer counselors	42	Stratified, simple random
Teachers	59		3	Purposive sampling
Deputy principals			3	Purposive sampling
Chairperson and guidance counseling chairperson			3	Purposive sampling
Total	1073		204	

3.7 Methods of data collection

The study used questionnaires, focus groups and interview guides as instruments for collecting data. The questionnaires are in two sets, one for students and the other for teachers' respondents. Interview guides were in three sets for the deputy principal, the chairperson of guidance and counseling department and focus groups.

Questionnaire

A questionnaire is a carefully designed instrument (written, typed or printed) for collecting data directly from people (Ogula, 2002). Questionnaires are economical ensure anonymity, permit use of standardized questions, have uniform procedures, provide time for the respondents to think and are easily to score. The questionnaires used by the researcher were semi-structured and hence contained both open-ended and close-ended questionnaire, the questionnaires were in two set, one constructed for teachers and the other for students.

Interview guides

The deputy principals in all schools are chairperson of the discipline committee and interact more frequently with the delinquent students as they try to solve the delinquent problems. The researcher hence used interview guides, which had both open ended and close ended questions. This instrument was used to supplement the questionnaire because it would provide in-depth information from face to face discussion. Interview guides were also used on the chair persons of guidance and counseling departments as they may give in-depth information on the causes of delinquent problems among the girls since they confide in them during counseling.

Focus group discussion

Focus group discussion comprising 8 members was conducted among carefully selected students who are members of peer counseling groups, Margaret Peil (1995) defines focus groups as a state where several people discuss various topics with the researcher acting as the moderator and recording what is said and suggesting new topics from time to time. The discussions were guided by an interview guide used by the researcher who is the moderator.

3.8 Data Analysis Procedures

The study used both qualitative and quantitative approaches to process, analyze and interpret the data. Analysis of qualitative data was on going process. This formed the preliminary analysis during the active data collection base and the basis for shaping further questions. Secondly the data collected was condensed by editing the transcripts, removing any ambiguities and noting down emerging trends. This was followed by presentation of data using narratives.

Finally the data was analyzed thematically as much as possible so as to capture the voices of the respondents. Content analysis of relevant sections was also done and interpretations were made on the data analyzed. Quantitative data from questionnaires were categorized, coded and entered into the computer for computation of descriptive statistics and inferential statistics. The statistical package for social sciences (SPSS) version 11.5 was used to run descriptive analyses to produce frequency distribution, percentages based on various characteristics of the respondents. Descriptive statistics were presented in frequency tables, pie charts and graphs.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter analyses, interprets and presents the research findings which have been discussed and interpreted based on the research objectives. The study sought to assess parental factors influencing delinquency among girls in boarding schools in Ngong division, Kajiado north district. The data was collected from the teachers, deputy principals, chairpersons of department and students through use of questionnaires, interview guides respectively and focus groups. The questionnaires were designed in line with the specific objectives of the study. The questionnaires were used to collect both qualitative and quantitative data. To enhance the quality of data obtained, structured type questions were included whereby respondents indicated the extent to which the variables were practiced.

The frequency distribution tables and figures have been used to present data while percentages are used to discuss the findings. The key respondents of this study were students. The sample size for students was 66 delinquent students and 66 non delinquent students. However only 57 delinquent students and 61 non delinquent students duly filled in the questionnaires and returned them. This made response rates of 86.4% for delinquent students and 92.4% for non delinquent students. On the other hand 59 teachers were targeted for the study, but only 42 of them were sampled. However only 39 teachers returned the questionnaires duly filled in, making a response rate of 92.9%. In addition, 3 deputy principles and 3 chairpersons of the guidance and counseling were interviewed making a response rate was 100%. The study also had response from the focus groups discussions. The respective response rates were good, representative and conform to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was made possible after the researcher personally administered the questionnaires and made further visits to remind the respondents to fill-in the questionnaires.

4.2 Background information

Table 4.1 Age of the students

	Delinquent students		Non delinquent students	
	f	%	f	%
12-15 years	6	10.5	7	11.5
15-18 years	43	75.4	41	67.2
Over 18 years	8	14.1	13	21.3
Total	57	100	61	100

The research found that majority of delinquent students 75.4% were aged 15-18 years, and 14.1% were over 18 years of age. On the other hand, the majority of non delinquent students 67.2% were aged 15-18 years while 21.3% of them were aged over 18years. most of the respondents both non delinquent and delinquents were aged between 15-18 years the researcher interpreted this findings to mean that the students respondents who participated in the study were old enough to understand and answer the questions adequately.

4.3 Students' Delinquency

Table 4.2 Students responses on whether they students have ever been involved in delinquent behaviors.

	Delinquent students		Non delinquent students	
	f	%	f	%
Yes	57	100	8	13.1
No	0	0	53	86.9
Total	57	100	61	100

Table 4.2 shows that all the delinquent students were involved in delinquent behaviors while majority of the non delinquent behaviors 86.9% were not involved in delinquent behaviors. The researcher's reason for asking this question was to find out if there are any non-delinquent students involved in delinquent activities.

Table 4.3 Students responses to the delinquent Acts they have engaged in.

	Most frequently		frequently		Less frequently		Once		Never	
	f	%	f	%	f	%	f	%	f	%
Delinquent acts										
Sneaking out of school and missing classes	5	8.8	4	7.0	10	17.5	21	36.9	17	29.
Stealing	8	14.0	6	10.5	8	14.0	18	31.5	17	29.
Fighting/Bullying	9	15.8	7	10.8	6	9.2	17	29.8	18	27.
Disrupting classes and noise making	16	24.6	14	21.5	13	22.8	7	12.3	7	12.
Cheating on school fees	3	5.3	1	1.8	0	0	29	50.9	24	36.
Defiance to authority/prefects	10	17.5	6	10.5	10	17.5	17	29.8	14	24.
Alcohol and substance abuse	7	12.3	6	10.5	5	8.8	20	35.0	19	33.
Making passes at male teachers	4	7.0	2	3.5	1	1.75	10	17.5	40	70
Rudeness to teachers	12	21.1	5	8.8	6	10.5	9	15.8	25	43
Negligence of duties	14	24.6	12	21.1	8	14.0	10	17.5	13	22
Use of obscene language/abuses	5	8.8	3	5.3	2	3.5	25	43.8	22	38
Cheating in exams	10	17.5	8	14.0	7	12.3	15	26.3	17	29
Failure to do assignments	15	26.3	13	22.8	12	21.1	10	17.5	14	24
Sexual activities, Indecent dressing	6	10.5	4	7.0	3	5.3	13	22.8	31	54

Table 4.3 shows a distribution of the delinquent activities the students were involved in. The responses indicate multiple indulgence in delinquent activities ,whereby a student engaged in more than one delinquent activity .Responses from non delinquent students reveal that only 8 students were involved in delinquent act thus giving a response 13.1%, 12.5% involved in cheating exams, 25.0% noisemaking, 25.0% negligence of duties and 37.5% failure to do assignments. Reports from the focus group discussions indicated that there were delinquent problems experienced in the three schools under study. The group members cited the following as the most common cases of delinquency: stealing books, personal items, rudeness to teachers and prefects, missing classes, noisemaking and disrupting classes, cheating in exams, telling lies, using obscene language such as drawing pornographic scenes in toilet and laboratories.

Table 4.4 Students' responses on parental factors influencing delinquency among girls.

	Delinquent students		Non delinquent students	
	f	%	f	%
Marital conflict	15	26.3	15	24.6
Broken Home	9	15.8	8	13.1
Parental criminality/ deviance	11	19.3	14	22.9
Poor parenting styles	22	38.6%	24	42.1
Total	57	100	61	100

The research required the students to rank various factors contributing to girls' delinquency in their schools. From the findings, most of the delinquent students 35.1% indicated that girls' delinquency is due to poor parenting styles, 38.6% marital conflict 26.3%, 19.3% as due to parental deviance, 15.8% as due to broken homes. On the other hand, most of the non delinquent students 42.1% indicated that girls' delinquency was due to poor parenting styles, 24.6% as due to marital conflict, 22.9% as due to parental deviance, 13.1% as due to broken home.

Table 4.5 Students response on broken home as a delinquent factor.

Type of students' homes the respondents come from.

Type of family	Delinquent students		Non delinquent students	
	f	%	f	%
Single parent family	17	29.9	9	14.8
Dual parent	25	43.8	49	80.3
No parents (orphan)	15	26.3	3	4.9
Total	57	100	61	100

The study revealed that majority 80.3% of non delinquent students came from dual parents' families, 14.8% came from single parents families, while 4.9% were orphans. On the other hand the majority 43.8% of delinquent students came from dual parents' families and 29.9% from single parents' families, while 26.3% were orphans. This depict that the nature of family determines the possibility of whether a student was delinquent or not.

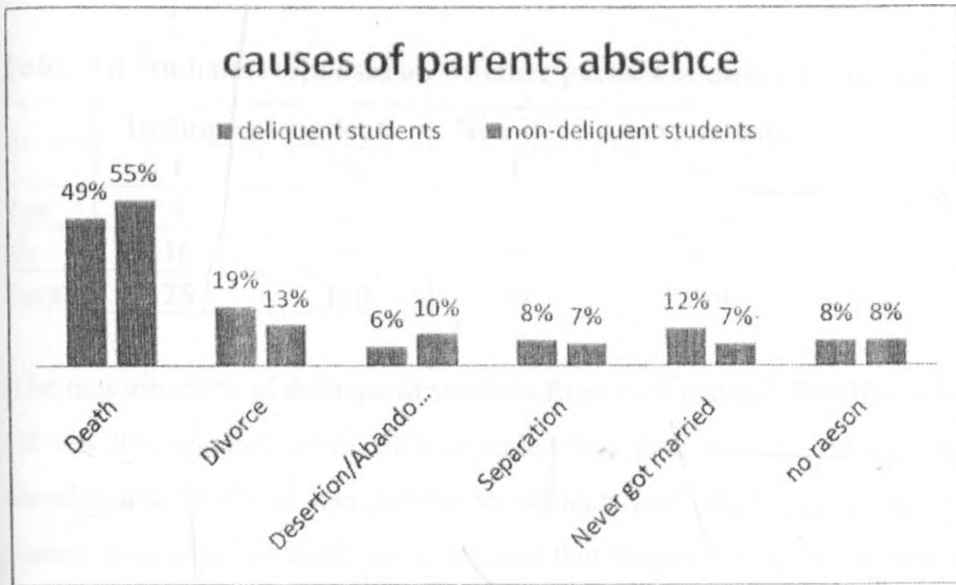
Table 4.6 Gender of the head of the single parent family

Gender	Delinquent students		Non delinquent students	
	f	%	f	%
Father	10	58.8	3	33.3
Mother	7	41.2	9	66.7
Total	17	100	9	100

Table 4.6 shows that from the single parent families, the majority of the delinquent students 58.8% come from families that were headed by their fathers. On the other hand the majority of the non delinquent students 66.7% come from single parents families that were headed by their mothers. The reason why the researcher sought to know this question is because it is the gender of parent from a single family that determines the level of students' delinquency. This is because the male parents are not able to monitor the girl students or guide the girls properly on some

matters thus the level of students delinquency is higher for single parents' families headed by the male gender.

Figure 4.1 Students responses on the Causes of the absence of the parent in the single or no parent family



The research required the students who were orphans and from single parents families to state what caused the absence of the parent. The study found out that 55% of non delinquent students said that absence of parent was due to deaths, 13% due to divorce while 10% were due to desertion/abandonment. Most of the delinquent students 49% indicated that absence of parents were due o deaths, 19% were due to divorce while 12% were due to not being married. Reasons for the question are to know which of causes absent parent contributes more to delinquency.

Table 4.7 Whether the students from single parent family (due to divorce, separation or abandonment) visits and spend time with absent parent

	Non -delinquent students		Delinquent students	
	f	%	f	%
Yes	4	44.4	6	35.3
No	5	55.6	11	64.3
Total	9	100	17	100

The study found out that majority of delinquent students 55.6% from single parent family did not visits and spend time with the other parent. On the contrary majority of non-delinquent students 64.7% visited and spent time with other parent. There researcher sought to find out if the respondents is in touch with both parents though separate, as this may aid the respondent not to feel the impact of the missing parent.

Table 4.8 Students responses on whether parents in dual parents' families live together

	Delinquent students		Non-delinquent students	
	f	%	f	%
Yes	9	36	35	71.4
No	16	64	14	28.6
Total	25	100	49	100

The majority 64% of delinquent students from dual parents' families indicated that both parents did not live together while 36% revealed that their parents did not live together. The study revealed that 71.4% of non-delinquent students from dual parents' families indicated that both parents lived together while 28.6 indicated that the parents did not live together.

Table 4.9 Respondents reasons for dual parent families not living together

	Delinquent students		Non-delinquent students	
	f	%	f	%
Working in different places	8	50	9	64.2
Nature of business	6	37.5	4	28.6
Imprisonment	2	12.5	1	14.2
Total	16	100	14	100

The study found out as shown in the table above that most of the delinquent students 50% reported that the reasons for their parents not living together is because they worked in different places, 37.5% due to their nature of business and 12.5% due to imprisonment. The findings revealed that majority 64.2% of non-delinquents parents did not live together due to their working in different places, 28.6% due to their nature of business and 14.2% as a result of imprisonment.

Table 4.10 Responses on the Guardians' that the students with no parent (Orphans) live with

	Delinquent students		Non-delinquent students	
	f	%	f	%
Aunt/uncle	3	20	2	66.7
Older sibling	3	20	0	0
Grand parents	8	53.3	1	33.3
Cousins	1	6.7	0	0
Total	15	100	3	100

The research further sought to establish the guardian that students with no parent lived with. According to the findings, majority of delinquent students 53.3% revealed that their guardian(s) was the grandparents, 20% aunt/uncle or older siblings and 6.7% cousins. On their part the majority of non-delinquent 66.7% indicated their guardian(s) are 1 aunts/uncles, while 33.3% with grandparents. From the focus group discussions it was revealed that most students involved in delinquent act do not live with their biological parents, some live with their older brothers/sisters, cousins and grandparents. The reason why the researcher sought to get answers to these questions is because guardians living with children not their own do not have much control over them especially when it comes to discipline, monitoring and guiding them.

Table 4.11 Students responses on the parenting style of their parents/guardians

Parenting styles	Delinquent students		Non-delinquent students	
	f	%	f	%
Authoritative style (communicative, emotionally close, consistent discipline, set reasonable rules, reward responsible behavior)	3	5.3	29	47.5
Authoritarian style (seek unquestionable obedience, punishment is punitive, set strict and unreasonable rules. not communicative, no emotion attachment and critical)	18	31.6	14	23
Permissive or laissers fair style (set few if any rules, set few demands for orderly behavior, very lenient, inconsistent in punishment, believe the children are always right, let the children decide on issues)	21	36.8	10	16.4
Uninvolved parent (has limited communication with the children, disinterested in the lives of their children, watch the children do as they wish with little concern, preoccupied in their own lives, most are absent, do not punish or set rules for their children)	15	26.3	8	13.1
TOTAL	57	100	61	100

Table 4.11 above shows that most of the non delinquent students 36.8% described their parent(s)/guardian parenting style as permissive or laissers fair style, 31.6% as Authoritarian style while 26.3% described their parents/guardians as uninvolved parent. On their part, most of the non delinquent students 47.5% described their parents parenting style as authoritative, 23% as authoritarian, 16.4% as permissive/laissers fair while only 13.1% described their parents/guardian parenting style as uninvolved. The focus group discussion highlighted that most students with delinquent problems have parents who are either authoritarian, permissive or uninvolved, the researcher asked this question because the kind of parenting style used by a parent may influence a child either positively or negatively.

Table 4.12 Students' rating on their parent/guardian mode of punishment

	Delinquent students		Non delinquent students	
	f	%	f	%
Very harsh	18	31.6	14	23
Fairly harsh	3	5.3	29	47.5
Rarely bother	21	36.8	10	16.4
Never	15	26.3	8	13.1
Total	57	100	61	100

Table 4.12 above shows that most of the delinquent students 36.8% rated their parents/guardians as rarely bother, and 26.3% as never. On their part most of the non delinquent students 47.5% rated their parents/guardians as fairly harsh, 23% as very harsh while 16.4% rated them as rarely bother. The focus group members indicated that some parents were very harsh and set very high standards of behaviour and grades for their children while others did not care and were uninvolved in the lives of their children. They also pointed out that some parents are very lenient and when they are summoned to school to discuss issues related to their children they side with their children and do not believe the students can be any wrong.

Table 4.13 Students responses on the parent that punishes more when student engage in wrong doing

	Delinquent students		Non delinquent students	
	f	%	f	%
Mother	26	45.6	21	34.4
Father	20	35.1	16	26.2
Both	11	19.3	24	39.3
Total	57	100	61	100

The study also sought to identify who among the parents punished the student more when they engaged in wrong doing. As shown in the table above, most of the delinquent students 45.6% indicated that their mothers punished them more when they engaged in wrong doing, 20% indicated that it was their fathers while 19.3% indicated that both parents punished them the same way. On the other hand most of the non delinquent students 39.3% indicated that both parents punished them equally when the engaged in wrong doing, 34.4% said that their mother punished them more while 26.2% indicated that their father punished them more when they engaged in wrong doing. The reason for asking this question is because girls punished more by mothers tend to be defiant and due to conflict between mother and daughter especially at adolescent.

Table 4.14 students response on the frequency at which they communicate with parent/guardian on pressing/personal issues

	Delinquent students		Non delinquent students	
	f	%	f	%
Always	5	8.8	18	29.5
Often	8	14.3	27	44.3
Rarely	25	43.9	13	21.3
Never	19	33	3	4.9
Total	57	100	61	100

Table 4.14 shows that most of the delinquent students 43.9% and 21.3 non delinquents indicated that they rarely communicated with their parent on pressing/personal issues, while 33%

delinquents said that they never 4.9% of non delinquents reported they never communicate with their parents on pressing issues communicated with their parent on pressing/personal issues. On the other hand most of non delinquent students 44.3% indicated that they often communicated with their parent on pressing/personal issues while 29.5% said that they always communicated with their parent on pressing/personal issues and only 4.9% revealed they never communicate. This question is important, as students who communicate more with their parents on pressing issues are well guided as compared to those who are not

Table 4.15 Students response on whether they introduce their friends to their parents/guardians

	Delinquent students		Non delinquent students	
	f	%	f	%
Yes	16	28.1	33	54.1
No	41	71.9	28	45.9
Total	57	100	61	100

As in the table above, 71.9% and 45.9% indicated that they did not introduce their friends to their parents. On the other hand the majority of non delinquent students 54.1% and 28.1 indicated that they introduced their friends to their parents. Reports from the focus group discussion indicated that most delinquent students do not introduce their friends to their parents/guardians as some parents are very harsh and critical while students who are conformist introduced their friends to their parents as their parents are interested knowing the kind of friends they hang out with.

Table 4.16 Students responses on parents/guardians probe to know their friends

	Delinquent students		Non delinquent students	
	f	%	f	%
Yes	13	22.8	37	61.7
No	44	77.1	24	39.3
Total	57	100	61	100

The table above indicates that, majority of delinquent students 77.1% indicated that their parents did not probe to know their friends. It also revealed that majority of the non delinquent students 61.7% indicated that their parents probed to know their friends. The researcher asked this question as parents can be good judge of character and this can help protect children from bad influence from bad friends.

Table 4.17 Whether parents visit the student on visiting days

	Delinquent students		Non delinquent students	
	f	%	f	%
Never	20	35.8	6	9.8
Rarely	11	19.1	10	16.4
Often	7	12.3	19	31.1
Always	19	33.3	26	42.6
Total	57	100	61	100

Table 4.17 shows that most of the delinquent students 35.8% were never visited by their parents during visiting days, 33.3% were always visited while 19.1% were rarely visited. Among the non delinquent students 42.6% were always visited, 31.1% were often visited while 16.4% were rarely visited. From the focus groups the members argued that most delinquent students whenever visited or where rarely visited while non delinquent student's parents always visited them during visiting days. The researcher asked this question because children who are not visited may feel neglected and hence fall into delinquent problems.

Table 4.18 Respondents Perception of parents/guardians failure to visit them at school on visiting days.

	Delinquent students		Non delinquent students	
	f	%	f	%
Neglected	23	60.5	8	22.9
Understand why their parents didn't come	15	39.5	27	77.1
Total	38	100	35	100

The research sought to establish the perception of the respondents with regard to failure of their parents to visit them during visiting days. As shown in the table above, the majority of the delinquent students 60.5% felt neglected as a result of their parents failure to visit them at school during visiting days while 39.5% reported that they understood the reasons why the parents did not visit them. On the other hand majority of the non delinquent students 77.1% understood why their parents did visit them during visiting days while 22.1% felt neglected. The researcher sought to know the feeling of the students as this may determine if they will fall to delinquent behaviours or not.

Table 4.19 Students responses on whether there was marital conflict between parents/guardians

	Delinquent students		Non delinquent students	
	f	%	f	%
YES	37	64.9	19	31.3
NO	20	35.1	42	68.7
Total	57	100	61	100

The research revealed that majority of the delinquent students 64.9% indicated that there was conflict among parents/guardians and 35.1% indicated there were no conflict among their parents/ guardians. On the contrary majority of the non delinquent students 68.7% indicated that there were no conflicts among parents/guardians and 31.3% indicated there were conflicts. From

the focus groups the three groups did not bring out marital conflicts as the serious problem to the delinquent behaviour of some girls.

Table 4.20 Students responses on the nature of conflicts among parents or guardian

	Delinquent students		Non delinquent students	
	f	%	f	%
Quarrelling/disagreement/abuses	19	51.4	8	42.1
Physical violence	6	16.2	5	26.3
Lack of communication and co-ordination	12	32.4	6	31.6
Total	37	100	19	100

The table above indicates that, most of delinquent students 51.4% indicated that there were conflict among parents or guardian was in form of quarreling/disagreement, 32.4% as lack of communication and co-ordination while 16.2% indicated that conflicts were in form of physical violence. On the other hand, most of the non delinquent students 42.1% indicated that conflicts among their parents/guardians were in form of quarreling/disagreement while 31.6% as lack of communication and co-ordination. Only 26.3% of them described the conflict as physical violence. By asking this question the researcher wanted to know which the most significant reason is and whether it affects more delinquent students than non-delinquent.

Table 4.21 Respondents indication on the frequency of the conflicts among parent or guardians

	Delinquent students		Non-delinquent students	
	f	%	f	%
Always	7	42.1	4	31.6
Often	19	26.3	6	26.3
Rarely	11	31.6	9	21.0
Total	37	100	19	100

The research sought to establish the frequency of parent/guardians conflicts and the results are as shown in. From the responses, most of the delinquent students 42.1% indicated that conflicts

among parent/guardian happened always, 26.3% often while 31.6% indicated rarely. . On their part most of the non-delinquent students 31.6% indicated that conflicts among parent/guardian always happened 26.3% indicated that conflicts among parent/guardian often occurred and 21.0% indicated that conflicts rarely occurred. The reason why the researcher asked this question is because the more frequently the conflicts occur; the more likely they are to affect the girls. This question aimed at knowing the frequency as the more it is repeated, the more it can affect the student.

Table 4.22 Students responses on how they react when their parents/guardians engage in conflict.

	Delinquents		Non delinquents	
	f	%	f	%
Taking sides with the aggressed parents/guardian	13	35.1	3	15.8
Intervene and try to make them stop	2	5.4	9	47.4
I hate it and walk away	5	13.5	7	36.8
I don't care	17	46.0	-	-
TOTAL	37	100	19	100

The research sought to find out from the respondents how reacted when their parents/guardians engaged in conflict, majority 46.0% of the delinquent students indicated they do not care,35.1% agreed they took sides with the parent they felt was aggressed,13.5% hated it and walked away while 5.4% intervened and tried to make them stop. Majority 47.4% of non delinquents indicated that they intervened and to try and stop their parents guardians from conflict, 36.8% hated it and walked away while 15.8% hated it and walked away. Researcher wanted to know how conflict affects the non-delinquent and delinquents in terms of influence their behaviour.

Table 4.23 Students responses on how they deal with disagreements between themselves and others?

Respondents	Delinquency		Non-delinquents	
	f	%	f	%
Fight back	9	30.0	-	-
Use insults/quarrelsome	12	40.0	-	-
Try to solve problem peacefully	4	13.3	8	53.3
Walk away to avoid confrontation	5	16.7	7	46.7
TOTAL	30	100	15	100

The table above indicated that 40.0% of the delinquent students used insults and were quarrelsome while handling disagreements with others,30% fought back,16.7% walked away to avoid confrontation while 13.3 % tried to solve the problem peacefully. The non –delinquents reacted in two ways, 53.3% try to solve the problem peacefully wile 46.6% walked away to avoid confrontation. The researcher asked this question to know in what ways the conflicts influenced the students behaviors.

Table 4.24. Students' responses on whether their parents have ever been involved in any deviant behaviour

	Delinquent students		Non delinquent students	
	f	%	f	%
Yes	18	31.6	9	14.8
No	39	68.4	52	85.2
Total	57	100	61	100

The study sought to identify whether the students' parents has ever been involved or convicted of criminal offence. As shown in the table above, majority of both delinquent 68.4% and non delinquent students 85.2% indicated that their parents had never been involved or convicted of criminal offence. The research also established that the number of parents involved or convicted of criminal offence was higher for delinquent students 31.6% that for non delinquent students 14.8. This indicates that parents' deviance contributes to delinquency of the students. The focus group members pointed out that most students with the delinquent problems learnt it from their parents. They argued that some parents came to school drunk, dressed badly, abused teachers, they discussed teachers with their children.

Table 4.25 Respondents indication on which of their parent/guardians has ever been involved in any criminal/deviant activities.

	Delinquent students		Non delinquent students	
	f	%	f	%
Father	7	38.9	5	55.6
Mother	11	61.1	4	44.4
Guardian	18	100	9	100

The findings as shown on the table above reveal that s that a majority of the delinquent students 61.1% had their mothers involved in criminal deviant behaviors while only 38.9% indicated that it was their fathers who were involved. On the contrary, the majority of the non delinquent students 55.6% indicated that their fathers that were involved in criminal/deviant offenses wile 44.4% indicated it was their mothers. This depicts that the criminality of mothers affects girls more than

the criminality/deviance of fathers. Response from the focus group indicates that most delinquent students seem to have learnt criminal/delinquent behaviours from their parents.

Table 4.26 Students responses on the nature of the deviant offences the parent/guardian has been involved in.

	Delinquent students		Non delinquent students	
	f	%	f	%
Stealing	3	16.7	2	22.2
Assault	2	11.1	1	11.1
cheating	4	22.2	2	22.2
Alcoholism/drug abuse	4	22.2	3	33.4
Multiple affairs	2	11.1	1	11.1
Using obscene language.	3	16.7	0	0
Total	18	100	9	100

The research sought to identify the nature of deviant respondents' parent/guardian was involved in, most of the delinquent students 22.2% indicated that their parents/guardian engaged in alcoholism/drug abuse and cheating while 16.7% revealed the parents/guardian were involved in stealing and use of obscene language of stealing and 11.1% were involved in multiple affairs and assaults.. On their part most of the non delinquent students 33.4% indicated that their parents were involved in alcoholism/drug abuse while 22.2% engaged in stealing and 11.1% engaged in assault and multiple affairs.

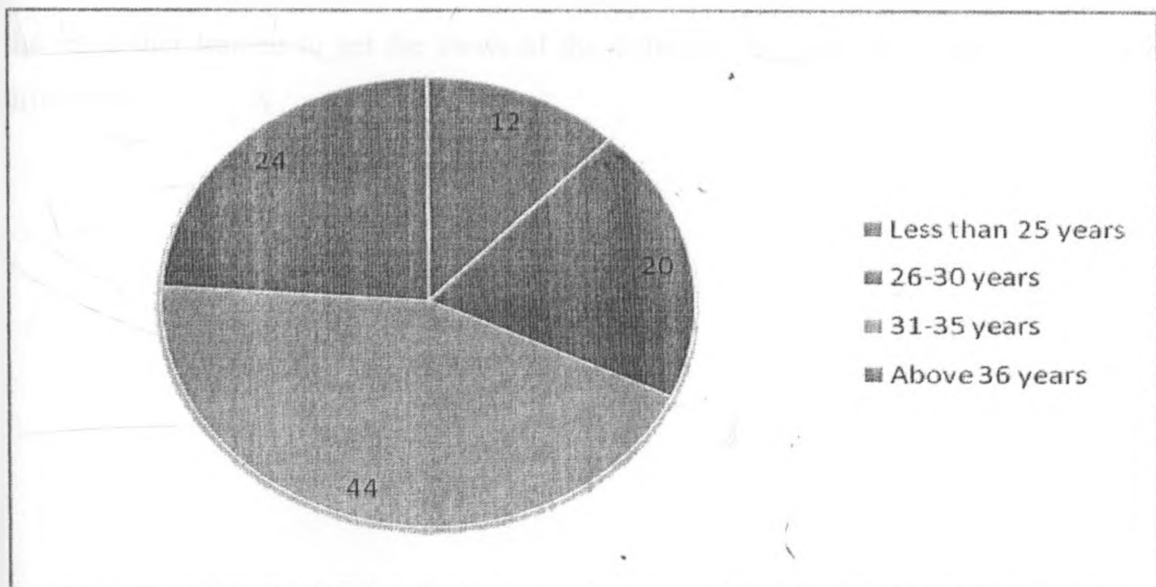
Table 4.27 Students responses on whether they have learnt from their parents any deviant behavior.

	Delinquent		Non-delinquent	
	f	%	f	%
Yes	10	55.6	1	11.1
No	8	44.4	8	88.9
Total	18	100	9	100

The responses revealed that majority 55.6% of delinquent learn deviant behaviour from their parents. Majority, 88.9% of non-delinquent indicated they did not learn criminal/deviant behavior from their parents. Researcher asked respondents this question in order to know if the parents/guardians behaviour influences them in any way.

Demographic Information of Teachers

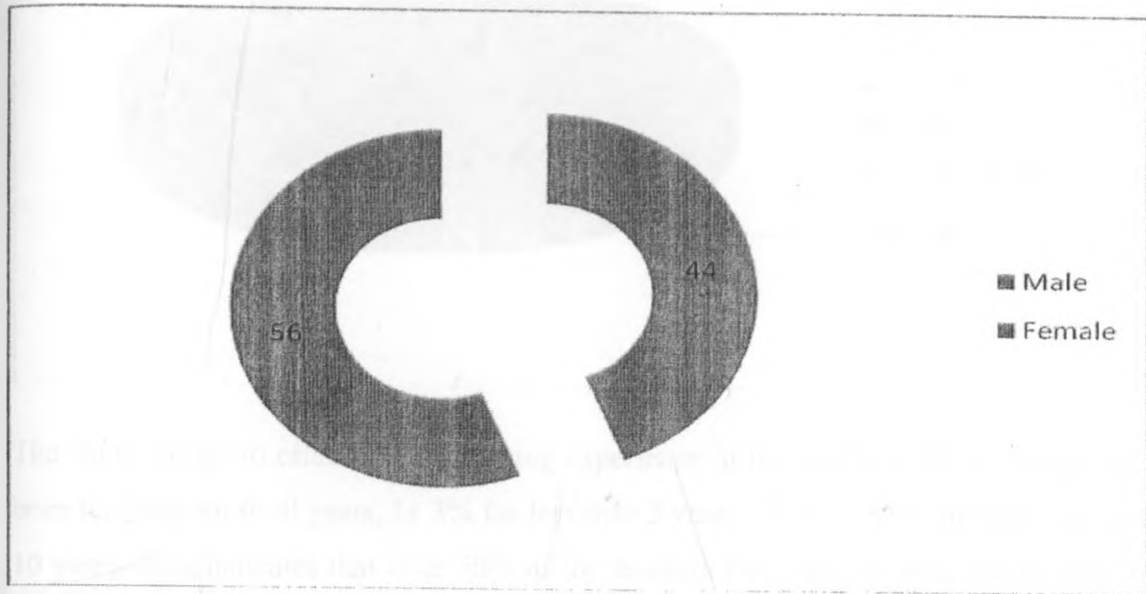
Figure 4.2 Age of Teachers'



The table above shows that most of the teachers 44% were aged 31-35 years, 24% were aged over 36 years, 20% were aged 26-30 years while 12% were aged less than 25 years. This

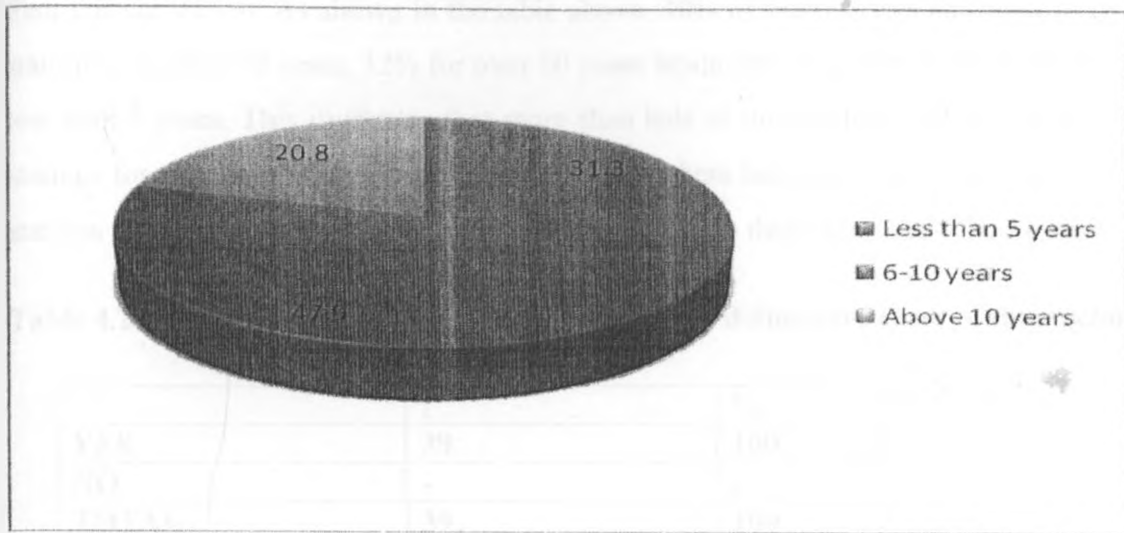
indicates that most of the teachers were mature and understood the delinquent behaviors of the student both from family perspective and from a school set up.

Figure 4.3 Teachers' gender



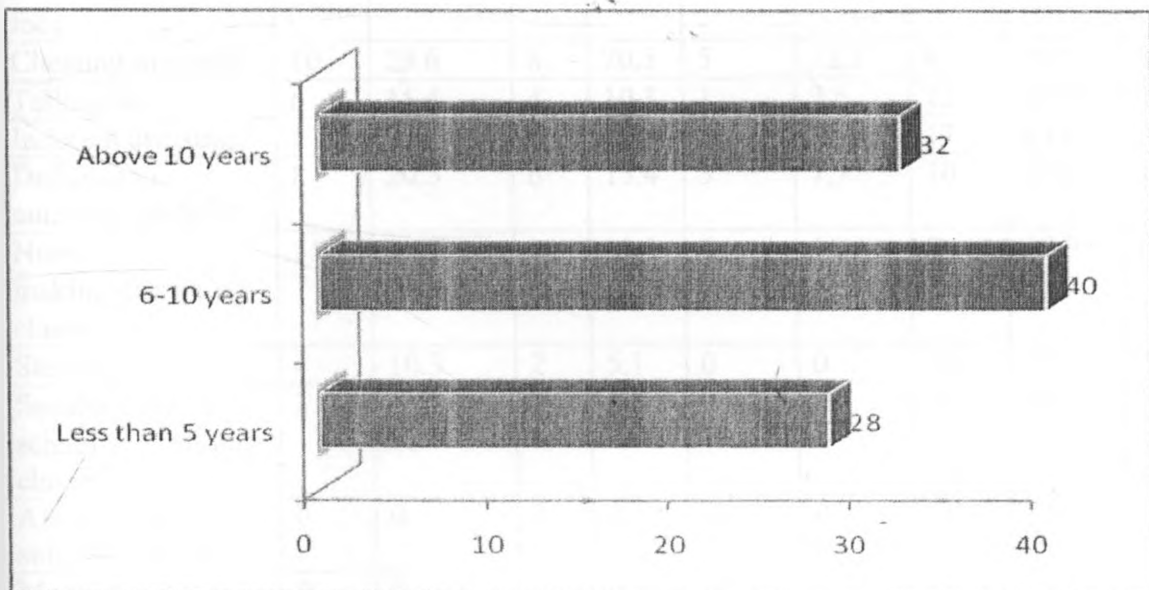
The table above indicates that 56% were female while 44% were males. By asking this question the researcher wanted to get the views of the different sex as the male and female view issues differently.

Figure 4.4 Teachers experience in years



The study sought to establish the teaching experience of the teachers, 47.9% of the teachers had been teaching for 6-10 years, 31.3% for less than 5 years while 20.8% had been teachers for over 10 years. This indicates that over 50% of the teachers had been teaching for 6 years and above thus had a wealth of experience. It also indicates that the data they gave was of high quality and reliable.

Figure 4.5 Teachers' length of stay in the current school



The teachers were required by the study to indicate the number of years that they had taught in their current station. As shown in the table above, 40% of the teachers had been in their current station between 6-10 years, 32% for over 10 years while 28% had been in their current station for less than 5 years. This illustrates that more than half of the teachers had taught in their current stations for 6 years and above. This depicts the teachers had taught long enough in their current stations and hence understood the delinquent problems in their school and their causes.

Table 4.28 Teachers response on whether there are delinquent cases in their schools

	f	%
YES	39	100
NO	-	-
TOTAL	39	100

The table above indicates that all teachers agreed that there were delinquent cases in these schools, 100% response

Table 4.29 Teachers' responses on the delinquent problems that frequently occur in secondary schools in boarding schools among girls

	Most frequent		Frequent		Less frequent		Rarely		Occurred once	
	f	%	f	%	f	%	f	%	f	%
Cheating on school fees	2	5.1	0	0	0	0	16	41.01	21	53.8
Cheating in exams	10	25.6	8	20.5	5	12.5	8	20.5	8	20.5
Telling lies	6	15.4	4	10.3	1	2.6	12	30.8	16	41.1
Indecent dressing	1	2.6	0	0	0	0	17	43.6	21	53.8
Defiance to authority/prefects	8	20.5	6	15.4	3	7.7	10	25.6	12	30.8
Noise making/disrupting classes	11	28.2	9	23.1	6	15.4	7	17.9	6	15.4
Stealing	4	10.3	2	5.1	0	0	14	35.9	19	48.7
Sneaking out of school and missing classes	3	7.7	1	2.6	0	0	15	38.5	20	51.3
Alcohol and substance abuse	0	0	0	0	0	0	20	51.3	19	48.7
Making passes at	0	0	0	0	0	0	18	46.2	21	53.8

male teachers										
Bullying fighting	5	12.5	3	7.7	0	0	13	33.3	17	43.6
Negligence of duties	7	17.9	5	12.5	2	5.1	11	28.2	14	35.9
Lateness	9	23.1	7	17.9	4	10.3	9	23.1	10	25.6
Failure to do assignments	12	30.8	10	25.6	7	17.9	6	15.4	4	10.3
Lesbianism	0	0	0	0	0	0	19	48.7	20	51.3

The research required the teachers to indicate the delinquent problems that frequently occur in secondary schools among girls. As shown in the table above, 25.6% of the teachers indicated that cheating in exams occurred most frequently, 28.2% said that noise making occurred most frequently while 20.5% were defiant to authority and prefects and 30.8% indicated most students fail to their assignment most frequently. Other delinquent problems indicates as frequent were lateness 17.9%, defiance to authority/prefects 15.4%, negligence of duties 12.5%, rudeness to teachers 10.3% and bullying as a frequent by 7.7% Only 35.9% of the teachers indicated that indecent dressing occurred once while 41.1% indicated that lesbianism occurred once. The researcher wanted to know from the teachers if there were delinquent problems in schools and their nature.

Table 4.30 Teachers' responses on parental factors contributing to students' delinquency

Parental factors	Strongly agree		Agree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%
Broken homes, (divorce, separation, death and imprisonment)	12	30.8	13	33.3	2	5.1	12	30.8
Parents' criminality/ deviance, (drinking alcohol and drug abuse, prostitution, use of obscene language. theft.)	14	35.9	12	30.7	2	5.1	11	28.2
Parenting styles <ul style="list-style-type: none"> • Permissive style. • Uninvolved • Authoritarian 	17	43.6	10	25.6	9	23.1	3	7.7
Marital conflict, (fighting, quarreling, insults)	15	38.5	11	28.2	10		3	7.7

The study sought to establish the teachers' perception on parental factors contributing to delinquency. According to respondents, 30.8% strongly agree that broken homes are a delinquent factor among girls. Majority of the teachers 43.6% strongly agree that parenting styles (permissive, uninvolved and authoritarian) influence delinquent behaviour among students. On the other hand 38.5% of the teachers strongly agreed that marital conflict contributed to delinquency among students while 35.9% strongly agreed that parents deviance influence girls into delinquent behavior among students. The main reason why the researcher asked this question was find out if the teachers have knowledge on the parental factors that could be influencing students on delinquency.

Table 4.31 Teachers' responses on parental factor that influence students' non delinquency among girls.

Parental factors	Strongly agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%
Intact house with both parents	23	59	8	20.5	8	20.5	3	7.7
Non marital conflict	28	71.8	7	17.7	3	7.7	3	7.7
Role model parents	29	74.4	5	12.8	17	43.6		
Authoritative type of parents	17	43.6	5	12.8	17	43.6		

The research further sought to find out from the teachers whether non delinquent students were influenced by parental factors and the results are as shown in table majority 59% on non-delinquency being as a result of having both parent 71.8 strongly agreed non delinquency was due to absence of marital conflicts. According to the findings, most of the teachers 74.4 strongly agreed that role model parents as cause of non delinquency. On the other hand, 43.6% of the teachers strongly agreed that authoritative parenting style produced non delinquent students' parents influenced the students to non delinquency this question aimed at seeking from teachers some of the factors that contribute to non-delinquency among girls in school. The researcher wanted to know if teachers have knowledge on the parental factors that help girls to be conformists.

Responses from deputy principals interview guides on delinquent problems in their schools.

All the three deputy principals and were all in agreement that there were delinquent problems in their schools. On the request of the researcher the deputy principals provided the researcher with a minor and major occurrence books commonly known as the black books, listing the names of the delinquent cases and the delinquent acts they engaged in. the following delinquent problems were most common: stealing, cheating in exams, telling lies, use of abusive language, defiance to authority, failure to do homework (chronic cases), disrupting classes, fighting/bullying and sneaking out of schools.

Deputy Principal's response on parental factors influencing delinquency among girls in boarding schools.

Marital conflict

All the three respondents agreed that some students come from homes where parents are always in conflict and this is evidence when we summon some to come and they shift blame on one another. One respondent indicated that a father quarreled the mother in front of the respondent while dealing with a case of defiance and he kept saying "mama yake ndio amemuharibu".

In another incident a mother pleaded with the deputy principal not to let the father of the girl know she sneaked out of school by saying "atatupiga na atatufukuza sis wote".

Broken homes

The two deputies agreed that most of the students come from single parent families due to divorce, separation or parent never got married at all. One respondent expressed that those girls with single fathers are involved in delinquent behaviors as fathers may not be able to guide them properly and most of the times they are left on their own they cannot be able to understand or guide girls properly. Another respondent pointed out that some single mothers are not able to control their children because even as we summon them, there is clear defiance from the girl to parent who often argue with them and talk to them arrogantly before the teachers. Other reports indicated that some girls who were orphans lived with their older siblings who are not old enough to control their discipline.

Respondents also revealed that most of the delinquent girls live with guardians who pay their fees, this is evidenced when they send students home to bring parents after a suspension or when they have been involved in an offence, and most come accompanied by guardians and some of the guardians are very young therefore it becomes difficult to discuss the problems affecting the girl.

Parental deviance

All the three respondents in this study agreed that parental deviance and criminality contributed to delinquency among girls. One respondent reported that some parents come to school drunk, others smoking, while some mothers come to school dressed provocatively.

It was revealed that during discussions on parents day meetings, some parents interject rudely and shut speakers down. From another respondent, parents who came to school drunk could not understand why he had been summoned to school for his daughter's fighting another in school and he said she was protecting herself. Some, living with older siblings copy bad behaviour especially on matters of relationships and sex.

Parenting styles

The three respondents pointed out parenting style as the most significant factor contributing to delinquency among girls. One respondent revealed that some parents spoil their children by giving them too much pocket money and this makes the students to look down upon teachers and fellow students.

After interacting with parents/guardians the respondents learnt that students with delinquent problems have parents who do not consistently punish them, some parents when summoned to school never come, while some come but are very disinterested in the problems affecting their children. One respondent reported that some girls do not go home straight after closing school or during mid-term, meaning that parents do not ask.

Response from guidance and counseling chairpersons on delinquent problems in their schools.

The researcher managed to interview the three chairpersons of guidance and counseling 100% response. The three respondents agreed that there are delinquent problems in their schools though minor. All the counselors agreed that not all delinquent cases need counseling attention, some are cases of disciplining them but the three agreed the following are common for counseling. Making passes and seducing male teacher, use of bad obscene language, alcohol and

drug abuse, chronic disruption of classes and persistent student aggression towards others, defiance and rudeness

A counselor in one school reported that one girl who seemed withdrawn confided in her that her parent put her through abortion and she feels devastated, she hates men and is defiant to male teachers especially.

Responses on parental factors influencing delinquency among girls in boarding schools.

Marital conflict

Girls who have aggressive, abusive and have confided to having parents who are always fighting, quarreling and using abusive language on each other. Most students live with grand parents who are not able to control their behavior.

Broken homes

From the respondents most of those reports for counseling live with single parents due to divorce, desertion and separation. These girls are normally very bitter and are very defiant and rude to teachers and prefects. Those living with single mothers try to get attention from the male teachers and sometimes it gets very bad as girls fought each other claiming a certain teacher was in an affair with them .some girls live with relative young almost their age and hence lack proper guidance on good behavior A counselor also reported that on summoning a parent to school to discuss the drinking problem with their daughter, the parent came to school drunk and the counselor had a problem discussing the issue as the parent was not co-operative..

Parental deviance

The respondents pointed out that some few girls caught smoking confessed they learnt from their mums. Those who have been caught drunk confided that they begun when young as it is available in their homes.

Parenting styles

From the responses the respondents argued that some parents do not care about the well being of their children, they do not monitor who their friends are or supervise their activities, this causes some to get into bad company and engage in delinquent activities. Some parents are too lenient and do not punish their children when they do wrong. After summoning the children, most parents do not seem to know their children very well and are always in denial of any offence committed by their by their students too much of pocket money causes them to be in possession of items forbidden in school e.g. make ups

It was also reported that some parents are very harsh and control strictly the movement of the children when they come to school some sneak out, in 2 classes girls involved in lesbianism as parents do not allow them to interact with opposite sex. Some parents come to school dressed badly which is the major cause of delinquency among girls.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary, conclusion and recommendations of the study. The purpose of the study was to assess the parental factors that contribute to delinquency among girls in boarding secondary schools, Ngong division. The study used both descriptive and naturalistic designs. The researcher targeted all 66 delinquent and 66 non-delinquent students, teachers, and all deputies, chairpersons of guidance and counseling of all the three schools under study. Data collection was done by use of questionnaires distributed to teachers and students, interview guides were used to collect in-depth information from both the deputy principals and chairpersons of guidance and counseling department. Focus groups were used each comprising of 8 members from the three schools. Data was analyzed by use of descriptive statistics for quantitative data and qualitative data was organized into themes that came out in the research questions and analyzed using descriptive narratives. Following the results from the analysis in chapter four, this chapter will present a summary, conclusions and recommendations that can be used to eliminate delinquent problems in girls' boarding schools.

5.2 Summary of finding

The summary of this study is presented according to the research questions. The study established the following

The study revealed that delinquent students had parents guardians who were involved in marital conflicts. This conflicts affect the students dealing with others when they disagree, majority of delinquent reported they must fight back, quarrel and use abuses. Most students involved in fighting ha experienced marital conflicts at home. The study revealed from the respondents that a broken home is a factor contributing to delinquency among girls. Reports from guidance and counseling revealed that students who came from broken homes constantly engaged in aggressive behavior e.g. fighting bullying, rudeness to the teachers, engaged in alcohol and substance abuse. This is especially so from students whose parents were divorced, separated or

deserted. Deputy Principals indicated that most of the s delinquent students lived with either grand parents or older siblings, these guardians do not seem to be in control of the behavior of the students and girls raised by single mothers tend to be defiant, especially to female teachers and seduce male teachers probably compensating for the missing father. Focus group members did agree that most of the girls involved in delinquent acts do not live with their both parents or had no parents at all. From the teacher's responses majority agreed that girls who came from intact homes were non delinquent and conformist to the school rules.

The study established that different parenting styles used by parents/guardians determined the student's behavior. Authoritarian permissive and uninvolved styles produced students who were delinquents with the following problems, cheating in exams, sneaking out of school, abuse drugs and are using of obscene language stealing, defiant to authority, negligence of duty, disrupting classes. So they keep repeating mistakes while some fear such parents and are intimidated and keep to non delinquent habits .Permissive and uninvolved parents/guardians were mostly associated with contributing to delinquency among girls. All respondents to this study reported that the have warm emotionally attached parents who are in control, communicative, rewarding, responsive behavior and consistent in punishment rarely engage in delinquency.

The responses from the respondent indicated that most of the delinquent students had parents/guardians who were involved in various criminal/deviant activities as compared to non delinquents. Responses from one deputy principal indicated that some parents of the delinquent girls come to school drunk while others smoke openly, some of the parents dress very badly too and this shows very poor role model girls of such parents smoke and take alcohol.

Responses from focus group discussions also indicated that students who smoke or drink copy their parents or are introduced to it by their parents.

5.3 Conclusion

Based on the above summary, it can be concluded that delinquency in girl's boarding school is evident in all the schools under the study. The most common were stealing, defiance to authority, disrupting classes, failure to do assignment cheating in exams and although there were others

this were the most repeated in all the three schools under study. Most of the delinquent students indicated multiple responses to delinquent involvement. From the study; it can be concluded that indeed the parental factors under assessment influence delinquency among girls in boarding schools. Some of the delinquent students were affected by multiple parental factors but parenting styles was the most significant factor as indicated by most respondents in their responses to this question. However there are some non delinquent students who are affected by these parental factors but do not engage in delinquent acts.

The study concludes that children who come from intact homes, with warmth, nurturing, communicative parents, parents who set rules and reward responsible behavior did not engage in delinquent activities. Parents therefore have a great role in shaping the behavior of their children while they raise them up by creating positive environment at home, getting involved in their lives and being good role models so as to produce children who are acceptable in the society.

5.4 Recommendations

The study confined itself to parental factors influencing delinquency among girls in boarding schools. It is evident that most parents are failing in their roles to ensure that the situation improves; the researcher was compelled to make the following recommendations from the findings of the study.

- Parents need to evaluate themselves on their roles and failures so as to restore and maintain discipline in schools they also need to cooperate with teachers and the school administration order to understand and help the students out of the delinquent problems they may be involved in.
- Parents should exercise authority over their children, be communicative, get emotionally close to their children, set rules for them, mentor and supervise their activities as well as being consistent in instilling discipline to their children as well as creating substantial amount of time to spend with them, this will help minimize the delinquent problems in girls boarding schools.

- School administrators need to assess the commitment of parents and use all possible ways to compel and involve them in maintaining non-delinquent students and high standard of discipline in schools which also help to improve academic performance.
- School administrators should occasionally organize for family life talk from experts to be presented to parents/guardians on a chosen parent meeting. This will help sensitize the parents on various areas where they fail.
- Education is a powerful tool which can be used to reach all segment of the population by educating the parents on the disciplinary skills and more so particularly how to keep families intact. Church leaders should play more significant roles in such ventures.
- These parental factors must be addressed in efforts to understand and address girl's delinquency. The ministry of education should therefore look into introducing family centered program in learning institutions in order to help parents understand on the importance of right parenting.

5.5 Areas for further studies

Since this study explored the parental factors influencing delinquency among girls in public boarding secondary schools students a case study in Ngong division, the study recommends that;

- i. Similar study should be done in other divisions in Kenya for comparison purposes and to allow for generalization on the parental factors contributing to delinquency among girls in public boarding secondary schools students.
- ii. More research should be done to establish parental factors contributing to delinquency among boys in public boarding secondary schools students, to compare the finding between gender
- iii. Some non- delinquent girls come from broken homes, marital conflicts, parents are deviant and raising under very unfavorable parenting styles but are not delinquent themselves. Therefore a research should be done to investigate why they are not affected by these factors negatively.

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APPENDICES

APPENDIX I QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY

P.O. BOX 68241-00200

NAIROBI – KENYA

I am a student at the University of Nairobi. Currently I am carrying out a study on **parental Factors influencing delinquency among Girls In Secondary Schools In Ngong Division, Kajiado North District**. Your assistance in answering all questions in the questionnaire will generate important information for the study. Your responses will be treated as confidential and will only be used for research purposes .please fill in all the items of the questionnaire as directed.

Please put a tick () in the brackets after the most appropriate response and provide your explanation if required in the space required.

SECTION A BACKGROUND INFORMATION

5) How old are you?

() Between 12-15

() Between 15-18

() 18 yrs and above

6) Have you ever been involved in any delinquent activities in your school?

Yes ()

No ()

7) If yes in 2 which of the following delinquent activities have ever engaged in and their frequency?

	Most frequently	Frequently	Less frequently	Once	Never
Stealing					
Cheating in exams					
Fighting/Bulling					
Disrupting classes					
Defiance to authority/Prefects					
Alcohol and substance abuse					
Sneaking out of school					
Making passes at male teachers					
Rudeness to teachers					
Negligence of duties					
Missing classes					
Cheating on school fees					
Use Obscene language					
Noise making					
Failure to do assignment					

8) In your opinion, do you think the following parental factors contributed to students' delinquency?

- a) Marital conflict ()
- b) Broken homes ()
- c) Parental criminality/deviance ()

SECTION B BROKEN HOMES

5) What kind of family do you come from?

() Single parent family (Go to 3)

Dual/two parents

No parent

6) If it is a single parent in 2, what is the gender of the parent?

father

mother

7) What caused the absence of the parent?

Death

Divorce

Separation

Desertion/Abandoned

Never got married

Imprisonment

No idea

8) If it is single-parent family due to divorce, separation or abandonment do you ever visit and spend time with other estranged parent?

Yes

No

9) If it is a dual parent in 2, are your parents living together?

Yes

No

10) If no in 6, why are they not living together?

Working in different places

One is working far from home

imprisonment

11) If no parent in 2, who are you living with?

Grand Parent

Aunt/Uncle/Sibling

older siblings

cousin.

SECTION C PARENTING STYLES

Below are parenting styles used by parents/guardians, tick your parent/guardians style.

AUTHORITATIVE ()

- Communicative
- Emotionally close
- Set reasonable rules
- Reward responsible behavior

AUTHORITARIAN ()

- Seeks unquestionable obedience
- Punishment is punitive
- Set strict and unreasonable rules
- Critically and emotionally unattached

PERMISSIVE OR LAISSERS FAIR ()

- Set few rules if any
- Have few demands for orderly behavior
- Very lenient
- Inconsistent in punishment
- Let the children decide on issues and always let the children have their way

UNINVOLVED PARENT ()

- Has limited communication with the children
- Disinterested in the lives of their children
- Show little concern for children
- Most are preoccupied with their own lives
- Do not punish or set rules for their children

12) How do you rate your parent/guardian style of punishment?

Very harsh ()

Fairly harsh ()

Rarely bother ()

Never ()

- 13) Which parent punishes most frequently?
Mother ()
Father ()
Both ()
- 14) Do you introduce your friends to your parents?
Yes ()
No ()
- 15) Do your parents /guardians probe to know your friends?
Yes ()
No ()
- 16) Do your parent /guardians visit you on visiting days?
Always ()
Often ()
Rarely ()
Never ()
- 17) If it's never or rarely, how do you feel about it?
Neglected ()
Understand why the parents don't come ()
- 18) In your view, which of your parent punishes more when you engage in wrong doing?
() father () mother () both

SECTION D MARITAL CONFLICT

- 19) Are there conflicts among your parents or guardians?
Yes ()
No ()
- 20) What is the nature of these conflicts?
Quarreling/ Disagreements/ Abuse ()
Physical violence ()
Lack of communication and coordination ()

No conflict ()

21) What is the frequency of these conflicts?

Always ()

Often ()

Rarely ()

22) How do you feel/react when your parents/guardians engage in conflict

Take sides with the aggressed parent/guardian ()

Intervene and try to make them stop ()

I hate it and walk away ()

I don't care ()

23) Do these conflicts affect the way you deal with others when you disagree?

Yes ()

No ()

24) If yes in 24 how do you deal with disagreements?

Fight back ()

Use insults/quarrelsome ()

Try to solve the problem peacefully ()

Walk away to avoid confrontation ()

SECTION E PARENTAL DEVIANCE

25) Has any of your parent/guardian ever been involved in any deviant offence?

Yes ()

No ()

26) If yes in 24 which?

Father ()

Mother ()

Guardian ()

Both ()

27) What is the nature of the deviant offence?

Stealing ()

Alcohol/drug abuse ()

Assault ()

Multiple affairs ()

Cheating ()

Using obscene language ()

APPENDIX II QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY

P.O. BOX 68241-00200

NAIROBI – KENYA

I am a student at the University of Nairobi. Currently I am carrying out a study on **Assessment of parental Factors influencing delinquency among girls in secondary schools in Ngong Division, Kajiado North District**. Your assistance in answering all questions in the questionnaire will generate important information for the study. Your responses will be treated as confidential and will only be used for research purposes. please fill in all the items of the questionnaire as directed.

Please put a tick () in the brackets after the most appropriate response and provide your explanation if required in the space required

PART A: Demographic Information

1) Gender

() Male () Female

2) What could be your age bracket?

a) Less than 25 years ()

b) 26-30 years ()

c) 31-35 years ()

d) Above 36 years ()

3) How long have you been teaching?

a) Less than 5 years ()

b) 6-10 years ()

c) Above 10 years ()

4) How long have you been a teacher in this school?

- a) Less than 5 years ()
- b) 6-10 years ()
- c) Above 10 years ()

PART B: Delinquency problem in school

5) Has your school ever experienced delinquency problems?

- () Yes () No

6) Below are lists of delinquent problems that frequently occur in secondary schools among girls. Please tick them in order of their frequent occurrence in your school. Tick once for each form of delinquency

KEY

5- Most frequent

4- Frequent

3- Less frequent

2- Occurred once

1- Never occurred

No	Delinquency problems	5	4	3	2	1
i	Cheating school fees					
ii	Cheating in exams					
iii	Telling lies					
iv	Defiance to authority					
v	Noise making/disrupting classes					
vi	Stealing					
vii	Sneaking out of school and missing classes					
viii	Alcohol and substance abuse					
ix	Making passes at male teachers					
x	Bullying/fighting					
xi	Negligence of duties					
xii	Lateness for lessons					
xiii	Failure to do assignments					

PART C: Parental factors influencing delinquency

7) In your opinion, do you agree the following parental factors contribute to delinquency among students in your school?

4- Strongly agree

3- Agree

2- Strongly disagree

1- Disagree

No	Parental factors	4	3	2	1
i	Broken homes, divorce, separation, death and imprisonment				
ii	Parents deviance, drinking alcohol and drug abuse, prostitution, criminality				
iii	Poor parenting and child rearing methods . <ul style="list-style-type: none"> • Uninvolved • Authoritarian 				
iv	Child abuse sexually, physically and emotionally				
v	Marital conflict, fighting, quarreling, insults				

8) In your opinion do you agree students with no delinquent problems are influenced by the following factors?

KEY

4- Strongly agree

3- Agree

2- Strongly disagree

1- Disagree

No	Parental factors	4	3	2	1
i	Intact house with both parents				
ii	Non marital conflict				
iii	Role model parents				
iv	Authoritative type of parents				

**APPENDIX IV: DEPUTY PRINCIPALS/CHAIRPERSONS OF GUIDANCE AND
COUNSELLING DEPARTMENT.**

1) How long have you been a deputy in this school?

2) Does your school experience delinquent problems?

3) If YES which are the most common delinquent problems in your school?

4) Do you think the following parental factors influence girls into delinquent problems? if YES, kindly explain how

Marital conflict

Broken homes

Parental deviance

Parenting styles