

Exploring the Element of Delinquent Behaviour among Secondary School Students in Mumias sub County, Kakamega County, Kenya

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Article History

Received: 12.10.2018

Accepted: 23.10.2018

Published: 30.11.2018



Abstract: The current wave of unrest among secondary schools students in Kenya is an indication of a serious problem in schools related to juvenile delinquency behaviours. For over two decades, this has been undermining the adolescents' achievement and development. In this regard, juvenile delinquent behaviours have far reaching consequences; hence the present study sought to explore into the relationship between students' indulgence in various delinquency behaviours and their academic achievement in Mumias sub-county, Kakamega County, Kenya. Specific objective for the study was to determine the elements of delinquent behaviours among secondary students. The study adopts Jessor's Problem Behaviour Theory (PBT) and ex post facto research design to explain the various study variables. The target population of this study was 54 secondary school deputy principals, 54 guidance and counselling teachers, 218 class teachers, 7548 form two and three students. The sample of the study consisted of 47 secondary school deputy principals, 47 guidance and counselling teachers, 139 class teachers and 365 form two and three students. Data was collected using questionnaire, observation schedules, interview schedules and document analysis. Test-retest method was used to establish the reliability of the instruments which was found to be 0.89 for questionnaires for class teachers, 0.78 for the questionnaires for secondary school students and 0.82 for questionnaires for guidance and counselling teachers. The study established that the extent secondary students consumed alcohol, a significant proportion (n=184, 53.5%) of the students observed that they did not consume alcohol while more about one third (34.3%) of the students observed that they consumed alcohol and 30.3% of the students frequently engaged in hard drugs selling. On the extent to which secondary school students ignored doing the class assignments, 45.8% of the students observed that this was a common behaviour among their friends. The results of the current study are significant for Kenyan Education system owing to the fact that reducing the cases of delinquent behaviours among secondary schools will have a positive impact on the long persisting challenges facing secondary education sector in Kenya. In order to address challenges related to adolescents' indulgence in various delinquent behaviours, the study recommends that teachers should ensure that parents are sensitized on appropriate parenting practises that are perceived to improve students' social competencies and adoption of pro-social behaviours.

Keywords: Delinquent, behaviours, secondary, students, schools, Kenya.

INTRODUCTION

In regard to the challenges inherent in Education systems in both developing and developing nations, the World Bank report of 2011 further indicates that although students' access to basic education is crucial for any country's economic growth and development, students' participation towards national development depends on the quality of Education they receive and their completion rate at primary and secondary level. However to date according to Sailor [1], juvenile delinquency in various forms has been one of the obstacles towards the realization of universal

Education as well as the Millennium Development Goals (MDGs) for the developed and developing countries.

On the society's moral standards, Agbowuro, Oriade, Umeh and Solomon [2] observe that in every society, there are rules and regulations governing the behaviours of its members. A breach or violation of these set standards usually leads to the indulgency of delinquent behaviours. They further explain that juvenile delinquents are minors between the ages of ten and eighteen who commit some act that goes against the

law of conduct. On the hand according to Thesaurus dictionary online [3], juvenile delinquencies are behaviours indulged by children or youths that are marked by infringement of rules and regulation, persistent malice, antisocial activities, noncompliance, or intractability as to prevent correction by parents, teachers or any adults and to represent a matter for by the juvenile courts.

On the global moral standards and trends, Augustine [4] in his research findings established that Juvenile delinquency behaviours among secondary school going students are of great concern to Educational stakeholders, psychotherapist and Psychologists because they destabilize the students' holistic development. In school settings, the study observed that they make students to waste valuable study time due to penalty and other corrective measures that are imposed on these students who indulges in various delinquent behaviours. In other instances, problem behaviours lead to expansion of students from learning institution. Muchiri [5] further indicated that mischief in school can be detrimental to the individual students as it hinders learning, diminishes the chance of graduating, or decreases the chances of entering or completing post-high school education. However, the study did not establish the extent to which students indulge in various delinquent behaviours which is the concern of the present study.

Also according to Augustine [4], Juvenile delinquency is and has consistently been a menace to the peacefulness and tranquillity enjoyed by members of the families, schools and community in many parts of the world. Beside the gradual moral degeneration which befalls the society where adolescents involve in delinquent behaviours, there arises security and economic cost to the nation fraught with juvenile deviant behaviours due to students' lack of necessary behaviour adjustment strategies. For this reason, it has been observed by Hess and Drowns [6] that juvenile delinquency has globally become one of the common social issues which many nations are currently trying to bring under control. However, to date, there is a worrying trend of the cases of juvenile delinquent behaviours among adolescents.

For instance, the National Crime Victimization Survey (NCVS) data in the United States from 2000 to 2011 reveal that forty five percent of all aggressive crime and fifty six percent of all property crime arrests were committed by adolescent below 25 years of age. Likewise, a study of 3,435 by Turkish Statistical Institute [7] on juvenile convicts in Turkey found that Turkish juveniles had mostly engaged in property crimes, while 40 % of adolescents committed the crime of robbery. It is noteworthy to recognize one-third of the Turkish population is comprised of youth under 18 years of age. The perpetrators of delinquent act according to Today's Zaman [8] were normally the

unfortunate, uneducated, and jobless residing in south eastern Turkey. Nevertheless, the Turkey's study did not establish the effects of students' delinquent behaviours on academic achievement which the present study attempts to address.

In Ghana, Bosiakoh and Andoh's [9] study established that there was an upward course of juvenile criminal behaviour which many Ghanaians admitted as disturbing. According to the Department of Social Welfare annual performance report of 2013, two hundred and seventy six juvenile criminal behaviour cases were handled in the year 2012. The Ghana prison service annual report of 2010 further established that an average daily lock-up of one hundred and fifteen juvenile delinquents. Several efforts have been made by the government to reduce this problem of child criminal behaviour but to no gain. It appears as the order of the day as the cases of delinquents increases with each coming age bracket. Also according to Gyansah, Soku and Gabriel [10], it is quite often in Ghana to find students break into school offices with the aim of stealing. However with these studies from Ghana, we have limited knowledge on gender and juvenile delinquent behaviours. Therefore the proposed research seeks to establish gender differences on the extent the two categories involve in various delinquent behaviours.

Further according to Ugwuoke [11], the cause of juvenile criminal behaviour in Nigeria dates back to the 1920s when adolescence crimes such as pick pocketing and prostitution became the biggest issues for the government to curb. Ugwuoke further observed that this unattractive trend led to the establishment of judicial mechanisms by the colonial bureaucrats to handle juvenile delinquents by instilling and training pro-social behaviours. It is terrible that the troublesome issue related to juvenile delinquency still plagues the contemporary Nigerian day to day activities in a serious dimension. These anti-social behaviours of young people have been posing problems to the welfare of the people in Nigeria. As it was observed by Ugwuoke [12], Juvenile offences witnessed in Nigeria include: drug misuse and abuse, cultism, children harassing others, absenteeism, examination misconducts, prostitution and stealing.

Over the last two decades, the government of Kenyan has acknowledged that Education is a fundamental right and a dominant tool for national development and poverty reduction [13]. Therefore, the government has resolved in addressing the problems inherent within the education system through Committees and Task Forces with the intention of improving the quality of Education. For instance, in Session Paper No. 1 of 2005, the government dedicated itself to providing an education system that guarantees quality and relevance education to every Kenyan child [14].

In this regard, it has been consistently established that students' achievement in Education in Kenya is attached on excelling in exams. However according to Ndambuki [15], currently secondary schools have witnessed many cases related to students' indulgence in delinquent behaviours. Further, the study by Ndambuki established that there have been several infractions, stealing and other delinquent behaviours among students. Thus, delinquent behaviours are and have been a major problem affecting students' life in schools. According to Wamalwa [16], the trends of delinquent acts among students in both primary and secondary schools in Trans Nzoia County have greatly increased in the past five years.

Further, Yosi [17] in his study established that the continual efforts to reduce the number of antisocial acts among the youth worldwide have not yielded much fruits and this has led many researchers to examine the factors that are perceived to lead the adolescence to act in delinquent ways. Imbogo [18] also indicates that delinquent acts among students 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.

In Kenya, a study by Yosi [17] further indicated that secondary school students in the past were characterized by respect for parents, elders and teachers while drinking, stealing, truancy, examination malpractices, smoking, were not common practices among youth, these were termed as taboo among many Kenyans. However, currently Juvenile delinquency is on the increase despite the government's effort to curb this ugly trend which has been a danger to the tranquillity enjoyed by members of the families, schools and community as observed by Augustine [4]. From the National Plan of Action for Children in Kenya 2015-2022 [19], the cases of adolescents in conflict with law have risen considerably in the past two decades. The current wave of unrest in secondary schools is a signal of a severe problem of juvenile delinquency. Hence, the researcher is of the opinion that this might be the cause of poor performance of students in secondary school. Therefore, the present study attempts to investigate the relationship between students' indulgence in various delinquency behaviours and their academic achievement in Mumias sub-county, Kakemega County, Kenya.

Statement of the Problem

In most part of the world, Juvenile delinquent behaviours among secondary school students are of great concern to stakeholders in Education. This is because they undermine the achievement of both personal and national development goals. In school environment, they waste students' valuable study time due to penalties and other corrective measures that are

imposed on these students. The behaviours are also detrimental to the students as they interfere with learning, decrease the probability of graduating, lead to cases of drop-out and expansion from school. However, currently Juvenile delinquency is on the increase despite the government's effort to curb this ugly trend which has been a threat to the serenity enjoyed by members of the families, schools and the community. The cases of secondary school students in conflict with the law have risen considerably since 2010. The current trends of unrest in secondary schools in Kenya are a suggestion of severe problem of delinquent behaviours. Hence, the researcher is of the opinion that this might be the cause of poor performance of students in secondary school. Therefore, the present study attempts to investigate the relationship between students' indulgence in various delinquency behaviours and their academic achievement in Mumias sub-county, Kakemega County, Kenya.

Elements of Delinquent Behaviours among Adolescents

In USA, Ziyanak [20] conducted a study to examine the mediating consequences of social bonding on antisocial behaviour among Kurdish adolescents. The research was based on Hirschi's social bonding theory. The respondents for the study included one hundred 100 Kurdish adolescents who were between sixteen and eighteen years. Results from binary logistic regression analyses showed that in the absence of bonding, Kurdish adolescents were inclined towards engaging in major and minor antisocial activities. Some of the delinquent behaviours that were observed among adolescents were drug addiction, breaking rules, stay away from school, damage belongings that did not belong to them, fighting with others and break into vehicles to steal. Despite of the fact that the reviewed study is relevant to the present study, the study used only quantitative approaches lacking qualitative approaches towards data corrections and analysis. This is perceived to integrate respondents' views and opinions in understanding the elements of juvenile delinquent behaviours

In Indonesia, Herdina [21] carried out a study to examine Juvenile Delinquency of Senior High School Students in Surabaya. The study used quantitative descriptive method where by 498 students were sampled from 8 different high schools. Juvenile Delinquency behaviour form questionnaire was completed by respondents. The result was presented in statistic descriptive forms. The results indicated that 169 of the respondents were frequently absent from school, 55 adolescent got out of their home without parent's consent, 110 students frequently engaged in smoking behaviour, 74 adolescents usually damaged properties that did not belong to them, 32 adolescent had been involved in theft cases, 16 subjects exploited others as they socialised while 7 subjects has engage in drug abuse. It was also established that adolescents'

peers were the most likely to be the victim of Juvenile Delinquency. Unlike the reviewed study that used only descriptive statistics, the current exploration uses both descriptive and inferential statistics.

In Detroit City, 40 public schools were used to investigate chronic absenteeism cases and truancy in schools [22]. The study established that there were more than 70,000 students who were out of school each day with 20% on suspension resulting from truancy. In New York City's public schools system, approximately 15% of the students were absent each day. Los Angeles Unified School District reported that, roughly 10% of its adolescent students were absentees every day. These truant students were found not to have received the most favourable Education to help them successful in future [23]. The above studies were based on the respondents sampled from a developed country and given that Kenya is a developing nation, there was need to carry out a comparable study in Kenya in order to evaluate these findings. In addition, the contribution of classroom, students and family factors to truancy was not reported which is the concern of the present study.

Psychological adjustment in relation to parental nurturance has recently been studied. Arim *et al.*, [24] scrutinized the mutual associations between adolescents' aggressive behaviours and their awareness of parental nurturance. The study examined two categories of teenage antagonistic behaviours (indirect and direct aggression) using a transactional model. The study sampled 735 female and 681 male teenagers who were ten and eleven year olds at Time 1 and became fourteen- and fifteen -year olds at Time 3. While the results unsuccessfully supported mutual effects, they established parental effects at different ages for girls and boys. For girls, sensitivity of parental nurturance at age 10 was unconstructively connected with both indirect and direct aggression at age 12. For boys, perceptions of parental nurturance at twelve years were negatively connected with both aggressive behaviours at age fourteen.

In Nigeria, Agbowuro *et al.*, [2] carried a study to explore the Dilemma of Juvenile Delinquency among Government Secondary Schools. The population for the study consisted of 5 government secondary schools, 8800 students and 178 teachers. The study used a sample of 30 teachers and 90 students. The study employed the Juvenile Delinquency Questionnaire for Teachers (JDQT) and the Juvenile Delinquency Questionnaire for Students (JDQS). The analysis of the data was done through percentages and rank ordering. The study revealed that a good number of students were found to indulge in hanging on trees and bushes around the schools, examination malpractices, and destruction of school properties, stealing, and smoking Indian hemp. The study used a sample from five schools unlike the present study that uses a larger sample of 121 secondary schools from both rural and urban setting.

This is perceived to provide a better sample representing geographical diversities.

In Kenya, Egal [25] conducted a study to explore into Sexual practices among western Kenyan youth. The main goal of the study was to create understanding among school-going children concerning protected sex and sexually transmitted infection and to discover the existing sexual behaviours among adolescents. The questionnaires were distributed among 217 randomly sampled school-age learners. Statistical examination of the results indicated that some primary school children begin their first sexual activity at the age of 6 while some secondary school students were found to start at around the age of 8 and half. The majority of adolescents who had dropped out of school pointed out that they had first sexual experience at the age of ten. Equally, when asked about the regularity of sexual engagement, the occurrence was slightly higher among school going children than those who had dropped out of school. These results elevated a serious essential question on the efficiency of the existing child safety policies in schools in western Kenya. The reviewed study was conducted using questionnaire as the only instrument that was used to collect data unlike the current study that uses multiple methods of data collection for validation and triangulation of the results.

In Kenya, Kamau [26] conducted a study to assess parental factors influencing delinquency among girls in boarding secondary schools. The Social leaning theory and attachment theory were used to give a hypothetical and realistic explanation of the position of both the parents and their children. The study findings indicates that the students' deviant behaviours were commonly evident in the form of stealing, hostility, bullying, frauds in examinations, insubordination to authorities, chronic classroom disturbance, sneaking out of school, drug misuse, use of obscene language and negligence of assigned duties.

METHODOLOGY

In addressing the problem, the study adopts ex post facto research design. The designs enable the researcher to collect sufficient data that provides an enhanced and thoughtful understanding of a research problem and answering the entire research questions where both qualitative or quantitative research approach were utilised [27]. The mixed approach was more suitable because it increased the general strength of study findings by improving the validity and dependable of the study results [28]. According to Ary, Jacobs, Razavieh and Sorensen [29], ex post facto research are carried out after discrepancy in the variable of concern has already been determined in the natural course of events. This research design is helpful when considering cause-effect associations between independent and dependent variables in situations which do not allow manipulation of variables. Thus, ex post facto research design was more appropriate for this

study because it was not feasible to manipulate the various study variables [30].

In this study, the target population comprised of 54 secondary school deputy principals, 54 guidance and counselling teachers, 218 class teachers, 7548 form two and three students.

A sample is a smaller and easily reached subset of the population that satisfactorily represents the overall group that enables a researcher to give a precise picture of the target population as a whole, with respect to the particular aspects of interest to the study [31]. According to Krejcie and Morgan [32], a sample size is directly proportional to the target population. Hence the sample size is summarized as shown in Table-1.

Table-1: Sample Size

Respondents	Population	Sample size
Secondary School Deputy Principals	54	47
Guidance and Counselling Teachers	54	47
Class Teachers	218	139
Form two and three students	7548	365
Total	7874	598

The instruments for data collection were questionnaire, observation forms, interview schedules and document analysis.

The researcher validated the instruments, by reviewing their contents and requesting experts, supervisors to review the instruments for content coverage and face appropriateness. The reliability of the instruments was established during the pilot stage. The reliability of the instruments which was found to be 0.89 for questionnaires for class teachers, 0.78 for the questionnaires for secondary school students and 0.82 for questionnaires for guidance and counselling teachers. According to Cohen, Manion and Morrison [33] this was found to be valid and reliable.

To ensure liberty of the respondents used and confidentiality, prior to the time of collecting data, the researcher provided explanation and provision of the protocols that were involved in the study. After providing necessary explanation on the purpose of the study, its importance, and relevance to the participants, all participants were required to sign a consent form. By so doing and adhering to ethical considerations, according to Halai [34] the participants affirmed that they were participating in the research without any restraint and that they gave consent for the researcher to make use of data collected for research purposes. For the purposes of confidentiality and anonymity, their actual names were not used in reporting the results, and collected information were protected in a locked room that only the researcher and her assistant were to access.

FINDINGS

Elements of Delinquent Behaviours among Secondary School Students

This section presentation results related to objective one of the study which sought to establish the elements of delinquent behaviours among secondary

school students. In order to achieve this, both qualitative and quantitative data was collected using questionnaires and interview schedules from respective respondents. The results are presented under the following sub-heading:

Drug Abuse / Use and Irresponsible Boy/ Girl Related Delinquencies

To obtain data in relation to students' drug abuse and use related delinquencies, sampled form two and three students were required to respond to 8 items in a Likert scale ranging from Strongly Agree to Strongly Disagree. The students' responses to various items are summarised in Table-2.

As reflected in Table-2 various aspects of drug abuse/ use and irresponsible boy/ girl related delinquencies were assessed to determine the common elements of delinquent behaviours among secondary school students. On the extent secondary students consumed alcohol, a significant proportion (n=184, 53.5%) of the students observed that they did not consume alcohol while more about one third (34.3%) of the students observed that they consumed alcohol and 30.3% of the students frequently engaged in hard drugs selling. On the same instance, it was established that more than one quarter (25.5%) of students frequently involves in selling illegal drugs to my peers and 29.6% had been involved in smoking cigarettes. These findings are supported with those of Ziyanak [20] who conducted a study to examine the mediating effect of social bonding on delinquent behaviour among Kurdish teens in USA. The study established that the delinquent behaviours that were observed among adolescents were drug addiction, breaking rules, stay away from school, damage property on purpose that did not belong to them, fighting with others and break into a car to steal something.

Table-2: Drug Abuse/ Use and Irresponsible Boy/Girl Related Delinquencies

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Some of my friends consume alcohol.	122	35.5	62	18.0	42	12.2	53	15.4	65	18.9	344	100.0
Some of my friends are engaged in hard drugs selling	145	42.2	68	19.8	27	7.8	36	10.5	68	19.8	344	100.0
My friends involves in selling illegal drugs to my peers	142	41.3	64	18.6	50	14.5	38	11.0	50	14.5	344	100.0
Some of my friends smoke cigarettes	134	39.0	61	17.7	47	13.7	60	17.4	42	12.2	344	100.0
Some of my friends had been involved in drug abuse violations	126	36.6	86	25.0	35	10.2	41	11.9	56	16.3	344	100.0
My friends frequently involve in sexual activities that could provide them with sexual gratification or financial benefit	118	34.3	71	20.6	40	11.6	42	12.2	73	21.2	344	100.0
My friends watch pornographic materials	111	32.3	50	14.5	33	9.6	58	16.9	92	26.7	344	100.0
Some of my friends involve in forgery or counterfeiting	113	32.8	64	18.6	48	14.0	48	14.0	71	20.6	344	100.0
Average	126.	36.75	66	19.1	40	11.7	47	13.66	65	18.78	344	100

Despite the existence of rule and regulation prohibiting drug use and abuse among secondary student, the results indicate that more than one quarter (28.2%) of the students were found to involve themselves in drug abuse violations. It also emerged from the study findings that slightly more than one thirds (33.4%) of the students usually involved themselves in sexual activities that could provide them with sexual gratification or financial benefit, almost half (43.6%) of the students had one time or another watched pornographic materials and 34.6% of the students had been involved in some kind of forgery or counterfeiting. from the above result, it can be concluded that a good proportion of students are victims of drug abuse/ use and irresponsible boy/ girl related delinquencies. This finding is in line with that of Ziyanak [20] who conducted a study to examine the mediating consequences of social bonding on antisocial behaviour among Kurdish adolescents. Results from binary logistic regression analyses showed that in the absence of bonding, Kurdish adolescents were inclined towards engaging in major and minor antisocial activities. Some of the delinquent behaviours that were observed among adolescents were drug addiction, breaking rules, stay away from school, damage belongings that did not belong to them, fighting with others and break into vehicles to steal.

Peer Relationship and Disorderly Related Delinquencies

To establish the elements of delinquent behaviours among secondary students, the study further assessed the extent to which form two and three students involved in peer relationship and disorderly related delinquencies where students were to respond to

9 items in a Likert scale ranging from Strongly Agree to Strongly Disagree. The students' responses to various items are summarised in Table-3.

In investigating peer relationship and disorderly related delinquencies among secondary school students, form two and three students were asked on whether some of their friends usually assault others with a Weapon (bat, brick, broken bottle, and knife), the study found that very few of the respondents at 29.9% either strongly agreed or agreed with the statement, while majority (57%) cumulatively indicated otherwise, as 13.1% were neutral on the statement. This shows that about one third of the students usually assault others with weapons. Further, it established that 30.3% of the students engaged in activities that could be dangerous to them or others, 41.6% assault other students when they annoy them while more than one third (35.7%) observed that their friends were bully. These findings are supported by Egal [25] who conducted a study to explore into Sexual practices among western Kenyan. Out-of school children indicated that they started their first sexual activities at the age of 10. Similarly, when asked about the frequency of sexual engagement in the year before, the frequency was higher among schoolchildren than those out of school. These findings are also supported with those of Kamau [26] who conducted a study to assess parental factors influencing delinquency among girls in boarding secondary schools. The study findings indicates that the students' deviant behaviours were commonly evident in the form of stealing, hostility, bullying, frauds in examinations, insubordination to authorities, chronic classroom disturbance, sneaking out of school, drug misuse, use of obscene language and negligence of assigned duties.

Table-3: Peer Relationship and Disorderly Related Delinquencies

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Some of my friends usually assault others with a Weapon (bat, brick, broken bottle, and knife).	131	38.1	65	18.9	45	13.1	53	15.4	50	14.5	344	100.0
Some of my friends had engaged in activities that could be dangerous to them or others.	97	28.2	88	25.6	55	16.0	46	13.4	58	16.9	344	100.0
My friends sometime assault other students when they annoy them	86	25.0	40	11.6	75	21.8	66	19.2	77	22.4	344	100.0
Some of my friends are bullies.	90	26.2	79	23.0	52	15.1	62	18.0	61	17.7	344	100.0
Some of my friends are violent.	103	29.9	74	21.5	51	14.8	46	13.4	70	20.3	344	100.0
My friends carry weapon to school	144	41.9	63	18.3	38	11.0	55	16.0	44	12.8	344	100.0
My friends are frequently loudly, rowdy or unruly in a public place	108	31.4	68	19.8	58	16.9	54	15.7	56	16.3	344	100.0
Some of my friends sometimes initiate physical fights	105	30.5	63	18.3	54	15.7	64	18.6	58	16.9	344	100.0
Some of my friends usually cause Embarrassment to other people	111	32.3	66	19.2	50	14.5	64	18.6	53	15.4	344	100.0
Some of my friends had set fires with the intention of causing serious damage	127	36.9	82	23.8	37	10.8	50	14.5	48	14.0	344	100.0
Average	110.	32.04	69	20	52	14.97	56	16.28	58	16.72	344	100

Similarly, majority of the students at 51.4% disagreed that some of their friends were violent, while 33.7% confirmed that their friends were violent, as 14.8% were neutral. However, more than one quarter (28.8%) of the students confirmed that their friends usually carried weapon to school, 32% confirmed that their friends were frequently loudly, rowdy or unruly in a public places and more than one third (35.5%) observed that their friend sometimes initiate physical fights with other students. From the above results it can be concluded that a good proportion of secondary students indulges in delinquent behaviours that are harmful to themselves or peers. The study also found that some students were found to indulge in behaviours that caused embarrassment to other people. This revelation was supported by 33.9% of students who accumulatively agreed and strongly agreed. With a lot of concern the study established that 28.8% of the students had either organized or involved in setting fires with the intention of causing serious damage to properties.

The finding are in line with those of Agbowuro *et al.*, [2] who carried a study to explore the Dilemma of Juvenile Delinquency among Government Secondary Schools. The population for the study consisted of 5 government secondary schools, 8800 students and 178 teachers. The study revealed that a good number of students were found to indulge in hanging on trees and

bushes around the schools, examination malpractices, and destruction of school properties, stealing, and smoking Indian hemp.

These findings are supported with Egal [25] who conducted a study to explore into Sexual practices among western Kenyan youth. The main goal of the study was to create understanding among school-going children concerning protected sex and sexually transmitted infection and to discover the existing sexual behaviours among adolescents. Statistical examination of the results indicated that some primary school children begin their first sexual activity at the age of 6 while some secondary school students were found to start at around the age of 8 and half. The majority of adolescents who had dropped out of school pointed out that they had first sexual experience at the age of ten. Equally, when asked about the regularity of sexual engagement, the occurrence was slightly higher among school going children than those who had dropped out of school.

School and Learning Related Delinquencies

The study used 6 items in a Likert scale ranging from Strongly Agree to Strongly Disagree to assess the various elements of students delinquent behaviours related to school and learning. The students' responses to various items are summarised in Table-4.

Table-4: School and Learning Related Delinquencies

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Some of my friends rarely do class assignments.	90	26.2	56	16.3	41	11.9	58	16.9	99	28.8	344	100.0
Some of my friends sneak from school.	123	35.8	64	18.6	30	8.7	71	20.6	56	16.3	344	100.0
Other students in school sometimes threatened to hit a teacher or other adult at school	119	34.6	75	21.8	45	13.1	55	16.0	50	14.5	344	100.0
My friends intentionally damage property at school	120	34.9	75	21.8	54	15.7	46	13.4	49	14.2	344	100.0
My friends run away from school or home when not treated well	110	32.0	69	20.1	46	13.4	52	15.1	67	19.5	344	100.0
My friends frequently have conflict with teachers at school	118	34.3	67	19.5	56	16.3	51	14.8	52	15.1	344	100.0
Average	113	32.97	68	19.68	45	13.18	56	16.13	62	18.07		

As observed in Table-4, various aspects of school and learning related delinquencies were assessed to determine the common elements of delinquent behaviours among secondary school students. The results indicates that in average 113(32.97%) of the secondary students strongly disagreed that their friends frequently displayed various elements of school and learning related delinquencies while 19.68% disagreed, 13.18% were undecided, 16.13% agreed and 18.07 % strongly agreed that their friends frequently displayed various elements of school and learning related delinquencies. On the extent to which secondary school students ignored doing the class assignments, 45.8% of the students observed that this was a common behaviour among their friends. Also it is evident that more than one third of the students (36.9%) of the students were ford of sneaking from school, 30.5% of the students sometimes threatened to hit a teacher or other adult at school and 27.6% of the students had intentionally damage properties at school. The present findings are in line with those of Herdina [21] who carried out a study to examine Juvenile Delinquency of Senior High School Students in Surabaya. The study used quantitative descriptive method where by 498 students were sampled from 8 different high schools. The results indicated that 169 of the respondents were frequently absent from school, 55 adolescent got out of their home without parent's consent, 110 students frequently engaged in smoking behaviour, 74 adolescents usually damaged properties that did not belong to them, 32 adolescent had been involved in theft cases, 16 subjects exploited others as they socialised while 7 subjects has engage in drug abuse. It was also established that adolescents' peers were the most likely to be the victim of Juvenile Delinquency.

On considering whether adolescents run away from school or home when not treated well, 15.1% of the students either strongly agreed or agreed that their

friends usually ran away from school or home when not treated well. It is also observed that 34.2% of the students were frequently in conflict with teachers at school dues disobeying school rules and regulations. From the above results, it can be concluded that slightly more than one third of the secondary student frequently indulges in school and learning related delinquent behaviours. These findings are consistent with those of Clark [22] who conducted a study in Detroit City to investigate chronic absenteeism cases and truancy in schools. The study established that there were more than 70,000 students who were out of school each day with 20% on suspension resulting from truancy. In New York City's public schools system, approximately 15% of the students were absent each day. Los Angeles Unified School District reported that, roughly 10% of its adolescent students were absentees every day.

CONCLUSION

The main element of delinquent behaviours among secondary school students included drug abuse / use and irresponsible boy/ girl related delinquencies; peer relationship and disorderly related delinquencies; and school and learning related delinquencies. In average, 32.44% of the secondary students were found to indulge in drug abuse / use and irresponsible boy/ girl related delinquencies. On the extent secondary students consumed alcohol, a significant proportion of the students observed (25.5%) of frequently involves in selling illegal drugs to my peers and 29.6% had been involved in smoking cigarettes. The result further indicate that more than one quarter (28.2%) of the students were found to Involve themselves in drug abuse violations, slightly more than one thirds (33.4%) of the students usually involved themselves in sexual activities that could provide them with sexual gratification or financial benefit, almost half (43.6%) of the students had one time or another watched

pornographic materials and 34.6% of the students had been involved in some kind of forgery or counterfeiting.

On the extent secondary school students indulged in peer relationship and disorderly related delinquencies, in average 33% had one time or another indulged in peer relationship and disorderly related delinquencies and 34.2% of the secondary students had displayed various elements of school and learning related delinquencies ignoring to do class assignments, sneaked from school, threatened to hit a teacher or other adult at school and intentionally damage properties at school.

RECOMMENDATIONS

The ministry of Education should make funds accessible to support teachers' attendance conferences and workshops on students' managements and teacher-student relationship. Ensure that parents are sensitized on appropriate parenting practises that are perceived to improve students' social competencies and reducing behaviour problems among students.

Assist the teacher by ensuring that there are follow-ups of their children's developmental challenges related to behaviour problems in school.

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