

**PSYCHOSOCIAL FACTORS CONTRIBUTING TO JUVENILE
DELINQUENCY: A CASE OF PUPILS IN PUBLIC PRIMARY
SCHOOLS IN STAREHE SUB-COUNTY, NAIROBI COUNTY**

WARUI ZIPPORAH WANGUI

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the Degree of Master of Arts in Counseling Psychology.**

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SEPT, 2021

DECLARATION AND RECOMMENDATION

This thesis is my original work and has not been presented for the award of degree in any other university.

Sign _____

Date _____

Warui Zipporah Wangui

MCO-3-2597-2/2013

This thesis has been submitted for examination with our approval as University Supervisor.

Sign _____

Date _____

Dr. Zipporah Kaaria.

(Senior lecturer)

Senior Lecturer, Kenya Methodist University

Department of Theology, Religious Studies and Counseling

Kenya Methodist University

Sign _____

Date _____

Rev. Gregory Kivanguli.

Lecturer, Kenya Methodist University

Department of Theology, Religious Studies and Counseling

Kenya Methodist University

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DEDICATION

This study is dedicated to my loving son Samuel Warui and daughters Esther and Rosemary Warui. Special dedication goes to my loving spouse, Ephantus Warui who has given me support and blessings during the entire period of writing this thesis. God bless you in abundance.

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ABSTRACT

In normal circumstances, juveniles are expected to negotiate their psychosocial developmental stages smoothly with no maladaptive behaviors. However, worldwide a lot of juveniles have been found to engage in delinquency leading them to behavior maladjustment. This study focused on psychosocial factors contributing to juvenile delinquency in public primary schools in Starehe Sub-county, Nairobi County. The objectives of the study were: to determine individual related factors contributing to juvenile delinquency in Starehe sub-county, to establish family related factors contributing to juvenile delinquency in Starehe sub-county, to establish school related factors contributing to juvenile delinquency in Starehe sub-county, to establish intervention strategies that would help juveniles deal with delinquent behaviors. The study adopted three theories; the Ecological System Theory, Social Learning Theory and General Strain Theory. The design of the study was descriptive. A sample size of four hundred respondents that included three hundred and fifty juveniles and fifty teachers and administrators was obtained by using purposive sampling technique. Questionnaires and interview schedule were used to collect data. Pilot study was administered to ascertain the validity and reliability of the instruments. Quantitative data was analyzed using descriptive statistics such as mean, standard deviation and percentages and presented by use of frequency tables and bar graphs. Qualitative data was analyzed thematically in accordance with the objectives and presented in verbatim. The study findings revealed that parents' demographic attributes such as unemployment, low education level and unstable marriages had great influence on juvenile delinquency. It was established that individual related factors such as anger, frustrations, threat from peers and worry from exams were leading factors contributing to delinquency. It was also established that low attachment to significant others, parental absence, lack of role models, lack of basic needs and neighborhood factors such as peer pressure contribute to juvenile delinquency. Further, it was established that curriculum related factors and peer influence in school contribute to juvenile delinquency. To address delinquency the participants recommended intervention such as guidance and counseling, family counseling, peer counseling and recreation park activities. To mitigate juvenile delinquency, the study recommended interventions such as provision of functional guidance and counseling in learning institutions and in the community, leisure activities spheres, material and financial support to the needy parents, provision of social and emotional support to juveniles, economic empowerment for parents and to embrace competence based curriculum. Further, recommendations to the researchers are made to find the relationship between effect of juvenile delinquency and academic performance and also to investigate psychosocial factors contributing to juvenile delinquency in other sub counties in Nairobi.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	-	Acquired immunodeficiency Syndrome
CBC	-	Competence Based Curriculum
EST	-	Ecological System Theory
FGD	-	Focus Group Discussion
GK	-	Government of Kenya
GST	-	General Strain Theory
HIV	-	Human Immunodeficiency Virus
KESSP	-	Kenya Education Sector Support Program
MEO	-	Municipal Education Officer
MOE	-	Ministry of Education
NACADA	-	National Authority for Campaign against Drug Abuse
NACOSTI	-	National Commission for Science, Technology and Innovation
NCES	-	National Center of Education Statistic
SLT	-	Social Learning Theory
UNCEF	-	The United National International Children’s Emergency Fund
USA	-	United States of America
WHO	-	World Health Organizations

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem and the purpose of the study, objectives of the study and research questions. Others are justification of the study, significance, scope, assumption, limitation of the study and operational definition of terms.

1.1 Background to the Study

Juvenile delinquency is conduct by a juvenile characterized by antisocial behavior that can be subjected to legal action (Farrington, 2002). Nareeen et al. (2015) define juvenile delinquency as a criminal act conducted by children or teenagers, particular less than 18 years of age. Thorn and Voigt (1992) define juvenile delinquency as unwarranted behavior of a child between the ages of seven and seventeen years who violates existing laws. Farrington (2002) echoed that juvenile can be referred to as a status offender and a six year old in North Carolina who commits an offence is a juvenile delinquent. Muola et al. (2009) foster that juvenile delinquency, also known as juvenile offending has increased globally at a rate of thirty three percent in a period of a decade and has become a worldwide social challenge. Further, juveniles are indulgence to activities such as violence, involvement of illegal gangs, drug related offences and theft. Snooks (1980), echoed that many of juvenile crimes are never reported and it is impossible to arrive at the exert number of delinquent juveniles.

Doggett (2004) reported that the family is the major influence of juvenile delinquent behaviour; family disruption, parental absences, lack of support and cohesiveness in the family are attributed to juvenile delinquency (McCord et al., 2001). A study was conducted by Sampson and Laub (1993) comprising of delinquent boys between 10 and

17 years in Boston. Findings revealed that informal social control by parents and family poverty were related to juvenile delinquency. Further, World Health Organization [WHO], (2012) reported that about 200,000 people live in crowded informal settlement where the residents are subjected to displacement due to fire outbreak and floods. Nasreen et al. (2015) reiterate that juveniles from large families are found in over populated low social economic strata. They indulge in delinquent behaviour more than in moderate families and high economic status with small families (Wasserman & Seracini, 2001). In Faisalabad and Bahawalpur District of Punjab Province Nasreen et al. (2015) revealed that due to low income, children were indulgence to antisocial behavior; 34.3% committed murder, 16.4%-gun robbery, and 12.9% indulged in theft.

In Britain, Home Office Survey of Minors found that knife crime the most common in schools and one out of four children in England and Wales were victims of juvenile delinquency (Travis, 2010). Hammond (2010) reiterates that juveniles are indulgence to crimes such as theft, robbery, assaults and substance abuse. Janet (2009) in a study of violence in British schools revealed that violence and fights in a school each year was at an average of four cases. In a survey conducted by McLaughlin et al. (2012) in South Africa, Kenya and Tanzania; brothel activities exposed to juveniles lead them to indulge in unwarranted behavior such as illicit sexual behavior, prostitution, drug trafficking and selling among others. The study revealed that 40% of children interviewed in Soweto informal settlement in South Africa were victims of crimes. Berg and Bernard (2004) echoed that individuals who are victims of juvenile offending are likely to live in the same community.

Mututho (2012 and Mwingi (2015) expressed that juveniles indulge in substance abuse due to peer pressure and affordability. Further, Obonyo (2015) reported that juveniles

were found taking alcohol, smoking cigarettes and bhang in Nyeri as they travelled home from school. In a similar incident, juveniles were arrested in a night club in Nairobi where they were found indulging in illicit activities. Owino (2016) reported unrest in schools in Kilifi; dormitories in three secondary schools were set ablaze by learners. Property worth millions of shillings was destroyed. In a similar incident, Njoki (2017) reported that a Form One student in Moi Girls' Nairobi set a dormitory ablaze and ten girls lost their lives. Baron (2005) reiterates that juveniles who have been strained can illicit emotions such as anger, fear, anxiety and this leads to illicit activities.

A study by Mbuthia (2013) in Njathani informal settlement in Nairobi reported that majority of children had dropped out of school and that stealing and prostitution prevalence 83.08% and 75.64% respectively. Nanjala (2018) in a study on analysis of factors leading to juvenile delinquency in Murang'a remand home reported that poverty, lack of access to education and breakdown of family structure were some of the leading factors contributing to juvenile delinquency. The findings revealed some of the offences the children committed; truancy, vandalism, burglary, theft and unwarranted sexual behavior. WHO (2012) reported that Mathare informal settlements in Starehe sub-county has inadequate housing and poor sanitation which cannot protect the children. National Authority for Campaign against Drug Abuse (NACADA), (2011) expressed that most juveniles are insecure in violence-torn communities in informal settlement, with poor provision of essentials; in adequate water supply, lack of electricity, improper housing and lack of legal protection. Consequently, juveniles exhibit delinquent behaviors such as substance abuse, gang membership, aggression and violent acts, stealing and other illicit activities. Further, NACADA reported findings on the role of alcohol and drug abuse in public secondary schools in Nairobi;

83.3% indicated drug abuse was rampant in schools: alcohol; 74.4%, khat; 62.9%, cigarettes; 58.1%, prescription drugs; 56.3% and bhang; 50.3%.

Benson (2019) reported that in a survey conducted by NACADA (2017), 17% of learners in primary schools abuse at least one drug. The findings revealed that juveniles were on prescription drugs, tobacco and alcohol, khat and inhalants and heroine. Magana (2009) in a study of factors influencing indiscipline in Starehe sub-county established that 68.2% head teachers and 52.9% teachers indicated that there was drug and substance use in schools; the findings revealed that majority of the respondents identified alcohol; 40%; and khat; 45.5%. Majority of the teachers indicated that sources of drugs were neighborhood; 36.4% and shops; 37.3%.

Municipal Education Officer [MEO], (2009) echoed that Starehe sub-county indiscipline cases include stealing, property destruction, bullying, school drop-out, truancy, drug abuse, early marriages and physical fights. MEO reiterates that, indiscipline affects Starehe sub county public primary schools. Two pupils in Dr. Aggrey and in Muslim Primary school in Starehe were interrogated at Pangani Police Station in possession of substances and theft respectively (MEO, 2009). Further, children are endangered to exploitation and exposure to brothel activities such as substance abuse and unwarranted sexual behavior. NACADA (2012) posits that juvenile delinquency in schools can be managed by establishing guidance and counseling, family counseling and peer counseling in schools. To this end, findings have demonstrated that there is a need to conduct the current study.

1.2 Statement of the Problem

Juvenile delinquency has increased globally at a rate of 33% in a period of a decade due to family functions (Muola et al., 2009). Kariuki and Kazungu(2016) reported

incidences of illicit activities that continue to interrupt learning. Nanjala (2018) reported that poverty and breakdown of family structure were some of the leading factors in juvenile delinquency. Magana (2009) conducted a study on influence of indiscipline among public primary schools in Starehe sub-county. Findings revealed cases of indiscipline were high in public primary schools; 68.2% of head teachers and 72.5% teachers indicated absenteeism as a major problem. 40.9% head teachers and 51.6% teachers indicated physical fight, 36.4% teachers indicated truancy; 22.7% teachers indicated disrespect to authority was high. Further, 68.2% head teachers and 52.9% teachers indicated that drug and substance use in public school in Starehe sub county was rampant: alcohol; 40%; and khat; 45.5%. Majority of the teachers indicated that sources of drugs were neighborhood; 36.4% and from shops around the schools 37.1% which need to be addressed; 37.3%.

MEO (2009) reported that indiscipline affects Starehe sub county public primary schools. Theft, drug abuse, lateness, truancy, school drop-out, absenteeism, early-marriages, physical fights are the most rampant indiscipline cases among pupils in the public primary schools in Starehe sub county. Among them, Dr. Aggrey and Muslim Primary School pupils were reported and interrogated at Pangani Police Station in possession of substances and theft respectively (Magana, 2009). NACADA (2017) revealed that 17 percent of primary school pupils use at least one drug among the following: prescription drugs, tobacco, alcohol, khat, inhalants and heroine. Despite these high rates of juvenile delinquency, few studies have been done to find out and address psychosocial factors contributing to delinquency in primary schools in Starehe Sub County. This study thus endeavors to establish these factors and how juvenile delinquency menace can be addressed.

1.3 Purpose of the Study

Based on the problems stated above, the purpose of the study was to investigate the psychosocial factors contributing to juvenile delinquency in public primary schools in Starehe sub-county, Nairobi County and to establish intervention strategies that would help juveniles to change their behavior.

1.4 Objectives of the Study

- i) To determine individual related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub-county.
- ii) To establish family related factors contributing to juvenile delinquency among pupils in Starehe sub county in Starehe sub-county
- iii) To establish school related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub-county.
- iv) To establish intervention strategies that would help juveniles deal with delinquent behaviour in public primary schools in Starehe sub –county.

1.5 Research Questions

- i) What are individual related factors contributing to juvenile delinquency among public primary schools in Starehe sub-county?
- ii) What are family related factors contributing to juvenile delinquency among public primary schools in Starehe sub-county?
- iii) What are schools related factors contributing to juvenile delinquency among public primary schools in Starehe sub-county?

- iv) What are the intervention strategies that would help juveniles deal with delinquent behaviour in public primary schools in Starehe sub -county?

1.6 Justification of the Study

Delinquency has become an escalating problematic behavior among young children below eighteen years and there is urgency to structure measures to mitigate the vice. Two disturbing cases were revealed between 2015 and 2017. 500 students were arrested smoking bang, drinking alcohol and chewing khat in Eldoret and Nairobi as they were travelling home from school in October 2015. In June 2016 various schools in Kenya were set ablaze by students. In September 2017, ten girls lost their lives in Moi Girls' School, Nairobi where a dormitory was set ablaze by a student. NACADA (2017) reported that 17 % of learners in primary schools abuse at least one drug and there is urgency of intervention strategies to curb the vice in learning institutions. Cases of delinquent behaviour were reported in Dr. Aggrey and Muslim primary school in Starehe sub-county in Pangani Police Station in possession of substances with intent of selling to other pupils and theft respectively. MEO expressed that discipline problems in Starehe sub county public primary schools include; theft, drug abuse, early marriages, absenteeism, substance use, bullying, school drop-out, truancy and fighting. Following the rising trend of delinquent behavior, Nanjala (2018) recommended a research to find out psychosocial factors contributing to juvenile delinquency. Further, intervention strategies to arrest delinquent behavior in learning institutions need to be prioritized. Churches, Non-Governmental Organizations (NGOs), Government, Social scientists, activists and legislators have suggested that recommendation on intervention strategies need to be put in place. It would be necessary for the purpose of arresting the progression of juvenile delinquency. This study suggests measures to curb the

progression of delinquent behavior among juveniles. The above discussion justified the reason this study was conducted.

1.7 Significance of the Study

On completion of the study, the findings will be disseminated to a wide audience and it may be useful in the following ways: The psychologists and counselors may use the research findings to help juveniles deal with delinquent behavior. The findings may be of benefit to the teachers who will help curb and minimize delinquent behavior in schools. The parents may use the findings in order to make rational decisions on the importance of nurturing and caring for their children aiming at mitigating delinquent behaviour among children. The government and NGOs may use the findings to gain insight on how to help juveniles deal with delinquent behavior.

1.8 Scope of the Study

The study investigated psychosocial factors that are contributing to juvenile delinquency. The target population comprised of juveniles from selected public primary schools in Starehe Sub-county, Nairobi County. The study addressed delinquent behaviour among juveniles; the study investigated on individual related factors, family related factors and school related factors that are contributing to juvenile delinquency. Further, the study suggested interventions to help curb delinquent behaviour among juveniles in Starehe sub-county.

1.9 Assumptions of the Study

The assumptions of the study were as follows;

- i) That there would be juvenile delinquents by the time the data would be collected
- ii) That the respondents would cooperate and participate in the study.
- iii) That the respondents would be honest in completing the questionnaires.

1.10 Limitation of the Study

- i) The administrators were suspicious and in fear of being held accountable based on the study findings. However, they were assured that confidentiality would be paramount and the data collected would be used for the study only.
- ii) A few parents feared that they would be accountable based on the findings of delinquent behaviour among their children. However, they were informed that their identity would be concealed.
- iii) There were challenges as the researcher tried to balance the role of a teacher, counselor, researcher and a parent. However, the challenges were amicably dealt with.
- iv) A few of the juveniles feared that they would be victimized based on the study findings. However, they were assured of confidentiality by the use of pseudonyms.

1.11 Operational Definition of Terms

Delinquency- offending or wrongful or illegal act carried out by a juvenile and often can get trouble with the law

Delinquent- a young person who regularly indulges in illegal or immoral acts

Deviant behavior- behavior which is against societies accepted norms

Family related factors – all what is associated in a family setting; parents, children, neighbors and its dynamics.

Individual related factors- all what holistically constitutes a person psychologically; in thoughts, opinions, views and ideas.

Intervention strategy – helping by confronting problems for betterment of a situation

Juvenile delinquency- deviant behavior among adolescents

Psychosocial factors – include psychological factors, individual related factors family related factors and school related factors.

School related factors- all what constitute a social institution for learning and its dynamics.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter includes empirical review on delinquent behavior among juvenile. Empirically, individual related factors, family related factors; school related factors and intervention strategies for dealing with delinquent behaviours in relation to the study objectives are discussed. Included also is theoretical framework in relation to psychosocial factors that are contributing to juvenile delinquency. In the conceptual framework variables are represented diagrammatically.

2.1 Delinquency among Juveniles

Home office survey of children under 16 in England reported that nearly one out of four children in England and Wales aged 10-15 were victims of crime (Travis, 2010). The juveniles are affected leading them to perform poorly in schools. Robers, et al. (2010) reported that some of the precursors to delinquency include availability of drugs, alcohol and weapons. Agnew (1992) echoes that parental and teacher low attachment motivates delinquent behaviour. To ascertain General Strain Theory (GST) the low attached juveniles were revealed to have committed crimes; theft 14%, substance abuse 5%, threatening to shoot someone 2%, breaking in a home 8%, injuring someone 15%, carrying a knife 15%, trafficking drugs 3% and threatening someone with a knife or sharp object 7%. Delinquency was measured by a 12-item scale and focused on serious acts of delinquency and the scores reflected their average responses. Further, recommendation was made for further study on a less serious delinquent behavior.

In Africa, Edwin (2013) conducted a study in Dar-es-Salaam that involved juveniles between 15-18 years. The findings revealed that minors were responsible for 30% of

violence cases and indulged in pick pocketing, glue sniffing and threat using pocket knives. Further, Edwin findings in Senegal and Dakar, demonstrated an increased number of juveniles living in the streets and involved in delinquent activities; theft, breaking by force, use of violence, threats and intimidation in the streets.

In a study, Mbutia (2013) revealed cases of illicit behavior committed by adolescents in Njathaini, Kiambu County. Findings demonstrated that prevalence of drugs; 92.15%, premarital sex; 91.89% and alcohol abuse; 86.84%. The respondents were asked to state how often they engaged in delinquent activities. Stealing indicated 83.08% more often and prostitution 75.64% often. Wairimu (2012) conducted a study in selected secondary schools in Tetu sub-county, Nyeri County. Based on findings, theft takes place many times in dormitories at night. Findings from the study revealed that victims were psychologically disturbed which would contribute to juvenile delinquency.

2.2 Individual Related Factors and Juvenile Delinquency

Agnew (1995), echoes that juveniles with low attachment with significant others are psychologically affected. Strain creates negative emotions; anger, frustration and depression which in turn is attributed to delinquency. Anger creates a feeling for revenge and it is expressed to parents, teachers and related targets. Further, strain contributes to engagement in delinquent behavior; truancy, theft and substance abuse. Chronic anger makes it hard for juveniles to trust a person. Explosive anger is especially damaging in children because they develop a sense of mistrust to significant others, which would lead to delinquent behaviour (Kang'ori & Nyutu, 2016).

Njenga (2006) reiterates that some of the risk factors among adolescents are anger, depression, anxiety and fear. Anger develops into overwhelming, uncontrollable rage that would results to self-harm and resentment. Anger can intensify to hate and revenge

and consequently may lead juveniles to indulgence in delinquent behavior. Further, it can lead to war, terrorist attacks and disruption in social systems. Baron (2005) reiterate that juveniles who experience negative emotions such as anger, sadness, fear, shame, anxiety and frustrations can ultimately indulge in illicit activities. The emotions are often destructive and can progress to aggression causing revenge (Collins, 2007). Njenga (2008) expressed that if left unmanaged, anger can affect children's relationships with others. When treated unfairly, juveniles are likely to respond with anger and act impulsively and create tension in the community. Injustice is one of the reasons of anger which in most cases leads to disastrous consequences such as hate crimes; destruction of property and other illicit activities (Kang'ori & Nyutu, 2016).

Children experiencing hate and resentment need counseling intervention to help them cope in life. When they are affected by ethnic violence, displacement due to floods and fire outbreaks in their settlements, they suffer guilt and shame and in turn they indulge to delinquency behaviour (Njenga, 2008). Feeling that an individual has been rejected, ignored, humiliated, unfairly treated are feelings attributed to impulsivity that leads to antisocial behavior of children not only in schools but also at home (Kang'ori & Nyutu, 2016).

John (1990) fosters that fear and anxiety result to stress and individual is likely to feel inadequate to cope with the effects of their social environment. Mark and David (2016) foster that school phobia leads to truancy. It is fear caused by something specific to the school situation. In schools, frustration is usually manifested in children when they fail examinations or because of their own failure to reach some desired goal (Collins, 2007).

Clyde (1989), reiterates that depressed children feel worthlessness, rejection and worried and can lead them to increasingly feel irritation, sad, empty and hopeless such

that they lose interest in every aspect of life consequence to which can contribute to delinquent behaviour among juveniles. According to Mark and David (2016), juveniles coping mechanism depends on the individual's and resources that are available in times of difficult situation. Resources include things such as social support, education background, information, professional advice and financial resources. Newman and Newman (2015) foster that coping mechanism is reappraising the situation in a positive way, creating meaning, values and opportunities.

Kang'ori and Nyutu (2016) reiterate that resilience is often used to characterize an individual who exhibits positive outcome during a time of threats. Young children may have experiences prolonged and severe poverty. They may have been exposed to abuse and violence. Based on the factors, Mark and David (2016) conclude that resilient children need to be connected to role models, competent and caring adults in the family and community. Such intervention would help juveniles in order to reduce delinquent behavior among juveniles (Doggett, 2004). Positive consequences of coping help to sustain individuals who have experienced psychological problems (Newman & Newman, 2015).

Poverty and inequality create a sense of helplessness and frustrations which in turn leads to juvenile offending (Muola et al., 2009). Amato and Sobolewski (2001) reiterate that psychological problems caused by domestic violence contribute to juvenile delinquency. Further, parental conflict is coined to hostile and aggressive behaviour among juveniles and such unhealthy relationship is likely for juveniles to indulge in delinquent conduct. At school, children who are low achievers have been proven prone to delinquent behavior. The failure to be higher achievers would be the cause of anger

and frustration that would lead to involvement in ant-social activities (Farrington, 2002).

2.3 Family Related Factors and Juvenile Delinquency

In a study carried out by Nasreen et al. (2015) in Faisalabad and Bahawalpur districts of Punjab province, about 65% respondents whose parents had low annual income experienced poverty. They indulged in unwarranted behavior; substance use, theft and gang crime. Sifuna (1980) echoes that social factors; income inequality, family disruption and marginalization exert significant influence on delinquent behavior among juveniles. Muola et al. (2009) carried out a study on the relationship between family functions and juvenile delinquency. It was revealed that boys were more prone to delinquency than girls. Further, literature suggests that boys are more likely to show conduct problems than girls and delinquency is perceived to be related to gender roles.

Greenwald (2002) echoes that having low intelligence and family background factors; erratic parental discipline, lack of adequate supervision and maternal rejection are strongly linked to delinquency. In context of ethnic violence, displacement due to fire outbreaks and floods, the children feel a sense of injustice (Clyde, 1989). Further, Muola et al. (2009) reported that there is a relationship between parental mode of discipline, lack of provision of essentials and delinquency. Based on the findings, it was also reported that the Government of Kenya (GK) lack enforcement the provisions of children with adequate diet, clothing, medical care, education and guidance. Lack of provision of basic needs contribute to psychological problems that would lead to juvenile delinquency. Further, violation of child's rights is a strong factor that can contribute to juvenile delinquency.

Nasreen et al. (2015), findings revealed that the uneducated in Punjab were the highest at 27.9%. Most of the juvenile delinquents belonged to poor uneducated parents. According to a research, it was established that delinquency and crime has been associated with low socio-economic status which result to lack of basic needs. The findings resonate with Muola et al. (2009) that there is a relationship between juvenile delinquency and low social economic status. It was revealed that poverty was a factor leading juveniles towards crime. Low educated correlated to low income and hence this led to poverty and other related problems such as frequent crime involvement of juvenile. Based on the finding, juveniles were involved in; murder cases; 34.3%, theft; 12.9%, 16.4%; vandalism, 1.4%; pickpocket, 3.6%; kidnapping, 12.1%; unwarranted sexual behavior and 5.7% of them were taking narcotics. Any other crime was represented by 13.6% (Nasreen et al., 2015).

In a study, to ascertain GST in Georgia, the findings revealed that high attached individuals to significant others would be much less delinquent than neutral and low attached individuals. Sherod and Agnew (2006) reiterated that dislike of juvenile to parents is attributed to delinquency while individuals who love their parents are less delinquent. Further, (GST) focuses on the presence of low attachment to significant others which motivate delinquency because of the strain associated with juveniles. NyeIvan (1958) resonates with GST that explains that positive attachment reduces the chances of juvenile state of delinquent behavior. Further, it was reported that there was more delinquent behaviour among children from unstable families than among married stable couples. In addition, the absence of one parent infers that children lack a role model, parental help and emotional support. Based on the findings, 68.2% of single parent family was delinquent due to disruption that was attributed to separation and divorce against 31.8% from two- parent families.

Kariuki et al. (2015) conducted a study on the relationship between perceptions of inter-parental conflicts and involvement in delinquent behavior among selected Kenyan adolescent students in Nairobi secondary schools. The respondents comprised of adolescents who were early adolescence; 18.8%, mid-adolescence; 42% and late adolescence; 35.6%. The mid-adolescence was higher than late adolescence. The study demonstrated that parental conflicts evoke frustrations among children and in turn they engage in delinquent behavior to make up for the frustrations. Further, poor adolescence adjustment can be coined to parental conflict which leads to poor relationship with their parents.

Muola et al. (2009) reiterated that juvenile delinquency in Kenya has been on the rise and pose many social challenges. Doggett (2004) echoed that parents who engage in high level conflict with their children have problems in their relationship and children become hostile and withdrawn. Based on the findings, Kariuki et al. (2015) revealed that there was a significant positive relationship between parental conflicts and juvenile delinquent behaviors. It was reported that self-report measures should be used to gather data on delinquent behaviors.

Doggett (2004) echoed that parental rejection due to divorce and lack of role models in social settings characterized by the use of physical punishment may lead to children running away from hostile homes. Based on the findings, it was recommended that Ministry of Education in Kenya should ensure that schools have professional counselors and educational psychologists who have a role to curb juvenile delinquency. In a study conducted by Mbuthia (2013) it was revealed that lack of parental guidance is a perceived factor that leads to illicit activities among juveniles and to arrest

delinquent behavior, adequate facilities would enable effective counseling for delinquent juveniles.

Muola et al. (2009) reiterated that researchers to find out whether children from families with four or more children are likely to indulge in delinquent behaviour. According to NyeIvan (1958), children who do not have adequate supervision and parental guidance are more likely to engage to criminal activities. Muola et al. (2009) revealed that the more siblings a child has the less individual attention the child receives from the parents. Large family size leads to juvenile delinquency especially in broken families. Wasserman and Seracini (2001) concurs with the findings, that families with four or more children are likely to have an increased chance of juvenile delinquency. Doggett (2004) a scholar reported that parents with small families can more effectively control and fulfill most of the needs of their children. Based on findings, Evans (2009) reiterates that personal resilience, maternal and environmental factors cause children to be deviant. As such, potential intervention strategies to curb delinquency should be established. Sheridan (2012) supports the idea that so much needs to be done to stop the progression of juvenile delinquency.

2.4 School Related Factors and Juvenile Delinquency

General Strain theory Agnew (1992) posits that juvenile delinquency can be attributed to lack of motivation that children expect from good performance in school. Further, juvenile may turn to delinquent behavior as they look for happiness, material goods and attention. McCord (2000) reiterates that; schools that are unable to provide proper guidance and support to learners result to poor performance; juveniles experience frustrations and eventually they are aggravated to aggression. Ruth (2018) fosters that students reject low academic achievement and turn to delinquent behavior. Further, they

feel frustrated if they do not get emotional support from teachers. In such a situation, they become aggressive and may be involved in delinquent activities. Koroki (1985) echoed that school failure is a factor coined to juvenile delinquency and involvement of conflict with teachers.

Mwirichia (2020) reiterates that poor performance is related to frequent of delinquent offending and juveniles reject poor grades and stage strikes. Further, it is important to examine the relationship between poor education performance and juvenile delinquency. The challenges may result to delinquent behavior that can arouse attention from the peers (McCord, 2000). Ruth (2018) reiterates that curriculum is overloaded with lists of facts and skills which are taught and memorized and assessment is done according to the set examinations. Further, the examinations shift the fundamentals of education system from creativity, and are not based in thinking skills, competence, co-operation and independence in learning and development.

Nandasaba (2018) echoed that curriculum is too overloaded such that it fails to offer learners with necessary practical and creativity skills; there is too much content in the syllabus for teachers to impart to the learners (Omondi, 2018). According to Ruth (2018), the curriculum is does not motivate learners and fails to recognize what learner are capable of doing; they are strained and eventually they lack self- esteem and self-confidence. Consequently, they turn to delinquent behavior (Ruth, 2018). Farrington (1986) and Elliot (1978) echoed that when juveniles are frustrated, they are indulgence to several delinquent activities such as: aggression and violence, drug abuse, truancy, victimization and theft. McCord (2000) expresses that students who feel helpless and hopeless attribute themselves to failure which motivates delinquent behavior. Wairimu

(2012) reported that poor academic performance is a risky factor for juvenile delinquency.

Entwisle et al. (1997) in Baltimore, United States of America (USA), posit that students who work many hours per week are prone of dropping out of school due to fatigue. Further, many schools lack services such as guidance and counseling. Lutomia and Sikalia (2002) express that guidance and counseling functions in schools should be a priority in schools in order to have intervention on peer groups and individual problems that need to be addressed. McCord (2000) reiterates that intervention is not appropriately done to address issues of delinquent behavior. Further, without counseling treatment for juveniles, there is an increased likelihood of delinquent behavior among juveniles in schools. Underlying issues lead to poor school performance, truancy, unrest and leaving school at an early age (Elliot, 1978 & Farrington, 1986). Further, with current curriculum, the students with an excuse that they cannot do well in particular subjects get low grades. In addition, when children feel incapable to make rational decisions, they find it difficult to take responsibility in school. They abuse drugs, are involved in illicit activities and eventually they drop-out from school (Ruth, 2018).

In Kenya pressure to excel academically is attributed to delinquent behavior among juveniles (Lesuda, 2019). This has resulted to high rate of strikes that engulf secondary schools in Kenya and increased incidences of fire and destruction of property worth millions. Omondi (2018) reiterates that there is too much pressure from teachers and parents demanding high scores in schools. Further, there is too much content for the teachers to deliver and students to grasp. It is enormously expanded and has scarce

resources such as teaching and learning material which compromise effectiveness of development of learners' skills.

According to Ouma (2019), with limited installed infrastructure, school managers need to respond to the learners needs appropriately in order to acquire necessary knowledge and skills. In view of education system in Kenya, the council of churches of Kenya and Kenya Episcopal conference independently reported that the curriculum needs to be revealed to inculcate national values and discipline in students while they are still young (Barasa, 2008). Omondi (2018) reiterates that every student should acquire necessary knowledge and skills at various levels because an individual student has a unique personality. The government has introduced the current system, Competency Based Curriculum (CBC). CBC emphasis on a shift from examinations-based- curriculum for student assessment (Mutuma, 2019). Omondi (2018) reiterates that CBC approach will impart learners with related necessary competencies. Further, there is importance to assess the effectiveness of education system and to improve on it. School managers must plan properly and respond to learners, needs appropriately in order to create a stable environment with adequate curriculum support materials for teaching and learning (Mutuma, 2019).

Wairimu (2012) conducted a study on perceptions of effects of delinquent in selected schools on academic performance in Tetu District, Nyeri County. The findings established that offences in schools in Tetu district were: theft, threats, property destruction, physical fights and homosexuality. According to Robers et al. (2010), some of the precursors to delinquency include accessibility to drugs, theft, alcohol, weapons, existence of gangs in school, use of hate related words, property destruction, bullying, threats, fights, avoidance of school activities and truancy. Findings from the study by

Mbuthia (2013) revealed that availability and access to drugs lead to delinquent behavior. Substance use influence delinquent significantly leading juvenile to indulge in antisocial behavior. Students indulge in crime gang membership, possession of knives and other sharp objects, explosive devices, distribute illegal drugs and cause property destruction. Among the juvenile offences theft is the most rampant in schools (National Center of Education Statistics, 2010).

Wilson (2005) echoed that there are many juveniles who are victims of offences such as truancy, school drop-out and illicit sexual activities. According to Omondi (2018), pressure push students to run away from school with an excuse that they are afraid either to be punished or to disappoint their parents and teachers. Further, there are too many examinations and competition is in fore front. According to Magana (2009) in a study of factors influencing indiscipline in Starehe sub County, it was established that drug abuse and substance use was rampant in Starehe sub County. 68.2% head teachers and 52.9% teachers indicated that there was drug and substance use in schools. Findings revealed that majority participants in the survey indicated alcohol 40% and khat; 45.5%. It was evidence that majority teachers indicated that sources of drugs were from the neighborhood; 36.4% and shops; 37.3%. In 2005, students aged 12-18 years were victims of 1.5 million cases of thefts and violent crimes in schools and 1.2 million were schools in Britain (NCES, 2010).

2.5 Intervention Strategies for Dealing with Juvenile Delinquency

Elysia (2014) conducted a study in Singapore on a holistic intervention program for children from low socio-economic status families. Based on the findings, juveniles were strained due lack of financial resources. Kang'ori and Nyutu (2016) stated that intervention strategies should be enhanced to deal with juveniles who have experienced

crisis in their social settings. Further, Elysia (2014) revealed that social skills would help juveniles cope in unbearable situations; self-regulation skills, self-control, self-competence and emotional regulations and self-care programs. According to Njenga (2008), adolescent challenges can be handled through stress management skills which include systematic desensitization technique and exercise techniques. WHO (2012) recommended, at least one hour daily physical activities for children between 5-17 years. Juveniles would be motivated, use their leisure time productively and in turn have their capacity developed.

Jianghong (2012) in a study on early health risk factors for violence in Philadelphia reported that child abuse and family conflict and neglect are strongly associated to increase in juvenile delinquency. In a study on socio-economic conducted by Nasreen et al. (2015) on factors affecting juveniles in Borsal jails in Punjab it was reported that parents should avoid conflict in presence of their children. Findings demonstrated urgency for social therapy; guidance and counseling for parents to instill insights on how to attend and mend the children's behavior in a positive manner. Further, psycho-education would reduce chances of parental conflict and sensitized the need for a supportive environment for holistic development of children. In addition, psychologists to impart parenting skills and to curb alcohol use in the family.

Muola et al., (2009, recommended provision for playing grounds and recreation parks to involve juveniles and social therapy for such parents was recommended and that (NGOs) to play a vital role to improve living conditions in informal settlements. Further, Nasreen et al. (2015) gave further recommendations to enhance community guidance centers, playgrounds and adequately funded institutions; recreation centers for delinquent juveniles that would promote social skills. Based on the findings,

Nasreen et al. (2015) reported that both family structure and peer pressure influence juvenile delinquency. To curb juvenile delinquency, the study suggested; to monitor their activities and to treat them with affection and equity. Based on findings, it was recommended that to reduce social evil; recreation centers would empower juveniles when involved in social activities. Lutomia and Sikalia (2002) reiterate that a guidance program should be an organized service to cater for the needy juveniles to impact on growth and development of juveniles. Kang'ori and Nyutu (2016) further stated that schools need to be organized, orderly and have fair rules to students.

Njenga (2008) reiterates that intervention for delinquent juveniles should include impacting social skills such as self-awareness, assertiveness, problem solving, team building, resilience, self-regulation skills, social competence and emotional regulation. Kang'ori and Nyutu (2016) expressed that through positive interaction with peers, teachers and parents, juveniles would develop virtues; trust, respect, honesty and optimism and living values; love, honesty, tolerance, simplicity, peace, happiness, cooperation, humility, respect, responsibility and unity, are values that need to be imparted to juveniles. This will enable them to relate with each other in a healthy way (Kenya Education Sector Support Program, 2009). Doggett (2004) reiterates that the strongest socializing institution is the family. Good parenting can indeed prevent delinquent behavior. Most importantly, behavioral family counseling that would help families that are affected. Further, the approach would help significantly to impart parental skills. The behavior therapist would modify troublesome behavior to enhance change and have stable families. Greenwood (2009) echoed that parenting skills, behavior modification in schools are functional family therapy that may help to mitigate delinquency.

Muola et al. (2009) conducted a study in Nakuru Municipality, Kenya, on the relationship between family functions and juvenile delinquency. Based on the findings, it was reported that government, churches, non-governmental organizations, should enhance and strengthen family counseling. Such intervention would minimize family problems such as divorce and domestic violence. Kang'ori and Nyutu (2016) reiterate that schools need to have in place programs to stop the progression of juvenile delinquency by ensuring that the parents and juveniles are taken through counseling intervention. The government to assist in implementation of children's Act and parents to provide for their children with basic needs, education and guidance in order to minimize juvenile deviant behavior (Muola, et al., 2009). Lutomia and Sikalia (2002) reiterate that a peer counselor can handle juveniles who could be of the same age but of different backgrounds. Kariuki et al. (2015) endorsed that the Ministry of Education should deploy professional counselors, psychologists and placement of adequate facilities for effective intervention for delinquent juveniles in the process of development of social skills. According to Greenwood (2009) counselors should target juveniles and prevent smoking, drug use and other illicit activities and assist peers who have been indulgence in antisocial behavior (Kang'ori & Nyutu, 2016). Further, Juveniles who are highly attached to parents are less delinquent because they would not want to offend their significant others. In addition, parents are able to easily control behavior directly and indirectly because juveniles are monitored and motivated; such intervention would mitigate juvenile delinquency (NyeIan, 1958).

2.6 Theoretical Framework

This study adopted three theories; ecological system theory, social learning theory and general strain theory.

2.6.1 Ecological Theory

Ecological systems theory (EST), (1979) was founded by Urie Bronfenbrenner and it states that human development is influenced by different types of environmental systems. The theory is divided into five sub systems or layers of environment that help in children's development. The sub-systems are based within the set up that makes child's environment. The sub-systems include the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem. According to Bronfenbrenner (1979), microsystem is the innermost layer of Ecological systems theory. It is closest to an individual and encompasses of interpersonal relationship with the family members, friends, teachers, neighbors and other people who have a direct contact with the children. This may affect their interaction with the children which would affect their behavior.

Further, Bronfenbrenner (1979) explains mesosystem as the relationship between the microsystems in a child's life. This can be explained by the interaction between various aspects of the microsystems. For example, if a child is neglected by parents; it would result to negative attachment with the parents. The relationship between a child's family and child's school can be considered part of the mesosystem and has subsequent influence to the child (Bronfenbrenner, 1979). Bronfenbrenner (1979) explain the next layer, exosystem, that does not directly affect individuals but rather it encompasses aspects that children find themselves in and affect them indirectly; financial constrains within the family and parental jobless. This implies that though the child is not involved, it affects the individual significantly.

Bronfenbrenner's theory (1979) explains that macrosystem includes social or cultural ideologies, beliefs, political and economic systems that affect an individual's

environment. The macrosystem is the largest and has direct influence on the child. For example, children in areas subjected to war will experience psychological problems. The cultural context includes socio-economic status of the child's family, race and the life in industrialized world that may affect the children. The chronosystem includes the transitions and shifts in one's life span. The chronosystem includes a change in family structure, parent employment status, divorce and society changes such as economic status and civil wars. The major life transition may affect not only marital relationship but also their children's behavior (Bronfenbrenner, 1979).

According to the EST, the way the child is treated by his peers has an effect on the child and leads to a reciprocal response that affects the peer relationship. The way the parent handles conflict that arose within the family will influence a child positively or negatively and outcome will be similar behaviour reciprocated towards siblings. Parent own personality views of discipline has prime influence on child's development. Parents who are nurturing, affectionate and are fair to their children's well-being create a good environment than parents who are neglectful and do not interact positively with their children. Extended family and the social setting relationship with the child will affect the child's development either positively or negatively. Low attachment with the teachers develops negative attitude toward a teacher. Consequently, a child feels awkward in the presence of classmates and may result to withdrawal or drop out of school. Economic situations determine extent of availability of a parent to nurture the children since there is adequate resources. However, poverty and unemployment cause psychological distress in parents which decrease their capacity for support and consistent involved parent. Loss of job will lead to a family shifting to more affordable housing. Change that occurs due to one lifestyle to another will adversely affect the child's development. Displacement due to ethnic wars and catastrophic will influence

behavior to the children who will make up for their frustrations by indulging in delinquent behavior (Bronfenbrenner, 1979). Bronfenbrenner demonstrates that there are many outside forces that have significant impact on children's development besides the immediate family members.

Bronfenbrenner's EST (1979) helps individuals to understand the reason behind difference in behaviour among children. The theory demonstrates diversity of interrelated influence on child's development. Each of the sub- systems influences the individual psychological development in its unique way. Awareness of the sub-systems will sensitize individuals to variations of child's behavior in different social settings. Family relationships influence development of a child. Parental discord and psychopathology, economic hardship, cultural values, religious beliefs, political background and shifts in life styles such as divorce and society changes can lead to negative consequences. Health interaction would result to positive outcome in development of children. In a family setting, children need to be nurtured by their parents while schools play a prime role in development of children. Community and counselors should understand the subsystems and work collaboratively to ensure a positive trend geared towards children's development. Psycho-educational groups need to be initiated in educational setting in order to impart living values in children. Bronfenbrenner EST (1979) demonstrates that the more the child is free from negative influences the more the child will develop to be caring and responsible. Counselors need to apply the theory to understand the affected children and help them accordingly (Bronfenbrenner, 1979).

2.6. 2 Social Learning Theory

Social learning theory (SLT) was founded by Albert Bandura in 1979. The theory posits that an individual can learn through vicarious reinforcement which is based on four steps: observation, retention, reproduction and motivation. The first step for the individual who intends to learn is paying attention to model's characteristics. The individual then observes how the model behaves and retains the learnt behavior. Then the individual continues to practice in order to improve the behavior learnt. In due course, individual's need is satisfied by a motivating force, the individual desires are met hence the individual will likely continue to imitate the behavior frequently and forms a habit.

According to Bandura (1979) SLT, observation learning can occur in environment in which the children live or in a social setting; at home, in school and the neighborhood. Most importantly, Bandura's SLT is a reciprocal determinism that states that an individual's behavior is influenced not only by the environment but also the characteristic of the person. Bandura (1979), states that community organizations and social institutions are children's source of information. Living in an environment that promotes unwarranted behavior reinforces the observers to engage in delinquent behavior. The model reinforces the observer. For example, a student who gets involved in drugs to fit in a particular group will be accepted and is reinforced by behaving in a particular way and continue to be encouraged through imitation. Peer influences the observer to continue imitating behaviour of members of a peer group in order to fit in that particular group. The imitated behavior leads to reinforcing consequences such as delinquent behaviour. This implies that a child who observes how taking a drug brings euphoria will ultimately turns to be a drug addict and would continue with the habit of

drug abuse and substance use to experience euphoria. Consequences of the model's behavior affect the observer's behavior vicariously (Bandura, 1979).

Bandura's SLT (1979) demonstrates that juveniles observe and imitate what they learn from social settings. Living in social institutions such as family setting, learning institutions and in the neighborhood that have members who portray unwarranted behavior will lead juveniles to delinquent behavior. The imitated behaviors will lead to reinforcement because the juvenile become motivated by what has been portrayed and continue to practice the behavior which becomes a frequent habit. According to Bandura, juveniles will observe their immediate counterparts who take drugs that cause euphoria. In practicing it for a time, the juvenile will turn to a drug addict to continue to experience euphoria. Consequently, observation and imitation can result to having many juveniles who will indulge in delinquent behavior (Bandura, 1979).

2.6.3 General Strain Theory

General Strain Theory (GST) was developed by Agnew (1992). It gives a significant explanation of delinquent acts among juveniles and possible outcome of strain in society. GST (1992) posits that a high magnitude of strain or stress levels tend to elicit emotions such as anger, anxiety, frustrations, sadness, depression and despair. These negative emotions in turn create pressure and cause illicit behaviour. Members of society who find themselves in a state of strain result to delinquent acts in order to achieve desirable goals (Agnew, 1992).

General Strain Theory (1992) states that negative treatment by significant others can cause negative emotions that lead to juvenile delinquency. Agnew (1992) posits that children are influenced by strain which leads them to delinquent behaviour. According to GST (1992) juveniles who experience strain, indulge in juvenile offences such as

gang fights, vandalism, theft, drug abuse and other such delinquent behaviour. Delinquent gangs indulge in drug use, violent behaviour such as property destruction and physical fights and drug trafficking (Agnew, 1992). GST delineates that strain can be as a result of inability of individuals to achieve desired goals. Agnew (1992) also points out that failure to achieve an expected goal or outcome strains an individual. This implies that juveniles from low status may be incompetent learners as compared to learners from high status. They are prone to failure and may not excel which would ultimately cause strain leading them to juvenile delinquency.

Agnew (1992) reiterates that inability to achieve goals in school creates frustrations. According to GST, to cope with such frustration, children will tend to group and become rebels. They create their own spheres to be noticed such as being tough, rebellious, fight and bully their counterparts in school. Agnew (1992) explains that undesirable circumstances and negative treatment by significant others creates a strain to the recipient. For example, strain caused by harassment and bullying from peers and negative relations with teachers can ultimately cause strain. According to Agnew (1992), strain can also be caused by loss of something valued such as withdrawal of parental love, rejection, lack of teachers' support and loss of valued individual's property. Broken families due to divorce and separation can cause strain to children. Chronic occurrence of such strain is a perceived strong factor related to delinquency. Such strain is likely to generate anger and desire to revenge (Agnew, 1992).

According to GST (1992) Agnew fosters that strain that is high in magnitude will influence delinquency. These include unjustified acts such as abuse, parental rejection and unfair or excessive parental discipline. Negative experiences in school such as negative relations caused by peer pressure can cause school drop-out. Affected

individuals may attempt to escape environments that are associated with strain either by running away from home or skipping school (Agnew, 1992). Agnew adds that individuals may attempt to satisfy their desires by revenging or alleviate negative emotions by indulging in delinquent behaviour such as illicit substance abuse and truancy (Agnew, 1992). GST (1992) also highlights that strain increases persistent delinquent behaviour that becomes chronic. This results to negative relationship with conventional others and significantly increase delinquent peer groups in society (Agnew, 1992).

In conclusion, Bronfenbrenner ecological theory focuses on development of a child through the interaction in the five sub-systems; microsystem, mesosystem, exosystem macrosystem and chronosystem. In Social learning theory, the process of learning, development and growth of a child occurs through observation in the five ecosystems. The process of learning is through observation, retention reproduction and the child is motivated and continues to imitate what is learned in the ecosystems and in due course becomes a habit. However, in the ecosystems, there are constrains that interfere with the child development and will significantly affect the child in the process of growth and development.

2.7 Summary of Empirical Review and Theories

The empirical review highlights that juvenile delinquency is a global challenge as revealed by Muola et al. (2009) The juvenile offences as revealed by former researches include theft, violence, threats in the streets, substance abuse, and pre-marital sex among others (McLaughlin et al., 2012). The most common deviant behavior is stealing followed by prostitution (Mbutia, 2013). Findings from researchers state that socio-economical influences juveniles' delinquent behavior whereby income inequality and

marginalization lead juveniles to deviant behavior (McLaughlin et al., 2015). Researchers have recommended interventions to help juveniles in schools and in the community and psycho-education programs for parents. They would be for the purpose of helping parents on skills of parenting in order to improve their relationship with their children (Kariuki et al., 2015). Family functions; poor parenting skills, family size home discord child maltreatment and antisocial parents are risk factors linked to juvenile delinquency (Wasserman& Seracini, 2001).

The literature review points out that psychological problem such as emotional changes would cause juvenile delinquency. Emotional feelings can be exerted by family discords and violation of a child's rights. Juveniles rejected by parents, are at a risk of becoming delinquent (Doggett, 2004). Kariuki et al. (2015) recommend a study that would examines less serious forms of delinquency that would be caused by low attachment to parents and to find strategies that would help parents, counselors and teachers in order to help delinquents to stop their deviant behavior. Muola et al. (2009) reported that children who are rejected by parents and are raised in families engulfed by conflict are at a higher risk delinquent behaviour. The literature reviews that parental conflict exerts juvenile delinquency. The study of the former researcher recommends that self-report is necessary in order to reveal causes of juvenile delinquency (Kariuki et al., 2015). Theories emphasized by former researchers are the GST founded by Agnew (1992) and the Social Learning Theory (Bandura, 1979). The two theories explain effect of attachment whereby juveniles who are positively attached to parents are less delinquent. The GST states that low attachment is attributed to juvenile delinquency (Agnew, 1992).

In a study of non-linear effect of parental, guardian and teacher attachment on delinquency, Agnew (1992) reiterated that 5% to 10% of juveniles are high rate offenders due to low attachment to significant others, and account to serious delinquency. Low attachment was measured on a scale of 1 to 10. According to the findings, 40% indicated that they had low attachment to teachers. According to Agnew (1992) low attachment to significant others caused delinquent activities. SLT proposes that behaviors can be acquired by observing and imitating others in the process known as vicarious reinforcement. Four requirements must be met in learning: observation, retention, reproduction and motivation (Bandura, 1979).

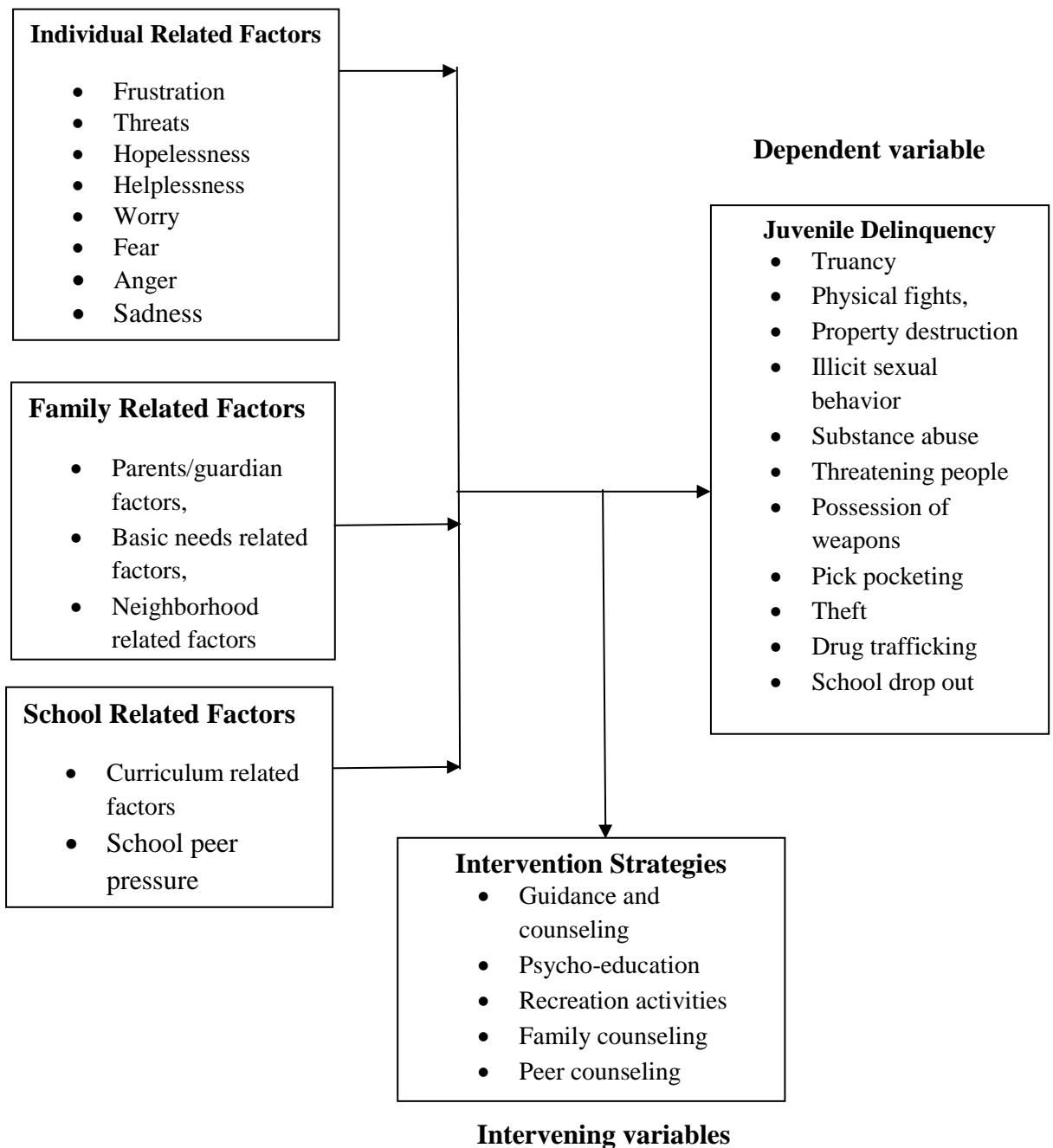
EST by Urie Bronfrenbrenner (1979) is divided into five different levels in which a child interaction to and have influence on growth and development. The microsystem is the most influential, has direct relationships an individual. The mesosystem consists of interactions between a person's microsystems. The ecosystem refers to setting of the child he finds himself in and affects them indirectly. The macrosystem is the largest which includes culture, ideologies and beliefs. The chronosystem is the transitions and shifts in the individual's life span (Bronfrenbrenner, 1979). GST explains that strain influence delinquency as juveniles seek to reduce or escape from strain. Juvenile who are negatively attached to significant others are prone to delinquency behavior than those who are neutral or positive attached (Agnew, 1992).

2.8 Conceptual Framework

Figure 2.1:

Relationship between Psychosocial Factors and Juvenile Delinquency

Independent Variables



According to Kothari (2012), a conceptual framework is a diagrammatic representation of relationship between variables under the study. In this study, conceptual framework is characterized by independent variables, dependent variables and intervening variables. The independent variables include: individual related factors, family factors and school related factors. The dependent variable is juvenile delinquency. The intervening variable included is counseling interventions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the research methodology is discussed. It includes: research design, study location, target population, sample size and sampling procedure, sampling frame, research instruments, pilot study, validity and reliability, data collection techniques, data analysis and presentation and ethical considerations are discussed. Through piloting, the researcher was able to determine the reliability and validity of the research instruments.

3.1 Research Design

The study adopted a descriptive survey design. It was appropriate because it gave direction on how to collect data that yielded results that maximized reliability of the information. The research design provided an opportunity for considering many different aspects of the problems to achieve the objectives of the study. The research design allows the description of the nature of the study and the associations of each respondent to a particular variable for the purpose of extracting specific data.

In addition, the research design was able to allow the researcher access to the respondents' thoughts, opinions, feelings, attributes, behaviors and values. In addition, the design was appropriate because it allowed the research to explain the predetermined items that the respondents did not well understand in both structured questionnaires and interview schedules (Kothari, 2012).

The design was purposed to describe characteristics of a large population through self-report and was able to provide broad information through in-depth enquiry which enabled the researcher to draw out conclusions. The design was efficient and economical and maximized the reliability and validity of the data collected that will increase knowledge in the field of social science research (Mugenda & Mugenda, 2003).

3.2 The Study Location

The study location was in Starehe sub-county within Nairobi County. Starehe sub-County occupies an area of 20 sq. km with a population of approximate 200000 people. It consists of five wards: Landimawe, Ngara, Pangani, Ziwani/Kariokor and Nairobi South. There are twenty four public primary schools in Starehe sub County. The sub-county is sub-divided into two educational zones, Ngara zone and Juja road zone with the educational headquarters at City Primary school and St. Teresa's Girls' Primary school respectively. The selected schools are in Juja zone. They are located adjacent to Majengo informal settlement and Mathare informal settlement and bordering to Easteligh.

Mathare and Majengo informal settlements are densely populated and living in a homogenous marginalized area characterized by overcrowded temporary structures and inadequate infrastructure. Residents live in low social economic status strata. Most of them unemployed and a few have temporary jobs as casual laborers. Poverty and crime rate is high within and in adjacent areas of the study location. They include residential areas such as: Mathare informal settlement, Mathare South, Mathare A, Juja Road, Pangani, Easteligh, Kamukunji, Majengo, Pumwani, Ziwani, Gikomba, Mlango Kubwa and Ngara.

3.3 Target Population

The study targeted pupils in public primary schools in Starehe sub-county, Nairobi County. There are twenty-four schools with a total population of approximately twenty thousand pupils. The study subjects of sample size of 350 delinquent juveniles and 30 teachers and 20 administrators presented the entire population was appropriate.

3.4 The Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003), a researcher should take a big sample size as possible if the target population exceeds 10000 in order to avoid getting discrepancy between the sample characteristics and the population characteristics (Kothari, 2012). In the sampling procedure, deliberate sampling or purposive sampling technique which is a non- probability sampling was employed to represent 24 schools in Starehe sub-county.

Purposive sampling technique was employed to sample the juveniles to constitute an actual sample size of 350 juveniles with desired characteristics of delinquent behavior to represent target population of 24 schools. The sample size represented the population and yielded results favorable to represent the whole population and provided statistical reliability. Purposive sampling was an appropriate technique adopted for large inquires of importance (Kothari, 2012). 30% was distributed among total number in standard 6-8 classes in the five selected school that are located in homogenous strata. Juveniles/ subjects in the class levels were able to comprehend the items in both structured questionnaire and interview schedule. In addition, deliberate or purposive sampling was employed to sample 20 administrators and 30 teachers to participate in both interview schedule and Focus Group Discussion (FGD), in the selected schools; as shown in Table 3.1:

Table 3.1:***Sampling Frame***

Public Pri.sch.	School population	No. of Std 1-5	No. of Std 6-8	No. of Respondents	No. of Adm.	No. of Teachers
Mathare	1023	643	380	114	5	8
Kiboro	1015	642	373	112	5	8
Dr. Aggrey	680	444	236	71	4	6
Muslim	250	160	90	27	3	4
Pumwani	243	157	86	26	3	4
	3211	2046	1,165	350	20	30

3.5. Research Instruments

The researcher used both questionnaire and interview schedule.

3.5.1 Questionnaire

According to Kothari (2012) questionnaires are adopted to collect data in case of big enquiries. This method of collecting data was suitable for survey. This method was used because the target population was large. In addition, respondents had adequate time to give well thought out answers. The researcher used self-administered questionnaire to collect data from the respondents. Likert scale was used to rate matrix form of questions which were in the questionnaire. In addition to matrix questions, contingency questions were used to ensure that respondents gave relevant information in order to achieve the objectives of the study (Mugenda & Mugenda, 2003).

3.5.2 Interview Schedule

Kothari (2012) explains that an interview method of data collection was appropriate for in depth enquiries. FGDs were also used to collect qualitative data for the purpose of triangulation. The enumerators were trained in order to closely examine the respondents verbal and non -verbal cues. This helped in generation of in-depth data that supplemented data from the questionnaire. The qualitative data was audio-recorded and stored safely for analysis.

3.6 Pilot Study

According to Mugenda and Mugenda (2003), pilot is a process of pre-testing a research instrument before a researcher embarks on collecting data. It is important in ascertaining validity and reliability of a research instrument. Pilot study was done by use of the two tools, the questionnaire and the interview schedule in Ainsworth primary school that did not participate in the actual study. Piloting helped the researcher to standardize the questionnaire and the interview schedule before embarking on the actual study. From the observation reflected from pilot study, the tools were improved and this maximized accuracy.

3.7 Validity and Reliability

The researcher ensured that the study met the threshold of validity by representation of meaningful, accurate and correct data that reflected what was investigated. Mugenda and Mugenda (2003), posits that construct validity would be met by ensuring that data collected by the use of research instruments will be meaningful and accurate to reflect the study findings. Content validity was the measure of data collected and it was ensured that the questions reflected the objectives exhaustively. Pilot study ensured that

the items in the questionnaire and interview schedule were clear and in line with the purpose of the study. The researcher was able to find reliability of the instruments by test re test technique (Kothari, 2012).

A test retest technique was administered to estimate the degree to which the same results would be obtained with a repeated measure of accuracy since the two tests that were administered to 10 respondents were expected to attract similar scores. The scores obtained by each respondent on the first and second test were expected to be quite close. To calculate the correlation co-efficient between the two sets of scores obtained from the respondents on the first and second test, the following formula was used:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2] \cdot [n \sum y^2 - \sum y^2]}}$$

Where x was the value of test of respondents' outcome in the first pretest and y was the test of a respondents' outcome in the second pretest. Using Karl Pearson's coefficient of correlation, the outcome was 0.87; there was positive correlation between x and y, hence a high reliability (Kothari, 2012).

3.8 Data Collection Procedure

The researcher visited the selected schools for data collection. Questionnaires were distributed to the sampled respondents who were allowed time to give their responses. According to Kothari (2012), schedules require selection of trained enumerators to assist respondents. An interview schedule was administered to focus discussion groups and subgroups of sampled respondents. The interview schedule was face to face for cross-examination, through oral investigation technique, yielding to in depth data.

3.9 Data Analysis and Presentation

Data analysis, according to Mugenda and Mugenda (2003), is the process of bringing order, structure and meaning to the mass of information collected. Quantitative data was extracted from the questionnaire and coded. It was analyzed using descriptive statistics such as mean and standard deviation. Presentation was in form of frequency distribution tables, bar graphs and percentage. Qualitative data from the interviews and FGDs was analyzed thematically according to the objectives of the study. The findings were presented in verbatim.

3.10 Ethical Considerations

The researcher obtained a permit from the authorities before proceeding to the field to collect data. The researcher was issued with ethical clearance and permit from both Kenya Methodist University (KeMU) and National Commission for Science, Technology and Innovation (NACOSTI) respectively. Consent to collect data from juveniles was sought from the parents because the pupils were minors. Self-consent from teachers and administrators in the schools was given. The participants were briefed on the importance of the research and were requested to participate voluntarily. The researcher assured the respondents that all the information that would be given or shared would be treated with strict confidentiality and only to be used for the purpose of the study. To maintain anonymity and confidentiality, the participants were asked to use pseudonyms.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This study investigated the psychosocial factors contributing to juvenile delinquency in Starehe sub-county Nairobi County. This chapter focuses on presentation of the findings from the study in relation to the study objectives which were as follows;

- i) To determine individual related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub county.
- ii) To establish family related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub-county
- iii) To establish school related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub-county
- iv) To establish intervention strategies that would help juveniles deal with delinquent behaviour in public primary schools in Starehe sub-county

4.1 Demography Findings

The study involved three hundred and fifty (350) respondents, however 349 participated which represented 99.7% response rate. Demographic variables of the study include gender, age, years in school, family background to the respondents, marital status of parents/guardian, number of siblings for each respondent, parent/guardian employment status and parents/guardians education status.

4.1.1 Distribution of Respondents According to Gender

Both genders; male and female were incorporated. The study findings showed that 57.59% of the respondents were boys while 42.41% were girls. The finding revealed that boys were the majority as compared to girls. This implies that there were more

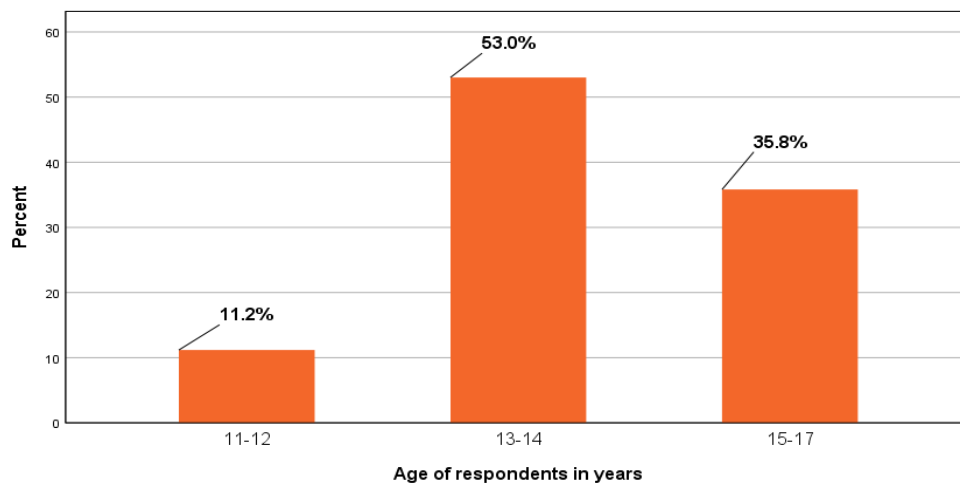
male delinquent respondents than their female counterparts. The finding concurs with Muola et al. (2009) that boys were prone to juvenile delinquency. This could be that juvenile delinquency is more attributed to male gender.

4.1.2 Distribution of Respondents According to Age

The distribution of respondents according to age is represented in **Figure 4.1**;

Figure 4.1:

Age of Respondents



The study finding revealed that the age and percentages of the respondent were as follows: 11-12 years; 11.2%, 13-14years; 53% and 15-17 years; 35.8%.

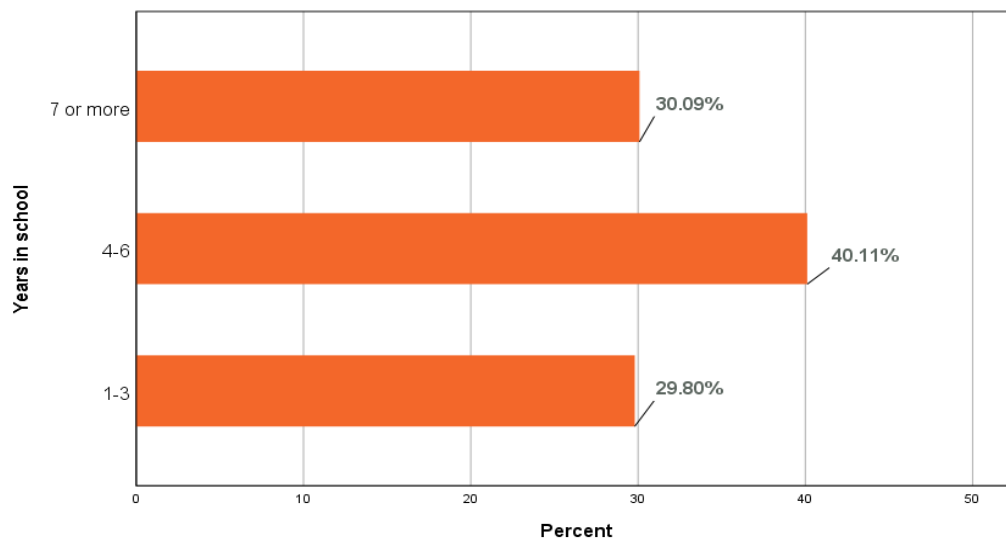
This finding demonstrates that majority of the participants were between the age of 13-14 years; 53%. Followed by 15-17 years; 35.8% and 11-12years; 11.2 %. This implies that the middle adolescents were more involved in delinquent behavior than their counterparts in early and late adolescence. Kariuki et al., (2015) corroborate with the findings of a study that comprised of adolescents categorized as early adolescents, middle adolescents and late adolescents. It was revealed that early adolescents; 18.8%, middle adolescents; 42% as the majority, while the late adolescents; 35.6%.

4.1.3 Distribution of Respondents According to Years Spent in School

The study sought to find out the years respondents had spent in school as indicated in Figure 4.2:

Figure 4.2:

Years in School



The study findings as indicated shows the number of years the participants had spent in school as follows; 1-3years; 29.80%, 4-6 years; 40.11% and more than 7 years; 30.09%. This implies that majority 70.2% were in the same school for more than 4 years. According to Bandura (1979) observation learning can occur in an environment where children live. An environment that promotes unwarranted behavior will influence such behavior to the observer who learns a habit through vicarious reinforcement. This implies that if the individual's need is satisfied by the model, it is likely to continue with the behaviour.

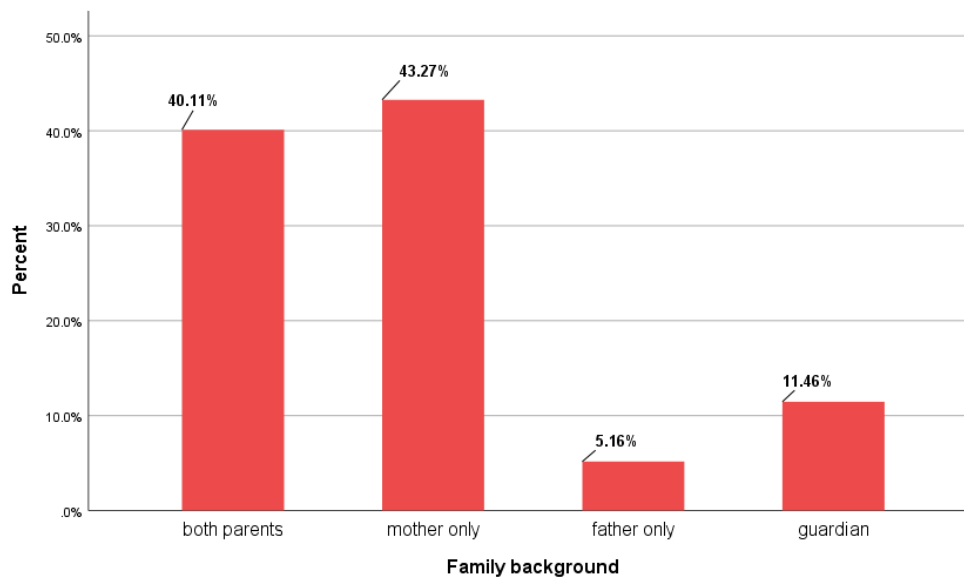
4.1.4 Distribution of Respondents According to Parents/Guardian Family

Background

The study endeavored to find out the family background of the participants. The study established the following as shown in Figure 4.3:

Figure 4.3:

Family Background



43.27% of the participants stayed with their mothers only, 40.11% with both parents, 11.41% with their guardians and 5.16% with their fathers only. The study shows that majority 59.84% stayed with one parent. This implies that the parents were adversely overwhelmed by responsibilities to provide and nurture their children. This in turn motivated them to indulge in delinquent behavior. This finding is in agreement with Muola et al. (2009), who reported more delinquent behaviour among children from unstable families than among stable couples. The study revealed that 68.2% were from single parent family and 31.8% were from both parents family.

Bromfenbrenner (1979) EST foster that a change of family structure due to divorce, separation or being widowed will affect not only marital relationship but also children's

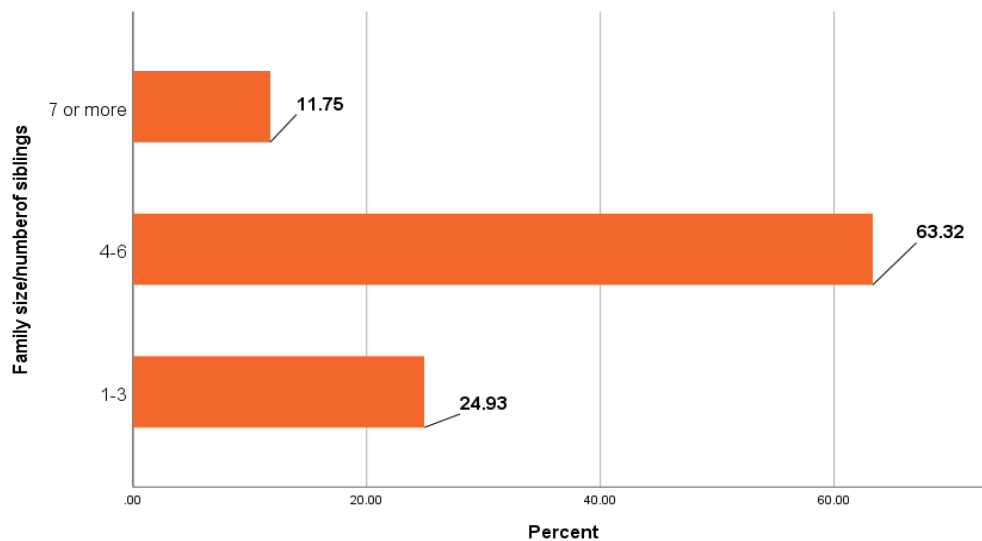
behavior. Doggett (2004) corroborates with the finding and posits that juveniles living in families with only one parent due to marital instability and conflict are more likely to indulge in delinquent behavior.

4.1.5 Distribution of Respondents According to Number of Siblings

The study endeavored to find out number of siblings the respondents had as demonstrated in Figure 4.4:

Figure 4.4:

Number of Siblings



The study findings demonstrate that 75.07% of the respondents had more than 4 siblings against 24.93% who had 1-3 siblings. This implies that there is high dependence burden and parents are unable to sustain their support to the large family. Further, the parents do not effectively control and meet the obligation to provide needs for their children. Consequently, the juveniles are prone to risk behavior and indulge in delinquent activities. The study finding concurs with Wasserman and Seracini (2001) who echoed that families with more than 4 children are more likely to have an increased chance of juvenile delinquency. Further, the more siblings a child has, less individual attention

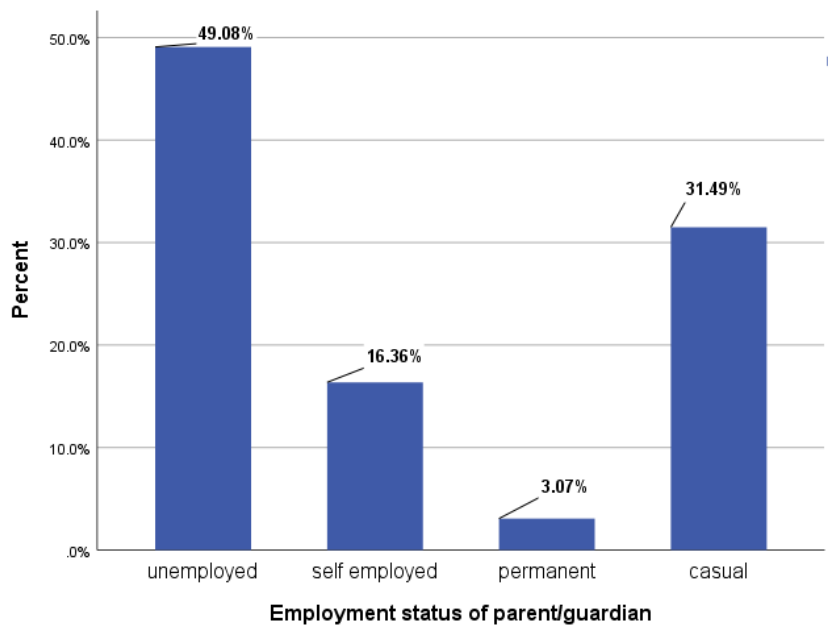
the child receives from the parents/guardians. In addition, Muola et al. (2009) agree with the finding and posit that a large family size leads to juvenile delinquency.

4.1.6 Parents/Guardian Employment Status

The study attempted to find out employment status of fathers, mothers and guardians as shown in Figure 4.5:

Figure 4.5:

Employment Status of Parents/Guardians



The study revealed that about half 49.08% of the parents/ guardians were unemployed, about a third 31.49%, in casual employment, self-employment were 16.36% and only 3.07% were employed permanently. The statistics demonstrates that a minimal percent of parents and guardians were permanently employed and majority of them were in either unemployed or were in casual employment. The following verbatim from a class teacher in Pumwani Primary School Focus Discussion Group (FDG) support this finding;

“The parents cannot put food on the table on daily basis because the family background is poor and their children look for means to get food elsewhere and this will result to behavior change and then... they will be involved in crime scenarios” *Joyce. 26th.January, (2021)*

This implied that majority of the parents were economically constrained and were unable to meet their obligation to provide for their children’s need. For instance, the children lacked basic needs such as food and proper clothing and hence they engaged themselves in delinquent behaviour. In context of the findings, economic situations strain the parent and who in turn lack the ability to nurture and meet the need for the strained juveniles which increasingly motivate delinquent behaviour.

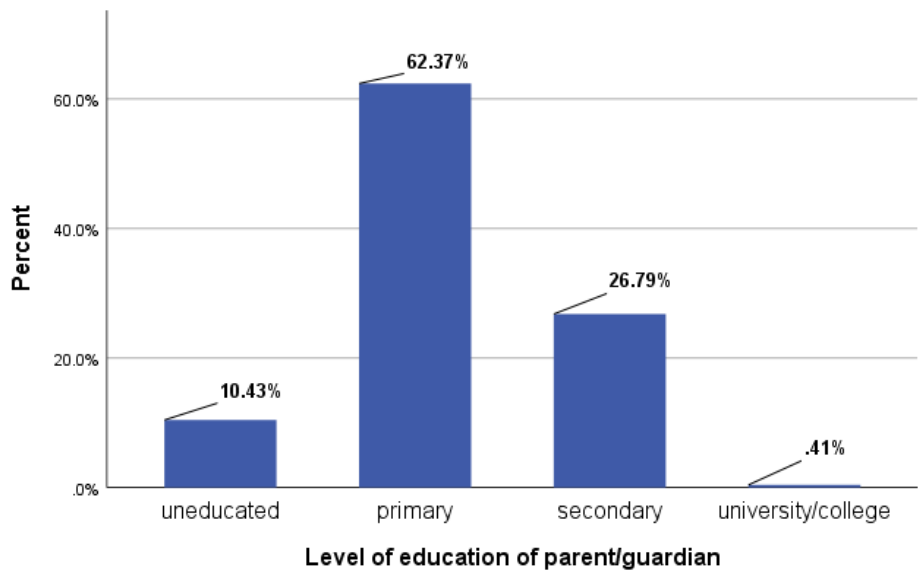
This finding concurs with Nasreen et al. (2015) who reported that parents with low income had financial constraints and their children had increased chances of indulging in delinquent behavior. Further, such children are likely to indulge in substance use and drug abuse (Sheridan, 2012). United National International Children’s Emergency Fund (UNICEF), (2012) reported that children living in low socio-economic status have behavioral problems and in many occasion they indulge in delinquent behaviors. Bronfenbrenner’s EST (1979) is in agreement with the study findings and emphasis that exosystem encompasses aspects that find children indirectly affected due to financial constraints caused by parental unemployment status.

4.1.7 Parents /Guardian Education Level

The study endeavored to find out parents/guardian’s education level as demonstrated in Figure 4.6:

Figure 4.6:

Level of Education of Parents/Guardians



The findings demonstrated that 10.43% of the parents/guardians had not attained formal education, 62.37% had attained primary education, 26.79% had attained secondary level of education and only 0.41% had attained tertiary/university/college level of education. The verbatim from a class teacher in Pumwani Primary School supports the study findings;

“Parents have low education and they cannot motivate their children. They live in single rooms which are overcrowded and whatever they do in such rooms will be copied by their children and at a later date and they will behave in a similar manner” *Zainab, 26th.January,(2021).*

This implies that a very minimal percentage of parents/guardians had attained tertiary education. The parents had low education that compromised their capacity to nurture, motivate and encourage their children. For instance, they were not in a position to guide their children due to low education and hence the children were disoriented which largely contributed to involvement in delinquent behavior among juveniles. The study finding correlates with Nasreen et al. (2015) who echoed that mother’s education is a fundamental factor because it matters a lot in tending and correcting child behavior.

4.2 Juvenile Level of Offences

The study sought to establish the level of juvenile offences in and out of school. A four-point Likert scale was used: 1–Low, 2–Moderate, 3–High and 4–Very high. The finding in terms of mean score was established as shown in Table 4.1:

Table 4.1:

Juvenile Offences and Delinquency

Juvenile Offences	N	Minimum	Maximum	Mean	Std. Deviation
Truancy	349	1	4	2.36	.844
School drop out	349	1	4	2.30	1.143
Physical fights	349	1	4	2.49	.961
Property destruction	349	1	4	2.54	.981
Illicit sexual activities	349	1	4	2.81	.907
Involvement in crime	349	1	4	2.90	.986
Substance abuse	349	1	4	2.73	1.116
Threatening people	349	1	4	2.63	.951
Possession of weapons	349	1	4	1.74	.912
Pick pocketing	349	1	4	2.88	.989
Theft	349	1	4	3.14	.873
Drug trafficking	349	1	4	1.62	.925
Valid N	349				

The findings revealed the following as the statistics ascertains; Theft; 3.14, involvement in crime gang; 2.90, pick pocketing; 2.88, illicit sexual activities; 2.81, substance abuse; 2.73, threatening people; 2.63, and drug trafficking; 1.62. The findings revealed that theft in and out of school was the highest followed by involvement in crime gang, pick pocketing and illicit sexual activities, substance use and threatening people. Drug trafficking was the lowest, while physical fights, school drop-out and

truancy were moderate. This study finding correlates with the verbatim from an administrator in Mathare Primary School FDG.

“Here at times learners fight... they take drugs, we have cases of school drop-out and truancy.... I think they continue to imitate other learners at times they come with weapons and when we tell the parents they say that they are not aware...” *Monica, February 22nd. (2021).*

In context of the study findings, it implies that juvenile delinquent is rampant and that juveniles are susceptible to delinquent behavior. This study demonstrates that delinquent behaviour among juveniles is alarming and that measures to curb delinquency should be prioritized. This study finding concurs with Bandura’s (1979) SLT that posits that learning can occur in an environment in which the children live. A juvenile will observe their counterpart who indulges in illicit activities and in turn engages in a similar behavior. The study finding resonates with Muola et al. (2009) who echoed that the rate of juvenile delinquency has increased steadily in learning institutions.

4.3 Individual Related Factors Contributing to Juvenile delinquency

The first objective of the study was to investigate individual related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub-county. A four-point Likert scale was used; 1 -Strongly Disagree, 2- Disagree, 3- Agree and 4- Strongly Agree as shown in Table 4.2:

Table 4.2:***Individual Factors and Delinquency***

Individual Factors	N	Minimum	Maximum	Mean	Std. Deviation
I am threatened at school by peers	349	1	4	2.72	.960
I get sad when I don't finish my schoolwork	349	1	4	2.43	1.087
I get worried due to my low grades in exams	349	1	4	3.19	.932
I have lost hope in performing well in exams	349	1	4	2.85	1.002
I am frustrated by my parent/guardian	349	1	4	2.72	1.145
I fear being punished by parent/teacher/guardian	349	1	4	3.01	.988
I have feelings of helplessness	349	1	4	2.87	1.020
I have feelings of anger towards my parents/guardian/teachers	349	1	4	2.84	.988
Valid N	349				

The findings indicate that the respondents agreed that they were worried due to low grades; 3.19, they feared being punished by parents/guardians/teachers; 3.01, they felt helplessness; 2.87, they had lost hope in performing well in exams; 2.85, they were threatened at school by peers; 2.84, they were angry and frustrated by their parents by a mean score of 2.72. However, they disagreed that they got sad when they do not finish their school work by a mean score of 2.43. This study finding is supported by the following two verbatim from juveniles in Kiboro Primary School Focus Discussion Group;

“I feel angry and frustrated by my dad because dad left us with mum and mum takes care of us alone. One day I called my dad and a woman picked the phone and said that we should never call again... they are staying at Rongai with that woman and us we are staying here at Mlango” *John, February, 23rd. (2021)*

I am angry... I cannot get help at home... my mother comes home late and she is sometimes drunk and goes to sleep and then one day my dad went to bedroom

and took a belt and beat my mother and then he took a bucket of water and poured it on my mother and then my father said he was hungry and went out... now my father does not come...we are staying with my mother”*Kelvin, February, 23rd. (2021)*

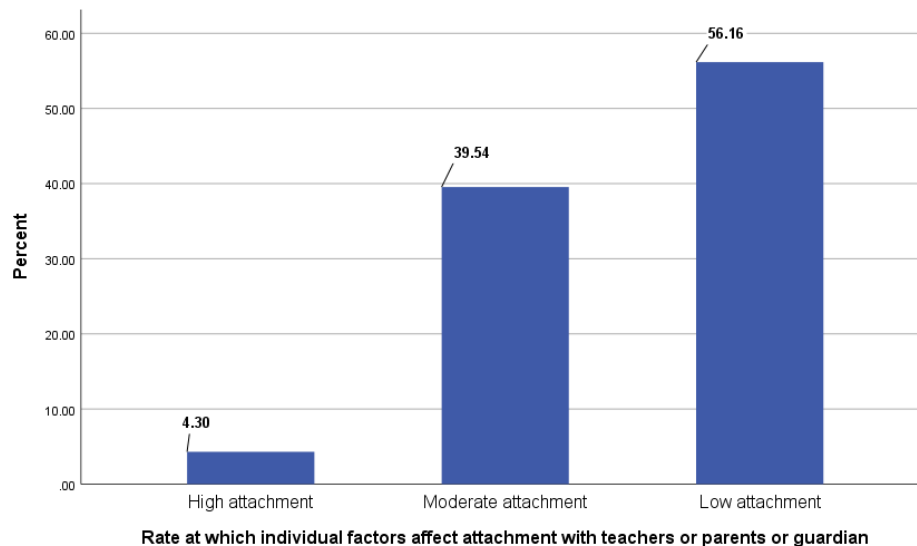
In the context of this study finding, it implies that juveniles have feelings of anger, frustration, hopelessness and helplessness and that respondents have been affected adversely by their teachers, guardians, parents and peers at school. Further, they are strained by the work at school hence the juveniles are overwhelmed. This has largely contributed to juvenile delinquency. This study finding corroborates with Njenga (2006) who reiterates that feeling frustrated, worried, angry, helpless, hopeless and sad overwhelms children who respond by feeling uncontrollable range that can lead to disastrous consequences such as hate crime. Bronferbrenner (1979) Ecological System Theory fosters that microsystem innermost layer encompasses interpersonal relationship between family members, teachers and guardians and other people who have a direct contact. In addition, unhealthy relationship can affect children and eventually indulge in crimes. Agnew’s (1992) General Strain Theory is in agreement with the findings and posits that anger creates a feeling of revenge that is caused by strain exerted to an individual in school or at home.

4.3.1. Individual Related Factors and Effect on the Rate of Attachment to Teachers/Parents/Guardian

The study further sought to determine the rate at which individual related factors affect their attachment to teachers, parents and guardians. A ten- point scale was used to measure the rate using; 1-3 high attachment, 4-6 moderate attachment and 7-9 low attachment as shown in Figure 4.7:

Figure 4.7:

Rate at which Individual Factors Affect Attachment with Teachers or Parents or Guardian



This study finding revealed that; 56.16% had low attachment, 39.54% had moderate attachment and 4.3% had high attachment with their teachers, parents and guardians. This implies that majority of the participants had low attachment to significant others and this largely contributed to delinquent behaviour. This study finding resonates with Agnew (1995) findings who revealed that juveniles are high-rate offenders due to low attachment to significant others and account to serious delinquent activities. Bronfenbrenner (1979) Ecological System Theory fosters that low attachment to teachers, parents and guardians constrains juveniles. Consequently, juvenile withdraw from school and run away from home to indulge in delinquent activities. Agnew's (1992) General Strain Theory posits that low attachment with teachers and withdrawal of parental love is attributed to strain and can arouse anger and desire to revenge.

4.4 Family Related Factors Contributing to Juvenile Delinquency

The second objective of the study was to establish family related factors contributing to juvenile delinquency among pupils in public primary schools in Starehe sub-county. Included are parental/guardian related factors, basic needs related factors, neighborhood related factors, other family related factors and extent in which family related factors contribute to juvenile delinquency.

4.4.1 Parental/Guardian Related Factors

The parental/guardian related factors were established by use of a four-point Likert scale: 1-Strongly Disagree, 2- Disagree, 3- Agree and 4- Strongly Agree as shown in Table 4.3:

Table 4.3:

Parental/Guardian Related Factors

Parental/Guardian Factors	N	Minimum	Maximum	Mean	Std. Deviation
My parent is an alcoholic	349	1	4	2.03	.960
I have an absent father/mother	349	1	4	2.67	1.111
My parent/guardian fight/fought in my presence	349	1	4	2.54	1.013
I lack parental guidance	349	1	4	3.07	.894
I lack a role model	349	1	4	3.32	.776
My parent/guardian is a drug addict	349	1	4	2.03	.958
Valid N	349				

The respondents agreed that they lacked role models; 3.32, they lacked parental guidance; 3.07, they had parental absence; 2.67 and parents fight or they fought in their presence; 2.54. The following findings in FDG and interview schedule from teachers in Mathare Primary School echo the quantitative findings:

“Most of the parents are single parents due to divorce and separation. Others have single parent family at home because of death related factors such as a

result of crime and HIV/AIDS; there are many unstable families in this locality....” *Zachary, January, 18th. (2021).*

“Here we have parents who are not supportive to their children ... children lack love from their parents... they are not concerned with their children’s welfare and they behave the same as their children....” *Nancy, February, 22nd. (2021).*

In context of the findings, it implies that the majority of the respondents were adversely affected by the family related factors. This implies that they lacked guidance from the parents or guardians. Further, the absence of one parent infers that children lack a role model who is a source of emotional support. Consequently, this motivated delinquent behaviour. Kariuki et al. (2005) is in agreement with this finding and reiterates that parental conflict was related to delinquent behavior among juveniles. Further, Muola et al. (2009) concurs with this study that there is a relationship between marital instability and juvenile delinquency in a study finding that demonstrated that 66.6% of juvenile indulged in delinquency due to domestic violence against 33.4% of the respondents who did not experience domestic violence. Amato and Sobolewski (2001) reiterate that levels of parental conflict are associated to hostile and aggressive behavior among juveniles. Bronfenbrenner (1979) Ecological System Theory is in agreement with the findings and posits that unhealthy relationship between various aspects of microsystem will affect children hence leading them to delinquent behaviour. When a juvenile is neglected by the parents, juvenile subsequently develop low attachment with a parent. Further, change of family structure due to divorce and separation is attributed to parental absence in the family structure which in turn contributes to juvenile delinquency.

4.4.2 Basic Needs and Juvenile Delinquency

The study further sought to establish basic needs related factors contributing to juvenile delinquency. The respondent’s level of response was measured using a four-point

Likert scale 1-Strongly Disagree, 2- Disagree, 3- Agree And 4- Strongly Agree as shown in Table 4.4:

Table 4.4:

Basic Needs Related Factors

Basic Needs Factors	N	Minimum	Maximum	Mean	Std. Deviation
I do not get enough food	349	1	4	2.93	.958
I do not have proper shelter	349	1	4	3.06	.945
I do not have proper clothing	349	1	4	2.77	.887
I do not get medical care	349	1	4	2.50	.850
There is no safety at home	349	1	4	2.95	1.025
Valid N	349				

The study finding from the highest to the lowest mean score was as follows; they agreed that they did not have proper shelter; 3.06, they did not have security at home; 2.95, followed by that they did not get enough food; 2.93 and that they did not have proper clothing; 2.77. However, they disagreed that they do not get medical care at a mean score of 2.50. This implies that majority of the participants are not provided with most of the basic needs. The parents/guardians are unable to nurture and provide for their children's needs and hence this has contributed children indulgence in delinquent behavior. This study concurs with UN-Habitat (2012) that expressed that juvenile delinquency is high in informal settlements where financial resources are inadequate to meet the cost of rent, food, water and clothing. The findings are also in agreement with Agnew's (1992) GST which posits that strain in a social setting can exhibit stress that may magnify emotions such as anger, anxiety and despair that in turn would create pressure and later lead to juvenile delinquency.

4.4.3 Neighborhood Related Factors and Delinquency

The study further sought to establish neighborhood related factors contributing to juvenile delinquency. A four-point Likert scale was used; 1-Strongly Disagree, 2-Disagree, 3- Agree and 4- Strongly Agree as shown in Table 4.5:

Table 4.5:

Neighborhood Related Factors and Juvenile Delinquency

Neighborhood Factors	N	Minimum	Maximum	Mean	Std. Deviation
I know of a place in the neighborhood where drugs are sold (e.g., cigarettes, bhang, khat, etc.)	349	1	4	2.86	.993
There is a lot of peer pressure in the neighborhood	349	1	4	2.75	1.001
There are many drinking places near our home (e.g., bars, pubs, etc.)	349	1	4	3.53	.760
Valid N	349				

Respondents strongly agreed that there were many drinking places such as bars and pubs near their home; 3.53, they agreed that they knew of places in the neighborhood where drugs such as khat, cigarettes and bhang are sold; 2.86 and there was a lot of peer pressure in the neighborhood by a mean score of 2.75. The following verbatim finding from an administrator in FDG in Mathare Primary School supports the quantitative finding.

“We have a problem of learners because they see their neighbors taking drugs. The parents take alcohol and smoke bhang... their children also smoke bhang and cigarettes. We are surrounded by places that sell drugs and illicit drinks...” *Mwende, February, 22nd. (2021)*

In context of the findings, it implies that majority of the participants have been influenced by peers within their neighborhood and has motivated delinquent behaviour to escalate. This finding concurs with Kang’ori and Nyutu (2016) who reiterated that

peer pressure among juvenile continues to escalate delinquent behavior. Further it leads to juvenile giving in to fit in a group that indulges in delinquent activities.

This study concurs with Mwingi (2015) who reiterates that availability and accessibility of drugs in the neighborhood in many occasions is what drives juvenile to engage in groups and later become regular users of drugs. Eventually, the user forms a habit and becomes an addict. Further, Bandura (1979) SLT supports the finding and expresses that individual's behaviour is influenced by both the environment and characteristics of the models. The model's behaviour affects the observer's behavior vicariously. In addition, living in an environment that promotes unwarranted behavior reinforces the observer to engage in delinquency; peer pressure will force the observer to continue imitating behavior of members of a group in order to fit in a particular group of which the imitated behavior will lead to reinforced consequences.

4.4.4 Other Family Related Factors and Juvenile Delinquency

The study sought to establish other factors contributing to juvenile delinquency. The respondents used agree and disagree as shown in Table 4.6:

Table 4.6:

Other Family Related Factors

Other family related factors	Agree (%)	Disagree (%)
I have witnessed fire outbreak or floods in our home/neighborhood	298 (85.39%)	51 (14.61%)
My parent/guardian does not have time for me	223 (63.90%)	126 (36.10%)
I am never rewarded when I do well	186 (53.30%)	163 (46.70%)
I am punished unfairly when I do wrong	246 (70.49%)	103 (29.51%)

The study revealed that 85.39% had witnessed fire-outbreak or floods either in their homes or neighborhood, 70.4% agreed that they were punished unfairly by their parents or guardians. They agreed that their parents or guardians do not have time for them; 63.9% and that they are never rewarded when they do well; 53.3%. Following is a verbatim from a teacher in Dr. Aggrey Primary School interview schedule.

“Many parents leave their children unattended and they have no time to nurture and have good care for them... then ... the children pick up habit most of which are from their peer groups in their neighborhood.” *Karanja, February, 22nd. (2021)*

This implies majority of the participants lacked parental supervision and motivation and they were adversely affected by fire outbreaks, floods and unfair punishment from their parents and guardians. This finding portrays that there are other forces that can affect juveniles and eventually engage in delinquent behavior. For instance, catastrophes such as fire outbreaks and floods create strain to all members of the family especially when family activities are disrupted due to displacement. This study finding concurs with Njenga (2008) who reiterates that when children are affected by displacement due to floods and fire outbreaks in their settlements, they suffer strain and can revenge. Sheridan (2012) is in agreement with the study findings and echoes that informal settlement frequently are adversely affected by displacement and eviction due to natural disasters such as floods and fire out breaks. Further, Muola et al. (2009) findings concur with the study that physical punishment by parents or guardians encourages violence and may result to juvenile delinquent behavior. Further, Bronfenbrenner (1979) EST is in agreement with findings that many outside force compromise with children’s development besides the immediate family related factors and are attributed to juvenile delinquency.

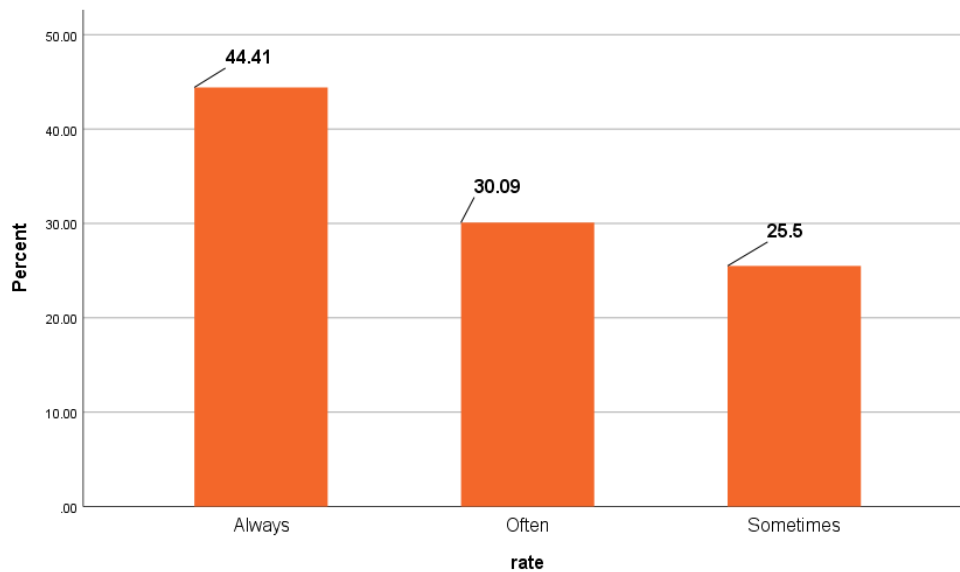
4.4.5 Extent at which Family Related Factors Contribute to Juvenile Delinquency

The study further attempted to find the extent in which family related factors contribute to delinquency. Frequency/extent was measured by use of always, often and sometimes.

The frequency of juvenile delinquency was as shown in Figure 4.8:

Figure 4.8:

Extent at which Family Related Factors Contribute to Delinquency



The study findings revealed that 44.41% of the participants indicated that always delinquency was caused by family factors, followed by 30.09% who said that often the related family factors contribute to juvenile delinquency and finally 25.50% said sometimes the related family factors contribute to conformity to juvenile delinquency. This implies that a significant number of participants were conforming in delinquent behavior of which was motivated by family related factors. The study findings resonate with Muola et al. (2009), who expressed that juvenile delinquency has increased globally at a rate of 33% in a period of a decade and has continued to become a social challenge. Bronfenbrenner (1979) Ecological Theory resonates with the study findings

that family disruption, parental absences, lack of support and cohesiveness in the family are attributed to high extent of conformity to juvenile delinquency.

4.5 School Related Factors Contributing to Juvenile Delinquency

The third objective of the study was to establish school related factors contributing to juvenile delinquency in Starehe sub-county. The subsections are: curriculum related factors, school peer pressure related factors and rate at which school related factors contribute to juvenile delinquency.

4.5.1 Curriculum Related Factors and Juvenile delinquency

The study findings were established by a four-point Likert scale; 1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree as indicated in Table 4.7:

Table 4.7:

Curriculum Related Factors

	N	Minimum	Maximum	Mean	Std. Deviation
There is too much syllabus content to cover	349	1	4	3.36	.920
There is too much homework	349	1	4	3.04	.817
I get low grades in exams	349	1	4	3.03	.809
There are many exams per term	349	1	4	2.73	.888
I lack learning material	349	1	4	2.66	.968
I do not get time for play	349	1	4	2.65	.890
I do not get guidance and counseling	349	1	4	3.25	.913
Valid N	349				

The respondents strongly agreed that there is too much syllabus content at a mean score; 3.36, they agreed that they do not get guidance and counseling; 3.25, there is too much homework; 3.04, they get low grades in exams every term; 3.03, there are many exams

per term; 2.73, they lack learning materials; 2.66 and finally they do not get time for play; 2.65. This finding demonstrated that majority of participants are overwhelmed by the curriculum and this compromised with their performance to excel in exams. They also lack guidance and counseling. This implies that curriculum related factors are among the factors contributing to delinquent behaviour. Learners who are failures are prone to strain which lead them to indulgence in delinquent activities. This study resonates with Mwirichia (2020) who echoed that students reject low grades and stage strikes and demonstrations against poor academic performance and turn to delinquent behavior. Further, if they do not get emotional support through guidance from teachers, they become aggressive and may play a role in delinquent behavior.

Further, the study finding concurs with Ruth (2018) who expresses that many examinations shift the fundamentals of education system away from creating, thinking skills, co-operation, competence and independence. Further, Omondi (2018) is in agreement with this finding that there is too much content for learners to comprehend and the curriculum is enormously expanded and has scarce resources for teaching and learning which compromise with effectiveness of development of learners' skills. Further, curriculum is overloaded and based on facts that is memorized, practiced and assessed in set examinations. Lesuda (2019) concurs with the study finding that in Kenya pressure to excel academically is a core contributor to delinquent behavior. Further, school failures mainly characterized by poor performance are risk factors for juvenile involvement in delinquent behaviors.

This study finding concurs with GST (1992) that delineates that strain can be as a result of inability of an individual to achieve desired goals. Strain can magnify negative

emotions such as anger, anxiety, frustrations and despair which in many times result to delinquent behaviour among juveniles.

4.5.2. School Peer Pressure and Juvenile Delinquency

The study further probed on school peer influence related factors contributing to juvenile delinquency a four point likert scale was used: 1-Strongly disagree, 2-Disagree, 3-Agree and 4- Strongly disagree as shown in Table 4.8:

Table 4.8:

School Peer Pressure and Juvenile Delinquency

Peer Influence Factors	N	Minimum	Maximum	Mean	Std. Deviation
There is bullying in school	349	1	4	3.15	.969
There is illicit gang membership in school	349	1	4	2.36	1.075
There are cases of substance use in school	349	1	4	2.68	1.043
There is theft in school	349	1	4	3.32	.935
There are cases of property destruction in school	349	1	4	2.60	1.091
Valid N	349				

Majority of participants strongly agreed that there is theft in school; 3.32, they agreed that there is bullying in school; 3.15, followed by there are cases of substance abuse in school; 2.68, there are cases of property destruction in school; 2.60 and finally they disagree that there is illicit gang membership by a mean of 2.36. The following verbatim shared FDG in by a teacher in Muslim Primary School interview schedule ascertains the quantitative findings:

“Here in this school, there is peer influence... cases of bullying are there almost on daily basis...most of the delinquent we have use substances such as smoking cigarettes and bhang and some steal books and metal from desks. We have

broken windows and desks...there are many learners who disobey school rules because of peer pressure..." *Janeffer, February 22nd. (2021)*

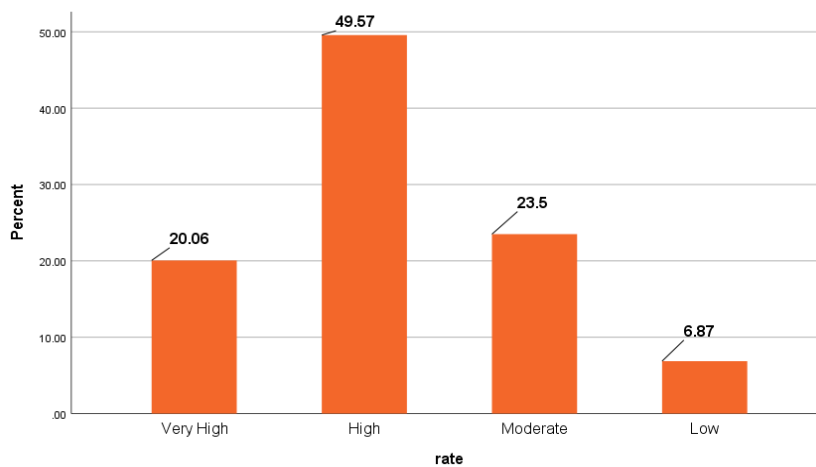
The study finding has demonstrated that the respondents agreed that there is theft and bullying in school. There is also substance abuse and destruction of school property. This implies that peer influence in school can be attributed to juvenile delinquency. For instance, when most of the counterparts are involved in substance use, they follow them in order to conform. This study finding resonates with Mwingi (2015) who echoed that peer pressure is the main influence that will motivate an individual to fit in a particular group and motivates an adolescent to participate in delinquent activities. This study is supported by Bandura's (1979); SLT expresses that social institutions are children's source of information. Further, Bandura (1979) posits that as juvenile observes their immediate counterpart who takes drugs that causes euphoria or other related behavior, will copy or imitate them. In practicing taking it, the juvenile will turn to be an addict to further experience euphoria.

4.5.3 Rate at which School Related Factors Contributing to Juvenile Delinquency

The study further attempted to find the rate at which school related factors are contributing to juvenile delinquency. The rate was measured using; very high, high, moderate and low as indicated in Figure 4.9:

Figure 4.9:

Rate at which School Related Factors Contribute to Juvenile Delinquency



The study finding has demonstrated that 49.57% of the respondents indicated that the rate was high, 20.06% very high, 23.5% moderate and 6.87% low. According to statistics, majority of the participants were in agreement that the rate at which schools related factors are contributing to juvenile delinquency was high at 69.63%. This implies that a significant number of participants are high offenders. This implies that school related factors increasingly motivated delinquent behaviour among juveniles and that there is an urgency to curb the trend of delinquent behavior among juveniles. This study concurs with McLaughlin et al. (2012) who reiterated that 40% of school children interviewed in a study they conducted were high offender of crimes in schools near Soweto informal settlement in South Africa.

This survey is supported by Bandura's SLT (1979) that states that juvenile observe and imitate what they learn from social settings. In addition, learning institutions and groups that have juveniles who portray unwarranted behavior will consequently motivate juveniles to continue engaging in delinquent behavior and become high offenders. The juveniles observe and imitate others in a process known as vicarious reinforcement

whereby the learner observes, retains, reproduces and finally is motivated to continue to practice the behaviour and eventually becomes a habit.

4.6 Intervention Strategies for Juvenile Delinquency

The fourth objective was to establish intervention strategies to help juveniles deal with delinquent behavior in public primary schools in Starehe sub-county. The study incorporates guidance and counseling, psycho-education, family counseling, peer counseling and recreation parks.

4.6.1 Guidance and Counseling

Following is a study finding which resonates with the past finding as shared verbatim by an administrator in Muslim Primary School interview schedule and a juvenile response in FDG respectively;

“Through guidance and counseling the affected will develop self-awareness, self-esteem, self-concept, assertiveness... For example, they will understand themselves and realize that they have gone astray and they will see the need to change...” *Oduor, February, 22nd. (2021)*

“With self-control I cannot get in bad company... I cannot go to steal or join bad friends... I cannot abuse drugs and I can care of myself...” *Mugambi, January, 23rd. (2021)*

Findings from this survey demonstrate that there is a need for guidance and counseling in learning institutions and behavior modification would help juveniles change their behavior. This implies that a good guidance program will be essential to cater for the affected juveniles. In turn, they will gain skills and become self –competence. Further, with continuous guidance and counseling the juveniles will have a positive change in their behaviour. Lutomia and Sikalia (2002) concur with the finding and reiterates that a guidance and counseling facility is essential for the purpose of imparting growth and development of a child. Nasreen et al. (2015) resonate with the finding and endorse

community guidance centers that are adequately funded for juveniles to acquire living values such as love, honesty, tolerance, simplicity, peace, happiness, co-operation, respect, responsibility and unity. Kang'ori and Nyutu (2016) resonate with the findings and posit that imparting virtues will enable juveniles to refrain from delinquent behavior and help them to relate well with others.

Elysia (2014), is in agreement with the study findings and reiterates that social skills help juveniles cope in unbearable situations. The skills are self-regulation, self-control, self-awareness, assertiveness, emotional regulations and self-care programs.

Bronfenbrenner (1979) EST supports this study finding and expresses that healthy interaction would help in development of children in a social setting.

4.6.2 Psycho-Education

Following are verbatim from teachers in Pumwani Primary School interview schedule that is consistent to past findings;

“Here, since the skills are imparted by skilled personnel, the parents will be provided with skills that will be important. They will be able to discuss their problems and at the same time come up with solutions to the challenges they are facing with their children... they will realize that they need to supervise and follow up their children...” *Hellen, January, 26th. (2021)*

“Psycho-education will supplement the gap that is left by parents who are busy and somehow they have forgotten their role. They will become themselves role models and refrain from their bad behaviors such as alcohol intake and smoking and... all the bad acts in front of their children ...” *Linnet, January, 26th. (2021)*

Based on the context of the findings, it implies that effective psycho education program will impart parents with necessary competences and as such gain comprehensive information on parenting skills. Further, the parents will refrain from illicit behaviors in front of their children. By doing so, it will help curb juvenile delinquency. Further, this study finding demonstrates that good parenting can indeed prevent delinquent behaviors

Kariuki et al. (2015) concur with the finding and echoes that parental psycho-education would provide parenting skills and the parents will refrain from excessive quarrels with their children. Further, the study findings demonstrated that there is a need for a supportive environment for holistic growth and development of children. Elysia (2014), concurs with this finding and expressed the need to have in place psycho-education programs for low economic status families to stop inter-parental conflict that result to delinquent behavior among children. This study is supported by Bronfenbrenner EST (1979) which elicits that parents who are nurturing, affectionate and are genuine to their child's well-being create a good environment for holistic growth and development of their children.

4.6.3 Family Counseling

The following verbatim were shared by teachers in Mathare Primary School interview Schedule ascertain the past findings;

“When family counseling sessions are based in schools, the family members will benefit by getting insights on parenting skills and how to motivate their children for the sake of curbing juvenile delinquents. They will realize the role in which good parenting can positively change the affected juveniles. They would also understand the importance of stable family structure.” *Isaac, February 23rd. (2021)*

“Parental involvement in family counseling is very important because the parents will be engaged to find ways in which to help their children... they will realize where they went wrong and be able to come back to track...” *Mary, February 23rd. (2021)*

“Family counseling is very important in school because it will lead to behavior change for both the parents and their children. Parenting skills will be imparted to the parents of which the parents will change their attitude and morals will be instilled. The parents will see the need to provide resources to their children and by so doing the learners will be maintained in school. Parents will be aroused and be concerned to provide for their children...” *Irene, January 26th. (2021)*

This implies that family counseling will curb marital instability. Further, they will make rational decisions on how to take good care for their children. For instance, they will play their roles effectively and collectively and by doing so, limit chances of juvenile delinquency. Muola et al. (2009) is in agreement with the findings and echoes that the government, churches and non- governmental organizations to strengthen family counseling services to minimize family problems such as divorce and domestic violence. This study finding concurs with Nasreen et al. (2015) who reported that weak family structure influences delinquent behavior and through family counseling the children will be able to change from illicit behaviour because their parents will realize the need of monitoring their children's activities.

The study findings are in consistent with Greenwood (2009), who expressed that be parenting skills can be imparted in family therapy which is effective in modification of behaviour. Further, the survey corroborates with Doggett (2004) who reiterates that one of the strongest socializing agents is the family. It can control unacceptable behaviour and good parenting can prevent delinquent behaviour. Further, Bronfenbrenner (1979) EST concurs with the findings and that the family is closest to an individual and encourages a healthy interpersonal relationship between family members, neighbors and teachers.

4.6.4 Peer Counseling

The following verbatim shared by a teacher and juveniles in Dr. Aggrey Primary School in FGD are consistent with the past finding;

“When someone is being talked to by the peers, there is a feeling of freedom and they will share their challenges or problems...Here they are able to understand each other better and then... They will talk freely than when talked to by a senior person... they are able to open up and share freely... Here... there is no restriction and they will feel free because there is no privacy limitation because they are of the same age...” *Maria, January 26th. (2021)*

“When people trust me, I can become helpful and have better relations with my teachers, friends and parents” *Ken, February, 10th (2021)*

“If I have self- control, I can control myself and not steal or joining bad company. And ...I can control myself and not do bad behaviour like cheating on my classmates.... I cannot agree to abuse drugs and to take substances such as smoking cigarettes... with obedience, I will obey my teachers and I will not fight at home and at school and I will not bully my classmates...” *John, February, 10th (2021)*

“Being trustworthy, I can settle in school and take care of myself and avoid taking drugs or getting into fights. I can advise my friends and they will trust me ...” *Chege, February, 10th (2021)*

“When I am patient, I cannot drop out of school. I will also forgive my friends and not to fight or bully others. I can avoid pick pocketing and wait for my parents to give me what I want... I cannot steal from others ...” *Sabrina February, 10th (2021)*

“My role model is my class teacher. She is hard working and generous... she loves us and gives us advice. She wants us to improve in our marks...” *Sharon February, 10th (2021)*

“I like my class teacher and she can be my role model. She tells me to work hard so that I can improve ... she is punctual in class and she gives us advice... she tells us not to join bad friends and to obey school rules...” *Hamza, February, 10th (2021)*

This implies that peer counseling in learning institutions will help in the process of imparting living values to peers in groups and hence help curb delinquent behaviour among juveniles. Further, they will be connected with role models aiming at imparting virtues and they will change for betterment of their life. This survey demonstrates that one way of curbing juvenile delinquent behavior is connecting the juveniles with role models, who will motivate them.

The study concurs with Kang’ori and Nyutu (2016) who reiterate that peer counselor can handle juveniles who are of some age or different backgrounds juveniles. The study findings corroborate with Lutomia and Sikalia (2002) who expressed that peer group counseling is the most effective method of providing help to children who are disoriented. Further, the peer group has advantage of sharing a common problem

affecting them in the same environment and peers will understand each other and discuss as equals.

This study finding is consistent with NACADA (2012) that reported that peer counseling within schools can help to curb delinquent behaviors among juveniles. Greenwood (2009) concurs with the current study that counselors should target juveniles; prevent them from smoking, drug abuse and premarital sex in a set up for juvenile therapy. Further, this finding is in agreement with Kangori and Nyutu (2016) who reiterated that through positive interaction with peers, juveniles would develop virtues such as self-control, patience, obedience, trust, respect, honesty and optimism in order to help them change from delinquent behavior.

This study is consistent with Bandura's (1979) SLT that states children can learn through vicarious reinforcement which is based on a motivating force. The individuals observe how a model behaves and retain the details of the behavior. The juveniles will continue to practice the behavior of the model in order to improve the behavior learnt, hence be motivated positively. Mark and David (2016) concur with this finding that children need to be connected to role models, competent and caring adults in the family and community.

4.6.5 Recreation Activities

The following verbatim from administrators, teachers and juveniles in Mathare Primary School in interview schedule is consistent with the past study findings;

“When involved in recreation activities, the learners will be engaged and will be occupied and this means he or she will refrain from negative behaviors. He or she will develop social skills such as co-operation, assertiveness, self-awareness and resilience... especially when involved in sport such as basketball and football. The learners will develop their talents in good time and at the end of it all... they may start to generate income that can supplement parent's income by earning a living. As such... they will be self-motivated to learn and

become better persons in the society. The social status of the learners will be enhanced because of change and development of social skills that are helpful. The learners will have sense of high self- esteem and lastly the learners will feel a sense of self- belonging because of being involved in recreation activities...” *Agnes, January, 26th. (2021)*

“What I can say is that recreation activities will help the children to develop social skills in a very big way... first it is because of the interaction of the children in the recreation facilities in the recreation centers. They will gain skills such as collaboration, co-operation, unity and team building. They will accept one another and share materials that are provided in the recreation centers. At the same time... they will be able to be innovative because they will perhaps be asked to come up with their own items or ideas and they will gain self-awareness and at the same time raise their self- esteem...” *Patrick, January, 26th. (2021)*

“In recreation centers, the children will be able to discover their talents and they will develop social skills. At the recreation centers... they will be able to spend extra energy that they have and by doing so they will learn to appreciate others and gain skills such as co-operation and sharing and problem solving. They will have self- awareness and be assertive. Here they can gain leadership skills...” *Florence, January, 26th. (2021)*

“When I am free, I can go to practice football with my friends and I can improve my talent and avoid bad company and learn to co-operate and share ideas...” *Ogada, February, 23rd. (2021)*

“I can use my leisure time skating, painting and swimming and this will help me to stop moving with bad friends in the neighbor... and I will have good friends to play with ...” *Ian, February, 23rd. (2021).*

In context of the findings, it implies that recreation activities will keep juveniles busy so that they do not wonder about when they are idle. Indeed, when involvement in recreation activities, they will refrain from delinquent behaviors such as drug abuse, gang membership, violence and other illicit activities. They will also gain social skills such as co-operation and unity and they will become competence in the society. Sifuna (1980) concurs with this finding and echoes that lack of recreation opportunities in Nairobi informal settlement escalates delinquent behavior among children. Juveniles exhibit risky behaviors such as substance abuse, gang membership, violent acts, stealing and other illicit activities.

Further, this study finding is in consistent with Nasreen et al. (2015) findings that demonstrated that provision of playing grounds and recreation parks would help curb juvenile delinquent behavior. Further, WHO (2012) concurs with the study finding and the past finding and recommended at least one hour daily physical activities for children between 5-17years.

This study finding is in consistent with Lutomia and Sikalia (2002) who echoed that learners who have been proved to be victims of drug abuse should be given advice and at times to be engaged in leisure activities such as games and sports. Further, the activities may help them and they would not be ruined in bad companies but be mended and become useful members of society. This finding resonates with Bronfenbrenner (1979) EST that demonstrates that the more the child is free from negative influences the more the child will develop to be caring and responsible.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to investigate psychosocial factors contributing to juvenile delinquency in Starehe Sub-county, Nairobi County. This chapter presents the summary of the research findings drawn from demographic and the objectives of the study findings. Conclusions are drawn from the study findings, recommendations outlined and suggestions for further research are made.

5.1 Summary of the Findings

Base on the findings, the study established that demographic factor had a great influence on the psychosocial factors contributing to juvenile delinquency. The study revealed that there were more male respondents than their female counterparts. The study findings established that in middle adolescence there were more respondents than in early adolescence and late adolescence. The study finding demonstrates that boys are prone to delinquent behavior and that respondents in middle adolescence were increasingly giving in to fit in group and participate in delinquent behavior.

Further, the study findings demonstrated that more than half of the parents/guardians had broken marriages as a result of divorce, separation and being widowed. This finding indicates that they lacked parental guidance and role models at home due to parental absence. Hence the parents'/guardians' responsibility to up bring and nurture the children was lacking and hence juvenile indulged in delinquent behavior. Further, the study revealed that 75% of the respondents were brought up in a big family of over 4 siblings. This implies that there is increased chance for juvenile to indulge in delinquent behaviors.

The study findings demonstrated that almost half of the parents/guardians were unemployed, 31.49% were in casual employment, 3.09% were self-employed and 3.07% were permanently employed. The study findings highlighted more than a third of the fathers and then a half of the mothers were unemployed. It was evident that a small percent of the parents was permanently employed. Based on the findings on the employment status, the findings demonstrated that the parents faced a myriad of financial challenges and this implies that they could not meet their obligation to provide for their children's need. The findings also revealed that 10.4% of the parents/guardians were uneducated; 62.37% had attained primary education, 26.79% had attained secondary education. However, only 0.41% had attained tertiary/university or college level of education.

The demographic findings further established that juveniles were susceptible to delinquent behavior in and out of school. The highest and the lowest in juvenile offences were indicated by mean scores; theft; 3.14 as the highest and 2.63, drug-trafficking as the lowest. The demographic attributes as demonstrated by the study finding had largely contributed to juvenile delinquency.

The study findings revealed that individual related factors contribute to juvenile delinquency. Based on the findings, the respondents agreed that they were worried due to low grades and feared to be punished; they felt helpless and lost hope in performing well in exams. Further, they agreed that they were angry and frustrated by their parents /teachers/guardians. In addition, findings were sought using a ten- point scale to find out the extent at which individual related factors affected their attachment with their teachers/parents/guardians. Based on the findings, it was evident that 56.16% had low attachment, followed by 39.54% with moderate and 4.3% were in high attachment.

Consequently, to the low attachment, the study demonstrates that it contributed to delinquent behavior among the juveniles.

The study findings demonstrated that family related factors contributed largely to juvenile delinquency. The study found that the juveniles were largely affected by family related factors and that lack of role models was the highest at a mean score of 3.32 and the lowest was father alcoholism at a mean score of 2.03. The respondents were not largely affected by parental conflicts/fight because of one parental absence. This finding implies that there are many broken marriages due to divorce, separation and being widowed. Consequently, the factors overwhelmed the single parents who were left as a custodian of the children. The study finding revealed that basic needs related factors were a cause of delinquency among juveniles. They were rated parental absence, 3.06 as the highest and lack of medical care, 2.50 as the least factor contributing to juvenile delinquency. This implies that parents were not at a position of providing for their children's need and this resulted to juvenile delinquency.

The study findings further established that neighborhood related factors contributing to delinquent among juveniles. The respondents agreed that there were many drinking places such as bars/pubs; 3.53 and 2.76 in peer pressure. This indicates that a significant number of participants were adversely affected and hence the factors can be attributed to juvenile delinquency. The study finding portrayed that other outside factors such as catastrophes; floods and fire outbreaks are other factors that adversely affected juveniles and hence contributing to juvenile delinquency behaviour.

Further, findings showed that juveniles lacked supervision and motivation and their parents/guardians unfairly punished them. The factors adversely affected the respondents, and in turn they indulged in delinquent activities. The study findings

revealed that the guardians /parents lack mutual commitment to parenting and this escalate juvenile delinquency. It was established that the family related factors largely contribute to juvenile delinquency. The respondents indicated that the extent at which the family related factors contribute to delinquency was high. The frequency was measured and it turned out that they often engaged in delinquent at 44.4% as the highest and sometimes was the lowest at 26.50% due to family related factors.

Findings on school related factors contributing to delinquency showed that curriculum and peer influence contribute to delinquent behavior among juveniles. Based on the finding, it was established that there is lack of guidance and counseling in school which was the highest at a mean score of 3.25 while the lowest was lack of time of play at 2.65. This implies that the 8.4.4 curriculum is demanding and juveniles get strained leading them to indulgence in delinquent behavior. In addition, there is lack of guidance and counseling where interventions could be of great benefit to the participants. The study finding also established that peer influence in school and established that highest were cases of theft due to peer pressure in school at a mean score of 3.32 while the lowest was illicit gang membership at 2.36. Finally rate in which school related factors contributing to delinquency was rated .It was established that 69.63% rated it high while only 6.87% indicated it low. In the context of the findings, it was evident that juvenile delinquency was also as a cause of school related factors.

The study finding has revealed psychosocial factors contributing to juvenile delinquency in Starehe sub county, Nairobi County and the intervention such as; guidance and counseling will address the affected by developing self-awareness, self-esteem, self-concept, assertiveness for growth and development of a child. Through peer counseling, the juveniles will discuss as equals and share their challenges or

problems. They will be imparted with virtues to help them modify their character. Family counseling will lead to behaviour change for both the parents and their children and curb marital instability hence parents will make rational decisions on how to take good care for their children. Further psycho-education will provide parents with necessary parenting skills and recreation centers will enable juveniles to utilize their leisure time productively and in turn they develop social skills such as co-operation, unity, collaboration, team building among others.

5.2 Conclusions

There is high conformity of juvenile delinquency in public primary schools in Starehe sub county, Nairobi County. The study concludes that majority of the parents/guardians have low level of education which compromises their obligation to monitor and encourage their children. Most of the patents/guardians have large families and are overwhelmed to provide for their children essentials such as proper clothing, food and security. A significant number of parents are unemployed and in unstable family structures which has been attributed to separation and divorce which compromise with their obligation to provide for and to nurture their children. Parental absence may mean that juveniles lack role models, motivation and supervision. Further, juveniles with low attachment to significant others and curriculum related factors such as too much syllabus content, many exams and lack of guidance are factors that are contributing to juvenile delinquency in public primary schools in Starehe sub county, Nairobi County.

Further, majority of the juveniles are susceptible to neighborhood and school peer pressure which largely motivate the rising trend of delinquent behaviour among juveniles in public primary schools in Starehe sub county, Nairobi County. Drug and substance use in the neighborhood is rampant and has motivated delinquent behavior

among juveniles as established by this study. Finally, the study concludes that intervention strategies such as psycho-education, peer counseling guidance and counseling, family counseling and recreation activities to be prioritized to help address juvenile delinquency in public primary schools in Starehe sub county, Nairobi County.

5.3 Recommendations

- i) The Ministry of Education to prioritize organized, functional and comprehensive guidance and counseling in learning institutions and in local community centers where trained psychotherapists can provide intervention for those affected due to marital instability. This will effectively make a significant contribution to mitigate juvenile delinquency.
- ii) Non-governmental organization, psychotherapists and practitioners to provide family counseling and psycho-education aiming at imparting parenting skills for the purpose of assisting parents/guardians develop their children holistically; mentally, spiritually, socially and psychologically.
- iii) Peer-friendly forums to be established by churches to provide peer talk and connect juveniles to role models to facilitate behaviour change. In turn juveniles may develop social skills and as such will significantly curb juvenile delinquency.
- iv) The Government to economically empower the unemployed parents and assist vulnerable families in case of need to provide materials assistance such as nutrition and clothing. As such, they will be motivated and in turn effectively mitigate juvenile delinquency.
- v) Teachers to cultivate a mutual attachment with juveniles by providing them with social and emotional support. As such, they will feel a sense of belonging that

will ultimately foster a health interaction that aims at mitigating delinquent behaviour among juveniles.

- vi) Policy makers to enhance preparedness for future calamities related to climate change aiming at strengthening disaster management programs to cater and advocate for the affected by catastrophes such as floods and fire outbreaks in informal settlements. By doing so, the families will not be victims of displacement in social settings and as such reduce chances of delinquent behaviour among juveniles.
- vii) The state to provide recreation parks and leisure activities in informal settlement spheres that aim at motivating juveniles and as such increase their autonomy which in turn curb juvenile delinquency.
- viii) Stakeholders in education sectors to embrace competency-based curriculum which has shifted from examination aiming at imparting learners with necessary competences. In turn, such initiative will raise hope to juveniles and indeed curb juvenile delinquency.

5.4 Recommendation for Further Research

- i) Future researchers to carry out a correlation study to investigate the relationship between juvenile delinquency and academic performance.
- ii) Future researchers to carry out a similar study in other sub –counties in Nairobi County.

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APPENDICES

Appendix I: Introduction Letter

Kenya Methodist University,
Nairobi Campus,
Department of Theology, Religious Studies and Counseling,
P.O. Box 45240-00100,
Nairobi.

12th. Oct, 2020.

The Head teacher,

_____ Primary School

Dear Sir/Madam,

RE: REQUEST TO CONDUCT ACADEMIC RESEARCH IN YOUR SCHOOL.

I am a Post Graduate student in Kenya Methodist University, Nairobi campus in the Department of Theology, Religious Studies and Counseling. I am conducting a research on *Psychosocial Factors Contributing to Juvenile Delinquency: A Case of Pupils in Public Primary Schools in Starehe Sub-county, Nairobi County*.

Your school has been selected to participate in the study. I am therefore requesting for your permission and support in administering questionnaire and interview to the pupils. I will adhere to the principle of confidentiality of all what will be shared by the respondents.

Your assistance will be highly appreciated.

Thanking you in advance

Yours faithfully,

Warui Zipporah Wangui

Appendix II: Consent Form for Teachers

I am Zipporah Wangui Warui, a post-graduate student in the Department of Theology, Religious Studies and Counseling, Kenya Methodist University, Nairobi Campus

You are selected to participate in a research on; *Psychological Factors Contributing to Juvenile Delinquency: A Case of Pupils in Public Primary Schools in Starehe Sub-county, Nairobi County.*

The study is an academic exercise and the responses will be kept confidential. Your participation will be highly appreciated.

Thanking you in advance,

I agree to participate as a respondent and will give relevant information for the above stated study.

Signature of respondent.....

Date

Signature of Researcher

Date

Appendix III: Informed Consent Form

Confidentiality and Limit of Confidentiality

I _____ has allowed my child to be a respondent in a research on: *Psychosocial Factors Contributing to juvenile Delinquency: A Case of Pupils in Public Primary Schools in Starehe Sub-county, Nairobi County*, to be conducted by Zipporah Wangui Warui, a post graduate student in Kenya Methodist University, Department of Theology, Religious Studies and Counseling

Limitation of confidentiality

Any information given will be protected by professional ethical standard except for a few important exceptions. The information given by respondents will be treated with strict confidence and to be used for the purpose of the study only.

I am responsible to inform significant others including the authority in case there is danger to harm self or others. In case of suspected abuse or neglect, I will be required to report the information to proper authorities.

If this information is required by the administrator in the school, I will adhere to that policy. For any queries above the capacity of the researcher, referral will be made to seek for help from social support, health care and mental health professionals.

Confidentiality Agreement

I _____ has read the above and understand that any information given will be kept confidential with the exceptions noted above.

Signature: _____ Date: _____

Signature of the researcher _____ Date: _____

Appendix IV: Questionnaire for Students

The following is a questionnaire related to psychosocial factors that are contributing to juvenile delinquency. Your responses will be kept confidential and will not be used for any other purposes except for research. There are five sections A, B, C, D and E.

SECTION A: Demographic Information

Indicate your gender Male [] Female []

1. Age.....years
2. How long have you been in this school?years.
3. Whom do you stay with? Tick what is appropriate to you.

Relative	Yes	No
Stay with both parents		
Stay with mother only		
Stay with father only		
Stay with guardian		

4. State the marital status of your parent or guardian.

Marital status	Yes	No
Separated		
Divorced		
Single		
Widowed		
Married		

5. State number of siblings..... (brothers and sisters)
6. State the level of education of your father, mother, or guardian.

	Uneducated	Primary	Secondary	University
Father				
Mother				
Guardian				

7. State your father's, mother's, or guardian's current employment status.

	Unemployed	Casual	Permanent	Self employed
Father				
Mother				
Guardian				

SECTION B

By ticking appropriately indicate the level of juvenile offences in the school and outside rating them as follows:

Very high (VH) =4 High (H) =3 Moderate (M) =2 Low (L) =1

	Juvenile offences	VH	H	M	L
A	Truancy				
B	School drop out				
C	Physical fights				
D	Property destruction				
E	Illicit sexual activities				
F	Involvement in crime gang				
G	Substance abuse				
H	Threatening people				
I	Possession of weapons				
J	Pick pocketing				
K	Theft				
L	Drug trafficking				

SECTION C

What are individual related factors contributing to juvenile delinquency in Starehe Sub-county? Tick appropriately

Strongly Agree (SA) = 4 Agree (A) = 3 Disagree (D) = 2 Strongly Disagree (SD) = 1

Opinion in relation to psychological related factors	SA 4	A 3	D 2	SD 1
I am threatened at school by peers				
I get sad at school because I don't finish my homework				
I get worried due to my low grades in exams				
I have lost hope in performing well in exams				
I feel frustrated by my parents/guardian				
I fear to be punished by parent/guardian/teachers				
I have feeling of helplessness				
I have anger towards my parents/guardian				

8. State the rate at which the individual factors affect your attachment with your teachers/parents/ guardian leading to delinquency behavior. Use 10- point scale to indicate. 1-3=low 4-5= moderate 7-10=High: Tick one point only

1	2	3	4	5	6	7	8	9	10

SECTION D

What are the family related factors contributing to juvenile delinquency? Tick appropriately as indicated.

SA- Strongly Agree =4 A- Agree =3 D-Disagree=2 SD-Strongly Disagree=1

Factors	Statement of Opinion	SA	A	D	SD
Parental/guardian related factors	My parent/guardian is an alcoholic				
	I have an absent father/mother				
	My parents/guardian fight/fought in my presence				
	I lack parental guidance				
	I lack a role model at home				
	My parent/guardian is a drug addict				
Basic needs related factors	I do not get enough food				
	I do not have proper shelter				
	I do not have proper clothing				
	I do not get medical care				
	There is no safety at home				
Neighborhood factors	I know of a place where drugs are sold. (khat, cigarettes, bhang)				
	There is a lot of peer pressure				
	There are many drinking places near our home.(such as pubs /bars)				

11. What are other family related factors contributing to delinquency?

Family related factors	Agree	Disagree
I have witnessed a fire outbreak or floods in our home/neighborhood		
My parents/guardians do not have time for me		
I am never rewarded when I do well		
I am punished unfairly when I do wrong		

12. To what extent do family related factors contributing to delinquency? Tick where appropriate.

Always	Often	Sometimes

SECTION E

13. What are schools related factors contributing to juvenile delinquency in Starehe Sub-county? Tick appropriately as indicated

SA–Strongly Agree =4 A–Agree = 3 D-Disagree = 2 SD
 – Strongly disagree = 1

Item	Statement of opinion	SA	A	D	SD
Curriculum factors	There is too much syllabus content to cover				
	There is too much homework everyday				
	I get low grades in exams				
	There are many exams per term				
	I lack learning material				
	I do not have time for play				
	I do not get guidance and counseling				
School Peer Pressure	There is bullying in school				
	There is illicit gang membership in school				
	There are cases of substance use in school				
	There are cases of property destruction in school				
	There is theft in school				

14. At what rate do the school related factors contribute to juvenile delinquency? Tick appropriately as indicated below

Very high	High	Moderate	Low

Appendix V: Interview Schedule for Teachers

- i. Explain the family factors contributing to juvenile's delinquent behavior.
- ii. Explain how family counseling would help to curb juvenile delinquency.
- iii. Describe how guidance and counseling in schools can help juveniles change their delinquent behavior.
- iv. Describe how psycho-education would help parents to develop their parenting skills.
- v. Explain how recreation activities would enable children to develop social values.

Appendix VI: Interview Schedule for Pupils

- i. State why social values need to be developed in juveniles?
- ii. State why you need to change in order to improve in learning in school.
- iii. Explain how well you can use your free time.


Appendix VII: Focus Discussion Group for Teachers

- i. What are the cases of juvenile delinquency in your school?
- ii. Explain some of the problems facing parents in your school
- iii. Explain ways in which peer counseling can help children who are affected by individual related factors.

Appendix VIII: Focus Discussion Group for Juveniles

- i. State the virtues you can develop to help you relate well with teacher/guardian/parent.
- ii. Explain what you angry with your parent/guardian at one time.
- iii. Describe your role models in your school.

Appendix IX: Permit from NACOSTI

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 345928	Date of Issue: 06/January/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. Zipporah Wangui Warui of Kenya Methodist University, has been licensed to conduct research in Nairobi on the topic: PSYCHOSOCIAL FACTORS CONTRIBUTING TO JUVENILE DELINQUENCY: A case of primary schools in Starehe Sub-County, Nairobi County for the period ending : 06/January/2022.</p>	
License No: NACOSTI/P/21/8381	
345928	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
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Appendix X: Permit from NACOSTI



KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA
TEL: 254-064-30301/31229/30367/31171

FAX: 254-64-30162
EMAIL: serc@kemu.ac.ke

November 18, 2020

KeMU/SERC/MCO/25/2020

Warui Zipporah Wangui
Kenya Methodist University

Dear Zipporah,

SUBJECT: PSYCHOSOCIAL FACTORS CONTRIBUTING TO JUVENILE DELINQUENCY: A CASE OF PRIMARY SCHOOLS IN STAREHE SUB-COUNTY, NAIROBI COUNTY.

This is to inform you that Kenya Methodist University Scientific Ethics and Review Committee has reviewed and approved your above research proposal. Your application approval number is KeMU/SERC/MCO/25/2020. The approval period is 18th November 2020 – 18th November 2021.

This approval is subject to compliance with the following requirements

- I. Only approved documents including (informed consents, study instruments, MTA) will be used.
- II. All changes including (amendments, deviations, and violations) are submitted for review and approval by Kenya Methodist University Scientific Ethics and Review committee.
- III. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to KeMU SERC within 72 hours of notification.
- IV. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to KeMU SERC within 72 hours.

- V. Clearance for export of biological specimens must be obtained from relevant institutions.
- VI. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- VII. Submission of an executive summary report within 90 days upon completion of the study to KeMU SERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. A. MAMACHI
Chair, SERC

(Note: A circular stamp from Kenya Methodist University is partially visible behind the signature, containing the text 'KENYA METHODIST UNIVERSITY', 'P.O. BOX 20000, MERRI', and '61000'.)