

**INFLUENCE OF DELINQUENT BEHAVIOUR ON ACADEMIC
PERFORMANCE OF LEARNERS IN KABETE REHABILITATION
SCHOOL, NAIROBI CITY COUNTY, KENYA**

**BY
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KENYA**

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where texts, data (spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my loving parents for their nurturing and educational foundation ingrained in me. They were my source of inspiration and psychological support through constant prayers and encouragement. I dedicate it also to my wife Damaris, son Brian and daughter Joylyn for their moral and physical support during the study.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------------|---|
| KNBS | Kenya National Bureau of Statistics |
| KRS | Kabete Rehabilitation School |
| PTSD | Post-Traumatic Delinquent Behavior Disorder |
| SPSS | Statistical Package for Social Sciences |
| USA | United States of America |

ABSTRACT

The purpose of this study was to investigate the influence of delinquent behavior on the academic performance of learners in Kabete rehabilitation school, Nairobi County, Kenya. The objectives of the study were; to examine the influence of delinquent withdrawal, aggression, overreactions, and irritability behavior on the academic performance of learners in Kabete Rehabilitation School. The study was based on The Delinquent Behavior Theory and Theory of Educational Productivity. The study used a concurrent triangulation design in which the researcher implemented the quantitative and qualitative methods during the same time frame and with equal weight. The study targeted a total of 70 respondents comprised of one headteacher, 29 Teachers and Vocational Trainers and 40 learners at Kabete Rehabilitation School. purposive sampling was used to select all the 29 teachers and one headteacher while simple random sampling was used to select 10 learners in the rehabilitation school in Kabete translating to a total sample of 40 respondents. Questionnaires were used to collect data from teachers and vocational trainers, interview guides for the head teacher, and observation checklists for learners. Piloting of research instruments was conducted among three teachers and vocational trainers from Kiringiti Rehabilitation School in Kiambu County to establish validity and reliability. Data analysis began by identifying common themes from the respondents' descriptions of their experiences. Quantitative data were analyzed using Statistical Packages for Social Science (SPSS version 26.0). The quantitative findings of the study were then presented using tables and graphs. With the qualitative data, the researcher used thematic analysis. Then a record of all themes was prepared and arranged according to similarities and differences. The themes were afterward abbreviated as codes and the codes were written near the related text in a word document. The study established that the withdrawal, aggression, over-reaction, and irritability behaviors among learners in Kabete rehabilitation school were majorly expressed in isolation, violence, temper tantrums and lack of self-control respectively. Findings further revealed that violence, resentment, and suspicion among children negatively influenced the academic achievement of learners in Kabete Rehabilitation School, Nairobi County. The study concluded that most learners in Kabete rehabilitation school displayed delinquent behaviors both physically and emotionally in forms of social isolation, violence, mood swings, truancy, and high tempers. Withdrawal, Aggression, overreaction, and irritability behaviors significantly influenced the ling behaviors under such perspectives as participation in the classroom, class attendance, and completion of assignments and reading skills. This study recommended that schools or the government need to educate parents on children's aggressive behaviors and their influence on educational progress in school. The county government should ensure professional counselors are deployed in such schools to enhance attendance and curb dropouts.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter consists of the background to the study, statement of the research problem, the purpose of the study, objectives, research questions, rationale, significance, scope and delimitations, limitations assumptions of the study. It also provided a list of operational definitions of terms.

1.1 Background to the Study

Delinquent behavior is defined as not adhering to societal norms of law or morality. A person who has committed an offense that the community views as bad or criminal, especially a young person, is referred to as a delinquent (Lewis & Salem, 2017). Delinquency continues to threaten the peace and tranquility that families, schools, and communities worldwide can enjoy (Ugwuzor, 2019). Other issues arising from adolescents' involvement in delinquent behaviors include security and financial cost, in addition to society's progressive moral decline (Mayieka, 2019). According to a global analysis, some programs could promote effectiveness in rehabilitating juvenile delinquency (Underwood & Washington, 2016). Young offenders can build on the time they are required to spend away from their homes as they continue to enjoy their childhood journey at juvenile rehabilitation institutions like Crossroads in New York (Poggio, 2018).

Aggression is behavior that is intended to hurt another person (Gallego *et al.*, 2019). The most typical pattern of physical aggression development is a peak between 3 and 4 years,

followed by a steady drop (Tremblay, Vitaro, & Cote, 2018). Children and adolescents who are aggressive are also more likely to struggle in school, perform poorly academically, and drop out, which can lead to lack of employment options, weaker ability to adjust to working life, long-term unemployment, and social marginalization (Fairchild *et al.*, 2019). There is a poor understanding of the mechanisms underlying the detrimental correlation between violence and academic achievement.

According to the National Crime Victimization Survey (NCVS) study for 2011 to 2019, community members under 25 were responsible for 56% of all property crime arrests and 45% of all offenses (Lantz, Gladfelter & Ruback, 2019). According to Herdina's (2017) study on senior high school students in Surabaya, Indonesia, teenagers' peers were more likely to experience delinquent behavior. Agbowuro, Oriade, Taiwo, Mary, and Solomon (2016) undertook a study to examine juvenile delinquency in Government Secondary Schools. According to the survey, many pupils were involved in test malpractice, destruction of school property, shoplifting, hanging from nearby trees and shrubs, and smoking.

To better understand how juvenile delinquency affects teenagers' academic performance in Nigeria, Philomena (2014) conducted a study (Mayieka & Obuba. 2018). The results demonstrated that adolescents without delinquent behaviors outperformed those who exhibited such behaviors. Nwoye *et al.*, (2011) indicated that increases in family-level delinquent behaviors had been found to predict increases in externalizing and internalizing problems and academic problems. Greater family disruption and transitions can create environments lacking in stability and structure that are a likely source of

delinquent behavior for parents and learners and can adversely impact learners' academic development.

In Ghana and South Africa, similar findings are reproduced. For example, in Ghana, in addition to delinquent family behaviors linked to resource scarcity that are more articulated in poor areas, De Witt (2009) stipulated that disadvantaged metropolitan communities are frequently characterized by high rates of violence, aggression, depression, and overreaction to situations which have harmful effects on learners' adjustment and academic performance. De Witt (2009) further established links between neighborhood violence exposure and a host of childhood problems, including symptoms of PTSD, emotional delinquent behavior, poor academic functioning, internalizing and depression, and externalizing and aggression. In sum, specific types of delinquent behaviors in specific contexts have been found to predict several related adjustments and socio-emotional difficulties in learners.

Specifically, school delinquent behaviors of peer rejection, peer victimization, school problems, delinquent family behaviors relating to poverty and life transitions, and locality delinquent behaviors of violence exposure have all been shown to prognosticate simultaneous and future difficulties (Hanish & Guerra, 2002). Rather than specific delinquent behaviors projecting only specific adjustment problems, each type of delinquent behavior is related to various problems, including academic difficulties, depression, and aggression. Amongst most learners in rehabilitation schools in Kenya and Kabete in particular, these relations are typically magnified under pre-disposing neighborhood conditions (Mwangi, 2012).

However, few studies have examined the influence over time of different types of delinquent behaviors across multiple contexts and on multiple adjustment indicators for girls and boys growing up in disadvantaged city communities. In Kabete, studies focusing on relations between specific types of delinquent behaviors and learners' academic problems can illustrate the specific contribution of a particular behavior to one or more inauspicious outcomes as well as the types of delinquent behaviors contributing to a single unpleasant outcome (Mwangi, 2012). This methodology has allowed for the investigation of the relative contributions of different types of delinquent behavior risk while simultaneously comparing the relative salience of each type of delinquent behavior. However, this approach does not adequately consider that delinquent behaviors amongst learners in rehabilitation schools rarely occur in isolation but typically co-vary both within and across contexts. It does not indicate that beyond experiencing individual types of delinquent behaviors, learners in rehabilitation schools may be subjected to additional vulnerability when exposed to the cumulative effects of experiencing multiple delinquent behaviors that may be particularly controversial for their development. Against this background, this study sought to examine the influence of delinquent behavior on academic performance amongst learners in the Kabete rehabilitation school.

According to a study conducted in Kenya by Yosi (2015), secondary school students in the past showed respect for parents, elders, and teachers, and issues like drinking, stealing, skipping class, cheating on exams, and smoking were not common among youth because these behaviors were frowned upon by many Kenyans. However, despite government efforts to stop this trend, juvenile delinquency is rising, endangering the peace and tranquility that families, schools, and communities take for granted (Augustine,

2012). According to Kenya's National Plan of Action for Children (2015), 2015–2022, teenagers defying authority figures and moral norms have significantly increased over the previous 20 years. As a result, behavioral issues and poor academic performance in secondary schools reveal systemic issues with education that have not yet been resolved.

1.2 Statement of the Problem

Despite the government efforts on improving educational provision in rehabilitation schools in Kenya, to date, the efforts have not yielded impressive results due to dismal performance of learners with delinquent behaviors. The learners' academic performance in Kabete Rehabilitation School has been low and has raised concerns amongst stakeholders in special needs education. As denoted by the Kenya National Examinations Council (KNEC) results, the academic achievement of learners in grades 6-8 in rehabilitation centers has deteriorated in the last four years (KNEC, 2018-2021). For example, in the 2016 KCPE examinations, learners in KRS registered a mean grade of D-(minus) (Ministry of Education, 2017). Related studies have not clearly isolated the relationship between emotional and behaviour disorders and academic achievement as earlier highlighted. In addition, there is inadequate information on common delinquent behavior among children in rehabilitation schools and their influence on academic performance. Therefore, the current study sought to investigate the influence of delinquent behavior on learners' academic performance in Kabete rehabilitation school, Nairobi County, Kenya.

1.3 Purpose of the Study

This study aimed to investigate the influence of delinquent behavior on the academic performance of learners in Kabete rehabilitation school, Nairobi County, Kenya.

1.4 Objectives of the Study

The following objectives guided this study:

1. To examine the influence of withdrawal behavior on the academic performance of learners in Kabete rehabilitation school;
2. To establish the influence of aggression behavior on the academic performance of learners in Kabete rehabilitation school;
3. To determine the influence of overreaction behavior on the academic performance of learners in Kabete rehabilitation school;
4. To investigate the influence of irritability on learners' academic performance in Kabete rehabilitation school.
5. Identify the measures to control delinquent behavior among learners in Kabete rehabilitation school.

1.5 Research Questions

The study sought to answer the following research questions:

1. What is the influence of withdrawal behavior on learners' academic performance in Kabete rehabilitation school?
2. How does aggressive behavior influence learners' academic performance in Kabete rehabilitation school?

3. To what extent does overreaction behavior influence learners' academic performance in Kabete rehabilitation school?
4. What is the influence of irritability behavior on learners' academic performance in Kabete rehabilitation school?
5. What measures are being implemented to curb delinquent behavior among learners in the Kabete rehabilitation school?

1.6 Significance of the Study

Delinquent behavior-related dynamics have harmful impacts on learners' academic performance in rehabilitation schools. Learners in rehabilitation schools under delinquent behavior manifest withdrawal, aggression, overreactions, and irritability which have been established to impact on academic performance of learners in rehabilitation schools. However, little has been done to establish the relationship between delinquent behavior-related withdrawal, aggression, overreactions, and irritability on learners' academic outcomes.

Thus, the findings may be useful to the parents since they may help them manage young deviant behaviors among learners. The findings may also help them develop a psychosocial-based treatment for learners exposed to aggression and interpersonal violence. Parents and teachers may be able to understand the impact of delinquent behavior on learners' social and academic development. This may improve the parent-child relationship.

Health and social workers may be able to embrace restorative ways and methods to handle learners under delinquent behavior. Counselors may be in a position to understand that the change in learners' behavior does not necessarily mean that they are in-disciplined but may be a result of delinquent behavior reaction that needs social intervention. The study may also provide a foundation for further research in a similar field.

The work may also be particularly important to multidisciplinary theorists and researchers who hope to give experimental support to the continuing debate about adolescent delinquent behavior and academic achievement. This could serve as a foundation for understanding difficult areas of adolescent growth and holistic development, hence igniting intellectual discussion for knowledge generation.

1.7 Delimitations of the Study

The study was conducted in the Kabete rehabilitation school only with a specific focus on delinquent behavior-related withdrawal, aggression, overreactions, and irritability as the aspects of delinquent behavior which impact on academic performance of learners in rehabilitation schools.

The study was conducted in Nairobi County, Kenya, at the Kabete Rehabilitation School. The study specifically examined how students' adolescent delinquent behaviors affected their academic achievement. The study included teachers and vocational trainers who were to provide relevant information on students' academic performance because it was the nature of the investigation. The study also acknowledges that several variables can

influence how well secondary school students perform academically; nevertheless, the current study focused on the impact of juvenile delinquent behavior on students' academic performance.

1.8 Limitations of the Study

The researcher encountered the following limitations during the study:

- i. The findings of this study may not be generalized to other learners in rehabilitation schools since delinquent behavior-related dynamics impacting academic performance may be different from those under consideration. To address this, the researcher recommended relative studies in a different setting in terms of locality for a comprehensive comparison.
- ii. Only one rehabilitation school in Nairobi City County was used in the current study, which did not utilize all of the county's rehabilitation schools. This put an end to a problem with applying the findings to everyone in all rehabilitation schools in Kenya and around the world.
- iii. The study also looked at the effects of students' juvenile delinquent behaviors on academic attainment. However, other factors not examined in the study, such as teacher factors, school policies, teacher qualifications, and teacher attitudes, may also impact students' academic progress. These elements could have an impact on the dependent variables.
- iv. Some respondents were not willing to give honest response because of guilt and suspicion among the rehabilitees. However, this was addressed by explaining to the respondents the purpose of the study and that the study was carried out for only academic purpose.

1.9 Assumptions of the Study

This study made the following assumptions:

1. That the respondent provided an honest response
2. The sample used was a good representative of rehabilitation school learners and teachers in Kabete rehabilitation school, Nairobi County, Kenya.
3. That the learners' academic performance in terms of scores available in the school examination department was a true reflection of the actual students' academic performance.

1.10 Theoretical Framework

The current study was guided by Walberg's theory of educational productivity (sometimes known as achievement theory). This theory posits that learners' psychological traits and immediate learning environments influence educational outcomes. Walberg (2002) proposed nine main aspects which impact learners' educational outcomes. These include; learners' ability or prior achievement, motivation, age or developmental level, the quantity of instruction, quality of instruction, classroom climate, parental involvement, home environment, peer group, and exposure to mass media outside of school.

Walberg (2002) shows that characteristics of classroom learning environments demonstrate incremental validity in predicting learner achievement. In this study, to increase educational productivity and efficiency, educational process goals, as well as achievement goals, must be considered. Thus, the relevance of this theory is that educational process goals are interpreted to include learner perceptions of the social

environment, creativity, self-concept, participation in extra-curricular activities, and interest in the subject matter. In other words, ignoring these perceptions and experiences in favor of traditional goals measured by test scores would decrease motivation and ultimately lower the educational achievement of the said learners.

The usefulness of the theory of educational productivity is that it combines with the notion of delinquent conduct to establish a connection between delinquency and academic success (Pears, Kim, & Fisher, 2012). Even while the causal relationship between education and juvenile criminality is inherently complicated, for instance, early acts of aggression may cause issues in the classroom. These issues can lead a youngster to receive negative feedback from instructors or classmates. A student's interest in and dedication to learning are undermined by academic failure.

When a student eventually rejects academic success and pro-social behavior as valid aims and ideals, delinquent peer relationships may also result from their academic failure (Wentzel & Muenks, 2016). Additionally, not all delinquent behavior has the same impact on a student's academic achievement. Whether and how much delinquent behavior affects academic achievement may depend on how serious it is. It seems that among major violent offenders, poor academic achievement is a bigger problem (Loeber, Burke & Pardini, 2009).

1.11 The Conceptual Framework

In this study, the conceptual framework was based on delinquent behavior manifested through withdrawal, aggression, overreactions, and irritability, which constituted the

independent variables. In contrast, the academic performance of learners in Kabete rehabilitation school was the dependent variable. The intervening variable for this study included qualified teachers and stakeholders' involvement, as shown in Figure 1 below;

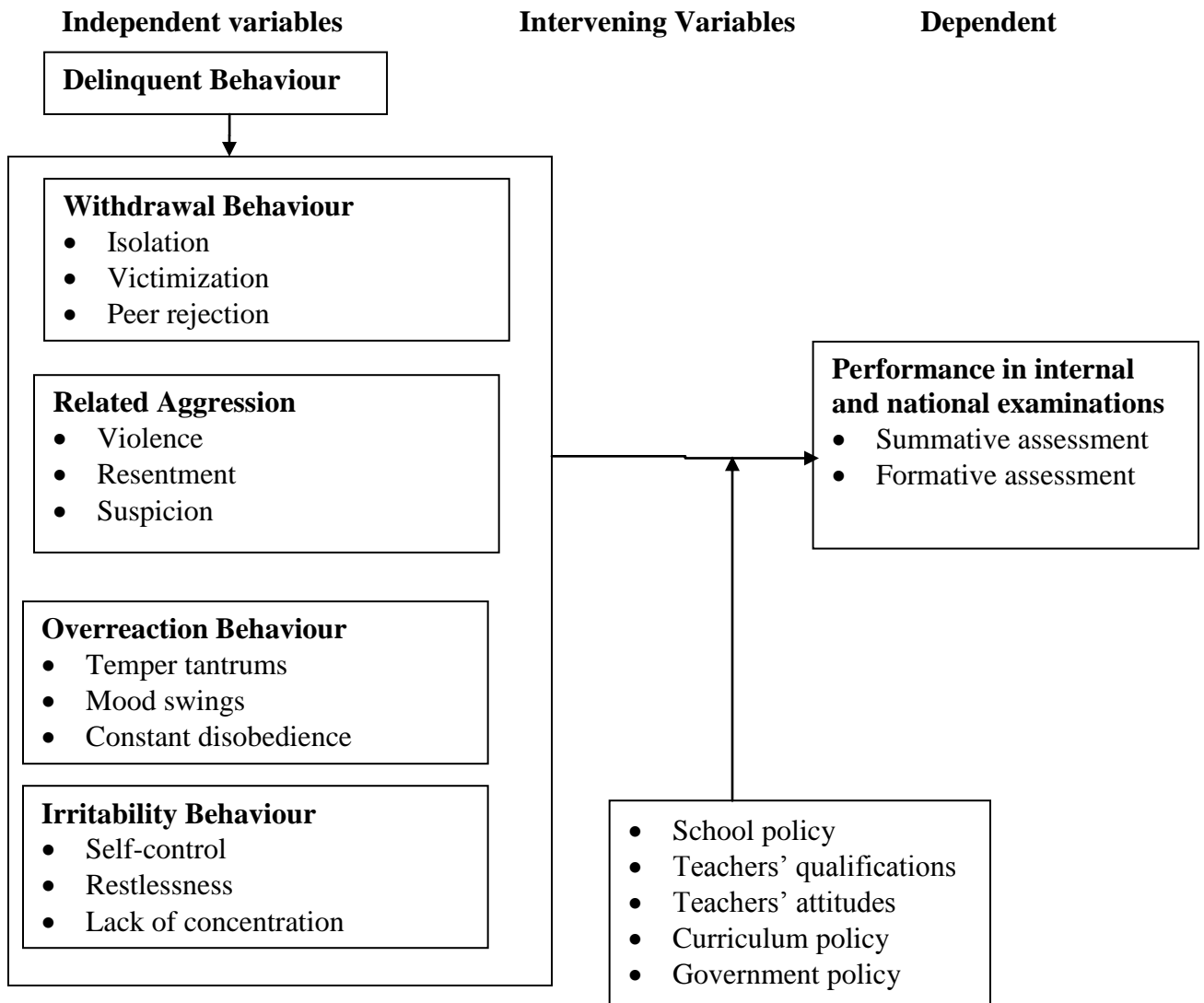


Figure 1.1: The Conceptual Framework of the Present Study

Source: Researcher (2022)

According to the conceptual framework depicted in Figure 1.1, it is anticipated that juvenile delinquent behaviors, such as aggression, overreaction, withdrawal, and

irritability, impact children's academic performance. School policy, instructor credentials, and teacher attitudes are all intervening factors. The intervening variables were minimized to reduce their impact on the current study. This was accomplished during the present study's design, data collection, and analysis phases.

1.12 Operational Definitions of Terms

In this study, terms were operationally defined as follows;

Academic performance: This study refers to the grade attained by learners in rehabilitation schools after undertaking a test or examination. It includes grades obtained in internal, joint, and national exams.

Aggression: According to this study, it is the ability of learners in rehabilitation schools under delinquent behavior to develop violent behavior. These behavior patterns include; violence, resentment, and suspicion.

Delinquent behavior: Based on the context of the present study, it refers to conduct that does not conform to the legal or moral standards of society

Deviant behavior: This study refers to behaviors exhibited when learners behave against the normal rules and regulations.

Irritability: As per this study, a rehabilitation school child acquires a state of restlessness due to delinquent behavior, with learners manifesting symptoms such as lack of self-control, restlessness, and lack of concentration.

Overreactions: Refers to the situation whereby learners in a rehabilitation school have too much response to different issues with

behavior patterns such as temper tantrums, mood swings, and constant disobedience as per this study.

Withdrawal:

According to this study, it is the state of the inability of a rehabilitation school child to associate and relate with their peers or adults. These symptoms include; isolation, victimization, and peer rejection, amongst others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents the literature review of the previous studies concerning the researcher's area of study. It is subdivided into different sub-sections of academic performance, the concept of delinquent behavior, delinquent behavior-related withdrawal, aggression, overreactions, and irritability concerning learners' academic performance in rehabilitation schools. The researcher provides divergent views critical to different authors who raised various versions related to the investigated issues. It also provides theoretical and conceptual frameworks and a summary of the literature reviewed, citing the gaps identified.

2.1 Withdrawal Behavior and Academic Performance of Learners in Rehabilitation Schools

In social milieus, shy-withdrawn learners rarely initiate contact with peers, take longer than typical learners to initiate conversation, and speak less frequently than their non-withdrawn counterparts (Coplan *et al.*, 2008). This description not only describes the social initiations and interactions of socially withdrawn learners, it partially defines the construct of withdrawal. Gaylord *et al.* (2003) posited that when socially withdrawn learners interact with peers, they appear less socially competent than typical learners. For example, in an observational study conducted in Germany, Stewart and Rubin (2005) found that socially withdrawn learners pursued lower-cost social goals and fewer high-cost social goals and that their attempts to meet their social goals were less likely to succeed than those of their non-withdrawn age-mates.

In recent years, researchers have also begun to explore the underlying meanings and consequences of different subtypes of observed socially withdrawn and solitary behaviors. As noted above, reticent behavior is considered a behavioral expression of a social approach-avoidance conflict and includes the prolonged watching of other learners without accompanying play and being unoccupied (Coplan *et al.*, 2008). Henderson *et al.* (2004) speculated that for some shy learners, solitary-passive behavior might serve as a strategy for coping with feelings of social unease. Having learned early that the expression of socially reticent behavior elicits peer rejection and victimization, some socially anxious learners may mask their social qualms by expressing quite constructive and exploratory activity among peers.

Furthermore, results from several recent studies have suggested that solitary-passive behavior in rehabilitation schools may, like reticence, be a liability, especially for boys (Coplan *et al.*, 2001, Nelson *et al.*, 2005). A study by Gorman-Smith and Tolan (2008) in Austria revealed that when socially withdrawn learners attempt to meet their social goals in the company of their peers, they are more likely to directly experience peer neglect and rejection than their more sociable peers age-mates. Such learners register paltry grades in mathematics, sciences, and social studies. Relatedly, it is also well known that socially withdrawn learners are actively disliked by their peers (Oh *et al.*, 2008). Social withdrawal is one of the strongest correlates and consequences of peer rejection during middle childhood and adolescence. It is argued that peers reject socially withdrawn learners because their demeanor runs contrary to age-specific norms and expectations for social interaction and relationships- and group involvement.

Researchers have argued that atypical behavior becomes more salient to the peer group with increased age; this may explain why the association between social withdrawal and peer rejection steadily increases (Ladd, 2006). Approximately 10% of the school population experiences victimization by peers (Olweus, 2004). Victimized learners experience consistent physical and verbal abuse from their peers and classmates. Given the reserved and quiescent demeanor of many socially withdrawn learners and that they often attempt to avoid social company, to begin with, one might expect they would be protected from a bullying experience.

Significant associations have also been revealed between social anxiety and victimization during later adolescence (Grills & Ollendick, 2002). In most countries in Sub-Saharan Africa, aggressive learners may "invite" or encourage peer victimization through peer provocation like upsetting other learners and initiating fights (Bell & Wolfe, 2004). In contrast, in a study conducted in Morocco, Shaw & Emery (2008) posited that socially withdrawn learners' shy, timid nature may elicit the social perception of being easy targets. They may evoke victimization precisely because they present themselves as physically and emotionally weak and unlikely to retaliate (Little & Garber, 2005). This view is consistent with Olweus's (2004) characterization of socially withdrawn boys as "whipping boys" and with Perry *et al.* (2008) research on "passive victims." Because social withdrawal and avoidance are strategies often used to cope with peer victimization (Eisenberg *et al.*, 2008, Gazelle & Rudolph (2004), a transactional cycle may exist whereby the initially withdrawn child is victimized, which in turn increases their withdrawal from the social company and subsequent victimization and poor academic performance.

In South Africa, De Witt (2009) indicated that, although socially withdrawn learners may have difficulties forming large numbers of friendships, it is nevertheless the case that withdrawn learners and young adolescents are as likely as their typical age-mates to have at least one mutual and stable best friend. For example, De Witt (2009) found that approximately 65% of socially withdrawn 10-year-olds had a mutual best friend. Approximately 70% of these best friendships were maintained across the academic year; this friendship-involvement and -stability percentages were nearly identical to those of non-withdrawn 10-year-olds. Thus, despite their difficulties in the larger peer group, withdrawn learners do appear able to form and maintain close dyadic relationships within the school milieu.

In Kenya, it is nevertheless the case that socially withdrawn learners do differ from their peers on other dimensions of friendship (Okoth, 2011). Moreover, the best friends of extremely withdrawn learners and young adolescents are more likely to be socially withdrawn and victimized than are the mutual best friends of non-withdrawn learners (Rubin et al., 2006d). Thus, many socially withdrawn learners and young adolescents appear to be involved in friendships with other learners experiencing similar psychosocial difficulties. Amongst learners in rehabilitation schools in Kenya, the friendships of socially withdrawn learners and young adolescents also tend to be relatively poor in relationship quality which in the long-run impact their academic performance. Mwangi (2012) reported that eight- and nine-year-old friendship dyads comprising one or two socially withdrawn learners were rated by observers as relatively restricted in their verbal communication. Mwangi (2012) found that withdrawn young adolescents rated their best friendships as lacking in helpfulness, guidance, and intimate disclosure; the best friends

of these withdrawn young adolescents rated their friendships as involving less fun, help, and guidance than did the best friends of non-withdrawn young adolescents.

Friendlessness, friendship instability, exclusion, and peer victimization were significant predictors of the trajectory of increased social withdrawal over the four years (Okoth, 2011). Decreases in social withdrawal were evident for those young adolescents who experienced decreases in rejection and victimization as they transitioned from elementary to rehabilitation schools. In many ways, this finding is consistent with those of Wilson (2011). He reported that when anxious-solitary young learners experienced less peer exclusion, they displayed an increase in internal, joint, and national exams. These findings suggest that withdrawn learners and young adolescents experience increased motivation to engage others in social interaction when the social landscape becomes "kinder" and "gentler."

In Kabete, given that socially withdrawn learners and young adolescents often experience peer rejection and victimization, it is not surprising that they feel and think poorly of themselves (Wilson, 2011). Moreover, as noted above, the social initiations of socially withdrawn learners often result in peer non-compliance even though these initiations and requests are less likely than those of non-withdrawn learners to carry out an action involving effort and mobility (Wilson, 2011). However, reviewed empirical studies did not indicate how such failure to obtain peer compliance and collegiality with peers predicts their academic performance in internal, joint, and national exams; this study sought to fill a research gap.

2.2 Aggression Behavior and Academic Performance of Learners in Rehabilitation Schools

Aggression is portrayed as antisocial behavior, whereas Efrati-Virtzer and Margalit (2009) identify aggression as a disrupting behavior. The concept of aggression has gained international credit due to its increasing importance (Abasiubong, Abiola & Udofia, 2011), and it is widely recognized in the education field since the existing literature discusses its wide use during middle childhood and adolescence (Kikas, Peets, Tropp & Hinn, 2009). Buss (2005) states that aggression can lead to violence and criminal activities, in which extreme cases could be closely associated with psychopathy (Coyne & Thomas, 2008). The specific feature of aggression is that it is related to reflecting pain or harm (Coie & Dodge, 2007). According to prior studies, aggressive behaviors are triggered by the size of the learners' social network, relations with peers, and efficiency in social skills (Buss, 2005).

On the other hand, these are not the only reasons for individuals to be aggressive, as stated by Lopez, Olaizola, Ferrer, and Ochoa (2006). By all these influences, aggression can take forms like physical, verbal, suspicion, and resentment (Garcia-Leon et al., 2002). The sub-dimensions of learners' aggression boil down to four categories. These are verbal aggression, anger with resentment, physical aggression, and suspicion. Verbal aggression is "hurting or harming others verbally, representing the instrumental or motor component of the behavior" (Buss & Perry, 2002). Anger with resentment involves "physiological arousal and preparation for aggression, represents the emotional or affective component of behavior (Buss & Perry, 2002). Suspicion consists of feelings of ill will and injustice, representing the cognitive component of behavior (Buss & Perry, 2002). Angry and

aggressive behaviors are expected among young learners, and the occurrence of such behaviors provides important opportunities for socialization and the development of self-control. Temper tantrums, for example, are common in school-age rehabilitation learners, occurring two to three times per week in typically developing 18-month-old learners (Ounsted & Simons, 2000). However, severe and frequent tantrums that persist into the rehabilitation school and school-age years are cause for concern as it impacts learners' performance in internal, joint, and national exams.

In addition to developmental appropriateness, practitioners should consider the social context when attempting to understand or evaluate anger and aggressive behavior. That is, displays of anger or aggression may be common and accepted in certain situations but not others (Buss & Perry, 2002). For example, aggressive acts during roughhousing among friends are likely well-tolerated, whereas similar behaviors may provoke a physical fight outside of a positive social relationship. Although some problems with anger and aggression are expected amongst learners, the distinction between typical and atypical behaviors is a matter of degree.

Increases in the severity and frequency of aggressive behavior leads to disruptions in the child's academic functioning and, in extreme cases, may cause harm to others. Aggression serious enough to meet the criteria for Conduct Disorder is estimated to occur in 6% to 16% of males under age 18 and 2% to 9% of females in that age range (American Psychiatric Association, 2004). A diagnosis of Conduct Disorder is often one part of a developmental trajectory that starts with aggression during rehabilitation schools and continues into adolescence and adulthood in the form of antisocial behavior

(Schaeffer, Petras, Ialongo, Poduska, & Kellam, 2003). Early aggression has been related to various social problems in adolescence and adulthood, including substance abuse, unconventionality, and low academic achievement (Brook & Newcomb, 2005). Learners who demonstrate problems with anger and aggression are at increased risk for several negative academic outcomes in internal, joint, and creativity. Aggression is related to mental health problems in learners, including externalizing disorders such as Oppositional Defiant Disorder and Conduct Disorder, as well as internalizing problems with depression and anxiety (American Psychiatric Association, 2004). Aggressive behavior compromises learners' social relationships, causing learners to be rejected by their peers at a high rate.

Problems with anger and aggression are also likely to disrupt learners' educational experiences. Aggressive learners demonstrate higher levels of academic problems, are more likely to be retained, and are also more likely to prematurely drop out of school (Risi, Gerhardstein, & Kistner, 2003). Given what is known about behavior, aggression appears to substantially affect a child's learning outcomes and cognitions even at a young age (Martin, 2012). Tacher and Readdick (2006) studied a group of learners in the second grade for a relationship between aggressive tendencies and creative thought patterns. Their research yielded interesting results: as aggressive behaviors increased, levels of creativity increased; the data goes against the negative connotation of aggression commonly accepted in society.

Helibron and Prinstein (2008) suggested that this aggressive behavior emanates out of necessity amongst learners and that individual learners receive emotional and social

rewards and intellectual superiority over their peers from this behavior. Another study in the Netherlands examined the connections between aggression and verbal reasoning among young adults (Kikas, Peets, Tropp, & Hinn, 2009). Their research showed a negative correlation between cognitive functioning and aggressive tendencies. Their findings indicated that when cognitive function concerning verbal reasoning increased, aggressive behavior decreased; these discrepancies in differing results underline the importance of continued research on aggression. Other research has observed the passive effects of aggression due to delinquent behavior on learners in rehabilitation schools emotional state (Al-Ali, Singh, & Smekal, 2011). In other words, interconnectivity among human emotions expresses why delinquent behavior could bring about this type of behavior; the goal could be to seek out a delinquent behavior and then suppress it.

Current research indicates that while delinquent behavior levels increase, so do levels of aggression, especially in young adults who attempt to balance social status and academic prowess (Al-Ali, Singh & Smekal, 2011). Warren, Richardson, and McQuillin (2011) offered insight into the social scenarios in which a learner may be more inclined to use aggressive behavior. The teacher-learner relationship was defined as a possible causal factor; a young adult's academic performance may be swayed positively or negatively depending on the situation. They indicated that the supposed destructive impact of aggression might not be as pronounced if an individual directs their aggression into a constructive outlet. Huesmann, Dubow, and Boxer (2009) offered a very interesting longitudinal study in Australia. Their research observed previously collected data from a 40-year-long research project following a group of third-grade learners aged 5 to 8.

The consequences of their aggressive behaviors were monitored, as well as the motivations behind them. The data concluded that a child's aggressive disposition tends to remain constant throughout an individual's lifetime. The research shows that aggressive children may need to adapt their behavior and direct their goals toward a positive outcome to lower delinquent behavior levels and receive certain social rewards (Al-Ali, Singh & Smekal, 2011). In Ethiopia, Taylor, Seaton, and Rodriguez (2002) posited that when learners are projected to delinquent behavior, traumatic events can have multiple psychological and social effects. They may develop past traumatic delinquent behavior disorder and suffer disrupted sleep, anxiety, withdrawal, and aggression. Consistent with these assertions, Self-Brown, LeBlanc, and Kelley (2004) emphasized that reaction to delinquent behavior varies with the child's stage of development, ability to cope, the length of time the delinquent behavior continues, the intensity of the delinquent behavior, and the degree of support from family, friends, and community. The two most frequent indicators that learners have delinquent behavior are changes in behaviors and aggressiveness.

In Kenya, behaviors seen include; increased aggression, thumb sucking, regression in toileting, outburst, and uncontrolled crying, which, in turn, affect their academic performance (Mwangi, 2012). In a study conducted in Kakamega, Wafula (2010) posited that, typically, elementary-age learners can whine; that is, they keep complaining in an annoying and crying voice when things do not go their way, finally turn to be aggressive adults. Wafula (2010) observed that learners in rehabilitation schools might regress to toddler behaviors, feel angry and not understand their feelings, fear being alone or

without their parents, withdraw, bite or be sensitive to sudden or loud noises. Feeling of sadness or anger may build inside them.

Considering Kabete, the scenario is similar, with most learners in rehabilitation schools being highly tempered, very aggressive, have nightmares, and become prone to accidents. However, reviewed research studies have not exhaustively indicated how aggressive behavior affects learners' performance in internal, joint, and national exams. Most reviewed studies have not filled the void of empirical paucity about the relationship between aggression and learners' academic performance in rehabilitation schools' educational settings.

2.3 Overreaction Behavior and Academic Performance of Learners in Rehabilitation Schools

Over-reaction to minor problems indicates a child is under too much delinquent behavior. The child may exhibit a sudden behavior change and may withdraw from family and friends. In New Zealand, Appleyard, Egeland, vanDulmin, and Sroufe (2005) assert that when the child cannot handle the delinquent behavior they feel, they release negative energy through hyperactive behaviors. Having temper tantrums, running away, or constantly being disobedient are ways to alert adults that there is a problem (Pendley, 2011). Many learners overreact to minor disturbances. Learners usually have a higher reaction toward delinquent behaviors. According to Pendley (2011), when learners have delinquent behavior, they feel overwhelmed and alone in their feelings. The pupil may show excessive fear toward the delinquent behavioral event, cry uncontrollably when

experiencing situations similar to the delinquent behavior, manifest sleep-related disorders, aggression that is not realistic, and feelings of delinquent behavior.

While delinquent behavior may be unavoidable even in childhood, a child with delinquent behavior may respond to the delinquent behavior and traumatic events and show signs such as easily angered and overreaction to minor problems (Fazel, 2002). Fazel (2002) posits that warning signs that a child has delinquent behavior include; mood swings, trouble sleeping, nightmares, bedwetting, trouble doing school work, stomach aches, headaches, and preferring to spend time alone. The child may also overreact to minor problems, starting new habits like thumb-sucking and eating and sleeping disorders.

Pendley (2011) records that parents and caregivers must first observe learners' behavior. Learners who isolate themselves from others may feel delinquent behavior. A child who is easily agitated and overreacts to problems, irritable, lethargic, lazy, or aggressive may also suffer from delinquent behavior. It is also important to watch the child for changes in habits or behaviors. For example, in a longitudinal study conducted in Germany, Ruffin (2009) posited that a friendly, quiet child who suddenly has been fighting, arguing with his friends, over agitated, overreacting to minor problems, abusive, and easily angered may be suffering from delinquent behavior. Ruffin (2009) states that the first step in decreasing a child's delinquent behavior is to be knowledgeable and aware of the symptoms of delinquent behavior. These symptoms or warning signs include; bed wetting, upset stomach, irritability, overreaction to minor problems, nightmares, lying, and withdrawal.

Suppose the child with symptoms like bedwetting, upset stomach, irritability, overreaction to minor problems, nightmares, lying, and withdrawal feels that it is impossible to handle the delinquent behavior. In that case, they can be angry or aggressive, and if they become too overwhelming for the child, they can experience anxiety (Retz et al., 2021). If the body remains in a state of anxiety, physical, social, and emotional damage and deterioration can occur. For many learners repeatedly exposed to adverse childhood experiences, such as violence at home or in the community, or having a parent with mental illness or substance dependence, "their fight or flight" system is activated so often that it stays on. These high emergency hormones can change the structure and functioning of learners' developing brains and academic outcomes (Jones & Pierce, 2021).

A study by Experts (2013) asserted that without support and protection from adults, learners who experience toxic delinquent behavior are at higher risk for health, social and academic challenges problems. Toxic delinquent behavior also may make it difficult to sit still in school or to control emotions in challenging situations. The child may become aggressive, overreact to minor problems, be easily agitated, have mood swings, and be easily angered. In other words, toxic delinquent behavior may lead to learning difficulties for learners. By developing the ability to read a pupil's cues and being emotionally available daily, parents can provide a buffer that reduces the harmful psychological effects of high delinquent behavior. The harmful effect of delinquent behavior on learners is demonstrated through their behaviors. A pupil under high delinquent behavior may begin to have frequent outbursts of rage, even minor issues; she may explode into tantrums, throwing chairs, screaming, and crying. The tantrums may also trigger her

feelings of helplessness and fear, and she may often react angrily (Experts, 2013). According to the American Academy of Pediatrics (2014), learners' young bodies and minds, still adjusting to the business of achieving homeostasis, can become dangerously and permanently misaligned by toxic delinquent behavior.

Researchers have linked toxic delinquent behavior in childhood to an increased risk of depression, addiction, teen pregnancy, liver disease, and heart problems, among other ailments (Gomis & Villanueva, 2020; Walker & Holtfreter, 2021). In Kenya and Kabete constituency, in particular, learners growing up under toxic delinquent behavior often exhibit maladjustment behaviors such as increased aggression, acting out in social situations, imitating abusive/ traumatic events, and being verbally abusive (Mwangi, 2012). Some demand attention through both positive and negative behaviors and are easily irritated. They sometimes overreact to minor problems and act with temper tantrums. According to Humbler (2006), learners and teens can have extreme reactions to trauma and delinquent behavior. Their symptoms may not be the same as adults.

In very young learners, these symptoms can include; bed wetting when they had learned how to use the toilet before, forgetting how or being unable to talk. They act out the scary event during playtime and become unusually clingy with a parent or other adults. However, the studies did not indicate specific problems to which learners in rehabilitation schools overreact are likely to impact their academic performance.

2.4 Irritability Behavior and Academic Performance of Learners in Rehabilitation Schools

Learners, who are bipolar in the manic stage, very frequently become aggressive. According to American Psychological Association (2012), they lose self-control and become impulsive. On the other hand, they become psychologically affected and exhibit antisocial behaviors such as withdrawal, abuse, and may neglect themselves. On the other end of the spectrum, when they become depressed, they can become irritable. Sometimes irritability causes learners to lash out and easily move. American Psychological Association (2012) states that delinquent behavior can worsen existing problems. When delinquent behavior interferes with the ability to live a normal life for an extended period, it becomes ever more dangerous.

The longer the delinquent behavior lasts, the worse it is for both the mind and body of the affected learners. The child may feel fatigued, unable to concentrate, or irritable for no good reason. Ruffin (2009) records that the first step in decreasing a child's delinquent behavior is to be knowledgeable and aware of the symptoms of delinquent behavior. These symptoms are the warning signs that the child is suffering delinquent behavior. These signs include; lying, stomach upset, irritability, change in activity level, poor sleep or eating habits, teeth grinding, or decline in school achievement.

Adults should be alert when a child simultaneously shows a cluster of these signs and symptoms (Kapetanovic et al., 2017). If there is no apparent cause to explain why these learners show these warning signs, the caregiver should know that the child is under intensive delinquent behavior (Liu et al., 2020). According to NNCC (2006), typically,

learners in rehabilitation schools lack self-control, have no sense of time, act independently, are curious, may wet the bed, have changes in eating habits, have difficulty with sleep or speech, and cannot tell how they are feeling. To communicate their feelings, learners portray unconscious behavioral changes that warn the adults about what they are undergoing. Learners under delinquent behavior, each react differently. Some behaviors may include bedwetting, anxiety, uncontrollable crying and regression, irritability, trembling with fright, and eating and sleep disorders. Delinquent behavioral situations create different educational or academic challenges for young learners. They are learning to differentiate and manage difficult emotions in a social context. The intensity and speeding of traumatic delinquent behavior take them to the extreme. Learners under delinquent behavioral situations can clamp down on their emotional, social and academic life. They may become much rude and defiant to the authority. Shame and guilt can lead them to be secretive about their feelings.

Ruffin (2009) asserts that delinquent behavioral experiences and traumatic events make learners feel helpless and passive. They can cry for help or desperately wish for someone to intervene. They can feel deeply threatened and insecure and respond by exhibiting behavioral reactions. Learners can witness traumatic delinquent behavioral situations such as violence within the family or be left helpless after the caretaker is injured in a serious accident. They may become really upset, fearful, and cry uncontrollably. They become delinquent and react through aggression for self-protection, easily irritated, and nightmare experiences. According to Tartakousky (2012), learners under the age of 12 years are thought to have behavioral disorders when under delinquent behavior. Some of the typical behaviors of learners suffering from delinquent behavior include; easily

angered, annoyed or irritated, frequent temper tantrums arguing with adults, refusing to obey rules, seeming to deliberately try to annoy or aggravate others, low self-esteem, low frustration threshold, and seeks to blame others for any misfortunes or misdeeds.

Tennant (2003) emphasizes that, like adults, learners also get delinquent behavior out. They possess delinquent behavior in school, bullies, and fights with friends. They worry when their parents argue. When under delinquent behavior they experience loneliness and have fears about many things, and they may feel upset and easily annoyed. Some major signs and symptoms of learners under delinquent behavior are temper tantrums, easily irritated, and anger. They also cry uncontrollably without realistic cause, feel frightened, and fear separation from caregivers, affecting their cognitive and academic growth and development.

Some signs of delinquent behavior in a pupil's life include sucking on hair ends, constant thumb sucking instead of only when the child is tired, avoidance of eye contact frequently, and scared eyes. Learners' delinquent behavior can show irritability, temper tantrums, and easily angered. They also have mean behaviors with peers and the inability to sit still and enjoy a story or concentrate on an interesting toy. A pupil may be unable to make friends and play cooperatively with friends (Tartakousky, 2012). According to Ruffin (2009), adults need to be alert when a child is showing signs and symptoms of delinquent behavior or when no apparent cause can explain their behavior change.

To better understand how juvenile delinquency affects junior secondary school students' academic performance, Philomena (2014) conducted a study in Nigeria. The sample

comprised 80 pupils. The results showed that not delinquent teenagers did better than delinquent students. The older juveniles had a higher rate of delinquency than the younger ones. After receiving instruction, delinquent students' academic performance improved. As a result, this study addressed the fact that there is a lack of knowledge on the connection between criminality and academic success. Toxic delinquent behavior amongst learners result in depression, leading them to experience unrealistic behavior changes. They may respond to delinquent behavior through irritability, crying, feeling of self-hate, and guilty or low self-esteem.

According to Robinson *et al.*, (2014), toxic delinquent behavior toward young learners is severe and prolonged without the protection of supportive relationships. Sources of toxic delinquent behavior to learners include physical or emotional abuse, chronic neglect, severe maternal depression, parental drug addiction, or family violence. Toxic delinquent behavior disrupts brain architecture and leads to lifelong learning, behavior, and mental and social-emotional health problems.

In Kenya and Kabete, learners under severe delinquent behavior are anxious, fearful, and avoidant. They show irritability and sadness and are easily annoyed (Mwangi, 2012). In the face of delinquent behavior, our bodies shift gears. Delinquent behavior hormones flood our bloodstream, initiating a red alert status commonly called fight or flight. Learners' hearts pound, their digestive and immune systems hibernate, and homeostasis takes a back seat to survival (Mwangi, 2012). This points to the fact that toxic delinquent behavior increases the risks of liver diseases to learners, depression, anxiety, irritability, aggressiveness, a feeling of guilty and low self-esteem. Given how little is known about

depression and academic achievement, our project is particularly interested in how depression plays a part. Undoubtedly, clinical depression is frequently accompanied by troubles focusing and intrusive ruminative thoughts, likely to deplete one's cognitive resources (Radell *et al.*, 2020). Despite these assertions, Mwangi (2012) has not exhaustively indicated which level of irritability would impact learners' performance in internal, joint, and national exams.

2.5 Measures being put in Place to curb Delinquent Behavior among Learners

Strategies used in schools or under the supervision of school staff to lessen or stop problem conduct are called school-based delinquency prevention (Welsh & Harding, 2015). One meta-analysis combined outcomes from 165 experimental or quasi-experimental studies of preventative treatments implemented in schools (Franji, 2020). Alcohol and drug abuse, dropout and non-attendance, delinquency, and other behaviour issues were outcomes of interest. Including 11 therapy components or activities led to the division of strategies into ecologically and personally focused categories. Interventions with an environmental focus may change how the school is organized, boost safety inside the building, enhance teacher classroom management, or modify how administrators deal with discipline. Psychosocial programs that use individual counseling, behavior modification, skills-based learning, and similar techniques make up the majority of individually focused solutions.

The role of parents and guardians cannot be overemphasized when there is a need to restore delinquent behavior among learners in the rehabilitation centers and after rehabilitation. The rehabilitation programs offered in the rehabilitation schools include

academics, vocational training, counseling, life-skills training, family involvement through visiting, and home leaves given to the juvenile delinquents when necessary (Odera, 2011). In the modern family setup, the parents have been involved in their jobs and in providing the basic needs and quality of life rather than being present in the children's daily lives. Children have mostly been left in the hands of the house helps and teachers who have taken over the role of parenting. With the advancement of technology, the internet and social media platform provides a new way of socializing for children. In that case, the pressure of making a living and decent living could be the cause of unintended neglect in children. Children need role models and present parents who can monitor them in every aspect of their life and provide guidance, especially in this delicate stage of adolescence.

A study by Kathungu (2010) found that most of the service providers at the rehabilitation institutions had basic education mainly comprised of form four and certificate education and that most of the qualifications were not relevant in juvenile rehabilitation. The lack of qualified staff in the rehabilitation schools may result in poor implementation of the rehabilitation programs in these institutions leading to high numbers of cases of recidivism. Lack of the right qualifications for the staff could misdiagnose issues affecting juvenile delinquents, which could result in wrong treatment (Savatia & Ruth, 2020).

Regarding the release and follow-ups after rehabilitation, aftercare services succeeding rehabilitation and reintegration of the juvenile delinquents into the community is critical in addressing the issue of relapse. If a responsible person fully supervises a delinquent

after release from a rehabilitation school, then the chances of recidivism are very negligible. Wakanyua (2005), in his findings, postulated that rehabilitation ought to include the provision of funds and follow-up services in post-institutional lives, which he clearly stated are factious in the rehabilitation schools. Tracking and monitoring are key in addressing juvenile delinquents' issues after reintegration. Unless these strategies are hierarchized in the environment where the children at risk grow and develop, controlling delinquent behaviors will be a nightmare and a big burden to society.

2.6 Summary of Literature Review and Research Gaps

From the literature review, it is clear that childhood trauma causes toxic delinquent behavior in learners. Reviewed empirical studies did not indicate how such failure to obtain peer compliance and collegiality with peers predicts their academic performance in internal, joint, and national exams; this study sought to fill a research gap. Most studies in the literature review showed contradicting results concerning the effects of delinquent children with such symptoms as aggressive behaviors on academic performance. Most reviewed studies have not filled the void of empirical paucity about the relationship between aggression and learners' academic performance in rehabilitation schools' educational settings.

Also, the studies did not indicate specific problems to which learners in rehabilitation schools overreact are likely to impact their academic performance. On delinquent behavior-related irritability, studies have not exhaustively indicated which level of irritability would impact learners' performance in internal, joint, and national exams. Most studies reviewed in the literature have been carried out among college and primary

school students rather than secondary school students, according to research done in Kenya, Africa, and other parts of the world. In contrast to the present study, which blended the two methodologies to address the shortcomings of each methodology when used separately, most of the evaluated studies have employed either a qualitative or quantitative strategy alone.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

In this chapter, the researcher presents the methodology that the study used to achieve the objectives. It explains the research design; study variables, location of study; target population; sample size, sampling techniques, sample size; data collection instruments; methods of testing the validity and reliability of instruments, and the data collection techniques. It also presents data analysis and logistical and ethical considerations.

3.1 Research Design

The present study's methodological flexibility was made possible using both qualitative and quantitative methodologies, resulting in more accurate and reliable results (Queirós, Faria, & Almeida, 2017). This increased the present findings' believability. In the qualitative data analysis, the inherent ambiguities in human language were acknowledged and considered (Ochieng, 2009). This is because during data collection and analysis in a qualitative study, sensations, feelings, and opinions about numerous factors relevant to the research problem were considered. Additionally, adopting quantitative procedures allowed the researcher to tabulate acquired data, analyze it, and compare it using different quantitative statistical techniques, which simplified data management (Glass & Hopkins, Nardi, 2018).

3.2 Study Variables

There were two levels of variables for this study. These included the independent and dependent variables.

3.2.1 Independent Variables

The independent variable for this study was delinquent behavior which was reflected through withdrawal, aggression, overreaction, and irritability behavior.

Withdrawals: this was measured by establishing the extent in which feelings of rejection, isolation and victimization aspects were manifested by learners in the Kabete rehabilitation school.

Aggressive behavior: this was measured by establishing the extent in which violence, resentment, suspicion and name calling behaviours were manifested by learners in the Kabete rehabilitation school.

Overreaction behavior: - this was measured by establishing the extent in temper, persistent disobedience and mood swings behaviours were manifested by learners in the Kabete rehabilitation school.

Irritability behavior: - this was measured by establishing the extent in loss of self-control, lack of concentration and restlessness behaviours were manifested by learners in the Kabete rehabilitation school.

Scale items were scored after data collection and scoring ranges for a high, medium, and low level of aggression is indicated as a low-level score range is 8-30; a moderate level score range is between 31-60, and a high-level score range is between 61-90. Responses of positively stated items, in academic performance, were scored as consistently poor, never, very slow=1 to often, quickly, and above average=4. The responses of negatively stated items were scored as never=5, rarely=4, and the academic record of the same children were rated as 1=0-49%, 50-60%=2, 70-79%=3, 80=89%=4 and 90-100%=5. The

units of observation were learners with Emotional Behavioural Disorders and the staff including the teachers and vocational instructors.

3.2.2 Dependent Variables

The dependent variable of the study was an academic performance which was established through teachers' perceptions on the learners' learning outcome with regards to performance in internal and national examinations.

3.3 Location of Study

This study was carried out in Kabete Rehabilitation School in Parklands zone in Westland sub-county, Nairobi County Kenya. KRS, formally the Kabete Approved School, was established in 1910-1912 to cater to youths who never carried their IDs' Kipande' as per the directives of the colonial government. Once in the institution, they got training in carpentry, blacksmith, motor vehicle mechanics, driving plant operation, crop and animal farming, and other courses. Over the years, primary education was introduced but from class four in the 1980s. To enhance education alongside the other training, secondary education was introduced in 1981, although later (2004) removed remaining with primary school education. The school is 12 kilometers from Nairobi city and caters to children with delinquent behaviors.

It's under the children's department in the Ministry of Gender, Children and Social Development. Kabete, Annual Report (2013/2014) Education-wise, the school has registered low academic performance in the National Examination, raising concerns thus the study effects of learners with Emotional Behaviour Disorders on the academic performance.

3.4 Target Population

This study targeted a total of 70 participants comprising of the manager, 29 teachers and vocational trainers. The target population is summarized in Table 3.1:

Table 3.1: Target Population of the Study

| Categories | Target Population |
|----------------------------------|-------------------|
| Headteacher | 1 |
| Teachers and Vocational Trainers | 29 |
| Learners | 40 |
| Total | 70 |

Source: Kabete Education Report (2018)

3.5 Sampling Techniques and Sample Size

A sample of 40 respondents was selected based on Central Limit Theorem. The Central Limit Theorem states that for any sample size, $N \geq 30$, the sampling distribution of means is approximately a normal distribution irrespective of the parent population (Kothari, 2005). The head teacher was selected using purposive sampling considering their position as policy implementers. However, all the 29 teachers and vocational trainers were selected using the census method since their number is quite small. On the other hand, 10 learners in the rehabilitation school in Kabete were selected using simple random sampling. Simple random sampling ensured that every subject in the population was given an equal chance to participate in the study. This procedure enabled the researcher to realize a sample of one head teacher, 29 teachers, vocational trainers, and ten learners, as shown in Table 3.2.

Table 3.2: Sampling Grid

| Categories | Sample Size |
|----------------------------------|--------------------|
| Headteachers | 1 |
| Teachers and Vocational Trainers | 29 |
| Learners | 10 |
| Total | 40 |

Source: Researcher (2018)

3.6 Research Instruments

For the purpose of this study, questionnaires, interviews, an observation checklist, and a documentary analysis guide were used to collect data.

3.6.1 Questionnaire for Teachers and Vocational Trainers

A high number of respondents may be reached quickly and effectively via questionnaires, claim Newcomer and Tripllett (2009). The study applied a self-designed questionnaire with closed-ended test items to collect quantitative data from teachers and vocational trainers. A questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents and is often designed for statistical analysis of the response. The questionnaire had three sections designed to acquire information on the different variables of the study.

Section A of the questionnaire gathered demographic information about respondents' gender and level of education. Sections B, C, D, E, and F of the questionnaire contained test items drawn from the study objectives. The test items containing 5-point Likert-scale questions based on the research objectives were relevant since, according to Creswell

(2009), the Likert scale illustrates a scale with theoretically equal intervals among responses. Because they were simpler to create, cheaper to administer, and useful for gathering huge volumes of data, the questionnaires were more appropriate for the study. Compared to interviews and document analysis, the data processing from questionnaires was also less complex (Guest, 2013).

3.6.2 Interview Guide for Headteachers

A structured interview with open-ended test items to gather qualitative information from the head teacher. The structured interview was important for this study since, according to Kothari (2005), it enables the researcher to ask probing and supplementary questions and develop a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.6.3 Observation Checklist for Learners

The researchers' ability to monitor the behavior and manners of the observed individual was aided by developing an observation form. In this study, an observation checklist was appropriate for gathering information from learners based on the study's objectives. The researcher observed signs of delinquent behavior in the learners. Because observations allowed for the gathering of non-verbal behavior and the researcher's ability to identify ongoing behavior as it occurred and record pertinent notes about its salient characteristics, they were more appropriate for this study (Hancock, Algozzine, & Lim, 2021).

3.6.4 Documentary Analysis Guide

To make inferences about the social context in which the various records were written and read, document analysis involves a careful evaluation of documents and their content (Harding, 2018). The researcher also used existing records and documents on the academic performance of learners in rehabilitation schools. Mark sheets, disciplinary records, attendance logs, and academic reports were among these documents. Because it allowed the researcher to get secondary data, document analysis was found to be suitable supplementary information for the study.

3.7 Pilot Study

Piloting of research instruments was conducted amongst three teachers and vocational trainers and 4 learners from rehabilitation in Kirigiti since according to Kothari (2005), a pilot sample should constitute 10.0% of the study sample (questionnaires). This is because Kirigiti Rehabilitation School in Kiambu County has similar characteristics to KRS. The purpose of conducting the pilot study was to check on the suitability and the clarity of the questions on the instruments designed, the relevance of the information being sought and the joint used, and to test the reliability and validity of the instrument. The respondents in the pilot study were not included during the actual data collection.

3.8 Validity

To test validity, items were analyzed to check for content validity where the researcher with the help of experts in the special needs education department at Kenyatta University goes through each item and the responses were given to establish whether the items generated the required information. Test items that were not adequate in terms of

generating the required information were dropped. Creswell (2009) states that researchers evaluate content validity by going to a panel of experts and having them identify whether the questions are valid. The researcher validated the items in the questionnaires by analyzing their contents, comparing relevant data from other studies, and using the experts in education for topic coverage, face appropriateness, and pilot testing. This was done to assure the validity of the instruments. The data from the pilot study let the researcher decide whether it would be beneficial to use the research instrument on a broader population (Marcucci, 2011).

3.9 Reliability

According to Watkins and Ebersold (2016), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability is concerned with precision and accuracy. To improve the reliability of the instruments, the researcher, with the help of her supervisors, critically assessed the consistency of the responses on the pilot questionnaires to make a judgment on their reliability. The researcher examined the research instruments for appropriateness of items to identify any ambiguous and unclear items. Such items were restated to ensure that the respondents clearly understood them. The test-retest technique was used to establish the reliability of the test items. In this case, the test items were administered twice after a fortnight to a group of respondents. Correlation between the two sets of scores from piloting was obtained using Cronbach Alpha Method as elaborated by the formulae below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}} \text{ Where:}$$

N = the number of items.

\bar{c} = average covariance between item-pairs.

\bar{v} = average variance.

A reliability index, $r=0.75$, was obtained indicating high internal reliability.

3.10 Data Collection Procedure

After obtaining the requisite letters of authorization and permits, the researcher embarked on the data collection process. The researcher pre-visited Kabete Rehabilitation School to seek permission and book appointments from the participants to carry out the research and familiarize himself with the participants before the actual study. The researcher administered questionnaires to teachers and vocational trainers for five days on the research objectives. At the same time, the researcher conducted interviews and observation schedules.

3.11 Data Analysis Procedures

Data analysis began by identifying common themes. The relevant information was broken into phrases or sentences, which reflect a single, specific thought. The responses to the close-ended items were assigned codes and labels. Coding and cleaning were obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Quantitative data were analyzed using Statistical Packages for Social Science (SPSS version 26.0). The quantitative findings of the study were then presented using tables and graphs. With the

qualitative data, the researcher used thematic analysis. This required categorizing the data that had been gathered into themes following the study's goals (Gerstenfeld & Berger, 2011). After then, a list of every theme was created and categorized by similarities and differences. The themes were afterward condensed into codes and inserted next to the pertinent content in a word document. Then, these subjects were divided into four categories: major subjects, uncommon subjects, leftover subjects, and emerging themes. Last but not least, research questions were used to compile the qualitative data (Creswell, 2009).

3.12 Logistical and Ethical Considerations

Ethical considerations in research involved outlining the content of research and what was required of participants, how informed consent was obtained, and confidentiality ensured. The researcher asked for an introductory letter from the graduate school of Kenyatta University and an Authorization Letter and Research Permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher also sought an authorization letter from The County Commissioner and County Director of Education, Nairobi. These letters introduced the researcher to Kabete Rehabilitation School. The researcher undertook to keep private any information given by the respondents that touched on their persons or their private life. The researcher assured the respondents that no private information was divulged to a third party. The respondent assured that no identifying information about him or she would reveal in written or other communication. Concerning confidentiality, the respondent was assured that the information provided would be used for the stated purpose and that the information would not be shared with a third party.

The researcher assured the respondent that their identity would not be revealed. Besides, no identifying information about the individual or the institution would be revealed in written or other communication. The researcher explained the nature and purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so they can participate willingly. The raw data collected were filed for easy reference. Once the data had been analyzed, computer print-outs were filed while soft copies were stored in storage devices such as CDs and flash discs.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents the findings, interpretations, and discussions in line with the objectives of the study. The main purpose of the study was to investigate the influence of delinquent behavior on the academic performance of learners in Kabete rehabilitation school, Nairobi County, Kenya. Both qualitative and quantitative data analysis techniques were used for this study. The analyzed data were presented using frequency tables, bar graphs, and pie charts. Qualitative data were organized into relevant themes, presented by the use of texts, and discussed as per the objectives of the study.

4.1 General and Demographic Information

The demonstration of the response rate was indispensable in finding out the number of respondents who turned out to participate in the study in comparison to the sample size. Table 4.1 presents the response to the results.

4.1.1 Response Rate

The demonstration of response rate was indispensable in finding out the number of respondents who turned out to participate in the study in comparison to the sample size. Table 4.1 presents the response the results.

Table 4.1: Respondents Response Rate

| Category | Sample size | Participant (s) | Percentage |
|-------------------------------------|--------------------|------------------------|-------------------|
| Head teacher | 1 | 1 | 100.0% |
| Teachers and Vocational trainers | 29 | 25 | 86.21% |
| Learners | 10 | 10 | 100.0% |
| Total | 40 | 36 | 90.0% |

Source: Questionnaire

As it can be seen in Table 4.1, out of 29 questionnaires that were administered to 29 teachers and vocational trainers, 25 questionnaires were returned giving a response rate of 86.21%. On the other hand, all the learners and the headteacher took part in the final study giving a response rate of 100% in each case.

These response rates were considered excellent in providing valid data for drawing conclusions and recommendations based on the objectives of the study. The average response rate across all the three categories of respondents was 90.0%. This is asserted by Mugenda and Mugenda (2009) who postulate that a response rate of 70% and above is good.

4.1.2 Gender of the Teachers and Vocational Trainers

Teachers and vocational trainers were asked to indicate their gender. This data is presented in Figure 4.1.

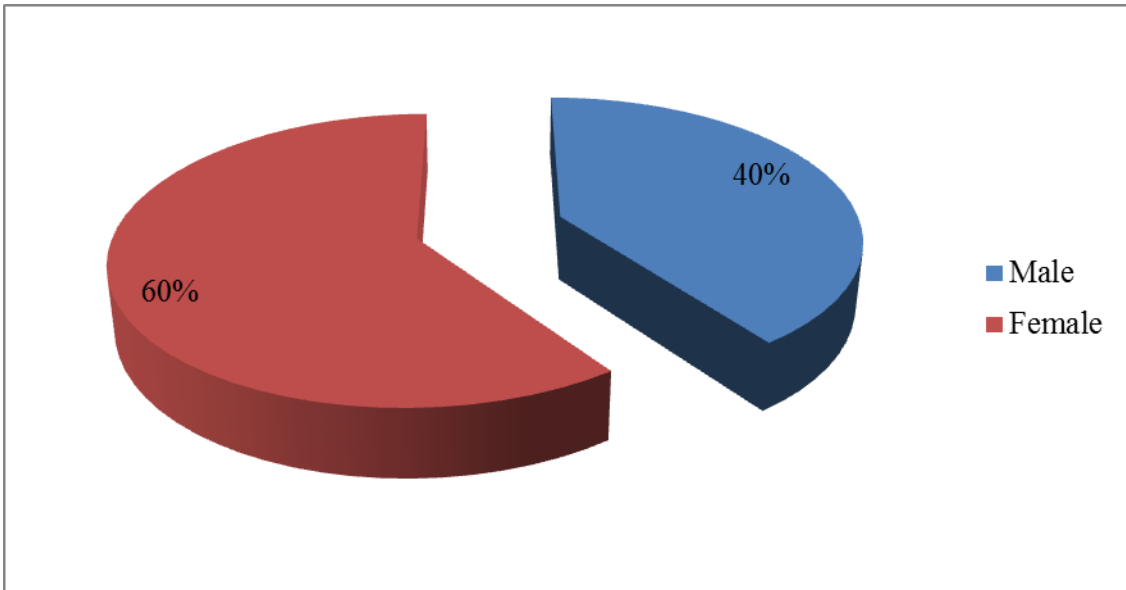


Figure 4.1: Distribution of Teachers and Vocational Trainers by Gender

Source: Questionnaire

Figure 4.1 stipulates that significantly more than half 15(60%) of the respondents were female teachers while only 10(40%) of them were male. This finding insinuates that teachers were not equally distributed concerning gender because male teachers would not match the number of male learners (Krämer et al., 2016).

4.1.3 Level of Education of Teachers

The level of education of the teachers and vocational trainers was obtained by asking the respondents to indicate the highest education level they had attained. The results were presented in Figure 4.2.

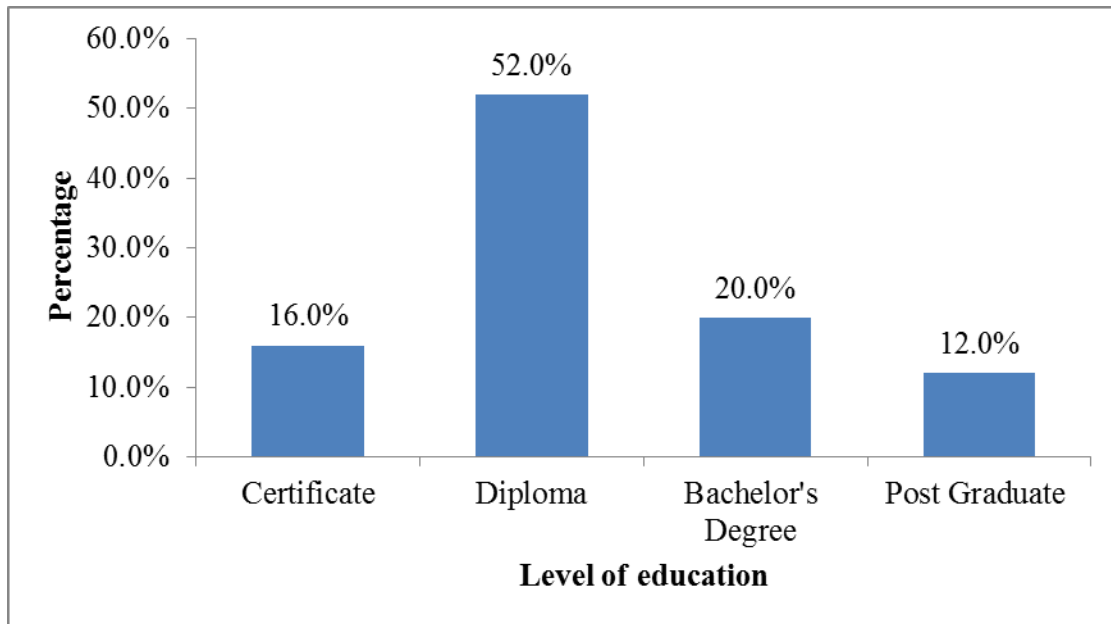


Figure 4.2: Highest Level of Education of Teachers and Vocational Trainers

Source: Questionnaire

Results presented in Figure 4.2 stipulate that the education level of teachers and vocational trainers are distributed at all levels. However, 52.0% of the respondents had a Diploma. On the other hand, the number of teachers with post-graduate was presented by 12.0%. These findings indicate that majority of teachers had adequate knowledge in identifying forms of delinquent behavior; withdrawal, aggression, overreaction, and irritability behaviors their causes and influence on learning.

Findings from the interview schedule indicated that the headteacher had a post-graduate level of education. From these findings, it can be concluded that the majority of the respondents had acquired the required qualification to teach at Kabete Rehabilitation School in Nairobi County.

4.3 Withdrawal Behavior and Academic Performance of Learners

The first objective of the study sought to examine the influence of withdrawal behavior on the academic performance of learners in the Kabete rehabilitation school. Teachers and vocational trainers were asked to indicate the degree of their agreement with items measuring the extent to which withdrawal behavior influenced the academic performance of learners in rehabilitation school.

4.3.1 Withdrawal Behaviours

Teachers and vocational trainers were asked to indicate the forms in which withdrawal behavior was manifested by learners in their school. Results were presented in the following Table 4.2.

Table 4.2: Aspects of Withdrawal Behaviour as reported by Teachers

| Aspect of withdrawal | Frequency | Percentage |
|----------------------|-----------|---------------|
| Feeling of rejection | 3 | 12.0% |
| Isolation | 15 | 60.0% |
| Victimization | 7 | 28.0% |
| Total | 25 | 100.0% |

Source: Questionnaire

Results in Table 4.2 indicated that withdrawal behavior manifested by learners was dominated by isolation as reported by the majority 15(60.0%) of the respondents. The results further showed that 7(28.0%) of the respondents reported that the withdrawal aspect was displayed in form of victimization while only 3(12.0%) reported that learners

demonstrated withdrawal through feelings of rejection. According to Coplan *et al.*, (2008), isolated learners rarely initiate contact with their peers, take longer than typical learners to start the conversation, and speak less frequently than their non-isolated counterparts.

In social milieus, shy-withdrawn learners rarely initiate contact with peers, take longer than typical learners to initiate conversation, and speak less frequently than their non-withdrawn counterparts (Coplan *et al.*, 2008). This description not only describes the social initiations and interactions of socially withdrawn learners, it partially defines the construct of withdrawal. Henderson *et al.*, (2004) speculated that the expression of socially reticent behavior elicits peer rejection and victimization; some socially anxious learners may mask their social reservations by expressing quite constructive and exploratory activity among peers.

The Headteacher was asked to list some of the withdrawal behavior patterns that were often manifested by learners and how such behaviors influenced the academic performance of learners in the school. The Headteacher reported that most children felt lonely and isolated because their parents did not care about their whereabouts and welfare. During the interview, he reported that:

"Most of these children feel rejected because their parents no longer provide for their needs. Their concentration on studies is minimal and this adversely affects the academic performance" (Source: Interview)

The feeling of rejection as a form of withdrawal was also accompanied by a lack of conversation. This is in line with Mwangi (2012) who reported that eight- and nine-year-

old friendship dyads comprising one or two socially withdrawn learners were relatively restricted in their verbal communication.

4.3.2 Influence of Withdrawal Behaviour on Academic Performance of Learners

Items were scored on a 5-point Likert scale from 1(Strongly disagree to 5 (strongly agree). So to discover the impacts of withdrawal on the academic performance of learners, the 'Academic Performance Rating Scale' for instructors was utilized. Teachers addressed everything by utilizing a 1 (strongly disagree) to 5(strongly agree) Likert scale outline. Their responses were presented in Table 4.3.

Table 4.3: Influence of Withdrawal Behaviour on Academic Performance of Learners

| Items | | SA | A | U | D | SA |
|---|---|------|------|------|-----|-----|
| Learners in my school always isolate themselves from peers which has negatively affected their performance in internal, joint and national examinations | F | 15 | 8 | 0 | 2 | 0 |
| | % | 60.0 | 32.0 | 0 | 8.0 | 0 |
| Feelings of rejection manifested by learners in my school has lowered their grades in internal, joint and national examinations | F | 9 | 13 | 2 | 1 | 0 |
| | % | 36.0 | 52.0 | 8.0 | 4.0 | 0 |
| My learners usually feel victimized in every situation which has lowered their performance in internal, joint and national examinations | F | 5 | 14 | 3 | 2 | 1 |
| | % | 20.0 | 56.0 | 12.0 | 8.0 | 4.0 |

N=25

KEY: F=Frequency, %=Percentage, SA=Strongly Agree, A=Agree, U=Undecided,

D=Disagree and SD=Strongly Disagree

Source: Questionnaire

Results from Table 4.3 showed that the majority 15(60.0%) of teachers and vocational trainers strongly agreed that learners in their school always isolated themselves from peers which had negatively affected their performance in internal, joint, and national examinations. Findings also indicated that 9(36.0%) strongly agreed that feelings of rejection manifested by learners in their school had lowered their grades in internal, joint, and national examinations. Finally, 14(56.0%) agreed that learners usually felt victimized in every situation which had lowered their performance in internal, joint, and national examinations. These findings show a strong influence of withdrawal on the academic performance of learners in Kabete rehabilitation school mainly dominated in form of isolation among the learners with delinquent behaviors.

Further interviews with the head teachers indicated that isolation among learners was the major factor influencing learning patterns and academic achievement among children. In a statement, the head teacher remarked that:

"...majority of these children do not have friends and in most cases spend time alone because their peers subject them to bullying and humiliation. Therefore they completely feel that they are rejected and would not concentrate on learning and this I think lowers their performance due to lower mastery skills. Nevertheless, the non-withdrawn children relatively perform better than the most withdrawn." (Source: Interview)

The above finding was echoed by the findings of Stewart and Rubin (2005) which indicated that socially withdrawn learners pursued lower-cost social goals and fewer

high-cost social goals and that their attempts to meet their social goals were less likely to succeed than those of their non-withdrawn age-mates.

In a similar finding, Smith, and Tolan (2008) also revealed that when socially withdrawn learners attempt to meet their social goals in the company of their peers, they are more likely to directly experience peer neglect and rejection than their more sociable age-mates. Such learners register paltry grades in mathematics, sciences, and social studies. Decreases in social withdrawal were evident for those young adolescents who experienced decreases in rejection and victimization as they made the transition from elementary to rehabilitation schools (Wilson, 2011).

4.4 Aggressive Behavior and Performance

The second objective of the study sought to establish the influence of aggressive behavior on the academic performance of learners in the Kabete rehabilitation school. Findings were presented under the following sub-headings:

4.4.1 Aggressive Behaviours

Teachers and vocational trainers further indicated the forms in which aggressive behavior was manifested by learners in their schools. Results were presented in Table 4.4.

Table 4.4: Characteristics of Aggression as Reported by Teachers

| Behaviour exhibited | Frequency | Percentage |
|----------------------------|------------------|-------------------|
| Violence | 11 | 44.0 |
| Resentment | 6 | 24.0 |
| Suspicion | 5 | 20.0 |
| Name calling/labelling | 3 | 12.0 |

N=25

Source: Questionnaire

Results from Table 4.4 show that 11(44.0%) of the teachers reported that violence was the most common aggression behavior displayed by the children. In addition, 6(24.0%) reported resentment as common. However, name-calling was reported by only 3(12.0%). These findings implied that overreaction among learners in Kabete rehabilitation school was mainly manifested through violence. This finding was supported by Buss (2005) who argues that aggression possesses the potential of being led to violence.

The Headteacher was asked to list some of the aggressive behavior patterns that were often manifested by learners and how such behaviors influenced the academic performance of learners in the school. The key respondent (head teacher) noted that there was a problem of aggression in the class. He felt that aggression was present and that teachers and learners were negatively affected by it. During the interview, he reported:

"Aggression exists....and some children still fight, quarrel with others and bully one another. Just the other day we had cases of learners involved in stealing."

(Source: Headteachers' interview)

The above findings are in line with those of Myburg and Poggenpoel (2009) that affirm that aggression of physical actions takes the form of biting, pulling hair, kicking, destroying, and pushing fellow learners. While based verbal aggression forms, threatening calls, intimidating, threats, sexual remarks, spreading untruths, and belittling remarks are experienced.

Angry and aggressive behaviors are expected among young learners, and the occurrence of such behaviors provides important opportunities for socialization and the development

of self-control (Coyne & Thomas, 2008). Wafula (2010) posited that, typically, elementary-age learners can whine, that is, they keep complaining in an annoying and crying voice when things do not go their way and may finally turn into aggressive adults. Learners in rehabilitation schools may regress to toddler behaviors, feel angry and not understand their feelings, fear being alone or without their parents, withdraw, bite or be sensitive to sudden or loud noises. Feeling of sadness or anger may build inside them.

4.4.2 Influence of Aggressive Behaviour on Academic Performance of Learners

Teachers were asked to indicate their level of agreement with statements on the influence of overreaction behavior on the academic performance of their learners using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, and Strongly Disagree=SD). Frequency and percentage were used to discuss the findings as presented in Table 4.5.

Table 4.5: Influence of Aggressive Behaviour on Academic Performance of Learners

| Item | A | | U | | D | |
|---|------|------|------|------|------|------|
| | Freq | % | Freq | % | Freq | % |
| 1. In my school, violence is a common occurrence amongst learners and has negatively affected how they perform in internal, joint and national examinations | 18 | 72.0 | 7 | 28.0 | 0 | 0 |
| 2. Resentment is a common feeling amongst my learners, though it has not affected their how they perform in internal, joint and national examinations | 12 | 48.0 | 13 | 52.0 | 0 | 0 |
| 3. My learners are ever suspicious towards others which makes it difficult to seek help and perform well in internal, joint and national examinations | 11 | 44.0 | 7 | 28.0 | 9 | 36.0 |

N=25

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Source: Questionnaire

Findings in Table 4.5 indicated that the majority of 18(72.0%) of the respondents agreed with the item, 'In my school, violence is a common occurrence amongst learners and has negatively affected how they perform in internal, joint and national examinations'. Another high proportion of 12(48.0%) of the respondents agreed with the item 'Resentment is a common feeling amongst my learners, though it has not affected how they perform in internal, joint and national examinations' and 11(44.0%) agreed with 'My learners are ever suspicious towards others which makes it difficult to seek help and perform well in internal, joint and national examinations'. These findings implied that

violence, resentment, and suspicion among children negatively influenced the academic achievement of learners in Kabete Rehabilitation School, Nairobi County.

Further interviews with the head teachers indicated that anger and violence were more common among learners in Kabete rehabilitation school. In a statement, the head teacher reported that:

"Many cases of anger and violence have been reported including serious damages to other weaker learners as a result. This situation has affected learning and the entire academic performance of the victims. Otherwise, with the current improved guidance and counseling program in the school, we look forward to combating the disorder."

The above finding implies that learners who demonstrate problems with anger and aggression are at increased risk for several negative academic outcomes in internal, joint, and creativity. According to Kiks *et al.*, (2009), when the cognitive function concerning verbal reasoning increased, aggressive behavior decreased; these discrepancies in differing results underline the importance of continued research on aggression. In a related study, Al-Ali, *et al.*, (2011), the passive effects of aggression due to delinquent behavior on learners in rehabilitation schools' emotional state; while delinquent behavior levels increase, so do levels of aggression, especially in young adults who attempt to balance social status and academic prowess.

The findings of the study concur with those of Kaplan *et al.*, (2002) who showed a positive correlation between disruptive behavior and being male (with low mathematics

grades) in a study involving disruptive behavior and classroom goal structure. Kohen *et al.*, (2009) found that the outcomes of children could be affected by the surrounding neighborhood but that the school had a more important role in shaping their learners' outcomes. Disruptive behavior may stem from emotional and/or behavioral problems.

Findings also revealed that most students with a high level of aggression exposed high academic performance, which was supported by a study on aggression and academic achievement conducted in Bangladesh by Rahman and Lailun (2013) to explore gender differences and the effects of aggression on academic achievement and residence. Also, concerning these findings, McEvoy and Welker (2012) also revealed that highly aggressive children are perceived as less academically successful, more behaviorally disruptive, and less motivated in class. Also, according to Lopez *et al.*, (2006) children with aggressive behaviors demonstrate academic difficulties in the early years of learning. The above findings are further echoed by those of Bru (2009) who indicated that the disruptive learners tend to have lower academic results than the other learners in the class. Also, according to Kleinman and Saigh (2011), disruptive behavior affects the quality of the students' achievements including their educational experience as a whole.

4.5 Learners' Overreaction behaviour and Academic Performance of Learners in Kabete rehabilitation school

The third objective of the study sought to determine the influence of overreaction behavior on the academic performance of learners in the Kabete rehabilitation school.

The findings were presented under the following sub-headings:

4.5.1 Overreaction Behaviours

Teachers and vocational trainers were further asked to indicate the forms in which overreaction behavior was manifested by learners in their school. Results were presented in Table 4.6.

Table 4.6: Characteristics and Extent of Over-reaction as Reported by Teachers

| Behaviour exhibited | Frequently | | Sometimes | | Never | |
|------------------------|------------|------|-----------|------|-------|------|
| | Freq | % | Freq | % | Freq | % |
| Temper tantrums | 18 | 72.0 | 7 | 28.0 | 0 | 0 |
| Constant disobedience | 14 | 52.0 | 9 | 36.0 | 2 | 8.0 |
| Mood swings | 10 | 40.0 | 10 | 40.0 | 5 | 20.0 |
| Name calling/labelling | 5 | 20.0 | 16 | 64.0 | 4 | 16.0 |

N=25

Source: Questionnaire

Results from Table 4.6 show that the frequently exhibited behavior related to overreaction was temper tantrums (72.0%), followed by constant disobedience (52.0%) and mood swings (40.0%). However, mood swings were sometimes experienced among children as reported by 16(64.0%) of the respondents.

The Headteacher was asked to list some of the overreaction behavior patterns that were often manifested by learners and how such behaviors influenced the academic performance of learners in the school. The key respondent said that some learners are engaged in overreaction behaviors employing telling lies, making threats, giving dirty

looks, being insulting, subjecting learners to social isolation, and humiliating them. In his report, the head teacher lamented:

"They experience usually over-reactive when there is little or no supervision by teachers, specifically during their break times or when a teacher was not in the classroom." (Source: Headteachers' interview)

These findings concur with those of Pendley (2011) who showed that having temper tantrums, running away, or constantly being disobedient are ways to alert adults that there is a problem. Many learners overreact to minor disturbances. Learners usually have a higher reaction toward the delinquent behaviors. In a relative study, Fazel (2002) also supports these findings by arguing that warning signs that a child has delinquent behavior include; mood swings; trouble sleeping, nightmares, bedwetting, trouble doing school work, and stomach aches, headaches, preferring to spend time alone.

4.5.2 Teacher's Opinion on Overreaction Behaviour and Learners Academic Performance

The teachers and vocational trainers were asked to indicate their level of agreement with a list of statements using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, and Strongly Disagree=SD) using a structured questionnaire. Frequency and percentage were used to discuss the findings as presented in Table 4.7.

Table 4.7: Teacher’s Opinion on Overreaction Behaviour and Learners Academic Performance

| Item | A | | U | | D | |
|--|------|------|------|------|------|------|
| | Freq | % | Freq | % | Freq | % |
| 1. My learners always show temper tantrums which has negatively affected their performance in internal, joint and national examinations | 15 | 60.0 | 7 | 28.0 | 3 | 12.0 |
| 2. My learners rarely manifest cases of constant disobedience to rules, though their performance in internal, joint and national examinations is still low | 7 | 28.0 | 13 | 52.0 | 5 | 20.0 |
| 3. Mood swings are common amongst my learners, though has not affected their performance in internal, joint and national examinations | 12 | 48.0 | 7 | 28.0 | 6 | 24.0 |

N=25

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Findings in Table 4.7 indicated that the majority 15(60.0%) of the respondents agreed that learners always who showed temper tantrums were negatively affected in their performance in internal, joint, and national examinations. However, 13(52.0%) were undecided on the item, 'My learners rarely manifest cases of constant disobedience to

rules, though their performance in internal, joint and national examinations is still low' implying that there was not much difference in academic performance and disobedience.

Further findings indicated that a high proportion of 12(48.0%) of the respondents agreed with the item, 'Mood swings are common amongst my learners, though has not affected their performance in internal, joint and national examinations' implying that mood swings had little influence on academic achievement of learners in Kabete Rehabilitation school.

The head teacher was further asked to provide other ways aggressive behavior displayed by children affected learning in schools. Findings indicated that learners with delinquent behaviors demonstrated recurred disobedience in Kabete rehabilitation school. In a statement, the head teacher said that:

"mmmh. Some learners would always repeat the same mistake even after rebuke and warning. So, even learning becomes more difficult because others decide to escape tests and final examination by faking sickness and petty excuses".

For many learners who are repeatedly exposed to adverse childhood experiences, such as high temper, recurring offenses, and irritative mood, they tend to overreact to counter their input. These high levels of emergency hormones can lead to changes in the structure and functioning of learners' developing brains and academic outcomes. Experts (2013) asserted that without support and protection from adults, learners who experience toxic delinquent behavior are at higher risk for health, social and academic challenges problems.

This finding was supported by Hudley (2013) who asserts that childhood overreaction behavior carries a host of negative developmental consequences that persist and accumulate over time; including poor school adjustment and attendance hence the children also exhibit poor school attendance and drop out from school more often. The finding on the influence of over-reactive behavior on attendance has been supported by Njuguna (2012) who reports that over-reactive behaviors in children can disrupt children's school adaptation. This may include causing absenteeism and school dropout.

4.6 Irritability Behaviour and Academic Performance of Learners in Kabete in Rehabilitation School

The fourth objective of the study sought to investigate the influence of irritability behavior on the academic performance of learners in Kabete in rehabilitation school. Findings were presented under the following sub-headings:

4.6.1 Irritability Behaviours

Teachers and vocational trainers were asked to indicate the forms in which over-reaction behavior was manifested by learners in their school. Results were presented in Table 4.8.

Table 4.8: Aspects of Irritability Behaviours as reported by Teachers

| Aspect of Irritability Behaviour | Frequency | Percentage |
|---|------------------|-------------------|
| Loss of self-control | 10 | 40.0% |
| Lack of concentration | 8 | 32.0% |
| Restlessness | 7 | 28.0% |
| Total | 25 | 100.0% |

Source: Questionnaire

Results from Table 4.8 show that loss of self-control (40.0%), lack of concentration (32.0%), and restlessness (28.0%) were the major aspects of irritability behavior among learners in Kabete rehabilitation school. The Headteacher was asked to list some of the irritability behavior patterns that were often manifested by learners and how such behaviors influenced the academic performance of learners in the school. The following head teacher's comments indicate how children experience irritability behaviors:

"This child enjoys spreading lies, fighting, and abusing others. He likes to spread false stories about others, abuse them and call them names like a devil, cow, monkey, and dog."

These findings corroborate with those of the American Psychological Association (2012) which demonstrated that children with irritative behaviors lose self-control and become impulsive. They have trouble concentrating or paying attention and have recurring physical symptoms like headaches or stomachaches.

The researcher further observed the common behavioral problems in the Kabete rehabilitation school by the use of an observation checklist. A total of 10 children were observed and the exhibited behaviors were recorded in a checklist. Data were summarized and analyzed using frequencies and percentages. The results are presented in Table 4.9.

Table 4.9: Common Behavioural Problems Noted Using an Observation Checklist

| Behaviour | Frequency | Percentage |
|---|------------------|-------------------|
| 1. Do not finish assignments | 9 | 90.0 |
| 2. Social isolation | 8 | 80.0 |
| 3. Expression of general unhappiness | 8 | 80.0 |
| 4. Shaggy | 6 | 60.0 |
| 5. Manifest truancy | 6 | 60.0 |
| 6. Manifest violent outbursts | 5 | 50.0 |
| 7. Temper tantrums | 4 | 40.0 |
| 8. Mood swings | 3 | 30.0 |
| 9. Fighting in class | 3 | 30.0 |
| 10. Crying instead of answering questions | 3 | 30.0 |

N=10

Source: Questionnaire

The results presented in Table 4.9 reveal that there seem to be a considerable number of behavioral problems in the Kabete rehabilitation school. The most frequent behavioral problems among learners range from failure to complete assignments (90.0%), social isolation (80.0%), and expression of unhappiness (80.0%).

These findings are in agreement with those of Sajeda (2012) who indicated that the signs of aggressive behavior are fighting, social isolation, truancy, and offensive comments among others. In a similar study, Lusweti (2016) found out that some learners are said to engage in aggressive behaviors utilizing making threats, using insults, subjecting learners to social isolation, and humiliating them.

Teachers were asked to indicate their level of agreement with a list of statements using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, and Strongly Disagree=SD) using a structured questionnaire. Frequency and percentage were used to discuss the findings as presented in Table 4.10.

Table 4.10: Irritability Behaviour on Learners Academic Performance

| Effects | A | | U | | D | |
|---|------|------|------|------|------|------|
| | Freq | % | Freq | % | Freq | % |
| Loss of self-control is a common occurrence amongst my learners and has negatively affected how they perform in their internal, joint and national examinations | 19 | 76.0 | 2 | 8.0 | 4 | 16.0 |
| My learners sometime show lack of concentration in class and has negatively affected their performance in internal, joint and national examinations | 17 | 68.0 | 6 | 24.0 | 2 | 8.0 |
| In my school, learners are always restless making them not to perform well in internal, joint and national examinations | 15 | 60.0 | 4 | 16.0 | 6 | 24.0 |

N=25

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Source: Questionnaire

Findings in Table 4.10 indicated that the majority of 19(76.0%) of the respondents agreed with the item, 'Loss of self-control is a common occurrence amongst my learners and has negatively affected how they perform in their internal, joint and national examinations', followed by the item, 'My learners sometimes show lack of concentration in class and has

negatively affected their performance in internal, joint and national examinations' at 68.0% and 'In my school, learners are ever restless which make them not to perform well in internal, joint and national examinations' at 60.0%.

The Headteacher was asked to list some of the irritability behavior patterns that were often manifested by learners and how such behaviors influenced the academic performance of learners in the school. The respondent said that;

“Learners with delinquent behaviors often lose self-control, and do not concentrate during learning activities. This consequently delays the development of their learning skills and acquisition of applicable knowledge at the right age”

The findings of the current study implied that irritability behaviors among learners in Kabete rehabilitation school negatively influenced learning and consequently achievement. Concerning these findings, McEvoy and Welker (2012) also revealed that highly irritative children are perceived as less academically successful, more behaviorally disruptive, and less motivated in class. According to Wakschlag *et al.*, (2018) children with irritability, and behaviors demonstrate academic difficulties in the early years of learning. The above findings are further echoed by those of Zhao and Zhao (2021) who indicated that the disruptive learners tend to have lower academic results than the other learners in the class. Also, according to Blank and Shavit (2016) disruptive behavior affects the quality of the students` achievements including their educational experience as a whole.

4.7 Measures put in place to Control Delinquent Behavior among Learners

The fifth objective of the study sought to identify the possible solutions for the control of delinquent behavior among learners in the Kabete rehabilitation school. Teachers were asked to rate the extent to which they agreed with certain statements on the measures being put in place to control delinquent behavior among learners in the school. Items were scored on a 5-point Likert scale from 1(Strongly disagree to 5 (strongly agree). Their responses were presented in Table 4.11.

Table 4.11: Analysis for possible solutions for delinquent behavior among learners

| Items | A | | U | | D | |
|---|------|------|------|------|------|-----|
| | Freq | % | Freq | % | Freq | % |
| Regular communication and provision of basic needs | 19 | 76.0 | 6 | 24.0 | 0 | 0 |
| Frequent visits by family and friends | 17 | 68.0 | 8 | 32.0 | 0 | 0 |
| Family counseling before and after rehabilitation | 15 | 60.0 | 10 | 40.0 | 0 | 0 |
| Training of staff | 16 | 64.0 | 8 | 32.0 | 1 | 4.0 |
| Follow up services | 25 | 100 | 0 | 0 | 0 | 0 |
| Involve the community in the after-care of the delinquent | 19 | 76 | 5 | 20.0 | 1 | 4.0 |
| Involve family in the rehabilitation process | 20 | 80.0 | 5 | 20.0 | 0 | 0 |
| Cary out proper home assessment before reintegration | 21 | | 4 | 16.0 | 0 | 0 |
| Enhancing child participation in decision making | 18 | 62.0 | 7 | 28.0 | 0 | 0 |

N=25

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Source: Questionnaire

Results in Table 4.11 indicated that more than 50% of the teachers agreed with all items in the Table with the item, 'aftercare and follow up should be emphasized' having the highest score at 100%, followed by 'Involve family in the rehabilitation process' at 80.0% and finally the item, 'Enhancing child participation in decision making to help in reducing cases of recidivism and enhance a sense of love and belonging' with a minimum score of 62.0%.

It was important to note that the head teacher interviewed stated that all children were not involved in counseling during and after the rehabilitation of the juvenile delinquents. He therefore suggested:

"It is important for children to receive counseling while at the rehabilitation schools but no one else in the family received any form of counseling." (Source: Headteachers' interview)

Follow-ups could be enhanced by involving the community to assist in the monitoring of the juveniles after release from the rehabilitation center. The headteacher also added:

"There is a need to create awareness on parenting skills and to carry out a proper assessment of the homes before reintegration." (Source: Headteachers' interview)

It was also noted that it is basic to fully involve the families in the rehabilitation process of the delinquents. A follow-up is also needed to be done after reintegration by the rehabilitation school. Kikuvi (2011) echoes the above finding by stating that aftercare services after rehabilitation and reintegration of the juvenile delinquents back into the community are very critical in addressing the issue of recidivism (Kikuvi, 2011).

The head teacher further emphasized that;

“Cases of recidivism can be reduced by having regular family conferences to update each other on the progress made in the rehabilitation process and for continuity/sustainability purposes. This helps in ensuring that the family is fully involved in the rehabilitation process of the juveniles and that they are up to date with the progress the juveniles have made since committal”.

(Source: Headteachers’ interview)

The above measure of regular family conference would ensure that the bond between the juvenile and the family is not broken and the family and community are prepared early in advance and also involved in and own the reintegration process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the findings of the study, conclusions, and recommendations for improving learning among learners in rehabilitation centers with delinquent behaviors based on the findings. The main purpose of the study was to investigate the influence of delinquent behavior on the academic performance of learners in Kabete rehabilitation school, Nairobi County, Kenya. The findings were summarized based on the objectives of the study.

5.1 Summary of Findings

The first objective of the study sought to examine the influence of withdrawal behavior on the academic performance of learners in the Kabete rehabilitation school. Findings revealed that the withdrawal, aggression, over-reaction, and irritability behaviors among learners in Kabete rehabilitation school were majorly expressed in isolation, violence, temper tantrums, and lack of self-control respectively. There was a stronger association between isolation and the academic performance of learners in the Kabete rehabilitation school.

The second objective of the study sought to establish the influence of aggressive behavior on the academic performance of learners in the Kabete rehabilitation school. Aggression behavior was manifested in form of violence, resentment, and suspicion among children which negatively influenced academic achievement in Kabete Rehabilitation School,

Nairobi County. Findings also revealed that anger and violence were more common among learners in the Kabete rehabilitation school.

The third objective of the study sought to determine the influence of overreaction behavior on the academic performance of learners in the Kabete rehabilitation school. Overreaction among learners at KRS was manifested in the forms of temper tantrums, recurring disobediences, and mood swings. Learners with delinquent behaviors often lost self-control and did not concentrate/had low concentration during learning activities.

The fourth objective sought to investigate the influence of irritability behavior on the academic performance of learners in Kabete rehabilitation school. Learners with adverse irritability behavior were negatively affected in areas such as participation in the classroom, class attendance, and completion of assignments and reading skills.

The fifth objective of the study sought to identify the measures being put in place to control delinquent behavior among learners in the Kabete rehabilitation school. Findings showed that some of the measures put in place to control delinquent behavior among learners in Kabete rehabilitation school include regular communication and provision of basic needs frequent visits by family and friends, family counseling before and after rehabilitation training of staff, follow-up service involving the community in the after-care of the delinquent involve the family in the rehabilitation process, and carry out a proper home assessment before reintegration enhancing child participation in decision making.

5.2 Conclusions

From the findings of the study, the following conclusions were made:

- i. Most learners in Kabete rehabilitation school displayed delinquent behaviors both physically and emotionally in forms of Social isolation, Crying instead of answering questions, being shaggy, failure to finish assignments, violence, fighting in class, mood swings, truancy, and high tempers among learners.
- ii. Withdrawal, aggression, over-reaction, and irritability behaviors exhibited among learners were manifested to a different degree and influenced academic achievement at different levels.
- iii. Various dimensions of learning in Rehabilitation schools including participation in the classroom, class attendance, completion of the assignment, academic performance, and reading skills among children are considerably determined by the score level of delinquent behaviors. The result also exposed significant distinction between the academic performance of learners having high, medium, and low-level aggression.
- iv. The study concludes that delinquent behaviors including withdrawal, aggression, overreaction and irritability significantly influenced the learning behaviors under such perspectives as participation in the classroom, class attendance, and completion of assignments and reading skills.
- v. The major solution to behavior disorder among learners in a rehabilitation center as proposed by the majority was initiating after-care and implementing follow-ups after rehabilitation.

5.3 Recommendations of the Study

- i. The following recommendations were made based on the findings of the study and key stakeholders:
- ii. The government and or rehabilitation schools need to educate parents and the general public on children's aggressive behaviors and their influence on educational progress in school.
- iii. The findings of this study were that high scores of delinquent behavior lead to truancy and consequently poor performance in tests, and joint and final examinations among students in rehabilitation schools. Hence, the Nairobi County government should ensure professional counselors are deployed in rehabilitation schools. This would help to enhance attendance, improve the entire learning patterns and boost academic output.
- iv. The government, through the Ministry of Education should establish workshops that would provide quality training to teachers based on the effective approach to handling delinquent behaviors among learners in rehabilitation schools.

5.4 Areas for Further Research

- i. The current study only focused on academic achievement concerning peripheral delinquent behavior factors. Most of which do not directly connect to the psychology of the student. Further research may be conducted on the impact of delinquent behaviors taking into account other variables like self-motivation, language development, and future achievement, especially after the rehabilitation program.

- ii. The study was conducted in the Kabete rehabilitation school only with a specific focus on delinquent behavior-related withdrawal, aggression, overreactions, and irritability as the aspects of delinquent behavior which impact on academic performance of learners in rehabilitation schools. Further study cutting across all the aspects of delinquent behavior and its influence on academic performance of learners in rehabilitation schools should be conducted.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

March, 2018

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR REHABILITATION SCHOOL

I am a student undertaking a course in Master of Education in Special Needs at Kenyatta University. I am required to submit, as part of my research work assessment, a research project on “**Influence of Delinquent Behavior on Academic Performance of Learners in Kabete Rehabilitation School in Nairobi County, Kenya**”. To achieve this, your school has been selected to participate in the study. I kindly request the head teachers, rehabilitation school teachers, and learners in rehabilitation schools to, fully, participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Julius Mulu Kisendi

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

| Test Items | SA | A | U | D | SD |
|---|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| Learners in my school always isolate themselves from peers which has negatively affected their performance in internal, joint and national examinations | | | | | |
| Feelings of rejection manifested by learners in my school has not affected their performance in internal, joint and national examinations | | | | | |
| My learners usually feel victimized in every situation which has lowered their performance in internal, joint and national examinations | | | | | |

Section C: Aggression Behavior and Academic Performance of Learners in

Rehabilitation School

- What are the aggressive behavior patterns which your learners manifest at school?
 - Violence []
 - Resentment []
 - Suspicion []
- Rate to what extent you agree with the following statements on the influence of aggression behavior on academic performance of learners in rehabilitation school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

| Test Items | SA | A | U | D | SD |
|--|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| In my school, violence is a common occurrence amongst learners and has negatively affected how they perform in internal, joint and national examinations | | | | | |
| Resentment is a common feeling amongst my learners, though it has not affected their how they perform in internal, joint and national examinations | | | | | |
| My learners are ever suspicious towards others which makes it difficult to seek help and perform well in internal, joint and national examinations | | | | | |

Section D: Overreaction Behavior and Academic Performance of Learners in

Rehabilitation School

1. Please, tick some of aspects of overreaction behavior patterns which your learners manifest

Temper tantrums []

Constant disobedience []

Mood swings []

Others

(Specify).....

2. Rate to what extent you agree with the following statements on the influence of overreaction behavior on academic performance of your learners

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

| Test Items | S | A | U | D | S |
|---|---|---|---|---|---|
| | A | | | | D |
| | 5 | 4 | 3 | 2 | 1 |
| My learners always show temper tantrums which has negatively affected their performance in internal, joint and national examinations | | | | | |
| My learners rarely manifest cases of constant disobedience to rules, though their performance in internal, joint and national examinations is still low | | | | | |
| Mood swings are common amongst my learners, though has not affected their performance in internal, joint and national examinations | | | | | |

Section E: Irritability Behavior and Academic Performance of Learners in

Rehabilitation School

- Please, tick irritability behavior patterns often manifested by learners in your school
 - Loss of self-control []
 - Lack of concentration []
 - Restlessness []
- Rate to what extent you agree with the following statements on the influence of irritability behavior on academic performance of learners in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

| Test Items | SA | A | U | D | SD |
|---|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| Loss of self-control is a common occurrence amongst my learners and has negatively affected how they perform in their internal, joint and national examinations | | | | | |
| My learners sometimes show lack of concentration in class and has negatively affected their performance in internal, joint and national examinations | | | | | |
| In my school, learners are ever restless which make them not to perform well in internal, joint and national examinations | | | | | |

Section F: Possible measures/control

Rate to what extent you agree with the following statements on the measures being put in place to control of delinquent behavior among learners in your school. Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

| Test Items | SA | A | U | D | SD |
|--|----|---|---|---|----|
| | 5 | 4 | 3 | 2 | 1 |
| Regular communication and provision of basic needs to children | | | | | |
| Family counseling before and after rehabilitation | | | | | |
| Training of staff in competence | | | | | |
| After care and follow up should be emphasized | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Involvement of the community in the after-care of the delinquent | | | | | |
| Involvement of family in the rehabilitation process | | | | | |
| Carry out proper home assessment before reintegration | | | | | |
| Enhancing child participation in decision making to help in reducing cases of recidivism and enhance a sense of love and belonging | | | | | |

Thank you

Julius Mulu Kisendi

APPENDIX III

INTERVIEW GUIDE FOR THE HEADTEACHER

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Special Needs at Kenyatta University carrying out a research on the Influence Delinquent Behavior on Academic Performance of Learners in Kabete Rehabilitation School in Nairobi County, Kenya. The information you provide will be confidential and will be entirely used for purposes of this study.

Section A: General Information

1. Gender:.....
2. State your highest level of education.....

Section B: Withdrawal Behavior and Academic Performance of Learners in the School

1. Which withdrawal behavior patterns are often manifested by learners in your school?
.....
2. How does withdrawal behavior influence academic performance of learners in the school?
.....

Section C: Aggression Behavior and Academic Performance of Learners in the School

1. What are the aggressive behavior patterns which your learners manifest at school?
.....

2. What is the influence of aggression behavior on academic performance of learners in the school?

.....

Section D: Overreaction Behavior and Academic Performance of Learners in Rehabilitation School

1. What are some of overreaction behavior patterns your learners manifest?
.....
2. How has overreaction behavior influenced academic performance of your learners of your learners?
.....

Section E: Irritability Behavior and Academic Performance of Learners in the School

1. State irritability behavior patterns which are often manifested by learners in your school
.....
2. Explain how irritability behavior has influenced academic performance of learners in your school
.....

Section F: Possible measures/control

In your own opinion, what measures can be put in place to control of delinquent behavior among learners in your school?

.....

.....

Thank you

Julius Mulu Kisendi

APPENDIX IV

OBSERVATION CHECKLIST FOR LEARNERS

| Symptoms of Delinquent Behavior | Tick (√) |
|---------------------------------------|----------|
| Social isolation | |
| Crying instead of answering questions | |
| Shaggy | |
| Do not finish assignments | |
| Manifest violent outbursts | |
| Manifest truancy | |
| Mood swings | |
| Expression of general unhappiness | |
| Temper tantrums | |
| Fighting in class | |

Thank you
Julius Mulu Kisendi

**APPENDIX V: AUTHORIZATION LETTER FROM GRADUATE
SCHOOL**



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/CE/23783/2012

DATE: 11th January, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR. JULIUS MULU KISENDI – REG.
NO. E55/CE/23783/12**

I write to introduce Mr. Julius Mulu Kisendi who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the **Department of Early Childhood & Special Needs Education**.

Mr. Kisendi intends to conduct research for a M.Ed. thesis Proposal entitled, **“Influence of Delinquent Behavior on Academic Performance of Learners in Kabete Rehabilitation School, Nairobi City County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EM/cww

APPENDIX VI: AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/85521/28146**

Date: **26th February, 2019**

Julius Mulu Kisendi
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of delinquent behavior on academic performance of learners in Kabete Rehabilitation School, Nairobi City County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **26th February, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

APPENDIX VII: PERMIT LETTER FROM NACOSTI

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

**THIS IS TO CERTIFY THAT:
MR. JULIUS MULU KISENDI
of KENYATTA UNIVERSITY, 43844-100
NAIROBI, has been permitted to conduct
research in Nairobi County**

**on the topic: INFLUENCE OF
DELINQUENT BEHAVIOR ON ACADEMIC
PERFORMANCE OF LEARNERS IN
KABETE REHABILITATION SCHOOL,
NAIROBI CITY COUNTY, KENYA**

**for the period ending:
26th February, 2020**

.....
**Applicant's
Signature**



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation
RESEARCH LICENSE**

Serial No.A **23297**

CONDITIONS: see back page

**Permit No : NACOSTI/P/19/85521/28146
Date Of Issue : 26th February, 2019
Fee Received :Ksh 1000**



.....
**Director General
National Commission for Science,
Technology & Innovation**