A CASE STUDY OF CHILD DELINQUENCY IN SELECTED SCHOOLS IN KISII CENTRAL DISTRICT

BY

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Mogendi, Nyabonyi
<A> Case study of child delinquency in
Dedication

This work is dedicated to my beloved husband, Josiah Omwancha, who paid my school fees for this programme, took care of our children while I was undertaking my studies and constantly encouraged me during the two years study at the end of which I did this research project. It is also dedicated to our three children, Calvin, Ruby and Sam who had to bear with me whenever I had conflict of roles as a mother and student.

I also dedicated it to my sister Glenda who accommodated me in her house during my study at Kenyatta University and her children Sydney and Rawlings who kept my little son Sam company to enable me attend to my studies without any problem.

Lastly, it is dedicated to my late brother Ibrahim Ombasa, to whom I owe a lot for my upbringing and education upto my first degree level.
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Abstract

The main objective of this research project was to find out delinquent behaviours in various categories of primary schools. The study also aimed at comparing delinquent behaviours between female and male primary school pupils. The third purpose of the study was to find out how teachers deal with delinquent behaviours in primary schools and finally recommend on the basis of the research findings, the possible improvements in the handling of primary school delinquents who manifest behaviour problems.

The study was carried out in 10 primary schools in and around Kisii town in Kisii central District. It involved 100 pupils and 30 teachers. Two types of questionnaires were used as study instruments; one for pupils and the other for teachers. The questionnaires were given and collected by the researcher herself.

The following are the research findings
[a] Primary school pupils and primary school teachers agree that there are delinquent behaviors in primary schools but perceive some as common and some as rare. School problems, sex problems, theft problems and appearance problems as common while drug problems are considered as very rare in primary schools.
[b] Drug and appearance problems are considered as common among boys while sex problems are considered as a common problem among girls.
[c] Boarding schools are not experiencing much trouble concerning drugs, appearance and sex problems as compared to day schools where these problems are common.
[d] The methods used in dealing with delinquents include suspensions incase of boarding schools, caning, sending for parents, buying a new
item of the same kind as one stolen, scolding in the presence of other pupils, giving manual punishments, expelling cases that seem extreme and engaging guidance and counselling programmes to rehabilitate the delinquents
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Chapter One

1.0 Introduction

1.1 Background of the Problem

Primary school going children may indulge in certain activities as a result of maturational experiences of adolescence. Such activities may lead to violations of school and societal norms and may pose some danger to other people or the doers themselves.

Derek (1973) sees the unsocialised aggressive delinquent as defiant of authority, sullen, malicious and generally hostile to others.

Child delinquency could be classified as a measure of moral behaviour. Moral behaviour among adolescents is markedly decreasing which is evidence of social problems at home and in schools. There are several student unrest especially in high school and tertiary institutions and to a lesser extent in primary schools. This is a behavior characteristic of adolescents who are probably below 18 years, hence could be best be termed as juvenile delinquency (Dennis Child; 1981).

Violence and indiscipline in the schools in Kenya has been going on for many years in an un-ending litany of horror. In 1998 alone, the newspapers reported no less than 215 cases of mass misconduct including burning of school buildings, virtually a ratio of one incident for every day of the school year (Griffin G. W. 1999).
Juvenile delinquency has been propagated from becoming alienated from conventional institutions and values hence learning deviant practices from delinquent associates. Weakening of family and other institutions responsible for certain aspects of the process of socialization, of church, party or school enhance the interest of the young in finding individual identity through active participation in groups of their peers. They look for channels of expressing their personal aggression which make them seek every possible occasion to provoke the common citizen by destroying property and looking for brawls at any cost (Friedmann, F. G. 1971). More so today's world, casual values and Christian values have been replaced by "new age" which is characterized by worship of wealth, corruption and individualism. This has brewed up mental indiscipline whereby disorder has become the order and "no rule is the rule" (Gatere, 1999).

There is also the dying away of traditional practices known as "rites of passage" in the name of enlightenment. Children used to be taught their social responsibility and respect for leadership or authority and yet now permissiveness has become the order of the day. Most societies had ways of marking the attainment of puberty and the transition from childhood to adulthood. The care of young people from childhood to adulthood has now been largely delegated to the school (Somer, B. B. 1978). In Kenya with its increasing population and worsening unemployment, serious educational
stress is unavoidable. So it becomes a matter of how the situation can be contained and be prevented from reaching excessive dimensions. The supervisory system in many of Kenya's boarding schools is modeled on goals not homes. Children are kept prisoners within closed bounds. They do not have any free time to enjoy a measure of freedom. Then it is not a surprise that some pupils turn to drugs and some other misconduct as a relief (Griffin G. W. 1999).

1.2 Rationale

Literature on delinquency suggests that insecurity and frustration whereby there are failed life expectations facilitate delinquency. Adolescents find themselves in the center of four potent forces acting in different directions. There is the force of loyalty to parents versus loyalty to peers and force of loyalty to educational demands versus loyalty to self-gratification demands. In the end, there is a psychological conflict because by turning to one force, one has definitely offended the force acting towards the opposite direction. Such a situation causes fear, anxiety and a feeling of insecurity in the individual concerned (Gatere, S. G.; 1999).

The adolescence age is also characterized by another psychological need, which confers feelings of security of an individual member through identification with one's peer social group. This has necessitated the individuals to engage in destructive and harmful mob behaviours which one could
never have engaged in. Therefore, there is need for parents, teachers, politicians, religious organizations, the administration, security forces and the general public to take note of these facts as they interact with the youth (Gatere, S. G.; 1999).

Engle suggests that "the juvenile delinquent of today can be an adult criminal of tomorrow if preventive measures are not taken".

A study dealing with juvenile delinquency and how these delinquents are handled is necessary and important for the enlightenment of the delinquents themselves and the adults who take care of them. There is a gap in our knowledge of delinquent behavior that has been the main purpose of the research to fill (Scott D. Herbert, 1980).

The study findings and recommendations will help in the handling of delinquency behaviour problems. Teachers and parents alike should understand the nature of the unique problems of the adolescents if they are to help them to make a smooth transition into adulthood (Myers, G. et al; 1967).

Therefore knowledge of the basic behaviour theory plus specialized information regarding the period of adolescence and the individual adolescent are a prerequisite for this task.

1.3 Statement of the Problem

The activities that many primary school children indulge in which are a breakdown in social control and which usually conflict with school and societal norms have been defined as
child delinquency. This problem has posed some fear that with the decreasing geographical and social isolation of the groups among whom delinquency is prevalent, delinquent behaviour and attitudes will spread throughout the adolescent community. Secondly, there is the fear that the rise in delinquency rates represents a general breakdown in adolescent-parent relations and the authority of the family and school.

Some of the activities of delinquents involve law breaking which signify some massive alienation from the social order. The process of alienation from school is reflected by truancy or by dropping out of school. Consequently, the rates of unemployment have increased markedly among school dropouts.

The problems mostly exhibited are psycho-physiological, social deviations, school problems, sex problems, deviations and aggressive reactions (Verville, E; 1967). Others include truancy, running away from home, loitering, being beyond parental control forcible rape, violent robbery and aggravated assault. There are two types of delinquent acts:

(i) Juveniles who vandalize buildings, shoplift, or use illegal drugs risk arrest by police detention in a facility reserved exclusively for youthful offenders, adjudication for juvenile courts and commitment to a correctional facility accepting only adolescent offenders.

(ii) There are those who commit acts called status offences. They run away, skip school, defy their parents or stay out too
late and are subject to arrest. Formal juvenile system processing criminal justice experts assert that contemporary juveniles are more willing to kill and commit other serious offences than members of early generation youth (Lundmann J. Richard, 1993).

Then the problem is to study causes of delinquency and appropriate measures to be applied in order to curb this ever increasing social disorder.

1.4 **Objectives of the Study**

The objectives of the study will be to:

(a) Find out delinquent behaviours in various categories of primary schools;

(b) Compare the delinquent behaviours between female and male primary school pupils;

(c) Find out the causes of juvenile delinquency in primary schools;

(d) Find out how teachers deal with delinquent behaviours in primary schools; and

(e) Recommend based on the study findings, possible improvements in the handling of primary school delinquents who manifest behaviour problems.
1.5 Significance of the Study

(a) The research findings will help in suggesting the preventive measures to be taken in order to curb or reduce the increasing rate of delinquency in schools.

(b) The findings will help teachers to instill in the learners the idea of self-respect and proper pride in one’s own integrity that will observe the norms of good conduct.

(c) The research findings will help in suggesting the proper and appropriate methods of handling delinquents in schools.

(d) The findings will provoke more research on the causes and effective ways of handling delinquent children.

1.6 Assumptions of the Study

The study will be carried out with the following assumptions:

(a) that the psychological needs of adolescents occur to all normally growing children.

(b) that the types of delinquents found in one place can be found in any other because adolescents undergo the same processes.

(c) That there is uniform standard of behaviour in all learning institutions in Kenya.

(d) That the procedure followed in handling delinquent behaviors are uniform throughout Kenya.
That the sample to be chosen will be representative of delinquency in Kenya.

1.7 Limitations of the Study

The limitations of the study can affect the extent to which its findings can be generalized. The limitations of this particular study are discussed below.

(a) Inadequate Sources
This study will be limited to primary school goers and yet majorities of the youth delinquents have passed from primary schools into secondary and tertiary institutions. Most delinquents are adolescents and it is not likely that we may find many adolescents in the primary schools. A more exhaustive study of delinquency, which can be widely generalized, might need to cover beyond the primary school level because in Kenya, mostly we hear of student unrest in secondary and tertiary institutions.

(b) Lack of Uniform Standards
National, regional and local definitions of delinquency vary. One institution may hold certain behaviour as delinquent while the other may not. Schools differ when it comes to enforcement of school rules. Therefore, the schools that may be sampled for the study may not have the same rules and regulations as well as disciplinary measures for various misbehaviors.
(c) **Hidden Delinquency**
Many pupils who commit delinquent acts are never brought to the attention of the school administration. Some delinquent behaviors may be handled by prefects, class teachers or teachers on duty and end there without the school administration being aware. It may not be possible to get adequate cases of delinquents as they may not be recorded in the schools’ disciplinary record books commonly called the “black books”.

(d) **Limited Context**
The study will be limited to the primary school context. There are other social contexts which delinquents are found such as the home, the church, youth organizations, etc. these areas would be sources of additional data on delinquents in a more exhaustive study.

(e) **Limited Time and Finances**
The researcher will not have enough time to conduct adequate research on this problem.

### 1.8 Definitions of Significant Terms

(a) **Delinquency**
This is a minor crime such as vandalism especially committed by people. It can be failure to perform one’s duty. It is a behaviour problem characteristic of adolescents who are probably below 18 years. It exhibits bad manners, contempt for authority, disrespect for older people and tyranny. It is an
offence against the law or accepted social standards. It is a form of behavior which is detrimental to the wellbeing of society or contravening school rules.

(b) *Delinquent*
A person doing wrong or failing to perform a duty. One who has broken a rule, which is not very serious. One who has a tendency to break the law or to do socially un-accepted things. A person who is guilty of breaking laws or rules which are not very serious and is under 18 years of age.

(c) *Juvenile*
This is a law of young people not fully grown. A young person who is not yet an adult. An immature, foolish and childish person who is characterized by crimes. Juvenile delinquent is a young offender who is not of age.

(d) *Adolescence*
This is time in which a person’s life is between childhood and mature adulthood. This is a teenage years ranging between 13 to 18 years for girls and boys from 15 to 18 years. An adolescent is a person who has just completed childhood and is beginning adulthood.

(e) *Social Order*
This concerns about the organization of and relations between people and communities. It concerns human society, its organisation and quality of life.
(f) *Truant*
A child who stays away from school without permission. A person who avoids doing his work or duty. An idler who stays away from school as a truant.

(g) *Pseudosocial*
Those who are not really social but pretend to be so. These are delinquents who pretend to be social and yet they are destructive and tyrannic in their behaviour.

(h) *Neurotic*
A condition which is as a result of damage to the nervous system.

(i) *Crime*
Any act that at the time of its commission is forbidden and punishable by the laws of the social group to which the culprit or fellow belongs.

(j) *Public school*
These are schools that have district education boards or church sponsorship but are run and maintained by both government and parents. There is cost sharing between the government and parents. The personnel is paid and maintained by the government while facilities, equipment and maintenance of the same are done by school committees and parents’ donations.
(k) Private school

These include owner proprietorship and church-run and maintained schools, which are owned by individuals or church organizations. Human resources and facilities are supported by income generated from school fees.
Chapter Two

2.0 Literature Review
The researcher has attempted to review the past studies with regard to juvenile delinquency. In order to arrive at a better understanding of juvenile delinquency, the review of literature has been organized under the following sub-headings:

- the meaning of child delinquency
- the social processes in emergence of delinquents
- types of delinquents
- summary of influence of factors and personality upon delinquency
- summary of literature review on child delinquency.

2.1 The Meaning of Child Delinquency
As it has already been pointed out in the definition, child delinquency is a term used by psychologists to refer to crimes committed by those who are not legally of age or law violating behaviour of a person mostly under 18 years. It is an anti-social behavior, which is not necessarily illegal. It includes the violation of the law of the state, habitually truanting from school or home, misbehaving in a way that threatens or harms a person himself or other people or violating any law or ordinance. But mostly delinquency could be limited to truancy, stealing, vandalism, personal assaults, gang fights and sexual offences (Weinberg, K. S; 1970).
Hence juvenile delinquency is a decline in juvenile moral health. It is a manifestation of a defective conscious and deformed morals sense (Wright, D. 1970). Delinquents have a more general habit of wrongdoing hence prone to misbehavior. They are likely to cause trouble at school and to be sexually experienced and have a worse record of disobedience and defiance in the home.

Delinquency is an act committed with the full knowledge and support of peers. It is an act to escape anxiety through excitement, resentment and spite against parents and the desire to compensate for feelings of inferiority and even need to feel tough and masculine. The effect of delinquency is to make the breaking of a moral norm itself a satisfying act.

2.2 Social Processes in Emergence of Delinquency

Delinquency emerges largely from deterioration of social change, lack of adequate controls and social mobility.

Another dimension to emergence of delinquency suggests that "some of the conditions of life which cause frustrations that may lead to delinquency are poverty, low intelligence, conflict in the family, lack of affection from parents, humiliation and lack of success in school, and inferiority feelings arising from real or imagined physical deviations" (Blair, G. M; et al. 1967).

In any group of delinquents, one is likely to find a large proportion of broken homes, illegitimacy, step parentage or psychopathic parents.
(1) Social Conditions at Home

Parental rejection and neglect damage the personality of the developing child. Lack of parental affection breeds nuisance and delinquent attention. Spite against inconsistent mother, self-inflicted hardships to arouse parental sympathy, ill-treatment by the mother, maternal cruelty extreme case of paternal cruelty, fantasies of violence and prowess influence delinquency (Scot Denis Herbert 1980). Lack of impulse control results from pathological socialization. Little affection or understanding may cause acts of violence to trivial provocation, set fires and steal purposelessly. When children are unwanted or discriminated against, during childhood they look for comfort through engaging in other activities. Some characteristics like lying, stealing and bullying may be cultivated by the set up of the home. Some children indulge in imaginary illnesses to escape duty or punishments.

A family may predispose a child to regard and express delinquency as a desirable behaviour. The family may directly impart delinquent behaviour by teaching the younger members to steal or disobey the law. Younger siblings for example may be taught or copy from the older brothers to steal. Some children steal from parental purses to buy some desired objects, to gain fame fulfil deep lying emotional needs, to revenge against parents or even to relieve some conflicts and tensions within them (Durajaiye, M.O.A; 1972).
Parental inadequacy and neglect by reducing family control may orient a child towards his age-mates in the neighborhood. If the peer group is delinquent, a child's desire for acceptance by his peers tempts him to participate in delinquent activities. Homes where parents are lax or too harsh in disciplinary measures may lead to delinquency. Sometimes parents of low academic achievements may cause delinquency in their children due to lack of sufficient financial income. This causes a feeling of frustration and inferiority which leads to delinquent behaviour in order to achieve what they lack. They may steal in order to treat others and be acceptable or even to attract the opposite sex through stealing and buying what they think can make them attractive and in style (Engle, E. T; 1972). Whereas children from well established homes may do delinquency as a joke in order to feel superior or a thrill whereby they involve in risks and dangers and possibly get away with it.

(2) School Conditions

School situations are sometimes frustrating to young people. Where populations are high, it is hard for teachers to give attention to the problems and needs of individual students. They include those who are not able to compete successfully in class.

"However, fear and frustration are inherent in Kenya's pyramid-like educational system, whereby an
intensely competitive situation governs a child's entire life prospects, placing him or her under unceasing pressure to succeed."
(Griffin G. W. 1999).

They may not be motivated to study or may lack the necessary intellectual discipline for achievement and escape to short run gratification such as truancy, liquor, drugs and even steal for joy riding.

Students who need help to compete and attain both socially and scholarly are unable to get it due to congestion in class. They may then turn to delinquent behavior to compensate for what is not achieved in order to have some feeling of achievement (Earl Raab, 1973).

Students who indulge in delinquency lack proper foundations of discipline. Pupils should be told about the sanctity of theirminds and shamefulness of ever reducing themselves to the level of a mob mind and indulge in strikes or any kind of mob psychology. In some schools, no planning is made to ensure maximum utilization of schooltime. Pupils who are left idle indulge in delinquency. There should be remedial lessons and massive programs of co-curricular activities whereby students can offset academic pressure and relieve stress (Griffin, G. W. 1994).

(3) Peer Group and the Gang

Delinquency is learned in a group experience. Delinquency in its predominant form (stealing) is usually group work.
Although delinquency is committed predominantly by two or more participants, these units vary in cohesion from tightly knit and formalized gangs to a few loosely organized companions. When young people feel disadvantaged they tend to turn to their own peers in order to find substitutes for satisfaction that society refuses to grant them (Friedmann F. G. 1971).

Delinquent group decisively influences adolescent's orientation and identity. It isolates one from conventional community by insisting upon a certain defiance of authority and by orienting towards conflict with society through:

(a) Imparting predatory and destructive attitudes that conflict with the norms of the community which intensifies social solidarity with the gang.
(b) Transmits the techniques of truancy and malicious mischief, which may pave the way to more serious crimes such as robbery and burglary.
(c) Demands loyalty to the group and to a law breaking code.
(d) Provides role models from among the older and more experienced delinquents.
(e) Provides him with patterns of conduct and modes of self-esteem.

Associates may constitute the social source of the juvenile's delinquent behavior. Delinquents may influence one to the point that he uncritically accepts their values and executes their practices (Wernberg, K. S. 1970). They become attracted
to boys who will justify their predatory activities, satisfy their desire for excitement.

(4) *Intellectual Ability*

Low intellectual ability contributes to delinquency because children of low intelligence are unable to understand complicated social regulations and are susceptible to suggestions made by persons of more intellectual ability. Low intellectual ability make some people to be honest and trustworthy when they are treated sympathetically. So they obey the rest and be friendly with others. This makes one to be easily lured to delinquency if he associates with a delinquent gang. Most of the delinquents are failures in schools and score low on intelligence tests. They do better in acts which the approach to a measuring is direct in nature rather than through symbols. Educational retardation leading to dissatisfaction with school and truancy from school is the beginning stage of delinquency (Karl C. Garrison, 1975). But then high ability may contribute more to delinquency. One needs to know how to get away with delinquent acts through convincing whoever may be on his neck. High intelligence contributes to delinquency or crimes because one has to calculate well on how to go about an issue or act without being found or discovered.
Socially and economically poor sections of big cities and towns can cause delinquency. This attributes delinquency to underprivileged and lower class environments. Joblessness, which leads to poor living standards, has adverse effects on children and predisposes them to delinquency. The poor living standards are characterized by lack of food, clothing, education and shelter. Together with this is the issue of low wages whereby people are not able to meet their everyday demands (Erasto Muga, 1975). The areas most hit are business districts and manufacturing areas and adjacent slum areas. The nature of population is also changing where there is a difference in tradition and culture. There is poor relationship between parents and between children. Crowding, poverty and adult friction, lack of wholesome recreational facilities may cause delinquency where survival for the fittest is the order of the day.

2.3 Types of Delinquents
Delinquents are categorized depending on the behavior characteristics that they exhibit. Many different criteria criminological, social, psychiatric and psychological have been used as basis of classification (Derek, W; 1973). The following are the three categories of delinquents according to Burt (1967):
(1) **Neurotic Delinquents**

They are delinquents who are timid. They are over inhibited, sensitive, lonely, anxious and have strong feelings of inferiority. They exhibit compulsive and solitary stealing, furtive sadism and sexual abnormality. They are submissive and apathetic, daydream a lot and feel guilty about their behavior. They are unlikely to cause trouble at school and seem, generally truthful and obedient to the parents.

(2) **Unsocialised Aggressive Delinquents**

They are defiant of authority, sullen, malicious and generally hostile to others. They are unaffected by punishment or praise. They blame others and feel persecuted. They show little guilt or remorse. They exhibit cruelty and are revengeful. They are normally feared and respected by the peers and mostly become leaders of their gang.

(3) **Pseudosocial Delinquents**

They are loyal members of the gang. They are characterized by defiance, hostility and suspicion. They adapt and adjust well to other members of the peer group and feel sense of obligation to them. To them, the gang is a substitute family.

### 2.4 Summary of Influence of Social Factors and Personality upon Delinquency

The general factors to be discussed are age, sex, urban or rural residence, local community, social economic status, ethnic identity and the broken homes.
(i) Age and Sex

Delinquency is said to be concentrated among boys. Certain variations of crime occur within the age interval of 10 to 17 years. As the delinquent grows older, his crimes become more serious and his offences are shared with his delinquent associates rather than the individual reactions against his family and tend to involve monetary incentives rather than mischievous fun.

More boys than girls are arrested and appear in juvenile courts. Boys are arrested chiefly for offences against property while girls are arrested for sexual offences and personal misbehavior. More boys than girls commit crimes because adults in general more strongly disapprove of and more actively discourage delinquent behavior in girls than in boys. Delinquency in boys is seen as masculine in preschool and early school years (Karl C. Garrison, 1975).

(ii) Broken Homes and Delinquency

There is a high correlation between broken homes and delinquent behavior. More incorrigible children and truants come from broken homes. Broken homes have more perceptible influence upon female than male delinquents do and significantly more delinquent girls than boys come from broken homes.

Death of a parent does not affect juveniles the same way as desertion or divorce. Bereaved members draw closer together while parental conflict may divide their loyalties.
Predominantly broken families of delinquents are headed by the mother because she works outside the home as well as try to manage domestic roles within the home, hence less able to control the home.

(iii) Birth Order and Delinquency
Most delinquents come from larger families. Cyril Burt (1967) regarded the “only child” as a definite factor for delinquency. He stated that 15.4% of delinquent children were only children while 2.5% of non-delinquent groups were only children. Those who are not only children are isolated psychologically from other siblings. So are the eldest and emotionally removed from their siblings while others are youngest whose siblings have grown up.

(iv) Delinquency in Urban and Rural Areas
Delinquency predominates in highly populated areas. This is prevalent in cities than rural areas and increases with size of the city and town.

Neighboring areas of the city seem to have high rates. The more industrialized the area, the higher the crime rate.

A comparison between rural and urban crime and delinquency rates in the different provinces show that urbanization is one crucial factor accounting for the differential crime and delinquency rates between rural and urban areas both in the various provinces within Kenya and in Kenya as a whole (Erasto Muga, 1975).
2.5 Summary of the Literature Review

Most of the literature on child delinquency that has been reviewed concerns studies, which were conducted many years ago. There is need to conduct a current study to ascertain whether the variables used to determine the causes of delinquency are still the same or have changed. Not much study has been done in recent times because most of the literature reviewed is as old as thirty years.

There is need for a current study because most of the literature shows studies in the western countries whereby the assumptions of these studies may not totally apply to an African situation and more so a Kenyan situation due to the difference in the lifestyles which may influence children’s behavior in different ways. Even the methods applied in handling delinquents may not effectively apply to our situation. We could wish to do a study of how to prevent or curb delinquency behavior rather than wait for it to occur and then treat it. There is need to find better ways of bringing up children in a more responsible way whereby they will have respect for themselves and for other members of the society. Some of the literature reviewed doesn’t show how to determine the existence of delinquents and have not given recommendations on how to deal with delinquency.

Other literature such as the Gatere paper has not been written from the basis of an experiment or a study, but from the basis of being an authority in psychology. So there is necessity of
study to verify the possible causes of delinquency and determine effective ways of dealing with the situation. Literature by Griffin also needs to be verified through a study because what he has put a cross is what he applies in his school, which is just, but one. This is not a good representation of schools. More so it is a secondary school and we are dealing with primary schools. A study could be done to show the workability of his strategies countrywide.
Chapter Three

3.0 Methodology

3.1 Introduction

The study was a single element survey research, which was not seeking variable relationships but aimed at finding out in a survey the delinquent behaviors in primary schools. The survey was carried out through adolescent pupils, teachers who handle the delinquents and the headteachers as the subjects of the study. The research was carried out in ten randomly selected schools drawn from in and out of Kisii town as shown in Table 1.

Table 1: Schools Selected

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>No. of Schools</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban schools</td>
<td>3</td>
<td>Mixed/day</td>
</tr>
<tr>
<td>Rural schools</td>
<td>3</td>
<td>Mixed/day</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban schools</td>
<td>2</td>
<td>Mixed/day &amp; boarding</td>
</tr>
<tr>
<td>Rural schools</td>
<td>2</td>
<td>Mixed/day &amp; boarding</td>
</tr>
</tbody>
</table>

The research was conducted on the basis of the introductory letter given by the School of Continuing education Coordinator. The researcher took the letter to the heads of the selected schools. The researcher had to ensure that the schools to be selected for the research had reached standard eight as
this would ensure that the pupils' subjects could be relied on for handling the questionnaire.

The researcher intended to cover quite a variety of schools but it was not possible because the schools are scattered far apart in the district. The researcher was able to categorize the schools in and around Kisii town into 4 strata i.e. public and private, and urban and rural schools. In the categories used, there was no single school that was used. All the schools dealt with were mixed. All the public schools used in the study are day schools while the private schools used had day and boarding sections. Thus a total of 10 schools were covered in the study.

The subjects of the study were 3 teachers and 10 pupils from each school, giving a total of 30 teachers and 100 pupils. The headteacher of each chosen school suggested to the researcher three of his/her teachers best able to supply data on delinquent behavior in the school. In each of the selected schools, the criterion of selecting pupil subjects was different. In most schools, the pupils selected were from Std 6 - 8 while in others, they were from std 7 and 8 only. But in all the 10 schools there was good balancing of both boys and girls as subjects in the study.

3.2 Instrument

Some of the experiences of delinquents are quite sensitive, and the researcher tried rapport with the teachers and pupils who were subjects in the study. The need for rapport was
explained to the headteachers who were requested to help in getting the cooperation from the subjects. In each chosen school the researcher had a short discussion with the three teachers and the selected pupils on delinquency, following a short prepared introductory outline (Appendix D). The purpose of this short discussion was to try and establish some rapport and to be sure that when the subjects began filling the questionnaire, they had some understanding of what delinquency is and its associated problems mean.

The study instruments were two versions of questionnaires, one for pupils (Appendix E) and the other one for teachers (Appendix F); one checklist (Appendix G) and one observation schedule (Appendix H).

Each school was visited at least three times. On the first visit the introductory letter from the School of Continuing Education Coordinator was taken to each of the headteachers and the researcher introduced herself and the research she intended to carry out. During the first visit the headteacher was requested to identify the teachers and select the pupils for the study, in readiness for the second visit which the researcher and the headteachers had to fix date for. On the second visit the researcher made a short introductory remark about her and the purpose of the study. This was meant to clear the air because some people could feel that there was something behind the research that could jeopardize their positions as teachers and pupils in the school.
After making the introduction, each of the subjects of the study was given a copy of the introductory note about delinquency to read silently before a short discussion, which was to highlight on the problem of the study.

The teachers were requested to go and leave the pupils alone so that the pupils could ask any further clarification without fearing anything because some pupils are never open before their teachers. The pupils were then given their questionnaires after the researcher was fully convinced that they were conversant with what was expected in the study.

The researcher tried to help the pupils understand the items in the questionnaire by taking them through the items one after another. The researcher could read each question and invite anybody who had a problem in it to ask for clarification before they could all tackle it. The researcher could ascertain that everybody understood the item in question before they could write their answers. The researcher had to guide the pupils like this until the last item in the questionnaire. There was no much trouble with handling of the questionnaires because the pupils who were involved or who were picked by the teachers to be subjects are those who perform well in class and more especially in English. This was the case because the teachers received the research in a positive way and wished the research to succeed. Nobody wanted the data analysis to cause any problem. The pupils’ questionnaires were filled and returned the same day the researcher held a short discussion with all the subjects. After the researcher was through with the
pupils, then she could give their teachers their questionnaires personally and then agree with them on the day that the researcher could collect the questionnaires after 3 days. The researcher could then go back on the day agreed upon and collect the completed questionnaires.

In some schools, the researcher could not find work done. Some teachers could give some excuses as to why they were not able to fill the questionnaires, then the researcher could express the need for doing it soonest possible and then fix a new date for collecting the questionnaires from the non-respondents. So in some schools, the researcher visited more than 3 times due to the existence of non-respondents. But then this was not an acute problem because it was a few teachers who were fond of responding in time as agreed upon.

The teachers used in the study were 30. There were 3 teachers involved from each of the 10 selected schools. The return rate was 100% after the follow up with non-respondents was done. The frequencies and percentages worked out were based on 100% return rate of pupils’ and teachers’ questionnaires received back by the researcher.

3.3 Data Analysis

Since this was a single-element survey study, the researcher employed descriptive statistics. The data was presented in frequencies and percentages by use of table. The frequencies and percentages were to be used in getting answers to the
objectives of the study, reach conclusions and be able to make recommendations as far as the study problem is concerned.
Chapter Four

4.0 Data Presentation and Analysis

The data collected from pupils' and teachers' responses in the questionnaires was analysed to get answers to each of the objectives set at the beginning of the study.

The pupils used in the study were 100 (50 boys and 50 girls) from the ten selected schools in and around Kisii town. There was 100% return rate of pupils' questionnaires and all supplied data which was used in the analysis.

4.1 Delinquent Behaviors in Primary Schools

To arrive at the delinquent behaviors, the pupil subjects were given a list of 20 specific delinquent behaviors and asked to tick those which are more pronounced in their schools (item 10 in appendix E). For easy analysis, these delinquent behaviors were grouped into 5 categories, namely; sex problems, appearance, school problems, drug problems and theft problems (details in appendix H). That data in appendix G is summarized in table 2 which shows the frequencies and percentages of pupils who perceive a particular problem as really pronounced in their school.
Table 2:
Percentages as Summarized from Appendix G of how pupils perceive particular problems.

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Day school Pupils (%)</th>
<th>Day &amp; Boarding school Pupils (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>Appearance</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>School</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>Drug</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Theft</td>
<td>90</td>
<td>70</td>
</tr>
</tbody>
</table>

Looking at the percentage from Table 2, which shows how common a problem is, we can conclude that almost all the above categories are real problems in primary schools because most of them are above 50% apart from drug and appearance which are not common problems in boarding schools. Sex, school and theft problems seem to be rampant in both day and boarding schools. This is an indication that pupils are restricted very much from these problems or rather indiscipline seem to be on the increase among primary school pupils. Cases of rudeness, fighting, stealing and engaging in sexual affairs seemingly are real problems in early teenage. Drugs are not very common among the pupils but we cant rule out the fact that they are a problem because quite a good number of cases are reported to have happened in schools. In day schools, the number of drug problems is rather high than in day and boarding schools could be because either the parents or the school does not closely follow the pupils as they walk to and from school. In day and boarding schools,
the problem is not very common may be because pupils are restricted and just a few (day scholars) could have access to the drugs outside the school compound.

Appearance of pupils seems to be a common problem in day schools than in day and boarding schools. There is a possibility that neatness is more emphasized in day and boarding schools than in day schools. In day schools most pupils are indicated to be very untidy could be because they walk long distances to school and are prone to all sorts of dirt on the way.

Stealing and theft are on the increase. This could be due to economic constraints of most parents who are not able to provide for all the needs of their children. Another factor, which could influence this problem, is the pressure that is on the pupils due to the curriculum demands. Also peer pressure can not be ruled out on this issue because even in boarding schools where we can say that the parents are able, it seems to be a real problem.

Sex problem is another disturbing issue in primary schools and mostly among the pupils themselves. However, in other cases, we see indications that teachers are involved in love affairs with pupils.

Lastly the problems that can be termed as school problems i.e. rudeness, truancy and fighting is big problem in both day and day and boarding schools. There is a lot of fighting, cheating in examinations and rudeness to both prefects and teachers. To most pupils, defying school rules is not a big issue.
A similar list of problems was given in the teachers’ questionnaire (item no. 6 in Appendix H) the item listed 20 specific problems and space was provided for them to add any other problem that was common in their schools but was not included in the list. The teachers were then required to:

- Put X in the brackets of problems that they felt do not happen in their schools;
- Put B in the brackets of the problems that they thought are exhibited by boys only;
- Put G in the brackets of problems they felt are shown by girls only;
- Leave the brackets of problems they thought are shown by both boys and girls empty.

The list of the teachers’ questionnaire is also broken down to five major categories namely; school problems, sex problems, drug problems, appearance problems and theft problems. A detailed account is given in Appendix H.

The data in appendix H is summarized as shown in table 3 which shows the percentages of how teachers perceive particular delinquent problems as either not shown by primary pupils or shown by boys only, or by girls only or by both boys and girls.
Table 3:
Percentages as indicated by teachers that a particular problem is not shown by primary school pupils, or is shown by boys only or by girls only or by both boys and girls.

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Not Shown (%)</th>
<th>By Boys (%)</th>
<th>By Girls (%)</th>
<th>Both Sexes (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>10</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Appearance</td>
<td>20</td>
<td>40</td>
<td>0.5</td>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td>School</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Drugs</td>
<td>60</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Theft</td>
<td>0.5</td>
<td>30</td>
<td>20</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 3 above, school problems seem to be more pronounced among boys and girls. There are a few peculiar problems that are exhibited by boys only. Quite a small percentage did not indicate school problems. There was no indication of a particular school problem perceived to be evident in girls only.

Regarding sex problem, a number of teachers felt that there is no sexual relationship between boys and female teachers while on the contrary girls have sex relationships with male teachers. In a great extent, a good percentage show that there is a sex problem among pupils is in the increase (40%).

Most of the teachers seemed to indicate that drugs are not really a major problem in primary schools. They indicated quite a small percentage as compared to the percentage shown by pupils (teachers showed 20% while pupils showed 40% in day schools).

This may be so because not all the mistakes that pupils do reach the attention of teachers. Some of these delinquents
more especially drugs are taken outside the school compound and after school hours. So pupils could be more informed than teachers in most issues concerning pupils' conduct. All the same, there is no indication that girls are involved in drug taking.

Concerning theft problems, a few teachers did not indicate the occurrence of the problem in the schools. Majority of the teachers had a strong feeling that theft is a real problem in schools. It is a problem that has attracted both sexes quite well. Quite a big number of both boys and girls are victims of this problem. Yet there are some problems particularly committed by boys only like theft that leads to arrest and some by girls only like stealing purses. Teachers mostly perceived this in mixed day and boarding schools.

A teachers re in the consensus that appearance problem is not there. A great percentage of teachers feel that there is a problem with appearance of pupils. This is pronounced in day schools, which agrees very much with what the pupils indicated. Girls are more sensitive to appearance and they seem to exhibit it in a very small percentage (0.5%). Quite a number of boys are perceived by teachers to have appearance problem as a good number exhibit untidiness.
Table 4:
Behavior problems as indicated in the school black books/checklist.

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>By Boys (%)</th>
<th>By Girls (%)</th>
<th>Both Sexes (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Day</td>
<td>Boarding</td>
<td>Day</td>
</tr>
<tr>
<td>Sex</td>
<td>0.5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Appearance</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>School</td>
<td>30</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Drug</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Theft</td>
<td>30</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

From the checklist, there is an indication that most of the cases are never reported to the administration. They could be happening but are either handled among the pupils themselves or if they reach the teachers’ attention, they punish and finish them there without reporting to the headteacher. The schools’ discipline books seemed not to tell a lot because were it not for the fact that there were questionnaires for pupils and teachers, we could assume that delinquency is not a big issue in primary schools.

Problems like drugs and appearance do not appear at all and yet pupils seemed to be very much aware of them more especially day schools which indicated 40% while day/boarding had 10%.

Pupils indicated appearance as a major problem among boy (80%) and indicated 10% among girls and yet in the black books nothing of the sort was revealed.

School problems sex problems and theft problems seem to real problems among primary school pupils though the percentages do not agree. From the analysis made on these
problems among primary pupils' questionnaires, teachers' questionnaires and the checklist, the three problems have indicated the highest percentages showing that they frequently occur. Sex problem in the pupils' questionnaire has 75% for day schools, 85% for day and boarding and 40% for both sexes in the teachers questionnaires and in the checklist has a total of 15% for day school and 20% for boarding school. School problem has 85% for day schools, 80% for boarding in pupils' questionnaire and a total of 60% from teachers' questionnaire and in the checklist has a total of 40% for day schools and 10.5% for boarding schools. Lastly in pupils' questionnaire theft has 90% for day schools 70% for day/boarding schools and teachers questionnaire has a total of 40% while the checklist has 50% for day schools and 30% for day/boarding schools.

4.2 A Comparison of Delinquent Behaviors among boys and girls in Primary Schools.

A comparison of delinquent behaviors among boys and girls was done based on the frequencies and percentages gathered in the survey. From the information in Table 2 of pupils' responses, girls seem to indulge more in sex problems than boys. Girls in day schools are more involved in sex-related problems than their colleagues of the opposite sex. The same problem is evident in the responses given by the teachers in their questionnaire as shown in Table 3 where 0.0% indicate
sex problems exhibited by boys only while 20% indicate sex problems peculiar to girls only.

The problem of appearance was more indicated to be among pupils in day schools than boarding schools and more especially among boys than girls. The same is true with the teachers’ responses analyzed in table 3 whereby 0.5% of the teachers indicated appearance as a problem to girls while 40% of the teachers indicated it as a problem more pronounced among boys than girls.

In the case of school-related problems, pupils’ responses indicated more boys as having this problem than girls. This is consistent with the teachers’ responses in table 3 which indicates boys as having 20% of peculiar problems among them while girls has none (0.0%) that is specifically exhibited by them.

On the side of theft-related problems, boys again are shown to be having a more serious problem in it. But what is gathered here is that quite a good percentage of primary school pupils is shown to have this problem in the increase; both boys and girls. The difference is that there are more serious thefts that boys commit which girls do not indulge in which lead to arrest an issue which is unheard of among girls. These arrests are the ones that make the percentage of boys to be higher than that of girls involved in stealing and other types of thefts. Table 3 of teachers’ responses confirms this by the percentages it has boys 30% and girls 20%.
Regarding drug related problems it is exhibited by boys than girls. This is also an issue that is more pronounced in day schools. Drug taking is unheard of among girls as gathered from pupils’ responses in table 3 whereby 20% of the teachers perceived it to be a problem among boys while 0.0% of the teachers indicated it as non-existent among girls.

4.3 Pupils and Teachers’ Awareness about Delinquent Behaviors in their Schools

There was an item in each of the two sets of questionnaire, which sought to determine whether the subjects were familiar with delinquency and delinquent behaviors. Most pupils indicated that they were aware of what delinquency is and that it was explained to them by their teachers more especially when some pupils could be found in mistakes and teachers were trying to tell the pupils the effects of some of the behavior problems. Just a few pupils impressed that they knew about what delinquency is by them. They were all in agreement that this is a big problem in schools and that teachers had tried to curb it by employing various methods of punishments against those found guilty. On the teachers’ side, the responses given showed that there is quite a number of delinquents and that some of the problems have not been handled well since some of the pupils seem to be more rebellious after punishment instead of changing for the better. Quite a good number of teachers indicated that
arrangements are underway to help eliminate the ever-increasing number of delinquents. Most of the teachers cited guidance and counseling are the commonly employed methods of dealing with delinquency.

4.4 Causes of Child Delinquency

1 Home Background
Most teachers shared a view that home background contributed a lot to child delinquency. Teachers have a feeling that majority of the delinquents hail from homes that are broken either due to desertion or divorce. This indicates that most delinquents come from either homes where both parents have deserted or from homes run by single parents. This could be so because the absence of both or one parent leaves children under inadequate care and guidance.

The other point that come up under home background is that of children brought up by parents who are criminals themselves. Some children could have inherited delinquent traits from their parents, encouraged by their parents to behave so or just copy some of the behaviors from their parents. Some children are encouraged by parents to steal from the neighborhood or elsewhere to meet their daily demands because some parents are too poor that they can’t afford to provide for their children’s needs.

Most of the children smoke bhang and cigarettes because their parents do so, hence they just copy what they see happening.
in their homes. Some children and especially those indicated to be involved in the taking of alcohol come from homes where the liquor is brewed. There is an indication that majority of those who are untidy come from poor homes where they can’t afford to tidy while others choose to be so without any major reason.

2 Neighborhood Influence
It was indicated that majority of the delinquents come from the neighborhood of the Nubia slums which are just at the outskirts of Kisii town. The life at the slum area has a lot of influence on the behavior of the adolescents. There are several cases of lawlessness reported at the slum area. Some of the children in most the selected schools hail from the slum area and through the interaction and socialization with other pupils, they have had a very strong impact on the behavior of most of the delinquents. Life at the slum area does not allow most children to enjoy most of the recreational areas due to crowding and poverty.

3 Peer Group
Most of the delinquents are reported to have social groups and more especially with children who have dropped out of school. Though most of the children with behavior problems are in school, they have very close links with school dropouts
who are practicing thuggery and many other socially unaccepted behaviors.

4 Poor Performance
Most of the children considered to have behavior problems are those who perform poorly in class. The teachers have a feeling that they could be engaging in such conduct in order to compensate for the unmet goals in class. They could be seeking recognition from other pupils because they have a feeling that other pupils are consider them as bold and tough.

4.5 How Teachers Handle Delinquent pupils in Primary Schools
The researcher sought to find out how school handle delinquent pupils. In the pupils’ questionnaire, pupils were required to list some of the delinquent behaviors they have seen happen in their schools and how teachers treated each case (Appendix D item 12). This item enabled the pupils to recall delinquent behaviors exhibited by pupils and how teachers reacted towards them.
All pupils both in day and boarding schools seemed to have the same responses concerning the methods employed against delinquency. They said that when pupils were found in acts contravening school rules, they were in most cases given strokes of the cane, sent home for parents, scolded before other pupils, given manual work and to a lesser extent...
counseled. In boarding schools pupils are suspended for some time from school, fined in case of damage to property and in other schools, pupils are sent to buy fencing wire in case of sneaking out of school. In both day and boarding schools, pupils are made to buy an item of the kind that they steal in case of theft. In boarding schools where problems seem beyond control or are persistently done, the affected pupils are expelled from school. This is shown in Table 5 below:

Table 5:
Frequencies and percentages of various methods used by teachers in dealing with delinquents as indicated by pupils.

<table>
<thead>
<tr>
<th>How pupils are handled</th>
<th>Day school pupils</th>
<th>Day school pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Caning</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2 Sending for parents</td>
<td>50</td>
<td>83.3</td>
</tr>
<tr>
<td>3 Suspensions</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>4 Giving manual/work</td>
<td>55</td>
<td>91.6</td>
</tr>
<tr>
<td>5 Expulsions</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>6 Scolding</td>
<td>58</td>
<td>96.6</td>
</tr>
<tr>
<td>7 Fining</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>8 Guidance and Counseling</td>
<td>10</td>
<td>16.7</td>
</tr>
</tbody>
</table>

On the same issue as to how teachers deal with delinquents, teachers’ were given some item to help find out methods used to deal with delinquent pupils. Teachers mentioned a number of methods like fining, sending for parents, suspending in case of boarding schools and indulging in guidance and counseling programs.

Teachers seemed to stress on guidance and counseling as the most common method while pupils rampantly mentioned manual work and caning as the most commonly employed methods. Pupils seemed to tell the truth here because in some
observation carried out by the researcher, there was a lot of
caning in the schools. Teachers were covering this because
they know that it is not acceptable to the concerned ministry
and their employer. All the same, each party showed that the
delinquents did not go unchallenged as one method or the
other was employed as a measure against delinquent
behaviors.
Chapter Five

5.0 Discussion and Conclusions

The researcher has made a summary of the study findings arrived at after data presentation and analysis in this chapter. Summary is done in divisions in order to enable the researcher to arrive at answers to the objectives set at the beginning of the research study. After the summary of the findings are the conclusions of the research based on the research findings. There are conclusions arrived at in connection with the objectives of the study. Thereafter there are attempts made to suggest some recommendations on how delinquent pupils and then possible areas for further research.

5.1 Summary

(a) From the responses in items 5, 6 and 7 in pupils’ questionnaire, it indicated that pupils are aware of what delinquent behaviors are. They indicated who explained to them about delinquency and that it is true that some pupils are delinquents in the schools. Teachers’ responses to items 2-5 in the teachers’ questionnaire shows that delinquency is a real issue and more so on item 5 which inquired whether any arrangements have been made by the schools to curb this problem and all teachers indicated the same. On the basis of these responses, the researcher reached the conclusion that both pupils and teachers are aware that there
are delinquents in primary schools and perceive it as a real problem among pupils.

(b) From the data analyzed boarding school pupils show awareness of school problems, sex problems and theft and not appearance and drug problems. Appearance and drug problems are not rampant because the pupils are under strict control over these issues. Day school pupils show awareness of sex problems, school problems, appearance problems drug problems and theft problems are real problems in primary schools partly because the school does not have control over them after school hours and partly due to peer influence outside school.

There are areas where teachers’ responses agree with pupils’ responses i.e. school problems, sex problems and theft problems as being common among pupils and appearance problems as evident among boys and to a lesser extent among girls and drug problems as rare among boys and do not exist among girls.

Drugs were perceived day school pupils as common while most teachers perceived them as quite rare because pupils who take drugs do not take them in schools hence teachers could not be aware about it.

Teachers’ responses are consistent with those of pupils concerning appearance problems among primary school pupils and more especially day scholars. This is a problem
perceived to be very rare among girls and not very rampant among boys in boarding schools.

(c) The data collected was analyzed following the sex of the pupils and on the basis of what teachers perceived of the two groups of pupils. This was done in order to make it possible for a comparison between the two sexes. Most of the frequencies and percentages for both sexes are closely related possibly because each group is aware of what the other does and hence could include the information in their reporting. The researcher in most occasions relied on teachers’ responses to strike a balance whenever pupils’ responses posed some doubts.

Teachers’ and pupils’ responses concerning sex among pupils as being rampant agree but there is a contrast concerning the type of school with more pupils showing that it is more rampant among boarding pupils (75% day and 85% boarding) while teachers responses indicate that it is more common among day school pupils. The teachers’ responses are taken to be more close to the truth because in boarding schools pupils are more restricted than in day schools hence boarding school girls can not have much access to it.

Percentages for appearance in pupils’ responses signify that teachers in day schools are not very strict on grooming while they could be very strict in boarding schools (90% for day and 10% for boarding schools).
A large percentage of pupils indicate that drug problem is more common in day (40%) than in boarding (10%) schools. While teachers have a feeling that drugs are unheard of among girls (0.0%) while it is an affair for boys (20%). Pupils’ responses revealed that school problems are common both in day and boarding schools. Day schools had 85% while day and boarding schools had 80%. While on the other hand teachers’ responses had it that they are common among both sexes 60% while boys those particularly exhibited by them alone 20% and girls had none that was peculiar.

Theft among primary school pupils is common in both sexes. Pupils’ responses showed that day schools had 90% while boarding schools had 70%. Teachers’ responses also indicated that it is a common problem. Boys had more problem (30%) than girls (20%) but all the same they both had 40%. Boys had a higher percentage because they had some thefts that girls did not engage in and these are the ones that led to arrests.

(d) In item number 12, in pupils’ questionnaire, pupils were required to list down types of delinquent behaviors pupils committed and how teachers reacted to each. The commonly indicated methods of how teachers handle the delinquents are; receiving strokes of the cane, going home for parents, doing manual punishments and buying of a new item of the kind stolen in case of theft. In boarding schools
suspension for not less than two weeks is common, thereafter bringing a parent to listen to the case.

Pupils in both day and boarding schools indicated that corporal punishment is the order of the day. While on the contrary, teachers on item 12 on their questionnaire concerning how delinquents have been handled in the school have not indicated corporal as a measure anywhere. All the teachers agreed on this item very much by saying that teachers chosen to carry out the task on behalf of the school counsel the delinquents in the school. On this issue of how delinquents are handled, there is a contrast of views by teachers and pupils. Pupils could seriously want to expose their teachers as employing harsh methods, while in the other hand teachers could be seriously trying to show that they closely implement what the Teachers' Service Commission and the Ministry of Education require them to do when it comes to handling of delinquent pupils [Guidance and counselling].

5.2 Conclusions

On the basis of data analysis done on chapter four and the summary arrived at in this chapter [5.1] the following are the conclusions arrived at.

(a) Primary school pupils and primary school teachers agree that there are delinquents behaviours in primary schools but perceive some as common and some as rare. school
problems, sex problems, theft problems and appearance problems are considered common while drug problems are considered as very rare in primary schools.

(b) Drug and appearance problems are considered as common among boys while sex problems are considered a common problem among girls.

(c) Boarding schools are not experiencing much trouble concerning drugs, appearance and sex problems as compared to day schools where these problems are common.

(d) The methods used in dealing with delinquents include suspensions in case of boarding schools, caning, sending for parents, buying of a new item of the same kind as the one stolen, scolding in the presence of other pupils, giving manual punishments, expelling of cases that seem extreme and engaging guidance and counselling to rehabilitate the delinquents.

5.3 Recommendations on How to Handle Delinquents
The last objective of this study was to recommend on the basis of this study’s findings better ways of handling delinquents in primary schools. From the data obtained, it is evident that there are delinquents in primary schools. The rational of this study prior to the gathering of data indicated that there is need
for the parents, teachers, administrators to have knowledge of delinquent behaviours among the adolescents so that they can be understood when they come across delinquents in order to help them grow into responsible citizens.

Almost all the teachers indicated in their item 19 on the teachers' questionnaire that boys are difficult to deal with when it comes to punishing delinquents. This is so because boys resort to violence if they are not handled with care, while the minority who suggested that girls are difficult to deal with argued that girls are secretive and shy hence it is very difficult to elicit any information from them. These points tell us a lot on how to handle the delinquents in order to have easy administration and at the same time help, the delinquents come out of the problem before it is too late. If at all the pupils' responses about corporal punishments are true, then they are sounding to us some warning that teachers have not tried to their level best to help the delinquents. Inflicting pain on the culprits is a remedy to the problems. This could be one way of hardening the delinquents and even encouraging them to indulge more in the behavior since they could want to prove that the caning has no effect on them. There is need for more understanding and patience while handling the delinquents. Teachers should seriously resort to guidance and counselling not just as a matter of talking about it but should implement it in their schools as it seems the only way of helping in correcting of this evil.
5.4 Recommendations for Further Research

(a) This study was limited to schools in and around Kisii town due to limited time and finance that the researcher faced. The researcher therefore recommends a study covering a wider area.

(b) There is a very serious contrast between the pupils’ responses and teachers’ responses on how delinquents are handled. The researcher feels that there is serious problem, which needs to be investigated further regarding this issue.
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Appendices
Study Schedule

January – April 2000

Preparation of Proposal
Preparation of Research Instruments

May 2000

Getting research permits
Pretesting
Refining questionnaires

May – June 2000

Selecting Samples
Visiting Selected schools for familiarization

June – July 2000

Collecting Data
Analyzing Data
Writing Project Report
Typing Report
Binding copies of the Report

August 2nd - 4th 2000

Handing in of the Report

University deadline for Handing in Report is 4th August 2000.

<table>
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<th>Activity</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
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<td>Obtaining Research Permit, pilot testing and refining the questionnaire</td>
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Delinquency

(a) Delinquency – Introduction
This is crime committed by those ones who are not legally of age or law violating behavior of a person, mostly under 18 years. It is an anti-social behavior not necessarily illegal.

(b) Associated Features and Disorders
These individuals have little empathy and little concern for the feelings, wishes and well being of others. When in mistake, they lack appropriate feelings and remorse. The delinquents have low self-esteem but project image of toughness, have poor frustration tolerance, irritability, temper outbursts and recklessness.
They indulge in drinking, smoking use of illegal substances. They usually face suspension and expulsion and even attempt suicide when the going gets tough. They are associated with less than average intelligence and have hyperactivity disorder.

(c) Conduct Disorder
These are four conduct disorder groups.
Aggressive Conduct: cause physical harm to people and animals.
Non-aggressive Conduct: cause property use or damage.
Deceitfulness and Theft: tend to lie and are involved in petty theft.
Serious Violations of the Rules: commit more serious crimes, which may be a bit difficult for the school to handle.
Appendix D
Pupil's Questionnaire

You have read the introduction on delinquency. This is an issue majorly among adolescents. Parents, teachers and pupils need to understand these points so that those found in delinquency are not mistreated but rather helped to overcome the problem. The following questions have been prepared to help in understanding and helping delinquents. From what you know, answer the questions as truthful as possible. Do not write your name anywhere on the paper so that nobody gets to know who has said what hence your responses should remain secret.

Section A

1. The Name of your school _______________________________________

2. Your class is Standard _______________________________________

3. Your Sex is _______________________________________

4. Your Age is _______________________________________

5. Has anybody explained to you what delinquent behavior is? (Tick the correct answer)
   Yes [ ]
   No [ ]

6. i If your answer to 5 was Yes, who explained it to you?
   _______________________________________

   ii If the answer is no, in your own view what is delinquent behavior? Give an example
   _______________________________________

7. Do you know what delinquency means?
   Yes [ ]
   No [ ]

8. When delinquents are accused by school mates
   Is it always true? [ ]
   Is it sometimes true? [ ]
   Is it wrong? [ ]

9. i Do teachers at times accuse the pupils of delinquency?
   Yes [ ]
   No [ ]

   ii When delinquents are accused by teachers:
   Is it always true? [ ]
   Is it sometimes true? [ ]
   Is it wrong? [ ]
Section B

10. Somebody special could be posted to your school to counsel pupils to solve their problems. It is important for the person to understand pupils well, if at all his advice is to be fruitful. He/She gives the pupils a list of things and asks them to tick in the brackets of those which are most common and disturbing in their school. Which one would you tick?

(You have only 15 minutes for this part.)

   a. Sometimes being absent from school    [ ]
   b. Not doing all the homework          [ ]
   c. Fighting other pupils               [ ]
   d. Fighting teachers                   [ ]
   e. Rudeness to teachers                [ ]
   f. Fighting prefects                   [ ]
   g. Drinking alcohol                    [ ]
   h. Stealing in school                  [ ]
   i. Robbery or theft leading to arrest [ ]
   j. Smoking cigarettes                  [ ]
   k. Smoking bhang/drugs                 [ ]
   l. Sleeping out of school without permission [ ]
   m. Writing love letters                [ ]
   n. Competing for girls                 [ ]
   o. Competing for boys                  [ ]
   p. Engaging in sex between pupils      [ ]
   q. Girls in love with male teachers    [ ]
   r. Boys in love with female teachers   [ ]
   s. Fighting other pupils from other schools during innings, outings or sports [ ]
   t. Bullying other pupils               [ ]

Section C

11. There could be some things that your friends do in school which do not impress you at all and you could like to assist them stop such behavior so that they could be peaceful in school. Name four things that you want them to avoid doing so that they would not be in trouble at school.

   a. ___________________________________________
   b. ___________________________________________
   c. ___________________________________________
   d. ___________________________________________
Section D

12. List four things that delinquents committed in school and what the teachers did in each case.

<table>
<thead>
<tr>
<th>Mistake</th>
<th>How Teachers Reacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
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<tr>
<td>b.</td>
<td></td>
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<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
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</table>

Section E

13. In which of these four (4) do you find more delinquents?

Std 4  [  ]
Std 5  [  ]
Std 6  [  ]
Std 7  [  ]
Std 8  [  ]

14. Who are majority with delinquent behavior?

Boys  [  ]
Girls  [  ]

15. Choose any common problem in your school and in your own view say what you think can be done to the delinquent found committing it, in order to stop him/her from repeating it again.

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Page 3 of 3
Appendix E
Teachers' Questionnaire

Through the assistance of your headteacher you have been identified as reliable to supply information about delinquent behaviors experienced in your school. The following questions are aimed at finding out the delinquent behaviors of pupils in primary schools. Please take your valuable time to respond to all the questions as truthfully as possible.

You may have heard about several delinquent behaviors, but in this case, you have been requested to indicate the problems that you have witnessed or come across in your school. Note that some of these delinquent behaviors are normally experienced during adolescent stage. Kindly help in this research by giving all the information you have on the questions asked.

1. The name of your school ________________________________

2. Explain who a delinquent pupil is:

3. Are there delinquents in your school?
   Yes [ ]
   No [ ]

4. What proportion of your school pupils show this problem?
   A few of them [ ]
   Most of them [ ]
   All of them [ ]

5. Has your school made any arrangements for handling delinquent behaviors among your pupils?
   Yes [ ]
   No [ ]

6. The following are some of the delinquent behaviors among pupils in your school. The list may not contain all the behaviour problems which your school has experienced. Therefore, some space is provided at the end of the list for inclusion of this additional information.

   (Do not put any mark in the brackets until you reach the notification below the list.)

   a. Sometimes truanting or hiding from school [ ]
   b. Avoiding classwork [ ]
   c. Fighting fellow pupils [ ]
   d. Fighting teachers [ ]
   e. Rudeness to teachers [ ]
   f. Fighting prefects [ ]
   g. Drinking alcohol [ ]
   h. Stealing in school [ ]
i. Robbery or theft
j. Smoking cigarettes
k. Smoking bhang/drugs
l. Sleeping out of school without permission
m. Writing love letters
n. Competing for girls
o. Competing for boys
p. Engaging in sex between pupils
q. Girls in love with male teachers
r. Boys in love with female teachers
s. Fighting other pupils from other schools during innings, outings or sports
t. Bullying other pupils who are smaller
u.  

v.  
w.  
x.  
y.  


7. List the delinquent behaviors which have occurred recently in your school:

8. State the arrangements that have been made by your school for handling delinquent behavior:
9. According to your opinion, would you say that:
   - None of these problems has been serious [  ]
   - Some of the problems have been serious [  ]
   - All of the problems have been serious [  ]

10. List five places in which most of the delinquent behaviors are shown e.g. at parade, in class, etc. You can also include these examples if they are relevant:
   a. 
   b. 
   c. 
   d. 
   e. 

11. List up to four delinquent behaviors exhibited by male pupils in your school:
   a. 
   b. 
   c. 
   d. 

12. Briefly explain how problems a – d above were handled by the school:
   a. 
   b. 
   c. 
   d. 

13. List up to four delinquent behaviors exhibited by female pupils in your school:
   a. 
   
   b. 
   
   c. 
   
   d. 

14. Briefly explain how problems a – d above were handled by the school:
   a. 
   
   b. 
   
   c. 
   
   d. 

15. List a maximum of four boys’ problems not handled well by the school and state their consequences:
   (i) *Problems*
   a. 
   
   b. 
   
   c. 
   
   d. 
   
   (ii) *How they were handled*
   a. 
   
   b. 
   
   c. 
16. List a maximum of four girls’ problems not handled well by the school and state their consequences:

   (i) **Problem**

   a. 

   b. 

   c. 

   d. 

   (ii) **How they were mishandled**

   a. 

   b. 

   c. 

   d. 

   (iii) **Consequences**

   a. 

   b. 

   c. 

   d. 
17. If there are any problems that have been impossible to solve, give reasons for it:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

18. If delinquent boys and girls are not consistently dealt with by teachers, what could be the effect?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

19. Who are more difficult to handle?
   Delinquent Boys [ ]
   Delinquent Girls [ ]

20. Give reasons for your answer in Q.19?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

21. Briefly describe any influence which delinquent pupils’ behavior has on the younger pupils?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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21. In the spaces provided, give brief comments on:

   a. Identify four most common delinquent behaviors in your school. For each possible delinquent behavior, give the cause according to your knowledge.

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
b. In view of possible causes you have suggested, do you think the arrangements made by your school to address the problem of delinquency are adequate? Explain.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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c. Your further recommendations:

(i) ________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(ii) ________________________________________________________________
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(iii) ________________________________________________________________
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__________________________________________________________________________
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*Finally, thank you very much for the contributions that you have availed towards this research undertaking.*
Appendix F
## Delinquency Checklist

**School:**

**Date of Visit:**

---

**Delinquency Checklist undertaken during School Visit**

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<th></th>
<th>Description</th>
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<td>Fighting other pupils</td>
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<tr>
<td>2</td>
<td>Fighting teachers</td>
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</tr>
<tr>
<td>3</td>
<td>Rudeness to teachers</td>
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<td>4</td>
<td>Fighting prefects</td>
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<tr>
<td>5</td>
<td>Drinking alcohol</td>
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<td>6</td>
<td>Stealing in school</td>
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<tr>
<td>7</td>
<td>Robbery or theft leading to arrest</td>
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<td>Smoking bhang/drugs</td>
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<td>Sleeping out of school without permission</td>
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<td>11</td>
<td>Writing love letters</td>
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<td>12</td>
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<td>Friendship with male teachers</td>
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<td>16</td>
<td>Friendship with female teachers</td>
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<td>17</td>
<td>Not doing homework</td>
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<td>18</td>
<td>Bullying other pupils who are smaller</td>
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Delinquency Observation Schedule

School: __________________________________________
Date of Visit: ____________________________________

**Delinquency Behavior observed during School Visit**

1. Fighting other Pupils [ ]
2. Sneaking out of school [ ]
3. Rudeness to Teachers [ ]
4. Drunkenness [ ]
5. Smoking Cigarettes [ ]
6. Smoking Bhang/other drugs [ ]
7. Bullying Younger/smaller pupils [ ]
8. Rudeness to prefects [ ]
Appendix H
## APPENDIX H

### A BREAK DOWN OF DELINQUENT BEHAVIORS AS EXHIBITED BY PRIMARY SCHOOL PRIMARY PUPILS.

<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>COMPONENT PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>[I] School-related problems</td>
<td>rudeness to teachers, cheating in examinations, fighting prefects, fighting teacher, truanting from school, bullying other pupils, rudeness to prefects, fighting other pupils</td>
</tr>
<tr>
<td>[II] Sex-related problems</td>
<td>sex between pupils, friendship with teachers, writing love letters, competing for girls, competing for boys</td>
</tr>
<tr>
<td>[III] Drug-related problems</td>
<td>drinking alcohol, smoking bhang, smoking cigarettes</td>
</tr>
<tr>
<td>[IV] Theft-related problems</td>
<td>stealing in school, theft leading to arrest, robbery</td>
</tr>
<tr>
<td>[V] Appearance problems</td>
<td>untidy hair, torn clothes, dirty clothes, dirty body, long dirty fingernails, fighting other pupils</td>
</tr>
</tbody>
</table>