GENDER DIFFERENCES IN INDEX AND NON-INDEX DELINQUENT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KIAMBU DISTRICT, KENYA

BY

NDUNG'U AGNES WANJIRU

E55/12879/05

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY) IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

OCTOBER, 2011
DECLARATION

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

Ndung'u Agnes Wanjiru
E55/12879/05

We confirm that the work reported in this thesis was carried out by the candidate under our supervision

Dr. P. Ndambuki
Department of Educational Psychology
Kenyatta University

Prof. H.N. Gatumu
Psychology Department
University of Nairobi.
This thesis is dedicated to my dear husband Elizaphan Mwaura for his continued support and encouragement throughout the period of study and to our children Charles, Grace and Florence. You inspired me to read and excel.
ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who contributed in one way or the other in making the completion of this thesis possible. First my appreciation goes to my supervisors Dr. P. Ndambuki and Prof. H. N. Gatumu for their tireless supervision, patience, devotion, encouragement and scholarly advice.

I sincerely thank Kenyatta University for the partial scholarship accorded me. I would also like to appreciate the members of the Educational Psychology department for their support, guidance and wise counsel.

Special regards to the principals and teachers of the sampled schools who accorded me maximum support. I also appreciate the students who unreservedly completed the questionnaires and provided the data; hence making this study possible. I feel greatly indebted to my husband and our children for their patience, encouragement and the sacrifice they made to enable me pursue this course. I cannot forget my mother whose constant prayers kept me going. Finally I thank my heavenly Father who gave me the will, strength and grace to continue.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>1</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>2</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>3</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>5</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>6</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>7</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION</td>
<td>9</td>
</tr>
<tr>
<td>1.1. Background to the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.2. Statement of the Problem</td>
<td>11</td>
</tr>
<tr>
<td>1.2.1 Purpose of the Study</td>
<td>12</td>
</tr>
<tr>
<td>1.3. Objectives of the Study</td>
<td>13</td>
</tr>
<tr>
<td>1.4. Research Hypotheses</td>
<td>14</td>
</tr>
<tr>
<td>1.5. Research Questions</td>
<td>15</td>
</tr>
<tr>
<td>1.6 Significance of the Study</td>
<td>16</td>
</tr>
<tr>
<td>1.7 Limitations and Delimitations of the Study</td>
<td>17</td>
</tr>
<tr>
<td>1.8 Assumptions of the Study</td>
<td>18</td>
</tr>
<tr>
<td>1.9 Theoretical Framework</td>
<td>19</td>
</tr>
<tr>
<td>1.9.1 Gender-Schema Theory</td>
<td>20</td>
</tr>
<tr>
<td>1.9.2 Erik-Erickson's Theory</td>
<td>21</td>
</tr>
</tbody>
</table>
3.6.1. Reliability

3.6.2. Validity

3.7. Data Collection Technique

3.8. Data Analysis

3.8.1. Statistical Hypotheses

3.9. Logistical and Ethical Considerations

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.0. Introduction

4.1 Bio-Data Information of the Respondents

4.1.1 Age of the Respondents

4.1.2 Gender Distribution

4.2 Response of the Respondents

4.3 Students’ Self-Reported Delinquent Acts

4.3.1 Running away from Home with the Intention of Punishing the Parents

4.3.2 Running away from School

4.3.3 Smoking Cigarettes

4.3.4 Stolen Money by False Pretences

4.3.5 Taken Illegal Drugs

4.3.6 Theft of Items

4.3.7 Destruction of Property
LIST OF TABLES

Table 3.1 Sampled Schools and Sample Size---------------------------------------------34
Table 4.1 Age of the Respondents------------------------------------------------------40
Table 4.2 Gender Distribution----------------------------------------------------------41
Table 4.3 Students’ Response on Their Delinquent Acts--------------------------------42
Table 4.4 Students’ Response on Whether They Had Run away from Home with the Intention of Punishing Parents-------------------------------43
Table 4.5 Students’ Response on Whether They Had Run away from School-----------------44
Table 4.6 Students’ Response on Whether They Had Smoked Cigarettes--------------------45
Table 4.7 Students’ Response on Whether They Had Stolen Money by False Pretences--------46
Table 4.8 Students’ Response on Whether They Had Taken Illegal Drugs-------------------47
Table 4.9 Students’ Response on Whether They Had Taken another Students’ Item and Kept it for Self-----------------------------------------------48
Table 4.10 Students’ Response on Whether They Had Smashed or Destroyed Things in the School Compound or Neighbourhood---------------------------49
Table 4.11 Students’ Response on Whether They Had Trespassed----------------------------50
Table 4.12 Students’ Response on Whether They Had Broken Into a Shop or any Building in an attempt to Steal or Destroy Items------------------------------------------51
Table 4.13 Students’ Response on Whether They Had Burnt or Attempted to Burn Property that did not belong to Them--------------------------------52
Table 4.14 Students’ Response on Whether They Had Beaten Up Anyone on Purpose

Table 4.15 Students’ Response on Whether They Had Attacked Someone in a Rival Group

Table 4.16 Students’ Response on Whether They Had Used a Weapon in a Fight

Table 4.17 Students’ Response on Whether They Had Sexually Assaulted Another Person

Table 4.18 Students’ Response on Whether They Had Fought Prefects for Reporting Their Friends to Teachers

Table 4.19 Frequencies of Self-Reported Delinquent Acts

Table 4.20 Group Statistics for Index Delinquent Acts against Persons

Table 4.21 Independent Sample t-Test for Index Delinquent Acts against Persons

Table 4.22 Group Statistics for Index Delinquent Acts against Property

Table 4.23 Independent Sample t-Test for Index Delinquent Acts against Property

Table 4.24 Group Statistics for Non-Index Delinquent Acts

Table 4.25 Independent Sample t-Test for Non-Index Delinquent Acts
LIST OF FIGURES

Figure 1.1 Conceptual Framework--------------------------------------------------------------12

Figure 4.1 Students' Scores on Index Delinquent Acts against Persons------------------------52

Figure 4.2 Students' Scores on Index Delinquent Acts against Property----------------------55

Figure 4.3 Students' Scores on Non-Index Delinquent Acts-----------------------------------59
ABSTRACT

The aim of this study was to find out the effect of gender on students’ delinquent behavior. Delinquency poses a serious problem to all regions of the world and much effort has been geared towards establishing a solution to this global problem. Research reveals a significant increase in the number of delinquent acts committed by juveniles. There is tremendous agreement among scientists that delinquent acts are more common during adolescence. Most self-report surveys on delinquency indicate that the number of youths who commit delinquent acts is much greater than official statistics reveal. Further research also reveals that delinquency is not restricted to adolescents in correctional institutions but also exists in the regular schools. Self-report data also seem to show that the incidence of female delinquency is much higher than believed earlier and that the most common crimes committed by males are also the ones female offenders commit.

However, female delinquency has been ignored, trivialized or denied, a tendency that may help female delinquency thrive to a serious problem unnoticed. The objectives of this study were to find out whether there are gender differences in students’ index delinquent acts against persons, whether there are gender differences in students’ index delinquent acts against property and whether there are gender differences in students’ non-index delinquent acts. The study was conducted in the secondary schools of Kiambu district. The research design was ex-post facto which was an attempt to establish to what extent two non-manipulated variables are related. The sample was drawn from six out of the nineteen schools in the region. The schools were selected through stratified random sampling. Two hundred and forty students (120 boys and 120 girls) were selected through simple random sampling to participate in the study. The sample was drawn from form two and three students. A self-report delinquency questionnaire was used for data collection. The hypotheses were tested using t-tests and a 0.05 level of significance used as a standard of either rejecting or accepting the null hypotheses. The findings of this study revealed significant gender differences in students’ index delinquent acts against persons, significant gender differences in students’ index delinquent acts against persons and property. No significant gender differences in students’ non-index delinquent acts were found. Recommendations were made to parents to monitor adolescent behavior, guide, train and mentor children on socially acceptable ways of behavior. Teachers should define appropriate intervention and prevention strategies on delinquent behavior. Findings of this study may guide the Ministry of Education on the need of a policy on delinquent behavior among secondary school students. The teacher training institutions should equip the teachers with the necessary skills to help them deal with delinquency among students. Curriculum developers may draw a curriculum on delinquency. In conclusion, it was noted that there is need for all the stakeholders to join hands in the fight against delinquency among students of both gender because it is a reality. Recommendations for further research were also made. The study may be replicated in other districts, longitudinal studies could be carried out to follow up on adolescents who indulge in delinquent behavior into their adulthood to establish whether they graduate into criminal activities, the trend of female delinquency should be established and fuller settings such as families and schools and the impact of the variations in those settings should be established.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Delinquency is a serious global problem. According to Siegel (2003), delinquency is not just a problem in the United States. Delinquency indeed poses a serious problem to all regions of the world. Roberts (2003) observes that since 1972, the U.S. children's Bureau has issued periodic estimates on the number of juvenile delinquents in the United States. Their figures show a significant increase in the number of delinquent acts committed by juveniles.

According to Lilly, Cullen and Ball (2007), delinquency is so common among the adolescents that it might be considered a normal part of their development. Increase in violent crime among young people is a significant source of worry to adults. According to Howell (2009), if no intervention measures are taken, delinquent acts could graduate into criminal activities in adult life. Siegel (2003) seems to confirm this fear. He reports that in a study that followed a sample of the original Philadelphia cohort of 974 subjects to age 30, it was found that 70 percent of the 'persistent' adult offenders had also been chronic juvenile offenders. This increase in delinquency is also a significant source of worry to adolescents themselves, who are the age-group most likely to be victims of crimes such as theft, robbery, rape, assault.

Most of the data on adolescent misbehaviour comes from official arrest records. According to Siegel (2003), arrest records only count adolescents who have been caught, and these youths may be different from those who evade capture. In addition, victimless crimes such as drug abuse and underage alcohol use are significantly undercounted using this measure. These "official" figures on adolescent delinquency may both underreport and selectively report rates.
of misbehaviour. Underreporting results from the fact that many adolescents commit offences that are undetected or that are handled outside official reporting procedures.

An alternative method of getting information regarding delinquent acts is to use self-reports. This is where the researcher goes directly to the adolescents and asks them about their involvement in various delinquent acts. Several researchers have done this, promising anonymity and confidentiality. Most self-report surveys indicate that the number of youths engaging in delinquent acts is much greater than official statistics report (Roberts, 2003). The US department of justice (2001) records that the “dark figures of crime” (the unreported delinquent acts) may be more than nine times greater than the official estimate, since about nine of every ten delinquent acts among the adolescents are either undetected or not officially acted upon.

Delinquency is not restricted to institutionalized adolescents or to adolescents in a correctional facility. It exists even in the regular schools. Siegel (2003) reports that some researchers at the University of Michigan’s Institute for Research conducted an annual self-report survey, called ‘Monitoring the Future’. It involved a sample of about 3,000 youths randomly selected from schools around the nation. A surprising number of these typical teenagers reported involvement in serious delinquent acts. For example, 12% of them had engaged in index crimes against persons and 30% in index delinquent acts against property. Further observations were that when truancy, alcohol consumption and petty theft are included in self-report scales, delinquency appears to be almost universal.

In Kenya, several studies reveal that secondary school students engage in delinquent acts. Gathura (2010) established that Kenyan students indulge in delinquent acts ranging from
index delinquent acts against persons to non-index delinquent acts. Gatune (2003) carried out a study on the role of Guidance and Counselling in helping students to be well adjusted in selected secondary schools in Magumoni division, Meru-South. The researcher noted that students engaged in such delinquent acts like drug abuse, alcohol consumption, theft, fighting, vandalism, bullying and smoking.

A report by the Ministry of Education on the causes, effects, and remedies of indiscipline in secondary schools in Kenya (2000:2001) stated that, the dire consequences of the disruptive behaviour never fails to capture the attention of both the print and electronic media, besides being manifest on poor KCSE results, performance in curricular and co-curricular activities. Some of these acts have been so gruesome that it has caused a lot of concern in Kenya.

The report of the taskforce chaired by Wangai (2001) on student discipline and unrest in secondary schools noted that these acts were not only violent and destructive, but also premeditated and planned to cause maximum harm to human life. For example in July 1991, nineteen female students died and 71 others were raped after their male colleagues at St. Kizito mixed school turned on them in an orgy of violence. In 1999 four prefects were burnt to death when a few students at Nyeri High School locked them in their cubicles when they were asleep, poured petrol in the rooms and set them on fire.

In March 2001, some students set a dormitory on fire at Kyanguli mixed secondary school as their colleagues slept. Sixty eight were burnt to death and scores injured. The taskforce on students' discipline and unrest in secondary schools (Wangai) 2001. reported delinquent acts in all the eight Kenyan provinces. Central province rated the highest with 85 schools (13.5%) experiencing index delinquent acts against persons and property. Mogenda (2000) observed
that delinquency is a serious problem among primary school pupils in Kisii district. The study established that boys were more delinquent than girls. They scored higher in theft related problems, sex related problems and in school related problems than the girls.

Gathura (2010) observed that the Kenyan school system was losing to delinquency. Majority of the adolescents indulged in delinquent acts. Fifty per cent of the girls indulged in delinquent acts compared to sixty per cent of the boys. There was rampant violence, destruction of property and selfishness which was characteristic of life in majority of the educational institutions. Siegel (2003) notes that as might be expected, children who have been exposed to a variety of personal and social problems at an early age are the most at risk for delinquency.

A press statement by the Minister for Education (Kosgey, 2001) on student discipline and unrest in Kenyan secondary schools cited that, in view of the fact that most of the students are in adolescent stage which is characterised by identity crisis, rebellion and the tendency to identify with and respond to peer groups, the ministry will strengthen Guidance and Counselling both at the ministry and school level. Lopez, Melendez, Saur, Berger and Wyssman (1998) noted that persons with high levels of problems and negative models of others were less willing to seek counselling help. According to them females reported a more favourable general orientation to help seeking than men. Maybe this could account for the boys’ higher delinquency rates.

Howell (2003) records that most studies show that girls have a lower prevalence and incidence of conduct disorders than boys. Given the higher prevalence rates among males, it
is obvious that male gender is a far stronger predictor of general delinquency, and also serious or violent delinquency.

Kempf-Leonard, Tracy and Howell (2001) carried out a study in Philadelphia which examined continuity in offending among serious, violent and chronic juvenile offender sub-groups. They found that the male to female differential was 3 to 1 among serious offenders, 4 to 1 among violent offenders and 3 to 1 among chronic offenders.

Siegel (2003) however noted that in the recent years, female delinquency had been rising. Between 1990 and 2000, the number of female delinquents arrested in U.S.A increased to 25 percent. Self-report data also seem to show that the incidence of female delinquency was much higher than believed earlier, and that the most common crimes committed by males are also the ones female offenders committed. However as Roberts (2003) noted, female delinquency has been “ignored, trivialized or denied”. Such an attitude may help female delinquency thrive to a serious problem unnoticed.

In an endeavour to curb the problem of delinquency, the gender factor needs to be put into consideration so that all students are given the right assistance. Delinquency may not need to be seen as exclusively a male problem. In Kiambu district, empirical data on the effect of gender on students’ delinquent behaviour was scarce. It had not been established whether boys were more delinquent than girls. It was not clear whether girls engaged in the same delinquent acts as boys did. This study aimed at answering these questions.
1.2 Statement of the Problem

Delinquency poses a serious problem to all regions of the world. Many nations are experiencing an upsurge in juvenile problem behaviour including gang violence, prostitution and drug abuse. Several researches have been done using self-report surveys and the results have been surprising. Self-report data seem to show that the incidence of female delinquency is much higher than believed earlier. Notable again is the fact that the most common crimes committed by males are also the ones committed by females. However, female delinquency has been "ignored, trivialized or denied".

Female delinquency has undergone substantial changes compared to boys' delinquency. For example between 1991 and 2000 in the United States, girls' arrests increased by 25.3% while arrests of boys decreased by 3.2%. In Kenya, several taskforces have been put in place to investigate on the delinquent acts that secondary school students engage in, the causes and possible solutions.

Information on gender differences in delinquent behaviour was however quite scarce. It was not clear whether males exhibit more delinquent behaviour than females or vice versa. Studies carried out looked at causes of delinquency, possible solutions, relationship between delinquency and guidance and counselling, and gender differences in delinquent acts among primary school pupils. The major problem addressed by this study therefore was gender differences in secondary school students' delinquent behaviour. The researcher intended to establish whether there were gender differences in students' index delinquent acts against persons, index delinquent acts against property and non-index delinquent acts among secondary school students in Kiambu district, where such information was scarce.
1.2.1 Purpose of the Study

The purpose of this study was to establish the gender differences on students' delinquent behaviour. The researcher intended to establish to what extent females differ from males in index delinquent acts against persons, index delinquent acts against property and non-index delinquent acts.

1.3 Objectives of the Study

The objectives of the study were:-

I. To find out whether there are gender differences in students' index delinquent acts against persons.

II. To find out whether there are gender differences in students' index delinquent acts against property.

III. To find out whether there are gender differences in students' non-index delinquent acts.

1.4 Research Hypotheses

I. Boys have a higher mean score on index delinquent acts against persons test scale than girls.

II. Boys have a higher mean score on index delinquent acts against property test scale than girls.

III. Boys have a higher mean score on non-index delinquent acts test scale than girls.

1.5 Research Questions

The following questions guided the study:-

I. To what extent do boys and girls differ in their index delinquent acts against persons?

II. To what extent do boys and girls differ in their index delinquent acts against property?
III. To what extent do boys and girls differ in their non-index delinquent acts?

1.6 Significance of the Study

The results of this study may help in various ways. They may create awareness to parents, teachers, and the wider society that delinquent acts exist among secondary school students. Some light may be shed on the fact that delinquency is not confined to juveniles in institutions but that most of the delinquent acts go unnoticed or unreported even in the regular schools. Female delinquency may also get the attention required so that it does not thrive unnoticed and pose a serious problem in future. Educators and parents may realise the dire need for early intervention and preventive measures on delinquency.

The Ministry of Education may perceive the need to formulate a policy on delinquency which will guide teachers on how to handle students who engage in delinquent acts. Its attention may be drawn towards strengthening counselling programmes in secondary schools to help deal with delinquent behaviour. The attention of curriculum developers may be drawn towards developing a curriculum for secondary schools on dealing with delinquent behaviour based on gender.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

Ideally, this study should have been carried out throughout Kenya. The researcher was however limited by time and was not therefore in a position to study the entire population of interest. Financial constraints were also a major limitation of this study.
17.2 Delimitations of the study

Due to time limit and financial constraints, the study was carried out only in Kiambu district. Only a sample (six secondary schools) of the public secondary schools was included in the study. The study involved only a sample of form two and three students (male and female).

1.8 Assumptions of the Study

Several assumptions were made in this study. These were: that the respondents would willingly participate in the study and that the information they would give would be truthful. It was also assumed that the sampled schools were representative of all the secondary schools in Kiambu.

1.9 The Theoretical Framework

Two theories guided the study namely; Bem’s Gender-Schema theory (1981) and Erikson’s psychosocial theory (1950).


Bem developed this theory in 1981. It mainly addresses the issue of 'gender polarization'. Bem (1981) asserts that our culture polarizes males and females by forcing them to obey mutually exclusive gender roles or "scripts". Girls are expected to be "feminine", exhibiting traits such as being tender, sympathetic, understanding and gentle. In contrast, boys are expected to be "masculine" exhibiting assertiveness, forceful competitiveness and dominance. Children accept these scripts and accept gender polarization as normal behaviour.

When children begin to perceive themselves as either boys or girls, they actively search for information to help them define their role. They begin to learn what behaviour is appropriate for their sex and what gender inconsistent behaviour entails. For girls, masculine behaviour is
to be avoided. In contrast males look for cues from their peers to define their masculinity. Aggressive behaviour may be rewarded by peer approval, whereas sensitivity is viewed as non-masculine. In this study, gender was the independent variable to be studied. The way the adolescents are socialized into either male or female roles could have had a great impact on their delinquent lives. Boys may have committed more index delinquent acts than girls because it was viewed as masculine to be aggressive. Culture may have defined masculinity with aggression and femininity with sensitivity hence having a direct impact on the delinquent acts each gender committed.

1.9.2. Erik Erikson's Psychosocial Theory (1950)

Erikson was a developmental psychologist and psychoanalytic known for his theory of human psychosocial development and for coining the phrase ‘identity crisis’. His theory proposes that psychological development is a combination of pre-programmed biological changes in the body in the context of the social environment, and the persons to social situations especially at points of developmental crisis. By resolving each crisis successfully, people can develop a stable, integrated personality. Erikson (1997) describes eight stages of human development; each one of which involves a basic conflict. These are; early infancy where the basic conflict is trust versus mistrust, late infancy (autonomy versus shame and doubt), early childhood (initiative versus guilt), middle childhood (industry versus inferiority), adolescence (identity versus identity diffusion or role confusion), early adulthood (intimacy versus isolation), middle adulthood (generativity versus stagnation), and late adulthood (self acceptance versus despair).

The researcher was interested in the adolescence period since the subjects involved in the study were in this stage in life. For Erikson (1997), delinquency is an attempt to establish an identity and is characteristic of the adolescent period. Delinquency is more typical of
adolescence than childhood since the adolescent is more affected by problems. Adolescents experiencing role confusion may not make wise decisions and may yield to peer pressure. These adolescents may easily become delinquent in order to fit in a group. Researchers assert that there is tremendous agreement that delinquent acts are more common to adolescents than any other segment of the population. The students involved in this study were in the adolescence period hence the choice of the theory.

1.9.3. The Conceptual Framework

The conceptual framework shown in figure 1.1. Is derived from the theories and the objectives of the study.
Early Adolescence

Community

Individual life stressors

Perceived benefits of gang membership

Delinquency and violence

Delinquency associations and influence.

Family

School performance

Mid Adolescence

Delinquency

Index delinquent acts.

Non-index delinquent acts

Figure 1.1 Conceptual Framework (Howell, 2009)
The conceptual framework incorporated risk factors mainly from prospective longitudinal qualitative studies because the level of proof is higher in these kinds of studies than in cross-sectional studies for determining causal relationships. The community, individual life stressors, the perceived benefits of gang membership, association with delinquent peers and family are risk factors likely to lead to delinquency during early adolescence. In mid-adolescence, if no intervention is done, the same risk factors coupled with the impact of school performance lead to serious delinquency and gang membership. Driven by a thirst of friendship, many adolescents gather in gangs and stand firmly with each other even in committing crimes. (Howell, 2009).

The risk factors affect males and females differently. The culture may socialize males into aggression and females into sensitivity hence causing a significant difference in their delinquent acts. In this study, the risk factors were not studied. The study embarked on delinquent behaviour as it manifests itself among secondary school students (adolescents). Gender differences in index and non-index delinquent acts were studied.
1.10 Operational definition of terms

**Gender** - Means being either male or female.

**Index delinquent acts against persons** - These are serious crimes against persons. In this study, five delinquent acts in this category were included in the scale.

**Index delinquent acts against property** - These are serious offences against persons. In this study, five delinquent acts under this classification were included in the self-report delinquency scale.

**Non-index delinquent acts** - These meant petty non-serious offences. In this study, five delinquent acts in this category were included in the self-report delinquency scale.

**Self-reported delinquency** - Means the offences that students willingly admitted to have committed.

**Students’ delinquent behaviour** - Means antisocial conduct that interferes with the rights of others or is a menace to the welfare of the delinquent himself/herself and/or of the community. A self-report delinquency scale consisting of five index delinquent acts against persons, five index delinquent acts against property and five non-index delinquent acts was utilized to identify students’ involvement in delinquent acts.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter reviewed literature related to students’ delinquent behaviour, gender differences in students’ delinquent behaviour and self-reported delinquency.

2.1 Students’ Delinquent Behaviour

Siegel (2003) established that delinquency poses a serious problem to all regions of the world. Many nations are experiencing an upsurge in this problem. Juvenile delinquency has remained a critical issue in China and figures provided by the Supreme People’s Procuratorate show that minors made up 9.1 per cent of all suspects detained nationwide (“bad schools affect juvenile delinquency”. China Daily 2009).

Lilly, Cullen and Ball (2007) argue that delinquency is so common that it might be considered a normal part of adolescent development. Howell (2003) records that most of the data we have on adolescent misbehaviour comes from official data. The official data may both underreport and selectively report rates of delinquency.

According to Howell (2009), the most direct method of measuring the incidence and volume of delinquency is through self-report surveys in which adolescents are asked to admit what offences they have committed. Siegel (2003) notes that most self-report studies indicate that the number of delinquent children is greater than official statistics would lead us to believe.

A survey carried out among young people in Toronto revealed that delinquent behaviour was prevalent among youth who indicated having little parental supervision (“self-reported
delinquency". Daily Nation 2007). In many cases, parents, teachers, police and other individuals were unaware of the delinquent behaviour. Just over 40% of the Toronto students who had reported committing at least one delinquent act in their lifetime said that their most recent act had been discovered by another person.

Studies in Kenya show that students engage themselves in delinquent acts. Gathura (2010) observed that the Kenyan school system was losing to delinquency. Students indulged in index delinquent acts against persons, index delinquent acts against property and non-index delinquent acts. Parental involvement was cited as a major step towards curbing the problem.

Gatune (2003), in a study on the role of Guidance and Counselling in helping students to be well adjusted in selected secondary schools in Magumoni division, Meru-South district, Kenya, found that students experienced educational, vocational, and personal problems which could be responsible for their delinquent behaviour. It was noted that students engaged themselves in such delinquent acts like drug abuse, alcohol taking, theft, fighting, smoking, absenteeism, lateness, bullying, vandalism and smoking. Only one school had experienced a strike within the recent year (2002).

Mogenda (2000) established that delinquency was a serious problem in Kenyan primary schools and teachers had tried to curb it by employing various methods of punishment against those found guilty. It was however noted that some pupils seemed to become more rebellious after the punishment instead of changing for the better. They indulged in school related problems like fighting, bullying and rudeness. They were also involved in sex related crimes, drug related problems and theft related problems.
The taskforce on student discipline and unrest in secondary schools (Wangai, 2001) confirms this trend. In all the eight provinces, cases of unrest were noted. There was destruction of property, violence and loss of life being experienced. Central province rated the highest with 85 schools (13.5%) experiencing delinquent acts against property and against persons. The researcher carried out a study in Kiambu district, one of the districts in central province where such information was scarce. The researcher endeavoured to establish whether students in Kiambu district engaged themselves in index delinquent acts against persons, index delinquent acts against property and non-index delinquent acts; and whether there were gender differences.

2.2. Gender Differences in Students’ Delinquent Behaviour

There has been a general agreement among researchers that males are more delinquent than girls. Leeper, Rover, MacDonald and Piquero (2009) observed that males have a higher prevalence and frequency of delinquent acts than females.

Williams, Herbert, Van Dorn, Richard, Ayers, Charles, Bright, Charlotte, Abbott, Roberts, Hawkins and David (2009) carried out a study on gender differences in delinquent acts among African American and Caucasian adolescents in grades seven through twelve. They established that boys were significantly more likely to initiate delinquent acts throughout adolescence. However this trend could be changing with new findings being made that indicate otherwise.

Baerveldt, Van Rossem, and Vermande (2003) carried out a network survey on 1317 students aged 15 to 17 years, in 20 Dutch high schools. The students completed a questionnaire about delinquency. The researchers found out that boys committed more offences than girls.
A survey on self-reported delinquency among middle-school students in Toronto found no difference between index delinquent acts against persons and delinquent behaviour involving property in the year before the survey. About 13% of the students reported participating in violent delinquent behaviour. Boys were twice more likely to report engaging in violent behaviours than girls, 18% compared with 8%. These boys were responsible for about 72% of all reported violent acts in the year prior to the survey. The survey established that students had committed just over 62,000 violent acts in the year prior to the study. Two types of acts, carrying a weapon and participating in group fights, accounted for 88% of all violent acts ("self-reported delinquency", Daily Nation 2007).

Research has established that more males than females are involved in serious and violent delinquency and adult crime. National self-report data in U.S.A show that serious and violent delinquency prevalence rates throughout the adolescent years are two to three times higher for males than for females: 7-8 % for males annually, compared with 2-3 % for females. Given the higher prevalent rates among males, it is obvious that male gender is a far stronger predictor of delinquency (Howell, 2003).

Chesney-Lind and Okamoto (2001) however cited a different view. They noted that statistics constantly illustrate the increasing involvement of female youth in delinquent acts. In the United States, between 1991 and 2000, girls' arrests increased by 25.3% while arrests of boys decreased by 3.2 %. Bartollas (2005) in his study established that national data for juveniles and adults combined show that males account for 70.3 percent of violent crimes and 70 percent of property crimes. These data indicated further that males under the age of 15 were arrested for approximately 344,000 offences, whereas females of the same age bracket were
arrested for 155,000 offences. Males under 18 had a total of about 1,116,000 arrests; females under age 18 accounted for 442,000 arrests.

This trend could however be changing. Siegel and Jenna (2000) noted that contemporary delinquency trends and patterns portrayed a different picture. Official data indicated that although the female delinquency was still much lower than the male rate, it was growing at a faster pace. They noted that gender differences could be narrowing with females engaging themselves in the same delinquent acts that males did. Chesney-Lind and Okamoto (2001) had similar findings. They noted that statistics constantly illustrated the increasing involvement of female youth in delinquent acts.

Siegel (2003) observed that, official arrest statistics, victim data, and self reports indicated that males were significantly more criminal than females. He established that in recent years arrests of female delinquents had been increasing faster than those for males. Between 1990 and 2000, the number of arrests of female delinquents arrested increased to about 25 percent. Roberts (2003) in his study noted that during the same period, female delinquency increased by 25.3%, while boys' delinquency decreased by 3.2%. Within the same period, arrests of girls for serious violent offences and other assaults increased by 27.9 % and 77.9 % respectively (Federal Bureau of Investigation, 2001).

Self-report data also seemed to show that the incidence of female delinquency was much higher than believed earlier, and that the most common crimes committed by males are also the ones female offenders committed (Siegel, 2003). It was not clear whether this trend could be changing. It had not been established whether boys were more delinquent than girls and whether they indulged in the same delinquent acts as girls did. This study aimed at
establishing this and revealing the current state as relates to delinquent behaviour in the Kenyan secondary schools.

2.2.1 Gender Differences in Students’ Index Delinquent Acts against Persons

Howell (2009) observed that most studies showed that girls have a lower prevalence and incidence of conduct disorders than boys. However, conduct disorders appear to have more serious consequences for girls than for boys, in the form of other problem behaviours. Adolescent girls with conduct disorders are more at risk than boys for anxiety, depression, and in turn substance abuse and possibly suicidal behaviour. More males than females are involved in serious and violent delinquency. Amanda (2008) observed that male students were substantially more likely to fight at school than female students at all grade levels. This shows that males tend to be the more aggressive sex.

Bartollas and Miller (2005) in their study on crime rates by sex established that the national data for juveniles and adults combined showed that males accounted for 73.3% of violent crimes against persons. Females had a lower prevalence. In their Philadelphia study that examined continuity in offending among serious, violent and chronic juvenile offender sub-groups, Kempf-Leonard, Tracy and Howell (2001) found that the male to female differential was 4 to 1 among violent offenders against persons.

Studies have further shown that males have a greater propensity to commit serious and violent crimes in their delinquency careers. Howell (2009) however argues that it is for females that this involvement carries the greatest risk of adult crime. In sum, boys are more likely than girls to be serious, violent and chronic offenders. This does not however mean that serious, violent and chronic offender careers of girls should be taken lightly. Although the
proportion of adolescent girls who become serious, violent and chronic juvenile offenders was very small, girls in these groups go on to commit more than their share of adult crimes.

Kempf-Leonard, Tracy and Howell (2001) looked at continuity in delinquent acts from adolescence to adult life. They found out that, violent and chronic female delinquency constituted just two percent of all female delinquency, but 44% had adult careers in crime. In contrast, violent and chronic male delinquency represented 14% of the male delinquency but committed only 21% of the adult male crimes. This therefore implies that females who indulge today in index delinquent act against persons have a higher prevalence of graduating into tomorrow's criminal.

In Kenya, little research has been done on gender differences in students’ index delinquent acts against persons. Most of the studies carried out generally looked at the delinquent acts that students engage in, the causes and possible remedies to the delinquent problem. The taskforce on students’ unrest and indiscipline in secondary schools (Wangai, 2001) noted that delinquent acts were on the increase with students engaging in both destructive and violent delinquent acts. It was however notable that most of the reported delinquent acts against persons were committed by boys. This included the burning of prefects at Nyeri high school, burning of fellow students at Kyanguli secondary school and the raping of female students by their male counterparts at St. Kizito mixed secondary school.

Mogenda (2000) observed that primary school boys committed more index delinquent acts against persons than the girls. It was not clear however whether girls in secondary schools committed the same offences but were never caught. This study aimed at establishing the gender differences in the delinquent acts among secondary school students using self-reports.
2.2.2 Gender Differences in Students’ Index Delinquent Acts against Property

Boys have a higher prevalence of serious property and violent offending (William, et al., 2009). Birrollas and Miller (2005) indicated that in their study, males accounted for 70% of property crimes. Girls therefore scored lower on the index delinquent acts against property. Kempf-Leonard, Tracy and Howell (2001) found that the male to female differential was 3 to 1 among serious property offenders. These offences included theft, burglary, vandalism, trespassing, arson and extortion.

In Kenya, destructive forms of delinquent acts against property have been reported. According to Mogenda (2000), index delinquent acts against property are experienced in Kenyan primary schools. In a study involving primary schools in Kisii district, the teachers reported that more boys than girls indulged in index delinquent acts against property. Out of the total pupil sample, 30% of the boys and 20% of the girls admitted indulgence in the delinquent acts.

Ngumo (2003) established that Seventy two percent of the students who had experienced strikes in their school said counselling could have prevented the strikes since it helps people have positive change. Gatune (2003) in a study on the role of counselling in helping students to be well adjusted in Meru-south district established that one school had gone on strike within the recent year (2002). Majority of the students in that school rated the success of counselling in their school as below average. It cannot be deduced however whether their perception was as a result of their delinquent acts. The findings do not however indicate the gender differences. It had not been established whether girls engaged in the same delinquent acts against property as the boys or whether there were gender differences. This study aimed
at establishing this. Mogenda (2000) noted gender differences in index delinquent acts against property with boys scoring higher. However, the sample was drawn from primary school pupils and not secondary school students.

2.2.3 Gender Differences in Students’ Non-index Delinquent Acts

Researchers have differed on the issue of female involvement in non-index delinquent acts. Specifically, it appears that girls significantly indulge in non-index delinquent acts. William et al (2009) records that there are no gender differences in students’ non-index delinquent acts especially on alcohol and marijuana use during adolescence. According to Howell (2009) girls appear to follow the same delinquency pathways as boys. They indulge in the same delinquent acts as the boys.

This view is supported by Siegel (2003) who argued that in the past, official statistics, victim data and self-reports indicated that males are significantly more criminal than females. He however noted that in recent years, female delinquency had been rising. Self report data also seemed to show that the incidence of female delinquency was much higher than believed earlier, and that the most common crimes committed by males were also the ones female offenders committed. Common crimes in his study denoted non-index delinquent acts.

Further studies have revealed a different trend. Baerveldt, Van Rossem and Vermande (2003) carried out a test of some network assumptions of the ability and inability models of delinquency. To them, the ability and inability of delinquents to maintain close relationships is a major debate. In the network survey, 1317 pupils filled a questionnaire about delinquency and characterized their fellow pupils according to ten different types of relationships. The findings showed that boys committed more offences than girls and that most social
relationships were homogenous regarding sex. Also, contrary to expectations, it was found that the presence of close relationships was not a more adequate explanatory factor with regard to similar delinquent behaviour than the presence of weak (er) relationships.

Bartollas and Miller (2005) observed that females are frequently responsible for non-index delinquent acts. Howell (2003) had established similar results. He reports that research findings have established that more males than females were involved in serious and violent delinquency. Females largely indulged in non-index delinquent acts and had a higher prevalence in this than males.

In Kenya, a few studies have been done on gender differences on non-index delinquent acts. Gathura (2010) observed that according to Dr Caroline W. Kabiru of the Nairobi-based African Population and Health Research Centre (APHRC) and Ms Pamela Orpinas of the University of Georgia in Athens, USA, students who were involved in religious activities like attending church or a mosque were most likely to stay away from sexual activities. The two researchers studied 3,556 male and female high school students in Nairobi, and found that boys professing low religiosity had significantly greater sexual activity than those professing high religiosity. However, they said religion did not seem to have any effect on the girls' sexual activities. While religiosity is not associated with sexual activity among girls, it is strongly associated with sexual activity among boys, with over 90 per cent of boys who did not belong to any religious organisation being sexually experienced. The study painted a schooling system that was fast losing to delinquency. It observed that, approximately 50 per cent of schoolboys and 11 per cent of girls reported having had committed sexual offences. The survey indicated that schoolchildren are involved in a lot of other risky behaviours, including going to disco halls, attending parties for youths, smoking cigarettes, drinking beer,
drinking illicit brews, smoking marijuana and using other drugs. About a half of all schoolgirls in Nairobi and 60 per cent of boys were engaged in at least one of the mentioned behaviours, sometimes or often. Other drugs used by students included cocaine, heroin, mandrax, miraa and kuber.

Ngumo (2003) carried out an investigation of the role of Guidance and Counselling in controlling indiscipline in selected secondary schools in Kieni West division of Nyeri district, Kenya. Three schools were included in the study and the sample included 3 teacher counsellors, 12 teachers and 120 students. A questionnaire was administered on the students and teachers, while an interview schedule was organised with the teacher counsellors. The teachers indicated that they referred cases of drug abuse, truancy, cases related to sex and habitual offenders to the teacher counsellors. They all felt that Guidance and Counselling had made significant contribution in controlling indiscipline in their schools. Ninety four percent of the students said counselling had made them more disciplined.

Gatune (2003) also noted a relationship between delinquent behaviour and attitudes toward seeking counselling help. The study established that those with positive attitudes toward seeking counselling help indulged less in delinquent acts. Those students with negative attitudes towards seeking counselling help committed more delinquent acts. This study also established that students indulged in delinquent acts some of which were known to the teachers.

Mogenda (2000) carried out a study on gender differences on delinquent behaviour among primary school pupils in Kisii district. The results showed that boys committed more non-index delinquent acts than girls. Among the boys, 20% admitted indulgence in the acts while the girls reported non-indulgence (0 %). It had not been established however whether there
were gender differences in students' non-index delinquent acts in secondary school students, hence the need for this study.

2.3. Self-Reported Delinquency

Siegel (2003) observed that official statistics are useful for examining general trends in delinquency, but they cannot tell us how many youths commit crimes but are never noticed. To get information at this level, self-report surveys are designed.

Howell (2003) holds the view that the most direct method of measuring the incidence and volume of delinquency is through self-report surveys in which adolescents are asked to admit what offences they have committed. In self-reports obtained through surveys of juvenile populations, respondents give information on their own delinquent acts. Although many survey data have limitations, self-report measures have for long been considered to be the most reliable and varied measure of delinquency (Howell, 2009).

Roberts (2003) established that most self-report surveys indicate that the number of youths who break the law was much greater than official statistics revealed. The “dark” or unknown figures of delinquency may be more than nine times greater than the official estimate, since about 9 of every 10 delinquent acts are either undetected or not officially acted upon (US Department of Justice, 2001). The researcher therefore utilized a self-report delinquency scale in the study.

2.4. Summary of Related literature Review

The reviewed literature shows that delinquency is a serious problem facing all regions of the world. Many Nations are experiencing an upsurge in the problem. Delinquency is a common
problem among adolescents. Adolescents in secondary schools indulge in such delinquent acts like drug abuse, theft, fighting, smoking, bullying, vandalism, smoking and sexual assault. Several factors are associated with delinquency. These include lack of parental supervision, socialization, individual life stressors, school performance and delinquency peer associations.

Most delinquent acts committed by adolescents go unnoticed or undetected. Official data do not therefore reveal the correct figures of the adolescents who indulge in delinquent acts. Self-report surveys used by researchers have revealed figures higher than official statistics. Boys commit more index delinquent acts against persons than girls. The results of this study may reveal a higher index delinquent acts score against persons for boys than girls. Boys engage more in index delinquent acts against property than girls. In this study, boys may score higher on the index delinquent acts against property scale. Different researchers have established divergent results on gender differences on students’ non-index delinquent acts. Some have observed that boys commit more non index delinquent acts than girls. Others have found this category of delinquent acts to be a female domain. A third category has established no gender differences. In this study boys may score higher, lower or get the same scores on the non index delinquent test scale as the girls. Students with negative attitudes toward seeking counselling help have been found out to be more delinquent than those with positive attitudes.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter looks at the research design, the variables, location of the study, target population, sampling technique and sample size. Details of the research instrument used by the researcher, pilot study and data collection technique are presented. The data analysis, logistical and ethical considerations are also included in this chapter.

3.1. Research Design
The research used the ex post facto design. According to Kerlinger (1973), this is a systematic, empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. According to Wiersma (1985), the variables occur in the setting, usually a natural setting and the researcher attempts to determine the relationships and effects between the variables. In this study, the researcher did not administer any treatments to students in order to change or to influence gender or delinquent scores, but simply measured them as they naturally occurred.

3.1.1 Variables
The independent variable was the gender of the students involved in the study. That is, either male or female.

The dependent variable was students' delinquent behaviour. This entailed the index delinquent acts against persons, index delinquent acts against property and non-index delinquent acts.
3.2 Location of the Study

The study was carried out in the secondary schools of Kiambu district. It is one of the new districts (originally known as Kiambaa constituency) born of the new 2009 sub-divisions. It is part of the old Kiambu district which has been sub-divided into Githunguri, Lari, Kikuyu, Limuru and Kiambu districts. Violent and destructive forms of strikes have been experienced in the area.

3.3 Target population

The study targeted the secondary school students (male and female) of Kiambu district. The district has a total of 19 secondary schools with a total population of 9006 students.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The schools included in the study were selected through stratified random sampling. Three strata; girls' schools, boys' schools, and mixed schools were formed. Two schools were selected from each stratum through simple random sampling. From each sampled school, 40 students (20 form two and 20 form three) were selected through simple random sampling. From the mixed schools, 10 girls and 10 boys from each class were sampled and participated in the study.

3.4.2 Sample Size

Six out of nineteen public secondary schools in Kiambu district selected through stratified random sampling formed the sample. The sample only included form two and three students. The study looked at delinquent acts within the last year and the form ones had not been in secondary school for an year hence were excluded from the study. Many schools may not have been comfortable with form fours being involved in the study since they were preparing
for the Kenya Certificate of Secondary Education. They were therefore excluded from the study. The sample size was two hundred and forty students.

Table 3.1 Sampled Schools and Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Schools</th>
<th>Form two</th>
<th>Form three</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td><strong>Boys' School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>20</td>
<td>NIL</td>
<td>20</td>
<td>NIL</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>NIL</td>
<td>20</td>
<td>NIL</td>
</tr>
<tr>
<td><strong>Girls' School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>NIL</td>
<td>20</td>
<td>NIL</td>
<td>20</td>
</tr>
<tr>
<td>D</td>
<td>NIL</td>
<td>20</td>
<td>NIL</td>
<td>20</td>
</tr>
<tr>
<td><strong>Mixed School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 3.1 shows the sampled schools and sample size. Out of 19 schools, 6 were randomly selected to form the sample. Two Boys' secondary schools, two Girls' secondary schools and two mixed secondary schools were selected. From each school, 40 students (20 from form two and 20 from form three) were randomly selected making a sample size of 240 students.
3.5 Research Instrument

The researcher utilized a questionnaire to collect data.

Section A: The questionnaire composed of some background information of the respondent.

Section B: This was a self-report delinquency test scale with 15 items. It was a modified version of the self-reported delinquency questionnaire developed by Siegel (2003). It consisted of 5 non-index delinquent acts (1-5), 5 index delinquent acts against property (6-10), and 5 index delinquent acts against persons (11-15). The respondents were required to indicate how often in the past 12 months they committed the delinquent acts (never did act, once, 2-5 times, 6-9 times and 10 and above times.)

3.5.1 Scoring of the Instrument

The respondents indicated how often they had indulged in each delinquent act in the past one year. Those who never did act had a score of 1, once had a score of 2, 2-5 times had a score of 3, 6-9 times had a score of 4 and 10 and above times had a score of 5. Each of the three delinquent acts had 5 items and therefore the highest score one would get in each category was a score of 25, indicating the respondent had indulged in each delinquent act 10 times and above in the past one year.

3.6 Pilot Study

A pilot study was conducted before the actual study. The instrument was subjected to a pilot study using twenty students (male and female) from Kiambu Township secondary school, a school located in the same region but not included in the sample of study. This was to enable the researcher establish the clarity of each item in the tool; assess the validity and reliability of the items and to gain basic administrative experience in conducting the research in preparation of the actual study. The pilot administration enabled the researcher to ascertain whether there were errors and shortcomings in the instrument.
According to Gatumu (2002) the results of the pilot study should identify misunderstandings, ambiguities and inadequate items. Additional items may be implied and mechanical difficulties may be identified. According to Mugenda and Mugenda (1999), any measuring instrument must be subjected to a pre-test for its validity and reliability to be established.

3.6.1 Reliability
Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To ascertain reliability of the instrument, the test-retest technique was used and the scores of the first test correlated to scores of the second test. A spearman-Brown correlation co-efficient of 0.85 was realised. According to Mugenda (1999), a correlation co-efficient of 0.8 and above is sufficient to ascertain the reliability of instruments. A correlation co-efficient of 0.85 was therefore good enough indicating that the instrument was reliable.

3.6.2 Validity
According to Mugenda (1999), validity is the success of the scale to measure what it sets to measure. The differences between individuals’ scores can therefore be taken as representing true differences in the characteristic under study. According to Neuman (2007), one way of establishing the validity is judgement by the scientific community. The supervisors and lecturers from the Educational Psychology department by consensus admitted that the instrument really measured the construct (delinquent acts). The content also captured all categories of delinquent acts. The items were assessed and ascertained that they measured what they were purported to measure.
3.7 Data Collection Technique

The researcher visited the sampled schools, sought permission from the administrators and administered the questionnaire to the subjects randomly selected. All the administrators responded positively and allowed the researcher to directly administer the questionnaire to the respondents in their classrooms. This was with the help of the deputy principals and teacher counsellors who were very supportive in this exercise. Detailed instructions were given to the students before filling the questionnaire. After administration, the questionnaires were collected for data analysis.

3.8. Data Analysis

The raw data was coded and all statistics computed using the Statistical Package for Social Sciences. The hypotheses were tested using t-test. The researcher employed this computation to make gender comparisons in different categories of delinquent acts. The test statistic to be tested was the mean difference in the three categories of delinquent acts. The magnitude of the difference was determined to establish whether it was sufficient for rejecting the null hypotheses. The 0.05 level of significance was used as a standard for rejecting or accepting the null hypotheses. This helped to reduce the probability of committing type 1 error (rejecting the null hypothesis when it is correct). The analysis was done based on the objectives of the study.

3.8.1. Statistical Hypotheses

The following hypotheses were tested.

Ho1 There are no significant gender differences in students' index delinquent acts against persons. This was tested using the independent sample t-test at alpha = 0.05 level of significance.
Ho2 There are no significant gender differences in students’ index delinquent acts against property. This was tested using the independent sample t test at alpha = 0.05 level of significance.

Ho3 There are no significant gender differences in students’ non index delinquent acts. This was tested using the independent sample t test at alpha = 0.05 level of significance.

3.9 Logistical and Ethical Considerations

Careful planning of the research work was done. The researcher developed a work plan, developed an instrument and pre-tested it, obtained a research permit after proposal writing, familiarized self with geographical area under study, was courteous and created rapport with the subjects. Findings were presented in seminars and revision of research report done taking into account contributions received during the seminars. The researcher maintained regular consultation with the supervisors. Before data collection commenced, the researcher obtained research authorization from the office of the Permanent Secretary, Ministry of Higher Education, Science and Technology. The Kiambu District Education officer was informed and consulted on the categories of schools in the region.

Some ethical considerations were also observed. Data obtained was presented honestly and has not been used for personal use but for purposes of research. Collected data has not been used to get anybody into trouble, label or stigmatize. Confidentiality and privacy was highly observed. The researcher conformed to the principle of voluntary consent where the subjects voluntarily participated in the study.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents analysis of data collected, results and discussion of the findings.

4.1 Bio-data Information of the Respondents

The respondents were asked some questions aimed at establishing their background information such as gender and age and the results have been presented in the following subsections.

4.1.1 Age of the Respondents

The age of the respondents ranged between 14 to 20 years. The results are shown in table 4.1.

Table 4.1 Ages of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>16</td>
<td>87</td>
</tr>
<tr>
<td>17</td>
<td>95</td>
</tr>
<tr>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

The table 4.1 shows that majority of the students were in their teenage years ranging from the ages of 14 to 19 years. Only one respondent was aged 20 years. They were therefore predominantly adolescents.
4.1.2 Gender Distribution

A total sample of 240 students drawn from secondary schools of Kiambu district participated in the study. The distribution of males and females in the sample is shown in table 4.2.

Table 4.2 Gender Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>120</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows the gender distribution in the sample. The male sample constituted 120 secondary school boys and the female sample comprised of 120 secondary school girls in Kiambu district. An equal number of boys and girls formed the sample.

4.2. Response of the Respondents

Data was collected from 240 secondary school students in Kiambu district. All the subjects sampled for the study responded positively by filling in the questionnaires and returning them.

4.3 Students' Self-reported Delinquent Acts

Majority of the students involved in the study self-reported indulgence in at least one of the fifteen delinquent acts in the self-report delinquency scale in the past one year. Only 22 girls out of 120 (18%) and 13 boys out of 120 (11%) had not indulged in any of the delinquent acts 12 months prior to the study. The results are shown in table 4.3.
Table 4.3 Students’ Response on their Delinquent Acts

<table>
<thead>
<tr>
<th>Gender</th>
<th>Did at least one act</th>
<th>Never did any act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Males</td>
<td>107</td>
<td>89</td>
</tr>
<tr>
<td>Females</td>
<td>98</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td>85.5</td>
</tr>
</tbody>
</table>

The results in table 4.3 established that only 35 students (14.5%) out of the sampled 240 (100%) had not committed any of the delinquent acts in the past twelve months. The rest 205 (85.5%) had committed at least one delinquent act. This implies that large numbers of the adolescents had engaged in at least some form of misbehaviour that could result in their being punished. The different delinquent acts that students indulged in were reported as follows.

4.3.1 Running away from Home with the Intention of Punishing the Parents

Nineteen boys (16%) out of the sampled 120 had run away from home with the intention of punishing their parents. Thirteen girls (11%) self-reported having committed the same delinquent act.
Table 4.4 Students’ response on whether they had run away from home with the intention of punishing the parents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Run away from home</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Involved</td>
<td>19</td>
<td>16</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Not involved</td>
<td>101</td>
<td>84</td>
<td>107</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The results tabulated in table 4.4. Shows that a total of 32 students had run away from home in the past one year with the intention of punshing the parents. The results revealed that more boys (19) than girls (13) had committed the delinquent act. According to Howell (2009), the family could be one of the risk factors leading to delinquent acts. Running away may have been the plea for the love the adolescents lacked from family members.

4.3.2 Running away from School

Nineteen boys (16%) out of 120 self-reported having run away from school during the past twelve months prior to the study. Eleven girls (9%) out of 120 had also run away from school during the same period. Table 4.5 shows the results.
Table 4.5 Students’ Response on Whether they had Run away from School

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Running away from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Not involved</td>
<td>101</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 4.5 reveal that out of the total sample of 240 students, 30 had committed the delinquent act. Two hundred and ten had not indulged in the delinquent act. More males (19) than females (11) had indulged in the act. Adverse or negative school experiences could account for adolescents’ running away from school (“bad school experiences affect juvenile delinquency”. China Daily 2007)

4.3.3 Smoking Cigarettes

Out of a sample of 120 boys, 29 (24%) had indulged in cigarette smoking in the past one year prior to the study. Fourteen girls out of 120 (12%) on the other hand also smoked cigarettes.

Table 4.6 Students’ Response on Whether They Had Smoked Cigarettes in the Past One Year

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Smoking cigarettes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Not involved</td>
<td>91</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings tabulated in table 4.6 indicate that 29 girls and 14 boys out of the total sample of 240 had engaged in smoking cigarettes. More boys (29) than girls (14) had committed the delinquent act. According to Siegel and Jenna (2000) delinquency is learnt through relationships with others. Associations with peers who smoke could lead to one acquiring the vice. Howell (2009) observed that association with delinquent peers led to adolescents indulging in delinquent acts.

### 4.3.4 Stealing Money by False Pretences

The results of the study revealed more males (49) than females (26) had stolen money by false pretences.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing money by false pretences</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Involved</td>
<td>49</td>
<td>41</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Not involved</td>
<td>71</td>
<td>59</td>
<td>94</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.7 we observe that out of 120 girls, 26 (22%) self-reported to have stolen money by false pretences. Boys scored higher with 49 (41%) self-reporting indulgence in the act. Those who committed the act had repeated it over five times. It was therefore noted to be a more frequent act among the offenders.
4.3.5 Drug Use

The study established that out of the boys' sample, 25 (21%) had used illegal drugs in the past twelve months prior to the study, while out of 120 girls, 8 (7%) had indulged in the same act. It was noted that more males than females had committed the delinquent act. The findings are tabulated in table 4.8.

Table 4.8 Students' Response on Whether They Had Taken Illegal Drugs in the Past One Year

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Taking illegal drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Not involved</td>
<td>95</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

From the results presented in table 4.8 it can be established that a total of 33 students out of the total sample had taken illegal drugs. Two hundred and seven students had not taken illegal drugs. It was however noted that more males than females engaged in the act. According to the Canada Daily (September, 2007), taking drugs is prevalent among adolescents who have older friends, friends who tolerate the act or those adolescents who spend a lot of time with their friends in the public places such as a park, the street, mall or neighbourhood.
4.3.6 Theft of Items

The findings of the study revealed that, this was the delinquent act with the highest frequency among the boys. Seventy one boys (59%) out of 120 were found to have engaged in the delinquent act. This is more than half the total number of males in the sample. Majority of the boys under study had indulged in the act more than five times meaning that it was a more frequent delinquent act among the boys. Forty seven girls (39%) out of 120 had engaged in the same act. However it was not the most frequent act among the girls. More information on the frequency of the delinquent acts is shown in table 4.19. Table 4.9 shows the students’ self-report on their indulgence in taking another student’s item and keeping it for self.

Table 4.9 Students’ Response on Whether They Had Stolen Items

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Stolen items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>71</td>
<td>59</td>
<td>47</td>
<td>39</td>
</tr>
<tr>
<td>Not involved</td>
<td>49</td>
<td>41</td>
<td>73</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The results shown in table 4.9 reveal that a total of 118 students out of 240 had stolen items. This is almost a half of the total sample. More males (71) than females (47) self-reported having committed the offence.

4.3.7 Destruction of Property

The findings showed that 30 males (25%) out of the total male sample had committed the act compared to 11 girls (9.2%) out of the female sample. A total of 41 students engaged in the act. The results are shown in the table 4.10.
Table 4.10 Students' Response on Whether They Had Destroyed Property

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Destruction of property</td>
<td>30</td>
<td>25</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not involved</td>
<td>90</td>
<td>75</td>
<td>109</td>
<td>90.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 4.10 indicates that 30 boys and 11 girls had engaged in the delinquent act. This is a total of 41 students. Those who had not indulged in the act were 199 (109 girls and 90 boys). More boys than girls committed the delinquent act. This implies that boys engaged in more violent acts than girls. According to Bern (1981), this could be due to the socialization process where boys may have been rewarded for aggressive behaviour because it was viewed as gender appropriate.

4.3.8 Trespassing

The study found out that 40% of the sampled boys had trespassed while 22.5% of the sampled girls had committed the same act. This means they had entered land or a building that they did not have permission or the right to enter.

Table 4.11 Students' Response on Whether They Had Trespassed

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Trespassing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>48</td>
<td>40</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Not involved</td>
<td>72</td>
<td>60</td>
<td>93</td>
<td>77.5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
From table 4.11 it was observed that 48 boys out of 120 (40%) and 27 girls out of 120 (22.5%) in the sample had trespassed. A total of 75 students out of the sampled 240 had trespassed. This is 31.3% of the total sample. The rest 68.7% (135 students) had not engaged in the act. Boys scored higher in the delinquent act than the girls.

4.3.9 Breaking into Buildings

The findings of this study indicate that this delinquent act scored the lowest frequency in both gender. Only 6 of the sampled 120 boys had committed the offence. Two girls had indulged in the delinquent act. Though it was the least committed, boys still scored higher than the girls. The findings are presented in table 4.12.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Breaking into buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>Not involved</td>
<td>114</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.12 shows that only 6 boys out of 120 (5%) and 2 girls out of 120 (2%) had engaged in this delinquent act. This is a small portion of the total sample. It was therefore established that this was not a frequent delinquent act among the students. Those who indulged in the act had also self-reported taking alcohol confirming the report in the Canadian Daily (2007) that violent behaviour is more prevalent among youth who reported having consumed alcohol and drugs.
4.3.10 Burning Property

This is the only delinquent act where the number of females (9) exceeded that of the males (8) though only by one. A total of 17 students had participated in the act while the rest 223 had not. The results are presented in table 4.13.

Table 4.13 Students' Response on Whether They Had Burnt or Attempted to Burn Property

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Burning property</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Not involved</td>
<td>112</td>
<td>93</td>
<td>111</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings presented in this table indicate that only 8 boys (7%) out of 120 had burnt or attempted to burn property that did not belong to them. From the girls' sample, 9 of them self-reported indulgence in the delinquent act. Those who committed the act self-reported to have done it once meaning it wasn't a frequent delinquent act among the students.

A community with a high crime rate allows the adolescent to observe many models who engage in criminal activities. They may see these models rewarded for their criminal accomplishments. This could trigger the adolescents to desire to burn or destroy property and get away with it. To them, this could be an interpretation of being “tough”. Strain and negativity put on children can lead them toward destructive crime (Amanda, 2008).
4.3.11 Violent against Other Students

This delinquent act ranked highest among the girls, having scored the highest frequency. The findings are presented in table 4.14.

Table 4.14 Students’ Response on Whether They Had Beaten up or Hurt Anyone on Purpose

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Violence against others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>68</td>
<td>57</td>
<td>51</td>
<td>43</td>
</tr>
<tr>
<td>Not involved</td>
<td>52</td>
<td>43</td>
<td>69</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 4.14 indicates 57% of the boys self-reported having been violent against other students. This is more than half of the sampled boys (68 out of 120). Forty three percent of the sampled girls (51 out of 120) had committed the offence. In total, 119 (49.5%) students out of the total sample of 240 had indulged in the delinquent behaviour. Though more boys engaged in the act, it was noted that the girls who committed the same act had done it more than five times. It was therefore noted to be the most frequent delinquent act out of the fifteen in the self-report delinquency scale among the girls. This implies that female delinquency could be taking a more violent trend.

4.3.12 Attacks on Rival Group Members

Thirty six boys and thirteen girls had attacked someone in a rival group. This is 20.4% of the total sample. The boys admitted to having done it more times within the past one year. All the 36 boys had repeated the offence at least two times. Twenty of them had done it two to five
times; ten had repeated it six to nine times while six had done it over ten times. It was noted that the girls had attacked someone in a rival group only once in the year preceding the study. This delinquent act was therefore noted to be more frequent among the males than in females. The results are presented in table 4.15.

Table 4.15 Students’ Response on Whether They Had Attacked Someone in a Rival Group

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attacks on rival group members</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Involved</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td>Not involved</td>
<td>84</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>Involved</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Not involved</td>
<td>107</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

The table reveals that more boys (30%) than girls (11%) had indulged in the delinquent act. The indulgence in the act could be as a result of association with delinquent peers.

4.3.13 Using Weapons in a Fight

More boys (31) than girls (18) had used a weapon in a fight. All those who self-reported indulgence in the act had also engaged in attacking someone in a rival group. They had also beaten or hurt someone on purpose. This establishes therefore that these students are frequently involved in violent delinquent acts. Table 4.16 presents the findings.
Table 4.16 Students’ Response on Whether They Had Used a Weapon in a Fight

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Used weapon in a fight</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Involved</td>
<td>31</td>
<td>26</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Not involved</td>
<td>89</td>
<td>74</td>
<td>102</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.16 shows that 31 boys out of 120 (26%) and 18 girls out of a sample of 120 (15%) had used a weapon in a fight. More males than females indulged in the delinquent act. According to Gathura (2010), feelings of insecurity, peer associations, poor models, rejection and poor parental supervision are responsible factors for violent delinquency among adolescents.

4.3.14 Sexual Assault on Others

Sixteen boys had sexually assaulted another person in the past twelve months. Only 3 girls self-reported indulgence in the same act. The girls who self-reported indulgence in the act had done it only once while their male counterparts had committed the act more than once. It therefore reveals that this was not a frequent delinquent act among the girls.
Table 4.17 Students' Response on Whether They Had Sexually Assaulted another Person

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual assault on others</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>16</td>
<td>13.3</td>
<td>3</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Not involved</td>
<td>104</td>
<td>86.7</td>
<td>117</td>
<td>97.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.17 shows that 16 boys out of the sampled 120 (13.3%) had sexually assaulted another person. Only 3 girls out of the girls sample had indulged in the delinquent act. More boys than girls had committed the offence. Adolescents who sexually assault others suffer from low self-esteem (Lopez et al, 1998). It could therefore imply that these 19 students have low self-esteem and may require psychological help. According to Gathura (2010) religion is good for schoolboys. Those who have put their faith in God have been found to be less involved in delinquent habits such as sex and drugs. Not so for girls. Boys professing low religiosity had significantly greater sexual offences than those professing high religiosity.

4.3.15 Conflicts with Prefects

The findings established that 26 boys and 23 girls had had conflicts with prefects.

Table 4.18 Students' Response on Whether They Had Conflicted with Prefects

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts with prefects</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>26</td>
<td>21</td>
<td>23</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Not involved</td>
<td>94</td>
<td>79</td>
<td>97</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>120</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
The results in table 4.18 shows that 26 boys out of the sample of 120 (21%) self-reported having conflicted with prefects. On the other hand, 23 girls out of a sample of 120 (19%) had indulged in the act. It was also noted that more boys (26) than girls (23) had committed the delinquent act. This could be driven by a thirst for friendship. According to Erikson (1997), adolescents could join and defend delinquent others in an attempt to identify with a particular group.

4.3.16 Frequencies of Self-reported Delinquent Acts

The 15 delinquent acts in the self-report delinquency scale registered different frequencies (number of students who self-reported to have committed the acts). The results are shown in table 4.19

Table 4.19 Frequencies of Self-reported Delinquent Acts

<table>
<thead>
<tr>
<th>Delinquent acts</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Run away from home</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>2. Run away from school.</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>3. Smoked cigarettes</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>4. Stolen money by false pretences.</td>
<td>49</td>
<td>26</td>
</tr>
<tr>
<td>5. Taken illegal drugs.</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>6. Theft of items</td>
<td>71</td>
<td>47</td>
</tr>
<tr>
<td>7. Destruction of property</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>8. Trespassed.</td>
<td>48</td>
<td>27</td>
</tr>
<tr>
<td>9. Broken into buildings</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>10. Burning property</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>11. Violence against other students</td>
<td>68</td>
<td>51</td>
</tr>
</tbody>
</table>
12. Attacks on rival group members  |  36  |  11
13. Used a weapon in a fight.  |  31  |  18
14. Sexually assaults  |  16  |  3
15. Conflicts with prefects  |  26  |  23

The most frequent delinquent act among the boys was taking another person’s item and keeping it for self. Seventy one boys (59%) out of 120 self-reported having committed the offence. On the contrary, the most frequently self-reported delinquent act among the girls was beating up someone or hurting anyone on purpose. The least frequent was breaking into a shop or any building in an attempt to steal or destroy items.

The findings of this study established that the most frequently self-reported index delinquent act against persons was beating up or hurting anyone on purpose. This was the same for both boys and girls. Among the index delinquent acts against property, the most frequent act in this category was taking another student’s item and keeping it for self. A similar observation was made on the non-index delinquent acts. The most frequent for both gender was stealing money by false pretences.

4.4 Gender Differences on Students’ Index Delinquent Acts against Persons

4.4.1 Students’ Scores on Index Delinquent Acts against Persons

Significant gender differences in students’ scores on index delinquent acts against persons were noted. The results are shown in figure 4.1.
Figure 4.1 Students' Scores on Index Delinquent Acts against Persons

Figure 4.1 shows the students' frequency scores on index delinquent acts against persons and the percentage of the students getting a particular score. It shows that girls scored lower than the boys. The lowest score was 5 and the highest 21 out of a possible 25. Majority of the girls scored between 5 and 8. This therefore means that majority of those girls who indulged themselves in delinquent acts against persons had done the offence once.

A score of 5 means one had not indulged in the act. Boys dominated on the higher scores while girls recorded lower scores. The score of 5 had the highest number of students (43% for girls and 28% for boys). The findings are consistent with Bartollas and Miller (2005) who established that boys commit more serious (index) delinquent acts than girls. This implies that the male gender is a far stronger predictor of serious delinquency against persons.
4.4.2. Hypotheses Testing on Gender Differences in Students’ Index Delinquent Acts against Persons

A t-test was computed to test the hypothesis at $p = 0.05$ level of significance. The findings of the study on gender differences in students’ index delinquent acts against persons are computed and presented on tables 4.20 and 4.22.

Table 4.20 Group Statistics for Index Delinquent Acts against Persons

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index delinquent acts</td>
<td>male</td>
<td>120</td>
<td>3.93</td>
<td>3.227</td>
<td>0.295</td>
</tr>
<tr>
<td>acts against persons</td>
<td>Female</td>
<td>120</td>
<td>2.82</td>
<td>2.567</td>
<td>0.234</td>
</tr>
</tbody>
</table>

The mean for the girls on index delinquent acts against persons was 2.82 with a standard deviation of 2.567. The boys had a mean of 3.93 with a standard deviation of 3.227. The results imply that boys have a higher mean score on index delinquent acts against persons than the girls.
Table 4.21 Independent Sample t-Test for Index Delinquent Acts against Persons

<table>
<thead>
<tr>
<th>variable</th>
<th>t-test for equality of means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Index delinquent acts against persons</td>
<td>2.966</td>
</tr>
</tbody>
</table>

Significant (P<0.05)

It was hypothesized in the study that there are no significant gender differences in students’ index delinquent acts against persons. Table 4.21 presents the computed data. The calculated t value is 2.966 at significance value of 0.003. The null hypothesis that “there are no significant gender differences in students’ index delinquent acts against persons” was therefore rejected and the alternative accepted. This is because the value p=0.003 is less than alpha 0.05 (p < 0.05). This therefore implies there are significant gender differences in students’ index delinquent acts against persons. These findings are quite consistent with Howell (2003) who noted that most studies show that girls have a lower prevalence and incidence of conduct disorders than boys. Research has established that more males than females are involved in serious and violent delinquency and adult crime.

Similar findings were established by Bartollas and Miller (2005) who found out that males account for 73.3 % of violent crimes against persons. Kempf-Leonard, Tracy and Howell
(2001) also observed a male to female differential of 4 to 1 among violent offenders against persons. In a more recent study, Howell (2009) records no gender differences. He however established that girls have a higher prevalence of graduating into adult crime careers than boys and that this should be a major cause of concern. In this study, boys scored a mean of 3.93 against the girls' 2.82. The concern of the stakeholders should be that if nothing is done, the female delinquents could graduate into adult criminals.

4.5 Gender Differences on Students’ Index Delinquent Acts against Property

4.5.1. Students’ Scores on Index Delinquent Acts against Property

The students’ scores on index delinquent acts against property were different. The differences in the gender scores were highly significant. The results are shown in figure 4.2.

![Figure 4.2: Students’ Scores on Index Delinquent Acts against Property](image-url)
The figure 4.2 presents the index delinquent acts against property scores and the percentage number of students with the particular scores. The lowest score was 5 and the highest 18, out of a possible 25. A higher percentage (49%) of the girls than boys (23%) had a score of 5, meaning they never indulged in the act. The girls dominated in the lower scores of 5, 6, and 7. The boys on the contrary dominated in the higher scores of 8, 9, 10, 11, 12, 14, 17 and 18. This means that more boys than girls had done the delinquent acts. It also means that the acts were more frequent in boys than in girls.

4.5.2 Hypothesis Testing on Gender Differences in Students’ Index Delinquent Acts against Property

It had been hypothesized that there are no significant gender differences in students’ index delinquent acts against persons. An independent sample t-test at 0.05 level of significance was computed. The findings of the study on gender differences in students’ index delinquent acts against property are presented in tables 4.22 and 4.23. Table 4.22 presents the group statistics while table 4.23 presents the independent sample t-test for the index delinquent acts against property.

Table 4.22 Group Statistics for Index Delinquent Acts against Property

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Std Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index delinquent acts against property</td>
<td>male</td>
<td>120</td>
<td>3.83</td>
<td>2.772</td>
<td>.253</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>120</td>
<td>2.24</td>
<td>1.754</td>
<td>.160</td>
</tr>
</tbody>
</table>
Table 4.22 indicates that the boys scored higher on the index delinquent act against property. They had a mean of 3.83 with a standard deviation of 2.772 against girls 2.24 and a standard deviation of 1.754.

Table 4.23 Independent Sample t-Test for Index Delinquent acts Against Property

<table>
<thead>
<tr>
<th>Variable</th>
<th>t-test for equality of means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Index delinquent acts against</td>
<td>5.315</td>
</tr>
<tr>
<td>property</td>
<td></td>
</tr>
</tbody>
</table>

Significant (P <0.05)

The table 4.23 shows the independent sample t test computation for index delinquent acts against property. The calculated t value was 5.315 at significant value of 0.000 which is less than alpha 0.05. The null hypothesis that "there are no significant gender differences in students' index delinquent acts against property" was therefore rejected and the alternative accepted. This therefore means there are significant gender differences in students' delinquent acts against property. The differences are highly significant.

Bartollas and Miller (2005) had similar findings. In their study males accounted for 70% of property crimes while girls scored 30%. The findings of this study are also consistent with Kempf-Leonard, Tracy and Howell (2001) who in their Philadelphia study established the male to female differential as 3 to 1 among serious property offenders.

These findings however negate Robert's (2003) who indicated that in the U.S.A, most of the delinquent acts were property related. In this study, index delinquent acts against persons scored higher than the index delinquent acts against property especially for the boys.
4.6. Gender differences on Students' Non-index Delinquent Acts

4.6.1. Students' Scores on Non-index Delinquent Acts

The students' non-index delinquent acts scores were not significantly different for boys and girls. The results of these findings are presented in figure 4.3.

![Graph showing non-index delinquent acts scores for boys and girls.]

**Figure 4.3 Students' Scores on Non-index Delinquent Acts**

The figure 4.3 indicates the non-index delinquent act scores and the percentage number of students attaining each particular score. As portrayed in the figure, the differences are minimal with almost the same number of boys as girls attaining each particular score. This therefore means that there are no significant gender differences in students' non-index delinquent act scores.
4.6.2 Hypothesis Testing on Gender Differences in Students' Non-index Delinquent Acts

It had been hypothesized that there are no significant gender differences in students' non-index delinquent acts. An independent sample t-test was computed to test the hypothesis. A 0.05 level of significance was used as a standard of either rejecting or accepting the null hypothesis. The findings are presented in table 4.24 and table 4.25.

Table 4.24 Group Statistics for Non-index Delinquent Acts

<table>
<thead>
<tr>
<th>variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-index</td>
<td>male</td>
<td>120</td>
<td>3.64</td>
<td>2.153</td>
<td>.197</td>
</tr>
<tr>
<td>delinquent acts</td>
<td>Female</td>
<td>120</td>
<td>3.18</td>
<td>1.720</td>
<td>.157</td>
</tr>
</tbody>
</table>

The gender scores on non-index delinquent acts were not significantly different. As observed from table 4.24, the girls had a mean of 3.18 with a standard deviation of 1.720 against the boys' 3.64 with a standard deviation of 2.153.

Table 4.25 Independent Sample t-Test for Non-index Delinquent Acts

<table>
<thead>
<tr>
<th>Variable</th>
<th>t-test for equality of means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Non-index delinquent acts</td>
<td>1.822</td>
</tr>
</tbody>
</table>

Not significant (P > 0.05)
The researcher had hypothesized that there are no significant gender differences in students' non-index delinquent acts. The calculated t value was 1.822 at significant value of 0.070 which is greater than alpha 0.05 ($p > 0.05$). The null hypothesis was therefore accepted meaning there are no significant gender differences in students' non-index delinquent acts.

These findings are consistent with Siegel's (2003) who noted that self-report data seem to show that the incidence of female delinquency is much higher than believed earlier. To him the most common crimes committed by males are also the ones female offenders committed. He therefore noted no gender differences.

Howell (2009) noted that all subjects self-reported non-index delinquent acts. There were no gender differences. These findings however negate Bartollas and Miller's (2005) who had indicated that males score higher in non-index delinquent acts than girls. It also negates Baerveldt et al.'s (2001) who indicated that males score higher on the delinquency scale.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter comprises of the summary of the findings, the conclusions drawn and the recommendations made to various stakeholders.

5.1 Summary of the findings
From the findings of this study, it was noted that delinquent behaviour is evident in secondary schools. Out of the 240 sampled students, only 35 (22 girls and 13 boys) of them had not committed a delinquent act in the year preceding the study. The self-report study revealed that females engaged themselves in the same delinquent acts that males did, though in some cases at a lesser magnitude. The delinquent acts that the students indulged themselves in include running away from home, running away from school, smoking cigarettes, stealing money by false pretences, taking illegal drugs, stealing another student's item, destroying property in the school compound or in the neighbourhood, shoplifting, sexually assaulting someone and using a weapon in a fight.

Significant gender differences were noted in the index delinquent acts against persons and against property. The findings of this study realised no significant gender differences in students' non-index delinquent acts. This seems to concur with Siegel and Jenna (2000) who indicated that although female delinquency is lower than the male rate; it is growing at a faster pace. He noted that gender differences may be narrowing with females engaging themselves in the same delinquent acts as males. This shows that the gap could be narrowing.
The boys self-reported index-delinquent acts against persons more than index delinquent acts against property and non-index delinquent acts. Index-delinquent acts against property were more common among the boys than non-index delinquent acts.

The girls on the other hand self-reported indulgence in non-index delinquent acts more than the index-delinquent acts. Acts against persons were more common than those against property. Roberts (2003) had noted that most of the crimes committed by adolescents were property related with a noticeable trend towards violent crimes as the offenders become older. The findings of this study revealed otherwise with students being more involved in the index delinquent acts against persons than against property.

This was different from findings of other researchers. Findings had indicated that all subjects self-reported non index delinquent acts much more than index-delinquent acts. Acts against property were more common than those against persons. In this study, a surprising number of the adolescent students reported involvement in serious (index) acts against persons which were more common than acts against property. They had beaten up or hurt someone on purpose, attacked someone in a rival group, sexually assaulted someone and used a weapon in a fight. The females had reported more of the index delinquent acts than the non-index offences.

5.2 Conclusion

From the finding of this study it was concluded that delinquency is a problem in the secondary schools. Students commit crimes ranging from running away from home to serious crimes like beating or hurting others on purpose, and even using a weapon in a fight.
The findings of this study established that a very large proportion of adolescent students (85.5\%) had engaged in delinquent behaviour at one time or another. This therefore indicates that the society is experiencing an upsurge in delinquent behaviour. The increase especially in index delinquent acts should be a significant source of worry to adults. It should also be a significant source of worry to adolescents themselves, who are the age group most likely to be victims of crimes such as rape, theft or assault.

Most of the crimes committed were non-index. It was however noted that there was a noticeable trend toward index delinquent acts against persons. Boys for example scored the highest mean in the index acts against persons. The study also established that, "beating up or hurting someone on purpose" was the act that scored the highest frequency among the girls. This would denote a noticeable trend towards violent delinquent acts among the females.

The girls exhibiting delinquent behaviour involved themselves in the same acts as the boys. Though gender differences were noted in students' index delinquent acts against persons and property, there were no significant gender differences in the non-index delinquent acts. Female delinquency should therefore not be ignored, trivialized or denied.

Delinquency is not confined to juveniles in correctional institutions but is also evident in the regular schools. The subjects in this study were not institutionalized juveniles but ordinary students from the regular secondary schools, yet they self-reported indulgence in delinquent acts. Official documentation only counts adolescents who have been caught and these youths may be different from those who evade capture.
5.3 Recommendations

Following the findings of the study, the following recommendations are made to various stakeholders.

5.3.1 Recommendations for parents

The study creates awareness to the parents that delinquency is a reality and that secondary school students engage in delinquent acts though they may not have been caught. The study therefore recommends that parents should not live in denial that their children do not engage in delinquent acts but should take an active role in helping curb or prevent it.

Researchers explored the relationship between the school discipline problems of adolescents and several family-related characteristics such as parenting style, parental supervision, family size, family structure and parents' level of education. Consistent with previous studies, results show that parental supervision of student behaviour is related to fewer disciplinary incidents. According to Howell (2009) all these are risk factors associated with adolescent delinquency. Parents and teachers should therefore establish communication as early as possible, before any delinquent incidents occur. Parents should also be informed of the benefits of carefully monitoring adolescent behaviour. Parents should discuss school with their children on a daily basis, rather than after problems arise. The focus of this daily communication should be to reinforce students for appropriate behaviour rather than reprimand them for inappropriate behaviour.

Guidance, training and mentoring on the socially acceptable ways of behaviour should be offered at home. This would go a long way in enhancing peaceful co-existence with members of the society. Effective communication should be enhanced between the parents and their
children so that some of the problems and challenges that may cause delinquency can be resolved amicably.

Female delinquency should not be ignored but parents should know that girls engage themselves in the same delinquent acts as boys do. It is therefore important that female delinquency is not trivialized so that it does not thrive unnoticed and become a menace to the society. The assumption that boys are more delinquent than boys may give a loophole for female delinquency to thrive unnoticed. Both gender should therefore be guided by parents on the correct mode of behaviour. Siegel (2003) in a study of delinquent offenders in California noted that those youths who manifested these problems in the home and at home were at high risk of repeat offending. Early intervention in childhood and adolescent therefore could reduce the likelihood that young offenders would become serious violent offenders in their adulthood.

5.3.2 Recommendations for teachers

Teachers should know that official documents are useful for examining the trends but they cannot tell us how many students commit delinquent acts but are never detected. Self-report studies indicate that the number of children who break the law is far greater than official statistics would lead us to believe (Siegel, 2003). The findings of this study show clearly that 205 students out of the sampled 240 self-reported to have committed a delinquent act in the past one year. This is 85.5 % of the total sample. It therefore follows that teachers should not ignore the issue of delinquency just because none has been reported or detected. Many may have gone unnoticed. The teachers should therefore define appropriate intervention and preventive strategies.
Though boys may have been considered to be more delinquent than girls, the results of this study do not show any significant gender differences in the non-index delinquent acts. This therefore poses a warning that female delinquency can no longer be assumed. All students irrespective of their gender should be guided in schools on the correct mode of conduct. Boys should not be labelled as ‘generally delinquent’ while girls are coded as innocent.

5.3.3 Recommendations for the Ministry of Education

The findings of this study bring to us the realisation of the dire need for a policy on delinquency. This should be formulated to guide and assist teachers in handling delinquency cases. Early intervention could help in ensuring that students who engage in delinquent acts do not mature into hand core criminals. The fear of every parent is that if nothing is done, today’s delinquent may graduate into tomorrow’s criminal. The Ministry should strengthen guidance and counselling services as preventive and intervention measures to deal with delinquency.

5.3.4 Recommendations for curriculum developers

The curriculum developers should consider drawing a curriculum for the Kenyan secondary schools on delinquent behaviour.

5.3.5 Recommendations for Teacher Training Institutions

Teacher Training Institutions should embark on a rigorous training of teachers to equip them with the necessary skills which will enable them deal effectively with the problem of delinquency.
5.4 Recommendations for Further Research

A similar study could be replicated in other districts of the Kenyan society. Longitudinal studies could be carried out to follow up on adolescents who involve themselves in delinquent acts, into their adulthood. This would be to establish whether they graduate into criminal activities in adulthood.

Delinquency has been linked to such noxious stimuli as child abuse and neglect, criminal victimization, physical punishment, negative relations with parents, negative relations with peers, adverse or negative school experiences, a wide range of stressful life events, verbal threats and insults, physical pain, disgusting scenes, noise, heat, air pollution, personal space violations and high density. The extent to which each factor is predictive of delinquency should be established.

Fuller research on the settings, such as families and schools and the impact of the variations in those settings should also be established. The trend of female delinquency should be established.
REFERENCES


Bad school experiences affect juvenile delinquency. (2007, China Daily).


Gatune, G.M. (2003). *Role of guidance and counselling in helping students to be well adjusted in selected secondary schools in Magumoni Division, Meru-South district, Kenya. Unpublished M.E.D. Project, Kenyatta University, Nairobi.*


*Report of the taskforce on student discipline and unrest in secondary schools* (Wangai) 2001


*Self-reported delinquency among young people in Toronto*. (2007, September)


APPENDIXES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS.

Kindly respond to the following questions as honestly as possible. All information will be treated in total confidence. Don’t write your name or the name of your school in this questionnaire.

SECTION A. Background Information

Please tick ( ) as appropriate.

1. Gender male [ ] female [ ]

2. Class form 2 [ ] form 3 [ ]

3. How old are you? ----------- years

SECTION B. Students’ Delinquent Behaviour

This section consists of fifteen types of acts one may have committed. Please indicate as frankly as possible how often in the past 12 months you did each act.

<table>
<thead>
<tr>
<th>ACTS</th>
<th>Never did act</th>
<th>Once 2-5 times</th>
<th>6-9 times</th>
<th>10 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Run away from home with the intention of punishing your parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Run away from school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Smoked cigarettes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Stolen money from false pretences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Taken illegal drugs.

6. Taken another students’ item and kept it for self.

7. Smashed or destroyed things in the school compound or neighbourhood.

8. Entered land or a building that you did not have permission or the right to enter.

9. Broken into a shop or any building in an attempt to steal or destroy items.

10. Willingly burnt or attempted to burn property that did not belong to you.

11. Beaten up or hurt anyone on purpose.

12. Attacked someone in a rival group.

13. Used a weapon in a fight.

14. Sexually assaulted another person.

15. Fought prefects for reporting your friends to the teachers.