

**DETERMINANTS OF JUVENILE DELIQUENCY ON PUPIL
MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN KISAUNI SUB
COUNTY, MOMBASA COUNTY**

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**A PROJECT REPORT SUBMITTED TO THE SCHOOL OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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UNIVERSITY**

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DECLARATION

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

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DEDICATION

This project research report is dedicated to my Almighty God and my family, who have given me strength and encouragement throughout my writing process, and without whose unfailing support I would not have been able to finish it.

ACKNOWLEDGMENT

I wish to express my gratitude to the Almighty God for providing me with the chance and strength to finish my education. I am grateful to the Almighty God for His blessings and standing by me during this study. This research project has come this far because of His abundant grace.

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ABBREVIATIONS AND ACRONYMS

ACRWC	African Chapter on the Rights and Welfare of the Child
CRADLE:	Child Rights Advisory Documentation and Legal Centre
CRC:	Convention on the Rights of a Child
KNCHR:	Kenyan National Committee on Human Rights
NGO:	Non-Governmental Organization
OAU:	Organization of African Unity
LD:	Learning Difficulties
UNEP:	United Nations Environment Program
UNICEF:	United Nations International Children’s Education Fund
USAID:	United States Agency for International Development
VOK:	Voice of Kenya

ABSTRACT

Cases of adolescent misbehavior are widespread not only in Kenya's coastal region, but throughout the country, Arsonist cases in public schools have recently been revealed. This study looked into the factors that influence juvenile delinquency among primary school pupils in Kengeleni Zone, Kisauni Sub County, Mombasa County. The study had three specific objectives: to identify and describe factors that contribute to juvenile delinquencies in primary schools in Mombasa County's Kisauni Sub-County, to determine the implications of the identified factors on juvenile children, and to recommend solutions to juvenile delinquencies in order to mitigate juvenile challenges. With a total of 70 participants, the study used a Descriptive Research Design. The sample size was determined using a proportionate sampling technique, with 11 head teachers, four probation officers, six parents of juvenile learners, and seven juvenile pupils included. Questionnaires for Head Teachers were utilized to collect data, as well as interview schedules for the rest of the respondents. The qualitative data gathered during the interviews was examined and organized into themes and subthemes. Tables, percentages, and graphs were used to show quantitative data. Poverty, slum expansion, social groups, marginalization, low academic performance, a lack of parental role models, and dysfunctional households were the main reasons of juvenile misbehavior. Petty robbery, shoplifting, prostitution, truancy, school dropout, violence and bullying, as well as drug misuse, were all identified to be causes of juvenile delinquency. The study suggests that the Mombasa County government improve the living conditions of slum dwellers by providing cheap housing. That the government ensures that each primary school has a permanently assigned counselor who provides frequent counseling services to the affected students, and that delinquent students are sent to rehabilitation and probation schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter explores in details, the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, assumptions of the study, limitations, and scope of study, theoretical and conceptual frameworks.

1.1 Background to the Study

Juvenile delinquency has become a major concern for the public in the world. It is a social problem which needs to be controlled before it deepens its roots. The complexity of factors contributing and increasing trend of juvenile delinquency necessitates many explorations for good policy.

Juvenile delinquencies are found worldwide. According to Mishra, Elsie and Biswal, Ramakrishna (2018), out of the total crime rate in India, Juvenile delinquency constitutes 1.2 per cent. In the USA, a house of refuge was founded for juvenile delinquents in 1825 in New York by the Society for the Prevention of Juvenile Delinquency. It was the first juvenile center in America. Later, other cities began initiating the program gradually. In 1899 there was the first juvenile court case. But for a long time, there were never any guidelines on how to handle juvenile delinquents. Therefore, it was not required of the court judges to follow strictly the court procedures. But the case between a 16-year-old boy called Kent versus the state who had been involved in many cases of robbery and murder led to a land mark ruling whereby he was sentenced to imprisonment. This led the

formulation of strict guidelines and policies to guide juvenile delinquency. In India, juvenile delinquents were treated very differently. If minors committed crimes which were nonviolent, they were attached to an apprentice such as a tailor in order to learn a skill which would enable him to earn a living once he had completed the training. This worked very well until 1850 when specific laws were passed to give direct punishment to juvenile delinquents. The crime rate increased drastically which forced the government to pass the whipping act in 1864. In 2015 the law in India was amended to allow for children between 16 and 18 to be imprisoned with adults if they committed serious crimes like robbery with violence and murder (Ramakrishna, 2018).

In Africa, juvenile delinquency is attributed to mainly to poverty and unemployment, all of which are linked to the marginalization of young people in already poor communities. More than half of Africa's population lives in poverty as a result of fast population expansion, which has resulted in an increase in crime rates. In South Africa 16% of all the arrests made are Juvenile (Staden 2015). In Kenya, the situation is no better. According to Kaberia (2016), there are 12,000 children aged between 6 to 17 years serving sentences in the justice system in Kenya. Out of which 74.6% are boys while 25.4 % are girls.

In Kenya, juvenile crime rate has risen highly with the youth depicting behavioral problems. (Waithima & Omondi, 2017; Naomi, 2017). The most common of these behavioral problems among the youth are displayed by those in rehabilitation centers. Their conducts show disorder, and depression (Waithima & Omondi, 2017; Naomi; 2017). Studies carried out on some of them into adulthood reveal that their

antisocial behavior at adolescent increased the risk of getting into adult criminality (Mbiriri, 2017). It was therefore associated with psychopathological and neuropsychological deficits, denunciation by agetates and peers, as well as a variety of other concerns such as marital problems, addictions, alcoholism, mental illness, and unemployment. Juveniles usually have emotional and behavioral problems (Mbiriri, 2017). This has been identified by Naomi (2017) who noted that conduct disorder was a serious behavioral problem that was common among adolescents who have been confined in rehabilitation centers.

1.2 Statement of the Problem

Cases of moral decadence and criminal activities have been on the rise in Kenya throughout the years. Despite the fact that the government and other stakeholders have tried different interventions but the problem does not seem to go away. Many studies have sought to determine the causes of juvenile delinquency. According to Hajar and Islam (2018) poverty plays a major role among children who develop juvenile delinquency behaviors in their lives. Agarwal (2018) suggests that neighborhood conditions are part of the social factors which lead to juvenile delinquency. Peer influence in schools is one of the elements that contributes to the occurrence of juvenile delinquency (Vemuri, Lakshman, Roohen & Kiranmayee, 2019). Other studies have shown that children who are brought up in families where there is psychological or physical violence are likely to develop juvenile delinquency (Cenat & Herbert 2015).

Many scholars have also approached the issue from different perspectives. Most of the studies focusing on the behavior of school children have been centered on issues

of indiscipline. Mwaniki (2018) focused on identifying misbehavior causes among students in Kenyan Secondary Schools. He found out that peer pressure, poor parenting and drug abuse are among the major factors which cause misbehavior among students. In her study indiscipline among students Thika sub county, Ndaita (2016), found out that guidance and counseling, teacher supervision and parental involvement result to a discipline culture against drug abuse, truancy and theft. While taking a psychological approach, Naomi & Alice (2017) studied juvenile delinquency as a result of prevalence of conduct disorder. They associated juvenile delinquency with poor parenting and religiosity. However, these studies did not focus on younger learners in primary schools whose foundational growth determines their behavior in future. This study attempted to determine the factors of juvenile delinquency on pupil management in public primary schools in Kisauni Sub County, Mombasa County, from this perspective.

1.3 Purpose of the Study

The primary purpose of the study was to investigate the factors that impact juvenile delinquency among primary school pupils in Kengeleni Zone, Kisauni Sub-County.

1.3.1 Research Objectives

- i) To describe the economic elements that influence juvenile delinquency in primary schools in Mombasa County's Kisauni Sub-County.
- ii) To investigate the factors that contribute to juvenile delinquency in primary schools in Mombasa County's Kisauni Sub-County.
- iii) To look into the elements that contribute to juvenile delinquency in primary schools in Mombasa County's Kisauni Sub-County.

- iv) To investigate the elements that contribute to juvenile delinquency in primary schools in Mombasa County's Kisauni Sub-County.

1.4 Research Questions

- i) How do economic factors influence juvenile delinquency in primary schools in Mombasa County's Kisauni Sub-County?
- ii) To what extent do neighborhood conditions in Kisauni Sub-County, Mombasa County, contribute to juvenile delinquency in primary schools?
- iii) How do School Related factors that contribute to juvenile delinquencies in primary schools in Kisauni Sub-County – Mombasa County?
- iv) To what extent do family upbringing factors that contribute to juvenile delinquencies in primary schools in Kisauni Sub-County – Mombasa County?

1.5 Significance of the Study

The study's findings could be useful to the school administrators in developing a policy to identify such students and devise suitable intervention strategies.

The study's findings would also be beneficial to parents of worried youngsters, as they may utilize the knowledge to seek professional help, such as therapy and advice, for their children.

The study's findings would also be important to local officials and the Ministry of Education since they may serve as a foundation for making informed decisions when developing policies for children who are involved in delinquency or who have similar inclinations. This may assist the victims in becoming responsible students and adolescents in society.

1.6 Scope of the Study

Local officials and the Ministry of Education would benefit from the study's conclusions, as well they may serve as a foundation for making informed decisions when developing policies for children who are involved in delinquency or who have similar inclinations. This may assist the victims in becoming responsible students and adolescents in society.

1.7 Limitations of the Study

Due to a lack of resources and time, the study concentrated on only the most important predictors of adolescent delinquency. Due to the sensitive nature of the study's issue, several respondents, particularly those who were affected students, concealed essential information that they deemed sensitive. The researcher, on the other hand, employed anonymous surveys, which gave the teenagers the confidence to disclose the information they needed.

1.8 Assumptions of the Study

The study was founded by assuming that the respondents would answer questions honestly and that they would have a sincere interest in participating in the study.

1.9 Theoretical Framework

The sociologist, Emile Durkheim contends that rapid social change, particularly in urban areas was related with increments in juvenile delinquency due to the breakdown of social control systems, (Bernard, Snipes and Gerould, 2010). A study of adolescent misconduct in Chicago in 1920s by Shaw and McKay presumed that wrongdoing was connected to juvenile's separation from customary groups more

than any other factors. They outlined the variables related with misconduct as:

Physical Status: The areas with the most outstanding misconduct rates were observed to be situated in the neighboring territories of considerable industry and trade. *Economic status:* The most significant cases of wrongdoing were found in the territories of least financial status as controlled by various factors, including the financial level of families and welfare, the families living rental house and the level of families owning homes. *Population Composition:* Areas of high misconduct were connected with higher convergences of ethnic factors which were the cause of wrongdoing.

Adolescent misconduct is characterized lawfully as conduct of a child somewhere in the range of seven and eighteen years, who goes against existing laws. It is likewise characterized socially as misconduct which is unapproved of by the society (Thornton and Voigt, 1992). Children below the age of 18 are exposed to legitimate mediations for acts that would be criminal whenever they are perpetrated, by grown-ups. The sociological hypothesis of misconduct proposes that wrongdoing, as other social conduct, is a social component which is enhanced by sociological factors, for example, rapid social change, urbanization, troubled family lives, joblessness, peer influence, (Regoli and Hewitt, 1994).

Clifford Shaw one of the principal post trial agents in the United States, came up with Social disorder hypothesis, which was later refined in 1969 by Shaw and McKay, (Shaw and McKay, 1969). The description of wrongdoing in this hypothesis centers around the absence of well-defined structures follow-up as a significant contributor to misconduct. Other studies on juvenile delinquency as a form of social

disharmony frequently credit wrongdoing to the absence of collective responsibility. It alludes to the fact that individuals in the same area share basic needs and desires for their neighbor's conduct, specifically the young people's conduct and their ability to help each other in managing controlling mischief, (Sampson et al., 1997; 1999). In this way, regions which are portrayed by collectively irresponsible are also illustrative of social disharmony.

The Strain theory was used in this research. It says that crime is the result of individuals' inability to achieve middle-class norms by legal methods, and that it is the outcome of this stress and as a result of their inability to satisfy those expectations through legal means, they resort to illegitimate methods (Akers, Christine, Sellers & Wesley, 2016).

According to Agnew and Brezina (2015), the strain theory clarifies why youth display high rates of crime with respect to other age groups. Young people frequently need ordinary adapting aptitudes and assets, for example, cash, power, and social abilities. In respect to grown-ups, they have restricted educational experience to draw upon, which brings about adapting behaviors that are not acceptable. Youths are prone to reacting to stress in a childish and ineffective manner. Certain groups of youth, particularly those with bad relationships with their classmates and instructors, may require traditional social group support. Due to a lack of adult mentors, such youth may struggle to effectively manage the effects of stress. Young people have limited options for being law abiding citizens, regardless of the strain that begins in their families, schools, or neighborhoods. The strain theory goes on to say that there is a disconnect between what people expect and

what they get, this results in disillusionment and rage. Finally, there is a discrepancy between what a person believes is fair based on their efforts and what they receive (Akers, Christine, Sellers and Wesley 2016).

The best explanation for the occurrence of juvenile gang crime is the strain theory. Some juveniles attempt to attain their goals by criminal means as a result of stress and tension caused by their failure to achieve society's traditional goals. In this context, the theory was applied to the study of the factors that influence juvenile delinquency amongst Kisauni Sub-County primary school pupils.

1.10 Conceptual Framework

Economic considerations, social-cultural factors, school-related factors, and family upbringing are the independent variables in this study, whereas juvenile delinquency among primary school pupils in primary schools is the dependent variable. When these factors are manipulated, they affect the prevalence of juvenile delinquency in schools.

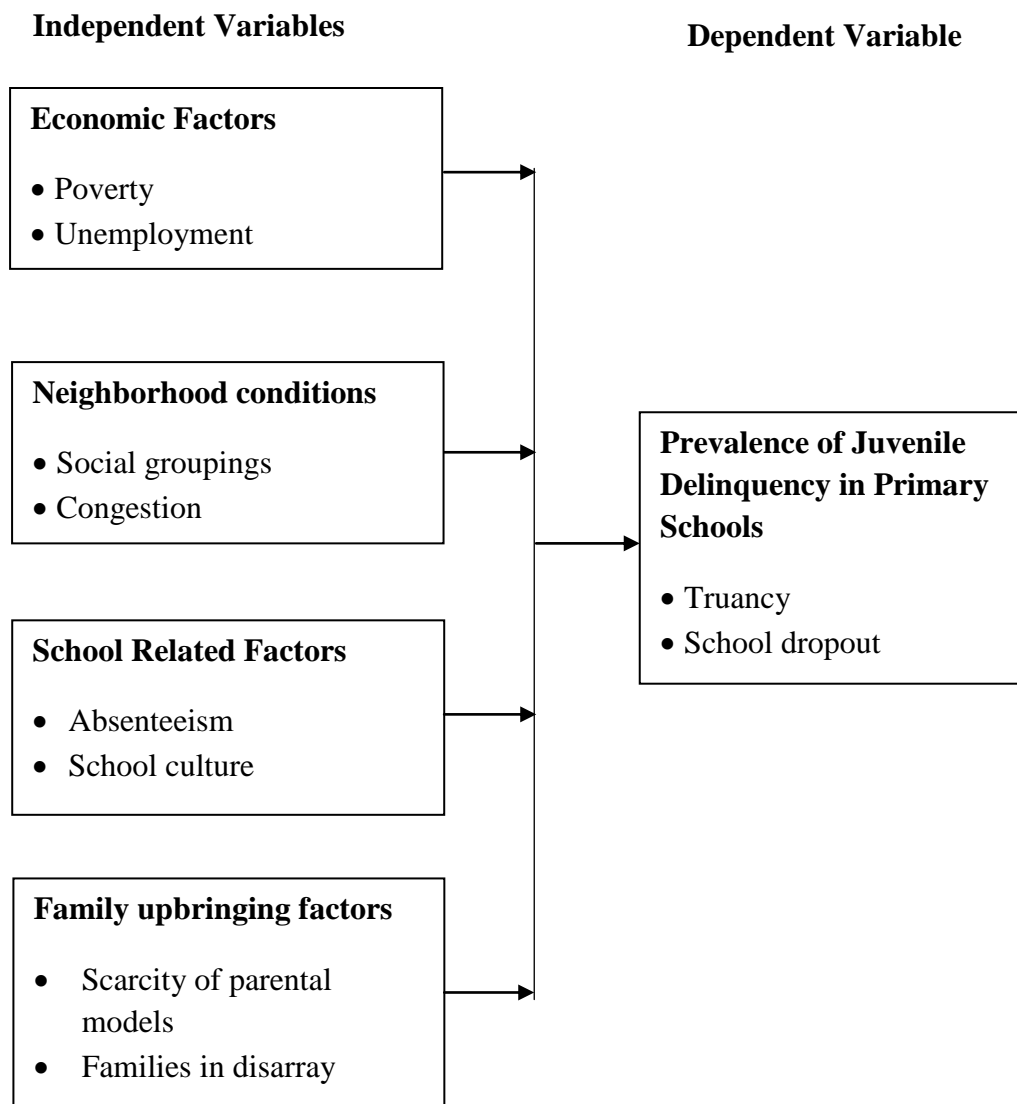


Figure 1.1: Conceptual Framework

Source: Author, 2019

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The linked literature pertinent to the topic is studied in detail in this chapter, including books, journals, newspapers, bulletins, research reports, modules, and information downloaded from the internet. The following is the sequence in which the literature review is presented: the idea of juvenile delinquency, the historical basis of juvenile delinquency, and the elements that lead to juvenile delinquent instances.

2.1 Concept of Juvenile Delinquency

A minor who has performed a bad conduct is referred to as a delinquent youngster prohibited by federal, state, or local law for adults. Minors who are considered rowdy or out of their legal guardians' supervision are classified as status offenders. There must be something missing for a child to become a delinquent, especially in terms of how they have been socialized. Delinquency is defined as an individual's inability to adjust to tough events in a socially acceptable manner. The definition differs from one country to the next. A criminal reliability must be at least 14 years old. A juvenile offender or juvenile delinquent is a child between the ages of 14 and 19 who engages in juvenile misconduct. Juvenile offenses often include delinquent activities that would be considered felonies if performed by adults, as well as status violations (Wiley & Esbensen 2016).

Children need to be protected and taken good care of. One of the reasons why children commit to criminality, such as murder, It's because they feel disregarded, according to a probation officer at Shikusa Bostal Institution (The Standard, 2014).

Sociologists take a broader definition of the term, arguing that it encompasses a wide range of legal and social infractions, ranging from minor offenses, so named because they are strongly linked to an offender's age, to major crimes. Sociologists link juvenile conduct to the home, family, neighborhood, classmates, and a variety of other factors that influence the formation of a young person's social environment, either jointly or separately. Each juvenile offense is the result of a variety of factors, many of which are yet unknown to expert sociologists, psychologists, and others (Aizer & Joseph 2013).

2.2 Historical Background of Juvenile Delinquency

The traditional belief that only justice could be achieved if everyone did their part in the treatment of children is no longer valid who committed the same crimes were treated equally was replaced with the newer idea that justice could only be achieved if everyone was treated differently. The 10th century monarch may be mentioned in the history of criminal justice administration as one of the first initiatives to provide people of tender years preferential treatment. All in all, a child who had carried out an offense was taken care of as a normal lawbreaker, in this manner it's anything but startling that in the eighteenth and nineteenth hundreds of years, while winning criminological ideas empowered the detainment of crooks, adolescents and grown-ups were both detained (Hymel & Bonanno, 2014).

Two historical antecedents that paved the way for the development of juvenile delinquency deserve special attention. In the first place, the early attempts to distinguish juveniles from adults in the context of "profligate youth" in order to teach them to become helpful citizens are remarkable. In 1976, the Marine Society of England set up a particular office for the renewal of youthful crooks, and different foundations promptly followed, some of which were marked "worn out schools. Special juvenile facilities had been built in the Philippines and what is now Pakistan. This approach developed in tandem with the Western world's humanitarian view at the time, emphasizing that adolescents should be transformed rather than punished. (Hymel & Bonanno, 2014).

In tandem with this development, the importance of independent methods in court adjudication of juvenile cases was emphasized. In Anglo-Saxon law, it had long been assumed that children under a specific age, generally seven years, were unequipped for recognizing right and abhorrent lead. The rebuttable assumption that people between the ages of 7 and 14 could understand the consequences of their acts was associated with this notion. This question was handled by the courts, it was justifiably hard for them to obviously portray acumen. With the developing acknowledgment of the idea of adolescent guilty party change, the courts turned to reformatory for those adolescents who had all the earmarks of being fit for change since they were not incredibly horrendous, on the premise that they had acted without acumen. The individuals who seemed disturbed and unequipped for change, then again, were sentenced to normal prisons in light of the fact that they had acted judiciously. As a result, the crime committed by a juvenile was becoming less significant than the determination of whether or not he or she was suitable for

rehabilitation. Thus, the requirement for particular legal techniques has gotten more obvious (Hymel & Bonanno, 2014).

Early attempts to establish distinct adjudication procedures in juvenile cases can be seen in a Swiss statute from 1862 and in Boston, Massachusetts, where charges against youngsters were attempted independently in 1869. Prior to the furthest limit of the nineteenth century, the territory of South Australia explored different avenues regarding comparative strategies. The primary adolescent court, in any case, was not established until July 1, 1899, as an outcome of an adolescent court bill created by an advisory group of the Chicago Bar Association. Instead of treating juvenile delinquents like regular criminals, the law's authors argued that the state should offer proper measures of care and treatment. The significance of this method was that it brought the principles connected with chancery practice (especially parent's patria, the concept of the state's obligation for the care of socially disabled children) into what had hitherto been strictly criminal proceedings. Since then, the juvenile court movement has grown all over the world (Hymel & Bonanno, 2014).

2.3 Factors Causing Juvenile Delinquency

The causes and states of adolescent wrongdoing can be found at numerous degrees of society, including society in general, social establishments like grade schools, social groupings and associations, and relational associations. The reasons of wrongdoing are various and fluctuated. To effectively address those issues, multi-faceted policies that can be implemented by neighborhoods, communities, and multiple levels of government are required. Individuals, families, churches, community groups, government, and corporations must all be involved in any

solution to juvenile criminality. The following are the most essential aspects that will be focused on and categorized: -

2.3.1 Economic Factors

The negative repercussions of social and monetary turn of events, especially financial emergencies, political flimsiness, and the breakdown of significant establishments, advance adolescent rowdiness (counting the state arrangement of government funded schooling and public help and the family). Financial flimsiness is much of the time connected to youth joblessness and low pay, which can upgrade their shots at participating in crimes. Youngsters, especially those from low-pay families and in denied regions, face injury and stress because of poor and packed day to day environments, aggressive behavior at home, an absence of value training, rejection from the work market, an absence of amusement regions and offices, police viciousness, and different components In every situation, there is separation. Relative hardship and other muddled social and monetary issues will in general group at the lower part of the social pyramid, bringing about a high extent of violations submitted by poor and distraught people against likewise destitute individuals (Alnasir, Faisal & Ali, Abdulrahman 2016).

Juvenile delinquency is driven by poverty. Teenagers' engagement in criminal activity may be exacerbated by socioeconomic instability, which is commonly linked to prolonged unemployment and low income. Some international locations have decreased their social support, setting the weakest strata of the population in a susceptible place. Poverty has decreased, but difficulties such as housing and unemployment have reached frightening proportions. Risks of developing

delinquency among juveniles have been discovered to be related to the parental interpersonal relationships, their demographic characteristics and the socioeconomic background of the family (Faisal & Abdulrahman 2016).

According to Malik, Ali & Farooqi (2018), most of the studies on delinquency have been carried out in Western nations. It therefore follows that little has been done in Kenya hence the issue of delinquency in relation to socioeconomic status is poorly understood.

2.3.2 Neighborhood Conditions

Albeit a child isn't conceived delinquent, he might be pre-delinquent when he enters school due to significant conditioning factors influenced by his family and school community. Both disruptive behavior in school and delinquent actions outside of school have been linked to environmental factors. As recently said, the kid's first climate is given by his family, and he before long starts to set up new colleagues outside of the home, at school and in the more noteworthy society. Delinquency is exceptionally connected to neediness, particularly among individuals who live in socially disadvantaged areas (Faisal & Abdulrahman 2016).

Delinquent behavior is common in social environments where worthy conduct standards have separated. A considerable lot of the normal rules that discourage individuals from submitting socially bothersome activities may lose their importance for certain citizenry under such conditions; Modernization of conventional social orders and the progressions that happen as a result of new technology, social traits, lifestyles, and living arrangements are examples. These shifts have an impact on

authority structures, forms of obedience, and political involvement modes. Excessive attention on stated aims (reaching success) combined with insufficient means to attain the success is thus one of the causes of delinquent behavior. In emerging countries, the ongoing trend of urbanization contributes to youth involvement and encourages the creation of new social norms, mostly as a result of the deterioration of primary social interactions and control, just as an expanded dependence on the media to the detriment of casual contact, similar to the case in customary society. Individuals are exposed to violence through the media in three ways, and several studies have found that young people who see violence are more aggressive or violent when provoked (Faisal & Abdulrahman 2016).

David & Gresham (2017) reveal that dysfunctional family environment, illiteracy, lack of appropriate guidance, status frustration, and peer pressure contribute to juvenile delinquency.

2.3.3 School Related Factors

Educational experiences influence juvenile development, because many students' perceptions of opportunity and self-worth are shaped by their school surroundings. School dropouts and pupils with helpless scholastic execution, for instance, have a higher pace of misconduct and culpability than graduates and scholarly achievers. During a period of challenge or transition, the school's staff members are the pillars in managing and guiding the school. The educators are viewed as facilitators in the outcomes-based education method; without their cooperation, the management would be unable to do very much. The manager of the school should ensure that the staff is engaged with the dynamic interaction of the school with the end goal for it to

run effectively. However, in order to deal with change, the teaching staff requires the assistance of their principle. In order to build a sense of belonging, employees must completely participate and be allocated specific tasks. They should be given access to pertinent information. The personnel should be involved in the running of the schools, according to school administrators. The workforce must be trained and empowered. To avoid disciplinary issues, school administrators should encourage staff employees to study so that they can stay current with advancements, think inventively and creatively, and be propelled to buckle down. In the event that instructors are responsible and helpful, they can go about as good examples for their understudies. Students would then demonstration dependably and be pleased with themselves. They would be straightforward with their instructors, trust them, and openly express their issues with them. This would help in the end of adolescent misconduct in schools (Jiri, 2018).

Learners are a part of the school's components. Subsequently, students ought to be educated regarding any choices made by staff and guardians, like those identifying with rules and guidelines. To stay away from social issues or adolescent wrongdoing, school directors ought to guarantee that understudies are offered freedoms to take an interest, particularly in things that directly affect them. Learners should be given the opportunity to define their own norms since they are more binding than rules imposed on them. This could aid in the prevention of adolescent delinquency in schools. These principles promote teamwork in the sense that even in the absence of authority, learners are able to assist one another and behave in a manner that is orderly. Learners do not know how to respond appropriately to particular classroom circumstances unless they are told what is expected of them.

The preceding statement is correct, and it is achievable if the school manager uses a transformational management style, such as facilitating the process, allowing learners to participate, doing follow-ups, and providing feedback to the students (Jiri 2018).

There is, however, very little research in Kenya which seeks to study the relationship between school related factors and juvenile delinquency.

2.3.4 Family Up-bringing Factors

Perhaps the most remarkable effects on children development are their family. Youngsters acquire most of their data on the best way to interface with others and society from their families. Members of a healthy and loving family are taught how to interact using functional standards of behavior, whereas members of a healthy family setting are taught how to interact using dysfunctional norms. As a result, dysfunctional parents pass on dysfunctional values to their children. The sort of relationship between family members has a significant impact on the type of life the learner has at home (Gyan, Kwame and McCarthy 2015).

A child's actual state can impact his conduct in one of three different ways. It could, first of all, be an immediate reason for delinquent conduct. Second, as on account of hunger and deformations, it very well might be a prevention to the youngster's accomplishment or wonderful association with different kids and grown-ups. Delinquency may be the outcome of a child's attempt to compensate for these deficiencies. Third, biological problems such as developmental abnormalities and physical exuberance may provide an excess of energy that finds expression in

delinquencies. Family relationships have evolved dramatically in recent years, and parental influence over their children has weakened for a variety of reasons. Because they are a child's first environment, families are vital social structures that are critical to their growth and proper upbringing. Much of what a child learns comes from his or her parents and guardians. Today's society order is shattered, and people who should be mentors and teachers simply do not have the time. Parents, in particular, are left with little or no time to positively raise their children as a result of the educational and economic obstacles they face. As a result, the growing youngster is affected by a permissive style that lacks boundaries and restrictions. When parents are negligent, teachers do not have the time, energy, or resources to rectify the situation. Conflict in the home, as well as a lack of parental control, are all signs of a dysfunctional family. Juvenile delinquency is linked to a lack of internal links and integration (Gyan, Kwame and McCarthy 2015).

According to Olugbade (2019), indiscipline among secondary school pupils is caused by parental attitudes, government indifference, and instructors' influence. The study, however, was limited to students in high school. This research focuses on elementary school students so as to find how parenting impacts children at such a young age.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter delves into the specific methodological concepts and processes used in the study. Research design, study location, target population, sample size & sampling processes, research instruments, validity, reliability, data collection procedures, analysis, presentation, and ethical concern.

3.1 Research Design

The findings in reference to the factors of juvenile delinquency in Kenyan primary schools, namely those in Kengeleni zone, Kisauni District, Mombasa County, were determined using a descriptive research approach. As Cooper and Schindler (2006) observes, descriptive study entails determining on what has happened, the place and how the manner of occurrence.

The choice of the design was that it allows for more information to be gathered for more information to be gathered from a larger group of people. The choice of the design was to establish the causes of independent variables on dependent variable. The aim of the design was to get data at a given point and utilize it to get the status of the current situation. To provide more thorough evidence, this study used cross-sectional methodologies and a case study.

3.2 Study Location

The study was directed in the Kengeleni Zone of Mombasa County's Kisauni District on Kenya's coast. With a space of 22.9 km² (barring 65 km² of water

masses), it is Kenya's littlest region. It is partitioned into four areas, with Bamburi and Kengeleni Zones situated on the bustling Malindi Street and associated with the territory by the Nyali connect. By far most of them are poor and battle to make a decent living. Nyali and Komati are two formal setups. Tourism and medium and small-scale businesses are the main economic activity.

The location is ideal for the study because it is a catchment area for students with diverse backgrounds in a cosmopolitan area.

3.3 Target Population

The targeted 70 persons who were working in line with delinquents. They included 12 Head teachers, 14 Probation officers, 20 parents of juvenile pupils and 24 juvenile pupils as shown in table 3.1 below.

Table 3.1: Target Population

Categories	Population (Frequency)
Head teachers	12
Probation officers	14
Parents of juvenile pupils	20
Juvenile Pupils	24
Total	70

Source: Author, 2019

3.4 Study Sample and Sampling Technique

The total number that was involved in study was 12 public primary schools in Kisauni Sub County. A random sample of 24 juvenile students from the 12 schools was chosen using purposive sampling, that is 2 juvenile pupils selected randomly per school. Out of the 24 pupils 20 of their parents were available for the research. All 14 probation officers were chosen via purposeful sampling dealing with juvenile delinquents in the sub county.

Table 3.2: Sample Size

Sections	Target population (N)	Sample size (n)
Head teachers	12	11
Probation officers	14	4
Parents of juvenile pupils	20	6
Juvenile pupils	24	7
Total	70	28

Source: Author, 2019

3.5 Research Instruments

Questionnaires and interview schedules were the primary research instruments utilized in the study to collect data. Questionnaires are crucial, according to Orodho (2009), since they capture a big quantity of data rapidly and have uniform procedures, in addition to being easier to complete. As a result, they are both time and secrecy efficient. As a result, the questionnaires were created in accordance with the study's goals. Students at public elementary schools in Kisauni Sub-County, Mombasa County, were interviewed regarding juvenile delinquency using the interview schedules.

3.6 Validity of Research Instruments

Piloting of questionnaires was done at one of the schools that was not included in the sample population to find out how valid the instruments were. This was done essentially to test the clearness of the instrument things in social affair data about the elements of adolescent misconduct among grade school understudies in Kisauni District's Kengeleni zone.

3.7 Reliability of Research Instruments

The examination utilized the pre-testing procedure to guarantee that the information gathering devices were solid. Two head teachers, two adolescent students, two guardians of adolescent kids from grade schools, and two post trial supervisors with indistinguishable qualities to those tested in the adjoining Bamburi zone completed questionnaires. After two weeks, the same respondents were given a new set of questions. The second batch of questionnaire responses were coded using the same criteria as the first set.

Finally, the two sets of replies were subjected to rectification analysis. This was done with the use of SPSS, which generated the test-retest reliability scores, and Pearson's movement coefficient of reliability.

3.8 Data Collection Procedures

Each member of the sample population was given a survey form to fill out. There were both questions in both open and closed-ended. Closed-ended questions elicited more organized responses, allowing for more concrete recommendations. To assess the ranking of various attributes, closed-ended questions were used, which helped to

limit the amount of similar responses and provide more diversified responses. The open-ended questions revealed details that the closed-ended questions may have missed. For this investigation, secondary data was also gathered. This information was valuable in creating extra data for the study from previously documented data or reports. Secondary data, according to Cooper and Schindler (2003), is an important quantitative apparatus for inspecting verifiable or current secret or freely available reports, reports, government papers, and feelings. Numerical records, according to Mugenda & Mugenda (2003), can be considered a subcategory of papers, and contain numbers, reports, and budgets. This simply entails incorporating useful statistical data into the research.

The study aim was to research the determinants of adolescent wrongdoing in grade schools in Kengeleni Zone, Kisauni District, utilizing both essential and optional information. Essential information was assembled utilizing a poll, while auxiliary information was accumulated from yearly reports of schools and government offices managing adolescent wrongdoing in Kenyan grade schools. At last, the analyst actually conveyed the pre-trying poll to the responders. The studies were left with the responders and got later by the specialist. Every poll was coded, and the analyst was the one in particular who realized who had finished it. The coding technique was only utilized to match returns and completed surveys with those that were distributed.

3.9 Data Analysis and Presentation

The filled questionnaires were checked for completeness and consistency before being processed. After that, the data was coded in order to categorize the responses. The majority of the data was quantitative, and it was analyzed in SPSS using descriptive analytic approaches. Tables, charts, percentages, tabulations, and other central tendency indicators were used to present the data. To summarize, tables were used in order to simplify comparison and subsequent investigation.

3.10 Ethical Considerations

The research team looked into ethical concerns to guarantee that the study's substance and design remained unique. The National Council of Science and Technology was first approached for permission to undertake the investigation.

Before the data collecting began, the D.E.O. Kisauni district office was notified. To avoid plagiarism, data from other studies was attributed with care. The details of those who were participating in the study were not indicated in the questionnaires and confidentiality was maintained.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The purpose of this research was to find out what factors impact juvenile delinquency among primary school pupils in Mombasa County's Kengeleni Zone, Kisauni Sub County. The study had four specific objectives, including describing economic factors that contribute to juvenile delinquency in primary schools in Kisauni Sub-County, Mombasa County, and describing economic factors that contribute to juvenile delinquency in secondary schools in Kisauni Sub-County, Mombasa County and determining economic factors that contribute to juvenile delinquency in secondary schools in Kisauni Sub-County, Mombasa County; to investigate School Related Variables that contribute to juvenile delinquency in primary schools in Kisauni Sub-County – Mombasa County; to assess neighborhood circumstances that contribute to juvenile delinquency in primary schools in Kisauni Sub-County – Mombasa County and to look at the elements that contribute to juvenile misbehavior in Mombasa County's Kisauni Sub-primary County's schools..

This chapter has been presented in relation to the study objectives. These objectives include the contribution of economic factors to juvenile delinquencies in primary schools; the contribution of neighborhood conditions to juvenile delinquencies in primary schools; the contribution of School Related factors to juvenile delinquencies in primary schools and the contribution Family upbringing factors to juvenile delinquencies in primary schools.

4.1 Demographic Data

4.1.1 Head teachers' Experience

To begin, respondents were asked to submit demographic information related to their experience as principals, and their responses were as shown in Figure 4.1.

According to the statistics, 50 percent of head teachers had between 16 and 20 years of experience, followed by 30 percent with 11 to 15 years of experience, and 10 percent with 6-10 years of experience and 21 years or more.

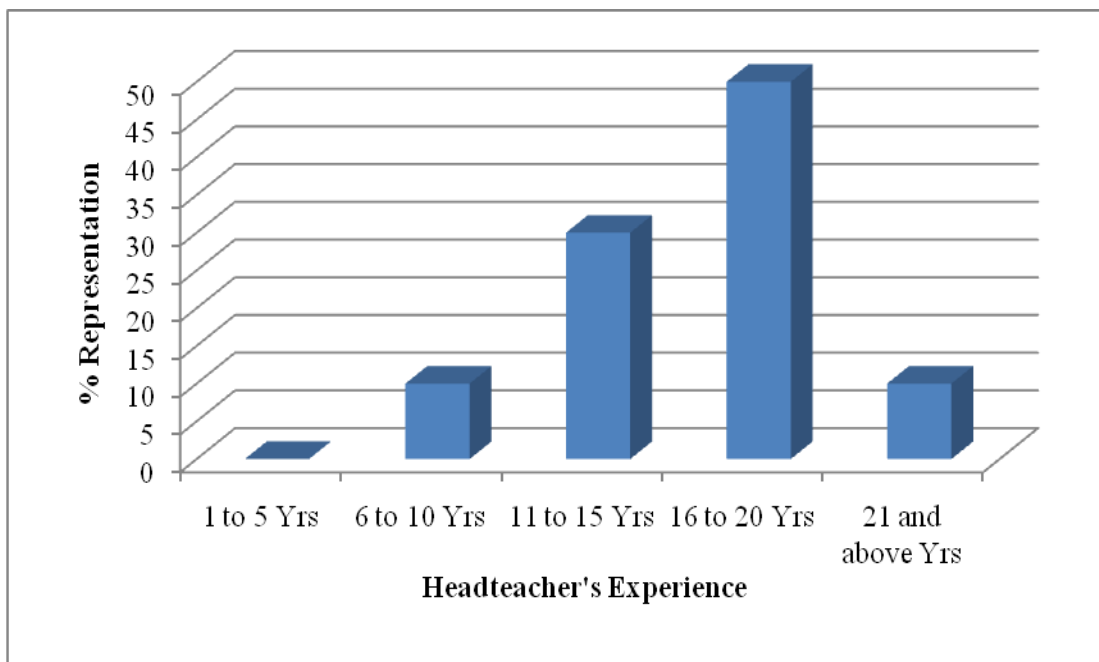


Figure 4.1: Head Teachers Experience as Heads of Schools

The information is shown in table 4.1 below:

Table 4.1: Head Teachers Experience as Heads of Schools

Period (Years)	Frequency	Percentage (%)	Cumulative Frequency (%)
1 to 5	0	0	0
6 to 10	1	10	10
11 to 15	3	30	40
16 to 20	5	50	90
21 and above	1	10	100
Total	10	100	100

4.1.2 Number of Years Served as Head teacher in the Current School

The respondents were expected to record the number of years they had served as principals of their respective schools. Table 4.2 shows a summary of their responses.

Table 4.2: Period Served as Head Teacher in Current School

Period (Years)	Frequency	Percentage (%)	Cumulative Frequency (%)
< 1	1	10	10
1 to 3	0	0	10
4 to 7	2	20	30
8 to 10	4	40	70
11 to 13	1	10	80
> 14	2	20	100
Any Other	0	0	100
Total	10	100	

As shown in Table 4.1 and Figure 4.1, 40% of the respondents had been in charge for 8-10 years, while 20% had been in charge for 4-7 years and 20% had been in

charge for more than 14 years, respectively. Only 10% of those who had served for less than a year and those who had served for 11-13 years were represented. According to this data, the majority of head teachers have sufficient managerial expertise.

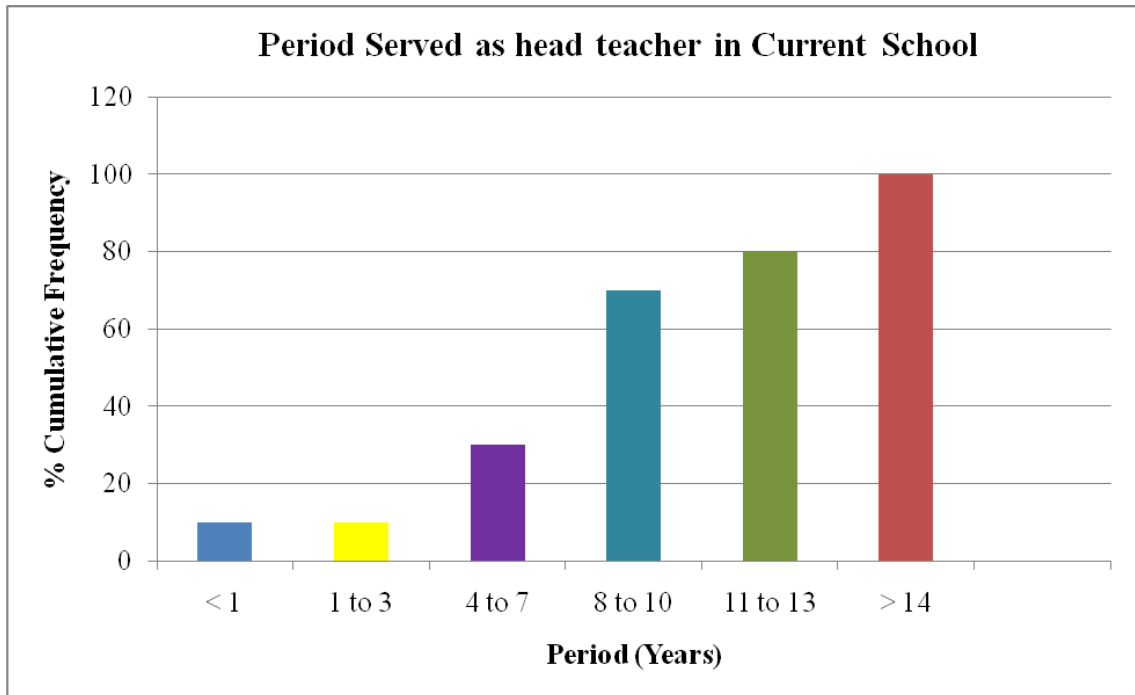


Figure 4.2: Period Serverd as Headteacher

4.2 Economic Factors Contributing to Juvenile Delinquency

Congestion is a factor that contributes to poverty, according to Kengelini Zone's head teachers. Figure 4.2 and table 4.3 below show the results.

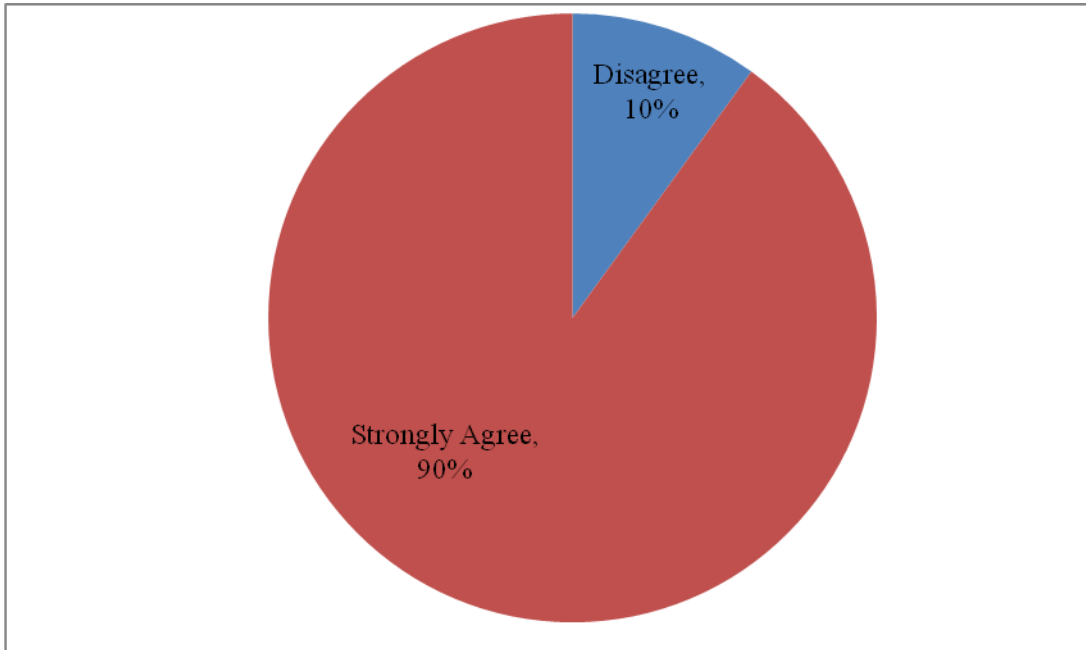


Figure 4.3: Economic Factors Contributing to Juvenile Delinquency

As shown in the figure, 10% of the respondents disagreed and 90% strongly agreed. Slums in urban areas that are overcrowded are a symbol of poverty. This is a reflection of what is truly happening on the ground in Mombasa's Coastal Region. Some students participate in undesirable criminal activity in order to fend for themselves. According to Faisal and Abulrahman (2016), juveniles are at risk of developing delinquent behavior when the socioeconomic status of their family is wanting:

Table 4.3: Economic Factors Contributing to Juvenile Delinquency

Economic Factor	Response	Percentage
Does congestion contribute to juvenile delinquency?	Strongly agree	90%
	Strongly disagree	10%
Total		100%

4.3 School Related Factors Contributing to Juvenile Delinquencies

Head teachers were asked whether their schools had at any point experienced instances of adolescent wrongdoing in open grade schools in Kengeleni Zone, Kisauni Sub-County, to research School Related Factors that Contribute to Cases of Juvenile Delinquency all (100%) of the talked with teachers certified that there were cases like this in their schools (Figure 4.4)

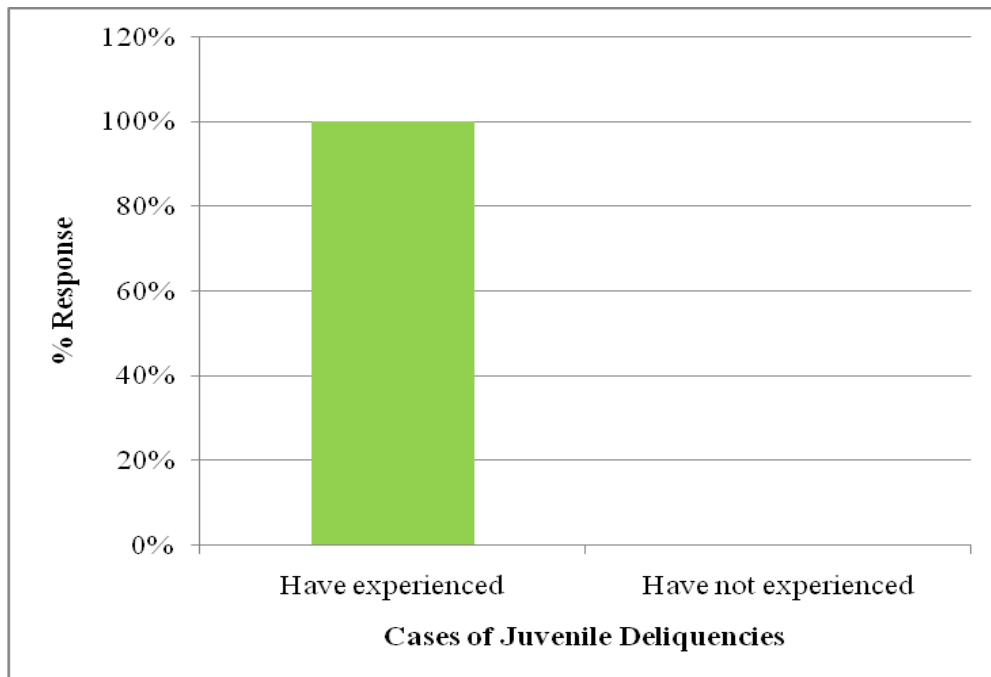


Figure 4.4: School Related factors affecting Juvenile Delinquency

Juvenile delinquency in schools is influenced by school-related issues like helpless scholarly execution and helpless participation. Young people who exit school or have helpless scholarly accomplishment have a higher pace of misconduct. In an ideal world, all children should have equal access to education, mentoring, and encouragement to succeed. Tragically, instructive freedoms are not similarly accessible to all young people for an assortment of reasons. As per the head instructors, useless families were recorded as one of the significant patrons to

juvenile delinquency in Kengeleni Zone elementary schools, with 90 percent strongly agreeing. This study supports Jiri's (2018) the educational environment has a considerable impact on adolescent delinquency, according to this hypothesis:

Table 4.4: School Related factors affecting Juvenile Delinquency

School related factors	Response	Percentage
Have your schools ever experienced cases of juvenile delinquencies?	Have experienced	100%
	Have not experienced	0%
Total		100%

4.4 Neighborhood Conditions Contributing to Juvenile Delinquency

After that, the heads of schools were asked to rate how much they agreed with the elements shown in Table 4.5 led to juvenile delinquency in their schools.

Table 4.5: Factors Contributing to Juvenile Delinquencies in Schools

Factor	SA		A		DA		SD		Total (%)
	n	(%)	n	(%)	n	(%)	n	(%)	
Poverty	6	60	2	20	1	10	1	10	100
Joblessness	8	80	1	10	1	10	0	0	100
Marginalization	5	50	3	30	0	0	2	20	100
Slums that are overcrowded	9	90	1	10	0	0	0	0	100
Social groupings	7	70	2	20	1	10	0	0	100
Conscience of religion	8	80	1	10	2	20	0	0	100
Poor academic performance	6	60	1	10	2	20	1	10	100
Learner unfriendly school culture	2	20	4	40	1	10	3	30	100
Attendance at school is low.	9	90	1	10	0	0	0	0	100
Curriculum is restricted.	0	0	2	20	4	40	4	40	100
Educational possibilities that are unequal	0	0	0	0	3	30	7	70	100
Parents' strict monitoring	3	30	5	50	1	10	1	10	100
Parental role models are scarce.	4	40	4	40	0	0	2	20	100
Families in disarray	9	90	1	10	0	0	0	0	100

(n=10)

Poverty, unemployment, and marginalization were among the variables that the head teachers were to agree or disagree on when it came to juvenile delinquency. According to Table 4.5, 60% of the head teachers polled strongly believed that poverty played a role in juvenile delinquency, according to the results, 20% agreed, 10% disagreed, and 10% strongly disagreed. The findings of this study corroborated

a United Nations report from 2004 that said that economic hardships are frequent in Kenya, and that most crimes committed by young people are motivated by a need for money.

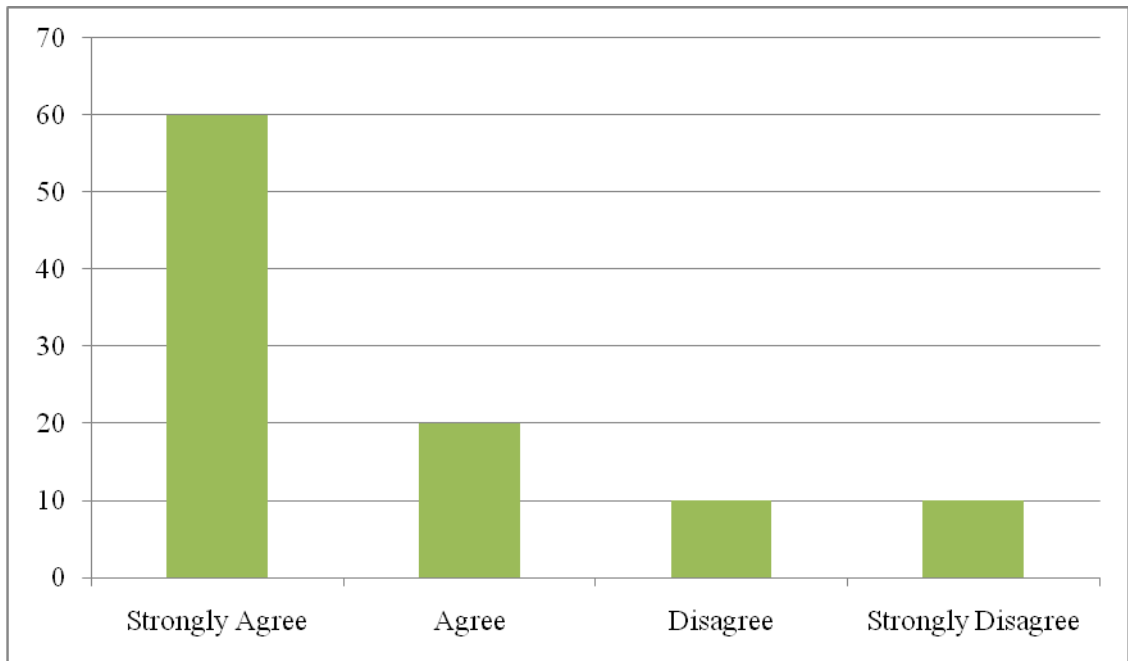


Figure 4.5: Effect of poverty on juvenile delinquency

Consistent unemployment and poor salaries among the young are generally associated to socioeconomic instability, which can raise the chance of them engaging in criminal activity. Due to neediness, absence of admittance to training, and helpless government organizations, UNICEF announced that up to 30% of young ladies in waterfront networks were constrained into prostitution in 2006. Due to the travel industry area, kid prostitution is a major issue in Nairobi and Mombasa (Daily Nation, Monday Nov. 2013)

Since 80% of the respondents unequivocally suggested it, joblessness is another component that extensively prompts adolescent wrongdoing in open grade schools in Kengelini, Kisauni Sub-County. However, 10% of the people polled disagreed. The rate of unemployment is on the rise.

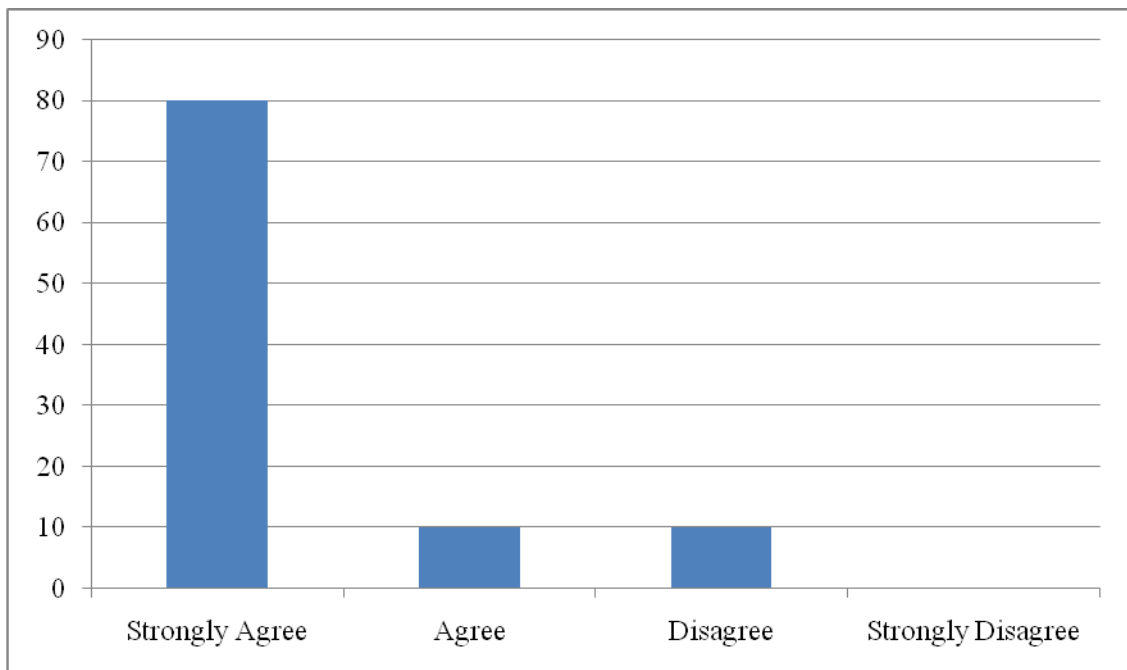


Figure 4.6: Effect of Unemployment on juvenile delinquency

Many of the students have jobless parents and have seen their siblings go through school and possibly college without finding a meaningful job to support themselves. As a result, they are persuaded that pickpocketing is the only way to acquire money, and they may be grabbing from motorists and passers-by.

The respondents were also asked to rate how strongly they agreed that marginalization contributed to juvenile criminality; the results showed that 50 percent strongly agreed, 30 percent agreed, and only 20 percent disagreed.

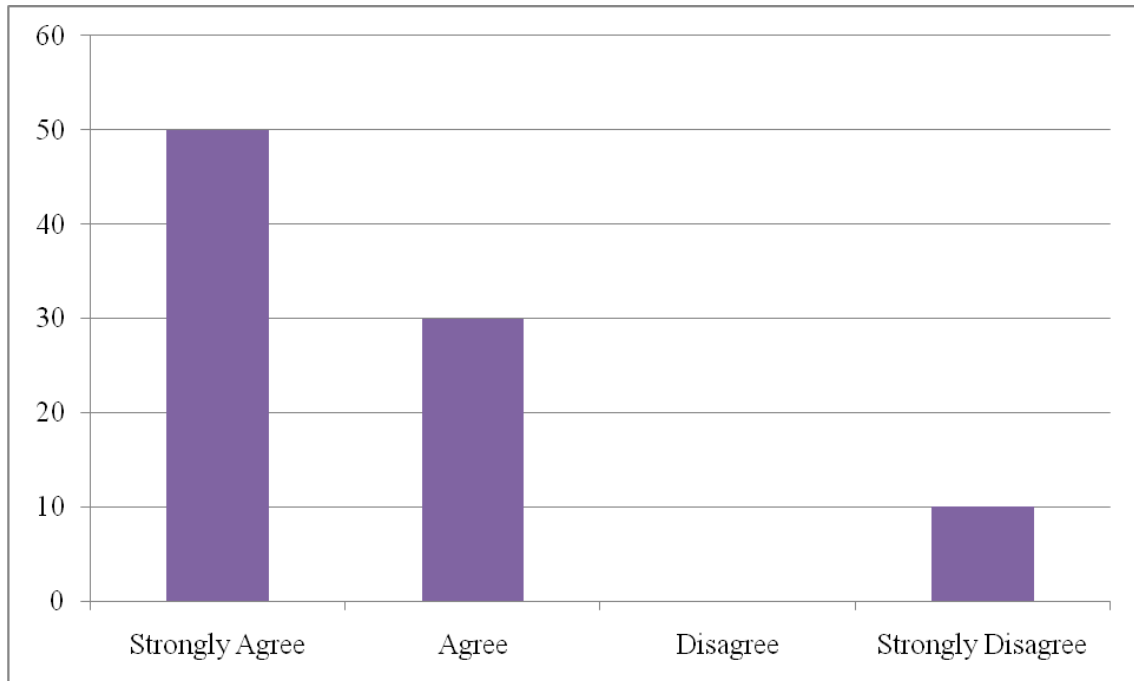


Figure 4.7: Effect of marginalization on juvenile delinquency

When a group of people in a society believes that the government of the day has failed to solve some fundamental concerns that influence their lives, their actions may lead to a disdain for the rule of law. Communities along Kenya's coast have long complained about a lack of participation when it comes to land allotment and government jobs. As a result of the frequent demonstrations by members of the public, they feel marginalized, and their children believe their parents are marginalized as well, leading to delinquent conduct.

Social groups are another element that significantly added to adolescent wrongdoing in Kengelini Zone public grade schools, with 70% of respondents firmly consenting with this impact and just 10% clashing.

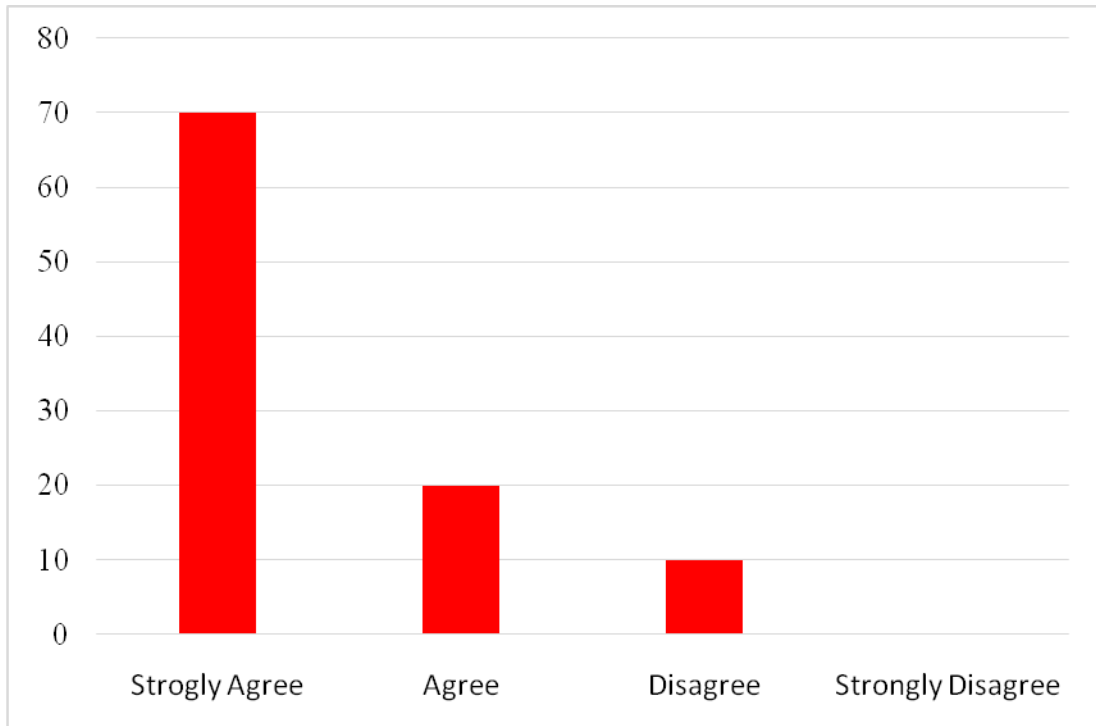


Figure 4.8: Effect of Social groupings on juvenile delinquency

Learning attitudes and forming habits and responses are all part of social development. The social environment is a main consideration in molding a person's mentalities and ideas, and it begins early in life. Delinquency is a group activity that is usually carried out by subcultures of young people who have come to have a common identity. The findings of this study correspond with those of David & Gresham (2017), who found that class awareness and wrongdoing are on the whole affirmations of the effect of social climate on conduct and character improvement.

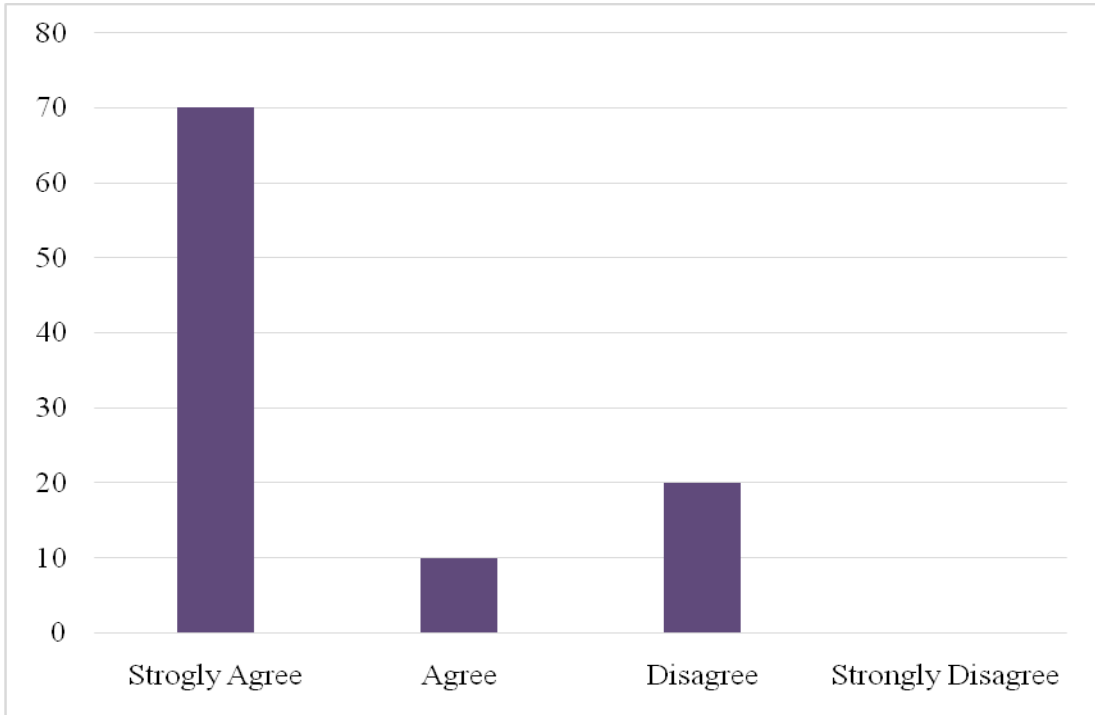


Figure 4.9: Effect of Religious conscience on juvenile delinquency

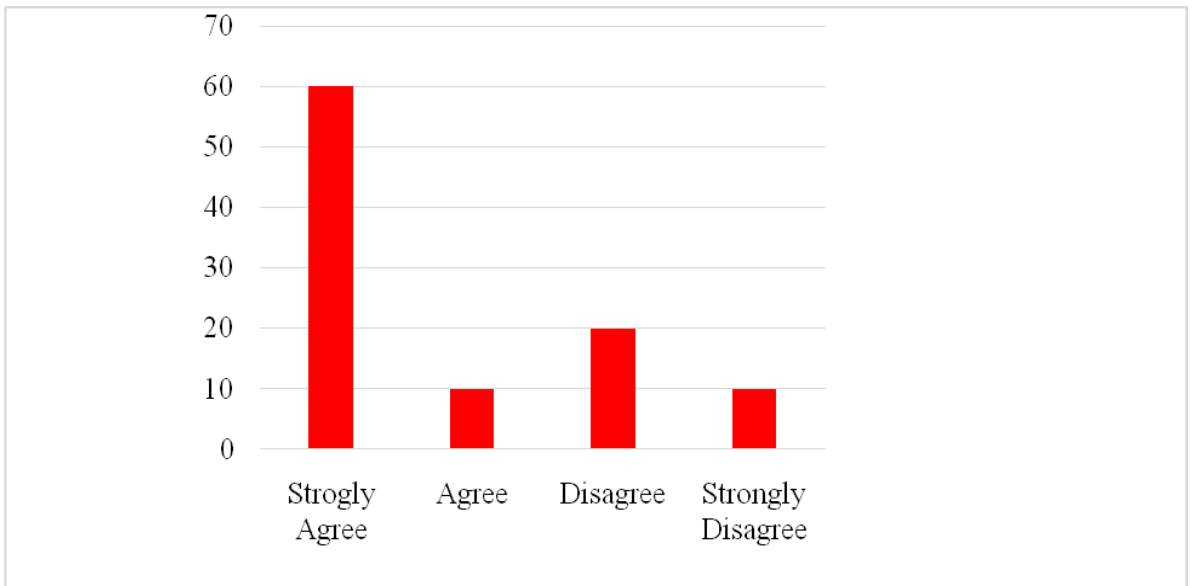


Figure 4.10: Effect of Poor academic performance on juvenile delinquency

This is shown in Figure 4.11 below:

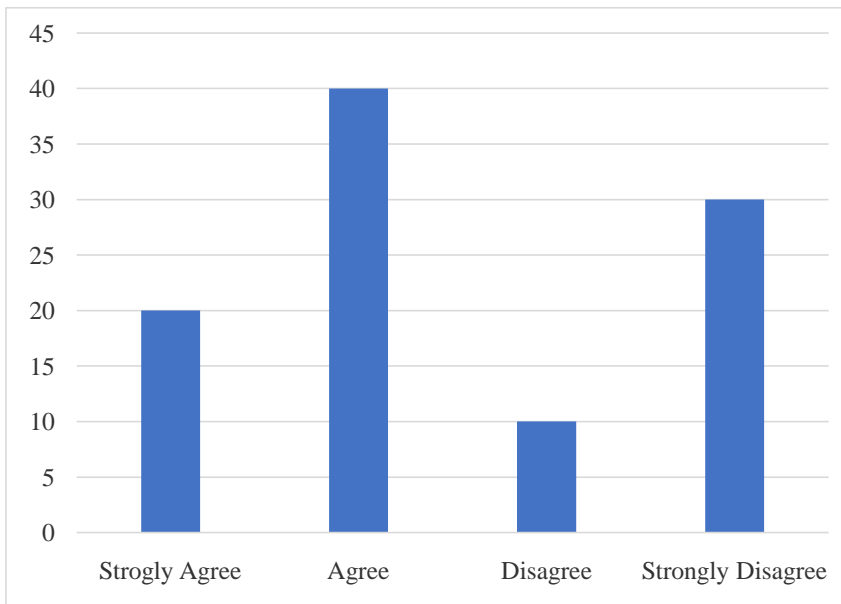


Figure 4.11: Effect of Learner unfriendly school culture on juvenile delinquency

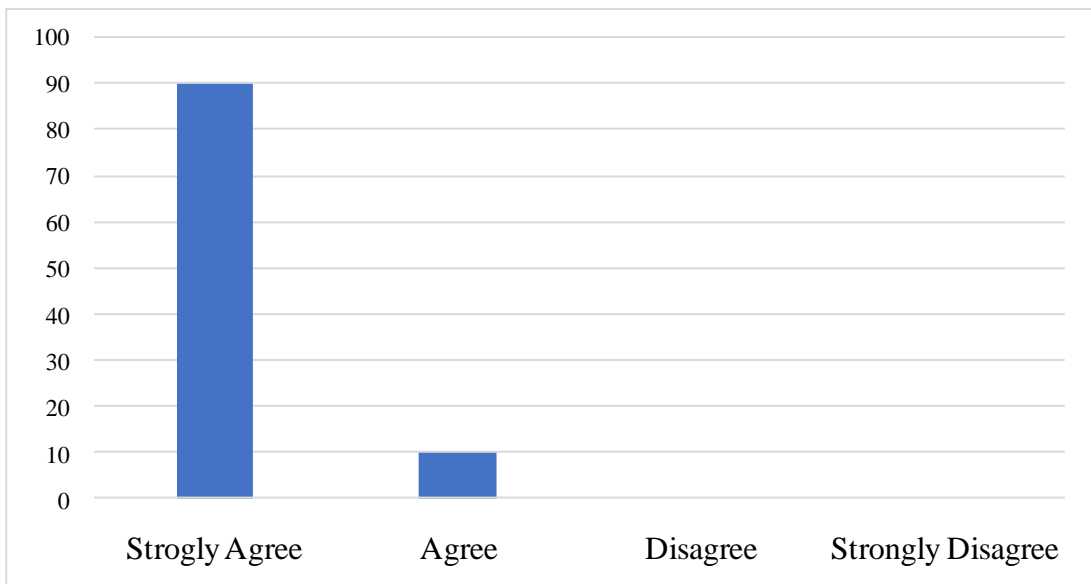


Figure 4.12: Effect of Poor school attendance on juvenile delinquency

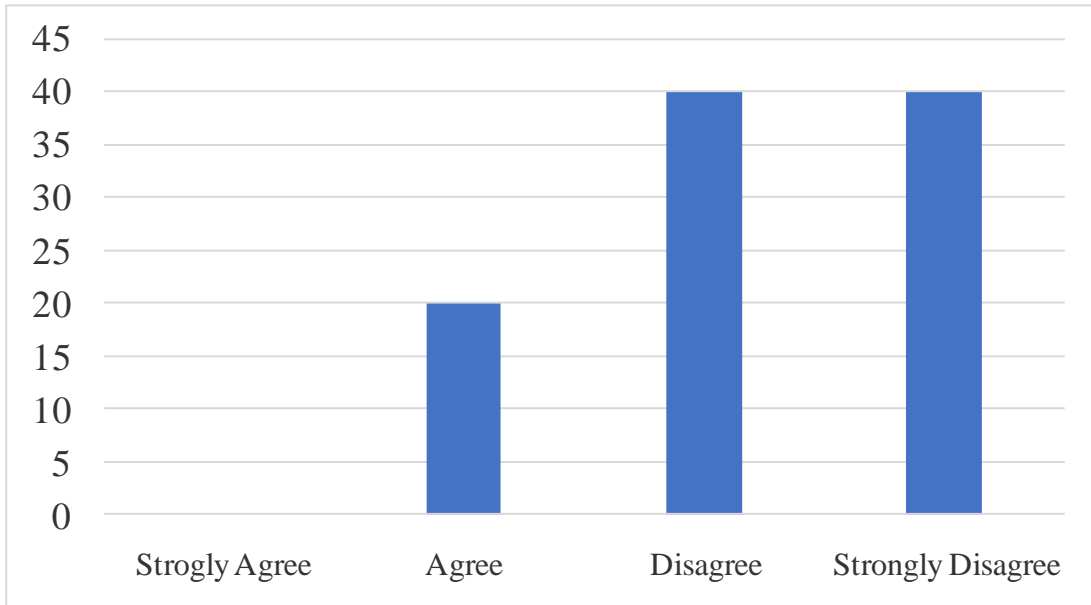


Figure 4.13: Effect of Narrow curriculum on juvenile delinquency

This is shown in figure 4.14 below:

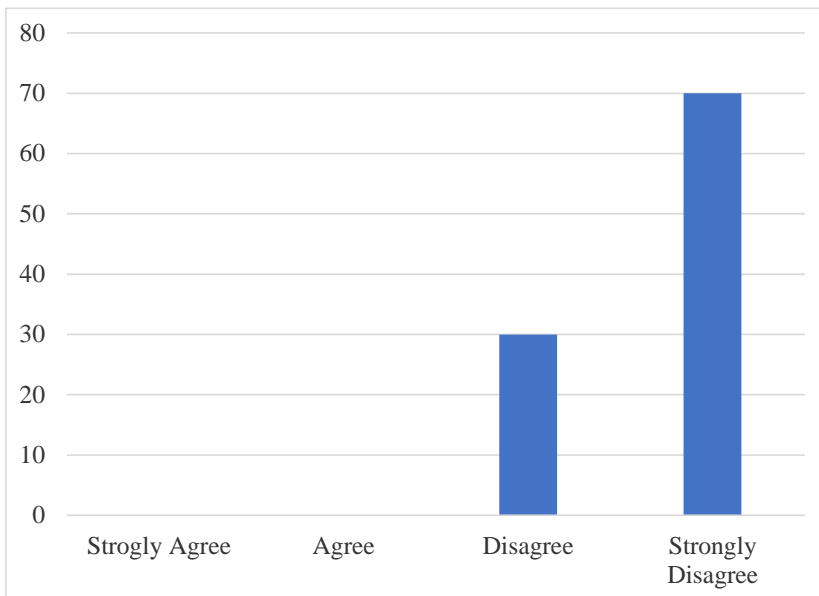


Figure 4.14: Effect of Unequal educational opportunities on juvenile delinquency

This is shown in figure 4.15 below:

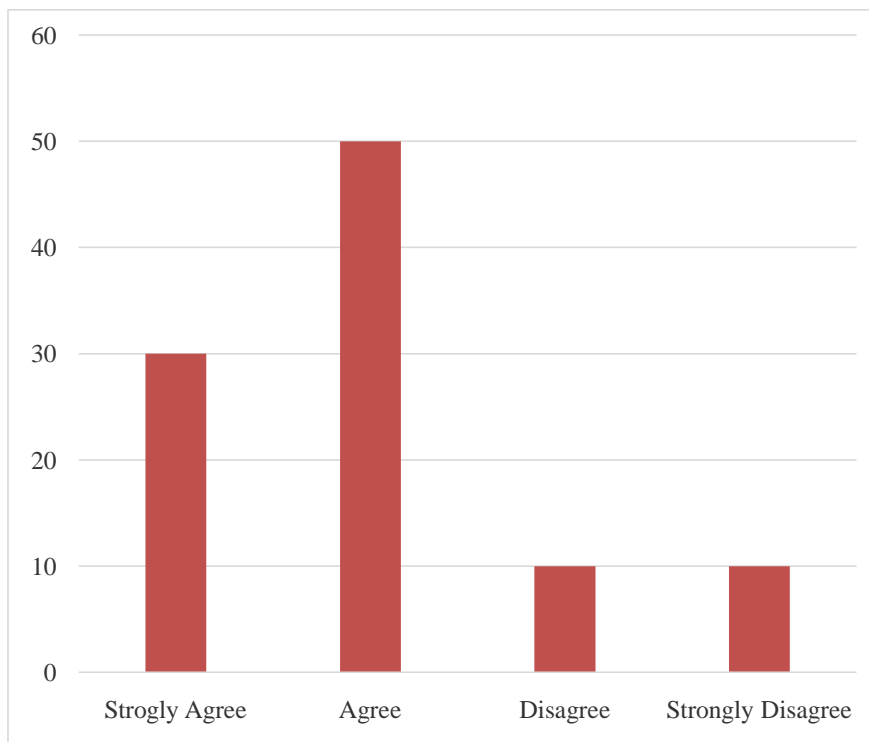


Figure 4.15: Effect of Strict parents' supervision on juvenile delinquency

This is shown in figure 4.16 below:

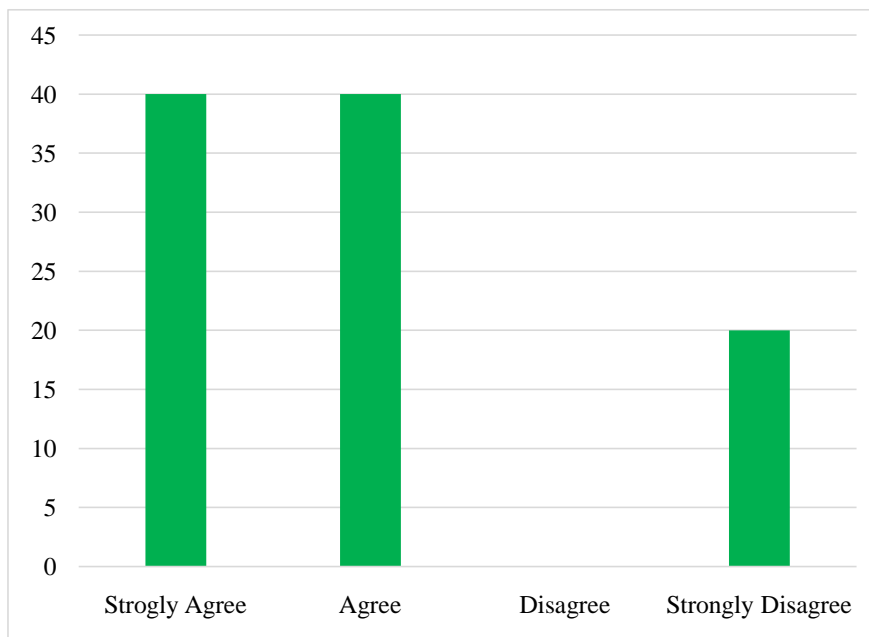


Figure 4.16: Effect of Lack of parental models on juvenile delinquency

This is shown in table 4.17 below:

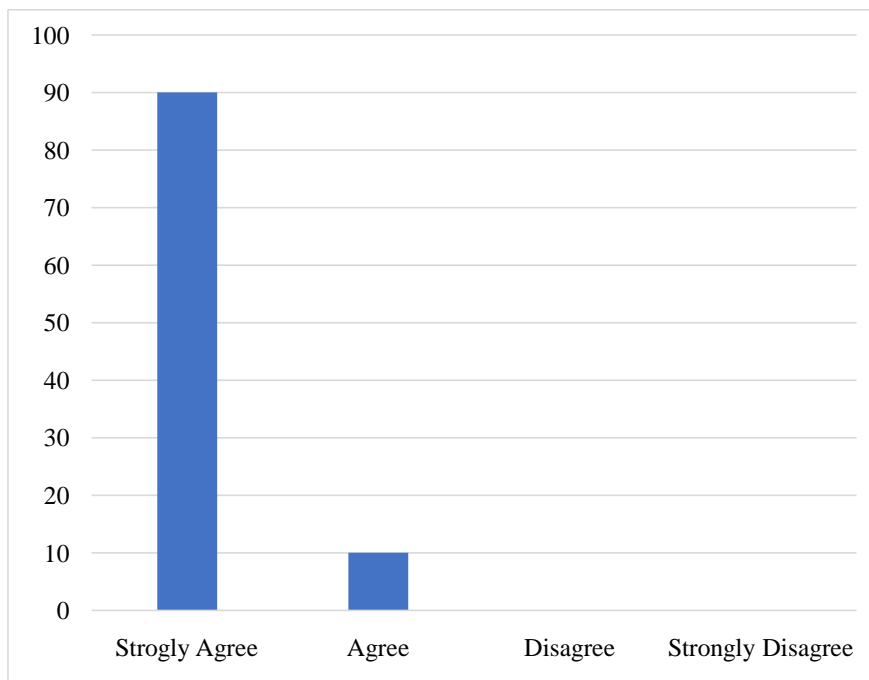


Figure 4.17: Effect of Dysfunctional families on juvenile delinquency

4.5 Family Upbringing Factors Contributing to Juvenile Delinquency

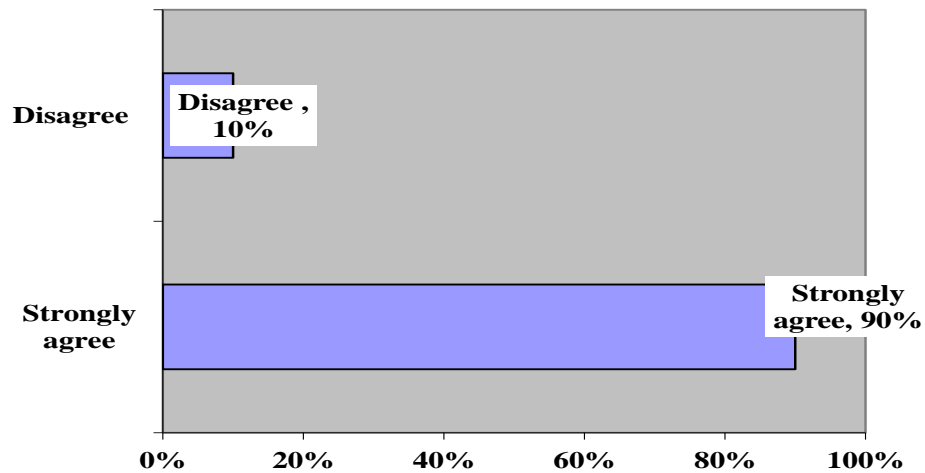


Figure 4.18: Family Upbringing Factors Contributing to Juvenile Delinquency

According to the principals, broken families are one of the major contributors to juvenile delinquency in the Kengeleni Zone's elementary schools. As indicated in figure 4.6, 90% of respondents agreed that this is the case, while 10% disagreed. This research supports (Olugbade 2019), who guarantees that broken families lead to kids being inadequately regulated at home, which is thought to affect adolescent crime percentages.

4.6 Prevalence of Juvenile Delinquency in Primary Schools

The head teachers were then asked if they believed that the elements listed above had consequences indicated as follows:

Table 4.3: Implications of the Identified Factors on Juveniles

	n	Agree	n	Disagree	Total %
Theft	8	80	2	20	100
Robbery on a small scale	7	70	3	30	100
Early sex / prostitution	8	80	2	20	100
narcotic drug abuse	9	90	1	10	100
Bullying and violence	6	60	4	40	100
Dropout from school	6	60	4	40	100
Truancy	7	70	3	30	100

According to the findings, the variables leading to adolescent delinquency included stealing (80%), petty robbery (70%), prostitution (80%), and narcotic substance addiction (80%). (90 percent). Juvenile delinquency was also associated with school violence and bullying (60 percent, n=10), school dropout (60 percent), and truancy (60 percent) (70 percent). According to Kisirikoi et al. (2005), dysfunctional families result in badly raised children who engage in delinquent conduct.

4.7 Ratings of the Implications

Because 50 percent of the respondents confessed to it, Theft was identified as one of the most serious outcomes of delinquency among teenagers in Kengeleni Zone's public primary schools. Petty robbery received a similar response (40 percent stated that it was very worse). The worst was thought to be prostitution and early sex (100 percent). When asked about the impact of narcotic substance usage, the majority of head teachers (90%) agreed that it was the worst. Some of the characteristics that

contribute to adolescent delinquency, such as aggression and bullying, did not have major consequences, according to 60 percent of respondents. However, as shown in Table 4.7 below, school dropout was recognized as one of the most exceedingly terrible outcomes emerging from the factors adding to adolescent misconduct. When it came to truancy, the factors had no significant impact.

Table 4.4: Implications on Factors on Juvenile Pupils

Implications on factors on juvenile pupils	n	VB	n	B	n	W	n	VW	n	Worst	Total %
Theft	2	20	0	0	1	10	5	50	2	20	100
Petty robbery	2	20	3	30	0	0	4	40	1	10	100
Prostitution	0	0	0	0	0	0	0	0	10	100	100
Abuse of narcotic stuffs	0	0	0	0	1	10	0	0	9	90	100
Violence and bullying	1	10	0	0	6	60	3	30	0	0	100
Dropout from school	2	20	0	0	1	10	7	70	0	0	100
Nonattendance	1	10	2	20	3	30	4	40	1	10	100

All of the elements that contribute to juvenile delinquency in schools, according to Fench (1986), lead to crimes like taking, prostitution, chronic drug use, delinquency, brutality, and school dropout. This is in accordance with the examination's discoveries. The milieu where the kids got themselves, especially in Mombasa County all in all, made them open to such delinquent conduct, as indicated by the Probation Officer. On the same vein, even the parents of the youngsters readily admitted to this truth.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the study's primary findings, as well as its implications, conclusions, and suggestions. It has been organized in accordance with the study's objectives:

5.1 Summary

The goal of this study was to look into the factors that influence juvenile delinquency among primary school students in Mombasa County's Kengeleni Zone, Kisauni Sub County. The summary is described as follows:

5.1.1 Economic Factors Contributing to Juvenile Delinquency

According to the study's findings, 90% of respondents believed that poverty is a problem contributed to juvenile delinquency in Kisauni Sub County, while 10% disagreed.

5.1.2 School Related Factors Contributing to Juvenile Delinquencies

The study also established that school related factors contribute to juvenile delinquency. All the respondents that 100% said that this was the case.

5.1.3 Neighborhood Conditions Contributing to Juvenile Delinquency

The study also established that neighborhood conditions contributed to juvenile delinquency within the County. The conditions included poverty, unemployment, marginalization among others.

5.1.4 Family Upbringing Factors Contributing to Juvenile Delinquency

The study also revealed that dysfunctional families contributed to juvenile delinquency in primary schools within the County. 90% agreed that it is so while 10% disagreed.

5.2 Conclusions of the Study

The indicators of adolescent wrongdoing among grade school students in Kisauni Sub County, Mombasa County, were explored in this study. The research comes to a conclusion that poverty, school related factors, neighborhood conditions and Juvenile criminality in Kisauni's primary schools is exacerbated by dysfunctional households.

5.4 Recommendations

The study recommends on the basis of the findings that people's living standards in Kisauni Sub-County should be improved by providing assistance income generating activities through Non-Governmental Organizations and government sponsored projects such as the Uwezo fund.

The government should ensure that each elementary school has a counselor on staff who can provide frequent counseling to the students who are affected.

The government should improve the security of areas where schools are located. It should also create employment for the youth and move recreational businesses such as bars away from the schools.

Students who have engaged in delinquent behavior will be referred to rehabilitative and probationary schools.

5.5 Suggestion for Further Studies

- i) To determine the function of political leaders in the prevention of juvenile delinquency in schools.
- ii) To look into how to control juvenile delinquency in schools.

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APPENDICE

Appendix I: Interview Schedule for the Parents

The following questions were advocated during the process of interviews

1. Are there any examples of juvenile delinquency in your child's primary school or primary schools in the Kengeleni area?
2. If so, what elements do you believe contribute to juvenile delinquency in this area's elementary schools?
3. How have the issues you listed in (2) above influenced your child or your primary school-aged children?
4. What are the specific obstacles connected with juvenile delinquency that can be addressed to assist alleviate the juvenile issues?

Appendix II: Interview Schedule for Juvenile Pupils

The following questions were advocated during the process of interviews

1. Are there any examples of juvenile delinquency in your child's primary school or primary schools in the Kengeleni area?
2. If so, what elements do you believe contribute to juvenile delinquency in this area's elementary schools?
3. How have the issues you listed in (2) above influenced your child or your primary school-aged children?
4. What are the specific obstacles connected with juvenile delinquency that can be addressed to assist alleviate the juvenile issues?.

\

Appendix III: Questionnaire for the Head Teachers

Dear respondent,

I am Hellen Akinyi Omondi taking a master degree in education at Kenyatta University. At the moment am engaged in scholarly study on the issue of “**An Investigation of Determinants of Juvenile Delinquencies in Public Primary Schools in Kisauni District – Mombasa County.**”

You are amongst those who were selected to take part in the study. As a result, I respectfully request that you complete the enclosed questionnaire and provide accurate information. Your personal data will be confidentially kept and shall only be purposely meant for academics. None of the questions should contain your name. I appreciate your concern in choosing to be part of the study process.

Section A: Personal details

i) Please describe the experience you have in years as a principal in the brackets below. (tick as appropriate)

- | | | | |
|-------------|-----|----------|-----|
| 1 to 5 | [] | 6 to 10 | [] |
| 11 to 15 | [] | 16 to 20 | [] |
| 21 and more | [] | | |

ii) State the length of period in years that you have been a principal of in the current school in terms of years?

Below a year

- | | | | | | |
|---------|-----|----------|-----|-------------|-----|
| 1 to 3 | [] | 4 to 7 | [] | | |
| 8 to 10 | [] | 11 to 13 | [] | 14 and more | [] |

Any other specify.....

iii) Indicate if your school is a public or private institution.

Public [] Private []

SECTION B: Specific elements that contribute to juvenile delinquency.

Which of the following attributes best describes your school?

Has dealt with cases of juvenile delinquency []

Hasn't encountered any examples of juvenile delinquency []

1. Which of the following factors contribute to juvenile delinquency if it has or is experiencing them?

Factor	SA	A	DA	SD
Poverty				
Joblessness				
Marginalization				
Conscience of religion				
Inadequate academic performance				
An unfavorable learning environment				
Attendance at school is low.				
Curriculum is restricted.				
Educational possibilities that are unequal				
Parental supervision is mandatory.				
Parental role models are scarce.				
Families in disarray				

Others

.....

2. Do you believe that the aforementioned elements have the following consequences for juvenile students?

	Agree (A)	Disagree (D)
Theft		
Robbery on a small scale		
Early sex/prostitution		
Narcotic drug abuse		
Bullying and violence		
Dropout from school		
Truancy		

3. Indicate the appropriate rating of the implications of factors of juvenile delinquencies.

Implications of factors on juvenile pupils	Rating implications on juvenile pupils				
	Very bad	bad	worse	Very worse	worst
Theft					
Robbery on a small scale					
Early sex/prostitution					
Narcotic drug abuse					
Bullying and violence					
Dropout from school					
Truancy					

4. Recommend strategies that you believe can be used to address juvenile issues in primary schools.....

Appendix IV: Approval of Research Project Proposal



KENYATTA UNIVERSITY GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 18th September, 2015

TO: Hellen Akinyi Omondi
C/o Educational Management Policy &
Curriculum Studies Dept.

REF: E55/MSA/CE/25939/11

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 16th September, 2015, approved your Research Project Proposal for the MEd Degree Entitled, "Determinants and Implications of Juvenile Delinquency on Pupil Management in Public Primary Schools in Kisumu District – Mombasa County" subject to clearance with the Office of the Director, Ethical Committee, Kenyatta University.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

DAVID NJOROGE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management Policy and Curriculum Studies

Supervisors

1. Dr. A. G. Onyango
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University
2. Dr. D. M. Mange
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University

DSDN/rwm

Appendix V: Research Authorization from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Uhuru Highway
P. O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/16/24820/12887

5th October, 2016

Hellen Akinyi Omondi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants and implications of juvenile delinquency on pupil management in public primary schools in Kisumu District – Mombasa County*," I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for the period ending **5th October, 2017**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO



Copy to:



The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.

National Commission for Science, Technology And Innovation is ISO 9001:2008 Certified

Appendix VI: Research Permit

<p>THIS IS TO CERTIFY THAT: MISS. HELLEN AKINYI OMONDI of KENYATTA UNIVERSITY , 0-80100 MOMBASA, has been permitted to conduct research in Mombasa County</p> <p>on the topic: DETERMINANTS AND IMPLICATIONS OF JUVENILE DELIQUENCY ON PUPIL MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN KISAUNI DISTRICT - MOMBASA COUNTY.</p> <p>for the period ending: 5th October, 2017</p> <p>Applicant's Signature</p>	<p>Permit No : NACOSTI/P/16/24820/12887 Date Of Issue : 5th October, 2016 Fee Received : ksh 1000</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  Director General National Commission for Science, Technology & Innovation </div>
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<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit. 2. Government Officer will not be interviewed without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice 	<div style="text-align: center;">  REPUBLIC OF KENYA </div> <hr style="width: 10%; margin: 10px auto;"/> <div style="text-align: center;">  National Commission for Science, Technology and Innovation RESEACH CLEARANCE PERMIT Serial No. A11199 CONDITIONS: see back page </div>
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