

**CONTRIBUTIONS OF SELECTED MICROSYSTEMS TO ANTISOCIAL
BEHAVIOURS AMONG ADOLESCENTS IN SECONDARY SCHOOLS
IN MANYATTA SUB- COUNTY, EMBU COUNTY, KENYA**

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UNIVERSITY**

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DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to my husband Job Munyi and our children, Elizabeth, David and Anna for their enthusiasm and encouragement during the entire period of study.

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ABBREVIATIONS AND ACRONYMS

BBS:	Boys Boarding School
DEO:	District Education Office
GOK:	Government of Kenya
GBS:	Girls Boarding School
CDDS:	Co- education day School
MOE:	Ministry of Education
NACADA:	National Campaign Against Drug Abuse
WDP:	World Drug Report
UNDCP:	United National Drug Control Programme.

ABSTRACT

Antisocial behaviour is a major challenge in secondary schools in Kenya. It is linked with delinquent behaviour such as truancy, drug abuse and bullying. These behaviours are related to negative interactions with parents, teachers and peers. The individual lives in constant conflict which results in ultimate long time consequences like failing examinations, frustrations and failure in life. The aim of this study was to investigate the contributions of microsystems to antisocial behaviours among adolescents in secondary schools in Manyatta, Embu County, Kenya. The objectives of the study were to establish the extent of truancy, bullying and drug abuse among adolescents in secondary schools and to investigate the contributions of family, class room and peer group factors on antisocial behaviours. The study was grounded on Erikson's Psychosocial theory and Bronfenbrenner's Ecological theory. The study adopted descriptive survey research design. The target population was 11,329 students from 46 public schools which are either county boarding schools or co-education day schools in Manyatta, Embu County. Stratified sampling was used to obtain two girls boarding schools, two boys boarding schools and four co-education day schools. The 2,834 Form Two students were purposively sampled because this group was rated the ring leader in Eastern region. The sample of 320 students was obtained through random sampling while eight deputy principals were selected from sampled schools. A pilot study was conducted on 30 form two students selected from the two categories of secondary schools in Embu County. This was to improve the instruments' reliability and validity. The data was collected using student's questionnaire, deputy principals' questionnaire, records analysis and an observation schedule in all the sampled schools. Both descriptive and inferential statistical procedures were used to analyse the data. Chi-square tests were used to determine the significance of association between the independent and dependent variables. The findings revealed that all the classroom factors: academic performance, individuals responsible for discipline, common disciplinary measures, rating of disciplinary measures and counselling services, were significantly associated with antisocial behaviours. The findings showed that among the family factors; parents' supervision, students' opinion on parenting style, parents' employment and sharing with parents were significantly associated with antisocial behaviours, while not living with biological parents was not significantly associated with antisocial behaviours. The study further found out that among the peer group factors; students' opinion on an individual student and identification based on informal group were significantly associated with antisocial behaviours, while participation in informal group, sharing problems with peers and characteristic of friends' behaviour were not significantly associated with antisocial behaviours. The study found out that truancy was the most common, followed by bullying and drug abuse respectively. The study recommended that all children be given equal supervision as that given to the first born children. The study also recommended peer counselling training to be offered to all students. The counselling services need to be activated and managed by trained

teacher counsellors. The disciplinary measures should be modified in consultation with the students and teachers. Parents and teachers should aim at developing a holistic individual who is socially, intellectually and psychologically fit in the society. The concerted effort of the individual and the stakeholders are important for successful adolescents' transition.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose, objectives and research questions. The chapter also details the significance of the study, limitations, delimitations, theoretical and conceptual frameworks, and definition of operational terms.

1.2 Background to the Study

Internationally, there has been a growing trend of antisocial behaviours among adolescents. In 1988 and 2001, the USA Census Bureau conducted a research which involved 3,259 and 5,586 respondents respectively. The study in 1998 reported that 10 percent of adolescents had run away from home within the years. The study found out that 19 percent and 32 percent of adolescents engaged in destructive activities like damaging property or fighting. The study in 2001 indicated that between 30 and 60 percent of the adolescents reported having tried illicit substances such as cigarettes and alcohol; Seventeen percent reported having tried marijuana; and five percent reported having used other illegal drugs. This was a clear indication that antisocial behaviours among adolescents is a major concern in the developed countries (USA Census Bureau, 2001).

Antisocial behaviour has been identified as a major problem affecting adolescents and it is linked with delinquent behaviours such as truancy, bullying and drug abuse. Antisocial behaviour has been a major concern in the education system, because it affects peers, teachers and parents and leads to wastage of time (Shamsies, Lawrence and Hood, 2003; Sailor, 2010). Clark (2013) observed that students' involvement in deviant behaviour has been a major challenge to policy makers because it disrupts teaching and learning process in schools. Scaggs (2009) further pointed out that the students who engaged in antisocial behaviours became a burden to school authorities due to indiscipline which interferes with school processes, academic performance and interpersonal relationships.

Wiese and Freud (2011) suggested that lack of parental involvement, as well as poor monitoring and supervision of children's activities, strongly predict antisocial behaviour. Other factors that contribute to antisocial behaviours include parental drug abuse, parents with low education, stressed families and single parent status (Stratton & Reid 2008). In addition, characteristics of schools might influence adolescent antisocial behaviour. These may include disciplinary practices, degrees to which schools emphasize academic success and higher education, as well as teachers' characteristics (Gottfredson, 2001). Students who are suspended from school are often disruptive, threatening and aggressive (Cook, Henson & Buchler, 2009). According to Steinberg and Chung (2007) multiple

studies have indicated that affiliation to deviant peers represent the strongest predictor of deviant behaviour. Affiliation to adolescents who are engaged in deviant behaviour represents the most important risk factor of deviant behaviour such as theft, violent behaviour, bullying and drug use. This was echoed by Clark (2013) who reported that a number of scholars have studied factors that influence antisocial behaviours in developed countries. The study by Clark utilised respondents from America who have a different culture from Kenya, hence the findings from his study could only be generalised to students in USA. Moreover, the USA Census Bureau (2001) focused on the major antisocial behaviours among adolescents; however, the report did not bring out the contributions of family, classroom and peer group factors to adolescents' antisocial behaviours. The study also focused on drug use among adolescents as the only antisocial behaviour yet there were other dimensions such as bullying and truancy. The study did not specify the category of the adolescents who participated in the study. Thus, the current study sought to investigate whether adolescents in secondary schools in Kenya, engaged in truancy, bullying and drug abuse.

The above findings were from developed countries which might not necessarily apply to developing countries like Kenya due to variations in life style. Thus, this created a gap which this study filled by investigating the contributions of family, classroom and peer group, to antisocial behaviours among adolescents in secondary schools in Kenya.

Africa has not been left in isolation. A survey in Zimbabwe, by Global School-Based Health Survey in 2003, reported that factors associated with the consumption of alcohol were bullying, truancy and lack of parental supervision. Students who were never bullied were more likely to take alcohol compared to those who were bullied. Consequently, the children who always received parental supervision were less likely to abuse alcohol compared to children who did not receive parental supervision. Truant students were very vulnerable to alcohol consumption. Equally, students who abuse drugs may also engage in violent behaviour (Siziya, Ruditsikira & Muula, 2003).

This showed that adolescents were prone to antisocial behaviours and this may jeopardise their future development. Siziya et al. (2003) studied widely on the relationship between family, school influence and antisocial behaviour among adolescents in Zimbabwe. This study focused on Zimbabwe which is a developing country like Kenya. Thus, the current study sought to find out whether these observations could be generalized to students in Manyatta, Embu County, Kenya.

In Kenya, deviant behaviour has been a major challenge in secondary schools. In recent years, school strikes have been associated with drug abuse, truancy and bullying. Peer pressure and media influence have been featuring in the list of motivators regarding drug abuse, which increases the chances of students'

bullying and truancy (Republic of Kenya, 2001). Studies on students' indiscipline have been carried out in Kenya. Kyalo (2010) conducted a study on managing students discipline problems at Yatta district secondary schools. In his study, he looked at students discipline at individual level and not collectively. He also concentrated on teachers but not students. Thus, this study investigated the contributions of selected microsystems to antisocial behaviours among secondary school students.

Kahindi (2012) carried out a study that targeted secondary schools in Kaloleni district, and identified the common indiscipline cases. These were disobedience to authority, lack of courtesy and respect. He reported that the factors that contributed to school unrest were as a result of poor parenting, peer pressure, laxity of teachers, inadequacy of facilities for the proper implementation of the curriculum, harsh and unjustified punishments and drug abuse. Therefore, the current study built on this study. Kombo (1998) further carried out a study to correlate students' deviant behaviour in selected secondary schools in Nairobi Province. He found out that, students' deviance emanates from their home environment. He suggested that further research needs to be carried out to find out other social environments that influence antisocial behaviours among secondary school students. Kithinji (2005) carried out a study that targeted schools in Meru district and found out common antisocial behaviours were truancy, fighting, deviance and drug abuse in schools but failed to identify the factors that influence

these antisocial behaviours. None of these studies was conducted in Embu County. Thus, this study investigated the contributions of family, classroom and peer group on truancy, bullying and drug abuse among adolescents.

On August 1st 2008, the Ministry of Education was ordered by the cabinet to enforce discipline and restore calm following weeks of unrest in schools (Embu County Education Office, 2013). The Minister of Education proposed that the transfer of students be suspended to ensure that those who caused disturbances in schools were not transferred to other schools (Ministry of Education, 2008). Manyatta in Embu County has witnessed many incidents of students' indiscipline. Between January 2010 and February 2012, there were cases of students destroying the school property in two schools, while students in four schools set ablaze their dormitories. In October 2012, six schools went on strike and by the beginning of November 2012 students in most schools had walked out of the school compound to protest against their schools' administrations (Embu County Education Office, 2013). While the Embu County Education's Office (2013) had sufficient evidence of antisocial behaviours among the secondary school students in Embu County, they lack empirical evidence on the causes of these behaviours. Thus, this study provided empirical evidence on the contributions of family, classroom and peer group to truancy, bullying and drug abuse among adolescents in secondary schools in Manyatta, Embu County, Kenya.

1.3 Statement of the Problem

Antisocial behaviour is a big threat to the Kenyan society. Secondary school adolescents' involvement in maladaptive behaviour has been of great concern to teachers, parents, and policy makers. It is also the cause of numerous acts of indiscipline among the youth in schools.

Manyatta in Embu County has experienced several incidents of school strikes. Between 2010 and 2013, there were twelve cases of students destroying school property. Many schools were faced with indiscipline cases like strikes. For instance, in October 2012 alone, six secondary schools went on strike. The Embu County Education Office had sufficient evidence of antisocial behaviours among the students. The report from the County Education Office lacked empirical evidence on the causes of antisocial behaviours in schools. The report indicated that teachers blamed the parents for not instilling discipline among their children. The parents felt that the teachers were not doing their work of enforcing discipline among the students. Others blamed the peer group on the causes of increasing indiscipline in schools (Embu County Education Office, 2013). Hence, this study provided empirical evidence on contributions of family, classroom interactions and peer group, to truancy, bullying and drug abuse among secondary school students in Manyatta, Embu County.

In Kenya, recent studies on the behaviour of adolescents have been carried out in Meru, Yatta, Nairobi and Murang'a (Kithinji, 2005; Kinai, 2002; Kyalo, 2010 & Wachanga, 2003). Therefore, little seems to have been done in Embu County. According to Vision 2030, the Government is committed to adding the funding in the learning institutions in order to support activities under the economic pillar. This effort of the government may become futile unless the issue of antisocial behaviour is addressed. The rising trend of antisocial behaviours among students threatens to jeopardize the realization of the national goals of education and development. Between 2010 and 2013, Manyatta sub- county had experienced the highest number of student unrest cases in secondary schools. This prompted the researcher to find out the contributions of microsystems to antisocial behaviours among adolescents in secondary schools in Manyatta, Embu County.

1.4 Purpose of the Study

The purpose of the study was to investigate the contributions of family, classroom and peer group to truancy, drug abuse and bullying among adolescents in secondary schools in Manyatta, Embu County, Kenya.

1.5 Objectives of the study

This study was guided by the following objectives:

- i. To establish the extent of truancy, drug abuse and bullying among adolescents in secondary schools in Manyatta, Embu County, Kenya
- ii. To find out the contributions of family factors to antisocial behaviours (truancy, drug abuse and bullying) among adolescents in secondary schools in Manyatta, Embu County, Kenya.
- iii. To find out the contributions of classroom factors to antisocial behaviours (truancy, drug abuse and bullying) among adolescents in secondary schools in Manyatta, Embu County, Kenya.
- iv. To find out the contributions of peer group factors to antisocial behaviours (truancy, drug abuse and bullying) among adolescents in secondary schools in Manyatta, Embu County, Kenya.

1.6 Research Questions of the Study

The study was guided by the following research questions;

- i. What is the extent of truancy, drug abuse and bullying among adolescents in secondary schools in Manyatta, Embu County, Kenya?
- ii. What are the contributions of family factors to truancy, drug abuse and bullying among adolescents in secondary schools in Manyatta, Embu County, Kenya?

- iii. What are the contributions of classroom factors to truancy, drug abuse and bullying among adolescents in secondary schools in Manyatta, Embu County, Kenya?
- iv. What are the contributions of peer group factors to truancy, drug abuse and bullying among adolescents in secondary schools in Manyatta, Embu County, Kenya?

1.7 Assumptions of the Study

The sample size was adequate for the study. The selected sample was a representative of the population under study. The sampled students were interacting with family, classroom and peer group factors. The selected students would provide truthful and accurate information. The Teacher Service Commission had posted a deputy principal in each of the sampled schools.

1.8 Limitations of the Study

The respondents were randomly sampled from two girls' boarding schools and two boys' boarding schools, and four mixed day schools. The sample was 11.3% of the total population of form two students. This posed a challenge in the generalisation of the findings to the entire population in all the secondary schools in Kenya. The study only investigated family, classroom and peer group interactions. The antisocial behaviour may be influenced by other variables such

as media, electronic and printed materials, neighbourhood environment, religion and students' psychological factors, which were not investigated in the study. Though not considered in the study, they might influence the independent and dependent variables. The intervening variables were not included because the researcher wanted to do an in-depth study on the contributions of family, classroom interactions and peer group factors on truancy, bullying and drug abuse. The survey research design was used in the study. It involved asking the respondents their opinions, attitudes and perceptions on the contributions of microsystems to antisocial behaviours. Hence, there could have been a degree of subjectivity. The researcher encouraged the respondents to give honest and truthful information. The researcher was not able to cover schools in the whole county due to limited finances.

1.9 Delimitations of the Study

The sample was drawn from students in Manyatta sub- county in Embu County, Kenya. The study involved adolescents in secondary schools and was further narrowed to Form Two students between 14 and 19 years. This group was rated as the ring leader of strikes in Eastern Province (Adu, 2006). The sample of the study was selected from eight public schools; therefore random sampling was used to ensure that each student had an equal chance of being selected into the

sample. The researcher used stratified random sampling to give equal chances of county boarding and co- education day schools selected in the study.

1.10 Significance of the Study

It is hoped that the findings of this study have contributed to the body of knowledge. Through the findings, the stakeholders could be informed on contributions of family, classroom and peer group to adolescents' antisocial behaviours. The parents may use the study findings in guiding their children. In addition, teachers may find this study a rich resource on how family, classroom and peer group factors contribute to the deviance of adolescents. Finally, the Ministry of Education may utilise the study's findings while organising workshops for teacher counsellors and deputy principals.

1.11 Theoretical Framework of the Study

The study was grounded on two theories: Erikson's psychosocial theory and Urie Bronfenbrenner's ecological theory. The two theories complemented each other in the discussion of this study.

1.11.1 Erik Erikson's (1963) Psychosocial Theory

This study was grounded on Erikson's (1968) psychosocial theory. The theory broadly explains the effect of the social environment on adolescents' behaviour.

The theory has eight stages of human development in the life span of a human being. According to the theory, each stage represents a developmental task or crisis that a person must negotiate. Each stage also marks a potential turning point towards greater personal competence or weakness and vulnerability. Erikson divided the stages according to years as follows;

- i. Trust versus mistrust (birth – 1 1/2 years)
- ii. Autonomy versus shame and doubt (1 1/2 – 3 years)
- iii. Initiative versus guilt (3 -5 years)
- iv. Industry versus inferiority (6 - puberty)
- v. Identity versus role confusion (10 – 20 years)
- vi. Intimacy versus isolation (20s, 30s)
- vii. Generativity versus stagnation (40s, 50s)
- viii. Integrity versus despair (60 and beyond)

The study focused on the fifth stage, which explains that adolescents experience identity versus role confusion as they negotiate developmental tasks. The theory concentrated on the adolescents in ages 10 to 20 years. The participants of this study were from 15 to 19 years, which means that they were within Erikson fifth stage. Further, Erikson's psychosocial theory focused on all adolescents. Thus, this study looked at adolescents who specifically make up the secondary school students cluster and still narrowed down to adolescents in form two.

The study considered the theory because it supports that resolution of adolescent developmental crisis depends on the interactions between the individual and whatever support is provided by the social environment. The adolescent seeks to establish his or her identity as a separate individual while interacting with the family, teachers and peer group (Santrock, 2011). Search for identity could be overwhelming, disorienting and troubling. At this stage, adolescents might have problems with following family values as well as the school rules. When the adolescents experience role confusion, they may react by abusing drugs, missing lessons and bullying others (Perkins & Borden, 2003). Thus, this study was based on Erikson's (1963) psychosocial theory since it supports that adolescents explore their identities by interacting with the social environment such as family members, teachers and peer group.

Erikson's (1963) theory argues that every significant person encountered in the course of development helps to shape the behaviour of adolescents. This then means that at this time, the adolescents need good role models in order to acquire socially acceptable behaviour. On the other hand, if the models are practising unacceptable behaviour and the adolescent is experiencing a crisis, he or she will engage in antisocial behaviour (Perkins & Borden, 2003). This supported the study, in that the student could choose to associate with family members, teachers and peer group factors which promote truancy, bullying and drug abuse.

Addressing the notion of Erikson's (1963) identity crisis, Marcia (1966) posited that the adolescent stage consists of neither identity resolution nor identity confusion, but rather the degree to which one has explored and is committed to an identity in a variety of life domains from vocation, relational choices or gender roles. Marcia's theory of identity achievement argued that two distinct parts form an adolescent's identity: crisis in a time when one's values and choices are being re-evaluated, and commitment. He defined a crisis as a time of upheaval when old values or choices are being re-examined. The end or outcome of a crisis leads to a commitment made to a certain role or value. He pointed out that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. A person with a less developed identity is not able to define his or her personal strengths and weaknesses and also does not have a well articulated sense of self. This supported the study in that the students who attain the role confusion may engage in truancy, bullying or drug abuse.

The Erikson's (1963) psychosocial theory argues that the resolution of each developmental crisis depends on the interactions between the individual's characteristics and whatever support is provided by the social environment. Therefore, this study filled a gap created by this theory, by focusing specifically on family, classroom and peer group factors and their contributions to truancy, bullying and drug abuse among adolescents in secondary schools. Erikson's (1968) psychosocial theory was not hundred percent adequate for the study

because it focused on the developing person within a general context. Hence, the theory was not specific on the support provided by the social environment. Therefore, the researcher opted for a second theory by Urie Bronfenbrenner known as ecological theory.

1.11.2 Urie Bronfenbrenner's (1979) Ecological Theory

Urie Bronfenbrenner (1979) ecological theory looks at a child's development within the context of the system of relationships that form his or her environment. The theory regards human development as a joint function of person and environment. Hence, the theory examines the individual's supporting systems. Bronfenbrenner devised an ecological model that organises the broad contexts of development in terms of immediacy of their impacts on the individual. The theory defines complex layers of the environment, each having an effect on a child's development. According to this theory, each person is significantly affected by the interactions among a number of overlapping ecosystems. These are microsystem, mesosystem, exosystem and macrosystem.

The study concentrated on the microsystem which directly surrounds and immediately shapes human development. The primary microsystems for the individual include family, classroom interactions, peer group, neighbourhood and religious settings. The study focused on family, classroom and peer group factors.

The theory supported the study since the microsystem is the environment in which an adolescent lives. The microsystem is also the system in which an individual encounters most social interactions. The individual observes and actively participates in creating and constructing the experiences they have. Unhealthy interactions between family, teachers and peer group could lead to truancy, bullying and drug abuse (Santrock, 2011). Bronfenbrenner argued that there is need to study the immediate social environment in which each human being seeks to thrive. The study filled this gap by investigating the contributions of family, classroom interactions and peer group to truancy, bullying and drug abuse among adolescents.

1.12 Conceptual Framework

The Conceptual Framework shows interrelationships among the independent, intervening and dependent variables. The sequence of the relationship is such that independent variables influence the intervening variables or vice versa. Then, the intervening variables influence the dependent variables. The independent variables directly influenced the dependent variables. There were also interactions among the independent variables. The independent variables of this study were adolescents' microsystems namely, family, classroom and peer group interactions. The dependent variables were antisocial behaviours and therefore this study investigated truancy, drug abuse and bullying. According to the interrelationships,

if the adolescent interacts with family members, teachers or peer group who are practicing unacceptable behaviour he or she is likely to engage in truancy, bullying and drug abuse. The study considered intervening variables to be electronic and printed media, neighbourhood environment and students' psychological factors. This was due to the role they play in influencing antisocial behaviour among adolescents. The interrelationships of independent and dependent variables are illustrated in Figure 2.

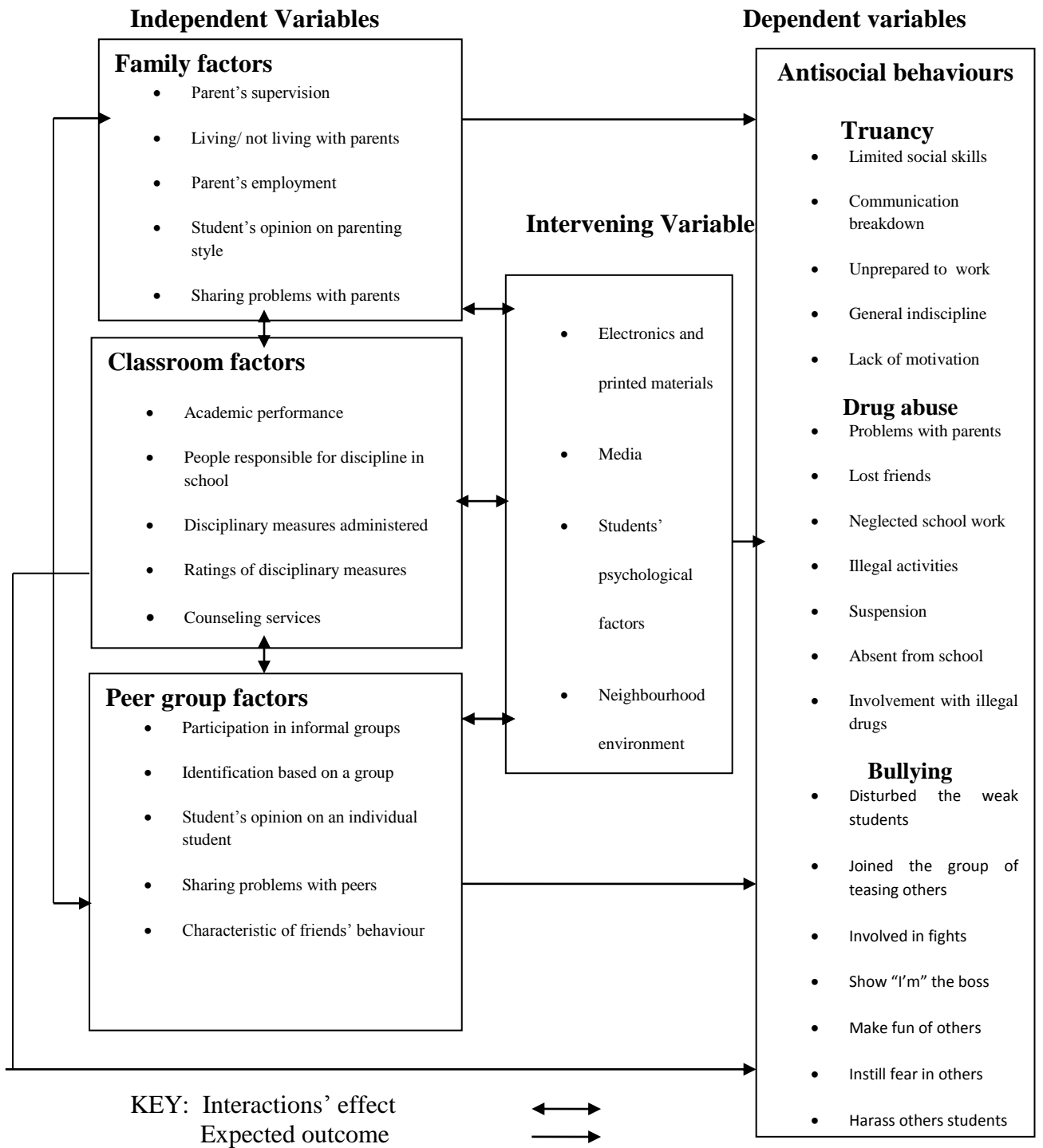


Figure 1: Conceptual Framework of the Study

Source: Researcher conceptualisation, 2014.

1.13 Operational Definition of Terms

The terms were defined according to way they were used in this study.

Adolescence: This referred to the developmental period of Form Two students from 15 to 19 years.

Antisocial Behaviour : This referred to an act that was not socially acceptable for example, drug abuse, and truancy and bullying.

Behaviour: This referred to everything adolescents did that could be directly observed, for example fighting, missing lessons or drinking.

Bullying: This referred to an act of intimidation or domineering over the weaker people to make them uncomfortable or physically injuring them.

Classroom: This referred to interactions that happened between the adolescent and the individual teacher instructing.

Deviant behaviour: This referred to an act which did not conform to set social and school rules.

Drug abuse: This referred to consumption of any substance and that contributed to truancy and bullying.

Family: This referred to people related by blood, marriage or adoption.

- Microsystems:** These referred to factors that intimately and immediately shaped the adolescents' behaviour namely, family members, classroom interactions and peer group pressure.
- Peer group:** This referred to adolescents who were in the same age bracket and had common interest in the way they behave for example bullying, truancy and drug abuse.
- School:** This referred to the secondary institution of learning, for example, gender distribution and whether boarding or co-education school.
- Students' psychological factors:** This referred to the emotional and behavioural characteristics of students.
- Truancy:** This referred to students missing lessons during regular school hours.
- General indiscipline:** This referred to offences such as noise making, failure to do the assigned duties, lateness, cheating, disrespecting of teachers and misuse of school fees among others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, a review of the extent of antisocial behaviours among the adolescents is presented. The studies on the contributions of family factors, interactions within the classroom and peer group factors to antisocial behaviours among adolescents are also reviewed. Finally, a conclusion based on the summary of the related literature, is drawn.

2.2 Extent of Antisocial Behaviours among Adolescents.

In most cases, microsystems contribute to the development of Antisocial behaviours. Bronfenbrenner (1979) defines microsystems as the systems that intimately and immediately shape human developments. The primary Microsystems for the adolescents include family, classroom, peer group, neighbourhood and sometimes the mosque or church. Wiese and Freud (2011) pointed out that, parents and family members are the main systems in the life of students. They influence the behaviours which are associated with success among adolescents. Sailor (2010) noted that, depending on the behaviour in the microsystems, the adolescent could either engage in prosocial or antisocial behaviour. Therefore, parents and family members were significant in influencing adolescents' behaviours.

Following many incidences of bullying in Norwegian schools, Olweus (2001) conducted a survey involving 90,000 school aged children to determine the extent of bullying. Olweus reported that bullying was serious and wide spread in schools. This prompted the researcher to carry out the study to establish the extent of truancy, bullying and drug abuse among the adolescents in secondary schools.

Cook, Henson and Buchler, (2009) as well as Sailor (2010) investigated the influence of parents and peers on the choice to abstain from antisocial behaviours. Their study findings established that parent factor was important in influencing the choice to abstain from antisocial behaviours. The study also revealed that during the onset of puberty stage, the adolescents relied more on their parents' influence as compared to that of their peers. The studies were very informative with regard to important factors that contribute to the behaviour of adolescents.

Sarigiranh and Peterson (2000) as well as Wiese and Frued (2011) explained that peer problems might be caused by dysfunctional family, deviant neighbours, mass media, and lack of self control. Based on this, the adolescents with delinquent behaviour formed peer groups which shaped and reinforced antisocial behaviours. Fontaine, (2007) and Cook, Henson and Buchler (2009) reported that peer groups contributed to antisocial behaviours among adolescents. Fontaine (2007) also noted that, adolescents with delinquent behaviours form peer groups which shape

and reinforce antisocial behaviours. But, since the study involved parents and peers in developed countries, it was important to establish if similar findings could be corroborated in Kenya which is a developing country. This justified the need to carry out a similar study in Manyatta to bridge the gap. In addition, the study focused on identification and participation in the informal groups. Therefore, the current study built on these findings and went further to find out the contributions of sharing problems with peers and students' opinion on truancy, bullying and drug abuse, which were among the variables in the current study.

A survey in Zimbabwe, by Global School- Based Health in 2003, reported that factors associated with the consumption of alcohol were bullying, truancy and lack of parental supervision. Truant students were very vulnerable to alcohol consumption. Equally, students who abuse drugs may also engage in violent behaviour (Siziya, Ruditsikira & Muula, 2003). This showed that adolescents were prone to antisocial behaviours and this may jeopardise their future development. Siziya et. al. (2003) studied widely on the relationship between family, school influence and antisocial behaviour among adolescents in Zimbabwe. This study focused on Zimbabwe which is a developing country like Kenya. Thus, the current study sought to establish the extent of antisocial behaviours (truancy, bullying and drug abuse) among students in Manyatta, Embu County, Kenya.

Kahindi (2012) investigated the causes of students' unrest in Kaloleni secondary school in Kilifi district, Coast province. The study revealed that the most serious factors that contributed to students' unrest in schools included poor parenting, peer pressure, laxity of teachers and inadequate facilities for curriculum implementation. The study further found other most serious factors to be harsh, excessive and unjustified punishments, and drug abuse. Moreover, the students who have been practising antisocial behaviours might become a burden to school authorities and these students might engage in acts of delinquent behaviour such as drug abuse, truancy and bullying. King'endo's study of 2010, on the incidence and extent of substance abuse in Nairobi province, showed that 44% of the students stated that drug abuse was due to their family background while 52% blamed it on stress and frustrations at home. The study showed that family background and peer pressure were the leading reasons why students abused drugs. Kithinji (2005) carried out a study that targeted schools in Meru district and found out that common antisocial behaviours were truancy, fighting, deviance and drug abuse in schools. However, he failed to establish the extent of truancy, bullying and drug abuse. It will be interesting to compare the findings of these studies and the current study since they were conducted in the same country, Kenya. However, these studies by Kahindi (2012) and King'endo (2010) did not reveal the extent of bullying and truancy as this was a major objective of this study.

2.3 Contributions of Family Factors to Antisocial Behaviours among Adolescents

Antisocial behaviour is caused by many factors including the interactions between the family members. A negative emotional attitude characterized by lack of parental involvement and warmth, increases the risk of the child engaging in antisocial behaviours (Rugg, 2013). Other factors that contribute to antisocial behaviours indirectly or directly include parental drug abuse, parents with low level of education, stressed families and single parenthood status (Stratton & Reid, 2008). Further Wiese and Freud (2011) suggested that lack of parental involvement, as well as poor monitoring and supervision of children activities strongly predict antisocial behaviours. Erikson's (1963) theory argues that every significant person encountered in the course of development helps to shape the behaviour of adolescents. The studies by Rugg, (2013; Stratton and Reid (2008) and Wiese and Freud (2011) involved adolescents who were living with their parents, while the current study involved the adolescents who were living and not living with the parents. It will be interesting to note whether there is any difference while engaging in antisocial behaviours. The studies considered antisocial behaviours in general, while this study narrowed antisocial behaviours to truancy, bullying and drug abuse. The studies were also not specific on the age bracket of the adolescents involved, therefore the present study focused on adolescents who were aged between 15 to 19 years. In addition, the studies did

not report on the contributions of parents' supervision and parents' employment to antisocial behaviours which were other variables this study focused on.

A study carried out in Australia, which examined individual family and neighbourhoods as predictors of adolescents' antisocial behaviours, showed that a disadvantaged neighbourhood, individual and family variables were strong predictors of antisocial behaviours among adolescents. Moreover, the poor parenting processes, poor student performance and early childhood aggression also contributed to the antisocial behaviours (Gary, Bowen, Rose & Powers, 2005). In 2001, USA Census Bureau (2001) conducted a study which involved 5,586 adolescents. The study reported that 10% of the adolescents had run away from home. The study observed that 19% and 32% had engaged in damaging properties and fighting respectively. At least 30 % of the adolescents were reported to have tried cigarettes and alcohol. These studies were based on samples drawn from developed countries and given that Kenya is a developing country, there was need to conduct a similar study in order to report on social- cultural similarities or differences if any. In addition, these studies focused on aggression and drug abuse. However, the contributions of family to truancy, bullying and drug abuse were not reported whereas they were major objectives in this study. Therefore, this study built on these studies by investigating on the contributions of parental supervision, sharing problems with parent, parent's opinion and employment, to truancy, bullying and drug abuse among the adolescents.

Kyalo (2010) conducted a study on indiscipline problems among students Yatta district, Kenya. The study found out that the most common antisocial behaviours were stealing and fighting. Kyalo concentrated on antisocial behaviour in general without identifying factors contributing to them. In addition, the study did not report on the contribution of family to truancy and drug abuse which were the major focus of this study. Wachanga (2003) went a notch higher and conducted a study on the causes of indiscipline among students in secondary schools in Murang'a district, Kenya. The study involved 120 students. The study reported that 91% of the students felt that parents were poor role models. 50% of the students felt that parents' expectations were too high and unrealistic for them, while 23% of the students blamed their unbecoming behaviour to poor parenting and poor family background. 30% of the students blamed the parents and peers on drug abuse and cited that drug abuse facilitated sneaking out of school. The study found that deviant behaviour was common in boys' boarding and co-education day schools. This study found out that parents and peers play a key role in contributing to antisocial behaviours among the adolescents. The study concentrated on contributions of child- parent relationship and opinion of the parents to drug abuse and truancy among adolescents in secondary schools. However, the contributions of family to bullying was not reported which was also the focus of the present study. Therefore, this study built on these findings and investigated the contribution of parent's supervision and parent's employment to truancy, bullying and drug abuse.

2.4 Contributions of Classroom interactions to Antisocial Behaviours among Adolescents

Sailor (2010) viewed classroom setting from different dimensions, which were believed to contribute to truancy in schools. These include students' attitudes towards school, school type, school success and the role of schooling in the society. Evidence showed that, schools with students who had higher general level of academic achievement and positive school related behaviour tend to be well disciplined. In fact, various characteristics of schools may contribute to adolescents' antisocial behaviours. These characteristics may include, disciplinary practices, degrees to which schools emphasize academic success and higher education, as well as characteristics of teachers (Scaggs, 2009). Confirming this, a study by Bushman and Huesman (2006), found out that students who earned suspension were often more disruptive, threatening and aggressive. These studies had focused on the influence of attitudes towards school, good performance, disciplinary practices and characteristics of teachers on antisocial behaviours in different schools in developed countries. The findings were also based on adolescents in general. The current study conducted a similar study among the adolescents in form two. It will therefore, be important to compare the findings of the present study with the above findings since Kenya is a developing country with a different social-cultural set up. Also, this study built on the past studies of Sailor (2010) and Scaggs (2009) by finding out the contribution of classroom interactions to truancy, bullying and drug abuse among adolescents.

Social goals, such as being accepted and being popular among others, become important in adolescence. The social climate in the schools requires special attention when dealing with the students (Scaggs, 2009). The possibilities to fulfil social goals might be through interaction with teachers and peers. This was supported by Bronfenbrenner's theory (1968) who argued that, the child's development is within the context that forms his environment, especially the immediate environment. Therefore, it is inferred that positive relationship between interaction with teachers and peers helps the students to fulfil their social goals, which consequently leads to less goal frustration that leads to antisocial behaviours (Landau 2012). Scaggs (2009) highlighted that satisfaction of students in their individual schools has a particularly strong effect on students' level of school engagement. He also indicated that, teachers' support has a positive influence on students' perceived social support and trouble avoidance. Bushman and Huesman (2006) added that school safety was significantly predictive of students' attendance, trouble avoidance, and grades. Moreover, studies by Sailor (2010) suggested a positive relationship between students' perceptions of school safety and their trouble avoidance. These studies supported the current study by showing how positive student- teacher relationship and students' opinion reduce truancy, bullying and drug abuse. It will therefore be interesting to compare these findings with the result of the current study given that they were conducted in different locations.

While Bushman and Huesman (2006), Sailor (2010) and Scaggs (2009) studied on the influence of the school, in the researcher's view, their studies were lacking in terms of depth since the classroom setting as a microsystem encompasses other components. In addition, the above studies were very general on the adolescent's interactions with the classroom. It was important to conduct a similar study on the contributions of academic performance and disciplinary actions on truancy, bullying and drug abuse among adolescents in secondary schools.

2.4.1 Contributions of Classroom interactions to Bullying among Adolescents

Following many incidences of bullying in Norwegian schools, Olweus (2001) conducted a survey involving 90,000 school aged children to determine the extent of the problem. Olweus reported that bullying was serious and wide spread in schools. Unfortunately, teachers and parents were relatively unaware of specific incidents and when the adults were aware they rarely intervened. The study revealed that out of all the children under study: 9% were bullied, 3% were victims once a week or more, and 7% admitted that they themselves sometimes deliberately hurt the children verbally or physically. The findings were based on all schools in Norway. The current study specifically focused on adolescents in secondary schools in Kenya. It will therefore be interesting to compare the findings given that the studies were done in different locations. It was also

important to note that the contribution of classroom interactions to bullying was not investigated and this was a major objective of this study. In addition, the study only investigated and reported on bullying whereas truancy and drug abuse could have been among other antisocial behaviours practised in schools. It is worthwhile to note that, truancy and drug abuse were not investigated and these were major variables of the current study.

The survey in Norway reported that there were more boys than girls who bully other students. A large percentage of girls reported that they were mainly bullied by boys which then meant that there were a high percentage of boys who are victims of bullying. Landau (2012) reported that although bullying is a major problem among boys, a good deal of bullying occurs among the girls. While physical bullying is common among boys, girls typically use indirect ways of harassment such as spreading rumours, slandering, intentional exclusion from the group, and manipulation of friendship relations. These forms of bullying may be difficult to detect among the girls. The weaker and younger students are more exposed to bullying. Sailor (2010) observed that school characteristics might exacerbate development of bullying or protect the students from it. Serious bullying appears to develop from a constellation of problem behaviour such as inattentiveness, hyperactivity, oppositional behaviour, and poor peer relations among others. He also reported that children who are at most risk of developing serious and persistent bullying tend to demonstrate that problem behaviour at an

early stage. They also display the behaviour with greater frequency than other children. The studies by Landau (2012) and Sailor (2010) supported this study by revealing that bullying is practised in schools. It is important to note that the contributions of teachers and disciplinary measures to bullying were not investigated and they were major variables in this study.

It is apparent, from the studies by Landau (2012), Sailor (2010) and Olweus (2001), that bullying can be a serious problem in schools. This supported Wachanga (2003) who reported that bullying was very common in boys' boarding and co- education day schools while in girls' schools there was very little violence. The findings of Landau (2012) and Wachanga (2003) addressed bullying without identifying the classroom factors contributing to the vice. Therefore, it was important to conduct a similar study to find out the contributions of the teachers and disciplinary actions to bullying among adolescents in secondary schools.

2.4.2 Contributions of Classroom interactions to Drug abuse among Adolescents

A report by United National Drug Control Programme (2004) estimated that about 4.1% of the global population abused drugs. It was noted with a lot of concern that most of those addicted were young people. A similar survey in the

Czech Republic reported that 37% of drug abusers were adolescents aged between 15 and 19 years. In Egypt, a study conducted showed that 6% of the sampled secondary school students admitted that they had experimented on drugs. The World Drug Report (WDR) of 2005 also pointed out that developed and developing countries incur substantial costs as a result of damages caused by drugs. These reports by UNDCP and WDR highlighted drug abuse as a major problem among secondary school students. The above studies were based on the sample drawn from developed countries and given that Kenya is a developing country, there was need to conduct a similar study in Kenya in order to compare the findings, given that the developed and developing countries have different social- cultural life style. However, the contributions of classroom factors to drug abuse were not reported but they formed a major objective of this study. In addition, the sample was drawn from all age groups. Therefore, this study built on the above studies by finding out the contributions of academic performance, teachers and disciplinary measures to truancy among adolescents in secondary schools.

Further, in the USA, the National Policy on Drug Abuse Management in schools (2001) reported that school communities were particularly vulnerable to drug abuse. They reported that drug abuse by learners was on the increase both in urban and rural schools. The report stated that there was a high correlation between drug use and other acts of antisocial behaviours. It further pointed out

that, alcohol was readily available to school age students in that they had an easy time securing alcohol from supermarkets, bottle stores and bars. These findings from the study supported Clark (2013) that drug abuse was part of the antisocial behaviours practised by the secondary school students. Although the findings of the study revealed that drug abuse was very common among students in developed countries, there was need to compare these findings with a similar study in a developing country like Kenya. It would be interesting to compare the findings given that the locations of the study were different. This may also show whether the behaviours of adolescents were affected by the social cultural differences.

Sailor (2010) further reported that there was a greater chance for manifestation of drug abuse in children who had failed to develop social bonds with parents and other important people such as teachers, and key social institutions such as school. Thus, the increased display of drug abuse was an indication of decreased social bonding between students and school. Further, Mwaniki and Nyaga (2014) explained that drug abuse leads to loss of effectiveness, frustration, dependency, guilt and hostility which cause a state of helplessness and hopelessness. In response to drug abuse, most schools employ punitive consequences in the hope of deterring this behaviour in the future. Buiseni (2010) reported that more than 90% of the students were involved purely in negative behaviours. He explained that punishment may exacerbate antisocial behaviours in children. The above

studies reported that decreased social bonding between teachers and students contributed to drug abuse. In addition, the study observed that punitive measures were used and had a negative impact in modifying the vice. It was important to compare these findings with the current study. This prompted the researcher to find out the contributions of teachers and disciplinary measures to drug abuse in secondary schools Manyatta, Kenya.

King'endo (2010) conducted a study involving 525 students on the incidence and extent of substance abuse in Nairobi province, Kenya. The results of the study showed that 44% of the students stated that drug abuse was due to their family background, while 52% blamed it on stress and frustrations at home. The study showed that family background and peer pressure were the leading reasons why students abused drugs. Further, the rate of drug abuse was 43% among boys compared to 19% among girls. This showed that drug abuse does not only affect male students but also the female students. From the study, there was an indication that the rate of drug abuse increased by 40% between the ages of 16 to 18 years. It is important to note that these findings were reported from Nairobi province in Kenya. It was necessary to carry a similar research in Manyatta which is situated 100 kilometres from Nairobi. This would help the researcher to compare the findings given that the locations are in the same country.

2.4.3 Contributions of Classroom interactions to truancy among Adolescents

Truancy has been reported as one of the ten major problems in USA schools. In 1994 to 1995 a survey was carried out in public schools in New York City, USA. The findings showed that on a typical day, about 150,000 students from public schools were absent. In Detroit City, 40 public school attendance officers investigated 66,400 chronic absenteeism cases which indicated that truancy happened on a daily basis in schools (Clark, 2013). In Colorado, there were more than 70,000 students who were out of school each day with 20% on suspension resulting from truancy. In New York City's public schools system, approximately 15% of the students were absent each day. Los Angeles Unified School District reported that, approximately 10% or 62,000 of its students were truant each day. The end result was that many youths were not in school each day. These truant students were not receiving optimum education to help them succeed in their future life (Cook, Henson & Buchler, 2009). Evidently, it can be concluded that truancy is an underlying principal factor for more grievous problems which manifest themselves in drug abuse and habitual disruptive behaviours. The above studies were based on a sample drawn from developed countries and given that Kenya is a developing country, there was need to conduct a similar study in Kenya in order to compare the findings. In addition, the contribution of classroom factors to truancy was not reported which was a major objective of this study.

Truancy is a stepping stone for delinquent and criminal activities. This was supported by a report compiled by Los Angeles County Office of Education (1997) on factors contributing to juvenile delinquency. The study concluded that chronic absenteeism was the most powerful predictor of delinquent behaviour. Truant students were at a high risk of engaging in drug abuse and stealing. A report from the University of Maryland found that 51% of female juvenile detainees were not in school at the time of arrest and they tested positive for drug use (Gary et al. 2005). The above studies were based on a sample drawn from developed countries and given that Kenya is a developing country, there was need to conduct a similar study in Kenya in order to compare the findings. However, the contributions of classroom factors to truancy were not reported which was also a variable in this study. Therefore, this study built on the above studies by finding out the contributions of academic performance, teachers and disciplinary measures to truancy among adolescents in secondary schools.

2.5 Contributions of Peer Group factors to Antisocial Behaviours among Adolescents

Steinberg and Chung (2006) in their study found out that there was a link between peer group and antisocial behaviours. They established that children began to depend on their peers for acceptance rather than their parents during adolescence. In addition, peer pressure becomes harder to resist at this stage

such that the opinions of peers often mattered more than those of parents. Rugg (2013) and Scott (2008) pointed out that when adolescents formed relationships with people who displayed antisocial behaviours, they were likely to take part in the behaviour themselves. This was supported by Erikson's theory (1963) that the resolution of adolescent developmental crisis depends on the interactions between the individual and whatever support is provided by the environment. Therefore, if the significant person is practising antisocial behaviour, the adolescent may engage in the same behaviour. However, Gary, Bowen, Rose and Powers (2005) as well as Landau (2012) stressed that if adolescents spent time with deviant peers who consumed drugs, do not attend school regularly and are physically aggressive, then the adolescents were more likely to engage in antisocial behaviour as well. Buseini (2012) explained that a sense of belonging is assumed to be a basic psychological need which will make students adapt to goals set by their peers. It is not surprising that an adolescent would conform to peers because of the acceptance and the sense of belonging they got from the group (Santrock, 2007).

The studies by Buseini (2012) and Santrock (2007) indicated that, adolescents' affiliation to deviant peers represented the strongest predictor of deviant behaviour. The studies focused on all adolescents and yet students had different characteristics at various levels of development. Therefore, the current study focused on adolescents in secondary school in order to compare the results. It is

interesting to note that identification based on a group, student's opinion and participation within the group contributed to truancy. It is also important to note that these were some of the variables being investigated in this study. Therefore, the current study built on these studies, and it was also necessary to compare the findings since the studies were conducted in different countries.

King'endo (2010) conducted a study involving 525 students on the incidence and extent of substance abuse in Nairobi province, Kenya. 44% of the students in his study stated that drug abuse was due to their family background, while 52% blamed it on stress and frustrations at home. The study showed that family background and peer pressure were the leading reasons why students abused drugs. Further, the rate of drug abuse was 43% among boys compared to 19% among girls. This clearly shows that drug abuse does not just affect male students but also the female students as well. From King'endo's study, there was an indication that the rate of drug abuse increased by 40% between the ages 16-18 years. King'endo (2010) found out that family background and peer pressure contribute to drug abuse. This was supported by Mwaniki and Nyaga (2014) who explained that adolescents give in to peer pressure because they do not want to be made fun of, and they want to try new things which are done among the peer group members. These decisions can make the adolescents to abandon their better judgement. Moreover, the study was based on a sample drawn from Kenya

secondary schools. The current study built on this study in order to compare the findings given that the locations are in Kenya.

2.6 Summary of Related Literature

The literature reviewed showed that the problems of antisocial behaviour continue to attract the attention of scholars in Kenya and other parts of the world. From the forgoing literature, it was observed that most of the studies focused on the contributions of family, classroom and peer group factors, to truancy, bullying and drug abuse. More so, the majority of these studies were done among the adolescents in different institutions of learning. The literature showed that secondary school students were involved in bullying, truancy and drug abuse. However, the findings of these studies were not conclusive. Therefore, there was need to conduct a study among the adolescents in secondary schools in Kenya. This would help in establishing the extent of truancy, bullying and drug abuse among secondary school students. The study would also help in understanding the contributions of family, classroom and peer group factors to truancy, bullying and drug abuse among adolescents in secondary schools in Manyatta, Embu County, Kenya. Having presented a detailed analysis of the review of related literature, the researcher presents the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in the study in order to realize the set objectives of this study. It contains the research design, research variables, location of the study, population, sampling techniques and sample size. It also details the research instruments, pilot study, validity, reliability, data collection techniques, data analysis and logistical and ethical considerations.

3.2 Research Design and Locale

3.2.1 Research Design

The study adopted descriptive survey research design. This was meant to yield both qualitative and quantitative data. Survey research design was incorporated because the information from the questionnaires was collected at one point in time (Fraenkel & Wallen, 2000). Survey research design was employed in order to enable the researcher to adequately get information from a sample in order to describe the population under study. This involved a self report on opinions and attitudes of the respondents on the contribution of family, teachers and peer group, to truancy, bullying and drug abuse among the adolescents. This was in

line with Kumar (2011) who observed that survey research design is the most appropriate for obtaining self- reported opinions, attitudes, beliefs and values.

3.2.2 Research Variables

In this study, the independent variables were family, classroom and peer group interactions. The family factors included parents' supervision, living or not living with the parents, parents' employment and sharing with parents, while classroom factors included academic performance, people responsible for discipline, disciplinary measures administered, rating of disciplinary measures and counselling services. The peer group factors included participation in informal groups, students' opinion on an individual student, identification based on informal groups, characteristics of friends' behaviour and sharing problems with peers. The dependent variables were antisocial behaviours, which were measured by truancy, drug abuse and bullying. The intervening variables were neighbourhood environment, media, psychological factors and electronics as well as printed materials. These variables were not included in the study though they could have an effect on dependent variables.

3.2.3 Location of the Study

The study was carried out in Manyatta sub- county in Embu County. Manyatta is estimated to occupy an area of about 361 square kilometres. The population is

about 158,496 people. Manyatta has 46 public secondary schools which are categorised as either County or sub- county schools. The schools in the county are either girls' boarding or boys' boarding or co- education day schools. Thus, Manyatta has 7 girls' boarding and 7 boys' boarding schools, and 32 co- education day schools.

3.3 Target Population of the Study

The target population of this study was 11,329 students from all public schools in Manyatta, Embu County. The population consisted of 5,694 females and 5,635 males students (Embu County Education Office, 2013). The population under study was 2,834 form two students who were aged 15 to 19 years. This age coincided with Erikson's (1963) fifth stage of psychosocial stage of development where the adolescent is seeking identity. It is at this stage that the adolescent attains either identity or role confusion. The deputy principals were selected since they are usually involved in the discipline of the students. The distribution of form two students in girls' boarding and boys' boarding schools, and co- education day schools is shown in Table 3.1

Table 3.1 Target population

N=2,834

School type	Number of students
Girls' boarding	717
Boys' boarding	711
Co- educational	1,406
Total	2,834

Key: F- Frequency, %- Percentage

Source: Embu North and West Sub- Counties Education Registry, 2013

3.4 Sampling Techniques and Sample Size Determination

The study used stratified sampling, purposive sampling and simple random sampling. This was to ensure that selected group contained elements which were representative of the characteristics found in the entire group (Kombo & Tromp, 2006).

3.4.1 Sampling Techniques

The study used stratified sampling to obtain two girls' Boarding, two boys' Boarding and four co- education day categories. According to Kombo and Tromp

(2006) this was to ensure that that certain groups in the population were represented in the sample. Purposive sampling was used to select 2,834 Form 2 students for the study, as the group was rated as the ring leader of strikes by Adu (2006). This represented 11.3% of the total number of students in the sub- county. Kumar (2011) showed that a sample of 10% of the total population was adequate for descriptive study. Simple random sampling was used to select 320 form two students who participated in the study. Co- education day schools had only one stream hence forty students were included in the study. Each of the Girls' boarding and boys' boarding schools had three streams therefore random sampling using folded papers marked "Yes" or left blank were used to select one class. The class which got "Yes" participated in the study and 40 students were randomly selected. In co- education day category, an equal number of boys and girls were randomly selected.

Further the study included deputy principals from each of the sampled schools, hence a total of eight. This constituted 17.4% of the 46 deputy principals, hence the sample was adequate as explained by Kumar (2011).

3.4.2 Sample Size Determination

The study sample was selected from 46 public secondary schools in Manyatta, Embu County, Kenya. An optimum sample was selected in order to produce a miniature cross- section (Kothari, 2011). To get the required number of students

per school the researcher obtained the class register from the class teacher. The researcher folded 40 papers written ‘Yes’ and the rest left blank. The papers were put in the bucket and thoroughly mixed. The students who had assembled in the assembly ground were requested to pick a paper randomly. The students who picked paper folds written “Yes” were told to go to the classroom, while the rest were free to have their break. This was done in each of the eight schools, hence a total of 320 were randomly sampled to participate in the study. Table 3.2 shows the population, sample of form two students and deputy principal in each category of school. It also shows the percentages of the respondents in the study.

Table 3.2 Sample Frame

School type	<u>Population</u>				<u>Sample</u>			
	<u>Students</u>		<u>Teachers</u>		<u>Students</u>		<u>teachers</u>	
	F	%	F	%	F	%	F	%
Girls’ boarding	717	25	2	25	80	25	2	25
Boys boarding	711	25	2	25	80	25	2	25
Co-educational	1,406	50	4	50	160	50	4	50
Total	2,834	100	8	100	320	100	8	100

Key: F- Frequency, %- Percentage

The sample consisted of 80 students from two girls' boarding schools and 80 students from two boys' boarding schools, and 160 students from four co-education day categories. The study involved 160 females and 160 males making a total of 320 respondents and eight deputy principals.

3.5 Research Instruments

The study used students' questionnaire and deputy principals' questionnaire records analysis and researcher's observation schedules for data collection. A study supported by data collected from different instruments enhanced validity (Fraenkel & Wallen, 2000). The instruments for measuring truancy, drug abuse and bullying were adapted from Denise Juneau Superintendent Montana of Public Instruction, Vernderbilt University addiction Centre and Rigby and Slee (1993). The instruments were customised to this study. This was done by simplifying the language and removing questions which were not relevant to the study.

3.5.1 Questionnaire for Students

The student's questionnaire (appendix A) was used to obtain information on the contributions of family, classroom and peer group interactions to truancy, bullying and drug abuse. The data was collected using self-administered questionnaires, as the only way to elicit self-report on people's opinions, attitudes, beliefs and values (Jaccard & Becker, 2010). The questionnaire had five sections.

Section A was on the demographic information, section B sought students' involvement on truancy, bullying and drug abuse, and opinion of microsystem contributions to antisocial behaviours. Each of the items for truancy provided alternative responses thus: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). For a negative item, a weighting of 1, 2, 3, 4, 5 was given to SD, D, A and SA respectively. Similarly, for a positive item a weighting of 5, 4, 3, 2, 1 was given to SD, D, UD, A and SA respectively. The scale had five items. Therefore, the highest score for truancy was 25, while the lowest score was 5. The scores between 5 and 15 indicated that the student was not involved in truancy, while scores between 15 and 25 indicated that the student was involved in truancy. For drug abuse, the questionnaire measured using a nominal scale with either 'Yes' or 'No' responses, which was weighed as 2 and 1 for positive and negative items respectively. The weight for negative items was reversed to 1 and 2 respectively. The scores ranged from 9 to 18. The scores between 13 and 18 indicated that the student was abusing drugs, while scores between 9 and 13 indicated that the student was not abusing drugs. In bullying, the questionnaire used 1,2,3,4 to represent 'Never', 'Once in a while', 'Pretty Often' and 'Very Often'. This presented the weight for negative items while the reverse was the weight for positive items. The scores ranged from 8 to 32. The scores between 20 and 32 indicated the student was involved in bullying, while scores 8 and 20 indicated that the student was not involved in bullying. Sections

C, D and E measured the contributions of family, classroom and peer group factors which were measured using a nominal scale.

3.5.2 Questionnaire for Deputy Principals

The deputy principals' questionnaire (appendix B) had section A and B. Section A obtained demographic information. Section B items sought personal views from the deputy principals on contributions of family, classroom, and peer group interactions to truancy, bullying and drug abuse among the adolescents. The researcher administered the deputy principals' questionnaire later after administering to the students. The researcher sought relevant information that related to the antisocial behaviours of adolescents. The mode of response and scoring was done the same way as in the student's questionnaire (see 3.5.1).

3.5.3 Records Analysis

The researcher used the records analysis (appendix C) to cross-check the information obtained from the student's and deputy principal's questionnaires regarding the indicators of the antisocial behaviours. The researcher examined the black book and deputy principals' punishment record book to check the frequency of antisocial behaviours and the punishment administered. Truancy was the most common followed by bullying, and finally drug abuse which was very minimal. The most common punishments administered were cleaning the pavements,

cutting grass, digging, suspension and being banned from school outings. The researcher cross- checked the class register to establish the students' absenteeism. Absenteeism was highest in co- education day schools, followed by boys' boarding schools while in girls' boarding schools it was minimal. The mode of response and scoring was done the same way as in the students' questionnaire (see 3.5.1).

3.5.4 Observation Schedule

The researcher used the observation schedule (appendix D) to cross-check the information obtained from the students' and deputy principals' questionnaires regarding the general state of the school. The researcher checked whether there were path ways along the fence, broken windows, inappropriate writings and students' interactions outside the classrooms. In boys' boarding and co- education day schools, there were signs of path ways along the fence, broken windows and inappropriate writing on the walls. The researcher observed that, the girls' schools were very tidy though there were some inappropriate writings on the walls. In some schools, students were found doing punishment during class time. The response to the bell was moderate in all schools. Outside the classroom, the students interacted in groups. The mode of response and scoring was done the same way as in the students' questionnaire (see 3.5.1).

3.5.5 Pilot Study

Before using the questionnaires on the respondents, the researcher undertook a pilot study. The instruments were pre-tested to determine their accuracy, clarity, validity and reliability. This was done to estimate the time allocation for responding to the items, check the difficulty of the language used and to enhance the validity and reliability of the instruments. The research instruments were piloted in three schools: girls' boarding, boys' boarding and co- education day schools to cater for each category. The piloting took place in the neighbouring sub- county since the students from public secondary schools and from each category involved in the study, had comparable characteristics. For each school, ten form two students were chosen using systematic random sampling. The researcher used the class register to select the respondents from the first 40 students. This was done by selecting the numbers which were multiples of four in the register in each category of schools. Therefore, the pilot study involved 30 students. The deputy principal in the piloted school participated in the study. The statistical analysis was done to estimate the reliability coefficient. Kuder-Richardson KR 21 was used since the administration was done once. The questions which were ambiguous and others which were not clear were modified appropriately.

3.5.6 Reliability of the Instruments

The pilot analysis was to improve the instruments' reliability. Reliability showed the consistency of the instruments by producing similar results in different girls' boarding schools, boys' boarding and mixed day public schools. The researcher used Kuder-Richardson Formula (KR21) which was done once. It was employed to compute the reliability coefficient to establish the consistency of the instruments in eliciting the same response. A reliable measure is the one in which the responses remain the same after considering few instruments. This involved the number of the items, the mean of the set of responses and the standard deviation of the set of responses which were substituted in the formula. The reliability coefficient for students' and deputy principals' questionnaire were 0.84 and 0.82 respectively. According to Fraenkel and Wallen, (2000) a reliability coefficient of at least 0.7 is reliable and could be used for data collection.

3.5.7 Validity of the Instruments

Instrument validity was ascertained through consultation with experts, supervisors and review of related literature. Validity showed whether the research items measured what they were supposed to measure. To augment face validity, the researcher critically ascertained whether the variables under study were reflected in the items that were in the instruments or not. The content validity was ascertained through consultation with supervisors at Kenyatta University.

Colleagues in the Educational Psychology Department were consulted for their criticisms. Feedback given by the supervisors and experts were incorporated to review the study instruments. A team of professionals usually improve the judgement of instruments. To ensure validity of the questionnaires, which involved 30 students and three deputy principals, they were given the instruments to each respond to the questions. This was to establish if the items were generating the required information. The content and language used were modified appropriately. The questionnaires were considered valid since they measured what they were supposed to measure.

3.6 Data Collection

After the proposal was approved by the graduate school, clearance to carry out the research was sought from the Ministry of Education (MOE) through issuance of a research permit. Upon acquiring a research permit from MOE, the researcher visited the County Director of Education in Embu County. The researcher sought the letter of introduction to the selected schools for data collection. The principals of the sampled schools were asked to give the necessary assistance during data collection. The purpose of the study and the anticipated benefits of the findings were explained to the principals. To ensure that the respondents were available at the appropriate time, the researcher consulted with the principals. The appropriate day and time for data collection was booked.

During the day of data collection, the researcher reported to the respective school at 8 a.m. and left at 5p.m. This helped the researcher to have ample time to observe the students behaviours and the general state of the school. The data collection took place at the specified time in order not to interfere with the school programme. In each school, a brief explanation of the study was given to the principal. The researcher administered students' questionnaire which took 50 minutes for students to respond. This was done at the same time to ensure that there was no discussion among the respondents. The deputy principals' questionnaire was administered after the students were through with responding to their questionnaire. The researcher filled the records analysis and observation schedule to cross check the information given in the questionnaires. This was done when the researcher was not administering questionnaires to the students and deputy principals.

3.7 Data Analysis

The qualitative and quantitative data was extracted from students' and deputy principals' questionnaires. The quantitative data was assigned categories and run through Statistical Package for Social Scientists (SPSS). After the data entry was completed, improper entries and outliers were cleaned out to avoid contamination of the results. The missing data was not considered in the study. Descriptive statistical methods were used in data presentations. Descriptive procedures were used to describe the qualitative data and also to summarise the data collected. The

calculated statistics were also used in description of the data. Analyzing qualitative data involved synthesizing the information obtained from students' questionnaires, deputy principals' questionnaires, records analysis and the observation schedule. The qualitative data was analysed thematically according to the objectives of the study.

Data was presented in percentages and bar graphs to reveal the contributions of family, classroom and peer-group factors to truancy, bullying and drug abuse among the adolescents. The scale for truancy, bullying and drug abuse, which involved self-report, was used to measure adolescents' involvement in the antisocial behaviours. Chi-square, which is a non parametric technique, was used to test the associations between microsystems and antisocial behaviours. Therefore, Chi square was used because the study used categorical data to elicit the data from the respondents.

3.8 Logistical and Ethical Considerations

After the letter of introduction from the County Director of Education, Embu County, the researcher visited the selected schools. The researcher sought informed consent from the principals of the various schools. Participation of the respondents was voluntary. The names of the respondents and the schools were kept anonymous for the protection of their identities. The respondents were

assured that the information they gave in the questionnaires was confidential and would only be used for the study. The researcher assured the respondents that there would be no risks involved and the findings of the study were available to the respondents and any other interested person.

In this chapter, the researcher has outlined the research methodology that was used in the study. What follow is the interpretations of the data and discussions of the findings.

CHAPTER FOUR

DATA PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretations and discussions of the study.

The chapter is organised in three main sections. The first section introduces the chapter, the second section presents the general and demographic information while the third section gives the results, interpretations and discussions as per the study objectives.

4.2 General and Demographic Information

This section presents the general information of the questionnaires return rate, the demographic data of the respondents and general information of antisocial behaviours.

4.2.1 Questionnaires Return Rate

The researcher visited all the sampled schools and administered the questionnaires to the students and deputy principals. The researcher ensured that all the questionnaires were properly filled and collected. The return rate of the students' questionnaire was 100% (320) representing 160 boys and 160 girls. The return

rate of deputy principals' questionnaires was 100% (8). This presented one deputy principal from each sampled school. This return rate is considered as enough according to Dilliman (2000) who explains that researchers should aspire to achieve at least a 60% return rate of research instruments.

4.2.2 Demographic Analysis

The actual sample size for students' return rate is represented in Table 4.1

Table 4.1 Gender and School Type

N= 320 Type of school	<u>Gender</u>					
	<u>Girls</u>		<u>Boys</u>		<u>Total</u>	
	F	%	F	%	F	%
Girls' boarding	80	25	0	0	80	25
Boys' boarding	0	0	80	25	80	25
Co-education day	80	25	80	25	160	50
Total	160	50	160	50	320	100

Key: F- Frequency, %- Percentage

The results in Table 4.1 indicated that there was an equal distribution of male and female respondents with 50 % (160) each. The cross tabulation showed 25%(80) of the female students attended girls' boarding secondary schools, while the other 25% (80) of the female students attended co- education day secondary schools. On the other hand, 25% (80) of the male students attended co- education day schools and 25% (80) of the male students attended boys' boarding secondary schools. The rationale behind the equal distribution is that, the distribution of boys and girls in secondary schools in Kenya is almost equal. At the same time, introduction of the more accessible co- education day schools has seen many girls enrolling as much as boys.

4.2.3 Age of Students

The study sought to establish the age distribution of respondents. The respondents' age was cross- tabulated with gender in Table 4.2.

Table 4.2 Cross Tabulation of Gender and Age

N=320	<u>Gender</u>					
	<u>Girls</u>		<u>Boys</u>		<u>Total</u>	
	F	%	F	%	F	%
14-16	102	31.9	98	30.6	200	62.5
17-19	57	17.8	62	19.4	119	37.2
Above 19	1	0.3	0	0	1	0.3
Total	160	50	160	50	320	100

Key: F- Frequency, %- Percentage

The results shows that nearly 62.5% (200) of the respondents were aged between 14-16 years representing 31.9 % (102) girls and 30.6% (98) boys. About 37.2% (119) of the students were aged between 17-19 years representing 17.8% (57) girls and 19.4% (62) boys, while only one student was just above 19 years and was included in the study. These findings supported the observation made by the Ministry of Education (2008) in Kenya, who reported that the majority of students attending secondary schools in Kenya were between the ages 14 and 17 years

4.3 Results of the Study as per Objectives

The results of the study were presented in line with the objectives of the study. The relevant descriptive statistics of the objectives were given and finally discussions of the findings of the study were given.

4.3.0 Extent of Antisocial Behaviours among Adolescents in Secondary

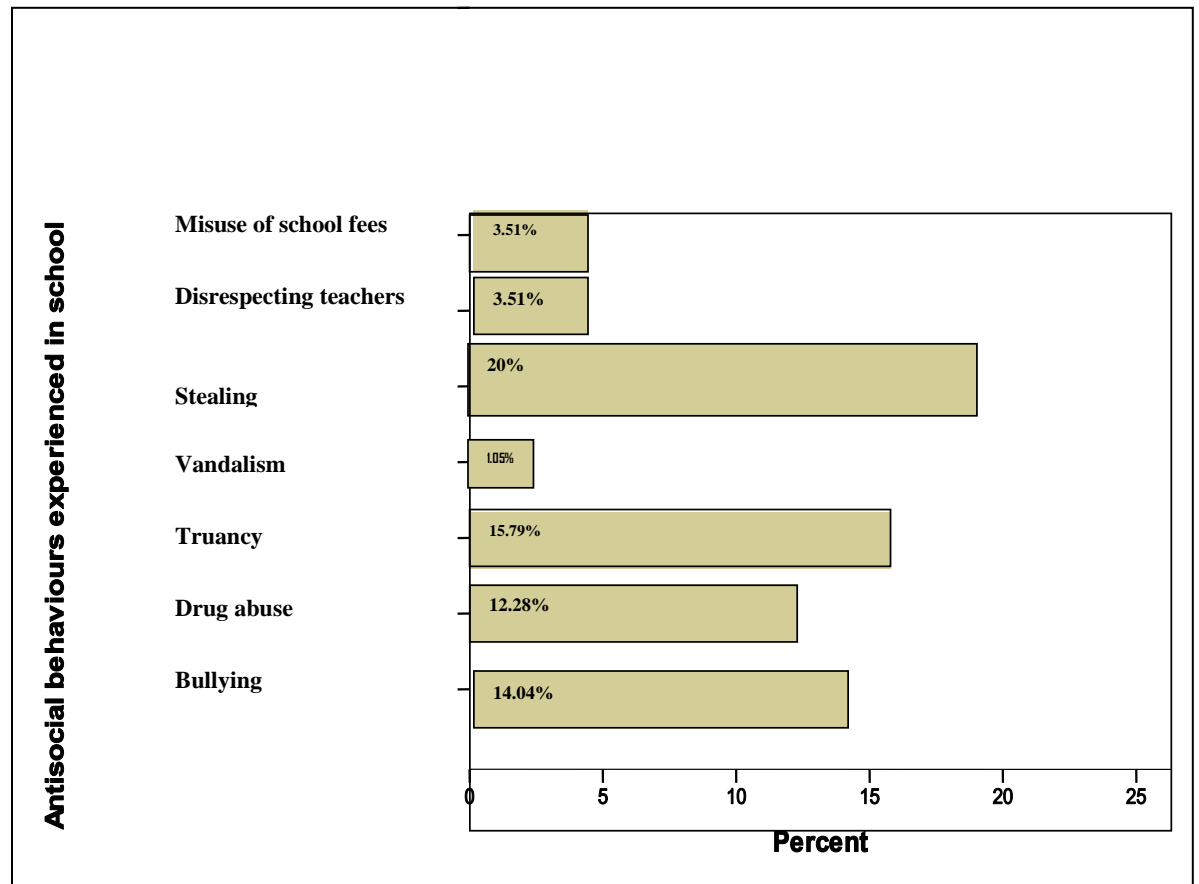
Schools

This section gives data presentations, interpretations and discussions of the first objective. The study sought to establish the antisocial behaviours practised in schools. Further, the study sought to find out the extent of truancy, bullying and drug abuse among the students in secondary schools.

4.3.1 Antisocial Behaviours among Adolescents in Secondary Schools

The study sought to establish the antisocial behaviours practised in schools. The students were asked to list the antisocial behaviours they had observed in their respective schools. The findings are summarised in Figure 2.

Figure 2: Antisocial Behaviours experienced in Schools



The findings in Figure 2 showed that the most common antisocial behaviours were stealing, truancy, bullying and drug abuse. The study reported that out of the 320 respondents, the following students had observed the various antisocial behaviours among their fellow students: stealing 20% (64), truancy 15.89% (51), bullying 14.04% (45), drug abuse 12.28% (40), disrespecting teachers 3.51% (12), misuse of school fees 3.51% (12) and vandalism 1.05% (4). This supported the deputy principals' observations and the records in the black books, that truancy

was the most common antisocial behaviour while bullying was the least. School registers showed that truancy was higher in co- education day as compared to boarding schools.

However, the findings in Figure 2 refute the findings made by Clark (2013) when he observed that drug use was the most common antisocial behaviour among adolescents in USA schools. However, the rationale behind this difference in observations could be due to the fact that Kenya is a developing country and USA is a developed country which has a different social-economic life style. While Clark (2013) conducted his research in USA which is a western country where access of drugs among adolescents is easy, the researcher focused in Kenya which is an African country. United National Drug Control Programme (2004) conducted a research in the world which estimated that about 4.1% of the global population abused drugs. The findings showed that most of those addicted were young people. The World Drug Report of 2005 also reported that developed and developing countries incur substantial costs as a result of damages caused by drug abuse. These reports by UNDCP and WDR highlighted drug abuse as a major problem among secondary school students, which also refutes the findings of this current study.

4.3.2 Deputy Principals' Response on Antisocial Behaviours

The study sought to establish the extent of truancy, bullying and drug abuse among the deputy principals. The researcher used the questionnaire to gather information from deputy principals on the extent of antisocial behaviours. The findings from deputy principals' responses is summarised in Table 4.3. The black book was used to establish the number of times truancy, bullying and drug abuse were recorded. The class registers were examined to confirm on absenteeism, which meant that the student did not attend the lessons.

Table 4.3 Deputy Principals' Responses on the Extent of Antisocial Behaviours

N=8

Behaviour	Never		Rare		pretty often		Very often		Total	
	F	%	F	%	F	%	F	%	F	%
Truancy	0	0	5	63	1	13	2	25	8	100
Drug abuse	1	13	4	50	1	13	2	25	8	100
Bullying	0	0	7	88	1	13	0	0	8	100

Key: F- Frequency, %- Percentage

The findings presented in Table 4.3 showed that 38% (3) of the deputy principals reported that students practised truancy often, while 63% (5) of the deputy principals indicated that students rarely practiced truancy in schools. It is important to note that, all the deputy principals reported that at least truancy was being practised among the students. These findings were confirmed by the report from the black books which showed that truancy had the highest frequency as compared to bullying and drug abuse. The class register showed that absenteeism was higher in co- educational day than boarding schools. These findings were also supported by the findings in Figure 2 which reported that 15.89% (51) of the students indicated that truancy was practised by the students in school. The study observed that that 38% (3) of the deputy principals reported that students abused drugs often, while 63% (5) of the deputy principals indicated that students rarely abused drugs in schools. These findings were supported by the findings in figure 2 which indicated that 12.28% (40) of the students reported that drug abuse was practised in schools. It is important to note that, only one out of eight schools reported that drug abuse was not practised in the school. 13% (1) of the deputy principals reported that students practised bullying often, while 88% (7) of the deputy principals indicated that students rarely practiced bullying in schools. This supported the findings in Figure 2 which reported that 14.04% (45) of the students practised bullying. It is important to note that, all the deputy principals reported that at least bullying was being practised among the students. The records in the black book confirmed that truancy, bullying and drug abuse were being practised

in schools. In conclusion, the findings from the deputy principals' responses showed that truancy was the most practised antisocial behaviour, followed by bullying and drug abuse respectively.

4.3.3 Students' Responses on Truancy among Adolescents in Secondary

Schools

The study sought to establish the extent of truancy among adolescents in secondary schools and the results are presented in Table 4.4. The study solicited the students' opinions on truancy by applying a 5-score Likert scale, moving from 1- Strongly Disagree (SD), 2- Disagree (D), 3- Undecided (U), 4-Agree (A) and 5- Strongly Agree (SA). The researcher confirmed the students' opinion by examining the black book to establish the number of times truancy cases were recorded. The class registers were used to confirm on absenteeism, which meant that the student did not attend the lessons.

Table 4.4 Truancy among Adolescents in Secondary Schools

Scores	1		2		3		4		5			
N=320	SD		D		U		A		SA		Total	
Truancy behaviour	F	%	F	%	F	%	F	%	F	%	F	%
Unprepared to do work	98	31	90	28	23	7	80	25	29	9	320	100
Limited social skills	106	33	87	27	20	6	64	20	45	14	320	100
General indiscipline	39	12	35	11	9	3	142	44	96	30	320	100
Lack of motivation	106	33	96	30	16	5	64	20	39	12	320	100
Communication												
breakdown	74	23	64	20	24	8	68	21	90	28	320	100
Average	84	27	75	23	18	5	83	26	59	19	320	100
Summated score	5		10		15		20		25			

Key: SD-Strongly Disagree; D-Disagree; U-Uncertain; A-Agree; SA-Strongly Agree

These findings of truancy in Table 4.4 were supported by Kahindi (2010) who reported that truancy was a major problem in Kenya, because it was among the antisocial behaviours that caused unrest in schools. The current study observed that truancy might be the beginning of life time problems for students who routinely skipped school. This was because these students might lag behind in their school work and eventually drop out of school. Further, the study observed

that many parents of truant students did not value education to the extent that some children were prevented from attending school due to problems at home. Bague and Roche (2005) explained that among the greatest risk were adolescents who engaged in some form of truancy. They increased their risk for involvement in the criminal justice system. Truancy problems in schools arose from other major issues such as health problems, poor performance in exams, emotional problems, peer pressure and lack of basic needs among others. These translated to problems in behaviours that are likely to affect their learning. The findings of this study showed that, communication breakdown between school and home was the second common truancy problem. Secondary school students tended to respond very well to parents' participation in their schooling, especially being aware of their progress and understanding their achievements. Parents need to take a more active role by becoming more involved in the running of school activities. Either way, greater parental engagement often motivates the child to perform well in life. In conclusion, schools must create an effective partnership by providing an open and communicative environment with their wider community. This will assist in forming a link between the classroom and the home as well as the school and the family.

4.3.4 Extent of Drug Abuse among Adolescents in Secondary Schools

The study sought to examine drug use among adolescents in secondary schools.

The researcher used the information of the responses of students' questionnaire on drug abuse. The findings are shown in Table 4.5.

Table 4.5 Drug Usage among Adolescents in Secondary Schools

Scores	2		1					
	<u>Drug abuse</u>							
N=320	Yes		No		Non- response		Total	
Drug use problems	F	%	F	%	F	%	F	%
Abuse of illegal drugs	70	22	244	76	6	2	320	100
Abused								
Prescribed drugs	109	34	208	65	3	1	320	100
Problems with parents	63	20	242	76	15	4	320	100
Lost friends	53	17	245	76	22	7	320	100
Neglected work	32	10	277	87	11	3	320	100
Absent from lessons	22	7	285	89	13	4	320	100
Suspension	23	7	284	89	13	4	320	100
Illegal activities	26	8	284	89	10	3	320	100
Got in fight	35	11	274	86	11	3	320	100
Average	49	15	260	64	11	3	320	100
Summated scores	9		18					

The findings illustrated in Table 4.5 showed that 22% (70) of the students in secondary schools abused illegal drugs, while 34% (109) of the students abused

prescribed drugs. The study observed that 20% (63) of the students who abused drugs reported that they had problems with their parents, while 17% (53) of the students who abused drugs indicated that they had lost friends. The findings revealed that 10% (32) of the students who abused drugs neglected the school work, while 7% (22) of the students who abused drugs were missing lessons which interfered with academic performance. Further, the study revealed that 7% (23) of the students who abused drugs were suspended from school, while 11% (35) of the students who abused drugs were involved in fighting, which interfered with learning. Further, drug abuse was reported using summated scores. The findings in Table 4.5 showed that about an eighth 15% (49) of the students scored between 14 and 18, which indicated that they were abusing drugs. The findings also reported that nearly two thirds 64% (209) of the students scored between 9 and 13, which indicated that they were not involved in drug abuse. From these findings it was evident that drug abuse is practised in schools although it is against NACADA policy. The findings in Table 4.5 were confirmed by the deputy principals' responses in Table 4.3 and records of cases of drug abuse in the black book.

The findings illustrated in Table 4.3 showed that 38% (3) of the deputy principals reported that students abused drugs often, while 50% (4) of the deputy principals indicated that students rarely abused drugs in schools. It was only in one school where the deputy principal reported that the students do not abuse drugs. These

findings were confirmed by the record in the black books which showed that the seven sampled schools had recorded at least a case of drug abuse. The findings were also supported by the findings in Figure 2 which reported that 12.28% (40) of the students indicated that drug abuse was practised by the students. These findings were also supported by the findings in Table 4.5 which reported that 22% (70) of the students abused illegal drugs. The study reported that the students who engaged in drug abuse had problems with parents, they neglected school work, they lost friends, were absent during lessons, they engaged in illegal activities or were suspended from school. A survey commissioned by NACADA, between 2001 and 2002, echoed the findings of this study, by revealing that drugs were abused widely in secondary schools and colleges. NACADA revealed that majority of drug abusers were students of secondary schools and universities especially in Nairobi, Mombasa and Kisumu. Drug abuse in secondary schools has been a common problem during cultural and other festivities such as drama, music and sports competitions among others. Thus, while NACADA highlighted that majority of students who abused drugs were in schools in the cities in Kenya, this study brought out a different insight that even students in small towns such as Manyatta, Embu County were abusing drugs. The deputy principals reported that students mostly abused alcohol. The cases were mostly common when the students were reporting back from home, school outings or co-curricular competitions. In addition, it becomes easier for teachers to detect drug abuse among students, since it is manifested when they portray major changes in

behaviour, physical looks and academic performance, as compared to other antisocial behaviours. Mwaniki and Nyaga (2014) explained that the consequences of drug abuse may be loss of effectiveness, frustration, guilt and hostility, which may cause a state of helplessness and hopelessness. The deputy principals further reported that some become rude and arrogant to students, teachers and parents, and occasionally causing riots and chaos in their schools.

4.3.5 Extent of Bullying among Adolescents in Secondary Schools

The study sought to establish the extent of bullying among adolescent students in secondary schools. The researcher used the information from the responses of students' questionnaires on bullying. The findings are shown in Table 4.6. The findings were confirmed by the deputy principals' questionnaire responses which were summarised in Table 4.3. The findings were also confirmed by the number of times bullying was recorded in the black book.

Table 4.6 Extent of Bullying among Adolescents in Secondary Schools

Scores	1		2		3		4			
N=320	Never		once in a while		pretty often		very often		Total	
Bullying behaviour	F	%	F	%	F	%	F	%	F	%
<hr/>										
Disturbed the weak										
students	140	44	88	27	29	9	63	20	320	100
Instil fear in others	131	40	101	32	39	12	49	16	320	100
Harassed others	116	36	90	28	47	15	67	21	320	100
Joined group of										
teasing others	216	67	59	19	14	4	31	10	320	100
Scared of me	158	49	50	16	32	10	80	25	320	100
Involved in fight	223	70	57	18	18	5	22	7	320	100
Show I'm boss	268	83	31	10	6	2	15	5	320	100
Make fun of others	173	53	82	26	28	9	39	12	320	100
Average	178	56	69	22	27	8	46	14	320	100
Summated scores	8		16		24		32			

The findings in Table 4.6 showed the extent of various types of bullying practised in schools. The study reported that 36% (114) of the students harassed others, while 35% (112) of the students reported that they scared others. The study revealed that 29% (92) of the students disturbed the weak students, while 28%

(88) of the students instilled fear in other students. The findings indicated that 21% (67) of the students made fun of others, while 7% (21) of the students claimed that they were bosses. Further, the study reported that 14% (45) of the students joined the group of teasing others, while 13% (40) of the students were involved in fighting others. The summated scores showed that nearly a quarter, 23% (73) of the students, scored between 24 and 32, which indicated that they were bullies. The summated scores also showed that nearly three quarters, 77% (247) of the students, scored between 8 and 16, which implied that they were not bullies. From these findings, it was evident that bullying was practised in schools even though it was banned by the Ministry of Education. The findings in Table 4.6 were confirmed by the deputy principals' response in Table 4.3 and records of cases in the black book.

The findings summarised in Table 4.3 showed that nearly 88% (7) of the deputy principals reported that bullying was rare in their schools, while only 13% (1) of the deputy principals indicated that bullying was practiced in schools. Thus, the study reported that bullying was practised in all schools. These findings were confirmed by the report from the black book which showed that very few cases of bullying were reported. The findings were also supported by the findings in Figure 2 which reported that 14.04% (45) of the students indicated that bullying was practised by the students in school. The deputy principals reported that most of the bullying in schools happened without the knowledge of the teachers, since

students fear punishment that comes with bullying from fellow students. They usually come to know of the bullying cases much latter. The deputy principals observed that, mostly, girls use verbal and indirect harassment such as gossip and slandering, while boys mostly use physical bullying. In co- educational schools the study reported that bullying cases were minimal; this was due to the fact that a lot of bullying was done after lessons and at night when these students were not in school. The findings of this study supported the observation made by Okwemba (2007), when he reported that students in Kenyan secondary schools are experiencing higher levels of bullying which goes without teachers' knowledge. He feared that those who were bullied were increasingly transforming themselves into bullies, hence increasing the prevalence of the incidence in secondary schools. In his study, he found out that of the 1,012 students who were interviewed in 17 public secondary schools in Nairobi, between 63% and 82% said that they suffered at least one form of bullying. Majority of them reported that they had their belongings taken away by those in the same class or senior classes. Those who were in form one and form two in boarding schools, complained of being beaten and having their belongings taken. However, day scholars and those in form three and four tended to suffer less. The findings supported Sailor's (2010) study on student-school bonding. He observed that the dramatic increase in the prevalence of antisocial behaviours among secondary school students has been a national concern. In fact, he observed that by the

second year in secondary school, 44.2% of the students had been involved in physical fights.

The findings of the current study supported the claims made by Quera et al. (2008) that some students use indirect harassment such as spreading rumours, slandering, intentional exclusion from the group, and manipulation of friendship relations among others, which was hard to detect. The findings of this study supported a study conducted by Ogidefa (2008) in Nigeria. He found out that the most common antisocial behaviours among secondary schools, from most common to the least common, were: cultism, drug abuse, bullying and truancy. These findings showed that the situation prevalent in Nigeria is similar to the situation in secondary schools in Kenya. Sailor (2010) further explained that bullying is associated with and often regarded as one of the effects or off shoots and expressions of negative emotions. These could be expressed thus: anger, envy, greed, fear, hatred, blame, regret, resentment, hostility, and worry, which interfere and tamper with students' mental, social and emotional wellbeing.

4.4.0 Family Factors Contributing to Antisocial Behaviours among Adolescents

This section presents data presentations, interpretations and discussions of the second objective. The study sought to find out the contributions of parent's

supervision, living or not living with the parents, parent's employment, student's opinion on parenting style and sharing problems with the parent to antisocial behaviours among adolescents in secondary schools.

4.4.1 Parent's supervision

The study wanted to establish the contributions of the parent's supervision to antisocial behaviours among students in secondary schools. The study conducted a cross tabulation between the birth order of the students and the parent's supervision. The results are summarised in Table 4.7.

Table 4.7 Cross Tabulation of birth order and parent's supervision

N=320 Birth order	<u>Parent's supervision</u>					
	Yes		No		Total	
	F	%	F	%	F	%
First born	65	60	42	40	107	100
Middle child	51	45	61	55	112	100
Last born	30	35	53	65	83	100
Only child	15	80	3	30	18	100
Total	161	50.3	159	49.7	320	100

Key: F- Frequency; %- Percentage

The results in Table 4.7 showed that majority of the first born students, 60% (65), felt that they had experienced effective parental supervision, while 40% (42) reported that the parental supervision was not effective. The study also reported that 45% (51) of the middle born and 35% (30) of the last born received effective parental supervision. The study observed that 80% (15) of the only child received effective parental supervision.

The findings in Table 4.7 observed that the first born received more parental supervision as compared to the middle child and the last born. It is important to note that, most parents with only one child were very keen on supervision. Rugg (2013) reported that, lack of parental supervision increases the risk of the child engaging in antisocial behaviours. In addition, Baque and Roche (2007) explained that first born children are less involved in delinquent behaviours as compared to last born children. Thus, this study wanted to examine this claim and hence conducted a cross tabulation of birth order of the student and limited social skills among adolescents in secondary schools. The results are presented in Table 4.8.

Table 4.8 Cross Tabulation of Birth Order and Limited Social Skills

Birth order	N=320									
	<u>Limited social skills</u>									
	SD		D		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%
1 st born	45	42	38	35	15	14	9	8	107	100
Middle born	34	30	38	34	22	20	18	16	112	100
Last born	20	24	29	36	29	36	5	6	83	100
Only child	5	28	2	11	8	44	3	17	18	100
Total	100	31	108	34	74	23	28	5	320	100

Key: SD- Strongly Disagree; D-Disagree; U-Uncertain; A-Agree; SA- Strongly Agree

F- Frequency; %- Percentage

The findings in Table 4.8 showed that first born students, 77% (83), disagreed that they lack social skills that were necessary to be successful in school, while 64% (73) of the middle born children disagreed that they lack social skills. At the same time, last born students 61% (11) agreed that they lack social skills that were necessary to be successful in school. This therefore showed that, the further the students are on the birth line in their families, the less the parental supervision, hence the poorer the social skills they had. It is important to note that, parental

supervision is paramount whether the child is living with other siblings or she/ he is the only child.

The observations in Table 4.8 supported the claim made by Weiser and Freud (2011) in their study on birth order and youth delinquent behaviour. They found out that, first born children were less involved in delinquency than middle born children. The main implication of this was the parental control of children depending on their ordinal position. Bruce et al. (2009) further explained that, first born children reported less minor offences and serious offences than middle born children. However, whenever sibling size and parental supervision were controlled, the effects of ordinal position on serious offences disappeared. Therefore, they explained that birth-order-effect for serious offences is affected by parental supervision and therefore refutes the findings of this current study at least for more serious offences. However, Rugg (2013) introduced a different concept that children who grow up with siblings have better social and interpersonal behaviours, pointing to the fact that siblings are important in the context of desistance from antisocial behaviours. But, Downey and Condrón (2004) claimed that the support from siblings led to parental control dilution which in the long run would lead to antisocial behaviours.

4.4.2 Not Living with Parents

The study sought to find out whether not living with the parents contributed to antisocial behaviours. The study reported that 50 out of 320 students did not live with their biological parents. Therefore, findings showed that majority 84 (270) majority of students lived with their parents and therefore nearly 16% (50) were not living with their parents. The study observed that majority of the students who did not live with their parents lived with guardians, while others revealed that the parents were separated or died and hence lived on their own. The study further conducted a cross tabulation between students not living with parents and lack of social skills necessary to perform in school. The findings are represented in Table 4.9.

Table 4.9 Cross Tabulation of Adolescents not Living with Parents and Limited social skills

N=50	<u>Not living with parents</u>					
	Yes		No		Total	
Limited social skills	F	%	F	%	F	%
Strongly disagree	3	11	25	89	28	100
Disagree	1	10	9	90	10	100
Uncertain	1	25	3	75	4	100
Agree	1	20	4	80	5	100
Strongly Agree	1	33.3	2	66.9	3	100
Total	7	14	43	86	50	100

F- Frequency; %- Percentage

The findings in Table 4.9 showed that, 76% (38) of the students who did not live with their parents disagreed with the claim that they had limited social skills, while only 16% (8) of the students agreed to having limited skills that would help them to perform well in school. These findings demonstrated that, not living with parents did not affect the students' social skills that were needed in order to perform well in school. This observation, however, refutes the claim made by Baque and Roche (2005) that children living with their biological parents were

twenty to thirty percent healthier and had better social skills than children from homes without biological parents present.

Sailor (2010) explained that the parent's involvement was important in lowering behavioural problems, deviant behaviours and poor performance as well as promoting better social skills. This therefore was against the findings of this current study which explained that, majority of the students who did not live with their parents, disagreed with the claim that they had limited social skills that would help them to perform well in school. The reason for the disparity can be explained by the fact that, while past studies conducted the research from the perspective of parents and teachers, this current study conducted the study from the perspective of students, who are likely to answer in favour of their current living arrangements.

4.4.3 Parent's Employment

The study wanted to explore whether the parent's employment contributed to antisocial behaviours. This was done by cross- tabulation of parent's employment and drug abuse. The findings are illustrated in Table 4.10.

Table 4.10 Cross Tabulation of Drug use and Parent’s Employment

Employment	N=320							
	<u>Abuse illegal drugs</u>							
	Yes		No		NR		Total	
	F	%	F	%	F	%	F	%
Employed	29	21	107	78	2	1	138	43
Self-employed	33	22	112	76	2	1	147	46
Unemployed	4	11	29	83	2	6	35	11
Total	70	22	244	76	6	2	320	100

Key: NR No Response

The findings in Table 4.10 showed that, majority of the students, 22% (33), who admitted to have used drugs that were not prescribed were from self employed parents, while 21% (29) of the students who indicated that they were also abusing drugs that were not prescribed were from employed parents. It was important to note that, only 11% (4) of the students who abused drugs that were not prescribed had unemployed parents. These findings showed that, when the parents were unemployed the students were highly unlikely to abuse drugs as compared to students from employed parents. This may be due to limited resources and finances. The study observed that poor parental supervision, parents’ involvement in drug abuse and easy availability of drugs promoted drug use. These findings supported the observation made by Humensky (2010), who claimed that higher

parental income was associated with binge drinking and marijuana use. He suggested that students with more money to spend were more likely to engage in substance use. Thus, a closer monitoring of allowances and other forms of spending money is important for parents and guardians to supervise.

Suniya (2013) supported the claim made by Humensky (2010), as well as this current study. She explained that previously, it was argued that youths in poor families are a population at risk for engaging in deviant behaviours. She reported that, it has been widely accepted that low family income was a major determinant of protracted stress which leads to social, emotional, and behavioural problems. However, from the current study it was empirically clear that children from high income homes have even more problems, only that the antisocial behaviours vary. The most common antisocial behaviours among children in high income families are widespread cheating and random acts of delinquency such as vandalism, selling of illegal drugs and stealing from parents or peers.

4.4.4 Student's opinions on parenting Styles

The study sought to establish the student's opinions on parenting styles. The researcher approached this question by asking the students how they viewed their parents' parenting style. The study conducted a cross - tabulation of parenting styles and communication breakdown between home and school. The findings are illustrated in Table 4.11.

Table 4.11 Cross Tabulation of Parenting Style and Communication Breakdown between Home and School

Parenting style	N=312											
	<u>Communication breakdown</u>											
	SD		D		U		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Authoritative	49	25	39	20	14	7	36	18	59	30	197	100
Authoritarian	4	11	7	20	4	11	8	23	12	34	35	100
Neglecting	13	29	7	16	4	9	13	29	8	18	45	100
Permissive	6	17	9	26	3	9	8	23	9	26	35	100
Total	72	23	62	20	25	8	65	21	88	28	312	100

Key: SD- Strongly Disagree; D-Disagree; U-Uncertain; A-Agree; SA- Strongly Agree

The findings in Table 4.11 showed that, majority of the students, 62% (197), indicated that their parents practised authoritative style of parenting, while only 11% (35) of the students reported that the parents were practising authoritarian and permissive style of parenting respectively. The rest 15% (45) of the students reported that the parents were practising negligent or uninvolved style of parenting. The study observed that majority the students, 49% (17), from

permissive parenting style, reported that there was communication breakdown between home and school. At the same time, the students, 47% (21), from uninvolved or negligent parents, indicated that there was communication breakdown between home and school.

The findings in Table 4.11 showed that, 48% (95) of the students, who viewed their parents as authoritative, reported that there was a breakdown in communication between school and home. In comparison, 57% (20) of students who viewed their parents as authoritarian reported that there was communication breakdown between school and home. Erikson's theory (1963) argued that, every significant person encountered in the course of development helps to shape the behaviour. Sailor (2010) pointed out that much of learning that occurs during development of children is acquired through observation and imitation. This therefore, shows that children grow up imitating their parents. In fact, Wiese and Freud (2011) in their study found out that children and adolescents observe their parents gender-related behaviour regarding work and family. So, their parents' behaviours have direct bearing on them. Hence, these experiences influence the students' attitudes towards what is right and wrong. Thus, the parents need to be positive role models for this would help the children to develop prosocial behaviours.

The findings in Table 4.11 showed that students, 57% (21), who were raised by authoritarian parents, reported that they experienced communication breakdown. This was in line with the claim made by Suniya (2013), who explained that children raised in authoritarian families do not experience enough freedom. This results in children who are under-socialized, inhibited and unhappy, and as a consequence, they do not know how to express themselves. They might also become reactively angry rebels who engage in dangerous behaviour as a means of getting back at their parents. They further explained that students raised in authoritarian families are not encouraged to develop their own independent judgments and therefore, run the risk of becoming overly dependent adults who can easily fall victim, in later life, to various abusive predators. Thus, in order for children to learn how to make successful decisions on their own, they must be granted both the proper amount of freedom and the proper amount of limitations.

4.4.5 Parenting Characteristics

The study wanted to establish the various parenting characteristics from the students' opinion. The study conducted a cross tabulation of parenting characteristics, and sharing problems with parents. The findings are shown in 4.12.

Table 4.12 Cross Tabulation of Parenting Characteristics and Students Sharing Problems with Parents

Parenting characteristics	Sharing problems with parents					
	Yes		No		Total	
	F	%	F	%	F	%
Parenting style is effective	245	77	75	23	320	100
Experiences aggression at home	137	43	183	57	320	100
Spends quality time with parents	226	71	94	29	320	100
Parents not available	157	49	163	51	320	100
Parents attend school events	247	77	73	23	320	100
I discuss school matters						
with parents	221	69	99	31	320	100
Freely share issues with parents	151	47	169	53	320	100

The findings in Table 4.12 showed that 53% (169) of the students do not freely share what they are going through with their parents; although majority, 77% (245), of the students felt that their parents' parenting styles were effective. Majority of the students 69% (221) reported that they discussed school matters with parents while 77% (247) of the students reported that parents attended school

events. The study observed that 71% (226) of the students spent quality time with parents. On the other hand, the study reported that 43% (137) of the students experienced aggression at home, while 49% (157) of the students indicated that the parents were not available for them. It is important to note that, though majority of students, 71% (226), spent quality time with their parents, only 47% (151) of the students shared freely with their parents. The majority of the students who spent quality time with their parents indicated that 77% (247) of the students reported that parents attended school events, while 69% (221) of the students reported that they discussed school matters with their parents.

The findings in Table 4.12 observed that, several parents attended school events. This could be attributed to the fact that several schools make academic clinics and annual general meetings compulsory. From these findings, the study observed that it is necessary for the parents to be involved in the lives of their children. This will help the children to freely share personal and school issues. There is need for parents to be close to their children. This will give them an opportunity to guide and counsel their children on the challenges they are experiencing. This may help in preventing truancy, bullying and drug abuse. Parenting styles as explained by Sailor (2010) tended to have a distinct effect on the student's behaviour. When parents were inconsistent in their parenting approach, it was very damaging to children because they did not know what to expect. For instance, parents who practised negligent parenting brought up children with minimal rules. The

children were usually ignored or lived with hostility, noncompliance and aggression. They also had low self-esteem and displayed anger toward others. Majority of these children exhibited antisocial behaviours and they end up as criminals. These children are usually frustrated in school and they end up performing poorly in academics and interpersonal relationships.

Weiser and Freud (2011) in their study introduced a new concept by claiming that, while parental involvement is important towards student's behaviour, it differs from family to family, depending on the level of marginalization. For instance, students who come from rich families can be affected by parents not spending time with them; the same does not apply to the poorer families. The study pointed out that the unequal distribution of economic, human, cultural and social capital as well as devaluing of resources constrains parents' involvement in the students schooling.

4.4.6 Significance of Associations between Family Factors and Antisocial Behaviours among Adolescents in Secondary School

Further, the study sought to find out the significance of associations between the family factors and antisocial behaviours among secondary school students. The Chi-square was used to check whether family factors and antisocial behaviours had any significant difference. The Chi-square is a non parametric test of

statistical significance appropriate to analyse data that are reported in categories. The study applied non parametric test since most of the questions followed an ordinal scale and were reported in frequency counts. The Chi-square compared the actual observed frequencies between classroom factors and antisocial behaviours with expected frequencies. This helped to check if the observed and expected frequencies were significantly different.

4.4.6.1 Family Factors and Truancy among Secondary School Students

The researcher conducted a Chi-square test of the family factors on truancy. The family factors included, parents' supervision, living or not with parents, parents' employment, students' opinion on parenting style and sharing problems with parents. Truancy involved students coming to school unprepared to do homework; having limited social skills, which interfere with learning; students having general indiscipline in school, which interferes with learning; students lacking motivation to learn in school and communication breakdown between home and school. The findings are illustrated in Table 4.13.

Table 4.13 Chi-square Distribution of Family Factors and Truancy

N=320

Family factors	Value	Df	Asymp signif (2-sided)
Parents' supervision	77.4	3	0.03
Living with parents	212.0	1	0.82
Parents' employment	86.0	2	0.02
Opinion on parenting style	244.0	3	0.00
Sharing with parents	120.4	3	0.00

The findings in Table 4.13 showed that some of the family factors, namely: parents' supervision ($\chi^2 = 0.03$, $df=3$, $p < 0.05$), parents' employment ($\chi^2 = 0.02$, $df=2$, $p < 0.05$), students' opinion on parenting style ($\chi^2 = 0.00$, $df=3$, $p < 0.05$) and sharing problems with parents ($\chi^2 = 0.00$, $df=3$, $p < 0.05$), were significantly associated with truancy among secondary school students. Not living with parents ($\chi^2 = 0.82$, $df=1$, $p > 0.05$) was not significantly associated with truancy. This supported the claim by Wiese and Freud (2011) who reported that lack of parental involvement, poor monitoring and lack of supervision of children's activities was a strong predictor of truancy in schools. Moreover, parenting involvement is a key component in promoting social skills that would help them to do well in school. Thus, parents and guardians should be involved in every stage of development of

their children and monitoring them while in school. Hence, every parent and guardian should attend to all school activities and visiting days.

4.4.6.2 Family Factors and drug abuse among Secondary School Students

The researcher conducted a Chi-square test of the family factors on drug abuse. Drug abuse considered problems with parents, lost friends, neglected school work, absence from school, suspension, illegal activities and those undergoing treatment programmes. The findings are illustrated in Table 4.14.

Table 4.14 Chi-square Distribution of Family Factors and Drug Abuse

N=320

Family factors	Value	Df	Asymp signif (2-sided)
Parents' supervision	77.4	3	0.04
Living with parents	212.0	1	0.95
Parents' employment	86.0	2	0.00
Opinion on parenting style	244.0	3	0.00
Sharing problems with parents	120.4	3	0.00

The findings in Table 4.14 showed that most of the family factors, namely: parents' supervision ($\chi^2 = 0.04$, $df=3$, $p < 0.05$), parents' employment ($\chi^2 = 0.00$, $df=2$, $p < 0.05$), students' opinion on parenting style ($\chi^2 = 0.00$, $df=3$, $p < 0.05$) and sharing problems with parents ($\chi^2 = 0.00$, $df=3$, $p < 0.05$), were significantly associated with drug abuse among secondary school students. Not living with parents ($\chi^2 = 0.95$, $df=1$, $p > 0.05$) was not significantly associated with drug abuse. These findings, on not living with parents, refuted Sailor (2010) who reported that there is a greater chance for manifestation of drug abuse in children who have failed to develop social bonds with parents or guardians. The study findings supported Siziya et al. (2003), who reported that factors associated with drug abuse, truancy and bullying, were an indicator of lack of parental supervision. King'endo (2010) concluded his study by reporting that parents play a key role in contributing to drug abuse among the adolescents. Thus, parents and guardians need to create quality time to interact with their sons and daughters. This will help in inducting prosocial behaviours among the children; moreover, make them to become productive in the society.

4.4.6.3 Family Factors and Bullying among Secondary School Students

The researcher conducted a Chi-square test of the family factors on bullying. The factors which were considered in bullying include; those who disturbed the weak students, joined the group of teasing others, scared of "me", involved in fights,

show “I’m” the boss and those who make fun of others. The findings are illustrated in Table 4.15.

Table 4.15 Chi-square Distribution of Family Factors and Bullying

N=320

Family factors	Value	Df	Asymp signif (2-sided)
Parents’ supervision	77.4	3	0.04
Living with parents	212.0	1	0.69
Parents’ employment	86.0	2	0.04
Opinion on parenting style	244.0	3	0.04
Sharing problems with parents	120.4	3	0.03

The findings in Table 4.15 showed that some of the family factors, namely: students’ opinion on parenting style ($\chi^2 = 0.04$, $df=3$, $p < 0.05$), sharing problems with parents ($\chi^2 = 0.03$, $df=3$, $p < 0.05$), parents’ supervision ($\chi^2 = 0.04$, $df=3$, $p < 0.05$) and parents’ employment ($\chi^2 = 0.04$, $df=2$, $p < 0.05$), were significantly associated with bullying among secondary school students. Not living with parents ($\chi^2 = 0.69$, $df=1$, $p > 0.05$) was not significantly associated with bullying. The above analysis - Table 4.13, 4.14 and 4.15- on family factors on truancy, drug abuse and bullying, refuted the claim made by Baque and Roch (2005), who

reported that children living with biological parents were 20% to 30% healthier, and had better social skills than children from homes without biological parents. The current study found out that the children who lived without biological parents were the same as those who lived with biological parents in terms of social skills.

4.5 Contribution of Classroom Factors to Antisocial Behaviour

This section presents data presentations, interpretations and discussions of the third objective. The study sought to find out the contributions of the people responsible for discipline in school, disciplinary measures administered, rating of disciplinary measures, counselling services to truancy, bullying and drug abuse among adolescents in secondary schools.

4.5.1 People Responsible for Discipline in School

The study sought to find out the individuals responsible for discipline in school. The hypothesis was that the people in charge of discipline had contributed to antisocial behaviours among students especially if the students did not respect or fear the individual. The study conducted a cross tabulation between the people responsible for discipline in school and general indiscipline. The results are summarised in Table 4.16. General indiscipline was constituted cheating, disrespecting teachers, noise making, lateness and misuse of school fees.

Table 4.16 Cross Tabulation between People Responsible for Discipline in school and General Indiscipline

N=320		General indiscipline											
Responsible for		C		D		M		N		L		Total	
discipline		F	%	F	%	F	%	F	%	F	%	F	%
All teachers		7	13	8	15	3	6	21	39	17	31	56	100
Principal		2	14	2	14	1	7	4	29	5	36	14	100
Prefects		2	12	2	12	1	6	8	47	4	23	17	100
Deputy													
principal		23	13	18	10	6	3	72	32	104	47	223	100
Non teaching													
Staff		0	0	2	20	0	0	6	60	2	20	10	100
Total		34	11	32	10	11	3	111	34	132	41	320	100

Key: C- Cheating; D-Disrespecting teachers; M-Misuse of school fees; N-Noise making; L- Lateness

The findings in Table 4.16 showed that majority of the students, 70% (223), reported that the deputy principal was in charge, while only a small fraction of the students, 5% (17), reported that the prefects were in charge of discipline. On the

other hand, 5% (14) of the students indicated that the principals were in charge of discipline, while 18 % (56) of the students reported that all teachers were in charge of discipline. The findings in Table 4.16 showed that 71% (12) of the students who reported that prefects were in charge of discipline were noise makers and latecomers. This was an indication that the prefect - structure in Kenya was not as effective as it was meant to be. Majority, 92% (293), of the students who reported that the deputy principal, teachers and principal were in charge of discipline, were involved in general indiscipline. The study indicated that not all teachers, principals and deputy principals were involved in discipline in schools. This may explain the high rate of riots experienced in schools in Manyatta Embu County, Kenya. This was supported by Sailor (2010) and Guerra et al. (2008) who pointed that in response to antisocial behaviours, most schools employ punitive consequences in the hopes of deterring the behaviour in the future. Most students reported that more than 90% of the adolescents were involved purely in antisocial behaviours. Punitive measures may exacerbate antisocial behaviours in adolescents. They might incorporate aggressive behaviour and other antisocial behaviours into an automatic script that does not require significant thought before enactment. Thus, the teachers need to adopt more friendly disciplinary measures.

4.5.2 Disciplinary Measures Administered in Schools

The researcher sought to establish the common disciplinary actions in the secondary schools. This study conducted a cross tabulation between disciplinary measures administered in schools and general indiscipline. The findings are represented in Table 4.17.

Table 4.17 Cross Tabulation of Disciplinary Measures and General Indiscipline among Students

		<u>General indiscipline</u>											
N= 320													
Disciplinary measures	C		D		M		N		L		Total		
	F	%	F	%	F	%	F	%	F	%	F	%	
Cleaning	29	14	25	12	9	4	92	44	54	26	209	100	
Suspension	4	20	1	5	0	0	10	45	7	30	22	100	
Expulsion	4	7	7	12	3	5	21	36	24	40	9	100	
Caning	1	3	4	13	0	0	16	53	9	30	59	100	
Total	38	12	37	12	21	7	139	44	94	29	320	100	

Key: C- Cheating; D-Disrespecting teachers; M-Misuse of school fees; N-Noise making; L- Lateness

The findings in Table 4.17 demonstrated that 65% (209) of the students reported that cleaning the pavement was the most common disciplinary measure, while 18% (59) of the students reported that caning was the most common disciplinary measure. On the other hand, few students, 3% (9), reported that expulsion was a common disciplinary measure, while 7% (22) reported that suspension was a common disciplinary measure. Therefore, the findings showed that caning as a mode of discipline – enhancer, was not as effective as suspension. This could be explained by the fact that when students go for suspension, they not only lose out on class work, but they also face punishment from parents as compared to caning, which is a onetime punishment.

The findings in Table 4.17 supported the findings made by Busienei (2012), who found out that alternative modes of punishment were more effective as compared to corporal punishment. Thus, caning was less effective as compared to other alternative methods such as behaviour contracting, token economy, positive and negative reinforcement among others.

The Ministry of Education discouraged expulsion of students by putting strict measures to be adhered to when expelling students from schools. The reason for caning being minimal in schools was due to the ban of caning as a punishment, which was passed in Kenya (Republic of Kenya, 2001). However, the Kenya Human Rights Watch (2007) noted that violence was a regular part of school

experience as in teachers' use of caning, slapping and whipping to maintain discipline and punish students for poor academic performance. The study in Table 4.17 observed that the students were punished through suspension, caning, expulsion or cleaning. Majority of the students, 44% (139), were involved in noise making, while 29% (94) of the students were involved in lateness. Further, the study revealed that few students, 12% (37), were disrespecting teachers, while 12% (38) were involved in cheating. On the other hand, very few students, 7% (21), were involved in the misuse of school fees. This would be explained by the fact that most of the school fees was paid through the banks. The study indicated that punitive measures should be the last alternative. Therefore, teachers should use alternative measures such as guidance, counselling and behaviour modifications among others. It is also advisable that before teachers apply the disciplinary measures, there is need to discuss with the students the reasons why they are being punished. This can be done by specifying and communicating the punishable behaviour to the students by means of classroom rules and regulations. Moreover, the students should be informed of alternative behaviours that they could adopt in order to avoid breaking the school rules. Kahindi (2012) argued that change is needed in the way in which the school administration administers the disciplinary measures. The tendency to rush to punitive measures only worsens the situation.

4.5.3 Rating of Disciplinary Measures Administered in School

The study wanted to find out how the students rated the disciplinary measures in the school. The study conducted a cross tabulation between the rating of discipline and academic performance among the students. The findings are presented in Table 4.18.

Table 4.18 Cross Tabulation between Rating of Discipline and Academic Performance among Students

Rating of discipline	Academic performance											
	Poor		Bad		Neutral		Good		Excellent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Very harsh	35	30	32	29	6	5	24	21	19	16	116	100
Harsh	43	38	33	29	5	5	26	23	5	5	113	100
Neutral	18	30	23	36	2	3	9	15	10	16	62	100
Not harsh	5	18	2	5	2	5	10	36	10	36	29	100
Total	106	33	98	31	15	5	64	20	37	11	320	100

The findings in Table 4.18 showed nearly 72% (229) of the students felt that the disciplinary measures were harsh, while 9% (29) of students reported that the disciplinary measures were not harsh. Scaggs (2009) explained in his study that

the process of receiving school discipline may unintentionally impact how the students attach to the school. If the bonding is not very strong, it may work against the school and students. In fact, poor social ties to the institution may become severed and enable youth to commit more crime.

The findings in Table 4.18 showed that 58% (67) of the students, who felt that the disciplinary measures at school were very harsh, reported that their academic performance was not good, while 68% (77) of the students, who felt that disciplinary measures were harsh indicated that their academic performance was not good. Further, the study indicated that 69% (20) of the students who felt that the disciplinary measures were not harsh admitted that their academic performance was good. From the study, it is clear that most students reported that the disciplinary measures were harsh, hence reported poor academic performance. It was also evident that where the disciplinary measures were friendly, the students reported to have good academic performance. Therefore, this showed that harshness of disciplinary measures had a negative effect on academic performance. However, Busieni (2012) explained that the association between harsh disciplinary measures and academic performance depends on whether the disciplinary measures were carried out in an emotionally charged manner. In addition, Gottfredson (2001) reported that friendly disciplinary measures, degree to which the emphasis is put on academic success as well as encouraging teachers, contributed to good academic performance. Further, Scaggs (2009) pointed out

that school disciplinary policies have been met with public and political recoil, due to scant evidence bolstering their efficacy in reducing school misconduct. He explained that the students' perception of punishment was more crucial than the specific act of discipline. For instance, a student may have received out-of-school suspension but felt that the punishment was fair and deserved. This would promote the student's attachment to the school and belief in the fairness of the school rules. The change of attitude as well as behaviour would positively affect academic performance, as compared to where the student felt that the punishment was not fair. Thus, the students should be involved in the drawing of the school rules and they should be posted in all notice boards in the school for the students to read and understand them.

4.5.4 Effectiveness of Counselling Services

The study investigated how the students felt about the counselling departments in the schools. The researcher asked the students to explain whether the departments were effective or not. The researcher conducted a cross tabulation of the effectiveness of counselling services and drug abuse. The findings are represented in Table 4.19.

Table 4.19 Cross Tabulation between Effectiveness of Counselling services and Drug Abuse

Drug abuse	<u>Effectiveness of counselling Services</u>					
	Yes		No		Total	
	F	%	F	%	F	%
Yes	26	33	50	67	76	100
No	116	48	128	52	244	100
Total	142	44	178	56	320	100

The findings in Table 4.19 showed that 56% (178) of the students felt that counselling services were not effective, while 44% (142) felt that the counselling services were effective. The Human Rights Watch Report (2007) explained that teachers could resolve to use guidance and counselling. The report argued that teachers were more likely to elicit appropriate behaviour. Further, the report pointed out that this would depend on whether teachers understand the situation and the problems the students are undergoing.

The findings in Table 4.19 demonstrated that 67% (50) of the students who abuse drugs did not have effective counselling services, while 33% (26) of the students who abused drugs had effective counselling services in the school. Further, the

study reported that 48% (116) of the students who reported that the guidance and counselling was effective did not abuse drugs. This showed that effective counselling services are important in curbing drug abuse among students in secondary schools. Therefore, in 2001 the Ministry of Education gave a directive that all schools need to establish guidance and counselling services to handle students' problems (Republic of Kenya, 2001)

These findings in Table 4.19 were supported by Koelhuis (2007) who explained that school counsellors provided counselling programs in three domains: career, personal and social. He explained that the services of counsellors and the programmes they conduct in schools help the students to resolve emotional, social, psychological and behavioural problems. The services also help the students to develop a clearer focus or a sense of direction. Sailor (2010) concurred with these findings when he pointed out that normally, students are involved in antisocial behaviours. This was due to issues beyond their control, such as problems at home, poor performance and health issues among others. In such scenarios, punishing the student does not help in modifying his or her behaviour. Thus, the schools need effective counselling services with skilled counsellors who are able to identify students' problems and offer assistance.

4.5.5 Programmes carried out to Prevent Antisocial Behaviours

The researcher sought to find out the programmes carried out by teachers to prevent antisocial behaviours. This was done by administering questionnaires to the deputy principals to find out the methods used to prevent antisocial behaviours among the students. The results are summarised in Table 4.20

Table 4.20 Programmes Applied to prevent Antisocial Behaviours

N=39	Frequency	Percentage
Programme		
Guidance and counselling	8	20.5
Resource persons	6	15.4
Discipline committees	8	23.1
Class meetings	2	5.1
Reward disciplined students	2	5.1
Spiritual guidance	2	5.1
Prefects report cases	3	7.7
Academic families	3	7.7
Parents meetings	2	5.1
Students meetings	2	5.1
Total	39	100.0

The findings in Table 4.20 showed that all teachers, 100% (8), who took part in the study agreed to have applied guidance, counselling and the school disciplinary committee to deal with antisocial behaviours, while 38% (3) of the teachers reported that they had academic - families programmes in their schools. Academic families are a group of students supporting each other across all years. This encourages the forming of relationships and fosters a sense of belonging. It also ensures that new students quickly feel part of a community of learners within the school. In some schools, academic families include a parent or guardian who is in charge. It was evident that the schools mostly used disciplinary committees, guidance and counselling to prevent antisocial behaviours. The other programmes used by teachers to deal with antisocial behaviours were spiritual guidance, rewarding disciplined students, involving the class teacher, parents' meetings and students' meetings, each of which represented 5% (2). The study also reported that some teachers, 25% (2,) agreed to have used a resource person, especially, the successful people in the society, as well as those who have undergone behaviour modification. The findings in Table 4.20 were supported by Busieni (2012) who reported that teachers and parents need to seek other alternative methods such as positive reinforcement, behaviour contracting and classical conditioning among others, rather than corporal punishment, to modify the antisocial behaviours among the students.

4.5.6 Significance of Association between Classroom Factors and Antisocial Behaviours among Adolescents in Secondary School

Further the study sought to find out the association between the classroom factors and antisocial behaviours among secondary school students. The Chi-square was used to check whether classroom factors and antisocial behaviours had any significant difference. The-Chi square is a non parametric test of statistical significance appropriate in the analysis data that are reported in categories. The study applied the non parametric test since most of the questions followed an ordinal scale and reported in frequency counts. The Chi-square compared the actual observed frequencies between classroom factors and antisocial behaviours with expected frequencies. This helped to check if the observed and expected frequencies were significantly different.

4.5.6.1 Classroom Factors and Truancy among Secondary School Students

A Chi-square analysis of the classroom factors, which included academic performance, person responsible for discipline in school, ratings of disciplinary measures, disciplinary measures administered and counselling services, was done. Truancy was measured by students coming to school unprepared to do school work, limited social skills, general indiscipline, lack of motivation to learn and communication breakdown between home and school. The findings were summarized in Table 4.21.

Table 4.21 Chi- square Distribution of Classroom Factors and Truancy

N=320

Classroom factors	Value	Df	Asymp signif (2sided)
Academic performance	209.6	4	0.000
Person responsible for discipline	371.9	4	0.000
Ratings of disciplinary measures	166.4	4	0.000
Counselling services	111.9	1	0.000
Disciplinary measures administered	212.5	3	0.000

The findings in Table 4.21 demonstrated that all the classroom factors - academic performance ($\chi^2 = 0.00$, $df=4$, $p < 0.05$), person responsible for discipline ($\chi^2 = 0.00$, $df = 4$, $p < 0.05$), ratings of disciplinary measures, ($\chi^2 = 0.00$, $df=4$, $p < 0.05$), counselling services ($\chi^2 = 0.00$, $df=1$, $p < 0.05$) and disciplinary measures administered ($\chi^2 = 0.00$, $df=3$, $p < 0.05$) - were significantly associated with truancy among secondary school students. The findings supported the claim by Scaggs (2009) who reported that school safety is a significant predicative of school attendance and trouble avoidance. Thus, the schools' managers and teachers should ensure that the students have a friendly school environment for learning and behaviour modelling.

4.5.6.2 Classroom Factors and Drug Abuse among Secondary School

Students

The researcher conducted a Chi-square test of the classroom factors on drug abuse. Drug abuse considered problems with parents, lost friends, neglected school work, absence from school, suspension and illegal activities. The findings were summarized in Table 4.22

Table 4.22 Chi square Distribution of Classroom Factors and Drug Abuse

N=320

Classroom factors	Value	Df	Asymp signif (2sided)
Academic performance	209.6	4	0.04
Person responsible for discipline	371.9	4	0.01
Ratings of disciplinary measures	166.4	4	0.00
Counselling services	111.9	1	0.03
Disciplinary measures administered	212.5	3	0.00

The findings in Table 4.22 demonstrated that all the classroom factors - academic performance ($\chi^2 = 0.04$, $df = 4$, $p < 0.05$), person responsible for discipline ($\chi^2 = 0.01$, $df = 4$, $p < 0.05$), ratings of disciplinary measures ($\chi^2 = 0.00$, $df = 4$, $p < 0.05$), counselling services ($\chi^2 = 0.03$, $df = 1$, $p < 0.05$) and disciplinary measures administered ($\chi^2 = 0.00$, $df = 3$, $p < 0.05$) - were significantly associated with

drug abuse among secondary school students. The findings supported the survey which was commissioned by NACADA between 2001 and 2002, which revealed that drug abuse was common in secondary schools and colleges. This was further supported by Sailor (2010), who reported that increased display of antisocial behaviours is an indication of decreased social bonding between students and school. Therefore, campaign against drug abuse and educating students on the dangers of drugs, should be a joint effort between teachers and other stakeholders.

4.5.6.3 Classroom Factors and Bullying among Secondary School Students

The researcher conducted a Chi-square test of the classroom factors on bullying. Bullying constituted, disturbing the weak students, joining a group that teases others, scaring others, getting involved in fights, showing that 'I'm' the boss and making fun of others. The findings are illustrated in Table 4.23.

Table 4.23 Chi square Distribution of Classroom Factors and Bullying

N=320

Classroom factors	Value	Df	Asymp signif (2sided)
Academic performance	209.6	4	0.04
Person responsible for discipline	371.9	4	0.01
Ratings of disciplinary measures	166.4	4	0.02
Counselling services	111.9	1	0.03
Disciplinary measures administered	212.5	3	0.00

The findings in Table 4.23 demonstrated that all the classroom factors - academic performance, ($\chi^2 = 0.04$, $df=4$, $p < 0.05$), person responsible for discipline ($\chi^2 = 0.01$, $df=4$, $p < 0.05$), ratings of disciplinary measures ($\chi^2 = 0.02$, $df=4$, $p < 0.05$), counselling services, ($\chi^2 = 0.03$, $df=1$, $p < 0.05$) and disciplinary measures administered ($\chi^2 = 0.00$, $df=3$, $p < 0.05$) - were significantly associated with bullying among secondary school students. The above findings showed that all the classroom factors were significantly associated with bullying. The threatening aspect of punishment may produce emotional tension in the students, who may actually learn to dislike the teacher administering the punishment. The teachers need to realise that if their interactions with the students are largely characterised by punitive relationships, the students are likely to be ineffective in promoting

prosocial behaviours. The findings supported Bushman and Huesman (2006) who found out that students who earned suspension were often more disruptive, threatening and aggressive. Thus, the teachers should put in place other friendly measures of modifying behaviour. This will ensure positive interactions between teachers and students. This was supported by Busieni (2012) who explained that, punitive measures may exacerbate aggression and weaken the relationship between the students and teachers.

4.6 Peer Group Contribution to Antisocial Behaviours among Adolescents

This section deals with data presentation, interpretation and discussion of the fourth objective. The study sought to find out the contribution of participation in informal group, identification based on informal groups, student's opinion on an individual student, sharing problems with peers and characteristics of friends in school.

4.6.1 Participation in Informal Groups

Informal groups in school are usually self created by the students and are not recognized by the school administration. An informal group is a social structure as opposed to the formal structure of the school. A formal structure establishes how a school functions from a practical standpoint. The informal groups can work in concurrence with the formal school structure, parallel with it or against it. The

study wanted to find out the contribution of students' participation in informal groups to antisocial behaviours. The study conducted a cross tabulation between students' membership in an informal group, and drug abuse among the students. The findings are summarized in Table 4.24

Table 4.24 Cross Tabulation between Membership in Informal Groups and Drug Abuse

N=320	Membership of an informal groups					
	Yes		No		Total	
	F	%	F	%	F	%
Abuse of drugs						
Yes	14	21	53	79	67	100
No	38	15	215	85	253	100
Total	52	16	268	84	320	100

The findings in Table 4.24 showed that majority of the students, 84% (268), were not members of any informal groups in school, while 16% (52) of the students admitted to being members of informal groups in school. The findings indicated that majority of the students, 73% (38), who were members of informal groups did not abuse drugs, while only 27% (14) of the students who were members of informal groups abused drugs. The results indicated that 79% (53) of the students who abused drugs were not members of any informal group. These findings

refuted the findings made by Clark (2013) in his study on informal versus formal groups. He suggested that ad hoc, informal group participation was related to increased substance use among students, whereas formal group membership is related to reduction of drug intake. This disparity in findings could be argued that the composition of the informal group influenced the positive behaviour of the members. Bronfenbrenner's theory (1979) explained that the microsystem which directly surrounds the individual shapes the individual's behaviour. Thus, the peers surrounding the adolescent may influence him or her to engage either in prosocial or antisocial behaviours. This was because students created informal groups based on various shared characteristics, such as interests, hobbies, tribe and ethnic groups among others.

The findings of this study also contradict the findings made by Steinberg and Chung (2007), who found out that students learn to take drugs in small informal groups. They explained that it is in these intimate settings that people are taught through imitation and reinforcement, to hold attitudes that are favourable and unfavourable to drug use. However, the findings of the current study can explain the fact that the students could be involved in positive informal groups, which reinforce attitude against drug abuse among the students.

4.6.2 Fellow Students' Opinion on an Individual Student

The study sought to investigate the contributions of students' opinion on an individual student, to antisocial behaviours. The study conducted a cross tabulation between students' opinion on an individual student and general indiscipline among students. The findings are summarized in Table 4.25.

Table 4.25 Cross Tabulation between Students' Opinion on an Individual Student and General indiscipline

General indiscipline	Students' opinion					
	Very Important		Don't matter		Total	
	F	%	F	%	F	%
Cheating	29	71	12	29	41	100
Disrespecting teachers	29	76	9	24	38	100
Misuse of school fees	9	69	4	31	13	100
Noise making	95	70	41	30	136	100
Lateness	54	59	38	41	92	100
Total	216	68	104	32	320	100

The findings in Table 4.25 showed that, nearly 68% (216) of the students who reported that the opinion of other students on them was very important were

involved in general indiscipline, while nearly 32% (104) of the students who reported that other students' opinion on them did not matter were involved in general indiscipline. The findings showed that, 44% (95) of the students who viewed the opinion of other students on them as very important were involved in making noise, which interfered with their learning, while 25% (54) of the students who reported that the students' opinions of them as very important, were involved in lateness. The study observed that 13% (29) of the students who indicated that the opinion of other students about them was very important were involved in cheating, which interfered with their learning, while 13% (29) of the students who reported that the students' opinion about them was very important, were involved in disrespecting teachers. The study observed that 4% (9) of the students who viewed the opinion of other students towards them as very important were involved in misusing the school fees that interfered with their learning. Therefore, this demonstrated that there was a relationship between students' view of their fellow students' opinion on them and their behaviours which had an effect on their learning. These findings showed that the aspect of putting importance on friends' opinion about oneself is an instrument of antisocial behaviours among students. The findings refuted the claim made by Hoffman and Summers (2001) who claimed that peer acceptance had a moderating link to problem avoidance in school. This is because normally, teenagers feel pressurized to fit in and will change their behaviours as much as possible so that they can fit in the peer group. However, the findings of the current study observed that the peer pressure could

be beneficial especially if the peer group has positive behaviour such as good performance in school. The students could be motivated to work hard in order to fit in these groups. However, when they are not able to reach the target, most of them suffer from low self esteem which may lead to poor performance and poor interrelationships. Low esteem is linked to truancy, bullying and drug abuse. Hence, the students can be guided on how to improve on academic performance and coping skills.

4.6.3 With whom do Students Share their Problems?

The study sought to find out from the students the people they share their problems with. The study conducted cross tabulation of the people with whom the students shared their problems with and antisocial behaviours. The findings are summarised in Table 4.26. The findings in table 4.26 reported that 23% (74) of the students were involved in drug abuse, while 77% (246) of the students were not involved in drug abuse. Further, the findings demonstrated that 28% (54) of the students who shared their problems with friends agreed to be using drugs that were not meant for medical reasons, while majority of the students, 86% (85), who shared their problems with parents did not use drugs that were not meant for medical reasons. On the other hand, only few students, 20% (2), who shared their problems with teachers abused drugs, while 19% (4) of the students who shared their problems with relatives such as grandparents, aunts, uncles and siblings

abused drugs. The study observed that parents need to be available and give quality time to their children. These interactions will prevent the students from engaging in drug abuse. Hence, parents should device health relationships with their children in order for the children to open up on issues disturbing them.

Table 4.26 Cross Tabulation between whom the Students Share Problems with and Drug Abuse

Shared problems with	N=320					
	<u>Drug abuse</u>					
	No		Yes		Total	
	F	%	F	%	F	%
Friends	136	72	54	28	190	100
Parent	85	86	14	14	99	100
Teachers	8	80	2	20	10	100
Relatives	17	81	4	19	21	100
Total	246	77	74	23	320	100

The findings in Table 4.26 showed that majority of the students, 59% (190), shared their problems with their friends, while only 3% (10) shared with their teachers. On the other hand, 31% (99) of the students shared their problems with the parents, while 7% (21) of the students shared their problems with other relatives such as grandparents, aunts, uncles and siblings. It was evident that majority of the students shared their problems of drug abuse with peers; while,

very few shared their problems of drug involvement with teachers. This was an indication that the students are not close and free with their teachers. These findings supported the observation made by Steinberg and Chung (2007) in their study, where they found out those children began to depend on their peers for acceptance rather than their parents at adolescence. Guzman (2007) in his study explained that during adolescence, teens began to develop friendships that were more intimate, exclusive and more constant than in earlier years. In many ways, these friendships were an essential component of development. They provided safe venues where the youth could explore their identities, feel accepted and develop a sense of belonging. This made it easier for teenagers to share their issues with friends than any other group.

Morton and Farhat (2012) supported findings in Table 4.26 when they indicated that there was a linkage between adolescents' substantial peer group homogeneity and smoking behaviour. They reported that, support for socialisation, interactive influence of best friends, peer groups and crowd affiliation, had an indirect protective effect of positive parenting practices against the uptake of adolescent smoking.

Guzman (2007) refuted these findings by explaining that during adolescence, relationships between parents and teens are more often re-negotiated rather than rejected. During adolescence, teens become increasingly autonomous and take on

more adult roles. They also develop their own ideas and start mapping their own lives. They begin to spend more time with and value their friends more than they used to. Thus, it might seem as if they are starting to cut ties with parents and reject their ideals. In fact, rather than cutting off ties, teens are just renegotiating the parent-child relationship. He explained that, despite the fears that parents have about their teens rejecting their values and beliefs, parents continue to be of significant influence to the teenagers. According to Guzman's study, teens reported to having religious and general beliefs similar to their parents, and considered their parents as being highly significant and influential in their lives.

Positive relationships between parents and teens also equipped youth to have healthy relationships with friends; hence teens who have high quality relationships with parents also report having a positive relationship with their peers. In general, Guzman (2007) pointed out that peer friendships offer youth many positive opportunities despite the negative connotations that peer relationships have. He explained that peer relationships are actually important for healthy development and essential for youth to develop into healthy adults.

4.6.4 Characteristics of the Friends the Students kept in School

The study wanted to examine the behaviour and characteristics of the friends that the students identified with in school. The assumption was that, a student's

behaviour was likely to be influenced by the characteristics of friends that they had associated with. The study conducted a cross tabulation between characteristics of friends and identification based on an informal group. The findings are summarized in Table 4.27.

Table 4.27 The Behaviour of Friends the Students Associated with in School

N=320 Behaviour	<u>Identification based on an informal group</u>					
	True		False		Total	
	F	%	F	%	F	%
Friends consume alcohol	211	65.8	109	32.4	320	100
Friends engage in hard drugs	122	37.7	198	62.3	320	100
Friends smoke cigarettes	147	46.4	173	53.6	320	100
Friends are bullies	168	51.9	152	8.1	320	100
Friends are violent	153	47.2	167	52.8	320	100
Friends rarely do assignments	192	59.9	128	40.1	320	100
Friends sneak from school	148	45.6	172	54.4	320	100

The findings in Table 4.27 indicated that the friend's behaviour, who were identified based on an informal group, were as follows: 66% (211) of the students consumed alcohol, 60% (192) of the students rarely did the assignments, 53% (68) of the student's friends were bullies, 46% (148) of the students sneaked out of school, 46% (147) of the students smoked cigarettes and 38% (122) of the

students engaged in hard drugs. The findings showed that majority of the students, 66% (211), reported that most of their friends consumed alcohol, while 38% (122) of the students reported that their friends engaged in hard drugs. This was an important factor to consider, since students were likely to be influenced by their friends' behaviour. The study observed that there was a relationship between identification based on an informal group and the behaviour of friends the students associated with in school.

A study conducted by Ruggs (2013) supported these findings, by explaining that both friends and parental drug use had significant effects on adolescents' drug use during both junior high school and senior high school years. However, while friends' influence was generally higher in junior high school than in senior high school, parental influence remained relatively stable between these two periods. In addition, Scott (2008) warned that when adolescents form relationships with people who display antisocial behaviours, they too were likely to take part in the behaviour themselves.

Guzman (2007) agreed with these findings when he explained that peer influence was not a simple process where youth were passive recipients of influence from others. In fact, peers who become friends tend to have a lot of things in common. Peers with similar interests, similar academic standing and that enjoy doing the same things, tend to gravitate towards each other. It seems that teens and their

friends become very similar to each other through peer influence. This was supported by Mwaniki and Nyaga (2014) who explained that adolescents give in to peer pressure because they want to be liked and are curious to try new things the peer group is involved in. This can influence some adolescents to leave their better judgement and engage in the group judgement which may not be correct. This therefore explains that it is easy to explain the behaviour of secondary school students by assessing their friends' behaviour. This is summarised by the following proverb which has been translated from my community: *show me your friends and I will show you the kind of person you are*. This means that students tend to have similar behaviour as their close friends.

4.6.5 Significance of Association between the Peer Group Factors and Antisocial Behaviours among Adolescents in Secondary School

Further, the study sought to find out the association between the peer group factors and antisocial behaviours among secondary school students. This section presents the association between peer group and antisocial behaviours among secondary school students. The Chi-square was used to check whether peer group factors and antisocial behaviours had any significant difference. The Chi-square is a non parametric test of statistical significance appropriate to analyse data that are reported in categories. The study applied non parametric tests since most of the questions followed an ordinal scale and reported in frequency counts. The Chi-

square compared the actual observed frequencies between classroom factors and antisocial behaviours, with expected frequencies. This helped to check if the observed and expected frequencies were significantly different.

4.6.5.1 Peer Group Factors and Truancy among Secondary School Students

The researcher conducted a Chi-square analysis of the peer group factors and truancy among secondary school students. The peer group variables included; participation in small informal groups in school, students' opinion on an individual student, students' identification based on an informal group, sharing problems with peers and characteristics of friends in school. The findings are summarized in Table 4.28.

Table 4.28 Chi-square Distribution of Peer Group and Truancy

N=320

Peer Group	Values	Df	Asymp signif (2-sided)
Participation in an informal group	149.5	1	0.07
Students' opinion	35.7	1	0.00
Identification based on an informal group	1.87	1	0.04
Characteristics of friends' behaviour	0.05	1	0.65
Sharing problems with peers	162.3	1	0.06

The findings in Table 4.28 showed that two of the peer group factors - students' opinion on an individual student ($\chi^2 = 0.00$, $df = 1$, $p < 0.05$) and identification based on an informal group ($\chi^2 = 0.04$, $df = 1$, $p < 0.05$) - were significantly associated with truancy among secondary school students. Participation in an informal group ($\chi^2 = 0.07$, $df = 1$, $p > 0.05$), characteristics of friends in school ($\chi^2 = 0.65$, $df = 1$, $p > 0.05$) and sharing problems with peers ($\chi^2 = 0.06$, $df = 1$, $p > 0.05$) were not significantly associated with truancy among secondary school students. The findings supported Steinberg and Chung (2006) who claimed that the opinions of peers matter more than those of parents and significant others. The findings also supported Scott (2008) and Guzman (2009) who pointed out that when adolescents form relationships with people who are truant, they are also likely to practise the same behaviour. In conclusion, the students should be advised to choose friends who practise prosocial behaviours.

4.6.5.2 Peer Group Factors and Drug Abuse among Secondary School

Students

The researcher conducted a Chi- square analysis of the peer group factors and drug abuse among secondary school students. The drug abuse variables included; problems with parents, lost friends, neglected school work, absence from school, suspension and illegal activities. The findings are summarized in Table 4.29.

Table 4.29 Chi-square Distribution of Peer Group and Drug Abuse

N=320	Values	Df	Asymp signif (2-sided)
Peer group			
Participation in informal group	149.5	1	0.06
Students' opinions	35.7	1	0.00
Identification based on a group	1.87	1	0.02
Characteristics of friends' behaviour	0.05	1	0.85
Sharing problems with peers	162.3	1	0.06

The findings in Table 4.29 showed that two of the peer group factors - students' opinions on an individual student ($\chi^2 = 0.00$, $df = 1$, $p < 0.05$) and identification based on an informal group ($\chi^2 = 0.02$, $df = 1$, $p < 0.05$)- were significantly associated with drug abuse among secondary school students. Participation in an informal group ($\chi^2 = 0.06$, $df = 1$, $p > 0.05$), characteristics of the friends' behaviour in school ($\chi^2 = 0.85$, $df = 1$, $p > 0.05$), and sharing problems with peers ($\chi^2 = 0.06$, $df = 1$, $p > 0.05$), were not significantly associated with drug abuse among secondary school students. The findings refuted the observations made by Clark (2013) in his study on informal versus formal groups. He pointed out that informal group participation was related to increased drug use. It also contradicted the findings by Yang et al. (2005) who found out that students learn

to take drugs in small informal groups. The disparity could be explained thus: the composition of the informal group involved in this study reinforced attitude against drug abuse. This could further be explained by the fact that students formed informal groups based on various shared characteristics such as interests, hobbies and tribe among others, which might not promote the antisocial behaviours.

4.6.5.3 Peer Group Factors and Bullying among Secondary School Students

The researcher conducted a Chi-square analysis of the peer group factors and bullying among secondary school students. The bullying variables included; those who disturbed the weak students, those who joined the group of teasing others, scared of “me”, those involved in fights, those who show “I’m” the boss and those make fun of others. The findings are summarized in Table 4.30.

Table 4.30 Chi-square Distribution of Peer Group and Bullying

N= 320	Values	Df	Asymp signif (2-sided)
Peer group			
Participation in informal groups	149.5	1	0.06
Students’ opinions	35.7	1	0.00
Identification based on an informal group	1.9	1	0.01
Characteristics of friends’ behaviour	0.05	1	0.85
Sharing problems with peers	162.3	1	0.06

The findings in Table 4.30 showed that two of the peer group factors - students' opinions on an individual ($\chi^2 = 0.00$, $df = 1$, $p < 0.05$) and identification based on informal groups ($\chi^2 = 0.01$, $df = 1$, $p < 0.05$) - were significantly associated with bullying among secondary school students, while participation in informal groupings ($\chi^2 = 0.06$, $df = 1$, $p > 0.05$), characteristics of friends behaviour in school ($\chi^2 = 0.85$, $df = 1$, $p > 0.05$), and sharing problems with peers ($\chi^2 = 0.06$, $df = 1$, $p > 0.05$), were not significantly associated with bullying among secondary school students. The above findings supported Hoffman and Summers (2001) who explained that belonging is assumed to be a physical need which will make students open to adopt goals set by their peers. Thus, the students in various schools should be encouraged to set goals which will enhance discipline and learning among the peers. The findings of the current study also concurred with Gary, Bowen, Rose and Powers (2005) who reported that there was no relationship between students' participation in informal groups and antisocial behaviours. However, the students could be using their participation to develop communication skills, cooperation and team work among others.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three sections. The first section summarises the findings of the study according to the objectives. The second section shows the conclusion of the study based on the findings. The third section gives policy recommendations and finally suggestions for further research.

5.2 Summary of the Findings

The study established the extent of truancy, drug abuse and bullying among the students. The study also found out the contributions of family, classroom and peer group factors to truancy, bullying and drug abuse among adolescents in Manyatta, Embu County, Kenya. This chapter summarises the findings of the microsystems that contribute to antisocial behaviours. The sections are classified according to the objectives of the study.

5.2.1 The Extent of Antisocial Behaviours among Students

The first objective of this study was to establish the extent of truancy, drug abuse and bullying among adolescents in secondary schools. The findings in Figure 2 showed that truancy, bullying and drug abuse were being practised in schools.

The study observed that 15.89% (51) of the students indicated that truancy was common, while 14.04 % (45) of the students reported that bullying was common. The least was drug abuse where 12.28% (40) of the students reported that it was common. This was supported by the findings in Table 4.3 which showed that 38% (3) of the deputy principals reported that students practised truancy often, while 38% (3) of the deputy principals indicated that students abused drugs in schools. The least common was bullying where about 13% (1) of the deputy principals indicated that bullying was practised often. The study observed that the disparity was due to students fearing to report bullying for the fear of repercussions from the bullies. The findings in Table 4.4 showed that nearly 51% (162) of the students scored between 16 and 25, which implied that they were truants. The findings in Table 4.5 showed that about 15% (49) of the students scored between 14 and 18, which indicated that they were abusing drugs. The findings in Table 4.6 showed that nearly 23% (73) of the students scored between 24 and 32, which indicated that they were bullies. From these findings it was evident that truancy was the most common, followed by bullying and drug abuse respectively.

5.2.2 Family Factors Contributing to Antisocial Behaviours

The second objective of this study was to find out the contributions of family factors to truancy, drug abuse and bullying among adolescents in secondary schools. The family factors included parent's supervision, living or not living with

the parents, parent's employment, and students' opinion on parenting style, and sharing with parents.

The findings showed that there was a relationship between parent's supervision and the birth order in the family. This was reported in Table 4.7 which showed that 60% (65) of the first born students received parental supervision, while 45% (51) of the middle born students received parental supervision. The study observed that 35% (30) of last born students received parental supervision. The study showed that first born students received more parental supervision that was necessary to be successful in school as compared to the later born children. Further, the analysis by Chi-square showed that parents' supervision was significantly associated with truancy ($\chi^2 = 0.03$, $df=3$, $p < 0.05$), drug abuse ($\chi^2 = 0.04$, $df=3$, $p < 0.05$) and bullying ($\chi^2 = 0.04$, $df=3$, $p < 0.05$). The study observed that the first born students were less likely to engage in antisocial behaviours as compared to later born students and only-child students.

The findings of this study showed that the aspect of students not living with their parents did not have an effect on the students' antisocial behaviours. The findings in Table 4.9 showed that 76% (38) of the students who did not live with their parents disagreed with the claim that they had limited social skills, while only 4% (2) of the students agreed to have limited skills that would help them to perform well in school. This therefore demonstrated that, not living with parents did not

affect the students' social skills, which they needed to perform well in school. A further Chi-square analysis in Tables 4.13, 4.14 and 4.15 showed that, not living with the parents was not significantly associated with truancy ($\chi^2 = 0.82$, $df=1$, $p > 0.05$), drug abuse ($\chi^2 = 0.95$, $df=1$, $p > 0.05$) and bullying ($\chi^2 = 0.69$, $df=1$, $p > 0.05$). Thus, the students who were not living with parents were not likely to engage in antisocial behaviours. Majority, 76% (38), of these students agreed to have skills which were necessary in life.

The study revealed that majority of the students who abused drugs, reported that their parents were employed. The findings in Table 4.10 showed that 22% (33) of the students who abused drugs were from self employed parents, while 21% (29) of the students who abused drugs were from employed parents. The study observed that only 11% (4) of the students who abused drugs were from unemployed parents. Further analysis by the Chi-square in Table 4.14 showed that parent's employment ($\chi^2 = 0.00$, $df = 2$, $p < 0.05$) was significantly associated to drug abuse. This implied that when the parents were unemployed, the children were less likely to abuse drugs as compared with the children from employed parents.

This study further found out that there was a relationship between parenting style and communication breakdown. The study findings in Table 4.11 reported that 48% (95) of the students who viewed their parents as authoritative reported that

there was a breakdown in communication between school and home. This contradicted the findings in Table 4.12, which reported that majority, 71% (226), of the students spent quality time with their parents, 77% (247) of the students reported that parents attended school events and 69% (221) of the students reported that they discussed school matters with their parents. In comparison, 57% (20) of students who viewed their parents as authoritarian reported that there was communication breakdown between school and home. This was supported by findings in Table 4.12 which reported that 43% (137) of the students experienced aggression at home, while 49% (157) of the students indicated that their parents were not available for them. Hence, 53% (169) of the students reported that they do not freely share what they are going through with their parents. Further analysis by the Chi-square in Tables 4.13, 4.14 and 4.15 reported that sharing problems with the parents was significantly associated with truancy ($\chi^2 = 0.00$, $df=3$, $p < 0.05$), drug abuse ($\chi^2 = 0.00$, $df=3$, $p < 0.05$) and bullying ($\chi^2 = 0.03$, $df=3$, $p < 0.05$). The study observed that when the students share their problems and challenges with parents or guardians, they are less likely to engage in antisocial behaviours.

5.2.3 Classroom Factors Contributing to Antisocial Behaviours

The third objective of this study was to find out the contributions of classroom factors to truancy, drug abuse and bullying among adolescents in secondary

schools. The classroom factors included; academic performance, person responsible for discipline in school, common disciplinary measures, rating of discipline measures and counselling services.

The study observed that not all teachers, principals and deputy principals were involved in discipline in schools. The findings in Table 4.16 showed that majority of the students, 70% (223), reported that the deputy principal was in charge of discipline, while 5% (14) of the students indicated that the principals were in charge of discipline. Few, 20% (56), of the students reported that all teachers were in charge of discipline. This might be the reason why Manyatta is experiencing riots in schools.

The study observed that corporal punishment was used as a disciplinary measure. The findings in Table 4.17 demonstrated 18% (59) of the students indicated that caning was a very common disciplinary measure and especially in boys' schools. On the other hand, few students, 3% (9,) reported that expulsion was a common disciplinary measure, while 7% (22) reported that suspension was a common disciplinary measure. Majority, 65% (209), of the students who were involved in general indiscipline, reported that the most common disciplinary measure was cleaning the pavements. The study found out that even after the Ministry of Education had banned caning and expulsion, they were still practised in schools.

The study observed that the disciplinary measures used in schools were harsh and the students reported that they affected their academic performance. This was supported by the findings in Table 4.18 which showed that 72% (229) of the students felt that the disciplinary actions were harsh, while 9% (29) of students reported that the disciplinary measures were not harsh. The findings further showed that 66% (67) of the students who felt that the disciplinary measures at school were very harsh reported that their academic performance was not good, while 68% (77) of the students who felt that disciplinary measures were harsh also indicated that their academic performance was not good. The study further indicated that 69% (20) of the students who felt that the disciplinary measures were not harsh admitted that their academic performance was good. Further analysis by the Chi-square in Tables 4.21, 4.22 and 4.23 showed that disciplinary measures were significantly associated with truancy ($\chi^2 = 0.00$, $df=3$, $p < 0.05$), drug abuse ($\chi^2 = 0.00$, $df=3$, $p < 0.05$) and bullying ($\chi^2 = 0.00$, $df=3$, $p < 0.05$). It was also evident that where the disciplinary measures were friendly, the students reported to have good academic performance. Thus, this showed that harshness of disciplinary measures had a negative effect on academic performance.

The study found out that all schools had counselling services but majority were not effective. The findings in Table 4.19 showed that 56% (178) of the students felt that counselling services were not effective, while 44% (142) felt that the counselling services were effective. The findings further demonstrated that 67%

(50) of the students who abused drugs did not have effective counselling services, while on the other hand 33% (26) of the students who abused drugs had effective counselling services in school. Further, the study revealed that 48% (116) of the students who reported that the guidance and counselling services was effective, did not abuse drugs. Further analysis by the Chi-square in Tables 4.22 indicated that counselling services were significantly associated with drug abuse ($\chi^2 = 0.03$, $df=3$, $p < 0.05$). This showed that effective counselling services are important in curbing drug abuse among students in secondary schools.

It is important to note that further analysis using the Chi-square in Tables 4.21, 4.22 and 4.23 showed that all the classroom factors- academic performance, person responsible for discipline in school, common disciplinary measures, rating of discipline measures and counselling services- were significantly associated with truancy, bullying and drug abuse among secondary school students.

5.2.4 Peer Group Factors Contributing to Antisocial Behaviours

The fourth objective of this study was to find out the contributions of peer group factors to truancy, drug abuse and bullying among adolescents in secondary schools. The variables used to measure peer group were; participation of students in informal groups, the students' feelings on the opinion that fellow students had

on them, to whom the students shared their problems with and an analysis of their students' behaviour.

The study observed that being a member of an informal group did not promote drug abuse. The study reported that majority of the students were not members of any informal groups. This was supported by the findings in Table 4.24 which showed that majority of the students, 84% (268), were not members of any informal groups in school, while 16% (52) of the students admitted to being members of informal groups in school. The findings indicated that majority of the students, 73% (38), who were members of informal groups did not abuse drugs, while only 27% (14) of students who were members of informal groups abused drugs. The results indicated that 79% (53) of the students who abused drugs were not members of any informal groups. Further analysis by the Chi-square in Tables 4.28, 4.29 and 4.30 reported that participation in informal groups was not significantly associated with truancy ($\chi^2 = 0.07$, $df=1$, $p < 0.05$), drug abuse ($\chi^2 = 0.06$, $df=1$, $p < 0.05$) and bullying ($\chi^2 = 0.06$, $df=1$, $p < 0.05$). The study observed that participation in informal groups reinforced attitude against truancy, bullying and drug abuse.

The study demonstrated that there was a relationship between students' view of their fellow students' opinion on them and their general indiscipline which had an effect on their learning. This was shown by the findings in Table 4.25 which

indicated that nearly 68% (216) of the students who reported that the opinion of other students about them was very important were involved in general indiscipline, while nearly 32% (104) of the students who reported that other students' opinion of them did not matter, were involved in general indiscipline. This was further supported by Chi-square analysis in Table 4.29, which reported that students' opinions on an individual student ($\chi^2 = 0.00$, $df = 1$, $p < 0.05$) was significantly associated with drug abuse among secondary school students. The study observed that the aspect of putting importance on friends' opinion of oneself contributed to antisocial behaviours among students.

The study found out that most students who shared their problems with peers did not abuse drugs. This was reported in the findings in table 4.26, which reported that majority of the students, 72% (136), who shared their problems with peers did not use drugs that were not meant for medical reasons, while 28% (54) of the students who shared their problems with friends agreed to be using drugs that were not meant for medical reasons. This was further supported by the findings in Table 4.24 which indicated that majority of the students 73% (38) who were members of informal groups did not abuse drugs, while only 27% (14) of students who were members of informal groups abused drugs. Further analysis by Chi square in Table 4.29 showed that sharing problems with peers ($\chi^2 = 0.06$, $df = 1$, $p > 0.05$) was not significantly associated with drug abuse. The study revealed that being a member of informal groups influenced the behaviour of group members

positively; hence, informal group membership discouraged truancy, bullying and drug abuse.

5.3 Conclusions of the Study

The major conclusion that can be drawn from this study is that, antisocial behaviours were evident among adolescents in secondary schools. The study found out that truancy was practised among the students. The findings showed that the most common causes of truancy among the students in secondary school were the presence of general indiscipline that interfered with the learning of students, and poor communication linkage between home and school. Another conclusion made was that drug abuse was still present among secondary school students, with half of them undergoing treatment programmes. Further, the study showed that majority of the students had been bullied by their colleagues at one particular point. Thus, the study observed that truancy was the most common, followed by bullying and drug abuse respectively.

This study concluded that there was a relationship between the birth position of a child and antisocial behaviours. The study showed that the lower on the birth rank a student was, the more likely they were to be involved in antisocial behaviours. From the study, it was evident that living with other individuals other than the student's biological parents did not have an effect on the student's behaviour. In

addition, students with employed parents were more likely to abuse drugs than students with unemployed. The study also revealed that majority of the students felt that the parenting styles were effective and their parents were good role models. Hence, they were likely to be a reflection of their parents.

A major conclusion on the peer group contribution to antisocial behaviours was that majority of the students were not members of any informal groups in schools. The study revealed that participation in an informal group was not significantly associated with antisocial behaviours. The study showed that majority of the students felt that the opinion of other students about them was very important. However, the study also revealed that majority of the students who felt that the opinion of fellow students was important portrayed general indiscipline, which interfered with their learning. Another conclusion made was that students were more likely to share their problems with friends than parents or teachers.

The study revealed that not all teachers, principals and deputy principals were effective in disciplining the students. This study found out that in most schools, the deputy principal was effectively in charge of discipline while in a few schools the prefects were in charge. The study observed that the teachers administered punitive measures and caning was most common in boys' schools. The study concluded that the students who felt that the disciplinary measures in their school were very harsh lacked motivation to learn and hence the study concluded that

harshness of disciplinary measures in school had a negative effect on the motivation of students to learn. Another conclusion made was that most students felt that the counselling services in their schools were not effective. Further, majority of the students who abused drugs reported that they did not have effective counselling services in schools.

This study found out that all the five classroom factors were significantly associated with truancy, bullying and drug abuse. Among the family factors, four out five factors were significantly associated with antisocial behaviours. The only family factor that was not significantly associated with antisocial behaviours was not living with parents. Among the peer group factors, only two out of five variables- students' opinion and identification based on informal groups - were significantly associated with antisocial behaviours among the secondary students in Manyatta, Embu County. According to the study findings, classroom factors were the most significantly associated with antisocial behaviours, followed by family factors and peer group factors respectively.

5.4 Recommendation of the Study

This section is divided into two: the policy recommendations and suggestions for further research.

5.4.1 Policy Recommendations

Based on the findings, the study suggests the following recommendations:

- i. Truancy, bullying and drug abuse were being practised in all sampled secondary schools. Based on these findings, the parents and teachers should devise effective ways of dealing with antisocial behaviours. The concerted effort of the individual and the stakeholders are important for the successful transition of adolescents. Therefore, they should aim at developing a holistic individual who is socially, intellectually and psychologically fit in the society.
- ii. The study established that majority of the students who were born after the first born portrayed antisocial behaviours. The further the birth position the higher the engagement in antisocial behaviours. Based on this, there is need to give all children as much supervision as that given to the first born children. Thus, the schools should organise sessions for parents and educate them on effective ways of parenting.
- iii. The study revealed that most parents do not take active roles in schools. Based on these findings, the schools must create partnership by providing an open and accommodative environment with its wider community forming a link between the school and the home as well as the school and the family.

- iv. The study established that the disciplinary measures employed in school were punitive and harsh. Based on this, the teachers and the school administrators should use non- punitive disciplinary measures such as guidance and counselling, behaviour contracting, token economy and positive and negative reinforcements among others.
- v. The study observed that guidance and counselling services were established in all schools. Majority of the guidance and counselling teachers were not trained counsellors. Based on these findings, the Teacher Service Commission needs to post trained teacher counsellors to all public schools
- vi. Behaviour is dynamic among developing adolescents. Based on this, teacher counsellors need to attend seminars and workshop regularly. This will provide the opportunity for teachers to share their experiences and share current research in counselling.
- vii. The study observed that most students freely share their problems with the peers in school. For this reason, peer counselling training in schools should be provided to all students.

5.4.2 Suggestions for Further Research

For further research, the study suggests the following:

- i. This study can be replicated in other constituencies in Kenya, for comparison purposes.
- ii. This study was carried out among adolescents in secondary schools and therefore, a similar study could be conducted among adolescents in primary schools. This will help to find out whether the results can be generalized to primary schools.
- iii. The study was carried out among adolescents in school. A study can be replicated among adolescents who are not students to find out whether the same factors found among adolescent students apply to adolescents who are not students.
- iv. This study focused on three factors: peer group, family factors and classroom factors. The researcher suggests a replication of this study using other factors such as media, neighbourhood, electronic and printed materials and student's psychological factors that are likely to contribute to antisocial behaviours.
- v. The study focused on boys and girls in secondary schools. The researcher suggests that a similar study could be carried out to investigate on gender differences in relation to antisocial behaviours.

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APPENDICES

APPENDIX A:

Questionnaire for Students

Dear student,

This questionnaire aims at investigating antisocial behaviours in the selected secondary schools. You have been selected because you have been known to give truthful and honest answers. Read the instructions carefully and answer the questions truthfully and honestly. Your identity will be treated with confidentiality; therefore, do not write your name. **NB.** In case you are being brought up by a **guardian**, in this questionnaire you will treat him or her as a **parent**.

(Tick (✓) where appropriate).

SECTION A: General Section

1. What type of school do you attend?

Girls' Boarding [] Boys' Boarding [] Mixed Day []

2. . Indicate your Gender? Male [] Female []

3. How old are you?

A	B	C	D	E	F
15 years	16 years	17 years	18 years	19 years	Others specify

SECTION B: Antisocial Behaviours

(i) Truancy

Please Tick (✓) whichever is sufficient in your opinion.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Students come to school unprepared to do school work.					
2. Students do not have social skills necessary to be successful in a school environment.					
3. Students have general indiscipline that interfere with learning.					
4. Students are not motivated to be in school.					
5. There is a communication breakdown between home and school.					

Please **rate the degree** to which you believe each of the factors **below** has influenced you in missing lessons in your school. To do this, **tick (√)** **one** of the answers under each factor.

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
6.	Mother					
7.	Father					
8.	Sister(s)					
9.	Brother(s)					
10.	Relatives					
11.	Teachers					
12.	Principal					
13.	Peer group					

(ii) Drug Abuse

Tick (✓) **one response** to each item that describes how you have felt over the past 12 months.

	Yes	No
1. Have you ever used drugs other than those required for medical treatment?		
2. Have you abused prescription drugs?		
3. Do your parent(s) ever complain about your involvement with illegal drugs?		
4. Have the illegal drugs created problems between you and your parents?		
5. Have you lost friends because of using illegal drugs?		
6. Have you neglected your school work because you use illegal drugs?		
7. Have you been absent from class because you use illegal drugs?		
8. Have you been suspended from school because of illegal drug use?		
9. Have you got into fights when under the influence of illegal drugs?		
10. Have you engaged in illegal activities in order to obtain drugs?		
12. Have you been arrested for possessing illegal drugs?		
13. Have you ever experienced withdrawal symptoms (felt sick)?		

when you stopped taking illegal drugs?		
14. Have you had medical problems as a result of your illegal drug use (confusions, memory loss)?		
16. Have you gone to anyone to seek help related to the illegal drug problem?		
17. Have you been involved in a treatment programme especially related to illegal drug use?		

Please **rate the degree** to which you believe each of the factors **below** has contributed to your abuse of drugs in your school. To do this, **tick (✓) one** of the answers under each factor.

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
18.	Mother					
19.	Father					
20.	Sister(s)					
21.	Brother(s)					
22.	Relatives					
23.	Teachers					
24.	Principal					
25.	Peer group					

(iii) Bullying

Show how often the following statements are true for you. To do this, **tick** (✓) **one** of the answers under each statement.

	Never	Once in a while	Pretty often	Very often
1. Am called “names” by others.				
2. I disturb the weak students.				
3. I cannot be trusted by others.				
4. I harass other students.				
5. I am part of a group that goes round teasing others.				
6. I like to instill fear in others				
7. Others do not desire my company.				
8. I get into fighting in school.				
9. I like to show others that “I’m” boss.				
10. I enjoy upsetting someone that I can easily beat.				
11. I like to get into a fight with someone I can easily beat.				
12. I make fun of other students.				

Please **rate the degree** to which you believe each of the following factors have contributed to you being a bully in school. To do this, **tick** (✓) **one** of the answers under each factor.

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
13.	Mother					
14.	Father					
15.	Sister(s)					
16.	Brother(s)					
17.	Relatives					
18.	Teachers					
19.	Principal					
20.	Peer group					

SECTION C: Family factors Contributing to antisocial behaviours

1. What is your birth position in the family?

First Born [] Middle child [] Last born [] Only child []

2. Do you live with your parents

Yes [] No []

3.If no, specify_____

4. Where do you live?

Rural [] Urban []

5. Where would you classify your parent?

Employed [] Self-employed [] un-employed []

6. What is your parent's level of education?

		Primary	Secondary	Certificate	Diploma	Degree	Masters	Others. Specify
a.	Father							
b.	Mother							

Please **tick** (✓) where appropriate

		Yes	No
7.	In your opinion, do your parents practise effective parenting style?		
8.	Do you experience any form of aggression at home?		
9.	Do you parents grant you quality time with them?		
10.	Does any of your parents abuse illegal drugs?		
11.	Do your parents attend school meetings often?		
12.	Do you discuss school matters openly with your parents		
13.	Do you freely share your feelings with your parents.		
14.	Are you bothered by your parents' opinion you?		

15. How do you view your parents?

As an authoritative [] As an authoritarian [] As Permissive [] As neglecting/uninvolved []

16. How do you feel about how your parents' treat you?

As a grown up [] As a child []

17. How would you rate your relationship with your parents?

Excellent [] Good [] Neutral [] Poor [] Very Poor []

SECTION D: Peer Group factors Contributing to antisocial behaviours

1. Are you in any small informal group in school?

Yes [] No []

2. If yes, explain _____

3. How do you feel about your fellow students' opinion of you?

They are very important [] They don't matter []

4. Do you think free time is enough in your school?

Yes [] No []

Please **Tick** (✓) where appropriate

		True	False
5.	Some of my friends consume alcohol.		
6.	Some of my friends are engaged in hard drugs (bhang, cocaine, heroine, e.t.c).		
7.	Some of my friends take prescription drugs.		
8.	Some of my friends smoke cigarettes?		
9.	Some of my friends are bullies.		
10	Some of my friends are violent.		
11.	Some of my friends rarely do class assignments.		
12.	Some of my friends sneak from school.		

13. When you have a problem, whom do you first share it with?

A friend [] A parent [] A teacher [] Others []

14. If others, please specify_____

15. Do you identify yourself based on your group of friends?

Yes [] No []

How do you feel about your fellow students' opinion on the following general cases of indiscipline. Please **Tick** (✓) where appropriate.

	General indiscipline	Very important	Does not matter
16.	Noise making		
17.	Disrespecting teachers		
18.	Cheating		
19.	Lateness		
20.	Misuse of school fees		

SECTION E: Classroom factors contributing to antisocial behaviours

1. How would you rate your academic performance?

Excellent [] Good [] Neutral [] Bad [] Poor []

2. Who is effectively in charge of discipline in your school (Please **Tick** (✓) where appropriate)

All teachers [] Prefects [] Deputy principal [] Principal []

3. If others, please specify _____

4. Among the people in charge of discipline, who is the most feared by the students?

5. How would you rate disciplinary measures in your school?

Very harsh [] Harsh [] Neutral [] Not harsh [] There are none []

6. Are teachers in your school always available for consultation?

Yes [] No []

7. What is the most common disciplinary measure in your school?

Suspension [] Expulsion [] Caning [] Others []

8. If others, please specify_____

9. Do you have counselling services in your school?

Yes [] No []

8. If yes, are the students able to share freely with the counsellors?

Yes [] No []

9. Do you have meetings with the school administration to address issues in your school?

Yes [] No []

10. If yes, do you find these meeting effective?

Yes [] No []

11. List the various types of antisocial behaviours you have observed in your school.

.....
.....
.....

APPENDIX B:

Questionnaire for Deputy Principals

This questionnaire aims at establishing the extent of the antisocial behaviours and the factors contributing to these behaviours in the selected secondary schools. You have been selected because you have been known to give truthful and honest answers. Read the instructions carefully and answer the questions truthfully and honestly. Your identity will be treated with confidentiality; therefore, do not write your name.

(Tick (√) where appropriate).

SECTION A: Personal Information

1. What is your gender? a) Female []
b) Male []
2. State the category of your school. a) Boys' Boarding []
b) Girls' Boarding []
c) co- education day []
3. For how long have you been in charge of discipline in the current school?
a) Less than five years []
b) 5 to 10 years []
c) More than ten years []

SECTION B: INFORMATION ON ANTISOCIAL BEHAVIOURS

4. Have you experienced the following behaviours in your school?

	Yes	No
Bullying		
Drug abuse		
Truancy		
Others (Specify).....		

5. How often are the following behaviours manifested by students in school?

To do this, **tick** (✓) **one** of the answers under each behaviour.

	Never	Once in a while	Pretty often	Very often
Truancy				
Drug abuse				
Bullying				

6. Explain **when** and **how** the students practice the above behaviours.

Truancy.....

.....

Bullying.....

.....

Drug abuse.....

.....

7. What are the consequences of the above behavioural manifestations?

a) Bullying

.....
.....

b) Drug abuse

.....
.....

c) Truancy

.....
.....

8. What do you think are the factors contributing to the above behaviours?

a) Bullying.....
.....

b) Drug abuse.....
.....

c) Truancy.....
.....

9. Please **rate the degree** to which you believe each of the following factors have

contributed to antisocial behaviours in your school. To do this, **tick (√) one** of the answers under each factor.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Mother					
Father					
Sister(s)					
Brother(s)					
Relatives					
Teachers					
Principal					
Peer group					

10. Does your school have programmes in place to deal with truancy, bullying and drug abuse?

Yes.....

No.....

11. If the answer above is YES, state the programme(s).....

APPENDIX C:

Records Analysis

1. Cross check the black book records to establish the frequency of antisocial behaviours.

	Never	Once in a while	Pretty often	Very often
Truancy				
Drug abuse				
Bullying				

2. Cross check the types of punishment administered to

i. Truants.....

.....

ii. Drug abusers.....

.....

iii. Bullies.....

3. List the types of punishment which are meted on the following general indiscipline cases.

i. Noise making

ii. Cheating

iii. Disrespecting teachers

iv. Lateness

v. Misuse of school fees

4. Cross check the class register to establish students' absenteeism.

APPENDIX D:

Observation Schedule

Check the school fence to find out whether there is any sign of broken fence or paths through the fence.

1. Observe the school buildings to check whether there is any sign of misuse, for instance, broken windows and inappropriate writings on the walls.
2. How do the students interact with each other, and other people in the school compound.
3. Observe whether there are students doing punishments during class time.
4. Observe whether there are any parents who have brought their sons or daughters for indiscipline cases.
5. Observe the general discipline of students during class time and break time.
6. Observe how the students respond to the school bell.
7. General observation of the school compound.