



Age and Gender Differences in Involvement in Non-Illegal and Minor- Illegal Delinquent Behaviours among Adolescent Students in Secondary Schools in Nairobi, Kenya

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Abstract - Behaviour problems of Kenyan secondary school students have continued to be a great concern. The study investigated age and gender differences in involvement in non-illegal and minor-illegal delinquent behaviours among adolescent students in secondary schools in Nairobi, Kenya. The participants comprised 219 females and 191 male students selected by use of stratified and simple random sampling methods. Data was collected using a researcher designed questionnaire. The independent variables were age and gender while the dependent variables were adolescents' non- illegal (noncompliance and truancy) and minor-illegal (violence, substance abuse and stealing) delinquent behaviours. A correlational survey design was employed and relationships were examined using correlation coefficient statistics. The findings revealed that adolescents' gender differences in involving in non-illegal delinquent behaviours was χ^2 (2df, N=410) = 3.709, $p = .157 > .05$. On the other hand, the adolescents' gender difference in involvement in minor-illegal delinquent behaviours was χ^2 (2df, N=410) = (16.021) $p = .000, < .05$. There were significant age difference in adolescents' involvement in non-illegal, $t = 88.29$ (df = 409), $p = .000 < .05$; and minor non-illegal delinquent behaviours, $t = 91.623$ df = 409, $p = .000 < .05$. The study recommended for the use of a multi-faceted approach to adolescents' behaviour management in schools.

Keywords - *Age, gender, Involvement, Non-Illegal, Minor-Illegal, Delinquent Behaviours, Adolescent Student, Secondary School*

1. Introduction

The study investigated age and gender differences in involvement in non-illegal and minor-illegal delinquent behaviours among adolescent students in secondary schools in Nairobi, Kenya. Behaviour problems of Kenyan secondary school students have continued to be a great concern to parents, teachers, principals and the Ministry of Education (Aloka, 2012). Student in-disciplined behaviours in Kenyan secondary schools have been on the increase for some time now and have been of great concern to school authorities, parents and Kenyan government (Aloka & Bujuwoye, 2013). These student in-disciplined behaviours are of various types including bullying, homicide, vandalism, arson, drug and alcohol abuses, cheating in examinations, stealing of personal and school properties, not completing homework assignments and truancy (Aloka & Bujuwoye, 2013). Violent behaviours by Kenyan secondary school students first got international attention, in May 1997, when fifty-seven (57) students of Bombolulu Girls Secondary School, Mombasa, perished in hostel fire allegedly started by other students. In 1999, four student leaders (prefects) of another Kenyan secondary school were burnt to death by other students who set the school hostel on fire in an apparent attempt to prevent the prefects from reporting to the school authorities punishable offences by fellow student

(Aloka, 2012). Juvenile delinquency is likely to impact negatively on children's education. Davis and Jordan (1995) report the academic and social challenges that face schools as a result of nonconforming behaviour. They indicate that delinquent adolescents face disproportionate numbers of suspension and expulsions and have poor academic performance. The adolescents avoid academic engagements; have low completion rates and exhibit decreased college attendance rates. McCoy and Reynolds (1992) noted that delinquency was one cause of grade retention. The delinquent boys performed poorly in reading and mathematics at age 14. The grade retention was unrelated to perceived school competence at age 12 but related to delinquency at age 14. High school juvenile delinquents showed a lower educational attainment than non delinquents.

Institute of Security Studies (2008) recorded the year 2008 as the time when Kenya experienced widespread violence in secondary schools. Many students set fires, destroyed school buildings and private property costing millions of Kenyan shillings. Students lost study time and some lost their life as a result of school strike. The study revealed that the violence saw over 300 schools close down. Several students were served with suspension orders from their schools, other students were put under police custody awaiting trial. Parents suffered the humiliating experience of seeking readmissions for their expelled

children. Learning was disrupted in many schools as they sought adjustive measures. In the last decade, a lot of antisocial behaviours have been observed in Kenyan secondary schools. The problem behaviours have been of such great concern that (Government of Kenya, 2001) presents the Wangai report which examined the causes and remedies to mass indiscipline and unrests among secondary school students.

From the preceding discussions, it appears there is an upsurge of antisocial behaviour among adolescent children. The cited incidences of delinquency in schools in the recent years seem to be blamed on parenting. The delinquent behaviours are manifested among high school adolescents as discipline problems (Dishion & Bullock, 2002). In July 2012, over 300 students of two Kenyan secondary schools were reported to have boycotted classes and violently protested their school authorities' decision refusing to shift entertainment sessions from daytime to night-time (Aloka, 2012). The researcher therefore saw the need to find out the relationship between adolescents' perception of parental behaviours and their involvement in delinquent conducts.

These problem behaviours impact negatively on the teaching and learning enterprises of schools as well as on the safety and security of the school environment (Aloka, 2012); are associated with their social adjustment and academic performance and therefore, could affect their success in school and later in life (Hinshaw,

1992); impact negatively on the students themselves; affect not only the other students in school, but also the teachers and the school environment as a whole. Moreover, Andrews & Taylor, (1998) add that, the students with maladaptive behaviours tend to be absent from school frequently due to suspensions, which in turn make them loose out time to pursue the curricular subjects, an occurrence that would promote poor performance in school academic tasks. Moreover, to the other students and teachers, the behaviour problems of the affected students may make the school environment unsafe for them, hindering teaching and learning, thereby inhibiting the pursuance of the major school goal, that is, to enhance cognitive, emotional, behavioural and overall development of students (Aloka & Bojuwoye, 2013).

Siegel and Welch (2009) describe children's conducts that violate social laws as juvenile delinquency. They assert that some of the delinquent behaviours adolescents engage in are criminal, for example violence, stealing, and drug abuse. On the other hand, offences such as disobedience to school rules and truancy are status offenses. Status offenses are non- illegal yet are antisocial for children because they are underage (below 18 years). Sigel & Welch view such children who engage in illegal acts as needing supervision, support and control for behaviour shaping. Eke (2004) notes that in Nigeria, adolescents engage in two main categories of

delinquent behaviours namely; criminal and status offences. The delinquent behaviours include stealing, arson, rape, drug offences, murder, and burglary, pick pocketing and armed robbery. The non-illegal offences the adolescents engaged in included running away from home and truancy. Okorodudu and Omoni (2005) also observed that, some adolescents exhibit vandalism, destruction of property and violence against the larger society.

Loeber and Farrington (2001) identified three developmental pathways to delinquency. First youth become stubborn before age 12 and then move to defiance and avoidance of authority. Adolescents further progress to minor covert acts of lying followed by property damage and moderately serious delinquency. Some of the adolescents finally engage in serious delinquency. Overt delinquency then follows the pathway and includes aggression followed by violence. Wright and Wright (1994) argue that children who engage in delinquency are the rejected and those who are inadequately monitored by their parents. Park, Morash, and Tia, (2010), argue that boys have a higher risk for early delinquency and gang involvement than girls. They assert that girls are less delinquent because they are higher on parental monitoring, parental support and work involvement as well as religious ties than boys.

1.1. Theoretical framework and literature review

The study was informed by the social learning and social control theories. Literature has been

reviewed around the influence of age and gender on involvement in non-illegal and minor-illegal delinquent behaviours among adolescent students.

1.1.1. The social learning theory

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states that, most human behavior is learned observationally through modeling, that is, from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. The theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences (Bandura, 1997). The component processes underlying observational learning are attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), motor reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and motivation, including external, vicarious and self reinforcement (Bandura, 1997). The theory was relevant to the current study as it helped to understand aggressive behaviours among

adolescent students.

1.1.2. The social control theory

This theory was advanced by Nye Ivan, in 1958. According to the theory, four ways in which the family controls their children's behaviour. First, some parents use direct control that involves punishing children for undesirable behaviours and reward them for compliant ones. The methods used in direct control are checking, rewarding, supervising, putting sanctions, disapproving and excluding. The direct controls measures work when parents supervise their children's behaviour and when adolescents expect rewards or punishment for their conduct. If direct controls are perceived as harsh and excessive, children may become angry and resentful. The negative emotions that emerge can weaken social bonds (attachment) with parents. Adolescents who hold negative emotions against their parents are likely to be attracted to delinquent peers. The peers tend to provide affection and a sense of belonging. This new comfort can eventually make adolescents to adopt the peers' antisocial behaviours. The second approach that is used in socialising children by parents is the internal control. It involves parents training their children and giving explanations of behaviour consequences. Children internalise these trainings and accept the norms and rules as if they were their own. As such a common morality in the family develops. The children develop both

conscience and self-control that guides and guards them against antisocial behaviours. This way they are likely to behave in prosocial ways even when unsupervised. If common morality is lacking in the family the adolescent is likely to perceive the discrepancy between what is demanded and the parent's behaviour. As a result he or she can become rebellious to authority (Nye, 1958).

The third control is the indirect control; it involves an individual behaving in desirable ways in order to appeal to those who are closest to them. In this case, a strong attachment bond creates an avoidance of undesirable behaviour in anticipation of parental disapproval or deterrence measures. Parents' indirect control for behaviour is effective when based on affection and identification. The control works in contexts of parent-child affection. It is a context in which adolescents expect and value affection and fear its loss. Loving and supportive parents thus elicit their children's conformity to social rules. The fourth control is a needs satisfaction control. It is a combination of two forms of control that are internal and external. Parents create a needs satisfaction control in their children by developing their conscience and meeting their needs. A developed conscience makes children less likely to engage in delinquent behaviours. On the other hand, the needs satisfaction makes the children to have an expectation that if they behave in undesirable ways they risk having their needs unmet. The need for conformity develops an

innate tendency for fear of rejection by important others and a search for validation. Nye Ivan's control theory asserts that delinquent behaviours result from a combination of positive learning and weak ineffective social control (Nye, 1958).

1.1.3. Literature review

Some studies have been reported on adolescents' gender and their delinquent behaviours. For example, Sekuku, Rimfat and Ogbonna (2003) found out that male adolescents' have been more involved in delinquency than females. Moreover, the researchers also noted changing trends in gender and delinquency and reported that females were quickly catching up with the males in delinquency involvement. Muola, Ndung'u and Ngesa (2009) studied the relationship between family functions and juvenile delinquency in Nakuru Municipality, Kenya. The study sample size comprised 148 children selected using stratified random sampling technique from a population of 241 in 3 homes. Former street children home manager and six purposefully selected parents were also involved. The researchers used interview schedules and a questionnaire to collect data from the respondents. Data was analyzed using descriptive statistics, Pearson's moment correlation and t-test. The findings revealed that boys' delinquency level was significantly higher than that of girls. Further, Otieno and Ofulla (2009) conducted a study in Kisumu, in Kenya with a sample of 458

students (243 males and 215 females) aged 13-18 was involved. The researchers found out that 57.9% of respondents had abused alcohol at least once in a life time, 34.7% had abused tobacco, 18.35% had abused cannabis, 23.1% had abused khat and 5.2% had used inhalants, and cocaine. More boys (36.9%) than girls (27.3) abused drugs.

Some studies have been reported on adolescents' age and their delinquent behaviours. for example, Smith, Lesley and Mcvie, (2001) investigated parenting styles and teenage delinquency rates in Edinburgh city. The study used a sample of 4300 children aged 12-13. The researchers found that children at the age of 12-13 were widely involved in behaviours such as shoplifting, fighting, carrying a weapon, stealing from cars and assaults. More than half of the adolescents who were interviewed admitted to two or more delinquent acts in the previous

12 months. Smoking and alcohol use increased sharply from age 12-13. The use of illegal drugs also increased from age 13 to 15 by 13.8%. The adolescents admitted to have used cannabis, glue, gas or speed in the past 1 year. The researchers found delinquency to be twice as common among males as among female adolescents at age 12-13. A rapid increase in smoking among females by age 13 was observed. At age 13 there was a higher proportion of smoking females than males. This study shed light to the current study as it provided as comparison base for adolescents' delinquency in secondary school by

age. Another study was conducted by Ndeti and African Mental Health Foundation (2008) examined substance abuse that included beer, wine, spirits, and cigarettes among secondary school students in Kenya. The sample size comprised 17 public secondary schools and a sample of 1,328 students was involved. The study used Drug Use Screening Inventory-Revised (DUSI-R) and school toolkit to collect the data. the findings revealed that, students (18%) admitted to having used tobacco and alcohol. Some 31% of the students who aged 13-14 abused alcohol. The abuse was higher among the older adolescents. When compared on a class basis it was found out that form 4 students found accessing cigarettes easier than form ones. Day students found assessing drugs easier than boarders. The results also indicated that children as young as eleven years who were mainly from educated middle-class families were abused drugs. Parental absence- (mainly for the educated parents who are too busy with careers for their children checking) led to decreased supervising of adolescents. The findings also revealed that, age 13-14 is the peak for substance abuse.

The reviewed study on adolescents' gender and delinquency appears to suggest boys are more delinquent than girls generally. The study also examined adolescents' involvement in various aspects of non-illegal and minor illegal delinquent behaviours in Nairobi. From the literature and information presented already, the adolescents'

behaviour problems are concern in Kenya. The delinquency problem seems to be blamed on poor parenting. Such problem behaviours have been found to have negative correlation with school engagement and academic achievement. Some investigations on adolescents' problem behaviours in Kenya have been done. Kinai (2002) studied the relationship between parental behaviours towards adolescents and their manifest aggression. The findings are useful in providing knowledge to teachers on the types of delinquent behaviours the adolescents get involved in. This knowledge is likely to promote preventive measures against delinquency at school and at family levels. Teachers can also gain knowledge on the parental practices they can encourage and discourage among parents in order to alleviate delinquency in schools. Teachers will also gain insight on how the perceptions of parental behaviours relate to students involvement in delinquent behaviours. Using the knowledge, teacher counsellors can therefore provide counselling services for adolescents who hold perceptions that can lead to involvement in delinquency. Based on the findings, teachers can also provide psychosocial education for parents whose children hold perceptions that would lead to delinquent behaviours and for those are already engaged in delinquent conducts.

Therefore, the goal of the study was to investigate age and gender differences in involvement in non-illegal and minor-illegal

delinquent behaviours among adolescent students in secondary schools in Nairobi, Kenya. To assess the relationship between age and gender differences in involvement in non-illegal and minor-illegal delinquent behaviours among adolescent students in secondary schools, the following two null hypotheses were tested:

H₀₁: There are no statistically significant gender differences in adolescents' involvement in non-illegal and minor-illegal delinquent behaviours.

H₀₂: There are no statistically significant age differences in adolescents' involvement in non-illegal and minor-illegal delinquent behaviours.

2. Subjects and Methods

2.1. Research Design

This study adopted a correlational survey design. The design involved gathering adolescents' self-report measures on their parents' behaviours and their non-illegal and minor delinquent behaviours. Such a design is useful when the objective is to find out the relationships between variables but does not need to prove causation (Mugenda, 2008). Such a design is useful when the objective is to find out the relationships between variables but does not need to prove causation. The design involved gathering adolescents' self-report

measures on their parents' behaviours and their non-illegal and minor delinquent behaviours.

2.2. Study participants

The population of the study comprised 49,728 adolescent students (26,755 boys and 22,973 girls) in public secondary schools in Nairobi county of Kenya. The target population of schools were 60 schools which had registered for KCSE exam by the year 2010 (KNEC, 2011). According to Gay, (1992) a 10% of a population constitutes an adequate representative sample of study, therefore 5 secondary schools with a sample size 450 students were selected to participate in the study. That is, in each of the 5 schools, 90 students were selected. The final sample that finally participated in the study was 410, which was 97.7% of the proposed sample size. However, 6.6% of the participants' questionnaires were discarded for low completion.

The researcher used stratified random sampling technique to select study participants. This method was appropriate because it reduced the potential for bias in the selection of cases that were included in the sample (Mugenda, 2008). The adolescent students were stratified in Day, Boarding and Co-educational schools and also according to gender, to ensure that both boys and girls had equal opportunity to be included in the study. Using simple random sampling two schools were selected from each single gender category of schools and one Co - educational

school was selected by simple random sampling technique. The adolescents in one Form 1 and in one Form 3 in each of the sampled schools were randomly selected for schools with more than 1 stream.

2.3. Research Instruments

To determine adolescents' involvement in delinquent behaviours, 5 categories of delinquent behaviours that comprised 30 items was established. The items assessed the adolescents' involvement in non-illegal (noncompliance and truancy) and minor-illegal (violence, substance abuse and stealing) behaviours. The adolescents responded to categories of questions on noncompliance, truancy, violence, substance abuse and stealing behaviours. They indicated if they never, rarely or often involved in the aspects of the delinquent behaviours. They were also asked to indicate the earliest age when they first involved in the behaviour.

The construct validity of the questionnaire was ascertained through the use of peers, expert judges and panels. The approach enhances content validity (Nachmias & Nachmias, 1987). The researcher assessed the reliability of the instrument by computing the internal consistency of the responses to instrument items assessing same variable. The average of the inter-correlations was then obtained. This method estimates reliability of an instrument by calculating the average inter-correlations among

all the single items within a test and obtaining the Chronbach's Alpha reliability coefficient (Drost, 2011). The internal consistency test is the most commonly used technique in estimating reliability of a test. For the instrument used in this research a Chronbach's Alpha reliability coefficient of 0.827 was obtained after taking the average of inter-correlations of the items categories for each variable. Self-report measures of delinquency with a reliability coefficient of about 0.8- 0.99 are acceptable (Huizinga & Elliott, 1986).

2.4. Data collection procedures

Permission to conduct the study was first obtained from the Graduate school, Kenyatta University. Thereafter, permission to carry out the study in secondary schools in Kenya was obtained from the National Council of Science and Technology in Kenya. In preparation to collect data the researcher obtained permission from the principals of the selected secondary schools and then also from the adolescents who were to participate in the study. Once permission was granted by the principals, the researcher then visited the schools and gave questionnaires with the help of teachers. Clear instructions were given by the researcher and the students were made to relax by giving a non biasing talk. The participants who were Form 1 and 3 students were issued with numbered questionnaires. They filled questionnaires and after completion the instruments, they were collected and labelled for

subsequent data analysis. The participants were then debriefed after the exercise.

2.5. Data analysis

Results on non-illegal delinquent behaviours were obtained by computing the mean score on adolescents' noncompliance and truancy. On the other hand, adolescents' involvement in minor-illegal delinquency was obtained by computing mean scores for combined violence, substance abuse and stealing. Further, the results on generalised delinquency were obtained by computing combined mean scores for non-illegal and minor illegal delinquent behaviours. The mean scores for non-illegal, minor-illegal and generalised delinquency were ranked according to adolescents' involvement as follows; scores of 1-1.45 were considered as never involved (normative behaviour), 1.46 - 2.45 as occasionally involved and 2.46 - 3 as persistently involved in the delinquent behaviours. Further gender differences in involvement in delinquent behaviours were computed using Chi-square Test while age differences in adolescents' involvement in delinquent behaviours were computed using t-Test. The relationship between each independent variable and adolescents' involvement in delinquent behaviours was examined after identifying the appropriate statistical test based on the variables investigated.

After the researcher coded the responses, the data was entered into the statistical package for

social sciences (SPSS) version 21. The p -value set for the test of hypothesis using Pearson correlation coefficient and Spearman correlation coefficient was at 99% or 95% level of significance (two-tailed statistical test). The computed P -values that were less than 1% probability level ($P < .01$) or less than 5% probability level ($P < .05$) indicated that the null hypothesis was unlikely to be true. So it was rejected, since there was a correlation between the variables being measured. The rejection of the null hypothesis meant that the alternative hypothesis was adopted since there was significant correlation was found. However, the results that indicated p -value greater than 1% or

5% ($p > .01$) or ($p > .05$) respectively meant that there was no significant correlation between the variables. So the null hypothesis was retained because they could have occurred by chance. The computed descriptive and the inferential statistics are presented.

3. Results

3.1. Demographic Characteristics of the Respondents

The demographic characteristics of participants included information on gender, age, and school type. The participants comprised 53.4% females and 46.6% male adolescents. Majority of the adolescents (62%) aged 15 - 16 years, some 20.1% of the adolescents were females and 15.9% were males in single gender boarding

schools. Day school male adolescents comprised 22% while male comprised 13.2% of the sample.

3.2. Adolescents' gender and their involvement in Delinquent behaviours

Adolescents' gender mean differences in involving in delinquent behaviours were also examined. The descriptive statistics indicate that some adolescents, 219 females and 191 males participated in the study. Some, 58% (females) and 40.3% (males) never got involved in minor illegal delinquent behaviours, while 10% (females) and 5.2% (males) never got involved in non-illegal delinquent behaviours. Some 57% (males) and 42% (females) were involved in

occasional minor-illegal delinquent behaviours while 2.1% males were involved in persistent minor-illegal behaviours. The results reveal that female students did not get involved in persistent minor-illegal delinquent behaviour. On the other hand, 76.4% (males) and 74.9% (females) got involved in occasional non-illegal delinquent behaviours while 18.3% (males) and 15.1% (females) got involved in persistent non-illegal behaviours.

The results indicate that more males than females were involved in non-illegal and minor – illegal delinquent behaviours. Further, the researcher computed the statistical mean of adolescents' involvement in non-illegal and minor-illegal delinquency as shown in Table 1.

	Gender	N	Mean	Std.	Std. Error
Non-illegal	female	219	1.86073	.425680	.028765
	male	191	1.94241	.443470	.032088
Minor-illegal	female	219	1.4368	.27915	.01886
	male	191	1.5724	.37050	.02681

Female students scored a mean of 1.86 while male adolescents scored 1.94 in involvement in non-illegal delinquency. On the other hand female students scored a mean of 1.44 while male students scored a mean 1.57 in involvement in minor-illegal delinquency.

To determine the gender difference in adolescents' involvement in non-illegal and

minor-illegal delinquent behaviours, Chi-square test of independence was computed at $\alpha .05$ (2-tailed). The null hypothesis was set:

There are no significant gender differences in adolescents' involvement in non-illegal and minor- illegal delinquent behaviours.

The results are presented in Table 2.



Table 2. Gender Differences in Adolescents' Involvement in Non-illegal Delinquent Behaviours

	Value	d	Asymp. Sig. (2-	Nominal by Nominal
Pearson Chi-	3.709 ^a	2	.157	.095
Likelihood	3.803	2	.149	.157
N of Valid	410			

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.91.

The information presented in Table 2 indicate Chi-square test results on adolescents' gender difference in involving in non-illegal delinquent behaviours *found as χ^2 (2df, N=410) = 3.709, $p = .157 > .05$* . The result revealed that there is no significant gender difference in adolescents' involvement in non-illegal delinquent behaviours at $p > .05$.

The study also reported findings on the adolescents' gender difference in involvement in minor-illegal delinquent behaviours as χ^2 (2df, N=410) = (16.021) $p = .000, < .05$. The results revealed that, there was a significant gender difference in adolescents' involvement in minor illegal mean delinquent behaviours at $p < .05$ (Table 3).

Table 3. Gender Differences in Adolescents' Involvement in Minor- illegal Delinquent Behaviours

	Value	df	Asymp. Sig. (2-sided)	Nominal by
Pearson Chi-	16.021 ^a	2	.000	.000
Likelihood Ratio	17.618	2	.000	.000
N of Valid Cases	410			

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.86.

Therefore, there were gender differences in adolescents' involvement in minor-illegal delinquent behaviours. However, the null hypothesis was retained for adolescents' gender

and their involvement in non-illegal delinquent behaviours.

3.3. Adolescents' Age and their involvement in Delinquent behaviours

Age differences on adolescents' involvements in delinquent behaviours were determined. The

participants indicated their age and their age and their involvement in delinquent behaviours. The results are presented in Table 4.

Age		Non- illegal	Minor- illegal
13-14	Mean	1.86364	1.5411
	N	77	77
	Std. Deviation	.456217	.29139
15-16	Mean	1.91477	1.4848
	N	176	176
	Std. Deviation	.435704	.32624
17-18	Mean	1.89809	1.4968
	N	157	157
	Std. Deviation	.426445	.35530
Total	Mean	1.89878	1.5000
	N	410	410
	Std. Deviation	.435439	.33149

The descriptive statistics indicated that, 77 of the respondents aged 13-14, 176 aged 15-16 while 156 aged 17-18 (Table 4). The adolescents who aged 13-14 scored a mean of 1.86 on non-illegal and 1.54 on minor-illegal behaviour involvement out of a maximum mean of 3.0. Those who aged 15-16 scored a mean of 1.915 on non- illegal and 1.484 on minor-illegal behaviour involvement out of a possible maximum of 3.0. The adolescents who aged 17-18 scored a mean of 1.9 and 1.5 on non-illegal and minor-illegal delinquent behaviours respectively out of an expected mean

of 3.0.

In addition, the study sought to determine the first age when the adolescents begun involving in the delinquent behaviours. Some 410 respondents indicated the age when they first involved in the delinquent behaviours. To obtain the mean age of first involvement in each of the delinquent behaviour variables, the responses indicating the age at first involvement were summed up and a mean age was computed. The results are presented in Table 5.

Age	7 - 9	10 -12	13-15	16-18
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	Freq	%	Fre	%	Freq	%	Freq	%	Fre	%	Tota	
Non	120	29	51	12.	120	29.	98	23.	21	5.1	410	100
Truancy	217	52.9	29	7.1	79	19.	71	17.	14	3.4	410	100
Violence	238	58	35	8.5	67	16.	58	14.	12	2.9	410	100
Substance	353	86.1	18	4.1	17	4.1	18	4.4	4	1.0	410	100
Stealing	348	84.9	18	4.4	21	5.1	19	4.6	4	1.0	410	100

The information presented in Table 5 indicate that, the highest percentage (29.3%) of adolescents who got involved in noncompliance begun the behaviour by age 10-12. The lowest percentage (5.1%) of adolescents who got engaged in noncompliance got into the behaviour by age 16-18. In addition, the highest percentage (23.9%) of those who were involved in truancy got into the behaviour by age 13-15 while the lowest percentage (3.4%) of those who were involved in truancy got into the behaviour by 16-18. The highest percentage (4.4%) of adolescents who were involved in substance abuse got into the behaviour at age 13-15 while the lowest percentage (1%) got involved first at age 16-18. Finally, the highest percentage (4.6%) of adolescents who were involved in stealing begun at age 13-15 while the lowest percentage (1%) first got engaged in the behaviour at age 16-18. The results suggest that there are teenagers who begun delinquency at early puberty. The findings indicate that age 10-12 is the onset age for involvement in noncompliance and violence.

To determine the relationship between age and adolescents' involvement in non-illegal and minor-illegal delinquent behaviours t- Test was computed. A null hypothesis were set and tested at $\alpha = .05$ (two tailed test).

There are no significant age differences in adolescents' involvement in non-illegal and minor-illegal delinquent behaviours

The statistical test results are presented in Table 6.

As shown in Table 6, there were significant age difference in adolescents' involvement in non-illegal delinquent behaviours at ($M = 1.89$), $t = 88.29$ ($df = 409$), $p = .000 < .05$ (2-tailed test). There was also significant age difference in adolescents' involvement in minor non-illegal delinquent behaviours at ($M = 1.50$) $t = 91.623$ $df = 409$, $p = .000 < .05$, (2-tailed test).. The t-test indicates that there were significant age differences in adolescents' involvement in non-illegal and minor-illegal delinquent behaviours. At $p < .05$ the alternative hypothesis was adapted.

One-Sample Test

Test Value = 0						
	t	df	Sig.(2- tailed)	Mean Difference	95% Confidence Interval of the	
					Lower	Upper
Age	60.827	409	.000	2.195	2.12	2.27
Non-	88.296	409	.000	1.89878	1.8565	1.9411
Minor-	91.623	409	.000	1.50000	1.4678	1.5322

The descriptive statistical results indicated that, adolescents at age 15-16 were the most involved in non-illegal delinquent behaviours while those at age 13-14 were the least involved. On the other hand, adolescents at age 13- 14 were the most involved in minor-illegal behaviours while those at age 15-16 were the least involved. It is also found that the peak onset age of involvement in delinquency is age 10-12 at pre-adolescents stage. Age 15-16 is the peak of adolescents' exploration and experimentation. This explains why those in this age were the most involved in the delinquent behaviours. Adolescents' who involve in non-illegal seem to increase with age, but who involve in minor-illegal behaviours seems to reduce with age.

4. Discussion

There were gender differences in adolescents' involvement minor-illegal delinquent behaviours. The findings indicate that male adolescents score higher mean on both non-illegal and minor-illegal delinquent behaviours than females. This concurs with Okorodudu and Omoni (2005) who

found out that adolescents involve in both minor illegal, and non illegal acts. The results indicate that there are significant gender differences in adolescents' involvement in minor-illegal delinquent behaviours. However the gender differences in adolescents' involvement in non-illegal delinquent behaviours were not significant. It appears that both female and male adolescent's involvement in non-compliance and truancy in almost similar. However, the female adolescents seem to take less risk in involving in the more serious delinquent behaviours such as violence, substance abuse and stealing. This could be attributed to the socialization differences that make the male adolescents to be more risk takers. The difference could also be the result of less parental monitoring for boys.

Youth across cultures involve in similar delinquent conducts. Problem behaviours in school such as violence, stealing and substance abuse are common (Eke, 2004a & Okorodudu 2010). The types of delinquent behaviours are also found similar with those observed in Ethiopia and Tanzania (Gutte, 2007; Anderson and Stavrou, 2000) respectively. The delinquent behaviours

findings have shown more adolescents' were involved in non-compliance, truancy and substance abuse behaviors than violence and stealing. The National Research Council and Institute of Medicine (2011) depicts the educational loss that comes with delinquency.

The report shows that there is a causal link between delinquency and academic achievement. The researchers, however, report that early aggressive behaviour leads to difficulties in the classroom. The classroom difficulties in turn result to unfavourable evaluations by teachers and peers; this in turn worsens the delinquency.

An analysis of adolescents' involvement in delinquent behaviours by gender showed more males students get involved in occasional non-illegal than female students. Some past research findings indicate that there is no gender difference in adolescents' deviant behaviour involvement (Mallum, Haggai & Ojaegbu, 1999), the converge with the findings regarding no-illegal delinquency. However, the current findings concur with the report on Juvenile Delinquency by World Youth (2003) which shows there are more male delinquents than females. Other researchers suggest that male delinquency has been higher but the trend is first reversing with females becoming increasingly delinquent (Sekuku, Rimfat & Ogbonna, 2003). Ndichu (2008) finding in a comparative study in Kenya and Sweden also converge with the current findings. The current study findings revealed that

male adolescents are more involved minor- illegal delinquency than females. The results suggest both gender adolescents need behaviour surveillance in school and parenting practices that does not lead to perceptions linked with delinquency.

The inferential statistics revealed that there were significant age differences in adolescents' involvement in delinquent behaviours. It is inferred that adolescents' begin their involvement in delinquency at early puberty. The non-illegal delinquent behaviours tend to be controlled a lot in school. As such, the younger and more fearful adolescents involve less in the behaviours. However, they tend to be more involved in behaviours that are less detectable in school such as violence, substance abuse and stealing. On the other hand the teenagers at mid- adolescence was the most involved in non-illegal delinquent behaviours. It could be that as adolescents grow in age, they tend to be less fearful and daring. This could explain the increase in involvement in noncompliance and truancy by mid-adolescence. On the other hand, the decrease in involvement in minor-illegal delinquent behaviours among the older adolescents could be explained by an expected increase in self control. As such, fewer adolescents are likely to involve in violence and stealing. The involvement in minor-illegal behaviours got lower with age. However, the knowledge of the illegality of the behaviours could have made the adolescents not to divulge

information about the behaviours.

World Youth Report (2003) on Juvenile delinquency in Russian federation shows that group delinquency in Russia was prevalent at age 14 and least prevalent at 17. The ages of adolescents least involved in delinquency concurs with current findings that reveal that there was reduced involvement in delinquent behaviours by age 17- 18. Inferring from the findings it emerged that delinquent behaviour involvement begins before puberty with high percentages of adolescents involving in non-illegal delinquent behaviours. More adolescents involve in noncompliance and fewer progress to truancy. The numbers of delinquent adolescents decreased with age as the severity of the behaviour increases. Over all, fewer adolescents got involved in minor-illegal than non-illegal delinquent behaviours. The substance abuse behaviour is unique; the proportions of adolescents in ages 7-15 appear constantly high at 4% - 4.4 % and decreases at age 16-18 to 1%. The researcher inferred that the mature adolescents are toning down their exploration and adopting responsible behaviour. However, they could also have withheld information considering that they are more knowledgeable on the seriousness of the behaviour compared to their younger counterparts.

The findings of the study are useful in providing knowledge to teachers on the types of delinquent behaviours the adolescents get

involved in. This knowledge is likely to promote preventive measures against delinquency at school and at family levels.

One of the limitations of the study was the use of adolescents' self-report measures to gather data. Adolescents' responses about their parents tend to overemphasise the negative aspects. The over-reporting is an attempt by adolescents to portray themselves as unique and independent. To make up for this limitation, it is recommended that adolescents' self-report measures are used to gather data on less serious delinquent behaviours. In response to the observations the researcher ensured that the delinquent behaviours that were assessed did not include serious delinquent behaviours. The study recommends that teachers and counsellors need to be aware that most of the adolescents who are involved in delinquent behaviours occasionally will not necessarily progress to become persistent offenders since many of them reform. The delinquent adolescents should therefore not be expelled instead they need to be committed to school counsellors for behaviour shaping and life skills training. This is because the results from this research showed that the percentage of adolescents who involved in violence, substance abuse and stealing decreased after age 16. There is also need for a multi-faceted approach to adolescents' behaviour management in schools, counselling for children who hold perceptions that their parents use excessive monitoring, punitive discipline, have conflicts and

abuse alcohol. In addition, teachers and school managers need to increase surveillance on adolescents' behaviours to curb adolescents' involvement in delinquent behaviours. This is because it was found that there was significant adolescents' involvement in noncompliance, truancy, violence, substance abuse and stealing behaviours.

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