

**FACTORS INFLUENCING JUVENILE DELINQUENCY AT ELDORET  
JUVENILE REMAND HOME, KENYA**

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of Sociology and Psychology, Moi University**

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## DECLARATION

### Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

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## **DEDICATION**

This research thesis is dedicated to my children Dr. Paul Ngarachu and Fridah Wambui and my grandchildren John Mwangi, Thomas Nderitu and Joy Mugure who have been my inspiration. I also thank God the Almighty for enabling me to complete the thesis.

## ABSTRACT

Increase in number of children admitted at juvenile remand homes in Kenya is alarming. Seemingly, the factors associated with juvenile delinquency in the North Rift region are not clearly documented. Therefore, this study endeavored to investigate the factors leading to the rise. The objectives of this study were therefore to establish a) individual factors, b) family factors, and c) community factors, influencing juvenile delinquency in Eldoret Juvenile Remand Home. The study employed social disorganisation theory and general strain theory. The study adopted exploratory research design, involving 100 juveniles aged between 9 to 17 years. Census sampling was used to select respondents for juvenile interviews, while purposive sampling was used to select respondent for Focus Group Discussions and juvenile home staff questionnaires. Qualitative data was analysed through transcription and thematic analysis while quantitative data was analysed using descriptive statistics. Among the findings were that, low self-control (20%), poor academic performance and low academic aspirations (55%), school drop-out (80%), were individual factors, while poor parenting styles (80%), abusive families (60%), poverty (55%), and absentee parents (45%), were family factors linked to juvenile delinquency. Regarding community factors, poor socialisation (45%), peer pressure (40%), alcohol and drug abuse (30%), were factors that led to juvenile delinquency. Among recommendations of the study were that; schools enhance their counselling services to curb low self control, poor academic performance, and low academic aspiration. Government put policies in place for school drop-outs due to age and poor academic performance to undergo vocational training for self reliance. The study also recommends that the government, counselling psychologists, churches, and other stakeholders to organise public forums where parents are taught good parenting styles, sensitised on the constitutional rights of children and the consequences of child neglect. Parents and guardian be empowered by the government and non-governmental organisation to do small scale businesses to enhance their livelihood. Finally government, counselling psychologists and other stake-holders sensitise community on the effects of poor socialisation, violence, abuse of drug and substance on the children's behaviour.

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## **CONCEPTUAL DEFINITION OF KEY TERMS**

**Deviant/delinquent acts:** Behaviours which are against societal accepted norms. For this study, these includes stealing, running away from home/school, eloping, rape and defilement, murder, abusing alcohol and drugs, Truancy, bullying and abusing other children.

**Factors** influencing juvenile delinquency are limited to Individual, Family and Community Factors.

**Individual Factors:** will refer to those factors that emanate from the individual's emotional, social and self-control characteristics that are established early in life which in turn may contribute to juvenile delinquency.

**Family factors:** in this study refers to life situations such as inadequate child parenting styles, maltreatment, family violence, poverty, parental social isolation or lack of sufficient emotional support, and parental supervision, abuse of alcohol and drugs, and lack of parental modelling which can contribute to delinquency.

**Community factors** will be defined as factors such as neighbourhood domain like childhood exposure to violence, alcohol and drug abuse, poverty, disorganisations, peer pressure, lack of school bonding and technological which may influences the children negatively.

**Juvenile Delinquency:** This study defined the term juvenile delinquency as children below the age of 18 years whose conducts are out of accord with accepted behaviour or the law.

**Juvenile justice system:** is a system that provides legal setting in which youth can account for their wrongs or receive official protection. In this study, this will include the Juvenile Remand Home and the courts

**Juvenile Remand Home:** refers to a temporary detention centre, under the administration of children's department, to which children are committed by the court pending adjudication and final disposition of their cases. In this study this will be Eldoret Juvenile Remand Home.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Social deviance is a subject matter that is currently attracting a lot of interest among social scientist because of the enormous effects it has on the society. Deviance refers to any act of commission or omission by a member of the society that is different or in contravention with the mainstream expectations of the society. There are two types of deviance, negative and positive deviance.

Marsh & Schroeder (2002) refer to positive delinquency act as an uncommon practice that confers advantage to the people who practice it compared with the rest of the community. Positive deviance involves actions that go beyond what is acceptable. It occurs when people accept norms without question, qualification or limits. An example of positive deviance would be training in an activity that may cause pain and injury; disrupts family life; jeopardise health and safety or involves a ceaseless pursuit of unrealistic and futile dreams. An activity like sports where a person endures pain during while training and separates from family during while in the training camps (Coakley, 2015).

Delinquency is part of negative deviance. Like any other human activities, it has been witnessed in all human societies since time immemorial. For an individual to be delinquent, he or she must be involved with other people. The theoretical explanation of delinquency share an underlying assumption that non-conforming behaviours arises out of social circumstances in which individuals or groups experience normative

confusion or disruption. Confronted with new, traumatic or frustrating social situations, some people respond in a delinquent and perhaps criminal manner (Agnew et al., 2002). According to Gibson et al. (2011), juveniles who grow up in a community where access to culturally approved goals by conventional means is denied, and where a large degree of social disorganisation is present, find themselves in situations where social norms governing behaviour are not clearly defined. According to social strain theory the juveniles may discover that delinquent activities supply opportunity to achieve social identity and social status. Therefore, delinquent activities are defined by the perception of others in the society who defines whether an act is delinquent or not.

Juvenile delinquency, also known as “juvenile offending”, is participation in an illegal or antisocial behaviour by minors (Siegel and Welsh, 2011). These are individuals younger than the statutory age of majority, which in Kenyan law, is below the age of 18 years.

Delinquency can either be positive or negative. Positive delinquency is the observation that in most settings a few at risk individuals follow uncommon, beneficial practices and consequently experience better outcomes than their neighbours who share similar risks (Berggren & Wray, 2002). Such behaviours are likely to be affordable, acceptable, and sustainable because they are already practised by at risk group. For example, a child from a very poor family not going to school because he/she has to collect maize from the drying grounds for food may be considered a delinquent. But without that maize, may be the child would sleep hungry and would not still go to school.

Negative delinquencies are and have always been a threat to the serenity and tranquillity enjoyed by members of a community. According to Simões, Matos & Batista-Foguet (2008), moral degeneration as a factor of delinquency can be very costly for any nation leading to a rise in health, custody as well as the economic costs borne by a nation with issue of delinquency. For this reason, Juvenile delinquency has become the most challenging social issue every nation is trying to look for a solution to. Lack of proper nurturance to the young juvenile offenders, eventually leads them to graduate to criminals (Hess & Drowns, 2010; Austin, Johnson & Gregoriou, 2000).

Juvenile delinquency is determined by multiple social and economic factors in children's socialisation, which are typically interrelated in complex ways (Lipsey & Derzon, 1999; Loeber & Farrington, 1998). For example, withdrawal from school and society is interrelated with several other factors associated with low self-control, and these factors are interrelated with several family-level factors associated with various stressors. It is the inability to cope with stressful events that are associated with juvenile delinquency (Christle, Jolivette, & Nelson, 2005).

According to the World *Youth* Report (2003), the rise in juvenile delinquency has been virtually in all parts of the world since late 1990s and the early parts of the second millennium. This is presumably due to social and economic upheavals and the changes that have recently occurred throughout the African continent. The United Nations, Centre of Social Development and Humanitarian Affairs (UNCSDAHA) report on The global situation of youth in the 1990s: trends and prospects, also tend to attribute these problems to the great number of street and orphaned children, breakdown of family and

social structures, rapid and dramatic social, political and economic changes that have taken place in Africa in recent decades (UNCSDHA, 1993).

According to Urban Management Programme (2000), delinquency in Africa tends to be attributed primarily to hunger, poverty, malnutrition and unemployment, which are linked to the marginalisation of juveniles in the already severely disadvantaged segments of society. Most of the urban poor live in slum and squatter settlements with overcrowded, unhealthy housing and a lack of basic services. All these would make the juveniles vulnerable to delinquent acts.

In Kenya, there are 11 Juvenile Remand Homes, all under the Department of Children's Services. These are: Nairobi (in Nairobi County, Nairobi Region); Likoni (in Mombasa County, Coast Region); Malindi (in Kilifi County, Coast Region); Eldoret (in Uasin Gishu County, North Rift Valley Region); Nyeri (in Nyeri County, Central Region). Others are in Kisumu (in Kisumu county, Nyanza Region); Kericho (in Kericho county, South Rift Valley Region); Muranga (in Muranga county, Central Region); and in Kiambu (in Kiambu County, Central Region). Also, Juvenile Remand Homes are found in Nakuru (in Nakuru County, Central Rift Valley Region); and Kakamega (in Kakamega County, Western Region) (Whitman & Lowrojee, (1997).

According to regional crime trend analysis in the police annual crime report (2014), the regions which recorded increases in crime were Nyanza 22%, North Eastern 18%, Central 9% and Rift Valley 3%. Out of the 3% increased population in crime (from 18,268 in 2013 to 18799 in 2014), 1,872 of the population were from Uasin Gishu County. These annual report leaves a gap because it does not indicate how many crime

incidences are committed by juveniles. Indeed, this makes it difficult to get the statistics of juveniles offenders in Kenya and specifically in the North Rift Region of Kenya. This study, therefore examines factors influencing juvenile delinquency using data generated from juveniles admitted in Eldoret Juvenile Remand Home.

## **1.2 Statement of the Problem**

The increasing number of children admitted in juvenile remand homes in the North Rift Region is alarming. The Eldoret Juvenile Remand Home was established to hold 40 children. However, on average there were 100 children 2013, 110 in 2014 and 120 in 2015. The precipitating factors for this increase may be attributed to situations emanating from children, their family, and community factors. However, these factors have not been appropriately investigated requiring a scientific procedure and explanation to do that (Mugo, 2010; GoK, 2012). Research by Mugo et al., (2006) shows that a gap does exist as most studies on juvenile delinquency tend to propose curative measures compared to seeking the antecedent factors associated with delinquency. An example is a study group report on risk and protective factors of child delinquency (Wasserman, et al. 2001) in The Child Delinquency Bulletin Series (2003) which concluded with a review of preventive and remedial interventions relevant to child delinquency. With an increased understanding of the young offenders' perspective, stakeholders in the community can incorporate them in proactive steps to address the problem rather than wait for children to commit delinquent acts before appropriate actions are taken. This study therefore sought to have an in-depth understanding of the antecedent factors influencing juvenile delinquency in the study area.



### **1.3 Objectives of the study**

#### **1.3.1 Broad Objective**

The study sought to examine factors explaining juvenile delinquency among juveniles in Eldoret Juvenile Remand Home.

#### **1.3.2 Specific Objectives**

The study was guided by the following specific objectives:

1. To identify individual factors influencing Juvenile delinquency in Eldoret Juvenile Remand Home
2. To examine family-related factors influencing Juvenile delinquency in Eldoret Juvenile Remand Home
3. To establish community factors influencing Juvenile delinquency in Eldoret Juvenile Remand Home

### **1.4 Research Questions**

The study answered the following research questions:

1. What are the individual factors influencing juvenile delinquency in Eldoret Juvenile Remand Home?
2. What are the family-related factors influencing juvenile delinquency in Eldoret Juvenile Remand Home?
3. What are the community factors influencing juvenile delinquency in Eldoret Juvenile Remand Home?

### **1.5 Significance of the Study**

From the theoretical point of view, most of the studies on juvenile delinquency have tended to put emphasis on prevalence of delinquent juveniles, influence of family structure on child delinquency, the effectiveness of the penal institutions, and treatment of juveniles in penal institutions (Mugo, 2010; Mugo et al., 2006; Owino, 2010; Ole Kwallah, 2008 & Odongo, 2008). Consequently, little literature is available on the factors influencing juvenile delinquency in Kenya. According to Youth Alive Kenya (2008), failure in implementing interventions for juvenile delinquency has been attributed on the inadequate information on the underlying social and cultural factors. This study therefore is significant in improving the understanding of causes of juvenile delinquency to juvenile remand homes, juvenile justice system, counselling psychologists and other related stakeholders.

The findings and recommendations of this study provide in-depth information on the reasons why some juveniles get involved in delinquency in the Kenyan context and also contribute to the understanding of juvenile delinquency in Kenya. It also provided room for the voice of the juvenile offenders to be captured with respect to why they get involved in delinquency. It is hoped that these findings and the recommendations will be useful counselling psychologist in coming up with effective plans on treatment of children in conflict with law. It is also hope that it will be helpful to other related stakeholders and the government's policy direction in taking proactive measures to safeguard the children not yet in conflict with the law. That is, the knowledge generated from this study will be in Kenyan context, which will be useful to individuals, government, counselling psychologists, and non-governmental institutions championing the welfare of children on indicators to pay close attention to in their pursuits.

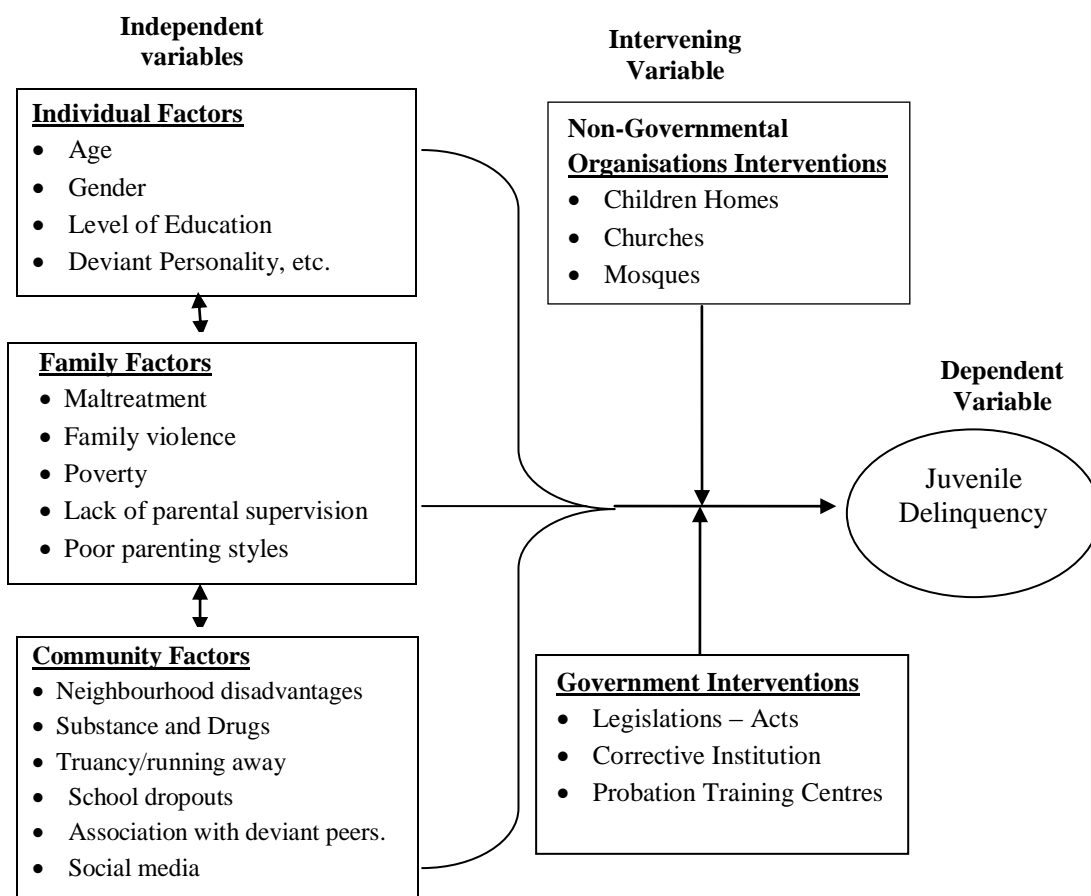
### **1.6 Scope of the Study**

The study mainly addressed factors influencing juvenile delinquency among juveniles in Eldoret Juvenile Remand Home. Specifically, it addressed individual, family and community factors. The study focused on juveniles below 18 years remanded in Eldoret Juvenile Remand Home for delinquent acts and those in the Remand Home for care and protection. The study, while acknowledging positive factors of delinquency, only seeks to focus on factors influencing juvenile negatively, among juveniles in Eldoret Juvenile Remand Home.

### **1.7 Limitations of the study**

In seeking to establish factors influencing juvenile delinquency, the study was limited only to juveniles in Eldoret Juvenile Remand Home. The results of the study may not be generalised to all other Juvenile Remand Homes. However, the findings may provide useful insight on experiences of juveniles in Juvenile Remand Homes in Kenya.

## 1.8 Conceptual Framework



**Figure 1.1: Conceptual Framework**

*Source: Author (2016)*

The conceptual framework represents independent variables which included individual, family and community factors. The dependent variable is Juvenile Delinquency and intervening variables are Non-Governmental Organisations and Government interventions. This conceptual framework is based on the premise that delinquency among children in the society is a product of various factors, key among them are those related to the individual juveniles themselves which include: age, gender, level of education, and deviant personality. Those emanating from family include, maltreatment, family violence, poverty, poor parenting styles and lack of parental supervision. Those from the community are poor neighbourhood, substance and drugs abuse and delinquent peer groups. The individual, family and community factors interlink to each other.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

As earlier stated this study intended to document factors influencing juvenile delinquency with a view of looking for interventions and protection of juveniles engaging in delinquent acts. Related literature was reviewed under various themes including:

- a) Concept of juvenile delinquency
- b) History of juvenile delinquency and
- c) Factors associated with juvenile delinquency such as individual, family and community factors.

#### 2.2 Concept of Juvenile Delinquency

Durkheim argues that rapid social change, especially in urban neighbourhoods was associated with increases in delinquency because of the breakdown of social controls, (Bernard, Snipes and Gerould, 2010). A study of juvenile delinquency in Chicago in 1920s by Shaw and McKay concluded that delinquency was linked to juvenile's "detachment from conventional groups" rather than in any biological or psychological abnormalities. The conclusions from the results of the study of the neighbourhood by Shaw and McKay summarised the factors associated with delinquency as:

1. *Physical Status*: The neighbourhoods with the highest delinquency rates were found to be located within or immediately adjacent to areas of heavy industry and commerce. This was due to industrial invasion of the areas and the great number of condemned buildings, making the area inhabitable.

2. *Economic status:* The highest rates of delinquency were found in the areas of lowest economic status as determined by a number of specific factors, including the percentage of families on welfare, the median rental and the percentage of families owning homes.
3. *Population Composition:* Areas of highest delinquency were consistently associated with higher concentrations of foreign-born and African ethnic factors in the causation of delinquency.

Juvenile delinquency is defined legally as behaviour of a child between seven and eighteen years, which violates existing laws. It is also defined socially as aggressive behaviour unapproved of by the community (Thornton & Voigt, 1992). There are two types of delinquent acts, status offences and criminal acts (Lundman, 1993). Status offences are offences that apply only to juveniles and are not considered criminal if committed by adults. Young people below the age of 18 are subjected to legal interventions for acts that would be criminal if committed by adults. The juveniles risk arrest and detention in a facility exclusively reserved for youthful offenders, adjudication as a delinquent by a juvenile court or commitment to a juvenile facility accepting only adolescent offenders. The sociological theories of delinquency suggest that crime, like other social behaviour, is a social product which is precipitated by sociological factors such as rapid social change, urbanization, disrupted family lives, child-rearing practices, unemployment, peer pressure and poverty, (Regoli & Hewitt, 1994).

The term juvenile in Kenya is used to refer to a child, involved in deviant acts such as committing an offence against the law. Such a juvenile may be on his/her way into the

criminal justice system. According to Children's Acts 2005, any person under the age of fourteen (14) years is legally referred to as a child. A young person in that Act is defined as person who is of the age of sixteen (16) years or more and is under the age of eighteen (18) years. The same Act also defines a juvenile as "a person who is of the age of fourteen years or more and is under the age of eighteen years" (Government of Kenya, 2005).

Clifford Shaw one of the first probation officers in the United States, developed Social disorganisation theory, which was later refined in 1969 by Shaw and McKay, (Henry McKay et al., 1929; Shaw & McKay, 1969). The explanation of delinquency in this theory focuses on the lack of community integration and stability as an important contributor to delinquency. Contemporary studies of social disorganisation also often attribute delinquency to the lack of collective efficacy. According to Sampson, (2006), collective efficacy refers to the notion that people in a neighbourhood share common concerns and expectations of neighbours' behaviour, in particular the youth's behaviour and their willingness to support each other in supervising and attempting to control youthful misbehaviour, (Sampson et al., 1997; 1999). Thus, areas of a community which are characterised by collective inefficacy are also representative of social disorganization; namely, the difficulty of area residents to identify and solve issues and problems in their neighbourhoods and communities (Sampson, 2006).

Another attempt to bridge the gap between structural factors and individual-level responses to these macro conditions is the general strain theory (Agnew, 2006). Psychologists and sociologists often refer to the period of adolescence as a time of storm and turmoil. One must understand that the connotation of storm and turmoil not

only points out the high risks involved in various antisocial behaviours during this period but also refers to the increasing stress and the levels of negative emotions that occur during puberty, (Goffredson & Hirschi, 1990); (Moffitt, 1993). Agnew's studies from the stress literature documented that the juvenile period is fraught with struggles, distress, and negative emotions (Agnew, 1997). Colten and Gore (1991:1) state the concept of stress is an important tool for organising research, seeking to understand development during the adolescent years. DuRantet, al. (1995:233) also suggest that life stress can have a deleterious impact on the psychological adjustment of adolescents, and the impact of such stress has been related to various negative outcomes including delinquency, (Vaux & Ruggiero, 1983). Brandt (2006:58) concluded that the increase and decrease in antisocial behaviour are linked to increases and decreases in the levels of developmental stress associated with adolescence.

Studying the effects of stress or strain on delinquency during the adolescent years is important for two reasons. First, empirical studies have shown that there is a relationship between strain and juvenile delinquency, (Agnew, 2006; Drapela, 2006; Seiffge – Krenke, 2000; Sigfusdottir, Farkas, and Silver, 2004). Secondly, delinquency is not only associated with immediate problems to juveniles for instance, increasing victimization, but also increases the risk of later life maladjustment and stress, (Kennedy & Baron, 1993; Moffitt, 1993; Sampson & Laub, 1993). In fact, scholars have found out that delinquency during the adolescent years is a risk factor for later criminal involvement and negative life consequences, (Elliott, 1994; Farrington, 1989; Nagin & Paternoster, 1991; Moffitt, 1993; Sampson & Laub, 1993; and Tolan & Thomas, 1995).



Various definitions of juvenile delinquency focus on community integration, stability and lack of collective efficacy as important contributors of delinquency. This study however, attributes juvenile delinquency to individual, family and community factors.

### **2.3 History of Juvenile Delinquency**

The first juvenile court was establishment in 1899 in Cook County, Illinois, USA, climaxing many years of legal and humanitarian concerns for the welfare of children held to be in violation of the law and concerns with the criteria by which they might be so judged (Van Water, 1932). The principles underlying this court were that children were developmentally immature and required protection instead. Children are easily influenced and could be rehabilitated thus the court should aid children with a broad range of problems including dependency and neglect, abuse, status offenses as well as crime. Because they were children, it was further assumed that hearings should be less formal and that judges should have broad discretion in the handling of their cases so that the proceedings themselves would not have a negative impact upon youth. This primary focus of the court with regard to juveniles was to focus more on rehabilitation.

Soon after its implementation in Cook County, the juvenile court spread throughout the rest of America, and was modelled in many European countries. By 1925, every state in the US and Europe had established a juvenile justice system to process the criminal and non-criminal offenses of youth as well as to provide protective services for children (Rosenheim, 2002). Along with the courts, a variety of other agencies and institutions were created for underage children to meet their welfare. Individuals under the age of fourteen were presumed not to possess the sufficient criminal responsibility to commit a crime, though the presumption was refutable between the ages of seven and fourteen

(Tanenhaus, 2000). Individuals who were fourteen years and older were presumed criminally responsible. The creation of the juvenile court altered this presumption in part, providing almost exclusive jurisdiction over individuals under the age of eighteen in most states. Although much of the research on risk factors that juveniles face has focused on predicting serious and violent offenses, risk factors are relevant to all levels of delinquency. This study defines individual, family and community factors influencing juvenile delinquency, and briefly discusses factors linked to delinquency.

Different approaches are used in scientific and practical literature on juvenile crime and violence to define and explain delinquent behaviour by young people. To criminologists, juvenile delinquency includes all public wrongs committed by young people between the ages of 12 and 20. Sociologists view the concept more broadly, believing that it covers a multitude of different violations of legal and social norms, from minor offences to serious crimes, committed by juveniles. Included under the umbrella of juvenile delinquency are status offences, so called because they are closely connected with the age status of an offender; a particular action or behaviour is considered a violation of the law only if it is committed by a juvenile (examples include truancy/running away from home).

In traditional African societies, juvenile delinquency was unknown (Wakanyua, 1995). This was because there was a stable and integrated way of living with social, moral and traditional law that emphasise supporting one other, unlike today where social change has brought new social economic values that have led to disintegration of the traditional cultural values.

Juvenile delinquents in Kenya, mostly fall under the Probation, Prison and in the greatest measure, the Department of Children's Services. With the reorganisation and prior to the attainment of independence, the Approved Schools were up-graded into a fully-fledged Department under the repealed Children and Young Persons Act Cap 141, (National Council for Law Reporting, 2012). Initially, the Department was known as the Department of Approved Schools but after independence it became Children's Department, hereby referred to as the Department of Children's Services. Currently, the department draws its mandate from the Children Act, 2001. This is an Act of Parliament that makes provision for parental responsibility, fostering, adoption, custody, maintenance, guardianship, care and protection of children. It also makes provision for the administration of children's institutions and gives effect to the principles of the Convention of the Rights of the Child and the African Charter on the Rights and Welfare of the Child and other related purposes.

Eldoret Juvenile Remand Home, which is one of the eleven (11) Juvenile Remand Homes in Kenya, was constructed in 1954 during the 2<sup>nd</sup> World War by the colonialists to cater for abandoned children who were left behind by their parents as they went to war. It became operational as a Juvenile Remand Home after independence in 1964, under the Ministry of Home Affairs. Currently, it falls under the Ministry of Gender, Youth, Sports and Recreation with the introduction of the new Ministry after the Kenyans 2007 general election.

#### **2.4 Factors Associated with Juvenile Delinquency**

It is impossible to develop effective prevention programmes without understanding the reasons behind juvenile involvement in delinquent activity. In an attempt to explain the

theoretical underpinnings of delinquency, sociologists associate the specifics of youth behaviour with the home, family, neighbourhood, peers and many other variables factors both within and without that together or separately influence the formation of young people's social environment, (World Youth Report, 2003:191).

United Nations Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines), (1990:721)) assert that “youthful behaviour or conduct that does not conform to overall social norms and values is often part of the maturation and growth process and tends to disappear spontaneously in most individuals with the transition to adulthood”. A great majority of young people commit some kind of petty offence at some point during their adolescence without necessarily turning into a criminal career in the long term, (United Nations, 1990). While delinquency is a common characteristic of the period and process of becoming an adult, it is very important to note that juveniles often create stable criminal groups with corresponding subcultures and often start to engage in the activities of adult criminal groups, in effect choosing delinquent careers.

Ideally, statistical data in many countries show that delinquency is largely a group phenomenon. For instance in Kenya groups like *Mungiki* in central region mainly Kikuyus and *Taliban* in Nairobi mainly Luos just to mention a few are some of the unlawful sects which take advantage of recruiting some to their groups at tender age. Juveniles who commit offences alone are likely to be associated with groups. Juvenile group crime is most prevalent among 14-year olds and least prevalent among 17 year olds. The rates are higher for theft, robbery and rape, and lower for premeditated murder and grievous bodily harm, (Murunga and Nasongo, 2007). .

Similarities in the basic characteristics of juvenile group behaviour are found in almost every class and cultural context. Juvenile peer groups are noted for their high levels of social cohesiveness, hierarchical organization, and a certain code of behaviour based on the rejection of adult values and experience. The sub-cultural aspect of juvenile group activities is rarely given the attention it deserves. Different juvenile groups adopt what amounts to a heterogeneous mix, or synthesis, of predominant (class-based) values, which are spread by the entertainment industry, and intergenerational (group-based) values, which are native to the family or neighbourhood, (Venkatesh, 1997).

Factors may be looked at as intrapersonal and interpersonal factors. Thus intrapersonal factors refers individual factors such as things within one's own mind, self or consciousness while interpersonal factors refers to something involving, or occurring among several people, for example, interpersonal skills which refers to our ability to get along with others (Hornby, 1995). These two are vital determinants of juvenile delinquency. The following section will discuss these factors in details.

#### **2.4.1 Individual factors influencing Juvenile Delinquency**

Children's behaviour is the result of several factors such as genetic, social and environmental. A study group in relation to child delinquency defines individual risk factor as an individual's genetic, emotional, cognitive, physical and social characteristics (Burns et. al., 2003). These factors are normally interrelated, yet the underlying mechanism of how this occurs is not fully understood.

Biological variables may also predict affiliation with antisocial peers and subsequent delinquency. There is evidence that children and adolescents with certain genetic

predispositions are more likely to select antisocial peers, and more likely to be influenced by them (Beaver, Wright, & DeLisi, 2008). Specifically, adolescents with specific genetic profiles are more apt to use substances if they affiliate with substance using friends (Harden, Hill, Turkheimer, & Emery, 2008). Boys with elevated levels of testosterone, and who lack the neuro-cognitive abilities to regulate their behaviour may also be likely to engage in deviant activities with peers (Tarter et al., 2007). So antisocial peer selection may, to some extent, have a biological basis.

Early antisocial behaviour may be the best predictors of later delinquency. This may include various forms of rebellion on set rules, aggression and acts like theft, physical fighting, insulting languages and vandalism. Most significantly is early aggression which is a social behaviour that appears before the age of 13 characterising delinquent behaviour, (Haapasalo and Tremblay, 1994).

According to a study in delinquent development by Farrington, one of the strongest predictors of a conviction between ages 10 and 13 was troublesome behaviours between the ages of 8 and 10 (Farrington, 1986). In another study, mothers rated their children as difficult to manage at 3 years of age and parent's rating of behaviour problems at 5 years of age were the two best predictors of later antisocial behaviour (White, et al., 1990).

According Farrington's finding it was evident that high levels of behavioural activation and low level of behavioural inhibition are risk factors for antisocial behaviour. For example, a high level of daring behaviour at ages 8-10 predicted convictions and self-reported delinquency before age 21, whereas measures of anxiety and guilt did not.

Impulsive and not anxious boys are more likely found to commit delinquent acts at ages 12 to 13 years, (Farrington, 1998) therefore more studies are needed to determine whether emotional characteristics in childhood are associated with juvenile delinquency.

Although early aggressive behaviour is most apparent and best predictor of later delinquency, other individual factors may also contribute to later antisocial behaviour. According to Child Delinquency Bulletin Series (2003), by the end of the third year of life, children can express the entire range of human emotions, including anger, pride, shame and guilt. Family and community affect children's socialisation of emotional expression and help them to manage emotions either negatively or positively. Thus, children expression of emotions especially early in life may increase or reduce their risk for delinquency.

However, emotional and cognitive developments appear to be associated with children's ability to control social behaviour within the first 2 years of life. The cognitive development in terms of language development, social cognitive, academic achievement and neuropsychological functions, poor cognitive development and behaviour problems during early childhood could explain the association between academic achievement and delinquency. Other findings are mild neuropsychological deficits such as those which present at birth for example prenatal and peri-natal complications such as brain injuries or preterm births and can snowball into serious behaviour problems by affecting the child's temperament, for example language, aggression, oppositional behaviour, attention and hyperactivity. On the other hand hyperactivity can lead to delinquency only when it occurs with physical aggression or oppositional behaviour (Lahey, McBurnett and Loeber, 2000).

Self-esteem is an evaluative and affective aspect of the self. It is also considered as equivalent to self-regard, self-estimation and self-worth (Harter, 1999). It refers to a person's global appraisal of his/her positive or negative value (Markus & Nurius, 1986). Self-esteem has well-known consequences not only for current physical and mental health and health related behaviours, but also for future health and health-related behaviours during adulthood (Mann et al, 2004).

The findings of a study by Khurshid and Rehman (2006) show that juveniles having low self-esteem reported higher peers stressors as compared to the juveniles having high self-esteem. These findings suggest that juveniles with low self-esteem were unable to maintain long-term friendship with their peers. They were lacking in their self-confidence, and as a result they face more problems with their peers. Their low self-esteem seems to create many complexes in their personality. Many of these juveniles also reported informally to the researcher that they often felt that their peers thought of them as inferior, low and were considered as a boring personality. This made them feel uncomfortable in the company of friends and strangers. This group faced difficulty in making new friendships within their peers, (Hirschi, 1969).

#### **2.4.2 Family factors influencing Juvenile Delinquency**

Parents are models towards their children. Research on modelling has shown that when parents are held in high esteem and are the main sources of reinforcement, their children were more likely to model them (Simons, Whitbeck, Conger, and Conger 1991). If parents act in negative ways their children are likely to follow their parent(s)' negative attitude and even generalise this attitude to the rest of the society. Thus family linked with juvenile delinquency are more likely to be characterised by poor parenting skills,



large family sizes, home discords, child maltreatment and antisocial parents (Derzon and Lipsey, 2000; Wasserman and Seracini, 2001). However, there are certain parenting techniques that have greater impact on children's behaviours such as parental support. Parental support are behaviours towards the children such as praising, encouraging and giving affection which shows the child that he/she is valued and loved. This support binds the adolescence to institutions and builds their self-control which hinder delinquent behaviours (Barnes et al, 2006).

To prevent delinquent behaviours, parents must use effective discipline, monitoring and problem solving techniques. Effectively recognise delinquent behaviour and keep track of when it occurs. Consistent discipline must be insured at the sighting of any delinquent behaviour in order to prevent the development. However, overly harsh punishment would not stop the behaviour but enhance it. The child may view the punishment as unfair and unjust and cause him/her to act out (Crosswhite & Kerpelman 2009). Monitoring involves awareness of where children are, who their friends are, and what they are doing in their free time. In a study by Barnes et al. (2006), it was found that monitoring is a strong predictor for adolescent's delinquent behaviours after peer deviance was controlled and taken care of. This illustrates how important parental care is to a child's life and how their involvements can make a difference in delinquent behaviours. Problem solving techniques are crucial in a child's development of communication because lack of it causes the child to be defensive, reject their responsibilities and increase anger. These traits can influence delinquent behaviours and be associated with deviant peers (Crosswhite & Kerpelman 2009).

Research has shown that among boys age 10, the strongest predictor of later conviction for violence offenses were poor parental supervision, parental conflict, and parental aggression, including harsh, punitive discipline (McCord, 1979). Research further has shown that children from families with four or more children have an increased chance of becoming delinquent. Other categories are family functioning, impact of family disruption, and two-parent versus single parent households. All of these aspects of family are very crucial to the upbringing of a child and could ultimately lead to delinquent behaviours if the family is not functioning “properly.” Properly is defined as a two parent, violence free and openly communicating household. Unstable/broken home is a factor in personality maladjustment. (Wasserman and Seracini, 2001; West and Farrington, 1973).

The female delinquents are referred for running away from home, and committing some type of sexual deviancy. Certain types of delinquency are related to broken homes such as runaways, truancy and fighting. Juveniles from broken homes according to Mullens (2004) are 2.7 times more likely to run away from their family than children living in intact homes. The core belief is that a broken home has an imbalance and as a result is detrimental to a child’s socialisation and personality adjustment. As a result, a child may be more susceptible to negative peer pressure and may ultimately commit acts of delinquency not committed by children from intact homes where there is a balanced structure of a man and a woman who act as good role for children.

According to Wright and Wright (1994) the family is the foundation of human society. Children who are rejected by their parents, who grow up in homes with considerable conflicts, or who are inadequately supervised are at greatest risk of becoming

delinquents. Immarigeon, (1996:56) says it best when he states that “justice can be better served and young people steered on the right path by involving families in juvenile delinquent cases”. If anything would play a large part in delinquency, it would be a family. Understanding how the family and how the juvenile within the family works, gets to the core of delinquency.

A family unit is one of the strongest socialising forces in life. It teaches children to control unacceptable behaviour, delay gratification, and respect the rights of others. Conversely, a family unit can also teach children to be aggressive, antisocial, and violence, (Wright and Wright, 1994). This statement alone could easily explain how a juvenile may end up becoming a delinquent. Wright and Wright (1994) suggest positive parenting practices during the early years and later in adolescence, which may act as buffers that prevent delinquent behaviour and assists some adolescents to desist from delinquency.

According to Hagan and Foster (2001), adolescence is a time of expanding vulnerabilities and opportunities that accompany the widening social and geographic exposure to life beyond school or family. All this starts with the family. Research indicates that various exposures to violence are important sources of early adolescent role exits. This means that not only can juvenile witness violence within the family but also on the outside of the family. If violence encompasses all emotionally, environmental aspects of the juvenile’s life, he or she is more likely to engage in delinquent activities.

According to Ndirangu (2001), there has been considerable evidence that poor parenting was associated with juvenile delinquency, and that most children admitted in Children's institutions came from broken homes and did not know the whereabouts of their parents. Whereas, Cradle (2004) reporting on street children and juvenile justice noted that the disintegration of the African family kinship means most unit roles are not inculcated on children and as a result may have an inclination towards juvenile delinquent behaviour. Family separation was a great contributor of children delinquency, for example, running to the streets from their homes. According to Namwaba, (2001), many children continued to suffer from violations emanating from their families, disinheritance and sexual abuse perhaps due to the disorganisation and breakdown of the family structure.

Wakanyua (1995), in his survey of rehabilitation programmes in Approved Schools in Kenya, did a profile of the children offenders and found that 63% had both parents, 32.2% were brought up by a single mothers while 2.54% had no parents. He further found that 50% of children were from broken homes which meant that they had limited opportunities of being brought up in normal families. Generally, the researcher found that the children reported that they lacked basic needs such as food, clothing, and shelter and that they were not in school prior to their committal at the rehabilitation school. The scholars' conclusion was that juvenile delinquency was a social problem affected by the home dynamics including the family unit structure. The findings in a Juvenile justice study by Mugo, Musembi, and Kangethe, (2006) concluded that there was a strong link between social background and topology of children offenders' majority who came from poor and disconnected family backgrounds. In looking at the clustering of family risk factors, one goal is to identify which combinations of risk

factors promote early misbehavior because, more than likely, early misbehavior is the result of an accumulation of a number of factors. The number of risk factors and stressors and the length of exposure to them have a strong impact on child's behavior. Therefore, there is need for further studies to determine length of exposure that can lead a child to delinquent behaviours.

### **2.4.3 Community factors influencing juvenile delinquency**

Durkheim (1897) argues that deviance is more likely to increase after societies undergo changes that disrupt the community's social bonds (Knoester and Haynie 2005). When these bonds weaken, social disorganisation sets in. The social disorganisation theory states that when traditional or effective community social bonds that prevent crime and delinquency are absent, delinquent behaviours will increase. These social bonds are found in neighbourhoods. The adolescents have bonds with their parents and neighbours in the community. The following are necessary conditions that neighbourhood should provide for children: monitoring, recognising of delinquent behaviours and punishing the delinquent behaviours. This can be achieved through intergenerational closure which occurs when adults and children in the community have strong bonds with one another. The conditions can also be attained through "reciprocated exchange" the strength of interfamily and adult interaction when it comes to parenting techniques for the community is observed. When parents do not provide these conditions, then an up rise in juvenile crime overtakes the neighbourhood, (Teasdale and Silver, 2009:212).

In society where divorce and separation is common, the possibility of more single-parent households in disadvantaged neighbourhood increases. This increase signifies a lack of community informal and formal social controls. Lack of provision of necessary basic needs, inadequate monitoring of the adolescence by the formal social control such

as churches, school, libraries, institutions and parents, results in a greater opportunity for an adolescent to commit delinquent acts. This depicts how and when an adolescent has weak bonds with their community, due to either single-parent families, child headed family or unstable both parent headed family, are more likely to be delinquent even in the presence of successful family integration. The following are some of the key community factors identified in the previous literature that may contribute to juvenile delinquency.

#### **2.4.3.1 School and Peer factors influencing juvenile delinquency**

Within the community, schools bring children together. A child requires attending school 5 days a week, 180 days of the year and for 12 – 14 years. However, early aggressive behaviour may lead to difficulties in the classroom which in turn may result in a child's poor evaluation by both teachers and the peers. A juvenile who does not get proper basic education or the one with low intelligence is very much likely to get engaged in delinquent conducts. According to study by Haapasalo and Tremblay, (1994) physical aggression in kindergarten was the best and only predictor of later involvement in property crimes. However, according to rating by teachers, pro-social behaviours such as helping, sharing, and cooperation, appear to be a protective factor, specifically for those who have risk factors for committing violent and property crimes before age 13.

Inability to delay gratification, uncontrolled aggression and impulsive behaviours could result in delinquency. A family that does not care about the child's basic need, and report more parental conflicts may have their children looking for ways of meeting their basic needs in more deviant ways. This in turn may affect children's school live and

may increase delinquency. According to Hawkins et al., (2000:12), poor school performance, truancy and leaving school at a young age are connected with juvenile delinquency.

Lipsey and Derzon (1998) noted that for youth ages 12–14, a key predictor variable for delinquency is the presence of antisocial peers. According to McCord et al., (2001:80), factors such as peer delinquent behaviour, peer approval of delinquent behaviour, attachment or allegiance to peers, time spent with peers, and peer pressure for deviance have all been associated with adolescent antisocial behaviour. Elliot (1994) also reported that spending time with peers who disapprove of delinquent behaviour may reduce later violence. The influence of peers and their acceptance of delinquent behaviour are significant, and this relationship is magnified when youth have little interaction with their parents (Steinberg, 1987).

Peer group plays an important part in the construction of gender roles and relations, including delinquent behaviour. Youth gangs reflect the gender-based power relations in society and the related discourse and practices by which they are reproduced. Consequently, differences in male and female behaviour in this context are partly a product of the social construction of gendered dominance and subordination in gang arrangements. What predisposes adolescents toward involvement with antisocial peers, whether through self-selection or through social influence? Research suggests that family processes, particularly parent-adolescent closeness and parental monitoring, are critical for protecting adolescents against the effects of deviant peer networks, (Dishion, Nelson, and Bullock, 2004; Kiesner, Poulin, and Dishion, 2010). When parents maintain warm and involving relationships with their adolescents, they are more likely to

supervise them and the adolescents are also more likely to disclose more information to their parents (Kerr and Stattin, 2000). Parents are then in a better position to intervene when their adolescents are associating with deviant friends. On the other hand, when the parent-adolescent relationship is in conflict or otherwise strained, parents may not know with whom their adolescents are spending their time and adolescents may be more susceptible to the influences of antisocial friends.

Adolescents who actively select anti-social friends may be characterised by especially persistent and severe family problems. Ingoldsby et al. (2006) found that individuals from disadvantaged neighbourhoods, and who experienced high levels of family conflict as young children, tended to seek out deviant friends in adolescence.

The community in which one is reared can influence the likelihood of delinquency. Existing research points to a powerful connection between residing in an adverse environment and participating in deviate acts, (McCord, Widom and Crowell, 2001:80). Sociological theories of deviance hypothesise that “disorganised neighbourhoods have weak social control networks; that weak social control, resulting from isolation among residents and high residential turnover, allows criminal/delinquent activity to go unmonitored”, (Herrenkohl et al., 2001:221). Interaction between environmental and personal factors such as neighbourhood with high level of poverty and crimes also increases the risk of children getting involved in serious crimes/delinquency as they are growing up in such environments (McCord, Widom, and Crowell, 2001:89).



### **2.4.3.2 Impact of Social Media on Juvenile Delinquency**

The youths in Kenya are especially vulnerable to many vices such as alcohol and drugs owing to peer pressure, media influence, poor guidance and role modelling. This has taken root in schools and informal settlements leading to the high number of school drop outs, idleness and the children involving themselves with other delinquent acts, (NACADA, 2012).

The researcher views commercial mass media as having revolutionized the way people receive, perceive and retain news and other information. It is rather subjective and greatly exaggerates publicity intended to excite public interest in its flavour. For example, in Kenya the advertisements like “*Tusker Imara kama Simba*”, “*Guinness for Power*” and so on for alcohol and cigarettes “*SM smooth menthol*” and so on, which the juveniles may not have the ability to internalise. Juvenile delinquency is affected by such advertisement, only more so because minors lack the ability to sift out the irrational from the rational and logical information.

According to national statistics from the Rapid Situation Assessment of Drug and Substance Abuse in Kenya, (NACADA, 2012), 11.7% of young people aged 15-24 are current users of alcohol, 6.2% use tobacco, 4.7% miraa while 1.5% are users of cannabis. In addition, the median age of initiation to tobacco products is 10 years while the minimum is 8 years. Alarmingly, the median age for alcohol is 10 years and the minimum 4 years.

According to Austin and Knaus (2000:35) teens have a more positive mind-set about drinking and their own likelihood to drink after viewing alcohol advertisements. This is

as a result of the affective response associated with the desirability of portrayals in the advertisements and a resulting identification with characters in the advertisement. According to the Centre for Media Education: “Most children younger than 6 years do not understand that the purpose of advertising is to sell a product” and that “Children who watch four or more hours of TV a day are more likely to believe advertising claims than children who watch TV less often” (Centre for Media Education, 2002).

According to Khromina, (2007) and Dawursk, (2009), Social scientists have researched the factors affecting juvenile delinquency in great detail and found a great many factors. Single parents, technology/media violence, unjust social structure, poverty and lack of parental discipline are some of them. While each factor is important in its own right, technology/media plays a very important role in shaping the tendencies that lead to juvenile delinquency. It is commonly assumed that the family takes on a central role in personality and social development. But another factor, the mass media, has been lurking around to disrupt this equilibrium. Media influence on children is almost always significant, destructive and irreversible. Some younger children are greatly influenced by media aggression because they cannot distinguish between what is real and what is not.

According to Anderson, (2001), increase in anti-social and aggressive behaviour in children, desensitising of children to violence and victims of violence, cognitive change in adolescents in viewing the world as violent and mean, juveniles will desire more violence in entertainment and real life and children will see violence as an agreeable way to settle conflicts. The above cited threats to the social fabric, stem from the fact that media plays a very important role in the life of an average urban family. With dual

incomes, working mothers and a loosening of parental control, it is natural that media in any of its form is the predominant baby sitter of children today. Given the huge profits that the media and related industries earn today, the violence business is thriving. The concerned screams of parents and policy makers are drowned in the huge taxes the Government receives from this industry (Anderson and Bushman2001:353)

Aggressive behaviour especially increases in youth who play violent video games (Anderson and Bushman, 2001, p.353). Research by the National Institute for Media and the Family suggests that children who watched more television and played video games more often were more likely to exhibit hostile attribution biases (Buchanan, 2002). The above literature review talks of the developing world where a child can have access to video games and other social media such as television and internet. The research respondents in this study came from economically humble backgrounds and only about 5% could access television. It is evident therefore, that these juveniles were influenced instead by factors emanating from individual, family and community factors.

This study therefore dwelt on individual factors, family factors and community factors influencing juvenile delinquency rather than the bio-neuropsychological factors previously researched.

## **2.5 Theoretical Framework**

The study employed two theories, social disorganisation theory by Shaw and McKay (1969) and general strain theory by Bernard, Snipes and Gerould (2010). Social disorganisation theory explains factors influencing juvenile delinquency from within the juvenile's internal factors whereas the general strain theory explains factors influencing

juvenile delinquency from without the juvenile thus, external factors. These two theories complemented each other.

### **2.5.1 Social Disorganisation Theory**

The social disorganisation theory is one of the earliest sociological explanations of delinquency. It was developed by Clifford Shaw (one of the first probation officers in the United States), Henry McKay (1929), and then refined in 1969 (Shaw and McKay, 1942, 1969). Although Shaw's initial explanation concentrated on gang delinquency, social disorganisation theory's scope can be applied to most forms of delinquent behaviour. The theory of social disorganisation offers a clear contrast to the personalised view of delinquency causation popular at that time. Shaw noted that many of the youngsters he supervised seemed to have come from the same areas or neighbourhoods, even after several years (Shaw and McKay, 1969:175).

The social disorganisation theory's foremost explanation of delinquency is that delinquency is primarily the result of a breakdown of institutional, community-based controls. The individuals who live in such situations are not necessarily themselves personally disoriented; instead, they are viewed as responding "naturally" to disorganised environmental conditions. A second assumption of this approach to delinquency is that the disorganisation of community based institutions is often caused by rapid industrialisation, urbanisation, and immigration processes, which occur primarily in urban areas. Third, it is assumed that the effectiveness of social institutions and the desirability of residential and business locations correspond closely to natural, ecological principles, which are influenced by the concepts of competition and dominance. Largely because of this assumption, the social disorganisation explanation

of delinquency is associated with the term “ecological approach”. A fourth assumption is that socially disorganised areas lead to the development of criminal values and traditions, which replace conventional ones, and that this process is self-perpetuating (Shoemaker, 2010).

Therefore, social disorganisation theory examines delinquency as a product of deficiencies in the social structure, an example being lack of community integration, stability, and weakening of social controls both formal and informal. Formal social control is exemplified by the presence of police officers or government law enforcers. Informal social control is often associated with supervision, control exercised by parents, neighbours and institutions representatives in the community such as teachers, pastors and others. Basically this explanation of delinquency focuses on the lack of community integration and stability as an important contributor of delinquency (Shaw and McKay, 1969). The concept of social disorganisation suggests that social control, both formal and informal, have been weakened, making it difficult for residents to solve problems, such as delinquency (Shoemaker, 2005).

An interesting feature of Shaw and McKay’s studies of delinquency is the use of areas of residence as a key indication of both disorganisation and delinquency. Social and economic features of a neighbourhood, or area, were used to identify areas as disorganised. Similarly, rates of delinquency were developed based on where juveniles lived, not where their offenses occurred. Thus, the focus on the antecedent factors rather than the actual act of delinquency which is also the focus of this study.

According to Akers (2009), social disorganisation causes juvenile violence by affecting family structures and stability. Family instabilities eliminate essential sets of regulations

that control youth's behaviour while weak families and lack of effective guardianship lead to increased delinquency. Neighbourhoods with a compromised social state are likely to have sparse local friendship networks, unsupervised youths and poor social organisation. Lack of effective control measures by the family and community increases the rates of delinquency, whereas economic deprivation leads to social disorganisation resulting in poverty and increasing violence among youths. For example, poor communities lack enough resources for defending their interest collectively whereas economic inequalities create latent hostilities (Akers, 2009).

Shaw and McKay concluded that delinquency rates reflected the kinds of neighbourhood in which children are raised. They asserted that deteriorated, poverty-ridden areas of the cities tend to produce social disorganisation, which in turn produces delinquency. In their view, high delinquency areas are characterised by local values and norms that are sometimes contrary to the values, norms and best interests of the larger society. A local sub-culture develops that successfully transmits these antisocial values and norms to younger generations growing up in the area (Lundaman, 2001:59-62).

### **2.5.2 General Strain Theory**

With regard to the individual factors influencing juvenile delinquency, the basic argument of the general strain theory is that juveniles are presented with stressful situations, sometimes reflecting structural conditions, such as poverty, and sometimes more localised, such as bullying at school, or abuse in the home. Normally, the child's ability to escape these stressful situations is limited. Thus the child may involve him/herself with illegal actions, such as running away or truancy.

According to Robert Agnew (1992), the developer of general strain theory, there are three types of strains whereby: an individual may lose something they value, such as a parent/s, be treated in an aversive or negative manner by others, and where individuals may be unable to achieve their goals (Agnew, 2006).

For juveniles, strains associated with family or school problems are thought to have the greatest impact on delinquency, (Agnew, 2006). In general, therefore, strains that are more likely to result in criminality are those which are seen as unjust and salient to the individual. This may be among those with low levels of self-control and those who feel “pressured” to respond in criminal/delinquent ways, (Agnew, 2006).

General strain theory also includes a variety of social and individual, or emotional, reactions to strain, which definitely augments structural anomic or strain explanations of criminality. For example, Agnew discusses various individual “coping” mechanisms, or strategies, in response to strain, such as anger. More generally, the argument is that coping strategies can be divided into three categories; behavioural, cognitive, or emotional. Each of these three categories can be influenced in specific cases of individual coping by social psychological and environmental characteristics, such as social class, neighbourhood context, and personality characteristics. For example, individuals with low self-control, who are living in poverty and in neighbourhoods with higher levels of delinquency rates, are more likely to respond to strain in delinquent ways than are those who have ample economic resources, living in high class areas, (Agnew, 2006). Thus, the general strain theory complements the social disorganisation theory in this study.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology used in the study. It includes the research design, study area, target population, sample and sampling procedure, data collection method, data analysis method and the ethical consideration.

#### **3.2 Research Design**

A research design according to Kothari (2010) is the conceptual structure in which research is conducted. The design provides quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell 2003). According to Mugenda and Mugenda (2003) survey research design seeks to obtain information that discloses existing phenomenon by asking individual respondent about the perception, attitude and behaviour or belief. The range of methods within the qualitative and quantitative research methodologies provides a more complete and comprehensive picture. For example, qualitative research design involves collecting a large amount of data on a rather small, purposive sample. This study therefore employs a mixed method approach which permits the collection of both quantitative and qualitative data in the study, giving the researcher the choice to determine the extent of which one approach will be used over the other depending on the purpose of the study (Joffrion, 2010). In this study quantitative data constituted demographic information (age, sex, academic level and period of stay in the Remand Home). Qualitative approach obtained data from the objectives of the study. To meet this objectives, self-administered questionnaires, semi-structured interview guides and unstructured interview guides, was used to obtain data from respondents. Data analysed



quantitatively was cleaned, coded and entered in Microsoft Excel. The results were presented in frequent tables and graphs, indicating responses in percentage. Data analysed qualitatively was presented in cited narratives.

### **3.3 The Study Site**

In Kenya, the Ministry of Home Affairs, Heritage and Sports houses eleven departments out of which three handles juvenile justice matters. These are the Prisons department, Children's department, and Probation and Aftercare department. The Department of Children's Services in the Central Government Department is specifically charged with the responsibility of Juvenile Justice Administration. The Children and Young Persons Act, Cap. 141 of Laws of Kenya mainly mandate this responsibility. However, it is worth noting that Juvenile Justice System in Kenya like in many other countries bring together several government departments and Non-Governmental Organisations (NGOs). Juveniles' first contact with justice system leaves them with a permanent perception of justice, their worth to the society, and their view of adult populaces. Therefore, there is need to treat them with dignity, (Oywa, 2000).

Eldoret Juvenile Remand Home, which is one of the eleven (11) Juvenile Remand Homes in Kenya, was constructed in 1954 during the 2<sup>nd</sup> World War by the colonialists to cater for abandoned children who were left behind by their parents as they went to war. It became operational as a Juvenile Remand Home after independence in 1964, under the Ministry of Home Affairs. Currently, it falls under the Ministry of Gender, Youth, Sports and Recreation with the introduction of the new Ministry after the Kenyans 2007 general election.

The Eldoret Juvenile Remand Home is located on the eastern side of Eldoret town, on the Kaptagat Road, about 6 km from the town. It is near Limo hospital in the vicinity of Kapsoya estate. It occupies an area of 5 acres, and gives service to seven counties in the North Rift Region of Kenya thus Turkana, West Pokot, Trans Nzoia, Keiyo Marakwet, Baringo, Nandi and Uasin Gishu counties. It also has seven courts located in each county, (Source: Eldoret Juvenile Home records, 2015). Although ethnicity was significant elsewhere, in this study individual, family and community factors seem to be more prominent than one's ethnic representation.

### **3.4 The Target Population**

Children cases in juvenile courts in North Rift Region in 2015 were 507. Out of this number, 374 cases were for children in need of protection and care. These children in need of care, 20 were placed in Eldoret Rescue Centre, 15 in Lewa Children's Home, 29 in Daniel Arap Moi Children Home, 323 were re-united with their families and 2 were repatriated back to their home in Uganda (Eldoret Children Court, 2015). The remaining 133 were admitted in Eldoret juvenile remand home. At the time of the study the total number of juveniles in Eldoret Juvenile Remand Home was 100 juveniles awaiting conclusion of their cases. The study target population therefore comprised of all 100 juveniles still in Eldoret Juvenile Remand Home and five staff of the institution. The juveniles were the target population because they were the ones who could give relevant information based on the aim of the study. However, the mandate of the Remand Home was to Remand the juveniles and avail them when needed to appear in juvenile courts (Source: Eldoret Juvenile Remand Home, 2015). The target population was distributed as presented in table 3.1

**Table 3.1: Distribution of the Target population**

Category	Population (N)	Sample (N)
Juveniles (Boys)	85	85
Juveniles (Girls)	15	15
<b>Total</b>	<b>100</b>	<b>100</b>

Eldoret Juvenile Remand Home was the most convenient places for the study because it admitted juveniles from seven counties of the North Rift Region of Kenya. The researcher found it necessary to include the whole population because it promised a clear picture of the population, bearing in mind that Eldoret is like a convergence zone for members of all ethnic groups in the North Rift Region. Five staff from the Eldoret Juvenile Remand Home was selected to assist the study to form an opinion about the family background of the juvenile delinquents.

### **3.5 Sampling Procedure and Sample Size**

The number of juveniles at the Eldoret Juvenile Remand Home at the time of the study was 100. This was relatively small number and therefore, the study employed census sampling technique. However, using purposive sampling, the researcher selected 10 girls, and 10 boys aged between 9 - 12 years and another 10 boys aged between 13 - 17 years for three different focus group discussions on the basis of the following conditions: orphans mostly in the remand home for protection and care, juveniles from single parent household and juveniles from both parents household in the remand home for offending. According Creswell (2005), in purposive sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon. A sample according to Best and Kahn, (2007) is a small proportion of a population selected for observation and analysis.

### **3.6 Methods of Data Collection**

In order to strengthen data collection process for the study, the researcher employed different research tools. The following were used: questionnaires, semi-structure interview guides and unstructured interview guides. These research tools were developed to generate data for purpose of answering the research questions. To enable the researcher have the necessary background knowledge of the study problems, the research used documented material such as books, journals, daily newspapers, pamphlets and other relevant materials that have been written on Juvenile delinquency in Kenya and around the world.

#### **3.6.1 Self Administered Questionnaires**

The Self Administered Questionnaires was used to gather information from the staff of the Eldoret Juvenile Remand Home. Each questionnaire was developed to address a specific objective and research question. The questionnaire comprised open-end questions which enabled the respondents to express their opinion freely. It also gave the respondent an element of privacy as they expressed themselves.

#### **3.6.2 Semi-Structured and Unstructured Interview Guides**

Key informant interview according to Patton (2002) definition is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular issue. The staff at the Eldoret Juvenile Remand Home formed the key informants. The semi-structured interview guides with open-ended questions were used on staff allowing the researcher to collect in-depth information on the phenomenon of juveniles, their family backgrounds and factors that led them to delinquency. The interviews were based on the three research

questions mainly what are the individual factors influencing juvenile delinquency? what are the family-related factors influencing juvenile delinquency? and what are the community factors influencing juvenile delinquency in Eldoret Juvenile Remand Home?

The semi-structured interview guides was also administered on juveniles who were not in the focus group discussions to get in-depth understanding of factors influencing juvenile delinquency.

Unstructured interview guides was used to collect data from the focus group discussions. This involved organised discussion with a selected group of individuals to gain information about their views and experiences of a topic. A focus group discussion interview is particularly suited for obtaining several perspectives about the same topic. The benefits of focus group discussion included gaining insights into people's shared understandings of everyday life and the ways in which individuals are influenced by others in a group situation. Thus the main purpose of focus group discussion was to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example one-to-one interviewing and questionnaire surveys. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed via the social gathering and the interaction which being in a focus group discussion entails (Morgan & Kreuger 1993).

The focus group discussions was identified from the 100 juveniles in the Eldoret Juvenile Remand Home. These focus group discussions were allowed to discuss their

issues and experiences until no new information was forthcoming. The groups were composed each of 10 juveniles. The first and second groups comprised of 10 girls and 10 boys each aged between 9 year and 12 years and the third group comprised of 10 boys aged between 13 years and 17 years. The researcher moderated the groups.

### **3.6.3 Questionnaire**

The questionnaires were used mainly to gather information from key informants since they were able to response and complete them without help and anonymously. According to Bryman (2008), this method is cheaper and quicker than other methods while reaching out to a larger sample. The questions were developed based on the information required to reveal the factors influencing juvenile delinquency.

### **3.7 Validity and Reliability of Research Instruments**

The researcher while eliciting children's views and difficulties which children researchers must confront including the question often asked whether researchers can 'really believe' children can account for their experiences recognised that lies and evasions are less likely to occur when the researcher has built up a relationship of trust with children. Being a counsellor by profession, the researcher was able to build rapport with the children easily by assuring them of confidentiality. This was a way of establishing validity and reliability of the research work, this fact has been affirmed by Punch (2002). Apart from the supervisors' expert input, a pilot study was also carried out at Kimumu Probation Training Centre, Eldoret, Kenya, to validity the reliability of the research instruments.

### **3.8 Data Analysis**

The study employed both quantitative and qualitative methods. The Quantitative data analysis method was embedded into the qualitative data analysis method. Quantitative data was analysed through data cleaning, data coding, and data entry in Microsoft Excel. The results were presented through frequency tables and graphs. Qualitative data from the in-depth interviews and focus group discussions were analysed through data transcription, data coding, data sorting and categorising, interpreting and generalising data from themes that emerged during the field interviews as suggested by Lalani (2009). The results were presented through cited verbatim.

### **3.9 Ethical considerations**

The fact that this study was concerning children, it naturally raises various ethical issues that the researcher had to consider: According to Article 31 of the Constitution of Kenya 2010 (Republic of Kenya, 2010), every citizen has a right to privacy, which includes the privacy of their communications. For this reason the researcher sought for an office in the Remand Home which was secure to carry on the interview. The researcher also assured the respondents that their names would be anonymous. In this study the researcher used numbers for each case instead of the name of the respondent.

The researcher sought research permit from National Commission for Science, Technology and Innovation (NACOSTI), consent from the Director of Children Service, permission from the Commissioner, Uasin Gishu, County, Director of Education, Uasin Gishu County, the Manager, Eldoret Juvenile Remand Home and assent from the children (respondents).

The respondents were assured of confidentiality and also informed of their rights not answer any questions they feel like not answering. They were also given option of withdrawing freely if they deemed it fit. This option was given to avoid what Cohen, Swerdlik and Philips (1996) termed as “responses of questionable meaningfulness”.

To avoid anxiety and apprehension about the study, the respondents were given prior information as to why the research was being carried out. They were also assured that the information they give would not be disclosed to unauthorised persons. This helped avoid any psychological, social, economic and legal harm and fears that the respondents might be having.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the findings of the study. The results are organised according to the objectives of the study and presented using tables and graphs.

#### 4.2 Socio-Demographic Data

##### 4.2.1 Ages of the juveniles at the time of admission

Table 4.1 shows the age of the respondents. With regard to the age variable, the juveniles between the ages 9 – 12 years were 5%. Respondents between ages 13 – 16 years were 70% and between ages 16 to 17 were 25%. The ages of these juveniles were bound to be subjective based on what they believed their ages were since the researcher had no objective way of verifying the juveniles' ages. The highest representation (70%) of juveniles in Eldoret Juvenile Remand Home was aged between 13 and 16 years. These findings agree with the Agnew's general strain theory which states that adolescents experience high levels of stress and are unable to cope with these stressors predisposing them to delinquency. The level of strain and stress decreases as the adolescents mature and this enables them to cope with strains associated with delinquency (Agnew 2006: 107-125).

**Table 4.1: Age of juveniles on admission at Eldoret Juvenile Remand Home**

Age bracket	Frequency	Percentage
09– 12	5	5%
13–16	70	70%
16 – 17	25	25%
<b>Total</b>	<b>100</b>	<b>100%</b>

### 4.2.2 Gender of Respondents

The majority (85%) of the Juvenile in the Eldoret Juvenile Remand Home were boys while girls represented 15%. Disaggregating the age data to gender, the study found that there were more boys between ages 13 to 16 representing 61% and 9% girls. Those between ages 9 – 12 were 3% boys and 2% girls while those between ages 16 – 17 were 21% boys and 4% girls. This indicates that boys become more involved with delinquent acts at their early adolescent ages compared to girls. Caspi et al., (1994); and White et al., (1994) argues that impulsivity, which has been linked to the development of conduct problems in boys has scarcely been studied in girls. This may explain why boys are more involved with delinquent acts than girls.

### 4.2.3 Length of stay in the institution

Respondents were asked how long they had been in the Eldoret Juvenile Remand Home. As indicated in Table 4.3, those who had stayed in the institution longest represented 5% and had been in the institution for over 2 years. Those who had stayed the shortest period represented the majority (50%) and had been in the institution for 3 weeks to 9 months. Fort five (45%) had been in the institution for over 1 year 9 months.

**Table 4.3: Length of stay in the Juvenile Remand Home**

Length of stay	Frequency	Percentage (%)
3 weeks – 9 months	50	50%
1 year to 1 year 9 months	45	45%
2 years and above	5	5%
<b>Total</b>	<b>100</b>	<b>100%</b>

The long stay of juveniles in the Remand Home pending adjudication of their cases contravened the Kenyan Constitution (2010), which states that juveniles should be

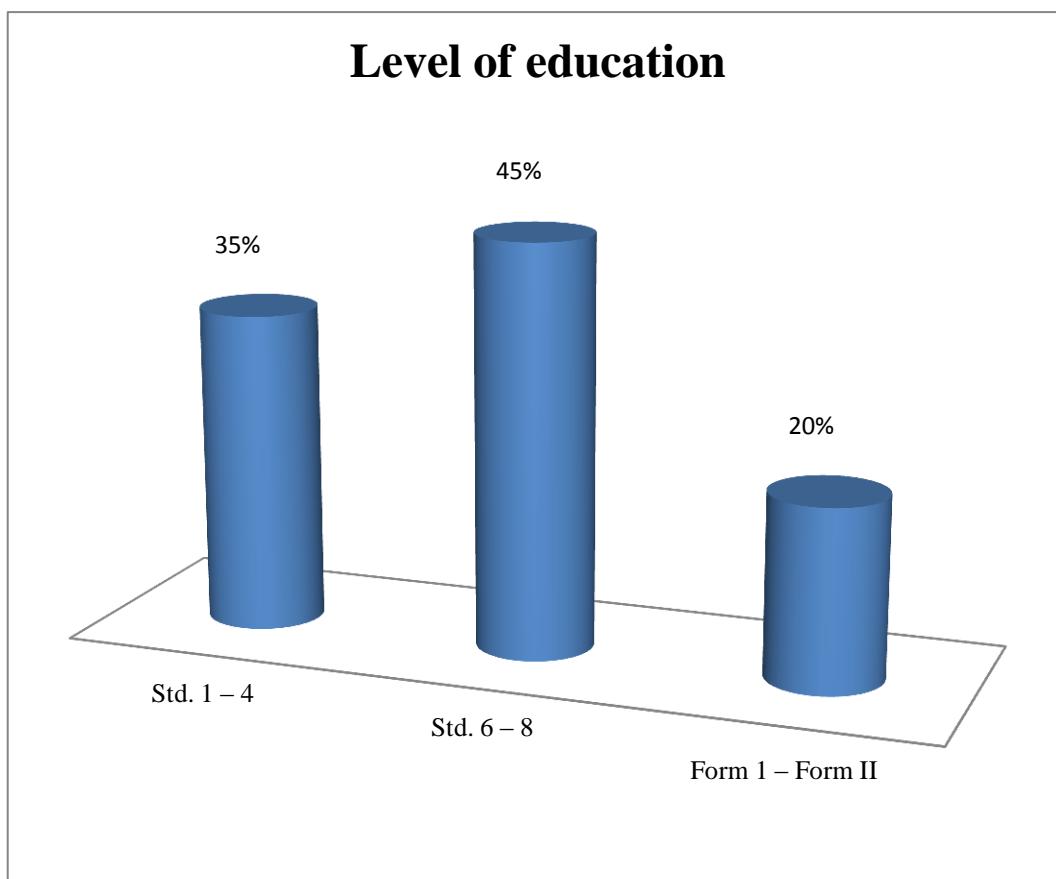
detained for the shortest appropriate period not exceeding 3 months. Long stay in the juvenile remand homes may contribute to yet another way of influencing the juveniles in the remand home into other delinquent acts. This is because juveniles in the home are admitted there with different acts of delinquent and though they are under supervision, they living and sleep together at night in their dormitories with no supervision. This makes the Juvenile Remand Homes yet another ground for learning new delinquent acts. This study therefore finds a gap in the effectiveness of juvenile justice system in dealing with the juvenile delinquency.

### **4.3 Individual factors influencing delinquency**

Children's behaviour is the result of genetic, social, and environmental factors. In relation to child delinquency, individual risk factors have genetic, emotional, cognitive, physical, and social characteristics. According to Erikson (1963), childhood transition to adolescence often is accompanied by identity anxiety and identity confusion. Although adolescents begin to change from their identity as children to the more independent perspectives of adolescence, they have not gained adult status yet. Often they do not know how to behave and what is expected of them. This is because they are still dependent on their families and school. Moreover, adolescents from disadvantaged background, especially boys tend to have fewer possessions and inferior social status than their counterparts who have economically more advantaged background. This makes them more vulnerable to joining delinquent peer groups and committing delinquent acts, to gain material possession as they try to increase their status, reputation, and sexual attractiveness as "men" (Collison, 1996). This was evident in this study where 10% of the boys involved with stealing said they stole because their families could not afford to buy them the items that their peers from well up homes had.

### 4.3.2 Education Level

Figure 4.3 shows the education level of the respondents. Thirty five (35%) of the respondents had reached Std. 1 to 4, forty five (45%) Std. 6 to 8 education level and twenty (20%) of the respondents had reached secondary education (Form I and II).



**Figure 4:3: Level of education**

### 4.3.3 Poor Academic performance and low academic aspiration

The study revealed that 55% of the respondents had poor academic performance and low academic aspiration, compared to 45% of their counterparts. These was so because of poor learning environment, slow learners, harsh school discipline, poverty in the family, and bullying in the school. Late or delayed start of education or repeat of class, for example where a child aged over 15 years old is in standard 3 – 4 with a child who

is 9 – 11 years also contributed greatly to the poor academic performance and low academic aspiration. This age differences mad elder children frustrated and in turn drops out of school and involves themselves with delinquent acts, as illustrated by one of such respondent who had the following to say:

*I was the 2<sup>nd</sup> born in the family of 11. I started school when I was 11 years old. At 15 years I had not moved beyond Std. 4. I was the biggest boy in my class making the young in the class to insult and laugh at me. I was very slow in my learning and understood nothing in class. The teachers tried hard to assist me but, still could not understand a single word in English apart from a few Kiswahili words. I could not even write my name. This frustrated me a lot and I dropped out of school. I started drinking alcohol with my mother and finally I was arrested for theft (Respondent No. 50, 10/10/2015).*

Another almost similar story was repeated by another respondent in the following words:

*I was 15 years old and doing poorly in my academic performance. I was always among the last ten students in our class. This made me feel demoralised and frustrated. I was severally disciplined in school for fighting and bullying other students. I run away from school and home in Kakamega in search of a job in Eldoret while in Std. 5. I got a job as a herds' boy but later got arrested for attempted defilement (Respondent No. 01, 3/7/2015).*

According to Moffitt (1993), poor cognitive development and behaviour problems during early childhood could explain the association between academic achievement and delinquency. These facts also concur with Hawkins et al. (2000:12), who concluded that poor school performance, truancy and leaving school at a young age are connected with juvenile delinquency. This is further affirmed by Herrenkohl and colleagues (2001:223) who noted that "children with low academic performance, low commitment to school, and low educational aspirations during the elementary and middle school

grades are at higher risk for child delinquency than are other children". Thus the greater the pile up of stressful experiences both at school and at home, the more one is likely to be predisposed to delinquency.

A Key Informant in the Eldoret Juvenile Remand Home reveal that from her interaction with the juveniles, poor teacher - student relationship and the children's perception of their teachers made them acquire bad behaviours. Low academic performance and academic inspiration contributed to children engaging themselves in antisocial behaviours and eventually into delinquent acts. This fact was further confirmed by the study findings whereby the correlation between low academic aspiration and low level of academic performance was high. It also concurs with Agnew's proposed list of strains that were more likely to relate to crime as follows: Failure to achieve goals that cannot be obtained through conventional socialisation but are easily achieved through crime such as desire for much money in short period of time, masculine status, and high level of autonomy. Parental rejection; erratic and harsh discipline; child abuse and neglect; negative experiences in the school setting such as low grades, negative relations with their teacher or with other students; and youth homelessness (Agnew, 1997).

#### **4.3.4 School dropouts**

Forty five (45%) of the respondents came from financial stable family, however they dropped out of school due to peers influence. Their peers introduced them to abusing drugs and substances as explained by two of the respondents who had the following to say.

*I dropped out of school at age 15 and together with my friends we would drink alcohol and do drugs which were a very expensive habit to maintain. To help sustain these habits, and meet our basic needs, we involved ourselves in*

*stealing from the neighbourhood. I was arrested and remanded in prison before being transferred to the Eldoret Juvenile Remand Home (Respondent No. 04, 03/07/2015).*

The other respondent had the following to say:

*My father was a medic and my mother a businesswoman. They met all my basic needs and those of my siblings. At age 17, I was in form II. I involved myself with deviate friends and started doing drugs (Bhang/Marijuana) and abusing alcohol. I dropped out of school and joined them in town. It was while there I was arrested for defiling a minor. I was remanded for 2 months in Eldoret GK Prison before being transferred to the Eldoret Juvenile Remand Home (Respondent No. 09, 03/07/2015).*

One of the key informant a staff in the Juvenile Remand Home further shared that lack of proper learning environment contributed to children engaging in anti-social behaviours and eventually into crimes/delinquent actors. Lack of guidance during their adolescence also lead them to seek help from their peers who introduce them to deviant acts like rape, stealing, doing drugs, taking alcohol and murder which are some of the main issues that have landed most of the juveniles in Eldoret Juvenile Remand Home.

Majority of the juveniles (55%) came from homes characterised by poverty. Their parents were mainly working as casuals and could barely afford enough for their children's basic needs. Most of the juveniles resulted into delinquent acts to sustain their living, as explain by the following respondents from such homes.

*I was 16 years old and in class 6 when I dropped out of school for lack of school fees. My father became hostile towards me and chased me out of the home. I left and got employed at Kapseret to take care of cows. While there I was accused of defiling a minor and was taken to a police station where I was remanded for 3 months before being transferred to Eldoret Juvenile Remand Home (Respondent 12, 17/07/2015).*

Another such case is explained by the following respondent.

*I was 15 years old and in class 4. I lived with my parents and my 11 siblings in our father's 2 acre land. My father sold 1 acre of land to treat my sick brother. My father was jobless and could not even meet our basic needs. I got frustrated and dropped out of school. With no change of clothes I decided to steal clothes from a neighbour. I was arrest taken to court where I pleaded guilty. I was remanded at Eldoret Juvenile Remand Home (Respondent 40, 17/08/2015).*

Girls who escaped forced marriage were 10%. The following respondent represented this group and had the following to say:

*I was orphaned at age 11 and was left under the care of my grandmother in Lodwar who saw me through Std. 4 to Form II. My grandmother decided to marry me off in the 2<sup>nd</sup> term of Form II. She travelled to her rural home in Lodwar, and on return told me that she had found a husband for me and that I had to travel back with her to meet my husband on a Friday. I ran away the same night when I realised she was serious with her arrangements. I bonded a truck and ended up in Millimani Court in Nairobi from where I was taken to Nairobi children Remand Home and later moved to Eldoret Juvenile Remand Home (Respondent 12, 17/07/2015).*

A staff from Eldoret Juvenile Remand Home who was one of the key informants confirmed that most of the juveniles came from homes surrounded by poverty making them disadvantaged in many ways. She also confirmed that most juveniles in the Remand Home run away from home and end up in juvenile remand homes because of engaging themselves with sniffing of glue, tobacco, smoking bhang other drugs and alcohol. These habits were either learned from their peers in the neighbourhood or from their families. These findings concur with Shaw and McKay (1969) who concluded that delinquency rates reflected the kind of neighbourhood in which children are raised. They further asserted that deteriorated, poverty-ridden areas of the cities tend to produce social disorganisation, which in turn produces delinquency.



#### 4.3.4 Low Self-Control

Although early aggressive behaviour is most apparent and best predictor of later delinquency, other individual factors like low self-control, anger, anxiety, fear of the uncertainty, frustration may contributed to anti-social behaviours. By the end of the third year of life, children can express the entire range of human emotions, including anger, pride, shame, and guilt. Parents, teachers, and even peers affect children's socialisation of emotional expression and help them learn to manage negative emotions constructively. Thus, how children express emotions, especially anger, early in life may contribute to or reduce their risk for delinquency. This study found out that behavioural inhibition and activation such as response to a new stimulus or punishment, which invokes hyperactivity, aggression, anxiety and fear, could easily result to a delinquent act as a result of any provocation. This was also affirmed by Agnew (2006), who urges that strains that are more likely to result in criminality are those which are seen as unjust and salient to the individual. He further says this may be among those with low level of self-control and those who feel "pressured" to respond in delinquent ways (Agnew 2006). Some of the respondent (25%) indicated that they got easily irritable and angry when provoked and would normally act delinquently. The study found that twenty (20%) of the respondents had low self-control. This was well explained by two of the respondents who had the following to say:

*My mother died when I was 13 years and my father remarried. My stepmother would accuse me for things I had not done. My stepsister would insult me and run to my stepmother accusing me of beating her. On the day of arrest, my stepsister insulted me; I got mad at her, took a stick and hit her on the head killing her instantly (Respondent No. 44, 19/10/2015)*

And the second one who said:

*At age 17, I had saved some money and a friend borrowed Kshs.4,000/- from me. My friend refused to pay back the*

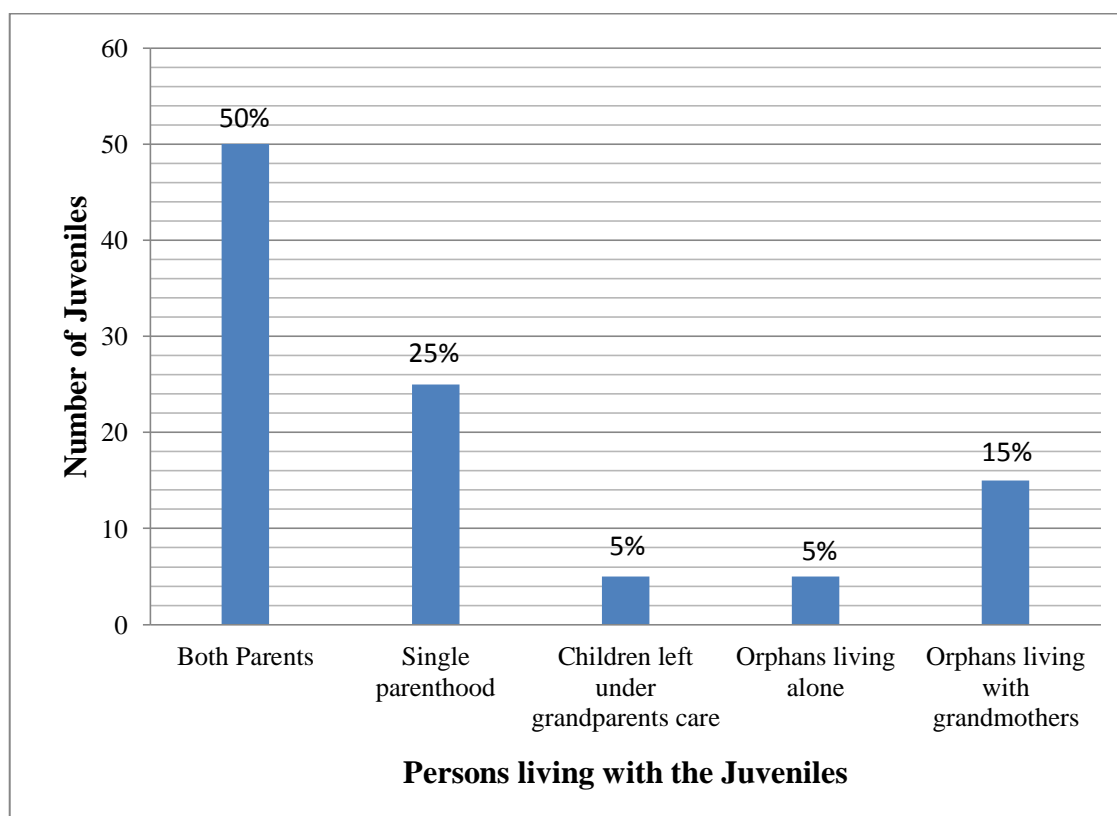
*money as agreed. On the day of arrest, I met him drunk at a shopping centre. My friend started insulting and provoking me to a fight. I got angered and cut him with a panga I was holding. He later died in the hospital. I was accused of murder (Respondent No. 60, 23/10/2015)*

Considering that all the respondents were adolescents, the findings also concurred with Tolan (1987) who affirms that “whether measured by frequency of acts, how serious the acts reported are or the number of types of acts reported, significant antisocial and delinquent behaviours begins and ends within the adolescent years for most youths”. This is further affirmed by Office of Juvenile Justice and Delinquency Prevention (1999) who observes that delinquent behaviour tends to increase gradually through adolescence until 16 or 17 years of age when a peak is reached. They further observe that the onset and peak vary for different delinquent acts and between boys and girls.

#### **4.4 Family factors influencing juvenile delinquency among the respondents**

Parents are models towards their children. When parents are held in high esteem and are the main source of reinforcement, their children are more likely to model them. But if parent(s) act in negative ways, their children are more likely to follow their negative attitude. This is because children learn by observing what grownups say and do. Children thus are more likely to generalise their parent’s attitude to the rest of society. Parents therefore have much influence over their children’s behaviour. Indeed, a family unit plays a great role in influencing their children either positively or negatively. This is because from birth, a parent moulds and shapes behaviour suitable to the norms of society through childrearing. This is affirmed by Barnes et al (2006) who states that parental support bonds the adolescent to institutions and builds their self-control.

This study established that juveniles in the Eldoret Juvenile Remand Home came from diverse backgrounds. Some came from dysfunctional families such as broken, and separated families while others come from single parent headed household. The study found that majority (50%) of the juveniles lived with both their parents, 25% with single parents, 5% lived with grandparents, 5% lived on their own and 15% lived with their grandmothers. Most of these juveniles (35%) had little or no parental supervision, 30% lived in families that were characterised with family conflicts and violence, 15% of the respondents had been rejected by their parents while 20% were orphaned as shown in Figure 4.4.



**Figure 4.4: Persons living with the Juveniles**

The study further found that 80% of the parents had poor parenting styles. They never cared for their children; they were abusive both physically and verbally and could not make good role models for their children. Sixty percent of these families lived in

poverty and could not take care of the children's basic needs while 45% were absentee parents who were never at home for their children.

From the focus group discussions, 35% of the respondents who lived with grandparents and other relatives were subjected to child labour and ill treatment. This forced them to run away from these homes and seek refuge in the streets. Respondents (20%) in the focus group discussions revealed that they were mistreated discriminated and rejected by their parents seeking refuge from their peers who introduced them to delinquent acts. These were mostly those respondents whose parents had remarried and those who were sent to live with other relatives because their parents were irresponsible and jobless.

A staff at the Eldoret Juvenile Remand Home while explaining the juveniles family background stated that lack of consistent discipline, poor parenting styles, lack of parental supervision, family conflicts, drugs and substance abuse predisposed the juveniles to delinquency. He further stated that orphans who were under the care of relatives were mistreated and abused making them end up in streets where they are arrested and brought to the Remand Home for protection and care.

Another staff from Eldoret Juvenile Remand Home reported that lack of proper housing and space made children lack privacy as they grew forcing them to look for places to sleep in the neighbourhood especially boys who would feel old enough not to share the same house with their parents. This exposed them to wrong company who influence them negatively. They further revealed that most (20%) of juveniles' families were disintegrated and had children born out of wedlock where their fathers or mothers had

remarried and moved with their children. These children faced rejection in the new families, (Eldoret Juvenile Remand Home, 2015).

The following illustration by one of the respondent explained the above findings:

*I was 11 years old when my mother left my father because of violence. My elder brother later ran away to live with my grandmother when he couldn't stand my father's ill treatment. I was left with my father who would come home late and drunk and beat me up. One day he came home drunk, accused me of stealing bananas and beat me up badly. Neighbours took me to hospital, my father was arrested and I was brought to this Home for custody and protection. (Respondent 08, 17/07/2015).*

The study further found that single parents depended on casual work like washing clothes in the neighbourhood, working in bars and other small business which did not provide for enough income. Some of these parents leave very early in the morning and came back late in the night from work. These parents were less likely to be good role models to their children who shared the single roomed house with their parent. Their nature of work made their children vulnerable and exposed to delinquent acts, an example, being illustrated by one of the respondent who reported:

*My mother brewed and sold alcohol. She had multiple relationships and out of my five (5) siblings each one of us had a different father. At the age of 16 years and in std. 8, my mother involved me in the business of selling alcohol. She would beat me very badly if the business was low. I ran away to live with a boyfriend and my mother organised our arrest. My boyfriend was judged and imprisoned. I was brought to the Eldoret Juvenile Remand Home while expectant (Respondent 020, 27/07/2015).*

Children left under grandparents care constituted 5%. Orphans living with their grandmothers constituted 15% and those orphans living on their own 5%. The study

found out that children who lived with their grandmothers were either orphans or those left by their parents after separation or remarrying. A case of orphans left with their grandmother is well explained by the following respondent:

*My mother was a single parent and died when I was 13 years old. My two sisters were shared between my two aunties and I was taken by my uncle. My uncle turned out to be a drunk and would be very abusive both physically and verbally. I run away to my grandmother who lived alone. A church took the responsibility of educating me as I reported back to my grandmother's house. It was when in Form I that I was defiled by an elderly man who later disappeared from the neighbourhood. The matter was reported to the police and I was brought to this Home for protection (Respondent 55, 15/10/2015).*

The study further found that those children whose parents were either separated or remarried were taken to live with their grandmothers. The following report from one of the respondent explains this better:

*My home was characterised with violence and conflict between my parents. This made my mother move out with us to live with our maternal grandmother. My mother remarried and my biological father died. We were move to our paternal grandparents who was a drunk after our father's death. It is while there that I dropped out of school at age 16 and joined some friend in town. I was arrested for rape and brought to this Home waiting conclusion of my case (Respondent 30, 25/07/2015).*

The study found out that orphans living on their own were mostly those discriminated, mistreated and rejected by their relatives. This is well illustrated by the following respondent:

*My parents died when I was 15 years old. My uncle took us in but turned out to be very abusive. He turned me into a slave. I felt discriminated, mistreated and rejected. I could not stand these and opted to leave my uncles home after two year of mistreatment. I looked for a job and then went*

*for my siblings whom we lived together until I was arrested and accused for theft. I left my siblings alone (15 year and 10 year old) and was committed to this Home awaiting my verdict (Respondent 03, 03/07/2015).*

The study further found out that most of the children left under the care of their grandparents were involved in child labour. They worked to feed themselves and their guardians. Five percent (5%) of such juveniles were forced to drop out of school to be married off. This seems to concur with findings of Le Roux (1993) who observed that majority of the children resort to delinquency and crime due to other factors within family and/or the immediate neighbourhood.

The study findings showed that 45% of the juveniles lived with parents/guardians who used and abused alcohol. These juveniles had nobody supervising them because their parents/guardian would come home late at night drunk. A case of these absentee parents is well presented by a respondent who reported:

*My father was always away from home drinking while my mother worked late and would come home long after we have slept. My elder sister assumed the responsibility of a parent. It was during this time that I was defiled at age 9 on my way from the shops. After a while my parents died and a relative who took me started mistreating and beating me. I ran away and was arrested in the streets and brought to this Home (Respondent 08, 17/07/2015).*

The Daily Nation of Tuesday November 10, 2015 carried a story by Mutisya which stated “*parents are not supervising their children. Parents especially in urban areas are busy working. In addition, the lack of community ownership in these urban areas leaves children with a gap to explore the use of drugs and alcohol*”. This Daily Newspaper puts emphasis to the findings of this study. This confirms Dickinson & Crowe (1997)

findings in an Australian study which stated that rejection, family conflicts, history of physical abuse, alcohol and substance abuse, negative peer influence and lack of neighbourhood social controls were family factors that greatly contributed to delinquency.

The study further found that juveniles who come from families who were poor, irresponsible and involve themselves with drinking illicit drinks; families who were physically abusive influenced the children's running away from home and being involved with delinquent acts and violence so as to escape from such stressful situations. This was best illustrated by 15% of respondents in the focus group discussions who stated the following:

*Our parents consumed local alcohol (busaa/changaa) and would be very insulting and physically abusive when they come back home late and we asked for food. This forced us to run away from home in such of food in the streets. We would also steal from the markets to fill our stomach. This got us in conflict with law and we were brought to this Juvenile Remand Home (Focus Group Discussion, 19/10/2015)*

This is further confirmed by Tutt (1974) findings which stated that "poverty creates a constellation of factors which greatly contributes to delinquency". These findings also concur with those of Mugo, Musembi & Kangethe (2006) who observed that there was a strong link between social background and topology of child offenders who majority came from poor and disconnected family backgrounds.

The above findings further affirm Shaw and McKay's theory of social disorganisation where they concluded that delinquency rates reflect the kind of neighbourhoods in which children were raised. They further asserted that deteriorated poverty ridden areas



of cities tend to produce social disorganisation which in turn produces delinquency (Lundaman, 2001). Prior and Paris (2005) indicated that most of the youth are in crime because of poverty. It is also echoed by Shaw and McKay (1969) in their volume *Juvenile Delinquency and Urban Areas* where they state that juvenile delinquency areas are highly correlated with poverty and low education and incomes.

The study also established that 45% of the juveniles had caring families, yet peer pressure pushed them to a life of delinquency, deviant behaviour and crime. One respondent confirmed:

*My parents cared for me and provided for all my basic needs. I dropped out of school in Form 2 due to peer pressure, was arrested for defilement and committed to this Remand Home (Respondent 64, 27/10/2015).*

The majority (55%) of the respondents came from families who were irresponsible. These were parent who abandoned and neglected their children and absentee parents. They lacked control and discipline over their young children exposes them to delinquency. This is clearly affirmed by one respondent who had the following to say:

*When my parents got transferred to work away from home, they left me behind to take care of myself and the house. I was 14 years old and in Std. 7. I would cook for myself and do all the housework on my own. A neighbour requested me to be working for her after school. I would come home, go to her place cook doughnuts and sell for her at a wage which she never paid. The same neighbour accused me of defiling her daughter when I insisted that she pays for the work I had done. I was arrest and remanded. For 1 year 9 month, my mother only visited me once and I have never seen my father since my arrest (Respondent 50, 28/8/2015).*

According to Agnew general strain theory, if you treat people especially the young people badly they become upset and respond with aggression, crime and deviant behaviour. Agnew calls these negative relationships as a “strain”. He states that strain refers to “relationships in which others are not treating the individual as he or she would like to be treated” (1992:48). This is confirmed in an illustration by the following respondent who says:

*Both my parents were alive but they decided to send me to stay with my grandmother who was a disciplinarian and too harsh too live with. I run away from her home and went to streets where I was initiated into sniffing glue, smoking bhang and borrowing on the streets (Respondent 19, 17/07/2015).*

This observation is further affirmed by McCord (1979), who observed in his findings that among boys aged 10, the strongest predictor of later conviction for violence offenses were poor parental supervision, parental conflict, aggression, including harsh and punitive discipline.

These findings are further evident of what is happening in the Kenyan society today where parents handle their children brutally and even kill them. This is illustrated in two incidences in our Daily Newspapers where children were beaten to death by their parents:

*A man from Shikho village in Webuye police station for allegedly beating his son to death for misplacing Ksh.40.00. Cases of corporal punishment are quite rampant in his family but this time he killed his own son. (Tuesday, June 23, 2015/ The Standard)*

Another case of punitive punishment from a brutal parent is recorded in The Nation Daily where they report:

*A girl committed suicide for fear of her parents who is said to be very strict, the neighbours say the father is very strict and often beats the girl mercilessly (Wednesday, August 12, 2015/Nation Daily)*

From the findings of this study, it is evident that certain specific family conditions such as poverty provide a fertile ground to breed juvenile delinquency. The study further found that where parents take care of their children's basic need, the children turn to delinquency due to other factors not related to family. They are either influenced to delinquency by peers pressure, tough school laws and rules, bullying at school or by lack of academic inspiration. However, it was observed that whenever there is disintegration in the family the children suffer and end up being delinquents. This was evidenced by the findings of this study. Parents who were irresponsible, lacked adequate supervision of their children, abused alcohol and those who lacked morals, had conflicts, were physically and verbally abusive were more likely to heighten frustration, stress and anger in their children. Thus the greater the frustration, stress and anger, that the children went through, the greater the delinquency. This is because in delinquency act, they find relieve.

A counsellor interviewed in Eldoret Juvenile Remand Home indicated that family factors had contributed to juvenile delinquency in children remanded in the Home included, lack of parental protection and exposure to drugs and substance use at a very early age. The juveniles were also exposed to physical abuse and mistreatment from their parents or guardians. The Home counsellor further observed that inconsistent parenting and lack of guidance/discipline also influenced juvenile delinquency. The study further affirmed that disintegrated families, learning difficulties, behavioural

problems, violence, lack of spiritual mentorship and lack of strong parental relationships contributed to juvenile delinquency.

From the counsellor's observation and interaction with the juveniles, poor students-teacher relationship and the children's perception of their teachers made them acquire delinquent behaviour. Lack of parental guidance during the children's adolescence also predisposed them to seek guidance from their peers who in turn introduces them to delinquency.

These findings also concur with those of Amato and Keith (1991) and Apel and Kaukinen (2008) who found that parental economic hardship contributes to economic pressure which in turn predicted parental irritability and emotional distress. Parents in these conditions have poor parenting styles such as less parental warmth and acceptance, lower level of parental involvement, supervision and monitoring and use harsh or inconsistent discipline which contributing to delinquent behaviour.

#### **4.5 Community factors influencing juvenile delinquency**

This section deals with community factors influencing juvenile delinquency. This include: peer, neighbourhood, and social media factors.

##### **4.5.1 Peer Factors influencing juvenile delinquency**

The findings of this study revealed that (40%) of the juveniles who felt more discriminated, mistreated and rejected by their parents/guardians found solace in peers who easily predisposed them to delinquency. This fact concurs with those of Steinberg, (1987) who noted that "The influence of peers and their acceptance of delinquent

behaviour is significant, and this relationship is magnified when youth have little interaction with their parents” This fact is well illustrated by one of the respondents who shared:

*Our parents died when I was 16 years old. We moved to stay with our uncle in Aldai Kobojo. My uncle did not love us and discriminated us from his children. Being the elder one, my uncle mistreated me. This made me start taking alcohol to soothe my pains and frustrations. I later join friends who were my age-mates who helped sustain my alcohol drinking habits. I left my uncle's home in such of a job I was arrested for heft and remanded in this home. Respondent 017, 3/7/2015).*

The findings further revealed that peer pressure, and time spend with peers influenced the youths/adolescences either positively or negatively. This was further confirmed by McCord and colleagues (2001:80), who noted that "Factors such as peer delinquent behaviour, peer approval of delinquent behaviour, attachment or allegiance to peers, time spent with peers, and peer pressure for deviance have all been associated with adolescent antisocial behaviour." This is clearly illustrated by a respondent who revealed the following:

*My parent took good care of me but when I started moving around with bad company who were my age mates these friends pressured me to leave school in form I at the age of 17. I joined my friends who were older than me in Eldoret town where we would lure girls in our rented room and defile them. This got us in trouble and I found myself in juvenile justice system. (Respondent No. 30, 19/10/2015)*

The study further revealed that most of the juveniles in conflict with law were introduced to delinquent acts such as smoking, alcohol, theft, doing drugs, and violence by their peers. In addition, these peer friends influenced them to do penal crimes like

murder, which are some of the main issues that landed some of the juveniles in the justice system and finally in Eldoret Juvenile Remand Home.

#### **4.5.2 Neighbourhood factors influencing juvenile delinquency**

The findings of the study established that majority (80%) of respondents lived in rural settlements (Turkana, West Pokot, Kakamega, Moi's Bridge, Aldai Kobojo, Nandi, Matunda, Lessos, Siaya, Makoi, Kamutui-Kapsabet, Bungoma, Kipsongo, Simit Elgeyo Marakwet, Kiminini, Ziwa, Kamerei Kapenguria, Molo, Naitiri, and Laboyo Tindireti). Twenty (20%) lived in urban settlements mainly Eldoret and Kitale town. Those who lived in rural settlement lived in densely populated neighbourhoods characterised by delinquency and crime. Thirty percent (30%) of the neighbourhood was characterised by abused of drugs and substance, alcohol, verbal abuses, fights, disintegrated families, and sexual abuses. Poor socialisation contributed to 45% of the delinquent acts. These factors were further confirmed by the key informant at the Eldoret Juvenile Remand Home whose responsibilities in the Remand Home was to establish the juveniles' homes and family backgrounds. One of the respondents also confirmed the above and had the following to say:

*My father was violent and the neighbourhood was characterised with alcohol drinking and smoking of bhang, fights and bullying by bigger boys. My father was always drunk and would badly beat me and my siblings whenever he was drunk (Respondent 08, 17/07/2015).*

The Researcher also observed that while African culture was more characterised in the past with stronger communal control and supervision of children as they grew up, these values had declined. This is further affirmed by Waruta (2005) and Warah (2008) who stated that stress on individual successes, competition, differences had promoted material values at the expense of communal values. This increased social

disorganisation and renders communities ineffective in enhancing discipline and social control on children and also in dealing with issues of deviant behaviour, crime and violence including cohesion, and integration, (Kubrin et. al., 2008:87).

The study found that 20% of the juveniles who lived in a fairly organised neighbourhood had their basic needs provided for. Their parents also took good care and control over them. However, these juveniles still ended up getting influenced by their delinquent peers. A Key informant interviewed at the Eldoret Juvenile Remand Home stated that from their interaction with the juveniles' homes and neighbourhood while trying to relocate and unite the juveniles with their families, it was evident that the hostile neighbourhood and poor societal mentorship led to juvenile delinquency. These findings are further affirmed by Shaw and McKay in Lundaman (2001) who concluded that delinquency rates reflected the kind of neighbourhood in which children were raised. They asserted that deteriorated, poverty ridden areas of the cities tend to produce social disorganisation which in turn produces delinquency.

The key informant interviewed further summarised that most of the juveniles remanded in Eldoret Juvenile Remand Home were arrested for stealing, murder, truancy, abusing drugs and substances, defilement, rape and abortion. Thirty five percent (35%) of juveniles in the Eldoret Juvenile Remand Home were there for protection from forced early marriages, rejection by the family and early pregnancies. These percentages vary according to regions and different Juvenile Remand Homes.

### **4.5.3 Social Media factors influencing juvenile delinquency**

The study established that there was very little influence of social media to juveniles committed in Eldoret Juvenile Remand Home. Out of the respondents interviewed, only 10% had access to television in their homes whereas 30% of the juveniles who ever used mobile phones got them from their parents and used them only to communicate with families. It was the researcher's observation that though the children may have no television and internets in their homes, it was easy for those living in the urban area to access the social media through cyber cafes. It was also noted that most deviant adolescence watch illegal stuff such as pornography and violent movies on the internet. Those who watch such materials may not be free to reveal this to anybody. Thus different population may have different results concerning social media factors influencing juvenile delinquency.

In conclusion of this chapter, the study revealed that:

- Individual factors influencing juvenile delinquency were mainly poor academic performance and low academic inspirations, slow learning, low self-control, and school dropout.
- Family factors that predisposed juvenile to delinquency were poor parenting styles, lack of parental supervision, abusive families, families living in poverty, and absentee parents.
- Community factors influencing juvenile delinquency were poor socialisations, disorganised and poor neighbourhood characterised by abuse of alcohol and drugs, physical and verbal abuses and crimes. Harsh school disciplines, bullying at school, and peer pressure. However, social media had very little impact in juvenile admitted in Eldoret Juvenile Remand Home.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of findings, conclusion drawn from the results and the recommendations by the researcher. The main objective of this study was to investigate the factors that influence juveniles to delinquency among the juveniles in Eldoret Juvenile Remand Home. The specific objectives were to determine individual factors influencing juvenile delinquency, to examine family factors influencing juvenile delinquency and to establish community factors influencing juvenile delinquency in Eldoret Juvenile Remand Home. It also presents key areas for further research as informed by the findings of the study.

#### 5.2 Summary of Research Findings

The study findings revealed that majority (70%) of the juveniles were remanded in the Eldoret Juvenile Remand Home at the age of 13 to 16 years, 25% between age 16 – 17 and 5% between age 9 - 12. Factors influencing juvenile delinquency in Eldoret Juvenile Remand Home were mainly individual, family and community factors. These factors interlinked one another thus they influenced one another leading the juveniles to delinquency. According to the study, the juveniles were arrested by the police for various reasons for example, stealing, defiling, murder, abusing drugs, while other were picked in the streets needing custody and care. The study findings also observed that majority (50%) of the juveniles had been in the remand home for less than one year, 45% for over one year 9 months and 5% for over 2 years awaiting their court verdicts.

### **5.2.1. Individual factors leading to delinquency**

The study established that the majority (80%) of the juveniles admitted in Eldoret Juvenile Remand found themselves there because of delinquent acts such as truancy, stealing, fighting, defilement, rape, and even murder while 20% were there for protection and care.

Those in conflict with law either learned the delinquent acts through observation or acquired them as a means of survival. Low academic achievements, and low self-control, use and abuse of drugs and substance, frustrations, stress and anger influenced the juveniles to delinquency. It is also worth noting that children at their adolescent stage if not well parented and guided can easily be influenced by close friends and even relatives to delinquency as it has been revealed in this study.

### **5.2.2 Family factors leading to delinquency**

The study revealed that 50% of the juveniles in the Eldoret Juvenile Remand Home came from families with different family problems such as conflict, violence, abuse of alcohol and drugs, and unstable separated and remarried families. 25% came from single parents, 5% were left under grandmothers' care, 5% were child headed families and 15% were orphans under the care of their grandmothers. The study further revealed that juveniles became delinquents due to conflicts in the family, hostility, physical and verbal abuses, and poor parenting styles, rejection, mistreatment, discrimination, poverty and hopelessness. In addition, poor parental mentorship, child labour, irresponsible guardians, guardian forcing orphans to early marriages and absentee parents greatly influenced juveniles to delinquency.

### **5.2.3 Community factors influencing juvenile delinquency**

#### **5.2.3.1 School factors leading to delinquency**

The studies found that majority of the juveniles in Eldoret Juvenile Remand Home were, in school at the time when they became delinquent. Eighty percent of the juveniles were in primary school, (25% in lower primary and 55% in upper primary) and 20% in secondary school. The study further established that juveniles dropped out of school due to lack of school fees, poor academic performance, bullying in school, running away from school, harsh school discipline, low academic aspiration, poor learning environment and involvement with deviate activities such as alcohol and drug abuse, theft and sexual immorality. The study further established that the juveniles' ages were not corresponding with their years in school, for example, a student in Std. 1 and Std. 2 in normal cases is meant to be about 6 and 7 years whereas in this study juveniles in Std. 1 and 2 were 11 and 15 years. Also, students in Std. 4 to Std. 8 in normal circumstances are meant to be 8 – 13 years whereas in this study the juveniles were 14 to 17 years. The study further established that poor academic performance, poverty in the family, age at school, discouraged and frustrated juveniles who end up dropping out of school altogether and become more involved in delinquency.

#### **5.2.3.2 Peer factors leading to delinquency**

The study established that among the peer factors influencing juvenile into delinquency include peer pressure, time spend with deviant peers and peer approval.

#### **5.2.3.3 Neighbourhood factors leading to delinquency**

The study established that most of the juveniles lived in rural settlements with densely populated neighbourhoods characterised by poverty, use and abuse of substances and

other drugs, verbal abuses and fights. The study further established that the neighbourhoods lacked social responsibility towards juveniles and the neighbourhood community did not provide a good learning environment. The urban communities are associated more with poverty, social disorganisation, overcrowding, poor sanitation, filth, a high rate of deviant behaviour and crime. Violent gangs, truancy, drug addiction, alcoholism, beggars and “double failures” in life roam the streets and are street wise often lure susceptible young persons, to violent and deviant life.

#### **5.2.3.4 Social Media factors leading to delinquency**

The study established that the 90% of the respondents had no access to television, internet and cell phone. The 10%, had access to social media and used the it in illegal way such as watching pornography, violent movies and reading immoral materials. Therefore, this study concluded that juveniles in Eldoret Juvenile Remand Home may not have been greatly influenced to delinquencies by factors emanating from social media.

### **5.3 Conclusions**

Based on the findings of this study, the researcher came up with the following conclusions: with regard to individual factors influencing juvenile delinquency, poor academic performance, low academic aspiration, low self-control and school dropout were the main factors that influenced the juvenile to delinquency. The researcher also observed that juveniles were not able to cope with stressful and frustrating experiences in their lives, therefore they build resistance or defence mechanism. These defence mechanisms led to delinquency.

With regard to family factors influencing juvenile delinquency, poor parenting styles such as authoritative and punitive parenting styles, maltreatment, violent families, lack parental supervision, abuse of alcohol and drugs, discrimination, poverty and lack good role model in the family led to delinquency.

With regard to community factors leading to juvenile delinquency, disadvantaged neighbourhood with poor socialisation, exposure to violence, easy availability of alcohol and drugs; disorganised neighbourhoods; high concentration of delinquent and criminal peer groups were factors that may have led juveniles to delinquency.

In relations to social disorganisation theory, this study noted that most of the juveniles admitted in Eldoret Juvenile Remand Home came from disintegrated families. It further revealed that the juveniles in Eldoret Juvenile Remand Home come from families with poor parenting styles, violent and poor families. Their neighbourhoods were generally disorganised, with poor socialisation, greater exposure to violence and easy availability of alcohol and other drugs. Thus this study confirms or concurs with the social disorganisation theory assumptions.

The general strain theory arguments concur with the results of this study concerning the antecedent individual factors influencing juvenile delinquency among juveniles in Eldoret Juvenile Remand Home. For example a respondent in the study murdered the sibling out of uncontrolled anger, after continuous mistreatment and physical abuse.

#### **5.4 Recommendations**

- i. Schools enhance their counselling services to curb low self control, poor academic performance and low academic aspiration.
- ii. To avoid predisposing children to delinquent peers, children be educated by the community, counselling psychologists and other related stakeholders on the benefit of choice of right friends.
- iii. Government to put policies in place for school drop-out due to age and poor academic performance to undergo vocational training for self reliance.
- iv. The study also recommends that the government, counselling psychologists, churches and other stakeholders to organise public forums where parents are taught good parenting styles, sensitised on the constitutional rights of children and the consequences of child neglect.
- v. Parents and guardian be empowered by the government and non-governmental organisation to do small scale businesses to enhance their livelihood.
- vi. Finally government, counselling psychologists and other stake-holders sensitise community on the effects of poor socialisation, violence, abuse of drug and substance on the children's behaviour.

### **5.5 Areas of further research**

Based on the findings of the study, the researcher observed that there is still potential for further research as an outcome of this study. Therefore, the research recommends that:

1. A study be conducted to determine the impact of the long stay of the juveniles at the juvenile remand homes.
2. There is need also to undertake a study on the effectiveness of Children's Department in intervening for the juveniles in court so that parents may not interfere with court's proceedings.

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## APPENDICES

### Appendix 1: Interview Schedule

Serial No. \_\_\_\_\_

#### A. Individual Factors

Serial No. \_\_\_\_\_

How old are you?      6-10       11- 14       15-16       17-18

Gender?      Male       Female

How long have you been in this Juvenile Remand Home? \_\_\_\_\_

Where is your Home/Town \_\_\_\_\_

What class were you in before coming here? \_\_\_\_\_

Do you like it here?      Yes       No

If no can you explain \_\_\_\_\_

1. Can you narrate the situation that got you here? \_\_\_\_\_

2. Do you easy get angry or irritable?      Yes       No

3. Have you ever had something that made you so sad?      Yes       No

If yes explain \_\_\_\_\_

4. Have you ever in your life had something bad happen to you?      Yes       No

If yes explain \_\_\_\_\_

5. Have you ever thought of killing yourself?      Yes       No       If Yes  
explain \_\_\_\_\_

6. Have ever taken alcohol or any other substance of abuse?      Yes       No

7. What bad things can you associate with this behaviour? Explain \_\_\_\_\_

8. Have you ever run away from home or school?      Yes       No       If  
Yes what was the reason? \_\_\_\_\_

#### B. Family Factors

1. What is the composition of your family?

Father, Mother & Siblings       Mother & Siblings       Father & Siblings

Others (Specify) \_\_\_\_\_

2. Were your parents/parent always there for you?      Yes       No

If No explain \_\_\_\_\_

3. Did your parents/parent care to know where you were, what you were doing and with whom?  Yes  No If No explain \_\_\_\_\_
4. What was your family's occupation? Father \_\_\_\_\_ Mother \_\_\_\_\_
5. Have you ever been mistreated by your parents or siblings? Yes  No   
If yes explain \_\_\_\_\_
6. Were your parents involved violence in any way? Yes  No   
If yes explain \_\_\_\_\_
7. Could you say your parents are good role model to you? Yes  No   
If no explain \_\_\_\_\_

### C. School Factors

1. Can you tell me how your day was spent in school? \_\_\_\_\_
2. How was your performance in school? Number in class
- |          |                          |
|----------|--------------------------|
| 1 – 10   | <input type="checkbox"/> |
| 11 – 30  | <input type="checkbox"/> |
| 30 – 50  | <input type="checkbox"/> |
| Above 50 | <input type="checkbox"/> |
3. Do you love schooling? Yes  No   
If no explain \_\_\_\_\_
4. Have you ever been disciplined in School? Yes  No   
If yes explain what had happened? \_\_\_\_\_
5. Did anybody ever bullied you in school or did you ever bully anybody in school?  
Yes  No  If yes explain \_\_\_\_\_
6. What made you drop out of school? \_\_\_\_\_

### D. Peer Factors

1. Can you describe the most important friends that you used to hang out with?
- Their age \_\_\_\_\_
  - Their occupation – are they students if not what do they do? \_\_\_\_\_
  - How many were they? \_\_\_\_\_ and where are they now? \_\_\_\_\_
2. Have your peers ever rejected you? Explain how and what you did \_\_\_\_\_

3. How long did you hang out with your peers daily?  
 Whole day  Nights  Some hours
4. Did they influence you to do things you think were not good? Yes  No   
 If yes explain \_\_\_\_\_  
 \_\_\_\_\_
5. What are some of the things you did your friends? \_\_\_\_\_  
 \_\_\_\_\_
6. Would you say your friends contributed to your current problems? Yes  No   
 If yes, tell me in which way?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_

### **E. Neighbourhood Factors**

1. Can you describe the neighbourhood you were living in?
2. What kind of people living around your home and what do they do for a living?
3. What type of structures is around your neighbourhood?
4. How often have you hanged out with wrong friends in the neighbourhood?
5. Was there availability of substance and drugs in your neighbourhood? Yes  No   
 If yes did you use any? Explain \_\_\_\_\_  
 \_\_\_\_\_
6. How often did you get in trouble within your neighbourhood? Explain \_\_\_\_\_  
 \_\_\_\_\_

### **F. Media and communication (Technological Factors)**

1. Did you have access to computer/cell phone?
2. What did you use it for?
3. What programmes do you like watching most on TV and why?
4. What is your best advertisement on the TV/the media?
5. In brief, tell at least five major things you think contributed to your arrest.
6. Do you read any books or written material? Yes  No   
 If Yes what type of materials do you read? \_\_\_\_\_  
 \_\_\_\_\_

Serial No. \_\_\_\_\_

**Appendix 2: Questionnaire for Professionals**

*Greetings! my Name is Zipporah W. Rwengo, a Masters of Counselling Psychology student in Moi University, School of Arts and Social Sciences, Department of Sociology and Psychology. Thank you for agreeing to take part in this interview. If you do not understand any of the questions, please let me know and I will explain the question to you. I also want to remind you that if any questions make you feel uncomfortable, you do not have to answer them and you are free to stop the interview at any time should you wish to do so. All information will be treated in the strictest of confidence.*

**I. BACKGROUND INFORMATION**Gender: Male  Female 

Institution in which you are based: \_\_\_\_\_

1. Occupation: \_\_\_\_\_

2. Does your current role involve contact with children coming to the attention of the Juvenile justice system? Yes  No 

Explain how \_\_\_\_\_

**2. Individual Factors influencing Juvenile delinquency in juveniles admitted in your Home.**

1. In your opinion, what are the main individual factors that would have influenced the children remanded for care and protection and/or remanded in custody to be deviate?

\_\_\_\_\_  
\_\_\_\_\_2. In your opinion, would you say that the early antisocial behaviour would be an individual factor that led the juvenile to delinquency? Yes  No  If yes explain \_\_\_\_\_

3. How would you assess the cognitive development of the juveniles admitted in this Home? \_\_\_\_\_

4. How would you assess their intelligence? \_\_\_\_\_

5. Do truancy/running away from home/school make a juvenile to be delinquency?

Yes  No  Explain \_\_\_\_\_



---

6. In your opinion would you say that the juveniles remanded in your Home have low self control? Explain \_\_\_\_\_

---

**2. Family factors influencing delinquency in children remanded for care and protection/ children remanded in custody your Institution**

Would you say that the factors listed below would influence juvenile delinquency?  
 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

<b>Family factors influencing juvenile delinquency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Homelessness					
Inconsistent parenting					
Lack of parental control/discipline					
Poor parental/family support					
Disintegrated family					
Large family size					
Hostile neighbourhood					
Learning difficulties					
Behavioural problems					
Mental health problems					
Problems related to the use of drugs					
Problems related to the use of alcohol					
Poverty					
Unemployment					
Maltreatment/Family violence					
Poor family mentorship					
Lack of structured leisure activities					

If in your opinion there are other family factors influencing Juvenile delinquency please specify \_\_\_\_\_

---



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**3. School and Peer Factors that may have influenced juvenile delinquency in children admitted in your Home.**

1. In your opinion and interaction with children admitted in you Juvenile Remand Home, what are the school factors that may influenced the children to delinquency?

---

2. How would you rate the school bonding of the juveniles in you Juvenile Remand Home?

Excellent  Very Good  Good  Average  Below average

3. How would you rate their academic aspirations?

Excellent  Very Good  Good  Average  Below   
average

3. Do you think school dropout could have influenced the juvenile delinquency?

Explain \_\_\_\_\_  
\_\_\_\_\_

4. In your opinion, what peer association would have contributed to the juvenile delinquency? Explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. From your interaction with the juveniles in your Institution, would you say that peer rejection and peer pressure contributed to juvenile delinquency? How?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. From your observation would you say that attachment and allegiance to peers could have influenced juvenile delinquency? Explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **7. Neighbourhood Factors influencing juvenile delinquency.**

What would you say are the neighbourhood factors that influenced juveniles in your Juvenile Remand Home into delinquency?

#### **5. Technological Factors influencing juvenile delinquency**

1. From your observation of the juveniles admitted in your Juvenile Remand Home, would you say that their delinquency was influenced by watching exposure to Television? Explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Would you say that internets, mobile phones and reading materials may have influenced the juveniles to delinquency and how? \_\_\_\_\_

\_\_\_\_\_  
3. Having interacted, observed and identified factors influencing juveniles to delinquency, in your Home, what would you say would benefit/help the children out there from being delinquent? \_\_\_\_\_

- 
4. What do you consider to be the main support services required by Families to assist their child to stay out of trouble?

1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

<b>Support services to protect juvenile delinquency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Parenting skills programmes					
Support services to assist parents with their own problems					
Support services to assist children with their problems					
Support services to assist the family (respite services, family mentoring, etc)					
Provision of structured activities for children					
Drugs and substances awareness/sensitisation					
Family and individual counselling					
Schooling and Rewarding schemes					

Other measures (*please specify*):

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THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

**Appendix 3: Focus Group Discussion Guide for Juveniles**

1. What made you come to this home?
2. Who did you stay with before your coming in this home?
3. What challenges did you face before coming here?
4. What is your view about your family and community?
5. What do you think can be done to improve your life at home?
6. Where live before coming here?
7. What class were you before arrest and being brought here?
8. Did you like school?
9. Would you wish to go back home?

Appendix 4: Research Clearance Permit

**THIS IS TO CERTIFY THAT:**

**MS. ZIPPORAH WANGECHI RWENGO**  
**of MOI UNIVERSITY, 0-30100**  
**ELDORET, has been permitted to conduct**  
**research in Uasin-Gishu County**

**on the topic: FACTORS INFLUENCING**  
**JUVENILE DELINQUENCY: A CASE OF**  
**ELDORET JUVENILE REMAND HOME**  
**for the period ending:**  
**31st August, 2015**

**Permit No : NACOSTI/P/15/1287/5815**  
**Date Of Issue : 5th June, 2015**  
**Fee Received : Ksh 1,000**



*[Signature]*  
**Applicant's Signature**

*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



### Research Clearance Permit – Cont'd...



## Appendix 5: Research Permit Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:  
5<sup>th</sup> June, 2015

NACOSTI/P/15/1287/5815

Zipporah Wangechi Rwengo  
Moi University  
P.O Box 3900-30100  
ELDORET.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing juvenile delinquency: A case of Eldoret Juvenile Remand Home,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **31<sup>st</sup> August, 2015**.

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

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

  
DR. M. K. RUGUT, PhD, HSC.  
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Uasin Gishu County.


The County Director of Education  
Uasin Gishu County.

  
COUNTY COMMISSIONER  
UASIN GISHU COUNTY  
10/6/15.



## Appendix 6: Research Authorisation from County Director of Education

**REPUBLIC OF KENYA**



**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION", Eldoret  
Telephone: 053-2063342 or 2031421/2  
Mobile : 0719 12 72 12/0732 260 280  
Email: cd@uasinshucounty@yahoo.com  
: cd@uasinshucounty@gmail.com  
When replying please quote-

Office of The County Director of Education,  
Uasin Gishu County,  
P.O. Box 9843-30100,  
**ELDORET.**

Ref: No. MOEST/UGC/TRN/9/VOL II/31 10<sup>th</sup> June, 2015

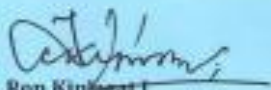
Zipporah Wangechi Rwengo  
Moi University  
P.O. 3900-30100  
**ELDORET**


**RE: RESEARCH AUTHORIZATION**

This office has received your letter requesting for authority to allow you carry out research on "factors influencing juvenile: A case of Eldoret juvenile remand home", Within Uasin Gishu County."

We wish to inform you that the request has been granted for a period ending 31<sup>st</sup> August, 2015. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

  
Rep Kiplegat J  
For: COUNTY DIRECTOR OF EDUCATION  
**UASIN GISHU COUNTY**





## Appendix 7: Letter of Permission from Director of Children Services



### MINISTRY OF LABOUR SOCIAL SECURITY AND SERVICES.

Telegrams: "APPROVED", Nairobi  
 Telephone: Nairobi 2228411 ext 30040  
 E-mail: [children@homeaffairs.go.ke](mailto:children@homeaffairs.go.ke)  
[customercare@homeaffairs.go.ke](mailto:customercare@homeaffairs.go.ke)  
 Fax: Nairobi 310574 & 22248827  
 When replying please quote  
 DC

DEPARTMENT OF CHILDREN'S SERVICES  
 HEADQUARTERS  
 NSSF BUILDING BLOCK "C"  
 P.O. BOX 46205  
**NAIROBI**

REF.CS/6/11/vol.V (167).

Date, 14/1/2014.

THE MANAGER,  
 ELDORET REMAND HOME.

#### RE: CONDUCTING A FIELD RESEARCH.

The bearer of this letter **Ziporah W. Rwengo** is a student at Moi University Pursuing a Master of Science (MSc) degree in counseling Psychology. In order to meet the requirements of this course she is to conduct a research on "**Inter and Intrapersonal factors influencing Juvenile Delinquency case of selected Juvenile Remand Home**". In that case she has selected Edoret children remand home to conduct this research for a period of two months beginning, 20<sup>th</sup> January 2014.

This is therefore to inform you that authority to conduct the research in your institution has been granted. Give her the necessary assistance required. She is to abide by the regulations and rules governing the Department of children services.

Rev. Samuel Kirui.  
 For: Director Children Services.

**Appendix 8: Informed Consent Form****INFORMED CONSENT/ASSENT FORM**

I Zipporah Rwengo is a Masters Student at Moi University, School of Arts and Social Sciences. I am doing a research on factors influencing juvenile delinquency. This involves asking questions to participants to get to know the factors.

I believe that the questions will not offend anyone; neither does it have any risk factor. I am requesting you to voluntarily participate. Your participation is voluntarily, in that you can withdraw from the study at will.

I am requesting that you allow me to take notes of the conversation so that I can analyse them later. To avoid identification, nobody's name will be written or stated.

I am requesting you to sign here if you have accepted to participate:

---

**PARTICIPANT**

---

**DATE**

---

**RESEARCHER**

---

**DATE**