

**INFLUENCE OF SELECTED PREDICTORS OF JUVENILE DELINQUENCY
AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN
KISII CENTRAL SUB-COUNTY, GETEMBE
ZONE KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF POST- GRADUATE STUDIES
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OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN COUNSELLING
PSYCHOLOGY OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES,
DEPARTMENT OF PSYCHOLOGY, KISII UNIVERSITY.**

MARCH 2024

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This research thesis is my original work and has not been submitted to this or any other university for an award of a degree.

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THE INFLUENCE OF SELECTED PREDICTORS OF JUVENILE DELINQUENCY AMONG SECONDARY SCHOOL ADOLESCENTS IN KISII COUNTY KENYA

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DEDICATION

I dedicate this research work to my late father, Mwalimu Stephen Nyaundi Monchere and my mother Eusalia Bitutu Nyaundi for giving me the opportunity to get a school education at a time when educating a girl child was considered a waste of resources. I also dedicate the work to my husband, Mr. Elijah Getontogoro Nyarangi for constant assistance given during the process of coming up with this research work. Furthermore, the work is dedicated to all my children: Rosebella, Rachael, Emma, Anna and Christine for constant encouragement and use of their resources. I dedicate it to all my beloved grandchildren too and to all my supportive siblings; may God bless every one of them abundantly.

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ABSTRACT

This study is about Juvenile delinquency (JD) in relation to committing anti-social activities like: theft, illicit sexual relations, use and trafficking of drugs, fighting, destruction of property and cheating by high school students ages 14-18 years. The purpose of the study was to explain the extent to which suicidal ideation, help-seeking behaviour, and use of media influence JD among secondary school students in Kisii Central Sub-County, Getembe Zone. It was also about the extent of differences in JD according to family type and perceived social class. Specific objectives were to: determine the relationship between suicidal thoughts and JD, assess the relationship between help-seeking behaviour and JD, investigate the role played by the media in influencing JD, examine the differences in JD according to respondents' family type and to evaluate the differences in JD according to respondents' perceived social class. Descriptive survey research design, mixed methods, was used. The target population of the study was 6,357 students from selected public secondary schools in Kisii Central Sub-County, Getembe Zone. Kisii Central was selected because no similar study has been done there and because acts of student violence are apparent there. The sample size was 610 students, 9 school administrators, (principals, deputy principals and teacher counsellors, one from each school) and 9 parents. Only form two and three students were included in the sample. The social learning theory and the theory of planned behaviour guided the study. Probability and non-probability sampling methods were used thus: convenience sampling was used to select the schools and the parents, simple random sampling was used to select the student respondents from schools A and B, and purposive sampling was used to select student respondents from school C and all school administrators. Questionnaires were used to collect data from students and teachers, interview schedules for principals, and focus group discussion questions were used on parents. A sixteen item self-report questionnaire, modified from the one by Elliot & Ageton (1980), was used to measure Juvenile delinquency and the General Help-Seeking Questionnaire(GHSQ) by Wilson, Deane, Ciarrochi & Richwood (2005) was used to measure help-seeking behaviour. Cronbach alpha, correlation analysis, multiple regression analysis, means and STD deviations, ANOVA and Post-hoc analyses methods were used to analyse data using the Statistical Package for Social Sciences (SPSS) version 25. The results indicated that: adolescents who share suicidal thoughts with significant others are unlikely to be delinquent, respondents who scored highly in help-seeking behaviour were more delinquent than those that had a low score, and media exposure influences JD. It was also found out that respondents from step-families were more delinquent than those from other family types and that those from the upper social class were more delinquent than those from the lower classes. The study recommended that: youth engaging in suicidal ideation be encouraged to share their thoughts, a study to find out why help-seekers are more delinquent than non-help-seekers be done, adolescents be encouraged to use the media appropriately in order to reduce cases of delinquency. It was also recommended that upper class parents be sensitized on the possible evils of the digital gadgets they avail to their children in order to minimize delinquency.

TABLE OF CONTENTS

DECLARATION	ii
PLAGIARISM DECLARATION	iii
DECLARATION OF NUMBER OF WORDS	iv
COPYRIGHT	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
ABBREVIATIONS AND ACRONYMS	xvii
CHAPTER ONE	
1.1 Background of the Study	1
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study	9
1.4 Specific Objectives of the study	10
1.5 Research Questions.....	10
1.6 Significance of the Study	11
1.7 Scope of the Study	12
1.8 Limitations of the Study	12
1.9 Assumptions of the Study	13
1.10 Conceptual Framework.....	14
1.11.1 The Social Learning Theory	15
1.12 Operational Definition of Terms.....	20

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.....	22
2.1 Juvenile Delinquency.....	22
2.2. Prevalence of Juvenile Delinquency.....	25
2.3 Suicidal Ideation and Juvenile Delinquency.....	27
2.4 Help-Seeking Behaviour and Juvenile Delinquency	32
2.5 Help-seeking Behaviour, Family Type and Juvenile Delinquency	42
2.6 Help-Seeking Behaviour among Low Class/ Poor Adolescents.....	46
2.8 The Media and Juvenile Delinquency	50
2.9 Family Types and Juvenile Delinquency.....	57
2.10 Two Biological Parent Families and juvenile Delinquency	64
2.11 The Step Family and Juvenile Delinquency	66
2.12 Single Parenting/ Co-Parenting Family and Juvenile Delinquency.....	68
2.13 The Separated/ Divorced Family and Juvenile Delinquency.....	70
2.14 Grandparents Family and Juvenile Delinquency	73
2.14 Low Social Class/Poverty and Juvenile Delinquency	75

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction.....	85
3.1 Research Design	85
3.2 Location of the Study.....	86
3.3. Population of the Study.....	87
3. 4 Sampling Procedures and Sample Size.....	89
3.5 Study Instruments	93
3.5.3 Focus Group Discussion	95

3.6. Validity of the Instruments	96
3.7 Reliability of Instruments and Definition of Variables	97
3.7.1 Delinquency	98
3.7.2 Help-Seeking Behaviour (HSB).....	100
3.7.3 Suicidal ideation.....	102
3.9 Data collection procedures.....	106
3.10 Methods of data analysis.....	108
3.10.1 Discussion by objective.....	108
3.10.2 Multiple Regression Model for Predicting Juvenile Delinquency	108
3.11 Ethical Considerations	110

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction.....	112
4.1 Socio Demographic Characteristics of the Respondents	112
4.2 Description of Variables	116
4.2.1 Suicidal Ideation.....	116
4.2.2 Help Seeking Behaviour	118
4.2.3 Delinquency	119
4.3.1 Correlation Analysis.....	120
4.4 Multiple Regression Model for Predicting Juvenile Delinquency.....	121
4.5 Suicidal ideation and Juvenile Delinquency	122
4.6 Help- Seeking Behaviour and Juvenile Delinquency	123
4.7 Media and Juvenile Delinquency.....	124
4.8 Relationship Between Juvenile Delinquency and Respondents' Family Type	126
4.8.1 Differences in Help-Seeking Behavior According to Family Types.	127
4.9 Relationship Between JD and Respondents' family Social class/Poverty	130

4.10. Qualitative Data Analysis.	133
4.10.1. Qualitative Findings.....	136
4.10.1.1. Types of Juvenile Delinquent Acts	136
4.10.1.2. Causes of Juvenile Delinquency	137
4.10.1.3. Family Background	138
4.10.1.4. Influence of Media	138
 CHAPTER FIVE	
 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
 5.0 Introduction	139
5.1 Summary of the finding	139
5.2 Conclusions.....	140
5.3 Recommendations from this study	141
5.4 Suggestions for further studies.	142
 REFERENCES	143
 APPENDICES.....	165

LIST OF TABLES

Table 3. 1 Showing the Distribution of the Target Population in the Selected Schools	89
Table 3. 2 Table Showing the Distribution of the sample by school category.....	92
Table 3. 3The 16 Factor Analyzed Items for Delinquency	99
Table 3. 4 Results of the 16 Items and their Reliability as Factor Analyzed for Delinquency	100
Table 3. 5 Items Measuring Help- Seeking Behavior among Respondents	101
Table 3. 6 The Reliability statistic of the 10 Items Measuring Help- Seeking Behavior Variable	102
Table 3. 7 Items in the Questionnaire Measuring Suicidal Thoughts of the Respondents	103
Table 3. 8 Reliability of the 9 Items Measuring Suicidal Thoughts.....	103
Table 3. 9 Items Used to Measure the Variable Media	104
Table 3. 10 The Reliability Coefficient of 3 Items Measuring the Role of Media as a Variable.....	105
Table 3. 11 A Summary of the Variables from Factor Analysis, the Items Used, Number of Respondents, Percentages and Reliability levels.....	105
Table 4. 1 Frequency Distribution of respondents by School	113
Table 4. 2 Distribution of Frequencies and percentages of respondents according to class (form).....	114
Table 4. 3 Frequencies and representation of respondents according to gender	115
Table 4. 4 The distribution of respondents according to age	115
Table 4. 5 Means, Standard Deviations and Valid Responses Used for the Constructed Four Variables	116

Table 4. 6 Correlation coefficients for the constructed four variables	120
Table 4. 7 Standardized and Unstandardized Coefficients, and their Significances in Predicting Juvenile Delinquency.....	122
Table 4. 8 Regression model summary of the predictors of juvenile delinquency	125
Table 4. 9 Distribution of Respondents According to Family Type	126
Table 4. 10 One-Way ANOVA for Delinquency and Help Seeking According to Family Type	127
Table 4. 11 Post-Hoc Analysis for Group Differences in Help-Seeking Behavior According to Family Type	128
Table 4. 12 One-Way ANOVA for Differences in JD According to Family Type.....	129
Table 4. 13 Distribution of Respondents on their Perceived Family Social Class.....	131
Table 4. 14 One Way Anova for Differences in Delinquency According to Social Class	131
Table 4. 15 Post Hoc Results of the Differences in Delinquency According to Social Class.....	132
Table 4. 16 Coding of Qualitative Data.....	135

LIST OF FIGURES

Figure 1. 1 Conceptual Framework for Predictors of juvenile delinquency	14
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LIST OF APPENDICES

Appendix I : Student Questionnaire to Determine Family Type and Juvenile Delinquency	165
Appendix II: Student Questionnaire for Determining Help-Seeking Behaviour	170
Appendix III: Teacher Counsellors Questionnaire	175
Appendix IV: Deputy Principals' Questionnaire	179
Appendix V: Principals' Interview Schedule	182
Appendix VI: Focus Group Discussion Schedule for Parents.....	186
Appendix VII: Letter From University Research Department	188
Appendix VIII: Research License from NACOSTI	189
Appendix IX: Ministry of Education Research Authorisation	190
Appendix X: County Permission to Conduct Research	191
Appendix XI: Consent from Kereri Girls High School.....	192
Appendix XII: Consent from Bobaracho Mixed Secondary School	193
Appendix XIII: Consent from Kisii School.....	194
Appendix XIV: Assent form for Student Respondents	195
Appendix XV: Consent Form for Teachers and Parents	196
Appendix XVI: Research Map	197
Appendix XVII: Plagiarism Report.....	198

ABBREVIATIONS AND ACRONYMS

ASO	Accredited Schools Online
ASRH	Adolescent Sexual and Reproductive Health
ESEAT	Ecumenical Symposium of Eastern Africa Theologians
GHSQ	General Help-Seeking Questionnaire
HIV/AIDS	Human Immuno Virus/ Acquired Immuno-Deficiency Syndrome
IEC	Information Education Communication
IMSCSSA	International Multidisciplinary Scientific Conference on Social Sciences and Arts
KNA	Kenya News Agency
MOE	Ministry of Education
NACADA	National Authority for the Campaign against Alcohol and Drug Abuse
NACOSTI	National Commission of Science, Technology and Innovation
NGO	Non-Governmental Organization
OJJDP	Office of the Juvenile Justice and Delinquency Prevention
PTSD	Post-Traumatic Stress Disorder
SAGAs	Semi-Autonomous Government Agencies
SFA	Step-family Association of America
SPSS	Statistical Package for Social Sciences
UNH	United Nations Habitat
UNICEF	United Nations International Children's Education Fund
WHO	World Health Organization
SES	Social Economic Status

CHAPTER ONE

1.1 BACKGROUND OF THE STUDY

Juvenile delinquency (JD) in this study refers to illegal acts committed by young people below the statutory age of maturity according to various countries. Globally, youths are accused of being the major perpetrators of crime and many other acts of violence and the behaviour is on a steady rise. Fourchard, (2010) observed that juvenile delinquent behaviour is one of the most pressing and oppressing problems both in the developed and developing countries world-wide. The United Nations Development Corporation, (2011) indicated that youth crime rate increased by 180% globally between 1997 and 2010. The International Energy Agency (IEA, 2011) reported that the number of incarcerated youths in Kenya increased from 15,607 to 21,904 between 1971 and 1976. Furthermore, in the years 2007 and 2008, 48,710 (54%) of crimes in Kenya were committed by youths; no doubt these numbers must be much higher today.

According to Curcio, Mak & George (2016), youth engage in crimes like suicide and murder because of: peer group risk-taking behaviour, sensation seeking, age, gender, impulsivity, and substance abuse. Besides this, the Union of International Associations www.uia.org, (2022) adds to the list by stating that youths get involved in major and minor offences because of: ease of access to weapons, substance addiction, unemployment (poverty), modern-day stress, breakdown of family life, deviant role models, and a disregard of existing values. From these many factors, this study sought to establish whether suicidal ideation, help-seeking behaviour and the media are predictors of juvenile delinquency in Kisii Central Sub-County, Kisii County, Kenya. The study also sought to determine the differences in juvenile delinquency among secondary school students according to family type and respondents' perceived social

class. Kisii Central was chosen because no similar study has been done there so far and because more schools have been set on fire there than in any other Sub-County in Kisii.

Currently, juvenile delinquency (JD) is an issue of critical concern to many governments, communities, schools and families (Shoemaker, 2017). Moffit, (2016) reports that all adolescents world-wide have a tendency to engage in some form of antisocial, aggressive or delinquent behaviour which is normally frowned upon by adults. MCord, Wisdom & Crowell, (2011) state that the problem starts in childhood, increases during puberty and peaks in middle adolescence. Many governments in the world today and in the past have made attempts to curb the menace of juvenile delinquency by putting tough laws in place to manage it, but the tough laws have only managed to bring about great costs and frustration to the very governments (Ojo, 2012). This is so because inmates have to be fed, get treated when they fall sick, be provided with such social amenities like electricity, water and sanitation, be supplied with personal hygiene items plus the fact that the guards who watch over them have to be paid. Families also suffer great psychological frustration because they worry about their incarcerated loved ones. They also suffer some financial strain in their attempt to stay connected with a loved one who is kept behind bars (Lockwood & Lewis, 2019). Hirschi, (2017) underscores this assertion by stating that incarceration costs families hundreds of thousands of dollars in paying court fees, restitution fees and fines when a loved one is convicted. In view of the above information, governments would save themselves from such costs if families were empowered to instil acceptable social values to their children. The social context children grow up in influences a lot of their behaviour.

According to Libell (2016), an 18-year-old gunman shot and killed nine people in a shopping mall in Germany in 2016. It was reported that the juvenile gunman was following the example of his role model who had shot and killed 77 people in Norway in 2011. In the years 2007 and 2008 adolescents in Finland carried out shootings in schools killing and injuring fellow learners and people in the market place, (Lindfors, Kivivuori, Mattila, & Rimpela, 2013).

Puzzanchera and Kang, (2014) state that almost 34 million children between the ages of 10 and 17 accounted for nearly 14% and 22% of arrests for violence and property offenses in the United States in 2010. In the same year, 2014, 3,374 homicides were committed by American youths aged 12-24 years, (Puzzanchera, Chamberlin, & Kang, 2016). Furthermore, the Office of the Juvenile Justice and Delinquency Prevention (OJJDP), stated that the number of firearm-related homicides committed by juveniles ages 12-17 quadrupled between 1994 and 2001, (Olashore, A. A., Ogunwale, A. & Adebawale, T.O., 2016). According to Zhang, Musu-Gillete, & Qudekerk, (2016), Juveniles in American institutions of learning at all levels have been recorded carrying guns to school and using them either to injure or fatally wound fellow learners through shooting. The authors further state that in the years 2009-2010, 1,749 cases of firearm possession by juveniles at American learning institutions were reported where about 4% of juveniles in grades 9-12 admitted that they carry a weapon to school at least once a month. These statistics show a worrying trend in the prevalence and development of JD among youths in learning institutions, especially taking into account the fact that there possibly are many other unreported cases.

In Nebraska, in the year 2005, there were 1.7 million cases of juvenile delinquents handled in the courts (Sickmund, 2009). A young Maryland criminal, as reported by McShane (2012), sent a note to his workmates threatening to load his firearms and

blow out everyone. Upon searching, the security forces found 25 guns and thousands of rounds of ammunition in his house. Juveniles in the country also engage in drug abuse and cyber-crime.

In the East, Choi (2017) reports that Korean adolescents commit crimes with impunity because they have learnt that the government does not punish minors heavily. They smoke cigarettes, drink alcohol, and engage in cyber-bullying. The government is lenient because she wishes to shield minors from stigma and to give them a second chance in life. On the contrary, Kim, (2017) remarked that the Japanese government is so overwhelmed by the rate of juvenile delinquency in the country that she supports the death penalty for juvenile offenders. China, another Oriental country, is currently experiencing a rebound in crimes committed by minors, especially sexual crimes by and against minors. A study conducted by Weng, Ran and Chui, (2016) in China revealed that factors such as strained parent-child relationships, are the reason behind increased involvement in juvenile delinquency.

According to the Australian Institute of Criminology (2018), offending rates for juveniles aged 15-19 have been consistently higher than for individuals 19 years and above. In 2007-2008, the rate of offending among people aged 15 to 19 was four times higher than that of people over the age of 19. The Australian Bureau of Statistics, (2012) reported that teenage offenders made up 29% of the total offender population in that year. This is a worrying trend since present-day youths are tomorrow's adults; and there is no guarantee that future generations will be better behaved than the ones we know now. UNICEF, (2010) has given a possible explanation to this scenario by stating that JD persists probably because the programmes that have been initiated to deal with

it in many countries worldwide are either insufficiently equipped or they do not have properly trained and committed personnel.

The challenge of juvenile delinquency is a matter of significant concern in Africa too. Nandigiri (2015), gives a probable reason to the situation; he says that a substantial number of African adolescents face unemployment and endure severe poverty, making them to join gangs which participate in violent crimes and other antisocial behaviours. One African country that has a grim history of youth crime is South Africa. Thobejane & Baloyi, (2019) state that juvenile delinquency in South Africa has always been rampant in urban areas, but it has now encroached into rural areas and it is fast escalating, affecting the areas deeply. The researchers also state that many young people in South Africa are involved in such crimes as: pickpocketing, mugging, shoplifting and housebreaking. Naik, (2020) states that children aged 10-17 years were responsible for 779 murders in the period between April 2019 and March 2020. Besides this, a study conducted by the Gauteng Department of Community Safety (GDCCS, 2015) South Africa, revealed that acts such as : youth gangs, bullying, use of drugs and alcohol exist in schools. This is a serious situation indicating dire need for help-giving services to South African adolescents. Unfortunately, however, the psychological, social or scientific factors which contribute to this violence and aggression by the adolescents are not detected by the school, the community or the families in good time to give help to them, (Allen & Waterman, 2019). Further cases of juvenile delinquency are reported, like the case of one grade 10 girl who was gang-raped at one South African school in full view of other learners (Sapa, 2010).

Many years of war in Angola created a generation of youngsters who are poorly educated, have no affection for others, and live in crime-infested urban areas where crime appears to be the norm (Cole & Chipaka, 2014). These children have formed ties

with deviants and have been exposed to severe violence. Another case is one of a teacher in Limpopo who was kidnapped by students who demanded R200 in exchange for his release (Rampedi, 2011). In another instance, some 10th grade students tormented and abused a classmate, who eventually committed suicide as a result of the pain and stigma created by the assault (Mazibuko, 2012).

In Nigeria, juvenile delinquency stretches back to the 1920s, when pick-pocketing and prostitution became popular among children. Nigeria still suffers from criminal activities in serious dimensions (Muhammed et. al., 2009). The youth in Nigeria commit such crimes as: drug abuse, kidnapping, cultism, bullying, truancy, examinations malpractice, prostitution and theft (Ugwuoke, 2010). As if to add insult to injury, Nkwopara, (2011) asserts that young Nigerians are the majority in using and trafficking drugs.

In Kenya, Juvenile delinquency has been on the rise since the beginning of the 20th century. A report by the Kenya National Crime Research Centre (KNCRC, 2016) citing the Sagini Report of 1991, states that student violence in the country can be traced to as far back as 1908 when the first case of student violence occurred at Maseno School. At that time, what was called student unrest involved only simple protests like boycotting classes and staging mass walk-outs. Since then, incidences of youth involvement in school unrest across the country has grown in leaps and bounds to involve actual murder, injury/assault to others and destruction of property. In the years 2007/2008, for example, a total of 89,770 crimes were committed, 48,710 of them being committed by juveniles. There was a 76.9% increase in the number of juvenile crimes among the youth in Kenya between the years 2012 and 2013 (KNBS, 2014). In September 2012, for instance, girls from Maua Secondary School conspired with boys

of a neighbouring school, Ngelani Secondary School, and successfully managed to sneak them into the dormitories where a sexual orgy went on through the night (Biu, 2011). Kenya National Bureau of Statistics (2015) states that there were 2,570 young Kenyans under 18 years who were imprisoned in 2013 and 3,455 in 2014.

KNCRC (2016), further states that during the period from 1980 to the year of 2000, student demonstrations evolved into instances of fatal violence specifically targeted at fellow students rather than being general protests. The protests in the late 1990s and early 2000s were characterized by severe incidents such as destructive school fires, sexual assaults, loss of student lives, and intentional damage to school property. An illustrative incident occurred in July 1991 at St. Kizito Mixed Secondary School, Machakos, where male students perpetrated an attack on their female peers by setting dormitories on fire, subjecting approximately 70 girls to rape, and causing the death of 19 individuals. Similarly, in May 1997 a dormitory fire at Bombolulu Secondary School, suspected to have been caused by fellow students, claimed the lives of 26 girls. In March 1999, students at Nyeri High School confined four prefects in a cubicle, set it ablaze resulting in the tragic demise of all four prefects. In May 2001, male students of Kyanguli Mixed Secondary School, Machakos, set a girls' dormitory on fire, raped female students resulting in the death of 67 of them. In 1997, Kericho High School students raped their teacher and those of Sang'alo Institute of Technology, Bungoma, and Kebirigo Secondary School, Kisii, killed their Principals. Furthermore, since 2016 to date, Kenyan secondary school students have started a trend of setting their schools on fire therefore destroying property of immense value. Their delinquency has gone a notch higher as they choose to walk out and into school as and when they wish; some even assault teachers and other staff.

In Kisii County, learners from both primary and secondary schools engage in criminal behaviour. They commit grave and distressing atrocities. A case at hand involves a student at Kisii school who, in January 2021, stabbed two of his teachers for the flimsy reason of having been reprimanded for a misdeed (Omingo, 2021). In Kenyena sub-county, a standard eight pupil of Randani Primary school stabbed his classmate to death (Nyamumbo & Naitore, 2020). In yet another incredible incident, a 14-year old grade four pupil attempted to kill her father by poisoning his food for his disapproval of her relationship with a form four boy (<https://www.pd.co.ke>, 2021). This kind of case may not be a one-time incident; it is possible that, for one reason or another, the girl might have been harbouring a long-standing grudge against her father. Mogendi (2012) reports that primary school children engage in such delinquent acts as: disobedience to teachers, absenteeism, sexual associations, theft, drug use and sometimes unkempt dressing. Furthermore, Mogendi, (2012) reports that parents and the general public can help such vulnerable persons to deal with the causes of misbehaviour before they get to cause harm. The same author, (Mogendi, 2021) reports that in the year 2016, students in secondary schools in Kisii county razed down 24 schools in just two months. In the year 2021, Amabuko and Nyabigena secondary schools in Kisii county were set on fire by unruly students who wanted to be allowed to go home for half-term, despite the government's wish to keep all students in school.

A number of factors have been linked to juvenile delinquency; Rwengo, (2017) states that unstable or abusive families, economic and social stress, irresponsible media reports, urban culture, lack of support to struggling persons, and the peer group influence are some of the risk factors of juvenile delinquency. This study aimed at investigating the role played by suicidal ideation, help-seeking behaviour, the media, the family and social class (herein called predictors) on juvenile delinquent behaviour

among secondary school students in Kisii County, Kisii Central Sub-County, Getembe zone. Given this grim picture of juvenile delinquency in the world, the researcher sought to establish its impact in Kisii-Central Sub-County, Kenya.

1.2 Statement of the Problem

Juvenile delinquency is a serious global concern with profound implications for governments, communities, families, and the youth themselves. In numerous schools worldwide, including those in Kenya, adolescents are involved in drug use and drug trafficking, theft, physical altercations, sexual misconduct, destruction of valuable property, and even incidents of teacher and peer assault or homicide. Recently, there has been a surge in mass student walk-outs, indicating a shift in authority, where students decide when to go out of school and when to return to. Although Guidance and Counselling programs were implemented in schools to address problematic behaviour, a significant challenge persists. Despite collaborative efforts by national and local governments, religious institutions, communities, and families to implement measures combating this issue, juvenile delinquency remains a persistent problem. Studies on juvenile delinquency which have been done in secondary schools in Kisii have not focused on suicidal thoughts, help-seeking behaviour, the media, family type and respondents' perceived social class, the variables of this study. This is what warranted this study; to offer another perspective to juvenile delinquency in the region in order to give stakeholders and policy makers important information to help them in addressing adolescent delinquent behaviour.

1.3 Purpose of the Study

The purpose of this study was to determine whether the factors of: suicidal thoughts, help-seeking behaviour, the media, family type and perceived social class are predictive

of juvenile delinquency among adolescents in secondary schools in Kisii Central Sub-County, Getembe Zone.

1.4 Specific Objectives of the study

The specific objectives of this study were to:

1. Determine the relationship between Suicidal thoughts and juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone.
2. Assess the relationship between help-seeking behaviour and juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone.
3. Investigate the role played by the media in influencing juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone.
4. Examine the differences in juvenile delinquency according to family type among secondary school students in Kisii Central Sub-County, Getembe Zone.
5. Evaluate the differences in juvenile delinquency according to perceived social class among secondary school students in Kisii Central Sub-County, Getembe Zone.

1.5 Research Questions

The following research questions were addressed by this study:

1. What is the relationship between Suicidal thoughts and juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone?
2. Does help-seeking behaviour influence juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone?

3. How much does exposure to the media influence juvenile delinquency among secondary school adolescents in Kisii Central Sub-County, Getembe Zone?
4. To what extent does family type influence juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone?
5. What is the influence of social class on juvenile delinquency among secondary school students in Kisii Central Sub-County, Getembe Zone?

1.6 Significance of the Study

It is hoped that the results of this study will help both the county and national governments of Kenya to realize the serious consequences of the juvenile delinquency so that they come up with urgent intervention programmes to help people, particularly young people, to overcome or positively cope with the challenges of life which, in their own way, they try to solve through delinquency. Secondly, it is hoped that the study results will draw the attention of all policy makers and stakeholders to the magnitude of the problem of juvenile delinquency and the serious impact it has on young people. Hopefully, the knowledge will guide policy makers to make laws aimed at supporting or rehabilitating delinquent youths and which encourage acceptable behaviour. The laws now in operation tend to be punitive rather than corrective. The study may also sensitize Non-Governmental Organizations (NGOs) and Semi-Autonomous Government Agencies (SAGAs) to give priority of allocation of funds for use in management of juvenile delinquency.

Next, the study aimed at sensitizing all parents (biological, foster or adoptive), guardians, and indeed the general public, to understand that negative family influences impact children equally negatively. The ensuing understanding will help the parties

make adjustments in the way they handle children. If the results of the study manage to change the attitude of all stakeholders, adolescents will benefit immensely as their problems will be addressed long before they become destructive habits. Everybody else will benefit because the worry and loss caused by a delinquent child/children will have been taken care of. Finally, it is the researcher's hope that the study will make a contribution to already existing literature in the area of juvenile delinquency.

1.7 Scope of the Study

This study was an investigation into how the factors of suicidal ideation, help-seeking behaviour, the media, family type, and social class/poverty predict juvenile delinquency in adolescents. The study respondents were form two and three students from selected public secondary schools from Kisii County, Kisii Central Sub-County, Getembe Zone. Form one students were not included in the study because they are yet to adjust fully in their new schools, they were deemed to be dealing with adjustment issues or culture shock. The form four students too were not included in the study because the pressure of preparation for examinations could hinder meaningful participation from them and the fact that they may go out of the schools before the study was over. Deputy principals and teacher counsellors were used to give extra information about the adolescents' behaviour. Principals and parents too were used in an attempt to get more information about the respondents. The literature focused on juvenile delinquency and how the selected variables are predictive of it.s

1.8 Limitations of the Study

The study had potential limitations thus: the researcher had little control over the respondents' willingness to participate in the study. There was a possibility of some of them being reluctant to fill the questionnaire fearing self-exposure. This was dealt with

through a clear explanation of the purpose of the research and by telling them not to write their names on the paper. The fact of anonymity, it was hoped, would clear the unwillingness. Another anticipated limitation of the study was the fact that the selected predictors were not exhaustive of the causes of juvenile delinquency. It is not possible to exhaustively discuss all predictors of juvenile delinquency in one study because they are numerous. It was hoped, however, that the findings of the variables studied herein would be a solution to part of the problem of juvenile delinquency which, if acted upon, would reduce the rate of the problem. Another limitation to the study was that it was conducted in public secondary schools only. There is here a gap therefore for a study on private secondary schools also.

1.9 Assumptions of the Study

The following assumptions were made in this study: that there are delinquent students at the selected secondary schools, and that the selected predictors have a link with the dependent variable. Another study assumption was that the responses of the participants would provide the information needed to finish the investigation. The study also anticipated that the research methods utilized would provide the intended results and that the sample size results would be generalizable to the entire population.

1.10 Conceptual Framework

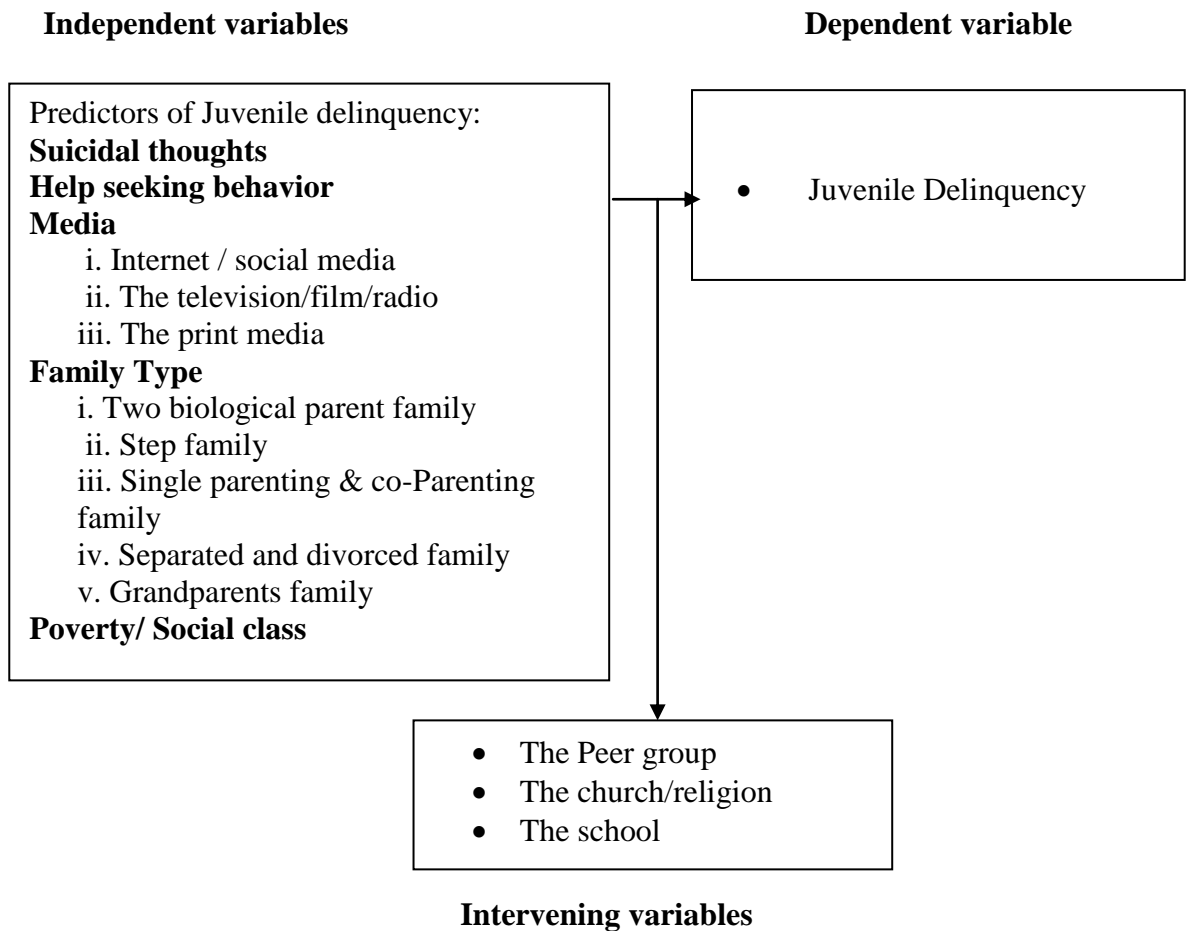


Figure 1. 1 Conceptual Framework for Predictors of juvenile delinquency

The figure above illustrates the researcher's perception of the relationship between the independent, the intervening and the dependent variables. The researcher selected three different independent variables: suicidal thoughts, help-seeking behaviour, and the media and set to establish their relationship with juvenile delinquency. A further two variables, family type and social class were selected for investigation whether there is any difference in the degree of juvenile delinquency among them. The figure above is the researcher's perception of the dynamics among the

1.11 Theoretical Framework

This section of the literature discusses the theories that guided the study. A theory is a statement that has been proposed in order to explain, predict and understand some phenomena. Sometimes, a theory challenges or extends existing knowledge. Grant and Osanloo (2014) define theoretical framework as the blueprint or guidance for research. It is the foundation upon which a research project is built. PhDassistance.com (2019) states that a theoretical framework in research is like a skeleton upon which body muscles are built. Sinclair (2007) compared the role of a theoretical framework to that of a map or travel itinerary, which assists a traveller in reaching his or her objective. This study was guided by the social learning theory and the theory of planned behaviour/theory of reasoned action.

1.11.1 The Social Learning Theory

The proponent of the social learning theory was psychologist Albert Bandura (1961-1963). The theory proposes that behaviour is learnt from the environment through observation, modelling and imitation of the behaviour, attitudes and emotional reactions of significant others. In daily life, children and adolescents are exposed to many models in the form of teachers, parents, their peers or TV characters from whom they observe certain behaviour. If this host of models around them exhibit negative behaviour, the children too will behave equally negatively later in life, but if the models exhibit positive behaviour then the children will imitate the positive behaviour. Children who see the adults in their lives stealing, telling lies, character assassinating or engaging in any other vice are most likely going to do the same in their adulthood.

This theory was chosen to guide this study in regard to the influence of the media on juvenile delinquency among adolescents. It also explained the influence of family type

and poverty on adolescents. Young people are exposed to very many media characters whose behaviour they observe, retain, and reproduce if motivated to do so. They are also exposed to deviant schoolmates from whom they can acquire similar delinquent behaviour (Keijsers, 2010). According to Cherry (2019), children are like sponges, absorbing up the events they face on a daily basis. According to this assertion therefore, adolescents who are exposed to negative associates and media characters can “soak up” the negative behaviour they observe and act it out themselves. All that is required for an adolescent to perform a delinquent act is learnt just as children learn the values of society.

Critics of the theory say that by emphasising on learning by observation, modelling and imitation, Bandura underestimated the power of the individual’s natural personality in contributing to his/her own development and decision making. It is documented that an individual’s personality and innate abilities play a big part on how one handles or processes information; for example, a fearful person and a daring one or a shy person and a bold one will never react in the same way under given circumstances and the fact that, in their play, children children relive gender appropriate roles. (Budaev and Brown, 2011). Another critic (Baubanz, 2020) says that the social learning theory fails to explain why some children who are exposed to much media content never end up imitating or reproducing the unacceptable behaviour which they watch. Further criticism levelled against social learning theory is that much as it can explain the acquisition of certain complex behaviour, it cannot explain how man develops a whole range of behaviour including thought patterns and feelings. More criticism states that man develops certain types of behaviour even when there is no apparent role model to imitate from, because there are other factors like genetics and human free-will which determine how one behaves.

Some people who have received sound training on morals and values, particularly from their family roots, are not as vulnerable when associating with others of questionable character as those who haven't. Further still, there are certain individuals who have grown up in adversity, but they have turned out to be very well behaved and successful people. Regardless of the much criticism levelled against this theory, however, it was chosen to guide this study because it sufficiently explains the origin of adolescent aggressive behaviour which is behind anti-social behaviour like fighting, destruction of property and other physical assaults in schools.

1.11.2. The Theory of Planned Behaviour (TPB)

The second theory which guided this study was the Theory of Planned Behaviour by (Ajzen & Fishbein,1985) to explain the variables of help-seeking behavior and suicidal ideation. The theory of planned behaviour was originally known as the theory of reasoned action (Ajzen,1980). This original version of the theory aimed at predicting an individual's intention to engage in a given behaviour at a specific time and place. Later, Ajzen and Fishbein, (1985) changed it to "the theory of planned behavior" in order to explain why people sometimes don't behave as they intended or planned to do. Both models are based on the assumption that individuals make logical and reasoned out decisions to engage in a given behaviour after considering the information available to them (Health, 2021). On the contrary, however, sometimes people engage in certain behaviours simply because of influence from significant others in their lives. The environment too can influence people to engage in activities to which they have not given much thought, just so that they fit-in.

The theory posits that one's behaviour is influenced by three factors: the first one is an individual's intention or internal drive to engage in a given behaviour, secondly,

behavior is influenced by one's beliefs about the behavior. The beliefs are: behavioural beliefs which involve perception and evaluation of consequences of a behavior, normative beliefs dealing with perception and evaluation of social pressure or standards to engage or not to engage in some behavior. finally, perception and evaluation of barriers/facilitators of a behaviour. These aspects are not often actively or consciously examined during decision-making, but they serve as an important backdrop (Ajzen, 1985, Ajzen & Fishbein, 1980). TPB has a number of strengths like: it helps in understanding and predicting behavior in different contexts, it can be used as a guide to design behavior change interventions and it is easy to understand and apply. Lastly, the theory is widely accepted and used in many fields.

Despite this, however, TPB has attracted some criticism from other scholars. The first criticism, sourced from <https://www.studocu.com> states that the theory emphasizes on cognition too much ignoring other human factors like affection, impulsivity, motivation, fear, threat, mood, past experiences or emotion, all of which can influence behavior. Another criticism is that it does not take into account environmental or financial factors which play quite some part in an individual's decision-making process. The same source also states that decision-making is not a linear process; intention to behave in a certain way may change over time; how one behaves in a given situation today may be completely different from the way they will behave under similar circumstances in the future (<https://sphweb.bu.edu>

Various factors may encourage or discourage adolescents' desire/intention to seek help or commit suicide: the first one is fear of hurting the family name. In some cultures, any association with mental health problems or killing oneself is considered a curse. An adolescent who hails from such a cultural background will be hesitant to seek for

mental health assistance because he fears to give his family a bad name. Adolescents also refrain from seeking help for fear of being considered a weakling by ones' peers, a factor which is repulsive to adolescents, particulaly male adolescents. Fear of stigmatization and false confidence in self- ability to handle a situation are also factors which impact the intention to seek help in adolescence. In spite of all the criticism leveled against this theory, however, it was still thought to be appropriate in explaining the variables of help-seeking behavior and suicidal ideation hence its selection to guide this study.

1.12 Operational Definition of Terms

Adolescent: In this study, an adolescent is a young secondary school student, male or female, aged between fourteen to eighteen.

Co-parenting: A situation where an adolescent's parents don't stay together either because of divorce or separation, but the child/children live with either parent in turns according to an agreed upon schedule.

Grandparent Family: A family where grandparents are the sole caregivers of grandchildren either because the children's parents are unable to take care, are dead, incarcerated or are away.

Help-seeking Behaviour: The effort put in by an adolescent in secondary school to get help for personal health, academic or relationship problems.

Formal Help-seeking: The effort put in by an adolescent to seek help from counsellors, psychologists, doctors or social workers (professionals).

Informal Help-seeking: An attempt by adolescents to seek help for personal problems from family members, friends, peers, religious leaders or teachers.

Juvenile Delinquency: In this study, Juvenile delinquency refers to the practice of engaging in anti-social activities by secondary school students aged between 14 and 18 years.

Media: In this study media refers to the general internet, social media, television films and videos, the radio or the print media.

Parental Separation: A situation where two biological parents have stopped staying together because of some misunderstanding, but with a possibility of getting back together

Poverty: In this study, the term poverty is used synonymously with “low social class”.

The study considers all individuals in the low social class as poor socially, academically and in matters health.

Single parenting: The practice of raising up children by one parent either because the other parent is unwilling to take up responsibility, is dead, divorced, separated or by a personal choice of the custodial parent.

Step-family: A family arrangement where two spouses, who have children from former relationships, live in a new marital family setting bringing together the two sets of children.

Suicidal Ideation: In this study, the term suicidal ideation is used synonymously with suicidal thoughts.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents reviewed literature on the relationship between suicidal thoughts, help-seeking behaviour, the media and juvenile delinquency. The study also Presents literature on any differences in juvenile delinquency that might exist among secondary school students according to the type of family they come from and their perceived social class. The family types studied in relation to juvenile delinquency and help-seeking behaviour were: the two biological parent family, the step family, the single and co-parenting family, the separated/divorced family and the grandparent family. The study also investigated the influence of poverty/social class and prolonged exposure to the media on juvenile delinquency.

2.1 Juvenile Delinquency

According to the American Psychiatric Association (APA, 2015) juvenile delinquency, also known as conduct disorder, is a diagnosis given to children and adolescents under 18 years of age who engage in crime. These individuals violate the rights of others repeatedly and behave contrary to the expectations of the law and values of their societies. This unacceptable behaviour attracts disciplinary action from parents, other care-givers, teachers and the juvenile justice system. The APA, (2013) states that juvenile delinquency can appear as early as pre-school years, progress into middle childhood then become full blown in middle adolescence. However, Kail and Cavanaugh, (2016) state that most behaviour problems occur at the onset of puberty, and Collizi, Lasalvia & Ruggeri, (2020) report that most mental disorders start by age 14.

Researchers from the university of Asmara, Eritrea, (Wondimu 2014, Adeboye 2015, & Ajah & Ugwuoke, 2018) state that a juvenile delinquent person is a child under the age of eighteen years who violates the law of the land, which violation if committed by an adult would attract criminal prosecution. Adeboye, (2015) defines juvenile delinquency as refractory antisocial, unlawful, or criminal behavior by adolescents that has progressed to the point where it cannot be managed or reversed by parents, guardians, or significant others. Once it gets to this level, delinquency poses a big danger to other people, becoming the concern of law enforcement agencies. Desta, (2020) states that juvenile delinquents in the streets of Addis Ababa engage in: petty theft, alcohol and drug use, raping women, robbing and threatening people and forming of criminal gangs. It is not only in Addis Ababa that youth commit the said atrocities, they do such almost all over the world, Kenya included. The rampant use of drugs has robbed young men and women of their sense of correct judgment and behaviour.

The same APA, (2013) has listed specific symptoms of juvenile delinquency, showing the typical behaviour of these children either at school or in the general society as: bullying, intimidating and threatening others often, starting fights often, using a weapon that can cause severe harm to others, physical cruelty to people and animals, stealing, armed robbery or mugging. The delinquents are also guilty of, forcing others into sexual activity, causing serious damage to property like setting fires or using other destructive methods of breaking into other people's houses, buildings or vehicles, lying to other people in order to acquire something (conning) or shoplifting. In addition, the juvenile delinquents stay out late at night beyond acceptable family rules, they run away from home for a long period of time, are absent from school frequently, they show no remorse or guilt for wrongs done and they lack empathy or concern for other people's feelings.

According to the British Psychological Society and the Royal College of Psychiatrists, (2009) juvenile delinquency or conduct disorder is a prolonged pattern of antisocial behavior in which the perpetrator offends others through aggressive behavior and other inappropriate activities. The disorder is one of the most frequent problems that affects children from a young age, manifests primarily during the school years, and peaks during puberty (Obsuth, I., Moretti, M. M., Holland, R., Braber, K., & Cross, S., 2006). Such individuals portray a deficit in perceptions, interpretation of cues and processing of information which often gets them into trouble with teachers, parents and the state. They also suffer rejection, have difficulties with interpersonal relationships, have poor social skills and perform poorly in school (Gresger- Moser, 2008). These poor social skills get them into the offensive with their associates. According to Shindaini and Mahtab, (2021) juvenile delinquency in the form of teen gangs has become a dangerous plague in Bangladesh. These teen gangs have been involved in: rowdy behaviour, harassment of the public, abuse, violent killings and many other criminal activities.

Data on juvenile delinquency was collected using a modified Elliot and Ageton (1980) self-report questionnaire. The questionnaire contains items that seek information on the most likely acts of delinquency committed by juveniles. The modification was done mostly on the types of drugs that may be available in Kenya rather than those in the USA, as used by the authors and on the most likely delinquent activities of juveniles in a Kenyan situation. The items are quite varied and many in such a way that one may be involved in one activity considered delinquent but not in another. It seeks to get so much information about a juvenile's behavior, that an average of such involvement can be used to classify the level of delinquency and other behaviours.

2.2. Prevalence of Juvenile Delinquency

The rate at which adolescent crime is growing globally is alarming. The United Nations Development Programme, (2017) reports that a significant and massive upsurge in juvenile delinquency has been witnessed in the world in the past one decade. This assertion is in agreement with an earlier report by the United Nations Habitat (2009), cited by Ekpenyong, Raimi & Ekpeyong, (2012 & Fuminya (2019) which found that adolescent crime in Europe had risen by 2.6% from the previous year's 1.7%. In South East Asia the percentage had increased by 0.7%, Latin America by 3.9% and North America by 1.8%. Shindaini and Mahtab, (2021) report that 5.5 million children in Bangladesh are drug addicts and it was established that 30% of this population engaged in crime in order to get finances to pay for the drugs that they use. Shindaini and Mahtab further report that approximately 15-20 people are killed by these youth gangs monthly.

The African context reveals an equally grim picture; Famuyiwa, (2017) in his study on the prevalence of juvenile delinquency in Nigeria states that juvenile delinquents have been found to engage in such antisocial behaviour as: Vandalism, drug and alcohol abuse, weapon carrying, rape, examination malpractices, bullying, cultism in school, truancy and dropping out of school. Famuyiwa, (2017) further laments that the prospect of ever having a better, safer and more prosperous Nigeria will remain elusive if nothing is done to stem this vice. Another study conducted in Abeokuta Borstal Institution, Nigeria, among 147 delinquents showed a 56.5% prevalence rate among adolescents (Olashore, A. A, Ogunwale, A., & Adebowale, T. O, 2016).

The United Nations Habitat (UNH), (2011) revealed the following statistics concerning youth crime in Nairobi: those that were arrested on theft cases were 45%, Assault 23%,

drug possession and use 10%, mugging 10% and manslaughter 7%. The agency established that the weapons that these delinquents used included guns, machetes and knives. The youths confessed that the main reason for committing these crimes was a desire to get money. The institute of Economic Affairs, Youth Compendium (2011), gives more light to this state of affairs by asserting that a whopping 57% of crimes reported to the police in Kenya are committed by the youth.

Another study done in Nairobi and Kirinyaga counties among 167 adolescents indicated a delinquency preference rate of 36.4%. Specifically, there was a prevalence rate of 51.4% among children of widowed parents, and a 34.0% prevalence rate among children from married or cohabitating parents. Prevalence among 16- year olds was 34.4% and for 17-year olds it was 52.5%. Children who committed truancy acts had a prevalence rate of 64.0% (James & Munene, 2007). Some of these delinquents caught in these studies could be secondary school students. These statistics show a worrying trend in youth crime and call for serious and immediate intervention. This is a sad picture concerning African youths today as opposed to traditional African youths who were trained and looked upon as the defence forces of communities. Because of this heavy responsibility, the youth then were under obligation to grow positive behaviour, and they did.

The prevalence of delinquency in secondary schools has brought about poor teacher-student relationships and has affected academic performance drastically. In Liberia, in the year 2014, only 48.26% of senior high school students passed their examinations (Republic of Liberia, 2015) and in 2016 only 48.46% students passed their exams (Gbollie & Keamu, 2017). Similarly, Nyandwi, (2014) stated that academic performance among secondary school students in Tanzania has been on a steady

decline. According to Nyandwi, 12.2% secondary school students failed their form four examinations in the year 2009, 50.7% failed in the year 2010 and 49.9% failed in the year 2011.

Secondary school students' performance in Kenya continues to drop too (Mayieka, (2019). Purdul, Chege and Thinguri, (2014) also assert that the percentage pass in the KCSE examinations in Kenya has consistently been less than 50% for the last several years. Yosi, (2015) attributes the poor academic performance among secondary school students to the existence of: disrespect to parents, elders, and teachers, the issue of drinking, stealing, smoking and examination malpractices. Like the social learning theory proposes, these delinquent acts are learnt by students through what they see and hear happening around them. It goes without saying therefore that delinquency is a factor that needs urgent intervention to curb since it can greatly derail the potential and future prospects of adolescents and indeed whole nations.

2.3 Suicidal Ideation and Juvenile Delinquency

The first objective of the study sought to investigate the relationship between suicidal ideation and juvenile delinquency. According to Crosby, Ortega and Melanson, (2011) suicidal ideation is defined as thinking about the possibility of killing oneself or actually trying to kill oneself. A study by Kim, Kim, Seo, Lee & Cho, (2014) in South Korea found out that suicide is very common among youth in correctional centres and that it is more common among those that were not living with their parents prior to the confinement. This is probably because such youth might have been exposed to high rates of trauma and negative childhood experiences in the homes they grew up in. It is possible that some of those youths probably might have been staying with non-biological guardians who subjected them to some kind of oppression which forced

them into delinquency and therefore conflict with the law. Once in jail, the likelihood that such youth may think of killing themselves is high because they tend to see a bleak future, a possibility which agrees with the theory of planned behaviour.

According to Teplin, Stokes, McCoy, Abram and Byck, (2015) the prevalence of suicide among the youth, especially those that are under custody of the judicial justice system, increases steadily at an alarming rate. Meza, Snyder, and Shanholts, (2022) state that children's associated with the juvenile court system are three times more likely to commit suicide than those who are not. According to Abram, Choe, Washburn, Teplin, King, Dulcan, & Bassett, (2014) suicide is the second leading cause of death among 10-14 year olds and the third major cause of death among 14 and 24 year olds in the United States. Young people commit suicide by use of the gun, ingesting drugs, or by hanging. Incarcerated youths are at a particularly higher risk of dying by suicide than those out in the general public and more females attempt suicide, but four times more males die of suicide. This trend is explainable by the fact that a young person behind bars is likely to think that his/her future has no promise hence the decision to end the "meaningless" life (Meza et.al. (2022) again finds that suicidal thoughts are significantly associated with alcohol drinking, drug use, feelings of unhappiness, sadness and depression. Drinking and drug use are classified as delinquent acts in this study. These findings indicate that there is urgent need for intervention measures to be put in place to help youth stuck in some problem in order to prevent more cases of suicide and other delinquent behaviour. A study by Bjorkenstam, Bjorkenstam, Vinnerljung, Hallqvist & Ljung, (2011) found a relationship between suicidal ideation and delinquency; they state that people who have delinquent behavior in late adolescence stand a high risk of committing suicide in their early adulthood years. According to the World Health Organization (WHO), the

number of persons who die by suicide each year outnumbers those who die in conflict and homicide combined.

Another study by Kim, Kim, Chul-Seo, Lee & Cho, (2014) in South Korea found out that suicidal ideation is associated with feelings of sadness, depression, hopelessness, drinking of alcohol and use of drugs, to name but a few of the causative factors. The factors of drinking and drug use are considered as delinquent activities in this research. Other factors which are predictive of suicidal ideation, according to American studies, are: free attitudes which lead to lack of life plans, blame externalization and a rebellious and non-conforming attitude (Heirigs, Delisi & Vaughn, 2018).

According to Sadanand, Rangiah, and Chetty, (2021) suicidal behavior among the youth has increased significantly in parts of Africa, especially South Africa. The researchers also state that more females present with suicidal behavior than males, but more males die of suicide than females. It could be true that women think about suicide more than men because the patriarchal system in societies puts heavy expectations and strain on women than it does on the men therefore making them engage in suicidal ideation. However, more men than women die of suicide because when they contemplate suicide, men use more lethal methods to take their lives than the women do. Less women die than men probably because the maternal instinct might play a role in stopping women from taking their lives. Suicidal ideation patients have reported that financial difficulties, interpersonal and family relationship problems, sexual abuse, past psychiatric illnesses, general sickness, for example HIV-AIDS, domestic violence, threats and death of a significant other are some of the factors which make some people see a bleak future therefore triggering suicidal thoughts (Orri, Ahun, Naicker, Besharati & Richter, 2022, Lemmi 2016, & Swahn 2012).

White, (2018) states that historically more males were expected to get into more problems than females because they committed more crimes than females, but in the present world, criminal behavior is on an upward trend among women but almost declining among men. This trend makes criminal behavior by both men and women to be almost at par. The explanation to this is that certain delinquent behavior like illicit sexual activity involves both genders on a fifty-fifty basis. Others like: stealing other students' items, issuing of threats, use of drugs and others are also not a preserve of one gender, but are engaged in by all genders almost on an equal basis. This state of affairs could be explained by the fact that society no longer esteems the values people lived by traditionally, for example, the relaxation of traditional taboos that forbade women from engaging in certain activities like drinking of alcohol and engaging in extra-marital relationships. A number of communities then expected girls to be found virgins on their wedding night, which isn't the case anymore; presently, sexual activity among the married and the unmarried is almost equal. The break-down of these traditional community values, rather than giving freedom and enjoyment to individuals has led instead to the disillusionment and frustration of many, hence suicide. Adolescents who get caught in problems resulting from violation of acceptable values begin to contemplate suicide in order to escape from the consequences of their misbehavior.

Traditionally, men were trained to be assertive and aggressive, but women were expected to be gentle and nurturing. Women were also expected to be home-makers while men were expected to go out searching for supplies in order to provide for the family (Lindsey, 2011). These days, however, many women find themselves as the home-makers and the sole providers of households. The situation forces them to be aggressive and assertive and to engage in whatever task at hand for money. When they cannot manage the roles effectively, especially feeding their children, a number of them

think of committing suicide. The principle of the theory of planned behaviour relating to perceived social standards and perceived control over issues plays true here. Besides that, the current clamor for equal rights for all gender has made women to engage in illicit activities just for the thrill of it, just as a way of asserting that what men can do, they too can.

Cases of completed or attempted suicide among young Kenyans in high schools, colleges or universities is on the rise. Sadly, a large number of the cases go unreported because of the stigma associated with it (Were, 2020). The matter is of great concern because of the large number of youths involved in it. Were, (2020) agrees with other researchers who have reported that many substance use disorders are associated with suicidal ideation. The World Health Organization (WHO, 2019) reported that 800,000 people die from suicide each year, a majority of them being young people aged between 15-29 years.

According to Heinsch, Sampson, Huens, Hanstock, Harris & Kay-lambkin, (2020) it has been established that despite the fact that suicidal persons are aware of help-giving sources around them, they are reluctant to seek for help because of the following reasons: lack of finances to pay for the services, difficulties with accessing the services, the feeling that those that had tried to get help from family, friends and relatives gained little and a general unfounded attitude that the informal help-givers are judgmental, unsupportive and unresponsive to their cries. A strong evidence of this kind of situation is given from a report by the star.co.ke (May 2023) of a woman in Eldoret, Kenya, who killed her son and injured her daughter with the intention of killing her. The aim was to kill herself after the death of the children. Upon interrogation, the woman said that she did what she did because of deep frustration and mental torture caused by beatings

from the husband and blame and lack of support from everybody else. She wanted to die with her children rather than kill herself and leave them behind to suffer.

2.4 Help-Seeking Behaviour and Juvenile Delinquency

The study's second objective sought to find out the relationship between juvenile delinquency and help-seeking behaviour. Batten and Dutton, (2011) define help-seeking behaviour as any active attempt made by an individual to obtain assistance or intervention in order to solve a perceived problem. Wilson and Deane, (2010) defined it as an adaptive reaction that often results into greater personal competency and well-being. Help-seeking is a strategy that can be used by willing clients to manage or overcome personal challenges. Zartaloudi and Martinos, (2010) state that help-seeking behaviour is an important factor in an individual's life because it helps reduce the severity of problem behaviour. In this study, adolescent help-seeking behaviour is defined as any action or activity undertaken by a youth who considers himself/herself as having a need for personal, psychological, emotional, or health-related assistance with the intention of alleviating or resolving this need in a constructive way.

Since time immemorial, people have always sought for help with a view to overcoming their life's challenges. Traditional communities, for instance, had non-formal help-giving systems that helped all people whenever there was need. Adolescents were familiar with the systems and could easily access them (Zuckerman & Kaim, 2011). These systems were available, accessible, and non-stigmatizing and they were offered by people like aunts, uncles, grandparents and the whole extended family. All these were people who knew the patients and had a personal interest in them, so they gave sincere and honest help without attaching any strings to it. The patients in return had

confidence in and trusted the help-givers, an aspect seriously missing from present-day communities.

In cases which required treatment, the informal help-givers administered traditional medicine in an attempt to arrest or alleviate people's sicknesses. Long before exotic medicine was introduced, millions of people in Africa and the rest of the world relied on traditional medicine to deal with their problems. According to Abdullahi, (2010) traditional medicine is the oldest health-care system that has withstood the test of time. There are strong signs that traditional health care delivery is still used by a majority of people not only in Africa, but globally (Cook, 2009).

Although traditional healers and medicine-men have been used in Africa all the time, there are misconceptions, myths and negative attitudes which hinder certain individuals from seeking their help. At the same time, these misconceptions and myths apply to mental health problems influencing sufferers to seek help from the traditional health givers and the internet instead of professionals. This finding is in agreement with the theory of planned behaviour which states that people don't always do what they intended to do.

Researchers, Van Skike, Zandy and Matthews, (2016) affirming this opinion state that much as there is an obvious increase in mental health risk behaviours among 13-18 year- olds they are reluctant to seek for professional help. Further research (Olivan, 2017 & Divin, Harper, Curran, Corry & Leavey, 2018) assert that despite the fact that juvenile delinquency is on the rise, victims rarely seek help. The reluctance is probably because of the myths and misconceptions. Lachman, Zweig, Dank and Yahner, (2019) in their study on teen dating violence and abuse state that only 9% of victims of the crime reported ever seeking help.

A study in Italy by Emanuelsson, (2020) to establish association between mental health problems and delinquency among Italian adolescents found out that young people who do not receive help for mental health issues ended up engaging in delinquency. Furthermore, the WHO, (2017) states that there are effective treatments for mental health issues, but 75-85% of people from developing countries have not received sufficient help for their problems. This fact puts adolescents in developing countries at great risk of developing delinquency, which is why this study sought to highlight the prevalence of JD in Kisii with the hope of attracting some help. A study by Demeter and Rusu, (2018) in Romania found out that youth who received social support, particularly parental support, engaged in little antisocial behaviour as opposed to those that did not receive any support. Motlagh, Kelishadi, Qorbani, Keikha, Jafari, Ardalan, Heshmat & Jari, (2016) state that children and adolescents who consult their mothers or friends about their problem issues have a low prevalence of behavioural problems. This assertion is true to some extent in that guidance by a mother to her child is always meant for the good of the child, but a friend's guidance may include malice sometimes, particularly if the friend is not a true friend. This is to say that help-seeking behaviour and help-giving by significant others are crucial factors in helping young people to avoid delinquency.

According to the World Health Organization (WHO, 2001) one in every seven (16%) of 10-19 year olds in the world today has an undiagnosed or untreated mental health problem. Depression, anxiety, and behavioral disorders are the primary causes of sickness and impairment in teenagers due to mental health issues. Adolescents who have these problems begin to idealize suicide, which is the top cause of mortality among that age-group. Adolescent health issues which are not addressed in good time

extend to their adult life and impair an individual's physical and mental health and limit his opportunities to lead a fulfilling life.

Despite the rising numbers of mental health or emotional problems among the youth, however, it has been documented that a significant number of them do not receive the needed support to handle the issues because of their reluctance to seek for help (Lynch, Moorhead, and Long, 2020, & Johnson 2019). According to Gulliver, Griffiths and Christensen, (2010) the percentage of those who have the problem, but don't seek for help is as high as 70- 75%. According to Obiunu, (2015), only 30-35% of people with mental health problems seek care. Furthermore, Rowe, French, and Henderson (2014) indicate that self-harm thoughts are frequent among teenagers, yet most young people who are at risk of self-harm do not seek help. The WHO, (2018a) confirms that many campaigns to promote availability of mental health services have been conducted, but there are still problems in engaging and maintaining youths in mental health care. (Divin, N., Harper P., Curran, E., Corry, D., & Leavey, G., 2018) state that regardless of the increasing numbers of adolescents experiencing poor mental well-being, they are often reluctant to seek help. Parks, (2013) underscores the opinion by stating that adolescents and young adults frequently experience mental health problems, but they don't seek help. According to Roberto, (2020) and Hassett, Green, and Zundel, (2018) youth who are in desperate need of mental health treatment are hesitant to seek it. (Meagley, Schriver & Norris, (2016) confirm that if youths seek for help at all, many of them choose to use informal sources like an older maternal figure or any other source which they think poses the least threat to their self-worth, (Gilat, Ezer, and Sagi, 2011, & Lynch et al, 2018)). Only a few use formal help-giving sources for mental health problems. As stated earlier in this study, the reluctance to seek help is occasioned by

misconceptions, myths and negative attitudes towards mental health problems. Society regards mental problems as a curse.

According to Umubyeyi, A., Mogren, I., Ntaganira, J. & Krantz, G., (2016) mental diseases are frequent among young people, but they often go undetected and untreated because young people are hesitant to seek treatment when emotional problems arise. Their reluctance is not a positive thing because the problems can hinder their everyday functioning and well-being. This is in agreement with Collizi, Lasalvia and Ruggeri, (2020) who state that mental health needs during early adolescence are largely unmet. This is an indication that there is urgent need for social and psychological intervention on the issue of JD. Relevant institutions need to sensitize people on the fact that little acts of delinquency committed consistently grow into full-blown crime; victims should also know that help is available if only they seek it. This behaviour resonates with both the social Learning Theory and the Theory of Planned Behaviour. When youth associate with friends who have a negative attitude to help-seeking, they too learn to view the service negatively and plan not to seek help. s

There are more factors which are behind this apparent unwillingness to seek for help. In their study, Rowe, French, Henderson, & Ougrin, (2014) state that youth are unwilling to seek for help because they fear the negative reactions they will receive from others, stigmatization, fear of a possible breach of confidentiality and unwillingness to be perceived as attention-seekers. The key impediments identified by Roberto, (2020), Wilson, and Deane (2012) were stigma, unfavorable perceptions about mental health and professionals, a previous negative experience with mental health services, and a lack of information about mental health. (Longeveld et.al. 2020) further states that adolescents do not want their parents to know about their problems; besides a high

sense of self-confidence which makes them rely on self to solve personal problems. Finally, youth lack emotional intelligence (Williams, (2014).

A study by Radez, Reardon, Creswell and Lawrence, (2021) in the USA, found that limited mental health knowledge, social stigma and embarrassment, perceived breach of confidentiality, inability to trust the professionals, lack of finances to service the costs associated with help-seeking and unavailability of helpers are also a barrier to seeking for help. Flink, Beirens, Butte, & Raat, (2013) state that adolescents find doctors, parents, family members and even friends to be inappropriate sources of health-giving information because of: embarrassment, fear of being ostracized by friends, lack of someone who can listen to their problems without judgement, a hope that the problem can heal without being attended to and fear of rebuke from their parents if they disclose their problem. The fear of rebuke comes about because certain communities frown at or attach stigma to mental health issues making the young people from such cultures not to seek help because they don't want to hurt the family name. Moroccan and Turkish parents, for example, fear community judgement should their children be known to have sought mental help. On the same note, Na et al., (2016) report that Asian populations in North America have negative views about mental health services and they rely more on self-help treatments than on professional and psychiatric services. All these barriers to help-seeking agree with the theory of planned behaviour by Azjen & Fishbein, (1985) which posits that what one does is influenced by ones' intention to engage in the activity, attitude or belief about the activity and perceived social norms and control over the activity.

Further reasons which stop adolescents from seeking help are: problems recognizing symptoms (poor mental health literacy), perceived stigma, and the false belief in self ability to solve personal problems (Gulliver, A., Griffiths, K. M., & Christensen, H.,

2010). Being unsure about where to get help is another hindrance, (Pretorius, Chambers, and Coyle, 2019) plus an inability to distinguish between “real distress” and normal distress, (Velasco, Cruz, Billings, Jimenez, & Rowe, 2020). There are also more practical constraints such as difficulty in obtaining assistance, worries about confidentiality and trust, a preference for informal sources of assistance (Salaheddin, 2016). Yap, (2011) discovered that discriminating familial and self-attitudes about mental illness hindered youth intentions to seek help. According to Corry and Leavey (2017), teenagers are hesitant to seek help because they are afraid of: unfriendly physicians, receiving a stigmatizing mental health diagnosis, negative judgment from friends and family, and “being treated like a child” by the clinicians. Another reason given by Sheppard, Deane & Ciarrochi, (2018) is that the youth don’t see a straightforward path from the onset of mental health problems to the point of gaining access to mental health support. They also say that they find the process to be characterized by complex and varied contacts and lengthy delays caused by both attitudinal and structural barriers. The service providers themselves are a barrier sometimes. In one school a student said that she would not go to the school counsellor for help because the problems that are revealed to the helpers are later made subjects of staff-room debate. With this host of negative factors surrounding help-seeking behaviour, it is no wonder that youth choose to do without it. What these kinds of confessions reveal is that there is a critical need for counsellors to be sensitized on the importance of observing confidentiality.

According to Wendt & Shafer, (2015) men display less emotion than women, are hesitant to admit vulnerability, and seek professional help less frequently than women. A study by Chan and Hayashi, (2010) confirms that Japanese men are sceptical about the efficacy of professional mental health help and they do not actively seek the

services. This tendency not to seek for help was found to be true of age, race, ethnicity and nationality. Research by Parent, Hammer, Bradsteet, Schwartz & Jobe, (2018) found that women exhibited more favourable intentions to seek help than men and older people exhibited more favourable help-seeking intentions than younger ones. Similarly, a study by Ryan, Toumbourou, & Jorm, (2014) found that women visit family physicians more often and report longer consultation time than the men. This explains why more men than women fall victim to mental health problems. Women's ability to talk and seek help enables them to off-load negative emotions that would otherwise lead to stress. This sentiment is shared by Anderson and Lowen, (2010) who claim that failing to seek care in a timely manner might lead to negative health consequences such as substance misuse, risky sexual behaviour, a lower quality of adult life, and early mortality. However, Kothari, George & Hamid, (2018) offer a new insight into adolescent help-seeking behaviour; they state that people don't always explicitly say that they are seeking help out of suicidal thoughts. Their opinion is that anybody who talks about suicide may actually be seeking for help.

Since the problem of delinquency affects school-going children, and since it has been established that adolescents have many issues that bar them from seeking help, schools are therefore better placed to put up intervention programmes to offer help to the children/adolescents. An example of a disturbing delinquent act which is common among school going children of all levels is bullying, which happens to occur more in secondary schools than at other levels of education. This study focused specifically on secondary school learners. De Luca, Nocentini & Menesini, (2019) conducted a study at the University of Florence, Italy, to find out the extent of bullying among secondary school students and the competence teachers had in giving help on this issue. They found that bullying was minimal in schools where the teachers knew how the vice was

carried out and had the skills and competence to handle the situation. However, Haataja, Sainio, Turtonen & Salmivalli, (2016) in their study, report that in most cases teachers never get to know about the bullying because perpetrators threaten victims with dire consequences should they report. The bullied also fear further bullying from peers who may keep calling them weakling after reporting plus a perception that teachers can't offer them much help anyway. In order to have the ability to help student victims and perpetrators of bullying, teachers should be empowered by being trained in guidance and counselling so that they can understand the different needs and environments of their learners.

A School Safety Programme by the Department of Education, Nebraska (2020) states that schools can prevent bullying by teaching appropriate social skills to learners. Oyieyo, (2012) in his study in Kabondo division, Kenya, underscores the sentiments above by stating that Guidance and counselling is and must be an integral part of the education system. It is intended to address learners' physical, emotional, social, personal, and intellectual concerns. According to Itegi, (2017) bullying is a serious problem in Kenyan schools, and it is more prevalent in boys' schools than in girls' schools. She, like Haataja et al, (2016) recommended that teachers should be empowered with the necessary skills needed to enhance a supportive and friendly school environment. Besides the school, the general society can also help by providing encompassing, youth-friendly support programmes which can encourage the youth to seek help any time they are being bullied or have any other type of problem.

Mogambi (2019) proposes three steps that teachers should put in place in order to make schools safe environments for all students. The first one is to formulate and implementunderscores the sentiments from the department of Education, Nebraska

school anti-bullying policies, the second is to let students have mentors who can take them through social-emotional learning (fostering a sense of community) and lastly they should find ways of helping the victims of bullying and ways of rehabilitating bullies. Bullying is a very disturbing factor in our schools. Juniors students who are bullied become bullies themselves in their senior years in school so as to get even with the system. Thus the existence of an unchecked and an unjust social system leads a student who had not thought of or intended to become delinquent to become one. This therefore calls on schools to put in place methods of detecting the existence of bullying so that it is dealt with early enough before it affects and infects innocent learners. It is hoped that the modern day trend of installing CCTV cameras in Schools will be able to curb the vice.

Traditional face-to-face bullying has now gone to another level; it has become digital, more prevalent and more emotionally hitting than before. This type of it is called cyber bullying. According to Accredited Schools Online (ASO) Staff Writers, (2021) cyber bullying occurs when someone repeatedly intimidates, harasses, torments, threatens or humiliates another person through the use of technology. Tokunaga, (2010) defines cyberbullying as the repeated transmission of hostile and offensive communication with the intent of inflicting injury, discomfort or embarrassment to another person by use of electronic or digital media. According to Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, (2008) this type of bullying can occur both in and out of school. Cyberbullying is a severe public health issue that has catastrophic consequences for victims, families, educators, management, schools, and the larger community (Alotabi, 2019, Kalender, Keser, & Tugun, 2019).

According to Chen, (2018) cyber bullying in Hong Kong schools is a serious problem which requires immediate attention and which occurs mostly to learners from lower classes in secondary schools. According to a South African Bureau of Market Research, (2011) 36% of pupils in both primary and secondary schools have experienced some form of cyber bullying. The African Woman and Child Feature Service, cited by Mochoge, (2020) reported that bullying in Kenyan schools is much higher than that of the global trend. Another study by the Centre for Disease Control, (2017) found that Kenya is among the countries in Africa with high cases of bullying. It is unfortunate that this vice exists and is on the rise in schools. Its existence must be the origin of a lot of delinquent behaviour like fighting, issuing of threats and stealing by the bullied in order to service the financial demands of the bullies. The United States government, (2017) states that bullying affects its victims much more seriously than we know about. The consequences of bullying among the victims in secondary school include: poor academic performance, substance use, suicidal thoughts, school violence, family problems, delinquent behaviour and poor physical and mental health. <https://www.schoolsafety.gov>. Due to this revelation, the researcher concluded that institutions are under urgent obligation to intervene and bring an end to the cyber bullying culture in schools before it ruins the future prospects of some sensitive students through either suicide or dropping out of school.

2.5 Help-seeking Behaviour, Family Type and Juvenile Delinquency

Many studies examining the role of the family and adolescent help-seeking behaviour have been conducted. Bowles, (2017) in his research on intra-familial functions and adolescent help-seeking behaviour, reports that children learn how to solve problems from what they see their parents doing, whether they just talk their problems over or whether they seek the help of others in order to address them. Later in their lives, the

grown children deal with their problems in much the same way as their parents did. Another study on parental involvement in adolescent help-seeking behaviour in the United Kingdom by Hassett, Green, & Zundel, (2018) found that help-seeking is a family journey in which parents play a critical role-searching procedure. Those parents who are able to be available to their adolescents provide a crucial support in the help-seeking process for their children. According to Tabor, (2016) grandparents who have a positive relationship with their grandchildren's parents and who are positive role models for their grandchildren can help them deal with delinquency. Alonso and Little, (2019) discovered in another study that on many occasions, parents acted as a gateway to adolescents' reception of professional help by recognizing their adolescents' need for help and taking the necessary steps to obtain professional help when they are unable to provide adequate help themselves. Furthermore, Maiuolo, Deane, & Ciarrochi,(2019), & Mwangangi, (2019) assert that parents play an important role in their adolescent children's help-seeking efforts, and that parental authority and support are critical contributors to better mental health outcomes in adolescents.

Parental authority and support also diminish help-seeking barriers in children and adolescents. Parents support teenage help-seeking attempts by noticing adolescent issues, supporting adolescent help-seeking behavior such as providing transportation to help-giving centers, paying expenses, and recommending adolescents to appropriate help-giving service centers. Parents are a significant resource in commencing the referral process for teenagers seeking help (Langeveld, J. H., Israel, P., & Thomsen, P. H., 2010). Another researcher, Cometto, (2014) emphasizes the role of parents in adolescent help-seeking, stating that parents who are worried about their adolescents' mental health well-being are the most likely to notice mental health difficulties in the youth and the most likely to seek treatment for the adolescent. Cometto, (2014), further

states that family cohesion, flexibility, and effective communication have a direct impact on teenage help-seeking behaviour. Skinner & Zimmer-Gembeck, (2007) while discussing children's coping methods, highlight the coping mechanisms employed by family members. They report that families that seek help when there is a crisis enable their children to seek help later in life. They also state that youth who suffer stress, but have supportive family environments are not likely to experience psychological distress, they are also not likely to require professional help compared to youth from unsupportive family environments.

Much as some parents play their role in facilitating adolescent help-seeking efforts, however, adolescents' mental health problems are commonly underestimated or they go undetected by both parents and teachers. As a result, many of their problems remain untreated (Haavik, Joa, Hatloy, Stain & Langeveld, (2019). In certain cases, parents trivialize symptoms of trouble in their teens and come to assist only when they think that the issue is serious, (Boyles, 2010). This is a clear indication that adolescent help-seeking behaviour is largely influenced by the attitude a family holds towards help-seeking behaviour.

Haavik, et.al (2019) in a study on gender and help-seeking behaviour among adolescents in Norway found that females are better in identifying psychological problems like anxiety and trauma, and they are better aware of mental health services than males. They further state that gender plays a significant role in the endeavour to seek help on mental health problems by adolescents. According to Kwong, (2021) males dislike asking for aid because it implies that they have a need for support and rely on others for assistance, which thing men abhor. They feel that by asking for help, they are exposing a personal weakness, which violates essential components of

masculine gender identity that promote self-reliance and emotional control. These findings by Kwong, (2021) are supported by Thurston, Phares & Bogart, (2015) who state that if a parent is female, is able to recognize a mental health problem and if she understands the need for help then she can assist her children to seek help.

The study also discovered that children from low socioeconomic families are less likely to seek professional aid than those from high socioeconomic status. Furthermore, older youths are more likely to seek help as opposed to younger youths probably due to the fact that older youths have a wider social network than the younger ones. Ibrahim, Amit, Shahar, Wee, Ismail, Khairudin, Siau & Safien, (2019). Teenagers with positive self-attitudes or greater trust in professionals were more likely to seek help when needed (Kwong, 2016). This is consistent with Psychologist Albert Bandura's (1986) social cognitive theory, which states that people with high self-efficacy are more inclined to seek help than people with low self-efficacy. The findings also agree with findings by Umubyeyi, Mogren & Krantz, (2016). Self-efficacy has a strong influence on both an individual's ability to tackle obstacles and the decisions they are likely to make. Such individuals believe in and have self-confidence, which traits enable them to take appropriate steps to sort out a problem.

The family can give help or encourage adolescents to seek help if parents make personal effort to be always informed about adolescents' and peer group behaviour. The nature of these efforts change as adolescents develop, but the monitoring practices for example, being aware of an adolescent's whereabouts, as much as possible, and providing structured environments, provides and communicates a parent's concern for his/her child's well-being. Poor parental monitoring is associated with adolescent involvement in deviant peer groups and early substance use, (Nebbit, Lombe, &

Lindsey, 2007). The weakness in these parental efforts, however, is that the information that parents have about an adolescent's whereabouts, his/her companions and involvement is provided by the adolescent himself/herself so it can either be helpful or not. Youths who have positive social adjustment give opportunities for parents' intervention should the need arise, but those with poor social adjustment do not do so actively therefore limiting parental knowledge of their activities.

2.6 Help-Seeking Behaviour among Low Class/ Poor Adolescents

Leavey, G., Rothi, D., & Paul, R., 2011, & Makoge, Maat, Vaandrager and Koelen, (2017) state that children living in poverty suffer from a number of poverty related diseases (PRDs) which don't receive professional attention for lack of financial resources needed to access the services. Houle, Chagnon, Lafortune & Labelle, (2013) found that adolescents seek help more from informal sources (Parents, friends, siblings and relatives) than from formal ones (the professionals). This kind of situation being probably because of the financial barriers in their lives. According to Hodgkinson, Godoy, Beers, & Lewin, (2017) living in low-income families is linked to poor mental health problems. Poverty prevents them from accessing high quality mental health services. This is a frustration which could make adolescents from such backgrounds to contemplate suicide. This is in agreement with what Tubbs, (2021) and Centre for Disease Control and Prevention, (2021) affirm that vulnerable populations don't get deserved help because of many barriers like family beliefs which provoke stigma around mental health issues, language barriers, lack of transportation to mental health centres and lack of insurance. Tubbs, (2021) further states that integrated behavioural health interventions are not readily available in under-resourced communities. The World Health Organization (WHO) recognizes the unfortunate fact that many adolescents with mental health conditions are vulnerable to exclusion, discrimination,

and stigma. These factors affect their willingness to seek help and leads to educational difficulties, risk-taking behaviour, physical ill-health, and human rights violations.

Given the high prevalence of mental, social, developmental, academic and other problems facing adolescents, it becomes necessary for all stakeholders to come up with intervention measures to help them live quality lives. On that note, Arango, C., Zalsman, G., Hawton, K. & Wasserman, D., (2018) state that various academic fields of expertise like psychology, Public health, sociology and psychiatry should aim at a more understanding of how to prevent occurrence of mental health problems. If this happened, the youth would not develop mental disorders, hence no need to seek for help in order to overcome problems. The WHO and UNICEF, as some of the stakeholders, have come up with an initiative called helping adolescents thrive (HAT) which aims at promoting mental health and preventing mental health conditions, self-harm and other risk behaviour in adolescents. The WHO also intends to start a programme which provides guidance on mental health services to adolescents. In the Eastern Mediterranean, WHO has developed a package for educators which is meant to help them better understand mental health issues of school-going children so that they can promote, protect and restore mental health among their learners.

2.7 Help-Seeking Behaviour and Cyber Space

A third objective of this study was to investigate the role played by the media in influencing juvenile delinquency. Pretorious, Chambers and Coyle, (2019) report that adolescents use the internet a lot for their daily activities and this use has extended to their help -seeking behavior. Rideout, Fox, & Well, (2018) & Carrotte, Vella, & Lim, (2015) carried out a study which found that many adolescents, (87%), use the internet in order to get information related to: stress, depression, fitness, anxiety, dieting, and

body image. Adolescents don't like to use off-line help-giving sources because of perceived stigma and a wish to feel self-reliant. Thurston, Phares, and Bogart, (2015) state that increasing use of the internet and digital platforms today has provided significant opportunities to address people's unmet mental health needs. They further state that internet based interventions provide users with greater accessibility, acceptability, low-cost services, anonymity and flexibility. According to Wu, P., Katik, B. J., Liu, X., Fan, B., & Fuller, C., (2010) almost half of all adolescents who have psychological problems that require professional help avoid the services of professionals preferring the anonymous internet instead. Since young people have an abundance of problems that require attention and given the fact that they frown on physical professional services, youths today seek help to overcome these problems from the internet (Young, S., Greer, B., & Church, R., 2017).

Adolescents in the world today do have many concerns which, if not given proper attention and in good time, can actually drive a number of them into deviant behaviour. They have financial needs, academic needs, psychological needs, social needs and general developmental challenges out of which they need help. Young, et.al. (2017) do affirm this by stating that many young offenders are victims of complex needs which require a balance of welfare and justice models. Young, et.al. (2017) continue to say that there is need to meet the needs of these young offenders. Online help-giving services offer the youth an additional domain from which to seek help without being encumbered by the perceived barriers. According to them, the internet provides individuals with private and convenient access to an unparalleled amount of knowledge on a wide range of topics. Furthermore, Kauer, Mangan, & Sanci, (2014) reported that young people access mental health services via the internet because they often prefer anonymous sources of help to traditional services, and also because they are

comfortable with the internet's timeliness, anonymity, convenience, and confidentiality. However, the same youths have themselves reported that the help receive from the internet can sometimes be inappropriate, inaccurate and misleading. Despite this acknowledgement, youths still use the internet a lot to confirm or shed more light on information received from non-medical personal sources. This “networked generation” is more concerned with time and level of difficulty of finding information than with accuracy (Weiler, (2005). Paul, Roger, & Brian, (2014) conducted a study to evaluate the impact of online help-seeking behaviour on the mental health of male adolescents. It was discovered that adolescent boys who reported communicating online to trusted friends about personal concerns had statistically greater levels of mental well-being than those who did not. This could signal that being able to convey one's sentiments online and even verbally is a positive element, which is something that social workers and all stakeholders should consider. It should be noted, however that it is possible for the youths to talk to persons who can give them wrong advice.

Another preferred source of help for adolescents, other than the popular internet or social media, is their peers. Lubman, Cheetham, Jorm, Berridge, Wilson, Blee, Brown, Allen & Proimos, (2017) observed that some adolescents do seek help from professionals, but peers remain to be an important source of support for them. They consider trusted peers as a reliable source of information. However, when the trusted peer happens to be a doctor or counsellor then the idea of having to make an office visit is considered inconvenient and demotivating. Young girls however, use their mothers as a preferred source of help. In their study in Australia, Lubman, D. I., Cheetham, A., & Proimos, J., (2017) found that many young people prefer to rely on their friends for mental health support.

2.8 The Media and Juvenile Delinquency

According to Huesmann, (2007) young people today spend a lot of time browsing through the internet and watching television. They also read outdoor adverts and, to some extent, listen to the radio. Research has established that much exposure to violence on television movies, video games, cell phones, the internet and the written word certainly increases the risk of violence on the viewer's part. Similarly, Al Karbi & Mai, (2018) conducted a study in the United Arab Emirates to find out the impact of the media on juvenile delinquency; they found out that there is a positive relationship between exposure to the media and the possibility of adolescents becoming delinquent. Free Essay, (2022) states that some media content has been proved to be detrimental to young people, because it compels them to get involved in delinquent activities. This is true especially because young people like to watch media content featuring such sensational content as pornography and violence frequently. Pornography charges them sexually making them want sexual contact, with anybody or anything, even by force. At the same time, violent movies influence them to start engaging in the acts of violence themselves. This unfortunate situation can be explained by Bandura's Social Learning Theory that human behaviour is influenced by what we observe and which we then imitate. A true demonstration of this assertion happened when a young man in Kiambu, Kenya, killed his parents and other people in his home. When asked why he did such a heinous act, he told the courts that it was because a video series he had been watching asked him to do so. Ullah, Muhammad, Ullah, & Ishaq, (2020) report that much exposure to action movies makes participants to become day-dreamers and influences them to participate in or imitate anti-social activities passed down to them from the media.

In this study, the term media refers to the TV, the smartphone, email services, the newspaper, the radio and advertising billboards. Sometime in the past, a Coca-Cola Company billboard had the following words boldly written on it: “Obey Your Instincts.” Many times, man’s instincts tend to be negative, so if people are told to obey them then the results of that obedience may be increase acts of delinquency. Albert Bandura (1961-1963) in his Social Learning theory posited that people learn from one another through a process of observation, imitation and modelling. Young people today learn much of their behaviour from screen models since modern day occupational demands and the duty to provide for ones’ family accords parents very little time to devote to socializing them. Saurabh, (2019) states that the media controls the society today and it has the power to change people’s behaviour, lifestyle and thoughts. At the same time, Jain, (2018) states that, in the world today, social media has not only changed peoples’ power to think, but it also governs their behaviour and social conduct both positively or negatively. Jain, (2018) further asserts that continuous exposure to cyber-bullying and ideal lifestyles that one would like to lead, but cannot afford makes viewers to develop problems with self-esteem and depression. Aggressive games and films on social media cause an increase in aggressive inclinations in children. Similarly, Rodway et al. (2017) discovered in a UK study that 26% of suicide victims utilized social media to search for and share information on suicide.

According to Baferani (2015), electronic media such as computers, smart phones, and Ipads have a significant influence on children's behavior. Much use of technology exposes them to various violence-related activities which they end up taking as personal behaviour. Psychologists have proved that children and adolescents are adversely affected by television viewing much more than adults (Pathak, (2017). According to Gongala (2022), the media controls the teen’s receptive brain impacting

him/her physically, psychologically and socially. NACADA (2012) states that youths in Kenya are vulnerable to such vice as alcohol and drugs use because of peer pressure, media influence and role modelling. This situation is true in schools and informal settlements making the youth to drop out of school and to engage in other delinquent activities. This affirmation implies that the chances that adolescents will copy what they see on the screen are very high. Adolescence is a period when the brain is at its most sensitive and receptive state, highly motivated by perceived rewards (Huerta, 2018). Social science research too has established that the mass media plays a critical role in shaping tendencies that lead to juvenile delinquency among even some adults. Media influence is always significant, destructive and irreversible on children because they cannot distinguish between what is real and what is fictitious (Dawursk, 2009). When adolescents watch criminal videos, films and games persistently, they learn to imitate the screen characters,

According to Davidson (2016), the film industry is significantly reliant on teens to stay afloat, as 26% of cinema tickets are sold to teenagers each year. Furthermore, teens watch roughly three hours of television per day. What is of concern is that most of what they watch involves a lot of violence. Youth who commit violent crimes have a big interest in violent movies, video games or books (Lee, 2013). According to Wallace (2014), present day youths use social media to communicate their emotions, feelings, overall mentality and even intentions to carry out a violent act. Miller (2014), states that people who are used to playing video games and using social media to communicate lose their ability to connect with other people, get emotionally stunted and lose empathy for others.

Casey (2011) defines technology as a window into the life of criminals, claiming that as technology has advanced, bullying in high schools and hate crimes in colleges have moved into cyberspace. Actual injurious blows can now be administered to victims from anywhere and at any time via the internet. Actually, mega theft cases have been committed especially those of hacking into people's bank accounts and withdrawing their money or fake kidnapping messages sent to loved ones calling for a ransom fee which money is given by unsuspecting relatives. Casey (2011) further reports that: In January 2010, a 15- year-old female student committed suicide because of cyber bullying and in September of the same year another student, male, committed suicide after his roommate secretly set up a web camera in their dorm to show him kissing another man.”

Abdullah, (2016) in a study conducted on risky behaviour among Pakistani adolescents, found out that the media contributes to youth crimes by glamorizing and constantly airing criminal acts. The World Youth Report (2003), states that television movies have propagated the "cult of heroes," which advocates justice through the violent extermination of foes. Frequently, the hero in a television programme does a violent deed in the name of retaliation or justice, portraying violence as acceptable rather than abhorrent. Films depicting violent events thrill viewers, and the aggressive energy is then transferred to everyday life. According to Bandura's Social Learning Theory, the viewers observe what happens then they later imitate it.

Many children who are constantly exposed to unreal media violence are deceived into believing that the consequences of violence are insignificant; wounds bleed less, real pain and agony resulting from violent actions are not seen on the screen, and characters who supposedly "died" in a previous scene are seen acting again in subsequent scenes.

This makes the young minds to think that whoever they may harm in the real world will not go away permanently. This kind of unreality is what is behind the shootings by children and some adolescents which are witnessed in the world today. Television, over time, causes a shift in the human value system, indirectly leading youngsters to consider violence as an acceptable, even daring, manner of re-establishing justice. It is no wonder therefore that students burn down schools, assault others, are bullies, or even rape their teachers and fellow learners. Those that learn and engage in antisocial behaviour from the media are the very ones who are students in schools. This is emphasized by <https://www.newportacademy.com>, (2021) which states that overuse of social media Apps has significantly detrimental effects on youth mental health like: depression, cyberbullying, negative body image issues and addiction to technology.

The researcher thinks that much of the destructive behaviour seen in schools today could be because the youths want to be sent home in order to have access to the media gadgets that schools don't allow them to have. Constant and long exposure to violence on the media increases aggression in viewers. Youth with long exposure to gun use violence end up developing an interest to acquire guns themselves which they later use to commit crime (Anderson, et al., 2010). A Similar sentiment is expressed by Helfgott, (2015) that television and film violence increases aggression and social anxiety, makes the viewer to develop and nurture a callous view of the world and negatively impacts real-world behaviour. Gongala, (2022) citing the lyricist Jim Morrison, says that whoever controls the media controls the mind, that the media influences the ideas and beliefs of adolescents. A good example of how the media influences people's minds negatively is the young man in Central Kenya who killed all his family members plus a family

worker in the year 2021. When the courts asked him why he did what he did, he said that he was doing what he saw done on a video film he had been watching.

Psychologist Murray (2008) notes that research spanning the last fifty years examining the impact of television violence on children has consistently indicated a connection between viewing media violence and an escalation in aggressive attitudes, values, and behaviors. Boxer, Huesmann, and Mocerri, (2009) further state that exposure to violent media serves as a prominent and robust risk factor for aggressive behavior. They argue that childhood and adolescent preferences for violent media significantly predict real-life violence and general aggression. This correlation is reinforced by the findings of Warburton, (2014) who states that a substantial majority of studies converge on the conclusion that exposure to violent media not only heightens the likelihood of individuals developing aggressive behavior but also amplifies hostile perceptions and attitudes. Additionally, it desensitizes individuals to the emotional impact of violent conduct. The consistent evidence across these studies underscores the persistent and worrying link between exposure to violent media and the subsequent development of aggressive tendencies, both in terms of attitudes and behaviors. This insight has implications for understanding the role of media in shaping societal behavior and raises questions about the potential societal impact of prolonged exposure to violent content, particularly during formative years.

According to Mayo Clinic, (2019) referencing studies conducted in both the United States and the United Kingdom, adolescents who spend over three hours daily on social media face an increased susceptibility to mental health issues and diminished well-being. Prolonged social media usage has also been linked to heightened risks of depression and anxiety. Hetrick, Cox, Witt, Bir, and Merry, (2016) emphasize that the

detrimental effects of depression and anxiety on adolescent development encompass adverse outcomes such as sub-optimal educational achievement, school disengagement, compromised social connections, elevated substance abuse risk, and overall diminished mental health, including an increased vulnerability to suicidal tendencies. Twenge & Campell, (2019) affirm the findings by stating that much use of digital technology has a negative impact on general well-being.

Certain types of music also such as gangster rap, which adolescents like to watch and listen to, is a potential risk factor leading to juvenile delinquency since most messages in the music talk about aggression, obscenities and violence. Rwengo, (2017) states that when a youth realizes that his favourite gangster rap character is associated with crime, he/she may imitate the mannerisms of the “hero”. Lozon & Bensimon, (2015) conducted a study to gather information on the role played by gangster rap music within gangs. They found out that rap facilitates anti-social behaviour, is a means for constructing resistance identity, educates its members how to act and respond to situations and glorifies gang values and norms to newcomers and even the general public. Gongala, (2022) citing lyricist Jim Morrison, says that in music, whoever controls the media controls the mind, that the media influences the ideas and beliefs of teenagers. Sacks, (2006) quoting arthur Clarke’s novel, *Childhood’s End*, states that music has peculiar power over people, it is capable of eliciting uncontrollable and sometimes destructive force. Yet another study conducted by, Tanner, Asbridge & Wortley, (2009) among rap enthusiasts reported higher cases of delinquent behaviour on rap music fans than is found in fans of different types of music. Pinkey & Edwards, (2018) state that in some recent cases, music videos have been used as a tool to: send threatening messages, promote gang culture and flaunt illegal substances. Vulnerable

juveniles who are exposed to much of this kind of music can easily imitate and adopt delinquent, violent and aggressive behaviour.

Much as the media has received this heavy negative publicity about its possible impact on adolescents, however, use of the media is not always negative. People of all ages have used and still use it for various reasons such as: there are times when it can be a quick “consultant” or a critical source of life-saving information. A number of young people use social media to get or share information, to inspire other youths to try something new, to pursue their dreams or to speak up about things which matter to them. (Kite, Foley, Grunset, & Freeman, 2016, & Schonning, Hjetland, Aoro & Skogen, 2020). The Mayo Clinic, (2019) also states that social media enables teens to create social networks which can impart a sense of belonging and give support to those who experience social exclusion, have disabilities or chronic illnesses. The clinic further states that these social media networks can expose adolescents to current positive events, help them to avoid depression and even teach them about healthy behaviour. The researcher therefore concluded that, if used correctly, the media has almost as many positive benefits as there are negatives. Modern day research, for example, is done largely from the media without which the task would be very difficult.

2.9 Family Types and Juvenile Delinquency

Another predictor of juvenile delinquency dealt with in this study was the type of family an adolescent is brought up in. According to Banovcinova, Kovalcikova & Hrdlickova, (2014) the family is the most important socializing agent in an individual’s development. The role a family plays in socializing an individual cannot be replaced by any other institution. Banovcinoma et.al., (2014) continue to state that it is in the natural process of socialization in the family that an individual either learns to become

a cultural and social being who acts according to recognized and acceptable rules and regulations or fails to learn. Experiences gained in the family are so intimate that they make deep impressions to its members, especially to growing up children. This assertion agrees with Bandura's Social Learning Theory; because children's minds are still too young to sieve through what experiences there are around them, they end up imitating what they observe. Freeman & Showel, (2010) affirm that the family is the most influential agent in an individual's socialization. Families teach the first lessons of relationships among persons. Children who grow up in home environments that instil correct behaviour are not at as much risk of developing delinquency as those who grow up in liberal family environments which allow them to do what they want when they want (Mwangangi, 2019).

In the year 2021, Kenya witnessed gross delinquency among secondary school students who burnt down schools, destroyed property of untold value, staged mass school walk-outs informing the schools' administration that they themselves would decide when to come back and would inform the administration accordingly! They even forced the government herself to give schools a half-term break that was not intended to be there to begin with! The current rate of delinquency is an indicator that perhaps the family may not be playing its socialization role on children well.

Juvenile delinquency has been associated with several factors, including, but not limited to, a history of antisocial behavior in childhood, substance misuse, cognitive deficiencies, poverty, dysfunctional families, peers, the neighborhood, the media, and the school. The media, poverty/social class, and types of families, suicidal ideation and help-seeking behavior were the independent variables of this study. Children's

upbringing in a family and their social surroundings can either shield them from potential risk factors for juvenile delinquency or push them toward it (Wallman, 2010 & Pender, 2021). Children learn the importance of these values and their repercussions in the family when parents or other caregivers instill values and standards of behavior (the concept of right and wrong, respect, fairness, compassion, and responsibility) in them (Mwangangi, 2019). Therefore, dysfunctional families will pass dysfunctional standards and values to their offspring.

Conversely, according to Fumikiyiwa, (2019) a functional family will impart functional norms and values. The family greatly influences a child's physical development since they provide nutrients that promote or inhibit growth. A child's character development is also influenced by their family since, in most cases, children internalize the values they acquire at home and use them later in life (Mwangangi, 2019). Mwangangi claims that children from unstable homes tend to have negative attitudes and consistently fail to complete tasks, which might lead to their becoming delinquents. Every society's first school of morality is the family. The family fosters and supports each member of a society's values. Social norms and respectable morality should flourish in the family (Cyprain.blogspot.com, 2017). Regrettably, the family's capacity to constructively socialize children has been severely undermined in today's world. Some parents have criminal histories themselves. The break-down of the traditional family where aunts, uncles, grandparents and members of the extended family brought up and instructed children corporately, has affected child behavior immensely. When modern-day parents go to work their children are left without a person to instill appropriate behavior and values to the children

Adolescents of all ages reside in various family structures, including those headed by single parents, married couples, stepparents, separated or divorced parents, and even grandparents. Additionally, they encounter various kinds of parental attachment, engagement, supervision, and monitoring. Children are either supported in these various family structures or are consistently held accountable. Popkin, (2019) in his research that while placing blame on adults deters children from acting appropriately, encouraging behavior in them increases it. According to Hearnese, (2015) there are many instances of juvenile criminality in families where the parents are emotionally detached from their kids, do not show them much affection or warmth, supervise them sparingly, purposefully ignore the kids, and do not set many expectations or demands for their behavior (Williams, 2015). Parents who do not support or care about their children's activities at school, spend most of their time online, do not assist with schoolwork, or spend extended periods away from home are examples of unsupportive parenting. Because of how some parents behave, children and teenagers start looking for attention from individuals who do not care about them. Additionally, many parents need more time to attend to their children's difficulties.

In the traditional communities, children had access to loving male and female role models who positively impacted both family life and society at large. The setting, consisting of the father, mother, and extended family members living and working around the home, was ideal for raising well-behaved children (Mamaziller, 2013). Adolescent delinquency risk factors were minimized in such an environment. For example, children in Kenya's traditional Abagusii society were constantly supervised by adults while they engaged in meaningful activities, and any adult who discovered a youngster misbehaving would punish them. A child who was thus punished never dared tell his parents about the punishment since they too would punish him. Children were,

therefore, required to act appropriately at all times. Children listened to grown-ups narrate folk tales which had a moral lesson to teach in this environment. The younger generation intended to learn about acceptable and unsuitable characteristics from the folktales (Emery, 2012).

Other researchers like Petts, (2009) and Wallman, (2010) emphasize this component of child-parent attachment/relationship and supervision. They also state that children's wellbeing is strongly impacted by the type of household they grow up in and the social milieu they are exposed to. According to Barnes, G. M., Hoffman, J. H., Welte, J. W., Farrell, M. P., & Dintcheff, B. A., (2006) adolescents brought-up in families that value, support, and show affection grow up with solid self-esteem and self-control, which help them avoid engaging in antisocial behavior. Parenting styles and family dynamics directly impact their Children's aberrant behavior. A child's upbringing requires constant discipline, adequate supervision, and support; without which a teenager is more prone to engage in aberrant behavior (Carlson, 2012). Compared to children who live in traditional homes with their biological parents, children who live in non-traditional families are more likely to exhibit negative behavior, including delinquent behavior (Wallman, 2010). Children's criminal behavior varies depending on the type of home they come from (Pickard, 2008). It is true that children copy the behavior of the adults in the home, be it parents or older siblings.

According to the World Youth Report, (2003) young people who are at risk of turning delinquent frequently come from challenging backgrounds, such as those with parental alcoholism, poverty, broken families, overcrowding, abusive living conditions, the rising HIV/AIDS epidemic, or parental death. Otieno, (2017) in her study on juvenile delinquency at Shikusa Borstal institution, Kakamega, observed that dysfunctional or

broken family systems do influence juvenile criminality. This conclusion was thus drawn because most of the cases in the institution reported coming from broken families. The same study (Otieno, 2017) found that children's poor mental health is a result of their households being disrupted. All parties involved—the government, non-governmental organizations (NGOs), semi-autonomous government agencies (SAGAs), the church, or the school—need to act quickly to develop intervention strategies that will raise awareness among parents and young people about the problem of delinquency and provide treatment to those who are already impacted.

According to research conducted in Africa, the family and the social environment children are reared in significantly impact their wellbeing. Families are the most potent socialization factors in life, according to Sanni, K. B., Udoh, N. A., Okediji, A.A., Modo, N. F., & Ezeh, N. L., (2017) families educate children to refrain from misbehaving, postpone gratification, and respect other people's rights. Depending on the family's values, they may also teach Children aggressive and antisocial behavior. Children inherit the values of their parents and other influential adults. The type of family a child grows up in is a significant contributing factor to juvenile delinquency (Antonucci et al., 2010). Children who run away from home typically come from households where the parents do not care about their kids' problems, claims Wamakobe, (2008).

According to research by Mugo, Musembi, & Kangethe, (2006) the majority of adolescent offenders in Kenya originate from low-income and dysfunctional families. Teens who deliberately choose antisocial companions may exhibit severe and ongoing family issues. A further study carried out by Rwengo, (2017) on the juvenile residents of Eldoret Remand Home revealed that a significant number of young criminals

originate from families that are fractured and divided. At the same time, some come from households with a single parent. Put another way, many children who get into trouble come from homes with unstable connections. According to Radohl, (2011) referred to by Otieno, Kombo, and Bowen, (2017) young people would not commit crimes if these fragile relationships were repaired.

However, a study by Jonanovic, & Gavrilov, (2014) demonstrated that some teenagers explore new things and engage in risky and illegal behavior out of curiosity. Just as they learn to drive for the first time, they also try drugs, fashion, social circles, and other things. Some of these experiences cause issues for some of them. According to Eric Erikson's (1956) theory of development, adolescence is a time of exploratory behavior typical for that stage of development. Steinberg, (2008) agreed with this assertion by saying that juvenile offending is a typical behavior for adolescents. According to Seedat et al. (2009), young people are the group most likely to experience violence both as victims and as perpetrators globally. According to Tyler, (2018) young individuals naturally participate in activities that break established laws and regulations as they grow up; some of these violations are significant felonies, while others are simply minor infractions. Adolescents who perceive delinquent classmates as usual may start hanging out with them (Buehler, 2006). Most kids engage in antisocial or delinquent behavior at some point throughout their youth. Some of these adolescents continue with delinquency into adulthood, but some of them give up on crime entirely as adults. This evidence supports one of the study's limitations by stating that not all teenage delinquency is caused by the type of household the adolescents have grown up in.

2.10 Two Biological Parent Families and juvenile Delinquency

For many generations in the past, child rearing was the responsibility of the biological father and mother and the extended family. However, heavy changes the industrial world have brought about the need for parents, especially the father, to seek occupation away from home (Ngale, 2009). This has affected the composition of the family structure. According to the USA Census Bureau, (2016) a child's positive personality development requires the presence of both parents in the home. The presence of both parents nurtures such emotional adjustment elements like: morality, empathy, independence, humaneness, team-work and self-control. Young people who reside with two biological parents are deterred from becoming delinquent because the two parents help each other to support their children through their challenges. Supportive parenting practices reduce the likelihood of them becoming involved in delinquent behaviour (Petts, 2009). Parental absence gives young people an opportunity to form unsupervised associations. A great deal of this kind of association involves individuals who ascribe to values that are contrary to those of the community and the young people's families (Kabiru et.al., 2014).

According to Young, Greer and Church, (2017) the emergence of present day youth gangs is due to economic migrations, loss of extended family supportive networks, reduced supervision of children and exposure to inaccessible lifestyle ideals. It has been confirmed that this is probably because there is no adult present to hold their activities in check. Chinese adolescents whose parents migrate from home in search of work have a high risk of becoming smokers. It was documented that Chinese migrant workers' offspring are responsible for 65.3% of juvenile delinquent smoking due to lack of sufficient parental supervision and fewer opportunities to communicate with parents (Jinsong, 2014). Fathers stopped working on family farms during the Industrial

Revolution and started working in factories and other establishments far from home. As a result, fathers' dedication to their families started to wane, and the idea of fathers helping in childrearing started to decline. As a result, only the mother had the duty of raising the children.

Tift, (2006) asserts that a father fulfils three critical responsibilities in the home: the role of mediator, the role of supporter, and the role of gender identity development. In support, the father helps the mother throughout her pregnancy and the children's separation. He also acts as a child's second teacher since he models appropriate behavior, which helps children deal with conflict in their daily lives. In order to assist their sons and daughters in developing their sexual orientation, a healthy male and a healthy female must serve as role models for their gender identity development. The evolution of femininity and masculinity depends on this as well. Lastly, the parent who plays the mediator position instructs the child by recognizing issues and settling disputes.

Child-rearing in the traditional Kisii community, Kenya, was a communal responsibility. Grandparents, aunties and uncles spent evening times with their grandchildren instructing them on correct social values. All adults had permission to punish any child caught in misbehaviour. Once the child's parents got wind of the misbehaviour and the ensuing disciplinary measures meted on the child, they too administered more punishment. Under the circumstances, children were always careful not to engage in antisocial behaviour. However, with present day nuclear family individualism, each couple is on its own in dealing with its children's conduct. What is worse is that adult relatives nowadays are the ones who introduce young people to early sexual activities. It is therefore very necessary for all stakeholders concerned to assist parents by setting up official help-giving centres to give direction to willing youths.

2.11 The Step Family and Juvenile Delinquency

The stepfamily is a relatively new family set-up which is gaining ground very fast in many communities in the world today. According to the Cambridge English Dictionary, a step family is a family that is formed by two people and the child or children of one or both adults from a previous relationship. Morin, (2021) reports that there were 3.9 million children living in step families in the USA by 2019. Larson, (2014) states that stepfamilies face several challenges like the quality of parent-child relationships, conflicting family culture expectations, family boundary ambiguity and children's uncertainty about how the stepparent can fit into their lives. A Norwegian study on children living with step parents revealed that teenagers living with either a step father or step mother reported more mental health problems such as depression, dishonesty and more bullying at home or at school. Children living with a step father had the worst mental health (Allen, 2018). A report by Robertson, (2014) revealed that people living in stepfamilies are more likely to experience a range of negative issues like, behaviour problems, educational underachievement and greater involvement in crime.

Pickard, (2008) states that at least one adult remarries in 43% of American marriages nowadays. Children from previous marriages are involved in about 65% of remarriages, creating stepfamilies. Additional studies have shown that youngsters with half-siblings behave poorly (Halpern-Meekin & Tach, 2008; Tillman, 2008). Compared to children living with full siblings, adolescents who live with stepsiblings perform poorly academically, have higher levels of sadness, exhibit behavioural issues at school, and are more likely to become delinquent (Tillman, 2008). Hofferth, (2006) in his study involving children ages 3-12, discovered that children who live with step-siblings experience more emotional and behavioural challenges than those who do not.

By the year 2011, approximately 24.7 children living in the United States, lived in homes without their biological fathers or any male figure at all (National Fatherhood Initiative 2011). The consequences of positive father involvement are many including: fewer behaviour problems later in life, more positive school attitudes in adolescence, greater mental health wellbeing as adults and increased economic-educational achievement in adulthood, (Iamb, 2010).

Persing (2006) states that stepfamilies go through five stages of development: the fantasy stage, in which the family comes together with irrational expectations of how they were supposed to get along; the confusion stage, in which two distinct families with disparate beliefs, values, rules, and levels of discipline live together in the same home. The new family must start creating new roles, guidelines, and customs. The crisis stage is the third phase. Remaining differences can cause family members to fear and descend into turmoil; older children may act out, while younger children may experience bodily ailments or aches. The stability stage comes in fourth. Here, family members start practicing what they have learned and making new customs and memories. The stage of commitment is the sixth. At this point, the stepfamily puts in much effort to maintain the relationship. Completing these stages could require four to seven years. However, only four families out of ten manage to make it to this stage (Persing, 2006).

Pickard, (2008) further says that there are many myths that can become stumbling blocks to stepfamilies' bonding because knowing them makes members of the two new families get into the new union with prejudices that make it difficult to blend. Believing in these myths leads either to disillusionment, hurt, resentment and anger when they don't turn out to be true or to pleasant surprise when an affected member realizes that they are actually not true, (Stepfamily Association of America, 2006). Pickard

enumerates the myths as follows: Stepmothers are evil, children of remarriages are permanently injured, love blossoms instantaneously between the child and the stepparent and stepfamily life is swiftly adjusted to. Further misconceptions include the following: There is only one type of family, stepfamilies formed following the death of a parent are simpler, children adjust to divorce and remarriage more quickly if biological fathers or mothers (the absent parent) withdraw completely. Gambaro, Mostafa, & Joshi (2018) state that children who grow up in mixed homes with step-parents or with half-siblings are more likely to engage in antisocial behavior, because of an inner push to rebel against injustice meted on them by step family members.

2.12 Single Parenting/ Co-Parenting Family and Juvenile Delinquency

Single parenting is a state where an individual (male or female) lives alone with his/her children and takes sole responsibility of them. The singleness can either be due to life circumstances like divorce, separation, desertion or death (Adamczyk, 2017). There is also a modern type of single parenting where women opt to live singly, but get children and raise them up alone as a matter of choice. Mayowa, (2020) states that the aspect of single parenting is alien to Africa, but it is gaining ground very fast and has now become a common trend in children's upbringing. Mayowa (2020) further states that there is a direct link between single parenting and the rate of criminal behaviour among children. Kagendo, (2015) states that the family institution has undergone a lot of change, with single parenting becoming an increasingly acceptable phenomenon in contemporary society. Laurence, (2021) reporting a 2019 research findings says that many women in the USA today don't feel like they need a partner in order to become a parent. A number of them choose either to adopt children, to get pregnant through

scientific methods or even pregnancy from men of their choice without living with them.

Co-parenting, on the other hand, takes place when the absent parent shares the responsibility of parenting with the custodial parent. According to Mayowa, (2020) there is a direct relationship between single parenting and criminal behaviour in children. Children brought up by single parents are more likely to engage in delinquent behaviour than those brought up by two parents (Singh & Kiran,2014). The American National Fatherhood Initiative, (2011) reports that approximately 20.3 million children, living in the United States reside in homes without a male figure. Brown, (2013) has said that youth from single parent homes, which are economically disadvantaged and whose children are not supervised because their parents are at work, are at an unusual risk of developing deviant behaviour. More research (Lamb, 2010) has proved that the attachment a child develops with his/her father in the first two years of life, helps them to use their father figure as a secure base for exploration of their world. The institution of marriage is a culture's chief vehicle that binds parents to their children and two parent households have a reduced rate of juvenile delinquency than single parent ones.

Adolescents in single parent families are at an elevated risk of using drugs because the modelling effect in single parent families may differ from that in two parent families in that in a two parent family, the non-drug use behaviour of one parent may be a buffer to the effects of the use of drugs of the other (Gao, et al., 2013). Children living with married parents are less likely to be neglected or abused while those growing up in single parent homes are 3-8 times as likely to experience a serious psychiatric disorder, commit or attempt suicide or live with an alcohol or drug user (Bramlett & Radel, 2014).

In South Africa, in 1985, more than twenty-five thousand (25,000) children were a product of homes run by a single parent (National Statistics Online, 2005). Similarly, Matsamura, (2010) underscores this fact by stating that Uganda has the highest cases of teenage pregnancy in East Africa. This is so because many teenage girls leave school as they become mothers, many of them as single mothers contributing to a rise in single parent families. As more and more families progress towards the single parent family, there is an increase in juvenile delinquent behaviour among adolescents. As the traditional two-parent family gives way to the single parent family in Uganda, a substantial number of adolescents have become delinquents (Nanyonjo, 2010).

The issue of single parenting affects Kenya too. Mbithi, (2019) states that single parenting has gathered great momentum in Kenya and many children are now raised by single parents, mostly mothers. Children living in such contexts are vulnerable because the environment they live in abounds in extraordinary dangers arising from poor sanitation, accidents, violence, drugs, and alcohol abuse.

2.13 The Separated/ Divorced Family and Juvenile Delinquency

Divorce and parental separation are damaging events to children, families, the economy and the society as a whole. In the event of divorce, some of the affected children drop out of school, engage in addiction, early sexual activities, and commit several other delinquent activities in the communities they live in (Damota, 2019). Damota further states that divorce forces the custodial parent to: change residence, suffer economic disadvantage, experience loneliness and undergo role strain due to task overload. Anderson, (2014) reports that divorce/parental separation diminishes a child's future competence in all areas of his/her life. A situation like this leads to both physical

and mental health problems for most of the affected people. According to the American Community Survey, (2009) the incidence of divorce has risen steadily since the year 2002. Only 45.8% of children get to age 17 while still living with their biological parents (Fagan & Zill, 2011). Divorce has become a very common occurrence in the world today. This causes direct stress to children and leads adolescents to act out and engage in deviant behaviour (Amato & Cheadle, 2008).

Compared to children from stable homes, children raised in unstable homes are more likely to face a range of behavioural and academic issues, such as drug and alcohol misuse, smoking, vandalism, violence, and other criminal activities (Boccio & Beaver, 2019). Other researchers, (Mowen & Boman, (2018) have reported that children living in families that abound in conflict suffer from such detrimental outcomes like: aggression, anti-social behaviour, depression and low self-esteem. The act of separation or divorce denies children the right of access to one parent; it is a loss that impacts the minds of adolescents strongly negatively causing them embarrassment, and bitterness. Perry, & Rosenfelt, (2013) concur with these sentiments when they state that the loss of a loved one is like an earthquake that fractures and devastates the emotional landscape of a child.

Parental divorce is responsible for an array of undesirable behaviour, including psychiatric issues, reduced mental health, below-average academic achievement, and higher engagement in delinquency (Amato, 2010). In their 2008 study, Burt et al. examined 610 adoptive and biological families and discovered a relationship between and an impact on adolescent delinquency stemming from parental divorce. According to Wike & Fraser's (2009) research, children from dysfunctional households who have

witnessed substance misuse and criminal behaviour are more likely to commit mass shootings at schools. Living with two parents discourages young people from turning into criminals, and positive parenting techniques lessen the chance that they will engage in criminal activity when they are still in their early adolescent years. According to Sogar. (2017) when only one parent lives at home he/she has insufficient time to support and mentor the children which gives the kids more chances to participate in delinquent behavior. Many young people who struggle with discipline come from homes where there has been a divorce or separation (Petts, 2009). Bandura's (1980) social learning theory can apply to cases such as these given the fact that children growing under oppressive circumstances learn a lot of negative lessons from their parents and caregivers which they are likely to repeat when they become adults. It is not strange for such a child to get involved in crime later in his/her life as a way of revenge to the "unkind" world.

There is a stronger type of parental separation that adolescents experience and that is separation caused by the death of either parent. By the time a child is ten years, he/she has already formed crucial relationships with parents, siblings, teachers and many others. These relationships satisfy primary needs of the individual. Loss of any one of these loved ones causes some of the children to drift into self-destructive coping behaviour (Perry 2012). One of the most traumatic experiences a child may go through is the death of a parent. When this happens during adolescence, it can make it more difficult for the adolescent to define who they are in the world, (Hamdan, S., Mazariegos, D., Melhem, N. M., Porta, G., Payne, > W., & Brent, D.A. 2012). These teenagers may suffer from general behavioural issues, alcohol and drug misuse, depression, or Post Traumatic Stress Disorder (PTSD). According to Hamdan et.al. (2012), adolescents who undergo loss experiences that are not sufficiently processed or

supported until they are resolved are far more likely to display irrational behaviour than their peers who had their bitter experiences resolved. Perry (2012) highlights this idea by comparing the loss of a loved one to an earthquake that splits a child's emotional landscape. Children are more susceptible to loss than adults because they have less time and fewer coping mechanisms to assist them in dealing with these circumstances.

Furthermore, youngsters who lose a parent become bitter with God and the society at large, causing them to develop behavioural problems (UNICEF, 2010). It is very crucial, therefore, that appropriate intervention measures be established to support young people through their grieving process and to sensitize them to seek help when they get overcome by grief. Marshal, (2014) relates a painful experience of a young woman whose mother died. After the death of the mother, she and her brother blamed God for it. They then started to take drugs and alcohol and engaging in other antisocial activities as a way of taking “revenge” on God. All this is proof that there is a critical need to give emotional help to children who lose a parent, however young they may be, in order to help them come to terms with the devastating experience. Many such youth see no need of being alive themselves, so they start to engage in self-destructive activities because they see no need to live in the absence of their loved ones (Marshal 2014).

2.14 Grandparents Family and Juvenile Delinquency

A grandparent family, also known as a grand family, is one in which grandparents take up the responsibility of raising up grandchildren in the absence of the children's parents. It is estimated that more than 2.9 million children in the United States are raised up by a grandparent without the presence of their biological parent in the household (Scommegna, 2012). Grandparents take on the duty of caring for their grandchildren when parents are unwilling or unable to take care, when the

parent/parents are incarcerated, in the case of death of the child/children's parents, when the parents have financial problems, marriage problems or in situations where they have to go to work, (Gogua, 2020). In the wake of the HIV/AIDS pandemic, many parents died leaving their helpless children to the care of their old parents. Parental substance abuse, child abandonment/neglect or mental illness can also force grandparents to take on the care of their grandchildren. The increasing number of single parents also creates a need for grandparental support. (Psychology Today, 2018).

According to Gogua, (2020) grandparental involvement can have a negative impact on child development because it is challenging for grandparents to give the necessary attention to the children and effectively supervise them so that they don't end up in wrong environments. Phetihu & Watson (2014) note that grandparents don't have the skills needed to deal with delinquent grandchildren since the methods they used to discipline their own children are no longer relevant in the present evolved society (the generational differences). The current trend of adolescents committing suicide after a disciplinary action or a reprimand, for example, leaves grandparents at a fix as to what to do with a youth involved in anti-social behaviour. It is also a common fact that grandparents are indulgent to their grandchildren, rarely reprimanding them for a wrong done. In order to raise up moral children, reprimands and even the cane are a must do at times.

Rapoport et al, (2020) also report that children living in non-nuclear families are more likely to exhibit greater delinquency, substance use tendencies, less happiness and well-being than the ones living in nuclear families. Grandparents themselves reported having difficulties with the discipline of their grandchildren. This situation can be explained by an affirmation from Lee, Blitz & Smka (2015) that removing a child/adolescent from his/her biological parents can be a traumatizing experience which can lead them to

develop psychological problems and aggressive or attention-seeking behaviour. They also observed that the anti-social behaviour increased with age as the youths realized that their family structure was different from that of most of their peers. In any case, grandmothers who take up the duty of raising up young children report suffering from caregiver distress. This distress affects the children negatively too leading them to have poor life adjustment. A study conducted by Ryan, Hong, Herz & Hernandez (2010) at the university of Kentucky found out that African American and White male adolescents who were raised up by grandparents had an increased risk of engaging in delinquent behaviour. Cavanagh et al (2018) also found that a change in children's living arrangements leads to an increased risk of exposure to family violence. This finding is true to a great extent; children who find themselves under the care of a non-biological mother, for instance, are subjected to painful experiences which make some of them to be bitter with the general society.

2.14 Low Social Class/Poverty and Juvenile Delinquency

The last variable whose influence on juvenile delinquency was investigated in this study was social class/poverty. Poverty and low social class in this study were treated as being synonymous. For purposes of this study, all respondents from the low social class were treated as living under poverty. Chen, (2020) defines poverty as a state or circumstance in which a person or group cannot access the essential resources needed to meet their fundamental human requirements. People living in poverty do not have access to clean water, wholesome food, adequate shelter, good education or healthcare. According to Seymour, (2009) poverty or low social class refers to a state where a person's resources are so significantly less than an average person or family would need that they are shut out of regular living arrangements, traditions, and activities. The

current international poverty line, according to the World Bank (2015), is \$1.90 per day, approximately ksh. 200 a day. It is a point worth noting that it is not easy for some families to get even that ksh. 200 a day.

Bjerk, (2010) carried out a study in the University of North Dakota and he concluded that certain individuals' violent and criminal behaviour may be directly influenced by their families' and neighbourhood's economic characteristics. Certain extreme cases of unmet needs cause mental torture to individuals and that mental torture sometimes forces individuals to engage in delinquency. Poverty is one of the extreme circumstances which drives some people into getting what does not belong to them, even by force, in order to satisfy one's need. In secondary school, an adolescent girl who cannot access sanitary pads, for instance, will be forced to take somebody's. While at home, this poor girl may engage in illicit sex in order to get money to buy these and many other necessities. A secondary school boy whose hunger is not quenched by the portion of food the school provides may steal money from others in order to give himself an extra morsel of food from the canteen. While at home, the boy may get into criminal gangs in order to raise money for his various needs.

Hagen and Daig, (2018) assert that deviant behaviour is an inevitable outcome of an individual who is straining as a result of society not fairly providing adequate and approved means of achieving culturally valued goals. Krakauer (2018) adds to this assertion by stating that when a society places cultural value on economic success but only provides legally sanctioned means of attaining that success to a subset of the population, those who are excluded may be forced to resort to unconventional or criminal means to obtain it. The same idea is expressed by Zinn (2011) who argues that visible disparity in living conditions of various population groups is a cause of juvenile delinquency. Under such circumstances, the youth who grow up in the disadvantaged

neighbourhoods of low income families end up engaging in crime because of poverty (Raselekoane, Mulaudzi, Thobejane & Baloyi, 2019).

Boardman (2011) conducted a study to find out the effect of a poor neighbourhood on individuals and he found out that a poor neighbourhood puts a strain on an individual placing him at risk of engaging in criminal behaviour. Desta (2020) states that children/adolescents who live under difficult circumstances due to poverty, where necessary supplies are always lacking, family breakdown, overcrowding, abusive conditions in the home or are orphaned, and who have no proper means of subsistence are at the greatest risk of turning to juvenile delinquency. Nilsson et. al. (2013) says that poor youths believe that criminal activities help them get what they need and is a way of forcing governments to provide equity among all social classes.

According to the USA census figures (2018), more than 38.1 million people in the United States live below the poverty line; this means that there are very many youths who come from families whose income is below the international poverty threshold of \$ 1.90 a day. These youths are forced to live in low socio-economic communities that lack access to proper education health and finances that could propel them to success. Such youths are greatly disadvantaged in a community that favours the rich. This disadvantaged group is forced to engage in crime in order to service their needs (Cuentas, 2018).

These kinds of situations are caused by poverty, which also includes dysfunctional families, a lack of resources, and inadequate education. These circumstances have a psychological impact on youth and society at large, and for some people, they become the main contributing factor to juvenile criminality. According to the World Bank (2015), *poverty* is defined as a state in which an individual's daily income is \$1.90 or less. It includes hunger, homelessness, illness lac, lack of access to healthcare, lack of

education, and illiteracy. Being poor entails not having a job, facing constant anxiety about the future, surviving day by day, suffering the loss of a kid to a disease caused by contaminated water, helplessness, lack of representation, and freedom. In conclusion, the bank claims that poverty is an incredibly destructive worldwide issue that is an unrelenting and merciless foe (<https://www.compassion.com>, 2015).

Compassion International (2015) divided the state of poverty into three groups. The first type of poverty is social poverty, which includes marginalized groups of individuals with few or no rights and voices that the establishment has muffled. The second kind of poverty is one in which the impacted people cannot receive an education. Children living in this kind of poverty are more susceptible to exploitation because they lack the education, training, and resources necessary to escape poverty. Health poverty is another kind that pertains to both mental and physical well-being. Because sick people are unable to work, necessary resources are scarce.

Six more distinct categories of poverty that people are likely to encounter are identified by Jensen (2009) from the sorts of poverty identified by Compassion International (2015): Situational poverty is the term for the first kind, which is brought on by an unforeseen life crisis like death, divorce or separation, or a natural disaster that destroys property that the family has gained. When two family generations are born into poverty, it results in generational poverty, the second kind of poverty. The afflicted family members lack the necessary resources to resist the vice, making this kind of poverty challenging to escape. *Absolute poverty* is the third kind, characterized by lacking basic needs such as flowing water, food, or shelter. Families in this kind of poverty typically barely make ends meet. The fourth type of poverty is relative poverty, which results from a family's income falling short of what society considers to be an average living level. Urban poverty is referred to as the fifth. People who live in

congested regions and are unable to obtain basic amenities like clean water, good education, and assistance for people with disabilities are particularly vulnerable to this kind of poverty. They feel unable to escape the cycle of poverty as a result. These people, who are categorized as urban poor, constantly and persistently cope with acute and chronic stresses such as noise, violence, and crowded living conditions. Jensen claims that rural poverty is the final category of poverty. Families that reside in tiny urban centers with fewer than 50,000 residents are impacted. Access to services like special education and disability support is restricted for families in this group.

Childhood poverty and low socioeconomic status are significant risk factors that have long been linked to drug usage, criminality, and delinquency (Galloway & Skardhamar, 2010). Compared to their peers from wealthy homes, youth from impoverished homes are more likely to participate in delinquent behavior (Seriesle, 2014). Young people from households with poor socioeconomic status may feel deprived and have limited access to resources (Banovcinova et al., 2014). These kids want things they cannot afford, like money or fun things to own. Like their colleagues from affluent families, they also require money to make purchases, travel to cyber cafes, buy smokes, and spend time with friends. They turn to illegal ways to blend in because they feel like failures for not having the resources to live like their peers (Shong et al., 2018). Poverty typically has an impact on how a family operates. Compared to children who are not exposed to poverty, children from chronically poor households have higher behavioral issues (Black & Engle, 2008).

According to a study by Alpattani (2015) in Malaysia, social difficulties are influenced by various factors, including moving to an urban area, experiencing cultural shock, and seeing changes in family structures regularly. However, the poverty index is the main

indication of these social problems. The study also discovered that adolescent offender' large families which included four to seven siblings but low monthly incomes were a contributing factor in their criminal behavior. Shong, Abu Bakar, and Islam (2018) found in another study conducted in Malaysia that there was a high correlation between behavioral disorders and child delinquency related to poverty. Rekker, Pardini, Keijsers, Branje, Loeber, and Meeus (2015), on the other hand, dispute the findings, asserting that youth with higher socioeconomic positions have lower rates of delinquency than those with lower socioeconomic status.

According to Mwangangi (2019) and Cuentas (2018), among other researchers, poverty and a general lack of financial resources in underprivileged areas lead to an ongoing cycle of poverty and crime, as young people turn to illicit means of obtaining money in order to survive. According to additional research by Shong et al. (2018), financial stress frequently causes material, spiritual, and emotional deprivation, all of which might cause children to behave in an antisocial manner. Rekker, Pardini, and Meeus (2015) found that kids from diverse socioeconomic backgrounds are more likely to commit offenses when their parents have a lower socioeconomic level than when it is higher. According to UNICEF (2010), several other factors contribute to the frequency of delinquent behavior in young people, including challenging financial circumstances in families, a high unemployment rate, and migrations from rural to urban areas in the vain goal of obtaining better jobs.

Shong et al. (2019) state that some young people live a life of crime in order to achieve what they need. Young individuals who act in an antisocial manner are often the result of strained parent-child interactions where parents fail to explain their financial limitations to the children either because of embarrassment or shame. Under the

circumstances, children, on their part, fail to understand why their parents cannot meet their requirements; hence delinquency. According to Kaur, Saini, & Grewal, (2021) adolescent social conduct can be influenced by family involvement in their lives and family climate.

According to Compassion International, (2019) children from low-income families are more likely to experience behavioral issues in elementary and middle school as well as to become delinquent adolescents. Adolescents hailing from impoverished families are compelled to reside in low-income neighborhoods that are devoid of numerous resources, including employment prospects, financial assistance, mental health support services, healthcare, and educational chances. Without these vital life support systems, the young people are more likely to turn to crime in order to get what they need. Ashley Crossman, (2021) also asserts that young people who are growing up in poverty might not have access to proper resources to meet their desired social and economic goals. According to Anderson, (2014) children from low-income families typically attend underprivileged schools in underfunded neighborhoods, and their parents have limited means of supporting their' education. Similarly, Piotrowska, Stride, Sroft, & Rowe, (2014) state that adolescents raised in families with limited social and financial resources are more likely to experience issues at school and work, as well as social isolation and poor health outcomes. This assertion is true particularly with a number of girls who drop out of school to get married thinking that their needs will be satisfied in marriage only to get a number of them disappointed.

Similar situations exist in Kenya where some parents have enough money and can afford to send their children to expensive schools that receive funding from the

government and offer better academic resources than children of the poor who attend smaller community schools. children who attend underprivileged community schools perform worse academically than those who attend elite schools. According to Tremblay & Vitaro (2012) teenagers become frustrated and find it difficult to form healthy social interactions with their peers when they do not have the necessary tools to meet social standards. These young people may also exhibit violent behavior, anxiety, depressive symptoms, or property vandalism (Barker & Exec, 2012).

Young people growing under these difficult circumstances end up being attracted to peers who engage in delinquency in order to get their needs. This is in agreement with the social learning theory that once individuals see others acting in a given way, they end up imitating the behavior. In addition, impoverished youths may exhibit impulsivity, impatience, inappropriate emotional reactions, and a lack of empathy for the hardships of others. Poverty exposes certain people to: overcrowded households, unsafe neighborhoods, domestic violence, financial hardship, and material deprivation.

Wright, (2011) states that parents who live in poverty have less money to spend on items that are crucial to their children's healthy growth. The consequences of poverty prevent parents from being able to give their kids a safe and secure home environment and from reacting to their needs warmly and suitably. Shong et al. (2018) discovered in their study that when underprivileged kids who are not doing well in school get together, there is a high chance they will turn to stealing, burglary, or robbery to get money to buy the things their parents cannot afford. Impoverished parents also tend to reprimand their kids harshly. Children retaliate by acting in an antisocial manner as a result. According to Trondheim, (2012) a young Ghanaian criminal came forward and

admitted that, when he was a little child, he lived with his mother, a liquor brewer, and his father, a laborer, on other people's land. The victim said that having to wear ripped clothing amidst friends who were dressed in new attire for the holidays caused him to feel embarrassed and humiliated. Embarrassed by his poverty, he ended up running away from home and began acting in a deviant manner. In a study on the impact of peer groups, the family, and family socioeconomic status on teenage delinquency, Nisar, Ullah, Ali, & Allam, (2015) reported that the majority of juvenile offenders in the 15–18 age range were from low-income homes and were more likely to have friends with a negative reputation.

Ngale, (2009) states that a large number of juvenile offenders in Africa originate from the lowest socioeconomic echelons of society. Children from these households typically lack access to necessary items such as: books, school supplies, health care, standard housing, food, clothing, and even parental guidance. Many low-income families in urban areas are forced to live in cramped quarters due to a lack of funds to purchase a larger home. Some men from these backgrounds purposefully avoid spending much time at home because they feel ashamed of their incapacity to provide for their families. Severe financial hardship, parental divorce, strained parent-child interactions, family conflict, school failure, and hanging around with troublesome people are all consequences of poverty (Kalil & Wightman, 2011).

Research from Kenya demonstrates a similar pattern; Kimani, (2010) noted that factors that marginalize youth include poverty, lousy living conditions, low levels of education, hunger, illiteracy, unemployment, and a lack of recreational activities. As a result, some youth are more susceptible to exploitation and criminal activity. According to Ndigiri, (2015) the majority of young Africans are unemployed and live in extreme poverty, which encourages them to join youth gangs and engage in other predatory

behaviors. Many Kenyan youth have been forced to do delinquent behaviors as a way of surviving due to the country's history of extreme poverty and pervasive corruption (Sitati, 2008). In line with previous studies, Rwanda, (2017) notes that children from low-income families are more likely to run away from home and engage in violent and delinquent behavior. Yet another academician, Ndaita, (2016) notes that children from dysfunctional and impoverished homes exhibit delinquent behavior that may lead to criminal activity. In Korogocho and Viwandani slum settlements in Nairobi, Kabiru, C. W., Elung'ata, P., Mojola, S.A, & Beguy, D., (2014) conducted a study from which they found that teenagers who experience adversity in life such as living in sub-standard housing, growing up in poverty, and being constantly exposed to crime and violence in the neighborhood are more likely to become involved in delinquent behavior.

All in all, in the African context, poverty has pushed most children to the streets where they continue to devise ways of survival such as forming small juvenile gangs that perform delinquent acts. Slamdien, (2010) states that African adolescents engage in violence and risky sexual behaviour because of general poverty and lack of employment. In Kenya, many unemployed university graduates have confessed that they have been involved in theft and other forms of crime for survival purposes. Ndirangu, (2011) conducted a study in one rehabilitation centre in Nyeri and his results underscore this assertion by saying that children housed in one rehabilitation centre in Nyeri, Kenya, mainly come from functional or dysfunctional poverty-stricken families in rural or urban backgrounds.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the methodology used in the study; it is divided into the following sections: introduction to the chapter, research design, area of study, target population, sampling strategy and sample size, research instruments, validity of the instruments, reliability of instruments, data collection procedures, methods of data analysis, and ethical considerations in the study. The purpose of the study was to establish the extent to which suicidal thoughts, help-seeking behaviour and the media could predict juvenile delinquency among the respondents in secondary schools in Kisii County. It was also to determine whether the level of delinquency differed among secondary school students in Kisii Central Sub-County depending on the type of

3.1 Research Design

The study employed mixed methodologies and a descriptive survey research design. According to Shaughnessy et al. (2011), a research design is the conceptual framework in which research is carried out. It also enables a researcher to characterize various experiences, events, and behaviors and to search for connections between them. Kothari (2010) defines a research design as follows: Because questionnaires, interview schedules, and focus group discussion questions were utilized to create qualitative and quantitative data, mixed research methodologies were used. A descriptive survey design was appropriate because the phenomena of the study were just described and reported as they were found without any interventions. According to Osbaldesto (2021), qualitative research involves collecting rich, detailed, and sometimes emotionally driven data based on the personal views of the respondents. This kind of data is often collected from only a small population group. This study

generated qualitative data from the interviews with principals and the focus group discussions with parents.

Conversely, quantitative research produces numerical data that may be applied to a broad population to generalize sample results and quantify attitudes, views, behaviors, and other identified variables (DeFranco, 2011). The questionnaires that were given to student respondents produced a tonne of data on juvenile delinquency, behavior related to seeking help, media influence, and thoughts of suicide. This data was used quantitatively in the study. The measurements generated from the variables are explained in the subsequent sections. Further quantitative data was generated from questionnaires to deputy principals, teacher counsellors and from the students' demographics. Both qualitative and quantitative research methods were used in an attempt to get deeper and holistic insights which would otherwise not be achieved without both of them. In other words, the researcher sought to establish how the school administrators, the teacher counsellors and the parents understood the issue of juvenile delinquency and help-seeking behaviour among the students.

3.2 Location of the Study

This study was conducted in selected secondary schools in Kisii County, Kisii Central Sub-County, Getembe Zone. Kisii Central Sub-County has eight (8) educational zones thus: Birongo, Ibeno, Keumbu, Kiogoro, Matunwa, Mosochi, Nyatieko and Getembe. The Sub-County was selected as the study location because no study focusing on the variables of this study has been done there so far. Secondly, of the eighteen secondary schools that have been set on fire by students in Kisii County, nine of them come from Kisii Central. Furthermore, three of the nine schools come from Getembe Zone, hence, its selection. Three schools were selected: one a purely girls' boarding school (School

A) the second one a purely boys' boarding school (School B) and the third one a mixed day secondary school (School C).

The schools were purposively selected because they have the highest enrolment in their categories expected to generate sufficient data for the study, and also because Parhiz, Zarrabi, and Meshkini, (2017) state that there is a significant relationship between the population intensity of a place and its crime rate. This is probably because it is easy for wrongdoers to hide among others after misbehaving. The selected location was deemed to be an appropriate representative area since most Kenyan high schools do not differ significantly in terms of their setting; they are either purely boys' boarding schools, purely girls' boarding schools or mixed day and boarding or just mixed day schools. The targeted group of juveniles, it was hoped, could serve as a good representative sample. A map showing the location of the selected schools is available in appendix 14.

3.3. Population of the Study

Mugenda, (2008) states that a target population is the population from which a researcher obtains a sample and to which generalization of results is done. Malhotra and Birks, (2006) also state that a population is the group of elements that possess the required information and to which inference is to be made. The target population of this study was all students in public secondary schools in Kisii Central Sub-County, Getembe Zone, all principals of the secondary schools in the zone, all teacher counsellors and all deputy principals. The study sample was purposively drawn from three schools one being a purely Girls' boarding school (School A), the second one a purely Boys' boarding school (School B) and the third one a mixed day secondary school (School C). The researcher also used 9 parents, randomly selected from the schools.

The school administrators used in the study were purposively selected because they too were deemed to have useful information to the study: the principals being the Chief Executive Officers (CEOs) of the institutions were considered to have a lot of information on the day to day running of the schools' programmes. The deputy principals, the officers in-charge of discipline, were expected to provide information about the students' behaviour. The school counsellors are the officers charged with the responsibility of offering guidance and counselling services to the students in order to help them to overcome their challenges. The researcher therefore expected to get students' help-seeking behaviour from them. The students themselves were to supply the information as to whether they do participate in delinquent activities, their family backgrounds, and their exposure to the media. They were also to report on their help-seeking behaviour.

Only Forms Two and Three students were used as respondents because they were considered to be having long enough time in the school to last the study time and because they were considered to have enough knowledge of school experience. Form One students were left out because their newness to the secondary school system could render them ignorant of a number of issues in the schools. They were therefore considered not appropriate respondents. In addition, form one students could still be figuring out how to deal with the culture shock of a new place. Form Four students, on the other hand were left out because they have the pressure of preparation for examinations which may hinder meaningful participation from them plus the fact that they may complete their schooling before the end of the study.

Table 3. 1 Showing the Distribution of the Target Population in the Selected Schools

Category of School	Number of Schools	Principals	Deputies	T. Counsellors	Students
Girls only	2	2	2	2	3036
Boys Only	2	2	2	2	2475
Mixed Day	3	3	3	3	846
Total	7	7	7	7	6,357

Table 3.1 highlights the number of schools per category in the study area and the distribution of the target population.

3. 4 Sampling Procedures and Sample Size

Purposive sampling technique was used in this study to select the schools to be included in the sample. This is a non-probability sampling method which allows the researcher to choose participants using the researcher’s own judgment about which group of people can provide the required information. Purposive sampling also enables the researcher to achieve the research objectives easily. (Saunders, Lewis, & Thornhill, 2012). Three schools were purposively selected from Kisii municipality, Getembe Zone. The zone has seven public secondary schools which fall into three distinct clusters: two boys only boarding schools with a total population of 2,475 students, two girls only boarding schools with a total population of 3,036 students and three mixed day secondary schools with a population of 846 students. The grand total was 6,357

students. From these three clusters, one school from each cluster was purposively selected for inclusion into the sample. School A had a population of 2,454 students, school B, had a population of 2,172 students and school C had a total population of 374 students totalling to 5,000 students. School C was selected because, although not very far from town, her students are all day scholars who commute to school daily from their rural homes. The researcher thought that these students would provide useful information on how the variables in the study affect adolescents in a rural setting as opposed to those exposed to urban influence. Both schools A and B are large schools with several streams per class, necessitating the use of simple random sampling to select the respondents. However, all Forms two and three students from school C were included in the sample, because of low enrolment.

Members of the schools' administration who were included in the study were also selected by use of purposive sampling method. The administrators were: principals, deputy principals and teacher counsellors from the selected schools. In the big schools which have more than one deputy principal, only the one in-charge of discipline was included in the sample. There were three of these teachers from each school, totalling to nine. The principals were asked to give their opinion on what factors influence juvenile delinquency among the students, the role of family type in delinquency and the common delinquent acts by students. Deputy principals were to give their opinion on the frequency of delinquent acts in schools, the possible predictors of JD delinquency and which family type most offenders come from. Finally, teacher counsellors were to report on common crimes by students, whether students seek help or not and if the effort is voluntary or not. They were also to report on the family type and social status of those that seek help. Their responses were reported verbatim in chapter four.

Finally, by use of focus group discussion method, nine parents were also included in the study. According to Nyumba, Wilson, Derrick & Mukherjee, (2018) focus group discussion is a method which aims at obtaining data from purposively selected individuals rather than from a statistically representative sample of a larger population. The method was used in this study in order to enable the researcher to have the views of the adolescents' parents on juvenile delinquency and help-seeking behaviour. Their views would help policy makers to come up with appropriate intervention measures. The parents were to report on the influence of family type, poverty and media on juvenile delinquency and which family type most offenders come from. They were also to comment on the adolescents' help-seeking behaviour. The responses are in chapter four.

3.4.1 Sample Size

Turner (2020) states that a sample size is a subset of the total population of interest in a research study which is used to estimate the characteristics of the whole population. The sample size of the study was calculated using the Cronbach sample size determination formula thus:

$$n = \frac{N}{(1 + N(e)^2)} \quad n = \frac{3180}{(1 + 3180(0.03432)^2)}$$

n=670 where **e** is the error term.

The calculated sample size as per the given formula was 670, but only 610 students participated in the study. The researcher therefore used a sample size of 610 secondary school students from Kisii Central Sub-County, Getembe Zone. School A had 9 streams per class, school B had 12 streams per class while school C had only two streams.

All the Three schools were purposively selected for inclusion into the sample because they had the highest enrolment in their categories. The selection used the assumption by Oliveira, (2021) that crime occurs more often in highly populated areas. Two form two streams from school A had 140 students and two form three streams had 110 students, totalling to 250 of them. From school B, there were 124 form two and 110 form three students totalling to 234. However, all form two and three students (186 of them) from school C were included in the sample because the school's enrolment is low.

On administration of the tools, the responses received from the schools were as follows: 245 from school A, 237 from School B and 128 from school C as shown on Table 3.2 below. There were also 9 school administrators and 9 parents. The choice of the number of parents was done according to Kombo and Tromp, (2009) who state that a focus group should be composed of 6-9 individuals who have some common characteristics. Miller, (2020) also states that a focus group discussion is usually made up of 6-10 members.

Table 3. 2 Table Showing the Distribution of the sample by school category

Category	School	Principal	D. Principal	Counsellor	Parents	Students	Total
Boys	School B	1	1	1	3	237	243
Girls	School A	1	1	1	3	245	251
Mixed Day	School C	1	1	1	3	128	133
Total		3	3	3	9	610	627

Table 3.2 is an illustration of the category of the schools and the schools themselves. It also shows the number of the participants who were included in the sample from each school and the total sample units.

3.5 Study Instruments

The researcher used three research instruments to collect data from the respondents: the questionnaire for students and teachers, the interview schedule for principals and a focus group discussion tool for parents. This was done in order to enrich the study by having a different perspective other than the responses from the students and the teachers only.

3.5.1 The Questionnaire

In order to collect data from the students, deputy principals and teacher counsellors, the researcher used questionnaires. Bhandari, (2021) states that a questionnaire is a list of questions or items used to collect data from respondents about their attitudes, opinions or experiences. Cleave, (2023) says that a questionnaire is a research tool containing both closed-ended and open-ended questions which a researcher uses to collect data from a target population. The researcher used both standard questionnaires and self-formulated questions according to the study objectives. The students' questionnaire consisted of two parts: appendix 1A covered the students' bio-data, section B of the questionnaire dealt with students' delinquent behaviour. A sixteen item self-report questionnaire, modified from one by Elliot and Ageton, (1980) was used to measure delinquency. The questionnaire was structured on a four-point Likert scale of Never, 1-2 times, 2-3 times and more than four times. Those that reported committing delinquent activities 1-2 times were considered to be mildly delinquent, 2-3 times were considered moderately delinquent and those that did so more than four times were considered to be severely delinquent.

Appendix two dealt with students' help-seeking behaviour. The General Help-Seeking Questionnaire (GHSQ) by Wilson, Deane, Ciarrochi and Rickwood, (2005) was used to measure help-seeking behaviour. One section of the questionnaire required respondents to indicate whom they were likely to seek help from a given list. On another part respondents were asked to indicate how many times they had sought help from the sources in the past one year. The last part of the GHSQ asked them to indicate the reasons that discouraged them from seeking help, if any. The teacher counsellors and the deputy principals responded to a four point likert scale questionnaire which required them to report what kinds of delinquent activities students commonly commit in school and the frequency of the actions. Other questions sought their responses on the students' help-seeking behaviour, the students' parents' social class and students' family type.

3.5.2 Interview Schedule

Luenendonk, (2019) states that an interview schedule is a set of structured questions prepared in advance to serve as a guide for researchers in collecting data about a given issue. According to Kothari, (2012) interview schedules are powerful tools that readily yield required information first-hand. Orodho, (2012) notes that an interview schedule makes it possible for a researcher to get exhaustive information to meet ones' goals. In this study, the researcher used interview schedules on the principals of the selected schools. She personally conducted face to face interviews with them. The face to face interviews proved very useful because they elicited detailed information on the attitudes, feelings and opinions of the principals about students' delinquency. The researcher was also able to seek clarification on unclear points straight away. The results are reported verbatim in chapter four.

3.5.3 Focus Group Discussion

The researcher obtained data from parents on the study variables by using focus group discussion questions. Nyumba, Wilson, Derrick & Mukherjee, (2018) state that a focus group discussion method uses purposive sampling to get information from selected individuals without considering statistical representativeness.

As already indicated, (Kombo and tromp, 2009 & Miller, 2020) state that a focus group is usually made up of 6-9 respondents and Miller, (2020) states that the focus group discussion method is a qualitative method of data collection which confirms insights from other methods. The discussion questions were developed by the researcher and results are in chapter four. This study used 9 parents, three from each school. Discussion questions were researcher developed.

3.5.4 Piloting

A pilot study is a small scale preliminary study conducted prior to the full study. Piloting is conducted in order to identify problem areas and potential deficiencies in the research instruments and protocol before implementing the full study. Piloting helps the research team to become familiar with the research procedures. Saunders, Lewis & Thornbill, (2009) stressed that it is expedient, as a matter of validity and reliability, to ensure that an instrument is pretested before the final administration. The responses of a pilot study are then intended to be used to make appropriate adjustments to and improvement on the validity and reliability of the instruments before going out to the field to collect data.

In this study, piloting was conducted at Kiamabundu Mixed Day Secondary School within Kisii Central Sub-County, Getembe Zone, which was not included in the study. The results were then used to check the ease with which student responses were

understood and to make appropriate adjustments to the tools. The exercise also gave the researcher the confidence and experience in using the tools. However, the General Help-Seeking (GHSQ) developed by Wilson, Deane, Ciarrochi & Richwood, (2005) which was used to measure help-seeking behaviour and the self-report questionnaire by Ageton & Elliot, (1980) for measuring delinquency were not pretested as they have been found to have high reliability in other studies (Hollin, Marsh, Christopher & Bloxson, 2011). The researcher ensured that the time between piloting and data collection was short in order to ensure that the actual research would not be affected by any forgetfulness on the part of the researcher.

3.6. Validity of the Instruments

According to Orodho, (2012) validity is the extent to which results from a test instrument measure what it purports to measure. The instruments used in this study were intended to explain the extent to which suicidal thoughts, the media and help-seeking behaviour among the selected respondents could predict juvenile delinquency among secondary school students in Kisii County. The Responses to the instruments were also to determine whether Juvenile Delinquency differed among the secondary schools in Kisii County depending on the type of family respondents came from and their perceived social class. Finally, the results were to explain whether the variables do influence adolescent help-seeking behaviour. The instruments were also validated by the results of the pilot study conducted at Kiamabundu Mixed Day Secondary school, which is not included in the study. The instruments were also presented to the university supervisors who gave appropriate comments for improvement of the research tools.

3.7 Reliability of Instruments and Definition of Variables

Oso & Onen, (2005) state that reliability is the extent to which data collection procedures and instruments produce consistent results every time the instrument is administered. Kasomo, (2007) also states that reliability is the degree to which a research instrument yields consistent results every time it is applied under similar conditions. The reliability of a study's instruments can be ascertained by use of different measures such as subjecting the tools to pre-testing or by using factor analysis.

In this study reliability was measured using factor analysis. Factor analysis is one of the many ways of measuring reliability of instruments and variables. It is a process where several responses about a given phenomenon are elicited then statistically combined to make factors using "create a variable" process on SPSS. The given responses are statistically analyzed again for internal consistency. If the consistency is high, then the responses are assumed to be showing a certain perception of the phenomena by the respondents. This phenomenon is then called a construct or a factor. Factor analysis may be exploratory (where a newly developed questionnaire is tested for any potential constructs or factors) or confirmatory (where an already existing questionnaire is tested to confirm whether it is still measuring what it used to or claims to measure). The consistency is measured by Cronbach Alpha. Low reliability ranges between 0.000 and 0.300, average reliability ranges between 0.400 and 0.600. Any measure above 0.700 is considered as a measure of 1.000, a perfect reliability.

Confirmatory factor analysis was used to assess the reliability of variables from the data collected using the Ageton & Elliot, (1980) questionnaire for delinquency and Wilson, Deane, Ciarrochi & Rickwood, (2005) General Help-Seeking Questionnaire for help-seeking behavior. Factor analysis was also used to test the reliability of the

factors of the media and suicidal thoughts. These were then correlated in order to measure the extent to which they influence juvenile delinquency.

According to Tavakol & Wetzel, (2020) factor analysis allows a researcher to simplify a set of complex variables using statistical procedures in order to explain the relationship between them. The process was used to develop the variables of delinquency, help-seeking behavior and suicidal thoughts which are then used in the study. The explanations which follow show the statistical process of developing variables from the many items in the Ageton & Elliot, (1980) self-report delinquency questionnaire and the items in Wilson, Deane, Ciarrochi & Rickwood, (2005) General Help-Seeking Questionnaire (GHSQ) for help-seeking behavior.

3.7.1 Delinquency

Factor analysis was used to show the consistency, and hence the reliability of the following 16 items in the modified Ageton & Elliot, (1980) self-report questionnaire. The consistency with which respondents gave their answers showed a particular perspective of the construct known as Delinquency.

Table 3. 3The 16 Factor Analyzed Items for Delinquency

<i>How many times in the last one year have you:</i>		<i>Never</i>	<i>1-2</i>	<i>3-4</i>	<i>4 or more</i>
		1	2	3	4
1	Stolen any property				
2	Stolen money				
3	Knowingly kept or bought stolen property				
4	Voluntarily had sexual relations with someone				
5	Attacked someone with the idea of hurting them				
6	Sold drugs like bhang, cocaine, kuber, chang'aa				
7	Taken/used drugs like bhang, cocaine, kuber				
8	Used or taken alcoholic beverages like beer, busaa, changaa				
9	Hit or threatened to hit an adult				
10	Hit or threatened to hit fellow students				
11	Tried to have sexual relations with someone forcefully				
12	Used force to get money or other items from other people				
13	Been involved in a physical fight				
14	Used vulgar language				
15	Been paid for having sexual relations with someone				
16	Destroyed school property on purpose				

Table 3.3 shows the items that were asked of the respondents to determine juvenile delinquent

behavior. After the reliability analysis, the results are represented in table 3.4 below.

Table 3. 4 Results of the 16 Items and their Reliability as Factor Analyzed for Delinquency

Reliability Statistics	
Cronbach's Alpha	N of Items
.842	16

Table 3.4 above shows the reliability of the 16 items that were factor analyzed. A Cronbach alpha of 0.842 shows a very high consistence (reliability) from the respondents. Showing a very strong confirmed construct, delinquency.

3.7.2 Help-Seeking Behaviour (HSB)

The researcher sought to establish the extent to which respondents could seek help if they were in dilemma or had challenges in dealing with juvenile choices. The General Help-Seeking Questionnaire (GHSQ) developed by Wilson, Deane, Ciarrochi & Rickhood, (2005) was used to measure the reliability of the variable. The exact question was:

“Suppose you had a serious personal or emotional problem, how likely is it that you would seek help from the following people? Please indicate your response by putting a circle around the number/numbers that best describe your possibility to seek help from each help source that is listed.”

1 = Extremely Unlikely, 2 = Unlikely, 3 = Likely, 4 = Extremely Likely

The purpose was to determine if they were likely or unlikely to seek help from whatever source. The following 10 items were asked to determine their responses.

Table 3.5 below shows the items in the questionnaire meant to measure ‘help- seeking behaviour.’”

Table 3. 5 Items Measuring Help- Seeking Behavior among Respondents

1. Sibling	1	2	3	4
2. Friend (not related to you)	1	2	3	4
3. Parent	1	2	3	4
4. Other relative or family member	1	2	3	4
5. Mental health professional (e.g. psychologist, social worker, counsellor)	1	2	3	4
6. Phone helpline (internet)	1	2	3	4
7. Doctor /General Practitioner	1	2	3	4
8. Religious leader (Pastor, Imam, Chaplain)	1	2	3	4
9. Teacher	1	2	3	4
10. I would not seek help from anyone	1	2	3	4

Table 3.5 above shows the items and the responses of the respondents in measuring the help-seeking behaviour variable in the study. After a confirmatory factor analysis, the reliability as measured by Cronbach Alpha of the 10 items is shown in Table 3.6 below. After confirmatory factor analysis, the reliability coefficient as measured by Cronbach alpha is as shown in the table below.

Table 3. 6 The Reliability statistic of the 10 Items Measuring Help- Seeking Behavior Variable

Reliability Statistics for Help Seeking	
Cronbach's Alpha	N of Items
.653	10

From Table 3.6 above the Help- Seeking Behavior variable has a reliability of 0.653. Although it is slightly less than the recommended high of 0.7, it is not significantly away considering the very high number of respondents in the study, the reliability of the study tool was therefore good.

3.7.3 Suicidal ideation

Respondents were asked the extent to which they were likely to seek help from the following people if they had suicidal thoughts. The exact question was:

“If you were experiencing suicidal thoughts, how likely is it that you would seek help from the following people?”

Please indicate your response by putting a circle around the number that best describes your likelihood to seek help from each help source that is listed.

1. Extremely Unlikely 3. Unlikely 5. Likely 7 = Extremely Likely

The 9 items asked relating to suicidal thoughts of the respondents are presented in Table 3.7 below.

Table 3. 7 Items in the Questionnaire Measuring Suicidal Thoughts of the Respondents

1. Sibling	1	2	3	4
2. Friend (not related to you)	1	2	3	4
3. Parent	1	2	3	4
4. Other relative or family member	1	2	3	4
5. Mental health professional (e.g. psychologist, social worker, counsellor)	1	2	3	4
6. Phone helpline (e.g. Lifeline)	1	2	3	4
7. Doctor /General practitioner	1	2	3	4
8. Minister or religious leader (e.g. Pastor, Imam, Chaplain)	1	2	3	4
9. Teacher	1	2	3	4

After factor analysis the reliability as measured by Cronbach alpha of the 9 items is shown in table 3.8 below.

Table 3. 8 Reliability of the 9 Items Measuring Suicidal Thoughts

Reliability Statistics	
Cronbach's Alpha	N of Items
.744	9

From Table 3.8 above, a Cronbach alpha consistency level of 0.744 of the 9 items was shown. This is also considered very high as it exceeds 0.7. It also shows a strong

construct among the respondents which in this study is called Suicidal Thoughts. Similarly, the measure of a variable media was constructed.

3.7.4 The Media

The construct of media was factor analyzed using the three items in the table below. They were supposed to measure the extent to which media was a factor in influencing behavior, especially delinquent behavior. The exact question on media was:

“The following table has general statements on the role of the media in juvenile delinquency. Please tick the statement that is true to you on the scale of:

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree”

Table 4.9 below shows the items in the questionnaire that were supposed to discern the role of media in Juvenile behaviour.

Table 3. 9 Items Used to Measure the Variable Media

Item	Statement	1	2	3	4
1	A lot of exposure to violent videos and films can influence one to act violently				
2	A lot of exposure to pornographic films may arouse a desire in someone to get involved in sex himself/herself				
3	Watching many films on theft may influence one to think that engaging in theft is not bad after all				

Findings from Table 3.9 above showed the responses of the participants on the influence of certain media content on individuals’ behaviour. After factor analysis, the reliability coefficient as measured by Cronbach alpha is shown in Table 3.10 below.

Table 3. 10 The Reliability Coefficient of 3 Items Measuring the Role of Media as a Variable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	3

From Table 3.10 above, it was noted that the construct measuring the role of media had a Cronbach alpha of 0.722 for the 3 items. This is considered high especially considering the number of respondents in the study.

3.8 Summary of the Variables

Table 3. 11 A Summary of the Variables from Factor Analysis, the Items Used, Number of Respondents, Percentages and Reliability levels

Scale	Items	Respondents	Percentage out of 610	Cronbach Alpha
DELIQUENCY	16	605	99	0.842
SUICIDAL THOUGHTS	9	607	99.5	0.744
MEDIA	3	610	100	0.722
HELPSEEKING	10	605	99.4	0.653

Table 3.11 above is a summary of the formed constructs or factors using the statistical analysis of confirmatory factor analysis. These variables were then used in answering the objectives 1 to 3 in Chapter 4. The other variables for objective 4 and 5 will be derived as descriptives in the results. They include type of family and perceived social class and other demographic information.

In order to get a measure for each of the four new factors (variables) constructed, an average of all items used for calculating reliability for each component was calculated for each respondent. A score was assigned for the constructed variables which constituted a score for each of the respondent, for the new variable. Therefore, each respondent had a score for delinquency, suicidal thoughts, help seeking behavior and, media, generated from the averages of their scores of the items used in constructing each factor. The score will be used in generating results in further analyzes according to the objectives.

3.9 Data collection procedures

Before proceeding to the field to collect data, the researcher got a letter of introduction and approval to collect data from the school of Arts and Social Sciences, and from Graduate School, Kisii University (Appendix VIII). Using this letter, the researcher applied for further permission from the National Commission for Science, Technology and Innovation (NACOSTI). The letter of approval to conduct research from NACOSTI (Appendix VII), asked the researcher to get further permission from the Director of Education and from the office of the governor, Kisii County. These offices also granted the required permission (Appendices IX & X). Armed with these permission letters, the researcher went to the schools personally to introduce herself to the schools' administrators, to explain the purpose of the research, and to seek consent and appointment of an appropriate day to go getting the required information.

On the day agreed upon by each school, the researcher took the tools for administration. The officer went to the deputy principal's office first. The deputy allowed her to take the tools to the participants assisted by the teacher on duty (TOD). Once in the classroom, where all form two students were gathered, the TOD called the

class to order and asked them to give attention to the visitor. At this point the researcher introduced herself and explained the purpose of the questionnaire to the students. The participants were told that their responses would be treated confidentially, asked not to write their names on the questionnaire and they were also assured that their responses would be used strictly for study purposes only. Clarification of unclear questions was also given before the students started to respond to the questions. After this, the TOD distributed the tools to the students. They were allowed to spend 30-40 minutes answering the questions. At the end of the time given the teacher plus the researcher collected the tools. The same procedure was repeated in another classroom where all form three students were gathered. The instruments were then taken by the researcher for safe keeping and analysis.

On the same day, the researcher then went to the deputy principal and the teacher counsellor individually, but at different times. The purpose of the research was explained to the officers too with the assurance that their responses would be treated confidentially and would be used for research purposes only. The researcher then gave the tool to the teachers for their responses. After about thirty minutes the instruments were collected by the researcher for analysis. Finally, the researcher then conducted face to face interviews with the principals on a day convenient to each one of them.

The parents' discussion was done on a different day altogether. The researcher visited the schools when each was holding its 2021 prize-giving day. By use of convenience sampling method, the researcher interviewed the number of parents as was required by the study sample from each school. Their responses were noted down and kept safely for analysis.

3.10 Methods of data analysis

The study result was presented systematically in an order that informs the reader. Tables, frequencies, and percentages that form the description of the respondents' demographics are presented first. They include their age, class, school and gender, as they form basic demographics or descriptions of the participants and their schools. Then various inferential statistical tools were used to interpret the various relationships. For each objective, thematic analysis of the qualitative data is done before the conclusion of the objective.

3.10.1 Discussion by objective

The first three objectives of the study were: to determine the relationship between Suicidal thoughts and Juvenile delinquency among secondary school students in Getembe Zone, to assess the relationship between help-seeking behaviour and juvenile delinquency and to investigate the role played by the media in influencing juvenile delinquency. The relationship between the four variables Delinquency, Help seeking behaviour, Suicidal thoughts and the media was established using correlational analysis. This implies that if the correlation is there and significant, then a change in any of the variables can cause significant change in another either positively or negatively. This is followed by a multiple regression model in which delinquency is a dependent variable to be determined by the three independent variables. The regression model is as shown below;

3.10.2 Multiple Regression Model for Predicting Juvenile Delinquency

The researcher was interested in the extent to which the three variables can determine the level of delinquency. In this regard the three variables i.e., suicidal thoughts, help

seeking behavior and media were used as independent variables to determine juvenile delinquency. A multiple regression analysis was done using the model below.

$$Y=b_0+b_1X_1+b_2X_2 +b_3X_3 +\text{error}$$

Where Y=Delinquency

X1=Help Seeking

X2=Media

X3=Suicidal Thoughts

This is especially efficient when the predictors (independent variables) have very low correlation among them, but significant correlations with the dependent variable. The independent variables were expected to have low correlations among themselves but the dependent variable highly correlate with all the independent variables. This is to avoid the problem of multicollinearity.

The model describes the extent to which each variable can show the influence the variable has on delinquency, when they are checked together. This is discussed for each of the three variables, and thematic data used to explain the outcomes. The multiple regression showed positive results as discussed in Chapter 4.

It was possible to determine the extent of juvenile delinquency as an independent variable to determine Help seeking behaviour, because they were correlated significantly but the other variables i.e., Media and suicidal thought seemed not significantly correlated with Help seeking behaviour and therefore could not be used as its predictors.

Objectives 4 and 5 were to consider if Delinquency levels were different among the respondents when grouping is done according to social class and, and family type. This is done by a method of getting means of the various groups and comparing whether they are significantly different. This was done and the results are discussed in Chapter four.

First, for objective 4, family type was divided into five groups: single parent family, biological parents' family, divorced/separated family, step parents family and, grandparents family. Levels of juvenile delinquency for each group was calculated as a mean (average) and all the group means were compared using Analysis of Variance (ANOVA). When found significant, an Ad Hoc analysis was done to compare two means at a time to find which ones were different. The results were then discussed. Qualitative data was discussed qualitatively and thematically.

Secondly, for objective 5, the social status variable was divided into lower, middle and upper classes (three groups). Levels of delinquency, as measured by the means of each group, were calculated. ANOVA was used to determine whether there was significance among any of the groups. When established an Ad Hoc analysis which gave results for two groups compared at a time was done.

3.11 Ethical Considerations

Ethical standards are the accepted moral principles or regulations that govern the general behaviour of a people. Ethics in research mostly considers the issue of informed consent and privacy or confidentiality of the people who become the research participants and who may be affected by the study. In this study, the researcher got permission from the principals of the selected schools in order to have their students and teachers participate in the research. It was assumed that consent from the principal

meant consent from all the other participants. Confidentiality was ensured by asking the participants not to write their names on the study tools. It is not possible to identify respondents when their names are not written down. Confidentiality was also maintained by erasing the names of their schools from the research tool before processing. Confidentiality of data was maintained by keeping it in a place accessible only to the researcher. The confidentiality measures taken were applicable to the data teachers, parents and students.

Ethical considerations also require that participants don't suffer any form of harm, discomfort or embarrassment. This suffering could be possible if, for example, the items in the questionnaires happened to be a painful reminder of a past difficult experience, like the loss of a loved one. This was taken care of by the researcher's assurance and information to the participants that it is possible to get relief from any past bad or painful experience by using the services of either professional counsellors or psychologists. It was also explained that the purpose of the study was to get a deeper and better understanding of the impact of painful past experiences in order to come up with appropriate interventions. They were all encouraged to participate. The possibility of a participant suffering embarrassment if he failed to respond to the questionnaire due to lack of understanding and remaining stuck while others worked was done away with by the researcher's effort to give a clear explanation of any unclear questions and the purpose of the research. In order to quell any disappointment in any possible participant who would have expected payment, the researcher explained that there were ethical issues which prevented that and by adding that participation was optional.

CHAPTER FOUR

RESULTS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter presents the results from the data collected, its analysis, interpretation of the findings and discussion. The study used questionnaires, interview schedules and focus group discussion questions to collect data. This means that both qualitative and quantitative data was collected, through mixed methods approach. The research design used was descriptive survey, which means the phenomenon of interest is described and reported without any influence or intervention of variables. Both descriptive and inferential statistics were used in analyzing data.

The calculated sample size of the study was 670 participants, but only 610 students responded to the questions. Analysis started with the socio demographics of the respondents which were then followed by the presentation of the findings according to the objectives. Tables and other figures are presented to make a quick pictorial view of the data and its findings. The Chapter is in line with the main objectives to explain the extent to which suicidal thoughts, media and help seeking behaviour among respondents could predict juvenile delinquency in secondary schools in Kisii Central Sb-County. It was also to determine whether the level of delinquency differed among secondary school students in Kisii Central Sub-County depending on the type of family they came from, and their perceived social class.

4.1 Socio Demographic Characteristics of the Respondents

The demographics of the respondents were represented in frequencies and percentages, first according to their schools, secondly according to the class they belonged to, their gender and, lastly according to their ages. Data was collected from three schools: one

girls' boarding school referred to as school A, another one was a boys' boarding school, herein after referred to as school B, and a third one a mixed day school, herein after referred to as school C. Table 4.1 below shows the representation in frequencies and percentages.

Table 4. 1 Frequency Distribution of respondents by School

	Frequency	Percent
School A	245	40.2
School B	237	38.9
School C	128	21.0
Total	610	100.0

Table 4.1 above shows that there were 245 girls from the girls' boarding school, 237 boys from the boys' boarding school and 128 boys and girls from the mixed day secondary school; representing 40.2%, 38.9% and 21.0% of the 610 respondents respectively.

The study also sought to find out the distribution of the respondents according to their classes (forms). Data was obtained from high school students in forms 2 and 3. Table 4.2 below shows their representation in frequencies and percentages.

Table 4. 2 Distribution of Frequencies and percentages of respondents according to class (form)

	Frequency	Percent
Form 2	272	44.6
Form 3	321	52.6
Form 4	17	2.8
Total	610	100.0

The results from Table 4.2 above, show that a majority of the respondents 321 (52.6%) were in form three followed by 272 (44.6 %) from form two and an unexpected 17 (2.8%) from form four. The study set out to collect data from form two and form three students only. Form one students were deliberately excluded from the study because they were presumed to be new in secondary school and could be dealing with adjustment issues which would make them not appropriate respondents. Form four students were also excluded from the study because they would be busy preparing for national examinations. The presence of form four students in the study was explained by the fact that there were some targeted participants who dishonestly reported their class, which behavior is not far-fetched. Their responses were therefore considered as stray data.

The study also sought to determine the distribution of the respondents by gender. Table 4.3 below shows the frequencies and percentages of respondents according to their gender.

Table 4. 3 Frequencies and representation of respondents according to gender

	Frequency	Percent
Male	300	49.2
Female	310	50.8
Total	610	100.0

From Table 4.3 above, it was observed that females and males were represented with 310 (50.8%) and 300 (49.2 %) respectively. These demographics show that the respondents were almost equally represented according to gender. Table 4.4 below shows the distribution of the respondents' age in frequencies and percentages.

Table 4. 4 The distribution of respondents according to age

Age	Frequency	Percent
14	2	.3
15	15	2.5
16	158	25.9
17	283	46.4
18	123	20.2
19	23	3.8
20	5	.8
21	1	.2
Total	610	100.0

The findings from table 4.4 above showed that the respondents' ages ranged between 14 to 21 years. It was also seen that most of them 579 (95%), were between 15 and 18 years of age. A few of them 29 (4.75%) were between 19-21 years and only two (0.32%) were 14 years old. The study targeted 14–18-year-olds. The 19–20-year-old respondents could have had their academic achievement delayed by a number of factors like: late maturation, disease, lack of finances at the right time necessitating deferment of studies for a while or even delinquency.

4.2 Description of Variables

The researcher was interested in levels of the four constructed variables in all the participants. On a scale of 1 to 4 the levels of each of the variables and its standard deviation is shown on Table 4.5 below.

Table 4. 5 Means, Standard Deviations and Valid Responses Used for the Constructed Four Variables

	Mean	Std. Deviation	N
SUICIDAL IDEATION	2.3740	.60595	607
HELPSEEKING	1.9308	.46922	605
DELIQUENCY	1.5065	.46644	604
MEDIA	1.9738	.88473	610

The results of the table are interpreted and discussed below.

4.2.1 Suicidal Ideation

The question asked of the students about suicidal ideation was:

If you were experiencing suicidal thoughts, how likely is it that you would seek help from the following people? They were then asked to indicate the likelihood of them seeking help from or sharing the thoughts with someone.

Table 4.5 above shows that the suicidal thoughts variable had the highest mean (2.374), implying that many respondents were actually likely to share their suicidal thoughts with significant others. It also means that most juveniles do think of suicide often. This is an important finding as it shows the extent to which suicide is an option among juveniles. It means that the respondents (adolescents) had had the thought of committing suicide at some given time in their lives, but they chose to share with or

seek help from significant others. These findings contrast with Rowe, French and Henderson (2014) who say that thoughts of self-harm abound among adolescents, but most of them are reluctant to seek help. If they were willing to seek for help they wouldn't have to look far for Zuckerman and Kaim (2011) state that communities abound with informal help-giving systems which are easily accessible for consultation by young people.

The Centre for Disease Control and Prevention, (2017) states that suicidal thoughts are a common factor among many adolescents, suicide being the second leading cause of death among 15-19-year-old people and the leading cause of death among 14-15 year olds. The World Health Organization (WHO, 2019) also reports that suicide among the youth increases at an alarming rate; that the number of people who die by suicide each year accounts for more deaths than those who die from war and homicide combined. Abram, Choe, Washburn, Teplin, King, Dulcan & Bassett, (2014) state that, in the USA, suicide is the second leading cause of death among 10–14year-olds and third-leading cause of death for 14 to 24 year-olds.

Mgaya, Kazaura, Outwater & Kinabo, (2005) reported that in many cases youth commit suicide by ingesting pharmaceutical drugs or pesticides, by hanging, or by setting themselves on fire. Incarcerated youths are at a particularly higher risk of dying by suicide than those out in the general public. This trend is explainable by the fact that a young person behind bars experiences sadness and depression. They are likely to think that their future has no promise hence the decision to kill oneself. Other factors which are predictive of suicidal ideation, according to American studies, are: carefree attitudes which lead to lack of life plans, blame externalization and a rebellious and non-conforming attitude (Heirigs, Delisi & Vaughn, 2018).

4.2.2 Help Seeking Behaviour

Table 4.5 above refers. For this variable, respondents were asked about the likelihood of them seeking help from listed sources if they had a serious personal or emotional problem. Analysis revealed that Help-seeking behaviour had a mean of 1.9308 and the second lowest standard deviation of 0.469. This is a significant finding that juveniles are 50% likely to seek help from any significant other. This finding agrees with Gongala, (2022) that youth seek advice a lot from the internet. This implies that help-seeking behaviour is also a significant predictor of juvenile delinquency. This study was interested in juvenile delinquency, and results showing a serious characteristic of the group of interest was identified as potentially having a significant relationship or influence on delinquency. The small standard deviation means average properly represents the whole group.

According to Brown, Evans-Lacko, Aschan, Henderson, Hatch & Hotopf, (2014), members of the public rated the usefulness of help from family and friends more highly than that given by professionals. Although the study investigated the use of formal and informal care-giving services, the findings emphasize the value of help seeking among the general population. Since the juveniles, especially those in schools are mostly among peers, the characteristic of help seeking is likely to be related to or influential on delinquency.

4.2.3 The Media

According to table 4.5 above, media has a mean of 1.9738 with the highest standard deviation of .88473. Although the mean was almost similar to help-seeking variable, the standard deviation implies that its' influence on juvenile delinquency is the most controversial among the respondents. The results imply, that respondents had very

different feelings about the influence of the media on individuals' behavior. Baferani, (2015) however, asserts that the electronic media such as computers, smart phones, and Ipads have great influence on children's' behaviour. Furthermore, Gongala, (2022) states that the media controls the teen's receptive brain impacting him/her physically, psychologically and socially. Much use of technology may expose juveniles to various violence-related activities which they may take as personal behaviour. This fact was underscored by the principal of school C who stated that young people who are exposed to much media end up imitating the behaviour of the media characters. Some respondents, however, refuted the fact that exposure to the media is always negative, hence the divergent views generated from the questionnaire. This opinion agrees with Gongala, (2023) who affirms that the use of technology can boost a juvenile's self-esteem, be a source of inspiration, help them meet new friends or assist them to develop certain social skills. Indeed, media use in the educational setting, for instance, is encouraged as a way of reaching learners' varying stimuli (a core component in learning and teaching). Generally therefore, media influences juvenile behaviour.

4.2.3 Delinquency

From Table 4.5 above, it was noted that delinquency had the lower of 1.5065, implying that some of the respondents were unlikely to get involved in the activities that were described in measuring delinquency. However, this score compared to the maximum of 4.00 should not be ignored because some of the activities described are life threatening and can have lifelong consequences. The juveniles need serious guidance.

4.3 Relationship between Juvenile Delinquency and its Predictors

Another aim of the research was to find out if the selected predictors were in any way related. Before they could be used as dependent or independent variables, it had to be

established whether they were significantly correlated. This was done by conducting a correlation analysis.

4.3.1 Correlation Analysis

A correlation analysis was conducted for the four variables. The results are presented in Table 4.6 below.

Table 4. 6 Correlation coefficients for the constructed four variables

		SUICIDAL	HELPSEEKIN G	DELIQUENCY	MEDIA
SUICIDAL	Pearson Correlation Sig. (1-tailed)	1			
HELPSEEKIN G	Pearson Correlation Sig. (1-tailed)	.163**	1		
DELIQUENC Y	Pearson Correlation Sig. (1-tailed)	-.174**	.183**	1	
MEDIA	Pearson Correlation Sig. (1-tailed) N	.045	.026	.122**	1
		.000	.000	.001	

** . Correlation is significant at the 0.01 level (1-tailed).

Table 4.6 above shows the correlations between delinquency, help seeking behaviour, suicidal thoughts and, media. The significances are shown at $\alpha = 0.01$, indicating that if the correlation is significant at that level then they must be significant at $\alpha = 0.05$. It was noted that all the variables were significantly related to delinquency, i.e., suicidal thoughts and delinquency $r = -0.174$, $p\text{-value} = 0.000$, delinquency and help seeking $r = 0.183$, $p\text{-value} = 0.000$ and delinquency and media $r = 0.122$, $p\text{-value} = 0.001$. This is

important as it shows that the variables can be used as independent variables to predict and determine the dependent variable of the study, delinquency.

Suicidal thoughts and help seeking behavior had an $r=0.163$, $p\text{-value} = 0.000$ which is significant. However, suicidal thoughts and the media had $r=0.045$ with $p\text{-value} = 0.132$, and help seeking behavior and the media with a significance level of $r=0.026$, $p\text{-value} = 0.262$ are not significant at $\alpha = 0.05$. This implies that the constructs are measuring completely different phenomena and are therefore independent of one another. Such a result indicates that they are very independent of each other and can definitely independently predict different aspects of the dependent variable, delinquency.

4.4 Multiple Regression Model for Predicting Juvenile Delinquency

In the first three objectives, the researcher was interested in the extent to which the variables: suicidal thoughts, help seeking behavior and, the media could predict the level of delinquency. In this regard the variables were used as independent variables to determine juvenile delinquency. A multiple regression analysis was done using the model below.

$$Y=b_0+b_1X_1+b_2X_2 +b_3X_3 +\text{error}$$

Where;

Y=Delinquency

X1=Suicidal thoughts

X2=Help seeking behaviour

X3= Media

This is especially efficient when the predictors (independent variables) have very low correlation among them, but significant correlations with the dependent variable, as shown from Table 4.6 above. As noted from the correlations on Table 4.6, all the predictors had significant correlations with the dependent variable, but an insignificant one among them.

Table 4.7 below shows the regression analysis results of the predictors (independent variables) of: help seeking behaviour, suicidal thoughts and media exposure and their influence on the dependent variable, juvenile delinquency.

Table 4. 7 Standardized and Unstandardized Coefficients, and their Significances in Predicting Juvenile Delinquency

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	1.365	.105		13.059	.000
SUICIDAL	-.168	.031	-.218	-5.498	.000
HELPSEEKING	.216	.040	.215	5.427	.000
MEDIA	.063	.021	.119	3.043	.002

a. Dependent Variable: DELIQUENCY

From Table 4.7 above the significance levels (p-values) are all less than $\alpha = 0.05$. This implies that all variables are significantly good predictors of delinquency, the dependent variable. Using standardized regression coefficients, the regression model becomes;

$$Y = -.218 \text{Suicidal ideation} + .215 \text{Help seeking} + .119 \text{Media}$$

4.5 Suicidal ideation and Juvenile Delinquency

From the model, results indicated a standardized coefficient of -0.218 coefficient for suicidal ideation. This means that when suicidal thoughts are shared, juvenile delinquency dropped 21.8%. If respondents are thinking about suicide and sharing their

thoughts with significant others, then they are less likely to get involved in delinquent behaviour. This implies that if sharing suicidal thoughts with significant others can be encouraged or improved, juvenile delinquency would drop significantly. This finding contrasts with a study by Swanson and Colman, (2013) who state that suicide is contagious, that some of those who get to know about a suicide case are at great risk of contemplating suicide themselves

4.6 Help- Seeking Behaviour and Juvenile Delinquency

The findings of these variables were contrary to ordinary expectation because, although seeking for help is normally intended to reduce problematic behavior, the study found the opposite to be true. Data analysis for the two variables showed a coefficient of +0.215 for help seeking behavior. This means that help-seeking behaviour positively influenced delinquency by 21.5%, implying that if juveniles were to be encouraged to seek help when they are in dilemma or in problems, their delinquency would increase significantly. One would expect differently, requiring a study to find out whose help the adolescents seek. Most probably, the respondents thought that seeking for help is to get advice from their peers.

Much as these findings may appear contrary to general expectation, it is also true that people experiencing problems are the ones who try to seek for help in order to overcome their hurdles. This finding is confirmed by Meagley, Schriver & Norris, (2016) who state that many young people choose to use informal sources of help because they feel that these sources pose less threat to their self-worth. It could therefore be that those who scored high in help seeking behavior in the study are probably those that are already aware that they have a problem and have tried to seek help to overcoming it. Another side of this scenario could be that delinquents only put

on a show of seeking for help while actually they are camouflaging and hiding their delinquency in the trust given to them or that their delinquency is due to a power beyond their control.

4.7 Media and Juvenile Delinquency

The model results showed +0.119 standardized coefficient for media exposure. This means that the more media a student watches the more likely they are to be delinquent. Indeed, it implies that media influences delinquency by 11.9%. This means that the more ‘controversial’ media content a juvenile watches the more likely they are to be delinquent, implying that if access to this kind of content to the media were to be reduced, the prevalence of delinquency would most probably drop.

These findings are not surprising as some modern day adolescents spend a lot of time watching violent/action movies, pornography, gambling or other media content which negatively impact their behavior. A number of them then tend to imitate their “heroes” hence delinquency. This is in agreement with an assertion by Shibuya and Ihori, (2010) that constant and long exposure to the media increases aggression in viewers based on their media “heroes”. Abdullah, (2016) also states that the media contributes a lot to juvenile crime by glamorizing and constantly airing criminal content.

It is worth noting, however, that the selected predictors of juvenile delinquency in this study are not the only causes of delinquency. The Global Counterterrorism Forum, (2015) points out that the environment, sexual orientation, religion, radicalization, parent’s behavior or early childhood experiences are among many other factors which influence delinquency. However, other studies (Cauffman & Steinberg, 2000) have indicated that some degree of adolescent delinquency is due to the natural process of maturation, that some young people who are immature in temperance, perspective and

responsibility are at risk of engaging in anti-social behavior. For this study, the focus was on Suicidal thoughts, help-seeking behavior and the media and their influence on juvenile delinquency.

In addition, the study set out to find the extent to which the selected independent variables could be relied on in predicting juvenile delinquency. The summary of the regression model is shown in the Table 4.8 below.

Table 4. 8 Regression model summary of the predictors of juvenile delinquency

R	R Square	RSquare Change	F Change	df1	df2	p-value
.304 ^a	.092	.092	20.123	3	593	.000

The model summary table showed how significant the selected independent variables were in predicting delinquency. A p-value of 0.000 means that the predictors were significant in predicting juvenile delinquency. R-Square of .092 means that the independent variables predict JD by 9.2 %. This figure may appear small, but it is significant especially given the myriad factors that affect juveniles' behaviour. The predictors influence juvenile delinquency up to more than 9%, which proportion is significant, therefore any interventions which can be put in place in their spheres is extremely important. An R of 0.304 means that the general correlation of the independent variable with the selected predictors combined was 30.4%. Again, this is quite significant given the very many influences of juvenile delinquency. This scenario also means that if interventions to reduce juvenile delinquency in the independent

variables can be carefully and seriously aimed at, juvenile delinquency is likely to drop significantly.

4.8 Relationship Between Juvenile Delinquency and Respondents' Family Type

The fourth objective of the research was to determine how family type affected juvenile delinquency. The answer to the question, "*What type of family do you come from?*" was used to define the different types of families. Participants were asked to select one of the responses: single parent, stepparent, two biological parents, separated/divorced, and grandparent families.

The findings of examining the respondents' distribution among the different family kinds are shown in Table 4:9 below.

Table 4. 9 Distribution of Respondents According to Family Type

	Frequency	Percent
Single	112	18.4
Two Biological parents	468	76.7
Step family	7	1.1
Separated/divorced	15	2.5
Grand parent family	8	1.3
Total	610	100.0

According to Table 4.9 above, 468 respondents, or 76.7 percent, remained with their two biological parents. 112 people (18.4%) who said they were still living with their single moms came next. Thus, 95.1% of them are still living with their biological parents, either both or just one. Even though the groups' numbers vary, an additional One Way Analysis of Variance produced the following findings.

Table 4. 10 One-Way ANOVA for Delinquency and Help Seeking According to Family Type

		Sum	of			
		Squares	Df	Mean Square	F	Sig.
DELINQUEN T	Between Groups	1.107	4	.277	1.230	.297
	Within Groups	134.808	599	.225		
	Total	135.916	603			
HELPSEEKIN G	Between Groups	3.680	4	.920	3.444	.009
	Within Groups	160.286	600	.267		
	Total	163.966	604			

All mean differences in delinquency were found to be non-significant ($F=1.230$, p -value= 0.297) in the preceding table. This implies that delinquency is consistent across all family structures.

4.8.1 Differences in Help-Seeking Behavior According to Family Types

Considerably less than 0.05, an $F=3.44$, and a p -value = 0.009 indicate significant differences in the groups' help-seeking behaviors. The results support Cometto's (2014) assertion that children from cohesive, adaptable, and well-communicating families are more likely to ask for assistance than kids from households without these attributes. They contrast with Boyles, (2019) that some parents trivialize delinquency symptoms in their children until they get serious. This is because close-knit parents can better identify problematic behavior in their kids and intervene before it gets out of hand. Parents worried about their kids' well-being are more inclined to encourage them to ask for assistance. Table 4.11 displays a post-hoc analysis to determine which groups differ in help-seeking behaviors.

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Table 4. 11 Post-Hoc Analysis for Group Differences in Help-Seeking Behavior According to Family Type

(I) What type of family do you come from?	(J) What type of family do you come from?	Mean Difference (I-J)	Std. Error	Sig.
Single	Biological parent	-.02164	.05461	.692
	Step family	-.59627*	.20142	.003
	Separated/divorced	-.06198	.14218	.663
	Grand parent family	.38052*	.18921	.045
Two Biological parents	Single	.02164	.05461	.692
	Step family	-.57463*	.19682	.004
	separated/divorced	-.04034	.13559	.766
	Grand parent family	.40216*	.18431	.029
Step family	Single	.59627*	.20142	.003
	Biological parent	.57463*	.19682	.004
	separated/divorced	.53429*	.23659	.024
	Grand parent family	.97679*	.26750	.000
separated/divorced	Single	.06198	.14218	.663
	Biological parent	.04034	.13559	.766
	Step family	-.53429*	.23659	.024
	Grand parent family	.44250	.22628	.051
Grand parent family	Single	-.38052*	.18921	.045
	Biological parent	-.40216*	.18431	.029
	Step family	-.97679*	.26750	.000
	separated/divorced	-.44250	.22628	.051

According to Table 4.11 above, respondents who were raised by single moms and stepfamilies (p-value = 0.003), grandparents and single mothers (p-value = 0.045), and the families of two biological parents and a stepfamily (p-value = 0.004) all showed significantly different help-seeking behaviors. Significant variations were also observed in the help-seeking behavior of respondents who were raised by the families of their grandparents and two biological parents (p-value 0.029). The fact that the stepfamily's help-seeking behavior differs significantly from that of all other types of families, it is far higher, is fascinating.

This intriguing discovery would suggest that kids raised by stepparents seldom ask for assistance from the stepparents themselves or from anybody else. This discovery might point to a lack of trust between stepchildren and their stepfamily or a feeling of unease experienced by young people reared by stepparents. The youngsters' ambition to become independent in handling their problems may potentially be the only explanation. Stepparents, particularly stepmothers, treat their stepchildren cruelly, causing trauma and stigma that is typically connected to such abuse. According to Misic,(2020) children who grow up in stepfamilies are more susceptible to violence since they don't have close emotional ties to their adoptive family members. Similarly, Principal A, stated that children in step-families are oppressed to the extent of getting disinherited.

Additionally, the researcher used an ANOVA study to see how responder family type affected adolescent delinquency variations. The outcomes are displayed below in Table 4.12.

Table 4. 12 One-Way ANOVA for Differences in JD According to Family Type

		SS	D.F	MSS	F	Sig.
DELINQUENCY	Between group					
	Within groups					
	Total					
SUICIDAL	Between Groups	2.791	4	.698	1.586	.176
	Within Groups	264.779	602	.440		
	Total	267.570	606			
HELP SEEKING	Between groups	3.680	4	.920	3.444	.009
	Within groups	160.286	600	.67		
	Total	163.966	604			
MEDIA	Between Groups	.688	4	.172	.219	.928
	Within Groups	476.003	605	.787		
	Total	476.691	609			

Table 4.12 above showed that all mean differences were significantly more significant than the significance value of 0.05 for the variables of delinquency (p-value = 0.297), suicidal ideation (p-value = 0.176), and media (p-value = 0.928). This indicates that there are no statistically significant differences between the family types and no discernible variations in how family type affects juvenile delinquency. The p-value of 0.009, significantly lower than 0.05, indicates variations in the groups' help-seeking behaviors. The results contradict Wallman's (2010) claim that children's well-being is significantly impacted by the kind of household they grow up in and the social milieu they are exposed to. According to Carlson, (2012) children who grow up in homes without enough supervision, regular discipline, and support are likelier to exhibit deviant conduct. However, the results implied that behavioral differences across children are entirely unaffected by differences in family circumstances. The researcher believes that there is a need for more investigation into this.

4.9 Relationship Between JD and Respondents' family Social class/Poverty

The fifth objective of the study required the researcher to determine whether juvenile delinquency and respondents' reported parental social class were related. On a low, middle, and higher-class scale, respondents were asked to categorize themselves based on their impression of their social class. All respondents from the lower class were considered to be from low-income families or impoverished for this study. Table 4.12 below displays the self-reported perceptions of the participants.

Table 4. 13 Distribution of Respondents on their Perceived Family Social Class

	Frequency	Percent
Low class	83	13.6
Middle class	502	82.3
Upper class	25	4.1
Total	610	100.0

According to Table 4.13 above, 83 (13.6%), 502 (82.3%), and 25 (4.1%) of the respondents, respectively, said they belonged to the lower, middle, and upper classes. This demonstrates that most respondents (82.3%) identified as middle class, with low-class respondents (13.6%) coming in second. Just 4.1% of people thought of themselves as high class.

The researcher used a one-way analysis of variance (ANOVA) to evaluate the group's delinquency levels and see whether there were any significant differences. The results are shown in Table 4.14 below.

Table 4. 14 One Way Anova for Differences in Delinquency According to Social Class

	Sum	of	Mean		
	Squares	Df	Square	F	Sig.
Between Groups	1.707	2	.853	3.822	.022
Within Groups	134.209	601	.223		
Total	135.916	603			

Table 4.14 indicates a statistically significant variation in the average delinquency scores based on socioeconomic position. This suggests that the perceived self-reported respondents' social status did not correlate with the same delinquency levels.

Using a post-hoc analysis, the groups exhibiting significant differences were identified.

The results are reported below in Table 4.15.

Table 4. 15 Post Hoc Results of the Differences in Delinquency According to Social Class.

(I)	(J)	Mean differences	Std error	Sig
Low class	Middle class	-.05147	.05604	.359
	Upper class	-.29581*	.10781	.006
Middle class	Low class	.05147	.05604	.359
	Upper class	-.24434*	.09686	.012
Upper class	Low class	.29581*	.10781	.006
	Middle class	.24434*	.09686	.012

The findings presented in Table 4.15 above indicate no significant difference in delinquency between the lower and middle classes (p-value = 0.359) and a significant difference between the upper and lower classes (p-value = 0.006). Remarkably, the positive and statistically significant differences between the top and middle classes show that those who identify as upper class have higher delinquency rates than people from lower social classes. The results are not shocking because a previous study discovered a link between high media exposure and juvenile misbehavior; children from upper-class backgrounds are more likely to have access to and spend a significant amount of time using digital devices. Compared to youth from impoverished homes, youth from wealthy houses have greater access to digital devices. The explanation for this is that parents from higher socioeconomic classes can afford to get their kids laptops or smartphones and install Wi-Fi-enabled TVs in their houses. During the day, when these parents are at work or home, the kids have unrestricted access to the internet, where they can view any content they choose and potentially mimic antisocial conduct. The inability of impoverished parents to buy these "luxuries" turns out to be a

blessing in disguise for their kids. Albert Bandura's Social Learning Theory states that children from affluent families may pick up delinquent behaviors from the content they see on their digital devices. Rich kids also have easy access to large sums of money, which they might spend on taboo activities in addition to giving in to peer pressure. The results, however, go counter to Ashley & Crossman's, (2021) claim that children from low-income households are more prone to become delinquent because they lack legal means of obtaining essentials and turn to crime to meet their requirements.

4.10. Qualitative Data Analysis.

The study's qualitative data, gathered from parents' focus group discussions and principals' interview schedules is presented in this section. The researcher presented the data using a thematic analysis approach. Nowell, Norris, White, & Moules, (2017) assert that thematic analysis yields reliable and perceptive results. Themes are significant patterns connected to a particular study issue that is utilized to characterize a phenomenon (Gibbs, 2008). The data was collected on five primary themes of: typical student delinquent behaviors, reasons for delinquency, family type, media exposure, and help-seeking behavior. According to Raburu, (2011) the analysis was completed in four stages: becoming acquainted with the data, creating preliminary codes, identifying themes within codes, evaluating themes, characterizing and labeling themes, and presenting the completed report.

The study used qualitative research methodology to identify the types, causes, and effects of media and family background on adolescent criminality. Three principals were chosen, utilizing the saturation sampling technique and an interview schedule. According to Kothari (2009), an interview schedule is a set of questions that serve as a foundation for conducting interviews. The method offers a framework that makes it

easier to gather the required information quickly and professionally. The experts from Kisii University's psychology department helped determine the validity of the interview schedule.

Using a thematic analysis, the researcher identified, investigated, and documented themes from the data. Themes are patterns seen in data sets that are significant for explaining a phenomenon and connected to a particular research question (Gibbs, 2008). The themes serve as the categories for analysis and help in figuring out how frequently a topic or particular data appears. The researcher collected data for this study based on the four themes of delinquency, causes, family type, and media effect. Thematic analysis of the four was accomplished by coding in steps to generate established and meaningful patterns according to Raburu, (2011). These stages included becoming acquainted with the data, creating preliminary codes, looking for themes within codes, evaluating themes, identifying and labeling themes, and creating the final reports, as shown in Table 4.10.1

Table 4. 16 Coding of Qualitative Data

Transcripts	Themes/ sub themes	Codes for themes/subthemes
<p>Student misbehavior is common in my school. Stealing books. Borrowing money and not paying which causes fights-p1 Stealing other student’s property, wanting to have what others have, fighting teachers and other students and staff—p2 Some students come from their homes, so there is absenteeism and illicit love. Bullying is also an issue—p3</p>	<p>Stealing Fighting absenteeism Sexual immorality Bullying</p>	<p>S F T</p>
<p>Major cause is low self-esteem, —p3 Peer pressure is a major cause—p2 Wanting to have what others have—p2 Peer pressure largest contributor----p1 Lack of personal effects tempts students to steal---p1 Parents’ inability to provide—par 3</p>	<p>Low self esteem Peer pressure Jealous Poverty</p>	<p>LSE PP J P</p>
<p>Most come from poor backgrounds, especially single/ separated families where there is no effective care and attention—p1 Delinquent students come from single, divorced and separated families where proper guidance and counseling is missing and financial resources are constrained-p2 Students are from poor backgrounds where parents could not take them to expensive schools—p3</p>	<p>Poor background Step family No care Single, divorced separated No guidance and counselling Financial resources and constraints Poor backgrounds</p>	<p>PB SF NC SDC GC FRC PB</p>
<p>Yes. Young people tend to imitate their media heroes and more so the questionable ones—p3 Young people spend a lot of time on television watching negative content---p2 Young people spend a lot of time on internet, you can know that from the clothes they wear and speech they use---p1</p>	<p>Media heroes Questionable ones Television Internet</p>	<p>N TV I</p>
<p>Disregard parental guidance and authority--par 1 Drop out school-par 2 Not able to provide---par 3 Can talk to their children-par 4</p>	<p>Disregard of parental guidance and authority Drop outs Poverty Can talk to their children</p>	<p>GC D P C</p>

Having coded the transcripts, themes and subthemes were identified in the process of analysis and interpretation as was in Raburu (2011). The study used the six phases of thematic analysis.

4.10.1. Qualitative Findings

This section presents the results and discussions of the data collected from in-depth interview schedules with the principals and parents from the sampled secondary schools. The findings were presented per objective.

4.10.1.1. Types of Juvenile Delinquent Acts

Stealing

Stealing was found to be common in schools.

One principal remarked that

“stealing is very common in my school they steal books from other students” ...p1

If a student lacks something he or she may steal.

Fighting

Fighting other students and staff was found to be common.

One principal remarked that

“My students want to fight teachers and other students”----p2

Sexual immorality

Sexual immorality was identified as a delinquent act.

One principal remarked that

“some students come from day schools and thus engage in illicit sex---p3.

Bullying

Bulling was identified as an indiscipline.

One principal remarked;

“bullying is an issue in my school----p3

The above findings agree with the reports of the national crime report bureau (NCRB, 2021) which found that vandalism, theft of items from store and initiating or getting involved in a fight that causes injury to the public are some of the common examples of juvenile delinquency.

4.10.1.2. Causes of Juvenile Delinquency

Low self esteem

Low self-esteem was identified as a course of delinquency.

One principal remarked that

“my students misbehave because of poor self-esteem” ---p3.

Students who have poor self-esteem misbehave as a way of compensation.

Peer pressure

Once principal remarked that;

“peer pressure is a major cause of delinquency in my school. They want to have what others have—pp2

Students can steal due to jealousy.

Lack of personal effects;

One principal remarked

“lack of personal effects tempts students to steal---p1

A parent also remarked that;

“am unable to provide effectively for my child ---p3

The study contrasts with NCRB (2021) study which found out that the primary factors contributing to juvenile delinquency are social factors, economic factors and psychological factors.

4.10.1.3. Family Background

Poor background

Poor background was identified to contribute to juvenile delinquency

One principal remarked

My students come from single, separated and step families where they lack care. —p1

Financial resources are limited---p2.

Another principal remarked that;

“the parents could not take them to expensive schools due to poverty---p3.

The above findings contrast with Mwangangi, (2019) who found out that the factors are parental attitudes, the degree of family cohesion, physical violence and involved parenting.

4.10.1.4. Influence of Media

It was found that media influences juvenile delinquency.

One principal remarked that;

“young people emulate their media heroes particularly the questionable ones” ---p3

Another said;

“young people spend time on television watching negative content—p2

Another said;

They spend time scrolling and surfing through the net. They copy bad characters, evidenced by the kind of clothes they wear, type of speech they use and their hair styles- ---p1

The findings agree with a study by Al Karbi & Mai which found there is a positive relationship between much exposure to the media and adolescent delinquency.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter summarizes the study findings as per the research objectives and gives conclusions and recommendations drawn from the findings. Results show how suicidal thoughts, Help-seeking behaviour, the media, family type and poverty/social class predict juvenile delinquency among adolescents in secondary schools in Kisii County. Besides that, areas for further study have been suggested in order to show a way forward towards a resolution on dealing with juvenile delinquency. The aim here is to improve and empower adolescents on help-seeking behaviour.

5.1 Summary of the finding

The main purpose of the study was to determine the influence of selected predictors on juvenile delinquency among students of secondary schools in Kisii County. The analysis was done as per the objectives.

5.1.1 Objective one sought to determine the relationship between suicidal thoughts and juvenile delinquency. It was found out that suicidal thoughts had a relatively high mean of (2.3740) and a standard deviation of 0.60595 out of 4.s This means that many juveniles do think of suicide often.

5.1.2 The second objective was to assess the relationship between help seeking behaviour and juvenile delinquency. It was found to have a mean of 1.9738 and a standard deviation of 0.49. This means that respondents were likely to seek help from significant others.

- 5.1.3 The third objective was to investigate the role played by the media in influencing juvenile delinquency. It had a mean of 1.9738 and a standard deviation of 0.88473, implying that respondents had different feelings about the influence of the media on juvenile delinquency.
- 5.1.4 The fourth objective was to examine the differences in juvenile delinquency according to family type. It was found that most offenders were staying with their biological parents. This finding calls for a study to explain why this is true.
- 5.1.5 The fifth objective was to evaluate the differences in juvenile delinquency according to perceived social class of the respondents. It was found out that there was a significant difference in levels of delinquency among the perceived self-reported social classes. Respondents from the upper class had higher delinquency levels than those from both the middle and lower classes. The latter two did not differ significantly.

5.2 Conclusions

Based on the research findings, the following conclusions were made.

- 5.2.1 From objective one the research concluded that respondents who engaged in suicidal thoughts and who shared them with significant others were less likely to engage in juvenile delinquency
- 5.2.2 From objective two it was found out that students who sought for help were more likely to engage in juvenile delinquency, indicating a need to establish the help sources used.
- 5.2.3 From objective three it was found out that the media can have both positive and negative influences depending on how it is used.

5.2.4 From objective four it was found out that most offenders stayed with their biological parents and were likely to be more delinquent than those from other family types.

5.2.5 The last objective of the study concluded that there is a difference in juvenile delinquency among the perceived social class.

5.3 Recommendations from this study

The study gave the following recommendations from each objective.

5.3.1 Students who have suicidal thoughts should be encouraged to keep seeking help in case this could do away with juvenile delinquency in schools.

5.3.2 Students should be encouraged to seek help from responsible people (professionals) so as to reduce cases of juvenile delinquency.

5.3.3 Adolescents should be encouraged to reduce exposure to action or pornographic movies in order to reduce cases of juvenile delinquency.

5.3.4 The study recommended that parents should make an effort to be available to their children for consultation so that the children don't go seeking help from questionable sources.

5.4.5 Lastly, the study recommended that children from different social classes be counselled adequately so as to deter juvenile delinquency cases.

5.4.6 The study recommended that policy makers should come up with corrective and supportive laws rather than punitive ones

5.4 Suggestions for further studies.

The study gave the following suggestions for further study

- 5.4.1 First, there is need for a study to identify the major delinquent acts committed by adolescents in secondary schools.
- 5.4.2 Secondly, there is need to conduct research to find out the sources of help used by adolescents and why those that seek help are more delinquent than those that don't.
- 5.4.3 Thirdly a need to conduct a study to establish why children from rich homes are more delinquent than those from the other social classes.
- 5.4.4 Next, there is need to conduct a study in private or mission schools and in mixed day cum boarding schools to determine how delinquency is impacted by the selected predictors of this study.
- 5.4.5 Lastly, a study to find out the relationship between adolescents in schools in rural settings and juvenile delinquency.
- 5.4.6 The study recommended that policy makers should come up with corrective rather than punitive laws to support young people who slide into anti-social behaviour before they become full-blown law breakers.

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APPENDICES

Appendix I : Student Questionnaire to Determine Family Type and Juvenile Delinquency

My name is Esther Nyarangi, a PhD student of Kisii University. I am conducting research on Influence of Selected Predictors of Juvenile Delinquency among Public Secondary School Students in Kisii Central Sub-County, Getembe Zone as a requirement for the award of the degree of Doctor of philosophy in counselling psychology. I therefore request you to respond to the questionnaire. There is no right or wrong response in the questionnaire and your responses will be used for research purposes only. Don't write your name anywhere on this paper. Please answer all the questions as honestly as you can.

SECTION A

STUDENT DEMOGRAPHICS

In the table below, tick what is true to you and please report honestly.

1	What is the name of your school				
2	In which form are you?	Form 1	Form 2	Form 3	Form 4
3	How old are you?				
4	Which is your gender?	Male		Female	
5	What type of family do you come from?	Single parent		Two biological parent	
		Step family		Separated/divorced	
		Grandparent family			
6	If single parent, which of the parents do you stay with?	Mother		Father	

7	How would you describe your parents' socio-economic class	Low class		Middle class	Upper class
8	How much time per day do you spend watching TV or surfing during school holidays?				

SECTION B

SELF-REPORT QUESTIONNAIRE TO DETERMINE DELINQUENCY

The table above is a self-report questionnaire measuring juvenile delinquency as developed by Elliot and Ageton, (1980). The behaviour is rated on a four point Likert scale to indicate how frequently a student will have engaged in delinquent behaviour in the past one year. The Measurement is: Never-1; one to two times-2; three to four times-3 and more than four times-4.

1. For each of the following statements, please indicate how often you did the described behaviour in the last one year. Please tick an option that honestly describes your behaviour.

How many times in the last one year have you:		Never	1-2	3-4	4 or more
		1	2	3	4
1	Stolen any property				
2	Stolen money				
3	Knowingly kept or bought stolen property				
4	Voluntarily had sexual relations with someone				
5	Attacked someone with the idea of hurting them				
6	Sold drugs like marijuana, cocaine, kuber,				

	chang'aa				
7	Taken/used drugs like marijuana, cocaine, kuber				
8	Used or taken alcoholic beverages like beer, busaa, changaa				
9	Hit or threatened to hit an adult				
10	Hit or threatened to hit fellow students				
11	Tried to have sexual relations with someone forcefully				
12	Used force to get money or other things from other people				
13	Been involved in a physical fight				
14	Used vulgar language				
15	Been paid for having sexual relations with someone				
16	Destroyed school property on purpose				

2. In the table below, assess your status in regard to the activities above on the scale of:

1-Always 2-Rarely 3-Vaguely 4-Never.

		1	2	3	4
a	I have engaged in some of the activities above				
b	I have known all along that it is wrong to engage in them				
c	I have been caught / punished for engaging in the				

	activities				
d	I have actually sought / thought of seeking help to overcome the habit				

3. What would you say was the reason why you engaged in those activities you have indicated above?

A constant lack of money to get what I needed

Influence from my family background

Influence of information got from TV shows, internet, open posters and the radio

Peer group influence

Any other reason-----

4. In your opinion, do you agree or disagree with the assertion that much exposure to violence and other negative programmes on the media do influence anti-social behaviour in viewers?

Strongly agree Agree Disagree Strongly agree

5. The following table has general statements on the role of the media in juvenile delinquency. Please tick the statement that is true to you on the scale of:

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

Item	Statement	1	2	3	4
1	A lot of exposure to violent videos and films can influence one to act violently				
2	A lot of exposure to pornographic films may arouse a				

	desire in someone to get involved in sex himself/herself				
3	Watching many films on theft may influence one to think that engaging in theft is not bad after all				
4	Associating with friends who talk and engage in violent and antisocial activities can influence one to get involved in similar activities.				

Appendix II: Student Questionnaire for Determining Help-Seeking Behaviour

My name is Esther Nyarangi, a PhD student of Kisii University. I am conducting research on Influence of Selected Predictors of Juvenile Delinquency among Public Secondary School Students in Kisii Central Sub-County, Getembe Zone as part of the requirements for the award of the degree of Doctor of Philosophy in counselling psychology. I kindly request you to give your responses to the questions. Your responses will be treated confidentially and used for research purposes only. There is no right or wrong answer. Please answer the questions as honestly as you can by ticking the response that is appropriate to you. Don't put your name anywhere on this paper.

1. What is your gender

Male

Female

2. What is your age bracket?

10 – 12

13 – 15

16 – 18

Above 18 years

3. Are your parents:

Officially married and living together

Divorced/separated

Single

Remarried and living together

Living together

4. Suppose you had a serious personal or emotional problem, how likely is it that you would seek help from the following people? Please indicate your response by putting a circle around the number/numbers that best describes your possibility to seek help from each help source that is listed.

1 = Extremely Unlikely, 2 = Unlikely, 3 = Likely, 4 = Extremely Likely

a. Sibling	1	2	3	4
b. Friend (not related to you)	1	2	3	4
c. Parent	1	2	3	4
d. Other relative or family member	1	2	3	4
e. Mental health professional (e.g. psychologist, social worker, counsellor)	1	2	3	4
f. Phone helpline (internet)	1	2	3	4
g. Doctor /General Practitioner	1	2	3	4
h. Religious leader (Pastor, Imam, Chaplain)	1	2	3	4
i. Teacher	1	2	3	4
j. I would not seek help from anyone	1	2	3	4

4. If you were experiencing suicidal thoughts, how likely is it that you would seek help from the following people?

Please indicate your response by putting a circle around the number that best describes your likelihood to seek help from each help source that is listed.

2. Extremely Unlikely 3. Unlikely 5. Likely 7 = Extremely Likely

a. Sibling	1	2	3	4
b. Friend (not related to you)	1	2	3	4
c. Parent	1	2	3	4
d. Other relative or family member	1	2	3	4
e. Mental health professional (e.g. psychologist, social worker, counselor)	1	2	3	4
f. Phone helpline (e.g. Lifeline)	1	2	3	4
g. Doctor /General practitioner	1	2	3	4
h. Minister or religious leader (e.g. Pastor, Imam, Chaplain)	1	2	3	4
i. Teacher	1	2	3	4
j. I would not seek help from anyone	1	2	3	4

6. In the table below indicate how many times the statements therein applied to you in the recent past.

Show your correct response by putting a tick at the appropriate column.

How many times in the past 12 months have you;		Never	1-2 Times	3-4 Times	More than 4 times
		1	2	3	4
a.	Consulted a doctor / medical practitioner for treatment?				
b.	Received counseling services?				
c.	Talked to somebody about your emotional or mental health voluntarily?				
d.	Felt that you needed help but did not seek for it?				
e.	Had your parents ask you to or made arrangements for you to see a mental health professional?				
f.	Seen an education professional about academic issues?				
g.	Seen a professional about your socio-developmental needs?				
h.	Seen a professional about a family crisis?				
I	Sought help concerning some anti-social behaviour I have engaged in				

7. In the following table are reasons why individuals don't seek for help, tick the one applicable to you

	I have not sought for help because;	Strongly disagree	Disagree	Agree	Strongly agree
		1	2	3	4
a.	I do not know of anywhere to get help				
b.	I think that my friends would call me a weakling if they learnt that I sought help				
c.	I thought I could handle the problem myself				
d.	I did not have the money to pay for the services				
e.	I was not allowed to go out to seek for the needed help				
f.	I had tried seeking help before but I did not like the outcome				
g.	Any other reason				

8. If you were to seek help or have ever sought help, what kind of problems would you /did you need help in?

- General health needs
- Educational needs
- Socio-developmental needs
- Family crises needs

Any other, specify -----

Appendix III: Teacher Counsellors Questionnaire

My name is Esther Nyarangi, a PhD student of Kisii University. I am conducting research on Influence of Selected Predictors of Juvenile Delinquency among Public Secondary School Students in Kisii Central Sub-County, Getembe Zone as part of the requirements for the award of the degree of Doctor of Philosophy in counselling psychology. I therefore request you kindly to help me in responding to this questionnaire. Your responses to the questions will be treated with confidence and will be used for research purposes only. There is no correct or wrong answer. Please give your honest responses. Do not write your name anywhere on this paper.

1. State the name of your school_____
2. Being the officer in charge of guidance and counseling services in your school, please respond to the questions overleaf to indicate the kind of deviant behaviour some students engage in and how commonly they do so on the scale of:

3. **1- very uncommon, 2- uncommon, 3- common, 4- very common**

Indicate your appropriate response by putting a tick in the appropriate column.

How in the past one year have forms two and three students engaged in:		1	2	3	4
1.	Stealing				
2.	Fighting fellow students				
3.	Attempting to fight teachers				
4.	Taking or trafficking of drugs /alcohol				
5.	Sexual crimes				
6.	Use of vulgar language				
7.	Destruction of school property				
8.	Absenteeism				
9.	Sneaking out of school				
10.	Bullying/intimidating/threatening others				
11.	Having a weapon in school				
12.	Lying to others in order to acquire something				
13.	Displaying lack of concern for other's feelings				
14.	Running away from home/school for a long period of time				

4. How are students sensitized about appropriate and inappropriate behaviour in the school?-----

5. Does the school get to know about the misbehaviour of every student?

Yes

No

6. What proportion of those that get caught in mistakes come seeking for help voluntarily with a view to overcoming the problem?

The majority

A minority

None

7. What other ways make students come to seek for counselling services?

They get referred by the school administration

They get referred by the teachers

They are advised to do so by their relatives

8. What do you think prevents some of the students, if any, from seeking the necessary help?

They think that help-seeking is a sign of weakness

Stigma associated with help-seeking

False confidence of ability to handle personal problems

Low self-esteem

8. Any other reason

9. How would you describe the socio-economic status of the parents/guardians whose children engage in delinquent behaviour?

Poor

Middle class

Rich

10. What other factors could influence students to engage in anti-social behaviour?-

Appendix IV: Deputy Principals' Questionnaire

My name is Esther Nyarangi, a PhD student of Kisii University. I am carrying out this research as part of the requirement for the award of the degree of Doctor of Philosophy in counselling psychology. The topic is: Influence of Selected Predictors of Juvenile Delinquency among Public Secondary School Students in Kisii Central Sub-County, Getembe Zone. I therefore kindly request for your assistance in filling this questionnaire. Your responses to the questions will be treated with confidence and will be used for research purposes only. There is no correct or wrong answer. Please give an honest response as is appropriate to you. Don't write your name anywhere on this paper.

1. Please state the name of your school
2. State how long you have been in the school-----
3. Being the officer charged with the responsibility of maintaining student discipline, please respond to the questionnaire below which contains general statements about possible delinquent behaviour among students. Indicate, by putting a tick in the appropriate column to indicate how often forms two and three students have engaged in the described activity in the past one year.

How often in the past one year have forms two and three students engaged in		Never	1-2	3-4	Over 4
			Times	Times	Times
		1	2	3	4
a	Stealing				
b.	Fighting fellow students				
c.	Disobedience to and attempting to fight teachers				
d.	Taking or trafficking of drugs /alcohol				
e.	Sexual crimes				
6.	Use of vulgar language				
7.	Destruction of school property				
8.	Absenteeism				
9.	Sneaking out of school				
10.	Bullying/intimidating/threatening others				
11.	Having a weapon in school				
12.	Lying to others in order to acquire something				
13.	Displaying lack of concern for other's feelings				
14.	Running away from home/school for a long period of time				

4. How would you describe the socio-economic status of the families from which the students who commit anti-social acts come?-----

5. Of the options given below, tick the one/ones that you think contributes to the current anti-social behaviour among students.

Family influence

Poverty

Influence of the media

Others specify-----

6. What type of family, would you say, the students engaging in antisocial behaviour come from?

Two biological parent legally married family

Grandparents family

Divorced / separated/ co-parenting family

step parent family

Single parent family

If other, specify-----

7. Among the discipline cases that you have handled, what number of them ever come back to seek for help to overcome their problems?-----

8. What would you say is the driving force behind their decision to come looking for help from your office?

They are driven by a personal decision to overcome their problems

They are referred to the office by the school administration

They are referred by other school staff

They are advised to seek help by friends and loved ones

Appendix V: Principals' Interview Schedule

My name is Esther Nyarangi, a part time lecturer and PhD student at Kisii University. I am conducting research on: Influence of Selected Predictors of Juvenile Delinquency among Public Secondary School Students in Kisii Central Sub-County, Getembe Zone as part of the requirements for the award of the degree of Doctor of Philosophy in Counselling Psychology. I kindly request for your assistance in responding to the questions asked of you. Your responses will be treated with appropriate confidentiality. Do not put your name anywhere on this questionnaire.

SECTION A

1. I would like to have your brief personal biodata and to ask you a few questions about the experiences you have had in the process of interacting with adolescent students. The questions are intended to elicit information on the influence, if any, of family background, poverty, and the media on Juvenile Delinquency among secondary school students.

I hope that the information gathered here will be useful to all stake holders in the management of adolescents under all circumstances. This interview will take about 30-40 minutes.

Please state the category of your school-----

- (a) Boys boarding school
- (b) Girls boarding school
- (c) Mixed day secondary school

SECTION B

(b) Please state the number of years you have taught in secondary school

.....

(c) Kindly state the number of years you have served as deputy principal (if applicable)

.....

(d) For how long have you served as a Principal -----

(e) Please state the number of years you have served in each school category

Boys only-----

Girls only -----

Mixed schools-----

2.As you have indicated, you have handled secondary school students for -----

A. What has it been like dealing with learners of this age bracket?

B. Briefly comment on your experience with indiscipline among students.

C. What family background do most of the students who engage in delinquency come from?

- Single parent family
- Step parent family
- Two biological parent family
- Divorced / separated / co-parenting family

- Grand parent family

D. Would you say that the behaviour of the students with discipline problems is influenced in any way by their parents' socio-economic status?

3. Let me now get a few facts about the student's exposure to the media:

A. I assume that the school has a TV set and that students are free to watch favourite programmes ?

B. Left on their own, what kind of TV programmes are students likely to watch?

C. I also assume that students can spend their free time in the school computer laboratory?

D. Which internet sites might the students like to visit frequently if they had access to the internet?

E. What other media gadgets might the students have access to?

F. How might the students' favourite TV shows and internet sites impact their behaviour?

4. Finally, I want us to focus briefly on the student's help-seeking behaviour:

A. Your bio-data indicates that you have worked for _____ years as an administrator in secondary school.

B. From your personal observation of student behaviour and from reports from the counselling office, are there any students who come to the realization that indiscipline is a problem and voluntarily seek for help to overcome the behaviour? Please explain.

C. Thank you very much: I appreciate the time you have taken out of your busy schedule to respond to this interview. Your responses will go a long way in supporting the research endeavor.

D. Is there anything else you think I need to know in regard to student indiscipline?

D. Would it be okay with you if I call on you at any other time should I need any further clarification? Thank you so much, once more. Be blessed.

Appendix VI: Focus Group Discussion Schedule for Parents

My name is Esther Nyarangi, a PhD student and part-time lecturer at Kisii University. I appreciate your willingness to give some of your time to participate in this discussion whose aim is to collect information on: Influence of Selected Predictors of Juvenile Delinquency among Public Secondary School Students in Kisii Central Sub-County, Getembe Zone. All information given here will be treated confidentially and will be used for research purposes only. Please give your honest responses.

1. Please give your comments on how you think each of the following factors may influence an adolescent to engage in delinquent activities:
 - a. Family type
 - b. Poverty
 - c. The media
2. In the case of family type, which type of family, according to you, generates more delinquents than the others?
 - a. Two biological parent family
 - b. Step family
 - c. Single parent family
 - d. Separated family
3. Is there anything else that you would like to say about the effect of family type, poverty and the media on juvenile delinquency?
4. From your experience, do young people who are involved in delinquency ever seek help to overcome it?

5. Which, if any, is the source from which they would prefer to get help?

Thank you very much for sparing some of your time to respond to this questionnaire.

Your responses will go a long way in supporting this study and creating awareness to all stakeholders about what triggers anti-social behaviour in adolescents and probably aid in coming up with lasting solutions.

Appendix VII: Letter From University Research Department



KISII UNIVERSITY

Telephone: +25420 2352059
Facsimile: +254020 2491131
Email: research@kisiiuniversity.ac.ke

P O BOX 408 – 40200
KISII
www.kisiiuniversity.ac.ke

OFFICE OF THE REGISTRAR RESEARCH AND EXTENSION

REF: KSU/R&E/ 03/5/536

DATES: 20th May, 2021

The Head, Research Coordination
National Council for Science, Technology and Innovation (NACOSTI)
Utalii House, 8th Floor, Uhuru Highway
P. O. Box 30623– 00100
NAIROBI - KENYA.


Dear Sir/Madam,

RE: ESTHER NYARANGI OKENYURI DAS11/60281/15

The above mentioned is a student of Kisii University currently pursuing a Degree of Doctor of Philosophy in Counseling Psychology. The topic of her research is, "***Predictors of Juvenile delinquency and their influence on help-seeking behavior among adolescents in selected secondary schools in Kisii County, Kenya***".

We are kindly requesting for assistance in acquiring a research permit to enable her carry out the research.






Thank you.


for Prof. Anakalo Shitanda, PhD
Registrar, Research and Extension


Cc: DVC (ASA)
Registrar (ASA)
Director SPGS



Appendix VIII: Research License from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 251980	Date of Issue: 26/May/2021
RESEARCH LICENSE	
	
This is to Certify that Ms.. Esther Okenyuri Nyarangi of Kisii University, has been licensed to conduct research in Kisii on the topic: PREDICTORS OF JUVENILE DELINQUENCY AND THEIR INFLUENCE ON HELP-SEEKING BEHAVIOR AMONG ADOLESCENTS IN SELECTED SECONDARY SCHOOLS IN KISII COUNTY, KENYA for the period ending : 26/May/2022.	
License No: NACOSTI/P/21/10907	
251980 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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Appendix IX: Ministry of Education Research Authorisation


REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH/126

DATE: 2nd June, 2021


ESTHER OKENYURI NYARANGI
KISII UNIVERSITY
P.O.Box 408-40200
KISII.

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter *Ref.* 251980, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on "***Predictors of juvenile delinquency and their influence on help-seeking behaviour among adolescents in selected Secondary Schools, Kisii County, Kenya***" for a period ending, **26th May, 2022.**

Wish you a successful research.


**COUNTY DIRECTOR OF EDUCATION
KISII COUNTY**
02 JUN 2021
P.O. Box 4499 - 40200, KISII.

Pius Ng'oma
County Director of Education
KISII COUNTY.

Appendix X: County Permission to Conduct Research

Esther O. Nyarangi - 0726833324

Note
These fall under
National Govt.
To be advised

Kisii University
P.O. Box 4550-40200
KISII.

10 JUN 2021
P.O. Box 90 - NAKURU

DHR
FNA

The County Secretary,
Kisii County
P.O. Box 4550-40200
KISII.

Dear Sir/madam,


RE: PERMISSION TO CONDUCT RESEARCH.

I am a PhD Psychology student from Kisii University. I request for permission from your office to conduct research in Kisii school, Keren Girls High School and ~~Babaracho~~ Mixed Secondary school. My topic is "Predictors of Juvenile Delinquency and their Influence on Help-seeking Behaviour Among Adolescents in selected secondary schools in Kisii County, Kenya."

Your assistance will be highly appreciated.

Yours Faithfully,
Nyamudi
Esther Dkenyuri Nyarangi
Admis No. DAS 11/60281/15

Appendix XI: Consent from Kereri Girls High School

 **KERERI GIRLS' HIGH SCHOOL**
P.O. Box 300-40200 KISII. Tel 254 - 0724113104 EMAIL: kererighs@yahoo.com
Our Vision: To be a Centre of Academic Excellence founded on Integrity

Date: 8th June, 2021


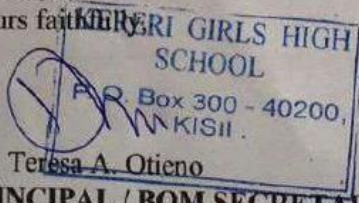
MS. ESTHER OKENYURI NYARANGI,
KISII UNIVERSITY,
P O BOX 408 – 40200,
KISII.

RE: RESEARCH AUTHORIZATION

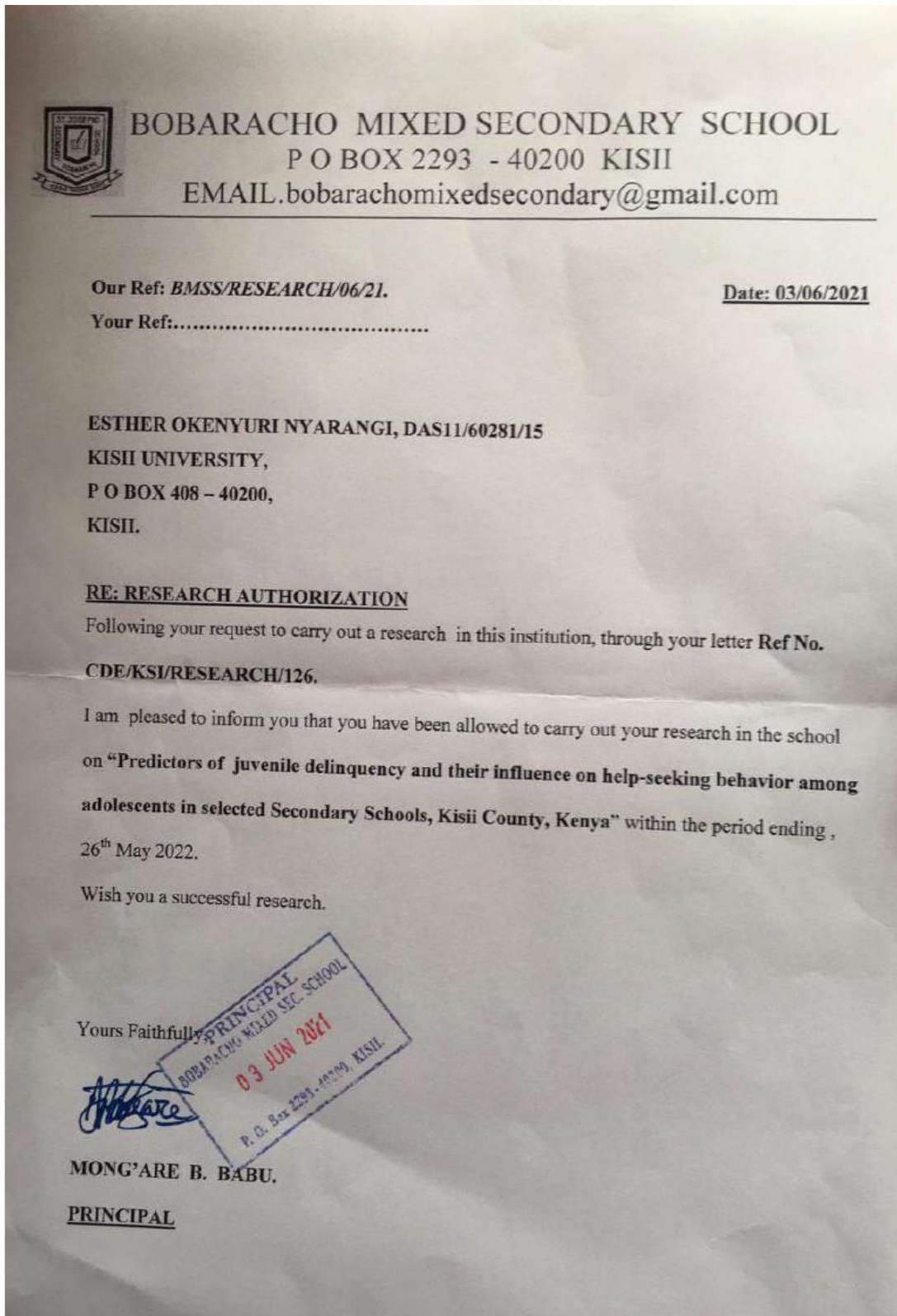
This is in reference to Research authorization letter **Ref No: 251930** allowing you to carry out research in the County on **Predictors of juvenile delinquency and their influence on help-seeking behaviour among adolescents in selected Secondary Schools, Kisii County. Kenya.**

I am pleased to inform you that permission to carry out the research has been granted. You are therefore requested to visit the school any day between **15th – 18th June, 2021** to carry out the research.

Thank you.
Yours faithfully,



Ms. Teresa A. Otieno
PRINCIPAL / BOM SECRETARY.

Appendix XII: Consent from Bobaracho Mixed Secondary School



Appendix XIII: Consent from Kisii School

 **KISII SCHOOL**
P.O. Box 11-40200, KISII, Kenya. Tel: 0612313386, FAX: 020 2313931,
Email: kisiischool@yahoo.com, Website: www.kisiischool.ac.ke

Our Ref: **KS/RA/2021/06/12** Date: **02/06/2021**
Your Ref:

ESTHER OKENYURI NYARANGI
KISII UNIVERSITY
P.O BOX 408-40200
KISII

RE: RESEARCH AUTHORIZATION

Following your research authorization vide your letter **Ref. no CDE/KSI/RESECH/126**, to carry out research in Kisii School, this letter refers.

I am pleased to inform you that you have been allowed to carry out your research in the school on **“Predictors of juvenile delinquency and their influence on help-seeking behavior among adolescents in selected Secondary Schools, Kisii County, Kenya”** within the period ending, **26th May, 2022**.

Wish you a successful research.

Yours faithfully,



FRED MOGAKA OGW
PRINCIPAL

Appendix XIV: Assent form for Student Respondents

Dear participant,

I am a student of Kisii University pursuing a PhD degree in Counselling psychology.

My topic of study is: “Influence of Selected predictors of Juvenile Delinquency among public secondary school students in Kisii Central Sub-County, Getembe Zone as part of the requirements for the award of the degree.”

You have been selected to participate in the study. I kindly request you to respond to the questionnaire. Your responses will be treated confidentially and will be used for research purposes only. Please note that you are free to participate or not to.

Thank you for your cooperation

Signature:

Date:

Appendix XV: Consent Form for Teachers and Parents

Dear participant,

I am a student of Kisii University pursuing a PhD degree in Counselling psychology.

My topic of study is: “Influence of Selected predictors of Juvenile Delinquency among public secondary school students in Kisii Central Sub-County, Getembe Zone as part of the requirements for the award of the degree. You are among people who have been selected to participate in the study.

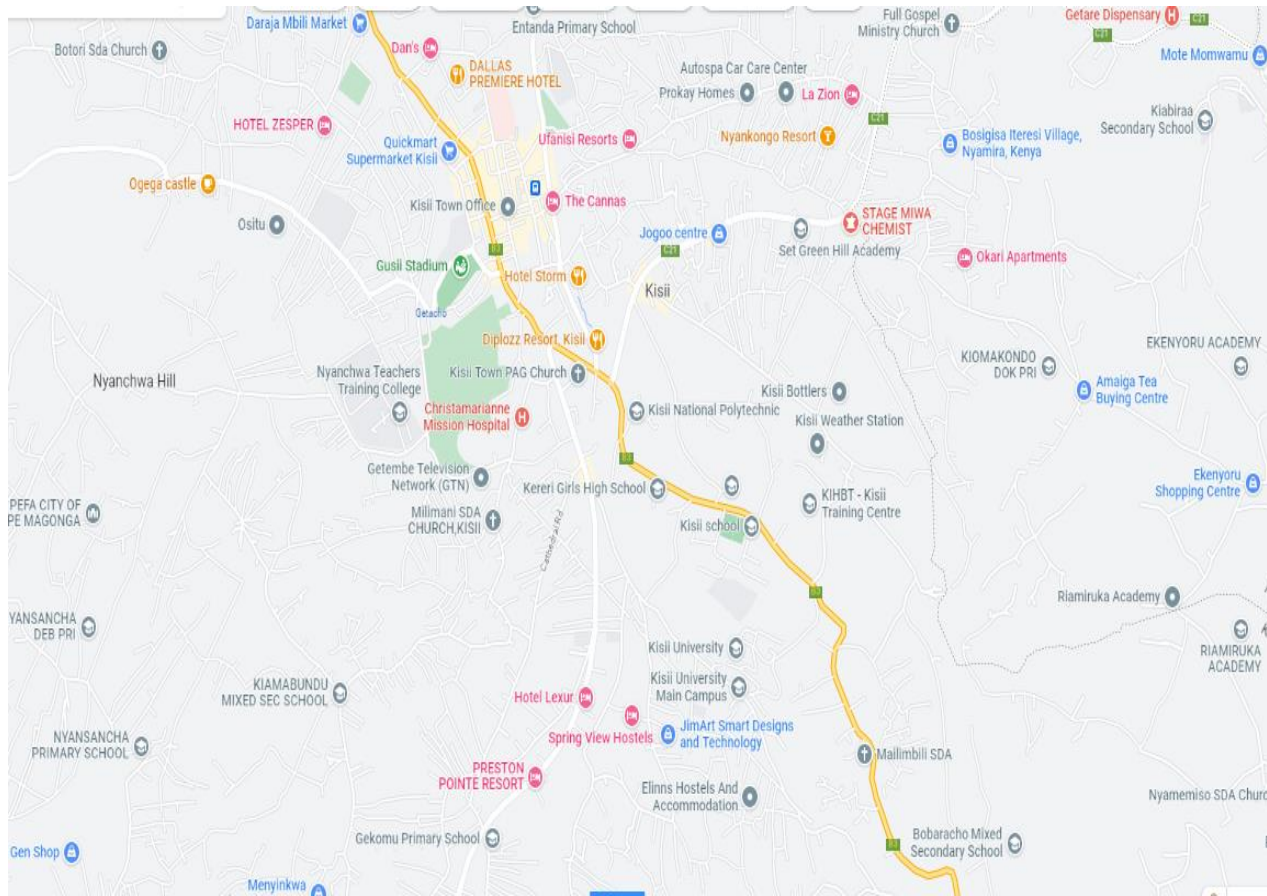
I kindly request for your assistance in answering the questions; information gathered will be kept confidential and will be used for the study purposes only

Thank you for your cooperation

Signature:

Date:

Appendix XVI: Research Map



Map 1. A Map Featuring Kisii town and the selected schools; Kereri G. H. School, Kisii School and Bobaracho Mixed Day Secondary School.

Appendix XVII: Plagiarism Report

INFLUENCE OF SELECTED PREDICTORS OF JUVENILE DELINQUENCY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN KISII CENTRAL SUB-COUNTY, GETEMBE ZONE KENYA

ORIGINALITY REPORT

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