

**PSYCHOSOCIAL DETERMINANTS AND THEIR INFLUENCE ON JUVENILE
DELINQUENCY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN
EMBAKASI EAST SUBCOUNTY NAIROBI, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF A MASTER OF ARTS DEGREE IN
SECURITY STUDIES AND CRIMINOLOGY OF
MOUNT KENYA UNIVERSITY**

JUNE, 2025

DECLARATION AND APPROVAL


DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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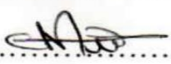
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DEDICATION

This research is devoted to my Parents, Thank you Dad and Mom, am grateful for your infinite love, unending support and encouragement.



ACKNOWLEDGEMENT

I take this opportunity to begin by thanking the Almighty God for life and health, secondly my supervisor Dr Catherine Kirimi (Ph.D.) for the pearls of wisdom you shared with me, your diligent effort, timely response and consistency with me is very much appreciated. I would love to appreciate my parents for the emotional as well as financial support, thank you Dad and Mom, lastly to appreciate my friends for the ideas exchanged and implemented



ABSTRACT

The purpose of this study was to investigate Psychosocial Determinants and Their Influence on Juvenile Delinquency among Public Secondary School Students in Embakasi East Sub-county Nairobi, Kenya. This research examined how key psychosocial factors such as family dynamics, peer influence, and socio-economic conditions contributed to delinquent behavior among adolescents in this region. The study also proposes intervention strategies to mitigate juvenile delinquency in selected public secondary schools within Embakasi East Sub-County. The study was grounded in ecological and strain theories, offering a comprehensive framework for understanding the environmental influences and pressures faced by students. A mixed-methods and descriptive survey design was employed, utilizing both quantitative and qualitative approaches. Quantitative data were collected using structured questionnaires, while qualitative insights were gathered through semi-structured interviews with 15 teachers and 5 school administrators. A sample size of 360 respondents was determined using Slovin's formula, ensuring adequate representation from the target population of 3,601 students. Quantitative data were analyzed using descriptive and inferential statistics, with results presented in tables and charts. Descriptive statistics, including means, standard deviations, and frequencies, highlighted the significance of socio-economic status (mean = 4.63, SD = 0.942) as the most influential psychosocial determinant of juvenile delinquency, followed by family dynamics (mean = 4.52, SD = 0.908) and peer influence (mean = 4.44, SD = 0.723). Multiple linear regression analysis indicated that socio-economic status and family dynamics are significant contributors to delinquent behavior, while peer influence showed a weaker association. Additionally, the analysis revealed a weak positive relationship between the psychosocial factors and juvenile delinquency, with only 9.9% of the variation in delinquency being explained by the predictors. Qualitative data were analyzed thematically, identifying three key themes: peer influence, family dynamics, and socio-economic status. Peer influence emerged as a critical factor, with students mimicking risky behaviors from peers. Family dynamics, particularly family structure and parental neglect, were found to strongly influence students' likelihood of engaging in delinquent behavior. Socio-economic status was also identified as a major contributing factor, with students from low-income backgrounds facing greater challenges in terms of academic performance and emotional well-being. The findings underscore the importance of addressing both family and socio-economic factors in efforts to reduce juvenile delinquency. Based on these results, the study recommends that schools and community-based programs focus on fostering positive peer interactions collaborate with social services to provide family support, and establish mental health services to support students. Schools should also create safe, supportive environments that discourage delinquent behaviors.

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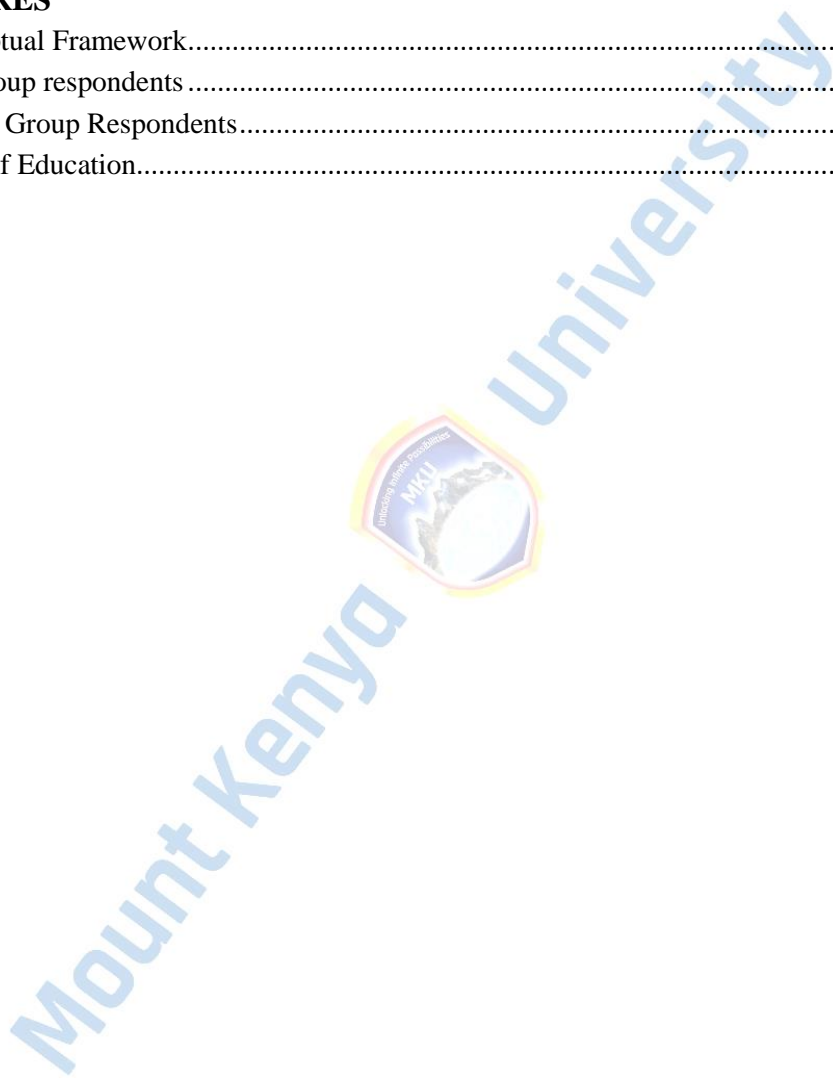
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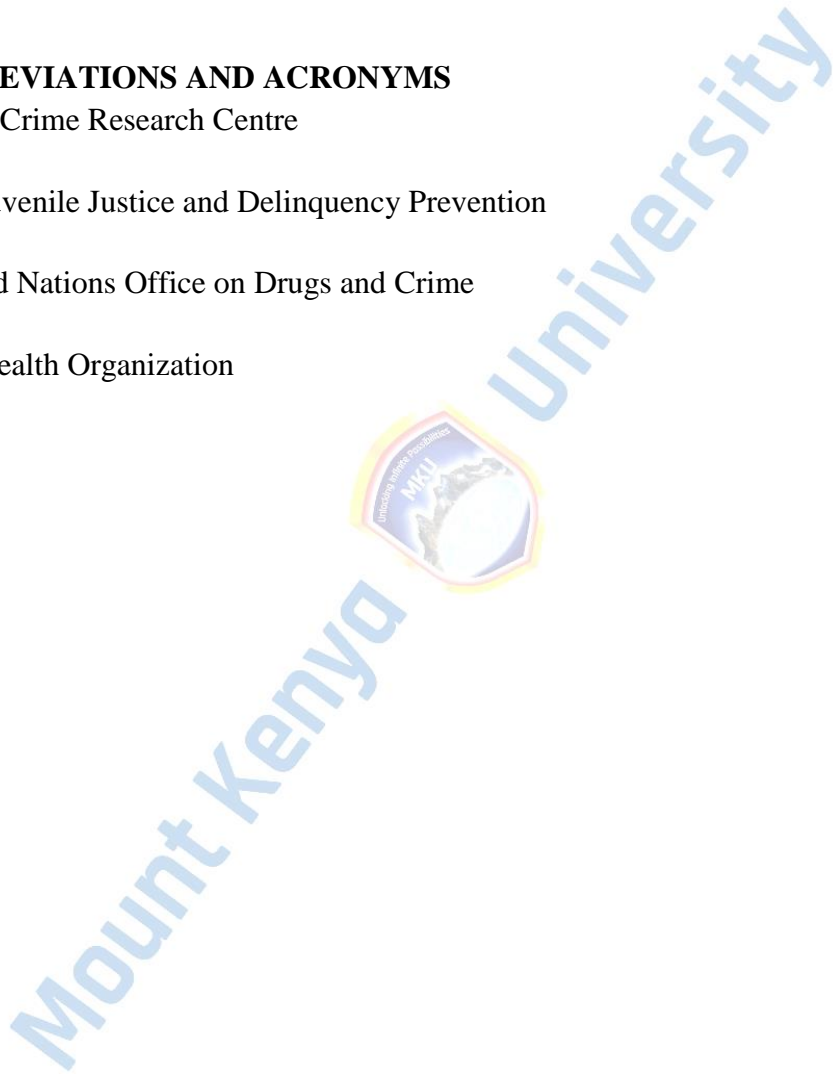
LIST OF ABBREVIATIONS AND ACRONYMS

NCRC- National Crime Research Centre

OJJDP- Office Juvenile Justice and Delinquency Prevention

UNODC – United Nations Office on Drugs and Crime

WHO – World Health Organization



CHAPTER ONE: INTRODUCTION

1.1 Background to the study

The United Nations Office on Drugs and Crime reported in 2021 that juvenile delinquency is a major universal concern contributing to rising crime rates and social unrest. In response, both governments and international organizations are working to develop new systems aimed at reducing the number of deviant students. Similarly, the World Bank in its 2020 report emphasized that juvenile delinquency is often rooted in broader socio-economic issues, including family instability, peer influence, and financial hardship. These factors, if not addressed, can lead to cycles of violence, higher incarceration rates, and increased economic instability.

The United Nations Office on Drugs and Crime also highlighted that millions of juveniles globally interact with the criminal justice system annually, many of whom are secondary school students experiencing academic and social struggles. It further identified key contributors to delinquency, such as the absence of parental guidance, exposure to crime-prone neighborhoods, and poverty. In the United States, data from the Office of Juvenile Justice and Delinquency Prevention in 2020 showed that juveniles constituted 13% of all arrests, with a notable concentration among students from low-income communities where dropout rates, truancy, and gang involvement are high.

In Europe, although overall juvenile crime rates have declined, Eurostat reported in 2019 that approximately 75% of young offenders had experienced family breakdown or social exclusion issues that negatively impact school attendance and behavior. In Latin America, the World Bank reported in 2021 that over 60% of juvenile arrests in Brazil and Mexico were linked to gang involvement, with most of those arrested being school dropouts or students with persistent academic difficulties. Across Africa, the United Nations Children's Fund explained in its 2020 findings that economic hardship and limited educational access have driven up rates of juvenile offenses by 30% over the past decade. These offenses are often connected to school dropout, unemployment, and the absence of clear career prospects. Such findings point to the need for comprehensive school-based interventions, mentorship, and socio-economic support mechanisms that reduce youths' vulnerability to crime.

Farrington, in his 2019 study, explored the *effects of family instability* and found that children brought up in broken homes, abusive households, or those lacking parental supervision are at

greater risk of engaging in delinquency. Complementing this view, Hirschi in 2017 identified peer influence as one of the most powerful predictors of juvenile crime, particularly in urban environments where gang culture thrives. In line with these findings, the World Bank reiterated in 2020 that poverty, unemployment, and lack of access to education often push youths toward illegal activities as a means of survival.

UNICEF, in a 2020 report titled *School-Based Approaches to Juvenile Justice Reform*, emphasized that school-centered interventions are crucial to reducing adolescent delinquency. The report highlighted programs in Sweden and Canada where counseling, peer mediation, and mentorship led to lower dropout rates and reduced criminal behavior among at-risk students. The World Health Organization, through its 2019 study *Adolescent Health and Risk Factors*, revealed a strong link between adolescent misbehavior and childhood trauma, including domestic violence, neglect, and substance abuse. These home-based stressors often translate into school difficulties and increased involvement in gang-related and criminal behavior. As a result, WHO advocated early interventions such as peer support, mental health services in schools, and integrated efforts between social welfare institutions and education systems

In its 2021 report titled *Alternatives to Incarceration for Youth Offenders*, the United Nations Office on Drugs and Crime outlined the success of community-based diversion programs for juveniles. These included skills development, after-school activities, and restorative justice initiatives designed to divert students from criminal pathways and the formal justice system. Collectively, such studies highlight the importance of supportive, rehabilitative, and school-based strategies over punitive responses.

In the African context, UNICEF noted in 2020 that school-going juveniles face numerous challenges including inadequate resources, high dropout rates, and limited mentorship, making them susceptible to criminal behavior. In South Africa, youth offenses involving violence, drug use, and gang activity have risen by 30% over the last decade, largely as a result of poverty and poor access to quality education. Similarly, the World Bank documented in 2020 that students in Kenya and Nigeria from economically disadvantaged backgrounds often turn to petty crime, truancy, and substance abuse in response to financial stress and the lack of constructive after-school engagements. UNICEF further reported that in informal settlements across cities such as

Nairobi and Lagos, school-going juveniles frequently encounter peer pressure, gang exposure, and unstable family environments factors that elevate the risk of delinquency.

The United Nations Office on Drugs and Crime also drew attention to Nairobi's informal areas, including Embakasi East Sub-County, as hotspots for juvenile challenges such as school dropout, truancy, drug use, and gang involvement problems frequently linked to poverty and parental neglect. A 2020 study by UNICEF titled *Urban Youth and Delinquency in Developing Countries* found that many secondary school students from underprivileged families resorted to minor criminal acts like theft and drug trafficking out of economic desperation. Supporting these findings, the National Crime Research Centre in 2021, through its report *Youth Crime and Urbanization in Kenya*, observed that criminal gangs in Nairobi actively recruit students, often luring them with monetary incentives. The Ministry of Education in 2021 also reported a surge in school unrest, arson attacks, and violence within Kenyan secondary schools, attributing the rise to weak disciplinary frameworks, lack of mentorship, and insufficient psychosocial support. Without timely interventions, career guidance programs, and community-based support, school-going youth in urban centers such as Embakasi East face an elevated risk of delinquency. Combating these challenges, calls for a coordinated effort involving schools, parents, community organizations, and law enforcement agencies to implement restorative and preventive strategies that shield students from criminal influences.

1.2 Statement of the Problem

Juvenile delinquency among secondary school students in Embakasi East Sub-County, Nairobi, has become a growing concern, with increasing reports of truancy, substance abuse, school unrest, and involvement in petty crimes. According to the National Crime Research Centre's 2021 report *Youth Crime and Urbanization in Kenya*, many of these behaviors are prevalent in urban informal settlements, including areas within Embakasi East, where school-going adolescents face heightened exposure to criminal gangs, drug abuse, and poor school attendance. Despite the implementation of various interventions, these issues persist, suggesting that key psycho-social drivers such as family instability, peer pressure, and economic deprivation are not being effectively addressed. Farrington, in his 2019 study *Family Instability and Juvenile Crime* emphasized that broken homes, domestic violence, and lack of parental supervision significantly elevate a child's risk of engaging in delinquent behavior. This is reinforced by Hirschi's, (2017) work *Causes of*

Delinquency, which identifies peer influence, especially in urban settings with a strong gang presence, as one of the most powerful predictors of juvenile crime.

Further compounding the problem is the active recruitment of students into gangs, particularly in economically challenged neighborhoods where weak mentorship structures and inadequate school-based support leave adolescents vulnerable. The Ministry of Education's 2021 report Status of Discipline and Safety in Kenyan Schools observed that the rise in school unrest, arson, and violence in secondary schools' points to a lack of effective psychosocial and guidance systems. Similarly, the United Nations Children's Fund in its 2020 publication Urban Youth and Delinquency in Developing Countries emphasized that school-going youth in Nairobi's informal settlements often resort to petty crimes as a survival mechanism due to social exclusion and economic hardship.

While studies by global institutions such as the United Nations Office on Drugs and Crime in 2021 and the World Bank in 2020 have explored juvenile delinquency in Kenya, much of the existing research tends to take a national or regional approach, with limited focus on the specific context of public secondary school students in Embakasi East Sub-County. This gap in localized data hinders the formulation of targeted, evidence-based interventions. Therefore, this study seeks to examine how psycho-social factors specifically family dynamics, peer pressure, and socio-economic conditions contribute to juvenile delinquency in this area. Gaining a deeper understanding of these underlying issues will offer valuable, data-driven insights for educators, policymakers, and community stakeholders in designing more effective school-based interventions, structured mentorship programs, and community-level support systems. Addressing these root causes is essential for reducing delinquent behavior among students and improving their overall academic and social well-being.

1.3 Purpose of the Study

The Purpose of the study is to investigate the Psycho-social determinants on Juvenile delinquency among Secondary Schools Students in Embakasi- East Sub County, Nairobi, Kenya.

1.4 Objectives of the Study

- I. To investigate the Psychosocial Determinants and Their Influence on Juvenile Delinquency among Public Secondary School Students in Embakasi East Sub-county, Nairobi Kenya.

- II. To examine the Psychosocial Determinants and Their Influence on Juvenile Delinquency among Public Secondary School Students in Embakasi East Sub-county Nairobi, Kenya.
- III. To identify the Psychosocial Determinants and Their Influence on Juvenile Delinquency among Public Secondary School Students in Embakasi East Sub-county Nairobi, Kenya.
- IV. To come up with intervention Strategies to curb Juvenile Delinquency among public secondary student in Embakasi- East Sub County, Nairobi Kenya.

1.5 Research Questions

- I. What is the Psychosocial Determinants and Their Influence on Juvenile Delinquency among Public Secondary School Students in Embakasi East Sub-county Nairobi, Kenya.?
- II. How does peer pressure influence juvenile delinquency among public secondary students in Embakasi East Sub County, Nairobi, Kenya?
- III. What is the influence of socio-economic status on juvenile delinquency among public secondary students in Embakasi East Sub County, Nairobi, Kenya?
- IV. What intervention strategies can be developed to curb juvenile delinquency among public secondary students in Embakasi East Sub County, Nairobi, Kenya?

1.6 Significance of the Study

The Study allows for comprehensive understanding of the underlying causes of delinquent behavior by examining family-dynamic, peer pressure, and socio-economic status. This understanding will inform targeted interventions that address specific challenges, such as improving family support systems, enhancing peer relationships, and fostering a positive school environment. Moreover, insights gained from this research can guide policy-makers in creating laws and regulations that promote youth welfare, including education policies and community support initiatives. By focusing on these psychosocial determinants, the study will help develop support systems for at-risk youth, promote healthy emotional and social development, and inform community-based programs that engage young people in constructive activities. Ultimately, this research will raise awareness among parents, educators, and the community about the complex interplay of factors influencing juvenile behavior, contributing to long-term social benefits such as reduced crime rates and improved educational outcomes.

1.7 Justification of the Study

Juvenile delinquency remains a pressing concern in Kenya, particularly in urban centers like Embakasi East Sub-County, where socio-economic challenges, family instability, and peer influence significantly contribute to delinquent behavior among secondary school students. Studies by Omboto, Ondiek, Odera, and Ayugi in 2013, as presented in their work *Factors Influencing Youth Crime and Juvenile Delinquency in Kenya*, reveal that rapid urbanization, poverty, and inadequate parental supervision are key drivers of juvenile involvement in criminal activities. Similarly, Mutiso, Wanjiru, and Kimani in 2021, through their study of *Urban Crime and School-Age Offending in Nairobi*, underscore the influence of broken family structures and peer pressure in shaping deviant behavior among adolescents.

Despite these findings, there remains a significant gap in localized research focusing specifically on public secondary school students in Embakasi East and the psycho-social factors influencing their conduct. Interventions such as community policing, school guidance programs and behavioral counseling have been introduced; however, their effectiveness remains largely unverified due to limited empirical evaluation within this context. Nyaga's, (2019) analysis in *Education and Juvenile Behavior in Urban Kenya* and Wambua's, (2020) study titled *The Role of Parenting and School Systems in Curbing Juvenile Delinquency* both advocate for context-specific studies that offer actionable insights. This study seeks to fill that gap by examining the extent to which family dynamics, peer relationships, and socio-economic status influence juvenile delinquency, thereby informing the development of more targeted interventions for parents, educators, and policymakers in the region.

1.8 Scope of the Study

This study will be conducted in Nairobi County, specifically Embakasi East Sub-County, focusing on public secondary schools within the sub-county. The selection of Nairobi County is based on its convenience and its status as a highly urbanized region, where rapid urbanization, industrialization, and globalization have contributed to socio-economic challenges influencing juvenile delinquency. A study by Kariuki-Githinji (2020) highlighted that urban cities produce more delinquent adolescents due to urbanization, making Embakasi East an ideal setting to explore how psychosocial determinants such as family dynamics, peer influence, and socio-economic conditions contribute to delinquent behavior. The research will be grounded in ecological and strain theories, which suggest that delinquency is shaped by the environment and social pressures.

This study aims to provide evidence-based insights into the ways these factors interact to influence juvenile delinquency among students in an urban educational setting.

1.9 Study Limitations

This study may encounter several limitations; the small sample size of 360 secondary school students in Embakasi East Sub-County may restrict the generalizability of the findings to other regions. Additionally, obtaining honest responses from students regarding delinquent behaviors may be difficult due to fear of stigma or disciplinary action, leading to social desirability bias. To address these limitations, the researcher will use stratified random sampling to ensure diverse representation of students from different schools within Embakasi East Sub-County Wards. To minimize social desirability bias, respondents will be assured of anonymity and confidentiality, encouraging them to provide honest responses.

1.10 Delimitation of the Study

The study is delimited to Specific Objectives which include family-dynamic, peer influence, and socioeconomic factors, which helps provide a structured analysis of the psychosocial influences on juvenile delinquency among secondary students. Moreover, the research is geographically confined to Embakasi-East Sub County, allowing for an in-depth examination of local factors affecting delinquency while potentially limiting the applicability of the findings to other regions with different socio-economic and cultural contexts. By acknowledging these limitations and delimitations, the study will be effectively contextualized, offering clarity on the scope and applicability of its findings.

1.11 Assumption of the Study

The Study operates under the assumption that participants will provide truthful responses during data collection. This foundational belief in the honesty of participant responses forms a crucial aspect of the research methodology. The assumption is based on the expectation that participants, including secondary school students, will candidly share their experiences related to juvenile delinquency. Recognizing the sensitivity of the subject matter, the study places trust in the willingness of participants to disclose accurate information, allowing for a more authentic understanding of the complex dynamics at play. While the assumption of truthful responses provides valuable insights, it is also acknowledged that social desirability bias or other factors may influence participants' self-disclosure

1.12 Operational Definition of Terms

Psychosocial determinants – interplay between psychological and social factors that influence an individual's behavior and mental processes.

Family Dynamics- A child's behavior and development shaped by the relationships, roles, and interactions that take place inside the family.

Peer influence- Positive or negative effect that students have on other fellow students that influences their character and conduct.

Socio-economic Status- the degree of wealth, education or occupation that influences the type of life they live; It affects their access to basic needs, opportunities, and overall quality of life.

Juvenile Delinquency – Unlawful or deviant behavior by individuals under the age of 18, such as truancy, substance abuse, and theft.

Secondary School Students – Learners aged approximately 13–18 years enrolled in public secondary schools.

Public Secondary Schools – Government funded institutions offering secondary-level education under Kenya's curriculum.

School-Based Interventions – Structured programs within schools (e.g., counseling, peer mediation) aimed at addressing risky behaviors.

Mentorship Programs – Support systems where students receive guidance from responsible adults or peers to promote good behavior and personal development.

Youth Gangs – Informal and often criminal groups that recruit vulnerable adolescents for illegal activities.

Substance Abuse – The use or misuse of drugs and alcohol often linked to poor academic performance and criminal behavior.

Truancy – Frequent or habitual absenteeism from school without valid reason, often a sign of deeper behavioral or social issues.

Delinquent Behavior –actions that violates laws, particularly among adolescents (for instance; violence, stealing, defiance).

Informal Settlements – Urban areas marked by poverty, poor infrastructure, and limited services often breeding grounds for crime.

Psychosocial Support – Mental, emotional, and social services provided to help students cope with challenges and reduce behavioral risks.

Community-Based Programs – these are Local efforts involving schools, families, and organizations to guide youth and prevent delinquency.

Preventive Strategies – Proactive approaches such as awareness, guidance, and life skills programs to stop delinquency before it begins.



Mount Kenya University

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section explores prior studies on the influence of psychosocial determinants on Juvenile Delinquency among public Secondary School Students. This chapter presents empirical as well as theoretical review. Furthermore, this study highlights the gaps identified in the literature and introduces the conceptual framework to depict the relationships between the variables. In conclusion, the research and knowledge gaps are discussed.

2.2 Empirical Literature Review

This section provides an overview of relevant empirical literature on the topic, focusing on their methodologies and findings.

2.2.1 Family Dynamic

A dysfunctional family and poor parental supervision are widely recognized as strong predictors of juvenile delinquency among secondary school students. In their study, Hoeve, Dubas, Gerris, Van der Laan, and Smeenk (2012) demonstrated that adolescents exposed to inconsistent parenting characterized by a lack of supervision, weak emotional bonds, and inadequate discipline are more prone to exhibit delinquent behavior. Similarly, Gottfredson and Hirschi (2019), in *A General Theory of Crime*, argued that ineffective parenting, whether overly strict or permissive, fosters rebellion among adolescents, leading to school truancy and disciplinary problems.

Murray and Farrington (2010), in their work *The Effects of Parental Imprisonment on Children*, revealed that adolescents with incarcerated parents often display disruptive behavior in school, which heightens their risk of suspension and involvement in crime. Sampson and Laub (2017), in *Crime in the Making: Pathways and Turning Points Through Life*, emphasized that adolescents raised in homes plagued by domestic violence, substance abuse, or parental neglect tend to struggle with emotional regulation and social interaction, making them susceptible to joining delinquent peer groups.

A study by Okoth, (2020) titled *Parental Neglect and Juvenile Delinquency Among Secondary School Students in Nairobi County*, found that adolescents from abusive and neglectful households developed aggressive behaviors that often manifested as indiscipline in school. The study noted a strong correlation between family conflict and poor academic performance, as students from unstable homes had difficulty concentrating and staying motivated in their studies.

The National Crime Research Centre (2021), in its report *Status of Juvenile Delinquency in Kenya*, highlighted that in urban areas such as Embakasi East Sub-County, students from broken families exhibited a higher likelihood of engaging in petty crimes, gang-related activities, and substance abuse. The report attributed these behaviors to weak parental structures, alcoholism, and the lack of a supportive home environment.

The United Nations Office on Drugs and Crime (2021), in its findings on Nairobi's informal settlements, established that high rates of juvenile crime were associated with family-related factors such as economic hardship, parental absenteeism, and exposure to domestic conflict. In Embakasi East specifically, adolescents from low-income households often turned to peer groups involved in crime as a coping mechanism.

Further, the Ministry of Education (2021), in its report *Status of Discipline and Unrest in Secondary Schools in Kenya*, emphasized that the increase in school-related offenses such as arson, drug use, and violence was closely linked to weak mentorship programs, lack of psychosocial support, and ineffective disciplinary structures. The report underlined that students experiencing family instability often exhibited behavioral challenges in school, leading to frequent clashes with school authorities and peers.

Ward, Van der Merwe, and Dawes (2016), in *Youth Violence: Sources and Solutions in South Africa*, also found that students raised in single-parent households especially those lacking consistent paternal figures showed elevated tendencies toward absenteeism, indiscipline, and association with gangs, findings which reflect similar patterns in low-income urban areas of Kenya.

2.2.2 Peer Influence

Adolescent conduct is heavily shaped by the peer group's students associate with, particularly during secondary school years. Numerous empirical studies have confirmed that peers can act as agents of either prosocial development or deviant behavior. In the context of juvenile delinquency, negative peer influence has been linked to behaviors such as truancy, substance abuse, violence, and academic misconduct.

Hirschi (2017), in his study *Social Bond Theory*, argued that when family ties are weak and parental supervision is absent, adolescents are more likely to seek emotional support and validation

from their peers. This pursuit of social acceptance, especially in unregulated environments, often leads them to adopt delinquent behaviors promoted within their peer circles. Thornberry, Lizotte, Krohn, and Farnworth (2018), in *The Developmental and Life-Course Perspective on Juvenile Delinquency*, found that peer group affiliation is one of the strongest and most consistent predictors of delinquency. The study revealed that adolescents who socialize with peers involved in violent behavior and drug use tend to mimic these actions, reinforcing the group's antisocial norms and making disengagement increasingly difficult.

Patterson and Dishion (2019), in their work *Peer Influences and Adolescent Problem Behavior*, demonstrated that adolescents exposed to negative peer influence are more likely to display defiance, aggression, and school-related misconduct. The study highlighted that peer pressure often overrides guidance provided by parents or teachers, particularly when adolescents perceive peer validation as more immediate or emotionally fulfilling. Junger-Tas, Marshall, Killias, and Ribeaud (2020), in their publication *Juvenile Delinquency and Peer Dynamics*, established that peer networks played a central role in increasing student involvement in property crimes, vandalism, and physical aggression. Their findings emphasized the importance of early intervention and peer monitoring strategies within schools.

Hemphill, Heerde, Herrenkohl, and Toumbourou (2019), in their longitudinal research *Adolescent Peer Relationships and Delinquency*, found that students associating with peers involved in criminal behavior were significantly more likely to replicate those actions. The influence was strongest during mid-adolescence, when identity formation and the need for belonging are at their peak. Zhang and Li (2021), in *Digital Peer Influence and Youth Misconduct*, found that negative peer interactions, especially through digital platforms, contributed to increased instances of cybercrime, truancy, and gang initiation. They noted that the anonymity of online communication amplified delinquent behaviors by minimizing immediate consequences.

Takahashi, Nakamura, and Saito (2020), in *Peer Pressure and School Dropouts*, observed that adolescents exposed to deviant peer behavior experienced elevated rates of bullying, truancy, and drug experimentation. The researchers concluded that peer groups serve as powerful socializing agents capable of either mitigating or exacerbating school misconduct. Burton (2019), in the study *Gang Culture and Adolescent Behavior*, reported that students lacking parental involvement were more likely to succumb to peer pressure. His findings highlighted that gang-affiliated peers often

provided a false sense of belonging, encouraging students to engage in risky activities like theft, drug use, and violence.

Ward, Van der Merwe, and Dawes (2016), in *Peer Group Influence in Secondary Schools*, demonstrated that bullying, school fights, and group defiance of school authority often stemmed from associations with delinquent peers. The study emphasized that students internalize aggressive behaviors when they perceive them as socially acceptable within their peer group. Adebayo and Yusuf (2020), in their research *Examining Peer Influence on Adolescent Risk Behavior*, identified strong correlations between peer associations and examination malpractice, drug use, and internet-related fraud. The study concluded that peer norms often overshadow institutional rules when students feel unsupported or disengaged from school structures.

Olawale and Adekunle (2022), in *Peer Groups and Urban Youth Delinquency*, observed that adolescents embedded in delinquent peer circles were more likely to engage in robbery, substance abuse, and confrontational behavior. The findings called for peer mentorship and stronger school-community collaborations to curb rising levels of peer-instigated misconduct. Mensah and Owusu (2021), in their publication *Peer Relationships and School Misconduct*, confirmed that students influenced by delinquent peers had higher chances of engaging in vandalism, fighting, and alcohol consumption. The study emphasized that peer pressure was a stronger predictor of misbehavior than either teacher instruction or parental expectations.

Mugisha and Musoke (2020), in their study *Adolescents and Peer Conformity*, found that negative peer pressure led to increased school absenteeism, disobedience, and even criminal behavior. The authors recommended integrating peer-led behavior correction initiatives within school guidance programs. Okello and Njoroge (2021), in *Delinquency and Peer Pressure in Urban Schools*, reported that students in densely populated neighborhoods were more susceptible to delinquent behavior due to constant exposure to negative peer models. The study noted that peer groups promoting drug use and defiance often recruited new members, worsening the cycle of indiscipline.

Muiruri and Mwangi (2021), in their research *Substance Abuse and Peer Behavior among Adolescents*, highlighted that students surrounded by peers using miraa, bhang, and alcohol were more likely to participate in substance abuse. Limited parental oversight and a lack of structured

after-school programs were also cited as contributing factors. The National Crime Research Centre (2021), in the report *Juvenile Delinquency and School Discipline*, found that peer influence was a leading factor behind school fires, gang affiliations, and indiscipline. The report emphasized that weak disciplinary frameworks in institutions made students more vulnerable to deviant peer behaviors.

The United Nations Office on Drugs and Crime (2022), in *Youth Violence and Peer Influence in Educational Institutions*, concluded that peer groups often instigated riots, exam cheating, and school unrest. The study recommended implementing structured mentorship programs to offer students alternative role models within the school setting. Kamau and Otieno (2023), in their work *Peer Mentorship and Juvenile Behavior*, identified the absence of mentorship structures as a critical factor behind delinquent behavior. Their findings revealed that students without peer role models were more likely to follow the lead of aggressive, defiant classmates, highlighting the need for targeted interventions.

2.2.3 Socio-economic Status

Socio-economic status (SES) is a crucial determinant of juvenile delinquency, with extensive literature identifying poverty, financial instability, and parental unemployment as strong predictors of antisocial behavior among adolescents. Agnew and Brezina (2019) argue that economic hardship induces social strain, compelling young people to seek alternative routes to success, which may include engagement in criminal activity. This aligns with the Strain Theory by Merton (1938), which proposes that when conventional opportunities for success are blocked, individuals may resort to deviant means to achieve societal goals.

A study conducted by Piquero, Jennings, and Farrington (2021) assessed how low family income influenced youth involvement in deviance and found that adolescents from financially struggling households were more susceptible to engaging in theft, drug-related offenses, and violence. The authors further observed that economic stress disrupts parental supervision and fosters association with delinquent peers. In similar research, Farrington (2019) emphasized that financial instability during childhood is a significant predictor of future criminal behavior.

Weatherburn (2018) examined the implications of economic deprivation on youth behavior and found that it was associated with increased school dropout rates, substance abuse, and gang

involvement. The findings illustrated that adolescents experiencing chronic poverty often become alienated from mainstream society, which increases their vulnerability to delinquency. Hoffman and Dufur (2020) reinforced this argument by noting that limited financial resources hinder parental involvement and restrict access to education and mentorship factors that typically guard against deviant behavior.

Murray and Farrington (2010) conducted longitudinal research showing that children raised under financially constrained conditions demonstrated a higher likelihood of engaging in crimes such as property offenses and violent acts. The study attributed this to stress within the household, poor living conditions, and continuous exposure to criminal environments. Similarly, a meta-analysis by Pratt and Cullen (2020) involving over 100 studies confirmed that low socio-economic status is a powerful predictor of youth delinquency, as financial distress often leads to psychological strain, fostering aggressive or antisocial tendencies. Further studies, including that by Ward, Van der Merwe, and Dawes (2016), highlighted that in areas of economic hardship, adolescents often engage in street crime and drug use due to lack of supervision, with many caregivers working long hours or living apart from their children. Okoth (2020) echoed this by asserting that financial instability can push youth into survival-based criminal activity such as petty theft, gang participation, and drug peddling. The author recommended the establishment of vocational training and empowerment initiatives to provide alternatives for at-risk youth.

Findings by the National Crime Research Centre (2021) emphasized that economic deprivation correlates with school absenteeism and exposure to delinquent peer groups, especially where families are unable to meet basic educational and living needs. The report underscored that adolescents from resource-constrained households are more prone to engage in acts such as drug use, theft, and defiance due to desperation and lack of structured guidance. Research by the United Nations Office on Drugs and Crime (2021) pointed out that adolescents living in economically strained communities often reside in high-crime neighborhoods, making them susceptible to deviant behaviors due to peer pressure and limited access to constructive activities. Similarly, Mutua and Wambua (2022) concluded that financial hardship contributes to high school dropout rates, often triggering frustration and ultimately leading to delinquency.

2.3 Theoretical Framework

This study is guided by Bronfenbrenner's Ecological Systems Theory and Merton's Strain Theory. Bronfenbrenner's theory explains how different environmental systems such as family, school, peers, and society interact to influence adolescent behavior. Merton's Strain Theory highlights how socio-economic pressures and lack of access to legitimate opportunities may lead youth to engage in delinquency. Together, these theories provide a strong foundation for understanding the psychosocial determinants influencing juvenile delinquency among secondary school students.

2.3.1 Ecological Theory

Ecological theory, particularly Bronfenbrenner's, explores various impacts on juvenile delinquency. It posits that a person is influenced by three levels, ranging from immediate settings to broader societal contexts. The first is the microsystem level, immediate relationships and settings, such as family and peers, play a critical role; for instance, parental failure to provide basic needs can significantly impact a student's behavior, with research indicating that lack of supervision correlates with increased delinquency, (Loeber, R., & Farrington, D. P., 2000).

Osgood, D. W., Wilson, J. K., O'Malley, P. M., Bachman, J. G., & Johnston, L. D. (1996) (1996), the mesosystem entails the interaction of different microsystems, and when factors such as a negative school climate intersect with neglect at home, the risk of juvenile delinquency significantly increases. At the exosystem level, social systems that indirectly influence a child's development such as parental working conditions and community resources also have a strong impact. Smith and Montague (2006) observe that parental alcoholism, for instance, may destabilize the home environment, heightening the likelihood of adolescents engaging in delinquent behaviors. At the macrosystem level, Sampson and Wilson (1995) emphasize the role of cultural values and socioeconomic conditions, explaining that growing up in a disadvantaged neighborhood can foster feelings of hopelessness, which may in turn lead to increased delinquency. Finally, Bronfenbrenner (1992) highlights the chronosystem, which focuses on how transitions over time such as parental separation or neighborhood decline can affect a child's psychosocial development. Together, these interconnected systems within Bronfenbrenner's ecological model provide a comprehensive understanding of how layered social and environmental factors contribute to juvenile delinquency.

2.3.2 Strain Theory

Developed in 1930s, serves as a foundational perspective, Merton posits, societal structures create a conflict between culturally acceptable objectives, such monetary success, educational attainment, and social status—legal acquisition. This disconnection leads feelings of frustration and disillusionment, particularly among those who face barriers to success due to socio-economic disadvantages, family dysfunction, or negative school environments. He describes there are five ways to cope with stress: invention, ritualism, retreatism, revolt, and conformity. Of these, innovation is especially pertinent to delinquency, individuals may accept definition of achievement but reject legitimate way, resorting instead to deviant behaviors such as theft, drug dealing, or other forms of criminality, (Merton, 1938).

The relevance of strain theory to juvenile delinquency can be observed in various contexts, where students from lower socioeconomic backgrounds or those experiencing inadequate parental support may feel compelled to commit delinquent behaviors in order to successfully deal with their situation. For instance, a student who faces academic pressure while lacking sufficient family support may turn to delinquency as an alternative path to success, (Merton, 1938). Furthermore, peer influences and a negative school environment can exacerbate these feelings of strain, leading students to adopt deviant behaviors as alternative pathways to success. By understanding the mechanisms outlined in strain theory, researchers, skilled professionals can create focused treatments that deal with the root problem juvenile delinquency, thereby fostering more supportive environments that enable at-risk youth to pursue legitimate avenues for achievement. This framework will guide my study by helping to identify specific psychosocial factors such as family dynamics and peer relationships that contribute to feelings of strain among secondary school students, thereby informing effective intervention strategies.

2.4 conceptual frameworks

The conceptual framework links the independent variables; peer influence, Family Dynamics and Socio-Economic Status to the dependent variable, Juvenile Delinquency, to indicate the relationship between Psychosocial Determinants and Their Influence on Juvenile Delinquency.

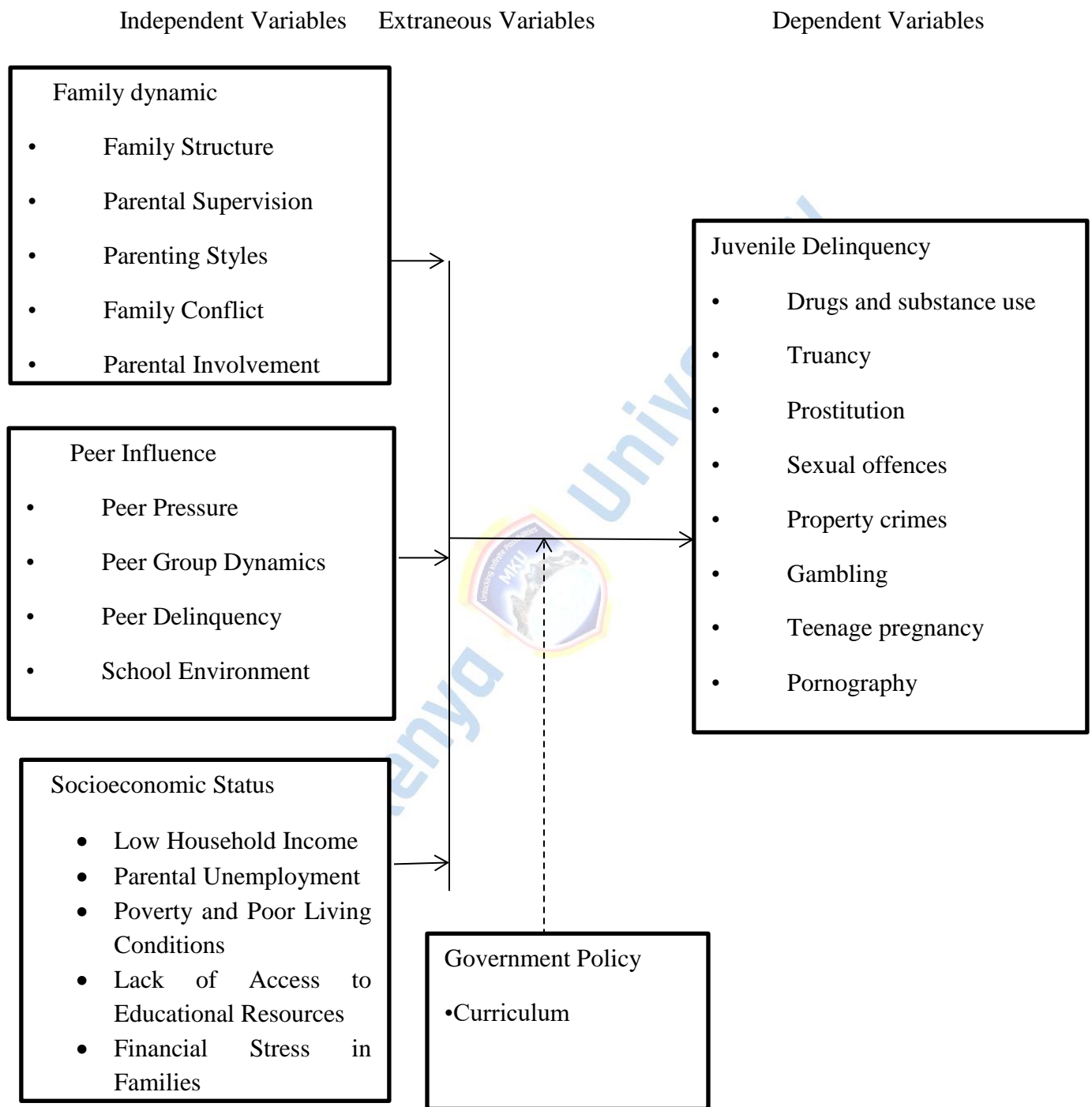


Figure 2. 1 Conceptual Framework

Source: Researcher (2024)

2.5 Research Gap

Despite extensive research on the factors contributing to juvenile delinquency, there are still notable gaps in the methodologies and theoretical frameworks that scholars have applied. For example, Kim and Jang (2019) explain that many studies rely heavily on quantitative approaches, which, although statistically informative, often fail to reflect the lived experiences of adolescents. Similarly, Crocetti, Rabaglietti, and Ciairano (2020) observe that while surveys and structured instruments provide measurable data, they sometimes overlook the internal identity struggles and social contexts faced by young people. On the other hand, some researchers have employed qualitative methods to explore group dynamics and personal narratives; however, the integration of mixed methods designs remains underutilized. This is even though combining qualitative and quantitative methods can more effectively capture the complex and layered nature of delinquent behavior. Barnes and Farrell (2015) also note that theoretical perspectives often remain narrow, with general strain theory being dominant in most studies. Meanwhile, Chemutai, Faith, and Elizabeth (2022) argue for broader frameworks, emphasizing the need to include ecological perspectives that consider family, community, and environmental influences on youth. These methodological and theoretical limitations have hindered a more holistic understanding of how psychosocial factors contribute to delinquency. Therefore, this study will adopt a descriptive survey design incorporating mixed methods, grounded in both ecological and strain theories, to provide a more nuanced and comprehensive view of juvenile delinquency.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

Covered in this Section is; Research methodology, research design, target population, sampling strategies and sample size, data collection tools, processes, data analysis strategies, and study limitations.

3.1 Research Methodology

This study applied mixed-methodology, incorporating together quantitative and qualitative approaches. The quantitative approach involved structured questionnaires for collecting measurable data on psychosocial determinants; analyzed using descriptive and inferential statistics in SPSS thus identified patterns and correlations. The qualitative approach utilized semi-structured interviews analyzed through thematic analysis. This combination ensured a holistic understanding of juvenile delinquency, thus allowed for triangulation of data, improving validity and reliability. Following Mugenda & Mugenda (2019), this approach provided statistical rigor and contextual depth, making it ideal for formulating effective policy recommendations and intervention strategies to address delinquency in the region.

3.2 Research Design

The quantitative aspect adopted a descriptive survey design, which is suitable for collecting quantifiable data from a wide sample and helps in identifying trends, associations, and prevalence of delinquent behaviors (Mohajan, 2018). Structured questionnaires were used to gather data on key variables such as peer influence, family dynamics, and socio-economic conditions. The collected data was analyzed using descriptive statistics such as frequencies, percentages, and means. Qualitative research component is grounded in a thematic analysis. Semi-structured interviews with selected respondents will be conducted to gain deeper insights into their personal experiences, motivations, and environmental influences. Thematic analysis will be used to interpret qualitative data, (Terry, G., Hayfield, N., Clarke, V., & Braun, V., 2017)

By integrating both designs, this mixed-methods approach ensured triangulation as well as contextual insights providing comprehensive perspective, making it possible to develop well-informed policy recommendations and intervention strategies to mitigate juvenile delinquency among secondary school students in Embakasi East Sub-County.

3.3 Location of the Study

The research will take place in Embakasi East Sub-County, Nairobi County, as this area presents a unique context for this study. Embakasi East is an urban region characterized by a mix of densely populated residential areas, various economic obstacles and disparities in accessibility to education and social services. These conditions provide an optimal environment for examining study. The Area had a high concentration of secondary schools, providing a representative sample of students from diverse backgrounds. Additionally, the urban environment in Embakasi East, which may expose students to higher levels of social strain, delinquency, and peer pressure, offers valuable insights into how such challenges contribute to juvenile delinquency, making it a more relevant location for the study.

3.4 Target Population

The target population will consist of:

- 5 Public secondary schools, with 3,450 students in Embakasi East Sub-County.
- 135 Teachers and guidance counselors in public secondary schools.
- 16 school administrators.

Table 3. 1 Target Population

School Name	Students	Teachers	Administrators
Utawala Secondary School	1,200	45	5
Embakasi Garrison Secondary School	800	30	4
Brookfield Secondary School	600	25	3
St. Justino Secondary School	350	15	2
Muhuri Muchiri Boys High School	500	20	2
TOTAL	3,450	135	16

Source: Researcher, (2024)

3.5 Sampling procedures and Technique

This study employed a stratified random sampling technique that ensured a representative and unbiased selection of participants from a target population of 3,601 public secondary school students in Embakasi East Sub-County, Nairobi, Kenya. A sample size of 360 respondents was determined using Slovin's formula, ensuring statistical accuracy. The population was divided into strata based on school type (day or boarding), gender composition (mixed, boys-only, girls-only), and academic performance levels, after which participants were randomly selected within each stratum. This approach ensured proportional representation, minimized bias, and enhanced the reliability of findings. Inclusion criteria included students aged 12-25 years who were at the moment enrolled in public secondary schools, while exclusion criteria eliminate private school students, those who decline consent, and students with severe learning disabilities affecting participation. By employing stratified random sampling, the study ensured a balanced and diverse sample, improving accuracy, reliability, and validity in examining the influence of psychosocial determinants on juvenile delinquency in Embakasi East Sub-County, (Mugenda, A. G. & Mugenda, O. M., 2013).

3.6 Sample population

According to Stocker (2010), a sample is utilized to gather representative information about a population. This study employs Slovin's formula to determine the sample size, expressed as

$$n = \frac{N}{1 + Ne^2} \text{ where}$$

n = Number of Samples

N = Total Population

e = Error tolerance

Assuming margin error (e) of 0.05, Total Population (N): 3,601 (3,450 students, 135 teachers, 16 administrators. $n = \frac{3,601}{1 + 3601 \cdot (0.05)^2} = 360$

Table 3. 2 Sample Size

School Name	Students	Teachers	Administrators	Total
1. Utawala Secondary School	120	4	1	125

2.	Embakasi Garrison Secondary School	80	3	1	84
3.	Brookfield Secondary School	60	2	1	62
4.	St. Justino Secondary School	30	3	1	36
5.	Muhuri Muchiri Boys High School	50	3	1	53
Total Sample Size		340	15	5	360

Source: Researcher, (2024)

3.7 Construction of research instruments

This study will utilize a variety of data collection tools to obtain comprehensive and reliable information. Structured questionnaires were administered to 340 students; from Utawala Secondary School (120 students), Embakasi Garrison Secondary School (80 students), Brookfield Secondary School (60 students), St. Justino Secondary School (30 students), and Muhuri Muchiri Boys High School (50 students). Additionally, 15 teachers and 5 school administrators participated in the semi-structured interviews across the same schools. The structured questionnaires gathered quantitative data on aspects such as peer influence, family dynamics, and socio-economic conditions contributing to juvenile delinquency. The quantitative data helped identify patterns and trends across a large sample, enhancing the generalizability of the findings. The semi-structured interviews provided qualitative insights into the perspectives of teachers and school administrators on delinquent behavior, intervention strategies, and the support systems available within the school environment. Combining both instruments provided a comprehensive understanding of the factors influencing juvenile delinquency, informing effective interventions and policies to address the issue in secondary schools in Embakasi East Sub-County (Mugenda, A. G. & Mugenda, O. M., 2013)

3.8 Testing for Validity and Reliability/Trustworthiness

Pilot study was conducted to ensure the validity and reliability of the research instruments in two secondary schools within Neighboring Embakasi West Sub-County public secondary schools Umoja Secondary School and Kariobangi North Secondary School involving 10 students, 2

teachers, and 1 administrator. This process identified ambiguous or unclear questions, which were revised before final data collection.

Validity was ensured by expert review of the research tools to confirm relevance, clarity, and comprehensiveness, while triangulation through both quantitative (structured questionnaires) and qualitative (semi-structured interviews) methods enhanced accuracy by cross-verifying data from multiple sources.

Cronbach's Alpha coefficient, which measures internal consistency in SPSS, was used to evaluate reliability; a threshold of 0.7 or over is deemed appropriate. Cronbach's Alpha values above 0.8 imply strong instrument reliability, whereas those between 0.7 and 0.8 indicate moderate reliability. This approach improved the precision, reliability, and credibility of the study's conclusions by guaranteeing a high degree of internal consistency, (Kothari, C. R. & Garg, G., 2014).

3.9 Data Collection Methods and Procedures

The data collection process was systematically conducted within Embakasi East Sub-County, which is subdivided into five wards: Utawala, Mihango, Embakasi, Upper Savannah, and Lower Savannah. Schools within these wards were selected using stratified random sampling to ensuring fair representation across different socio-economic backgrounds. Before data collection, research authorization was looked for from relevant authorities, including the National Commission for Science, Technology, and Innovation (NACOSTI), the Ministry of Education, and the Embakasi East Sub-County education office. Upon approval, introductory letters were sent to school principals seeking their cooperation. The research instruments were distributed to students, while interviews with teachers and administrators were scheduled at their convenience. By integrating both quantitative and qualitative data, this study aimed to provide well-rounded perspective on juvenile delinquency in Embakasi East.

3.10 Proposed Data Analysis Techniques and Procedures

This study employed both quantitative and qualitative data analysis techniques. Quantitative data; structured questionnaires were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) as well as inferential statistics (multiple liner regression) thus summarized respondent characteristics and key study variables.

For qualitative data, thematic analysis was used to identify patterns and emerging themes from interviews with teachers and school administrators. This method provided deeper insights into the contextual factors influencing juvenile delinquency. Triangulation of both quantitative and qualitative findings enhanced validity by integrating statistical trends with contextual narratives, ensuring a more comprehensive interpretation of the research problem, (Mugenda, A. G. & Mugenda, O. M., 2013).

Data analysis was conducted using the Statistical Package for Social Sciences (SPSS) to process quantitative data. The study findings were presented in tables, and charts, thus ensured systematic alignment with the research objectives.

3.11 Ethical Considerations

This study focused on students who have not yet attained 18 years of age, making informed consent a critical ethical consideration. Constitution of Kenya (2010), Article 31 ensures every citizen has the right to privacy; the researcher adhered to all ethical guidelines rigorously. Proposal was presented to Mount Kenya University Ethical Research Committee for review. Once ethical approval was obtained, the researcher applied for the National Commission for Science, Technology, and Innovation (NACOSTI) permit. Throughout research process, aim of the study was thoroughly explained to all respondents making sure that they comprehended their rights and the nature of their involvement. Participation was entirely voluntary; no coercion was employed to obtain information from respondents. The confidentiality of the data collected was prioritized, and all personal identifiers were eliminated in order to safeguard the identities of respondents. Furthermore, researcher took necessary precautions to prevent any intimidation or physical harm to respondents, ensuring that a safe environment was maintained throughout the study. By adhering the researcher aimed to uphold them respect as contributing important insights into Study.

CHAPTER FOUR: RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the core findings of the study by analyzing both quantitative and qualitative data to address the research objectives and answer the research questions. The data is presented systematically through tables, charts, graphs, and thematic descriptions. The analysis focuses on

examining how psycho-social determinants specifically family dynamics, peer influence, and socio-economic status relate to juvenile delinquency among public secondary school students in Embakasi East Sub-County. Where relevant, interpretations are tied to ecological and strain theories to provide theoretical grounding.

4.1 Response Rate

The study achieved a response rate of 70.8%, which is considered excellent. Out of 360 questionnaires distributed, 255 were duly completed and deemed valid for analysis. According to Mugenda and Mugenda (2013), a response rate of 50% is adequate, 60% is good, and 70% and above is excellent for survey-based studies. The high response rate enhanced the credibility and generalizability of the findings.

4.2 Reliability and Validity results

4.2.1 Validity Test

To assess content validity, the research instruments were reviewed by administrators and students from public secondary schools. The responses were evaluated against the study objectives using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). SPSS was used to calculate a validity index based on expert input and data consistency. The questionnaire items were numbered (1–255) and coded to match respondent data accurately.

4.2.2 Reliability Test

SPSS Reliability refers to the internal consistency of the instrument. The study used Cronbach's Alpha coefficient generated through SPSS Version 29 to assess the reliability of the key variables. The overall Cronbach Alpha coefficient for psycho-social determinants was 0.653, as presented in Table 4.1 and Table 4.2.

Table 4. 1 Average Reliability of Psychosocial Determinant

Variables	Cronbach Alpha values
Average reliability statistics of Psycho social determinants	0.653

Source; Researcher (2025)

The study's Cronbach Alpha coefficient was 0.653, indicating a moderate level of internal consistency among the questionnaire items. According to Malhotra (2014), Cronbach's Alpha is

calculated as the average of all possible split-half reliability coefficients for a set of items, and it reflects how closely related the items are as a group. Although values above 0.7 are typically considered acceptable for reliability (Kothari & Garg, 2014), values around 0.6 can be acceptable in exploratory research (Mugenda & Mugenda, 2013). Sekaran and Bougie (2013) note that Cronbach Alpha coefficients range from 0 to 1, with values closer to 1.0 indicating stronger internal consistency. Therefore, while the coefficient of 0.653 is slightly below the ideal threshold, it still demonstrates a reasonably reliable measure of the psycho-social determinants investigated in this study, especially considering the exploratory nature of the research.

Table 4. 2 Reliability and Validity Results

Variables	Cronbach Alpha Values	Comments
Peer influence	0.601	Accepted
Family dynamics	0.783	Accepted
Socio economic status	0.787	Accepted

Source; Researcher (2025)

To ensure the reliability and validity of the research instruments, a pilot study was conducted in two public secondary schools Umoja Secondary School and Kariobangi North Secondary School in the neighboring Embakasi West Sub-County. The pilot involved 10 students, 2 teachers, and 1 school administrator. This preliminary exercise allowed the researcher to identify and revise ambiguous or unclear questions before the main data collection phase. Validity was established through expert reviews of the instruments to confirm relevance, clarity, and comprehensiveness. Additionally, triangulation through the use of both quantitative (structured questionnaires) and qualitative (semi-structured interviews) methods enhanced the accuracy and credibility of the data by cross-verifying insights from multiple sources.

Reliability was assessed using Cronbach's Alpha coefficient in SPSS, which measures internal consistency. As shown in Table 4, the values for peer influence ($\alpha = 0.601$), family dynamics ($\alpha = 0.783$), and socio-economic status ($\alpha = 0.787$) indicate acceptable reliability, with values above 0.7 showing moderate to strong consistency. Although the alpha for peer influence is slightly below the commonly accepted threshold of 0.7, it is still considered adequate for exploratory studies (Zinbarg, 2005). According to Kothari and Garg (2014), values above 0.8 represent strong

reliability, while those between 0.7 and 0.8 reflect moderate reliability. These results confirm that the instruments used to measure psycho-social determinants were internally consistent and reliable, strengthening the credibility of the study's findings on juvenile delinquency among public secondary school students in Embakasi East Sub-County.

4.3 Demographic

The background information of the respondents who took part in the study is shown in this section. This information was crucial in comprehending and categorizing the various responses based on the respondents' backgrounds or profiles. The details include the respondents' age, gender, form level, and the work experience of school personnel in secondary schools. Understanding these demographics helped contextualize the responses and provided a clearer view of how different factors, such as education level and work experience, may influence perceptions and behaviors related to juvenile delinquency.

4.3.1 Age of the Respondents

The study was interested in findings out the age group of the participants. The study findings are as shown in Figure 2.

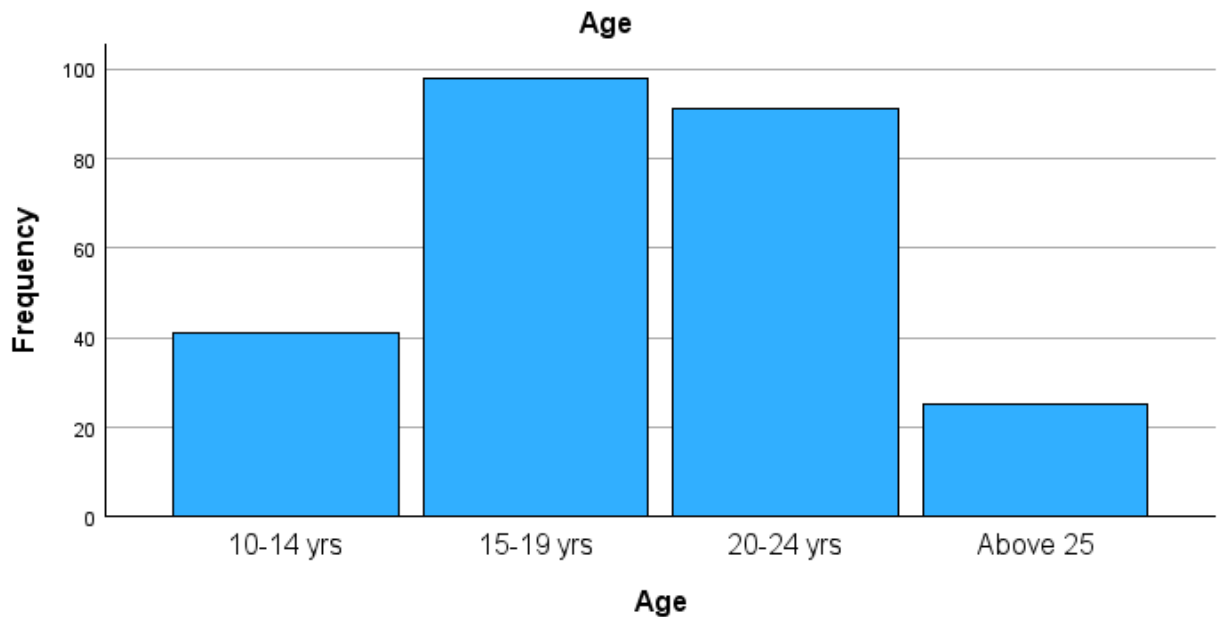


Figure 4. 1 Age group respondents

Source; Researcher (2025)

Majority of respondents (38.4%) were aged between 15 and 19 years, followed by those aged 20–24 years at 35.7%. This suggests that the findings predominantly reflect the views and experiences of adolescents and young adults, who are typically the focus of juvenile delinquency research. Respondents aged 10–14 years constituted 16.1%, while those above 25 years represented only 9.8%. This age distribution aligns with Bronfenbrenner’s Ecological Theory, which emphasizes the influence of development stages and environmental systems on behavior. Adolescents often caught in the transition between childhood and adulthood may be especially vulnerable to the psycho-social stressors highlighted in this study.

4.3.2 Gender of the Respondent

The study was interested in findings out the gender group of the respondent. The study findings are as shown in figure 3

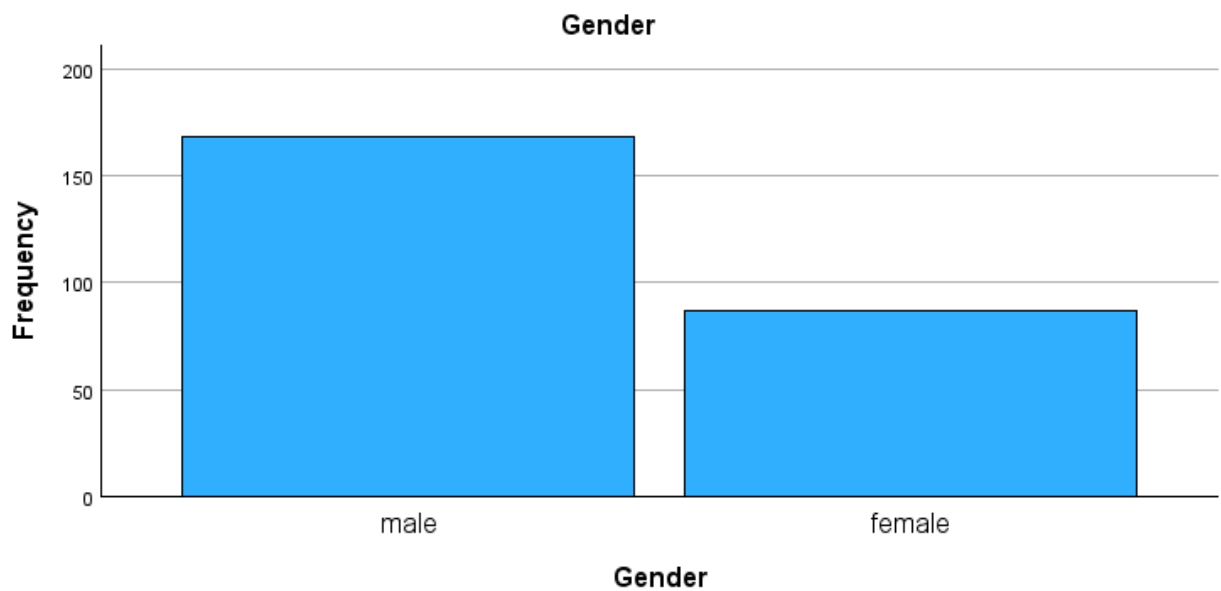


Figure 4. 2 Gender Group Respondents

Source; Researcher (2025)

The data indicates that 65.9% of respondents were male, while 34.1% were female. This disproportionate representation is consistent with prior studies that show higher involvement of male adolescents in delinquent behaviors (Wambua, 2020). According to Strain Theory, males are more likely to experience and respond to socio-economic pressures through deviant behavior due to societal expectations and limited emotional coping outlets. The female responses, though fewer,

offer important gender-specific insights, especially in areas such as peer influence and family structure.

4.3.3 Level of education

The study was interested in findings out the level of study. The study findings are as shown in figure 4

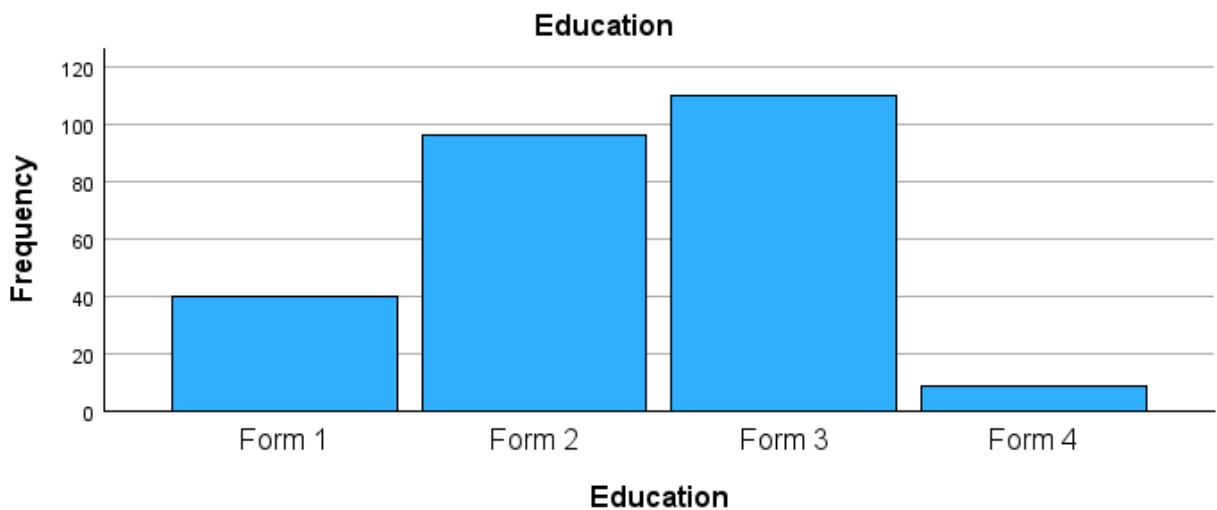


Figure 4. 3 Level of Education

Source: Researcher (2025)

Form Three students formed the largest group at 43.1%, followed by Form Two students at 37.6%. Form One students comprised 15.7%, while Form Four students were the least represented at 3.5%. The predominance of Form Two and Three students suggests that most participants were mid-way through their secondary education and thus capable of reflecting on the influences in their school and home environments. According to Ecological Systems Theory, the school environment (mesosystem) plays a central role in shaping youth behavior. These findings provide a nuanced understanding of how different education levels influence exposure to, and coping with, delinquency-related pressures.

4.4 Descriptive Statistics

This section outlines the descriptive results concerning the impact of psycho-social factors on juvenile delinquency among students in public secondary schools in Embakasi East Sub-County, Nairobi, Kenya. The data analysis utilized various statistical methods, including frequency distribution, measures of central tendency, and measures of variation or dispersion.

The interpretation of the results was based on a 5-point Likert scale, where the ratings were as follows:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

This analysis aimed to shed light on how psycho-social aspects like peer pressure, family dynamics, and socio-economic background play a role in influencing delinquent behavior among secondary school students. The findings will be presented in the following sections, using appropriate statistical measures to support the interpretation.

4.4.1 Peer influence

Table 4. 3 Peer Influence

	N	Mean	Std. Deviation
If my friends take part in delinquent activities, I am more prone to do the same.	255	4.35	.721
Negative influence significantly influences adolescents to participate in delinquent acts	255	4.51	.553
The desire to fit in with friends increases the chances of participating in bad conduct	255	4.57	.590
Students who associate with delinquent peers are more likely to adopt similar behaviors.	255	4.58	.628
Positive peer relationships can help prevent involvement in delinquent activities.	255	4.46	.725
Students often feel compelled to commit delinquent acts to maintain their social status among peers	255	4.46	.719
The influence of friends is stronger than parental influence on students' decisions regarding delinquency	255	4.37	.735
Participating in group activities with peers reduces the risk of individual delinquent behavior.	255	4.42	.743
Adolescents who experience rejection from their peer group are more prone to bad conduct	255	4.26	.937
Peer group dynamics play a crucial role in influencing adolescents conduct	255	4.45	.881

Source; Researcher (2025)

The respondents strongly agreed that associating with delinquent peers increases the likelihood of engaging in similar behaviors. For instance, the statement "Students who associate with delinquent peers are more likely to adopt similar behaviors" recorded the highest mean score of 4.58 (SD = 0.628). Similarly, "If my friends take part in delinquent activities, I am more prone to do the same" received a high mean of 4.35 (SD = 0.721), indicating a strong peer effect on individual behavior.

The pressure to conform and maintain social acceptance emerged as a major factor. The statement "The desire to fit in with friends increases the chances of participating in bad conduct" had a mean of 4.57 (SD = 0.590). Additionally, "Students often feel compelled to commit delinquent acts to maintain their social status among peers" scored a mean of 4.46 (SD = 0.719), confirming the role of social acceptance in influencing delinquent behavior.

The impact of negative peer pressure was highlighted in statements such as "Negative influence significantly influences adolescents to participate in delinquent acts", which received a mean of 4.51 (SD = 0.553). This demonstrates that negative peer behavior is perceived as a powerful contributor to delinquent actions among students.

On the contrary, respondents agreed that positive peer relationships could deter delinquency. "Positive peer relationships can help prevent involvement in delinquent activities" had a mean score of 4.46 (SD = 0.725), showing that supportive friendships may serve as a protective buffer against negative behavior.

While less emphasized, the theme of peer rejection was still relevant. "Adolescents who experience rejection from their peer group are more prone to bad conduct" recorded the lowest mean in this theme at 4.26 (SD = 0.937), indicating variability in opinion but still reflecting a connection between social exclusion and behavioral issues.

4.4.2 Family Dynamics

Table 4. 4 Family Dynamics

	N	Mean	Std. Deviation
dysfunctional families led to involvement of illegal acts by their children	255	4.46	2.559
Parental involvement in a child's education significantly reduces the likelihood of juvenile delinquency	255	4.44	.648
Frequent conflicts and arguments at home contribute to an increased risk of delinquency among students	255	4.54	.545
Positive communication prevents juvenile delinquency	255	4.62	.582
Students who experience neglect or lack of support from their parents are more likely to exhibit delinquent behaviors.	255	4.64	.624
Presence of a father figure in the household positively influences the behavior of adolescents and reduces delinquency	255	4.50	.742
Families that engage in regular family activities and bonding experiences are not prone to delinquency	255	4.45	.825
Students who feel emotionally supported by their families are not prone to delinquency	255	4.47	.859
Substance abuse among family members increases the probability of adolescent's delinquency.	255	4.53	.841

Parental presence greatly decreases the chances of juvenile delinquency	255	4.60	.850
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Source; Researcher (2025)

The results indicate a strong consensus among respondents that family dynamics significantly influence juvenile delinquency. The mean scores for all statements range from 4.44 to 4.64, reflecting strong agreement across various aspects of family influence. The standard deviations are generally low, indicating consistency in responses, except for one statement with higher variability.

The highest mean score (4.64) was recorded for the statement "Students who experience neglect or lack of support from their parents are more likely to exhibit delinquent behaviors." This suggests a strong belief that parental neglect increases the likelihood of delinquency. Similarly, "Parental presence greatly decreases the chances of juvenile delinquency" had a high mean of 4.60, reinforcing the idea that active parental involvement is a key protective factor against delinquent behavior. Parental involvement in education also emerged as a significant factor, with a mean of 4.44 for the statement "Parental involvement in a child's education significantly reduces the likelihood of juvenile delinquency." This indicates that respondents widely acknowledge the role of engaged parenting in preventing delinquency.

Positive family communication was strongly supported, with the statement "Positive communication prevents juvenile delinquency" receiving a mean of 4.62. This suggests that open and constructive dialogue within families plays a crucial role in shaping adolescent behavior. Additionally, "Families that engage in regular family activities and bonding experiences are not prone to delinquency" had a mean of 4.45, indicating that respondents believe strong family relationships act as a deterrent to delinquent behavior. The presence of a father figure was also recognized as a key factor in preventing delinquency; with a mean score of 4.50 for the statement "Presence of a father figure in the household positively influences the behavior of adolescents and reduces delinquency." This suggests that respondents believe stable parental structures contribute to positive adolescent behavior.

Frequent family conflicts were associated with an increased risk of delinquency, as indicated by the mean score of 4.54 for the statement "Frequent conflicts and arguments at home contribute to

an increased risk of delinquency among students." Similarly, "Dysfunctional families led to involvement in illegal acts by their children" had a mean score of 4.46, suggesting that family instability is perceived as a major contributing factor to delinquency. Interestingly, this statement had the highest standard deviation (2.559), indicating greater variability in responses. This suggests that while many respondents strongly agreed, others may have had differing perspectives possibly influenced by personal experiences with stable families despite economic hardships or exposure to delinquency from external factors like peer influence.

Substance abuse within the family was another significant factor, with the statement "Substance abuse among family members increases the probability of adolescent delinquency" receiving a mean score of 4.53. This indicates strong agreement that exposure to substance abuse at home normalizes risky behavior and increases the likelihood of delinquency.

4.4.3 Socio Economic status

Table 4. 5 Socio-Economic Status

	N	Mean	Std. Deviation
Compared to families that have more incomes, those with fewer resources are more likely to indulge in delinquency	255	4.57	.519
The probability of delinquency among students is strongly correlated with the socioeconomic condition of a household.	255	4.69	.480
One of the main factors contributing to delinquent behavior is peer pressure, among students from disadvantaged socio-economic backgrounds.	255	4.74	.465
Students who experience economic hardship are more likely to exhibit signs of delinquency	255	4.75	.486

Community involvement programs can effectively reduce juvenile delinquency among students from low socio-economic backgrounds	255	4.79	3.224
Parents' attitudes towards education and discipline impact the likelihood of their children engaging in delinquent behavior.	255	4.55	.719
Students with access to mentorship and guidance aren't delinquent regardless of their socio-economic status.	255	4.46	.782
The socioeconomic background of a family has a close connection with academic performance of students, which influences delinquent behavior	255	4.53	.864

Source; Researcher (2025)

Findings related to the influence of socio-economic factors on juvenile delinquency received high mean scores, ranging from 4.46 to 4.79, indicating strong agreement that socio-economic status significantly impacts delinquent behavior among students.

The statement "Students who experience economic hardship are more likely to exhibit signs of delinquency" received the highest mean (4.75), suggesting that respondents strongly believe financial struggles contribute to delinquent behavior. Similarly, the statement "One of the main factors contributing to delinquent behavior is peer pressure among students from disadvantaged socio-economic backgrounds" had a high mean of 4.74, emphasizing that peer influence is a key driver of delinquency, particularly among students from low-income families.

The statement "The probability of delinquency among students is strongly correlated with the socioeconomic condition of a household" recorded a mean of 4.69, reinforcing the notion that household financial stability plays a crucial role in preventing delinquent behavior. Additionally, "Compared to families with higher incomes, those with fewer resources are more likely to indulge in delinquency" (mean = 4.57) supports the view that lower-income families face greater challenges in deterring delinquency. The statement "Community involvement programs can

effectively reduce juvenile delinquency among students from low socio-economic backgrounds" received the highest mean (4.79) but also had the largest standard deviation (3.224), suggesting mixed opinions on the effectiveness of such programs. This variation could be attributed to differences in personal experiences, program availability, or the perceived impact of community initiatives.

Mentorship was also seen as a protective factor, as indicated by the statement "Students with access to mentorship and guidance aren't delinquent regardless of their socio-economic status" (mean = 4.46). The statement "Parents' attitudes towards education and discipline impact the likelihood of their children engaging in delinquent behavior" received a mean of 4.55, reflecting the belief that parental involvement in education and discipline significantly reduces delinquency risks. Most statements had relatively low standard deviations (ranging from 0.465 to 0.864), indicating consensus among respondents. However, the large standard deviation for the statement on community involvement programs (3.224) suggests diverse opinions on their effectiveness, likely due to differences in personal or regional experiences.

4.4.4 Juvenile Delinquency

Table 4. 6 Juvenile Delinquency

	N	Mean	Std. Deviation
Does peer pressure contribute to juvenile delinquency	255	4.27	.843
There any role family dynamic play in the development of delinquent behavior among a adolescents in public secondary schools	255	4.29	.755
Doe socio economic factors influence juvenile delinquency rate in public secondary school	255	4.28	.650
Does school policies and disciplinary actions impact juvenile delinquency rate	255	4.20	.794

There relationship between academic performance and involvement in delinquent behavior.	255	4.05	1.015
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Source; Researcher (2025)

The statement “Does peer pressure contribute to juvenile delinquency?” recorded a mean of 4.27 with a standard deviation of 0.843, indicating that many respondents strongly agree that peer pressure is a significant factor influencing adolescent behavior. This reinforces earlier findings where peer groups were noted as critical influencers in shaping students' conduct. The influence of family structure and interactions was evident in the statement “Is there any role family dynamics play in the development of delinquent behavior among adolescents in public secondary schools?” which had the highest mean score of 4.29 (SD = 0.755). This shows a strong belief that the home environment including parenting styles, emotional support, and family conflict plays a major role in shaping or discouraging delinquent tendencies.

Respondents agreed that socio-economic background influences juvenile behavior, as reflected by the statement “Do socio-economic factors influence juvenile delinquency rate in public secondary schools?” which scored a mean of 4.28 (SD = 0.650). This suggests that poverty, unemployment, and general economic instability in families contribute significantly to students’ engagement in delinquent activities. The effect of institutional rules was analyzed through the statement “Do school policies and disciplinary actions impact juvenile delinquency rate?” which received a mean score of 4.20 (SD = 0.794). While slightly lower than other factors, this result still reflects a consensus that school environments particularly policies, punishment systems, and administrative approaches play a considerable role in preventing or contributing to delinquent behavior.

The lowest mean of 4.05 with the highest standard deviation of 1.015 was recorded in the statement “Is there a relationship between academic performance and involvement in delinquent behavior?”. Although respondents generally agree with the statement, the wide variation in responses suggests mixed views. This may reflect differing personal or observed experiences, indicating that poor academic performance may or may not directly lead to delinquency depending on other surrounding factors.

4.4.5 Summary of the mean Score

Table 4. 7 Mean Score

Statement	Mean Score	Standard Deviation
Peer influence	4.44	0.723
Family dynamics	4.52	0.908
Socio economic status	4.63	0.942

Source: Researcher (2025)

The mean score for peer influence was 4.44 with a standard deviation of 0.723, indicating that the majority of respondents agreed that peer relationships significantly influence juvenile delinquency. This aligns with Ecological Systems Theory, which recognizes peers as part of the adolescent's immediate environment (microsystem) that directly shapes behavior. The relatively low standard deviation suggests a strong consensus among participants regarding the impact of peer groups on deviant conduct.

Family dynamics recorded a slightly higher mean score of 4.52 (SD = 0.908), suggesting that respondents strongly believe that family-related factors such as communication, emotional support, and household stability play a critical role in shaping adolescents' behavior. This finding is supported by both Strain Theory, which highlights emotional stressors from the family unit as potential triggers of delinquency, and Ecological Theory, which emphasizes the importance of nurturing family interactions within the microsystem.

Socio-economic status was rated as the most influential factor, with the highest mean score of 4.63 and a standard deviation of 0.942. This finding resonates with Strain Theory, which posits that individuals from economically disadvantaged backgrounds experience strain or pressure due to blocked access to legitimate opportunities, thereby increasing the likelihood of engaging in delinquent behavior. The higher standard deviation compared to other variables reflects a broader spectrum of views, possibly influenced by differences in respondents' experiences with poverty or economic hardship.

Overall, the results suggest that peer influence, family dynamics, and socio-economic status are all perceived as significant psycho-social determinants of juvenile delinquency. Among the three,

socio-economic status emerged as the most prominent factor, consistent with theoretical expectations that structural and financial stressors have a profound effect on adolescent behavior.

4.5 Inferential Statistics

This section gives an analysis of the association among independent and dependent variables.

4.5.1 Correlation Analysis

Correlation was conducted between the three variables under study of psycho-social determinants. Pearson correlation at 0.05 coefficients level was used to ascertain whether there was a relationship which existed between main variables. Peer influence in public secondary school students, embakasi east sub county Nairobi, Kenya had their juvenile delinquency, Family dynamics and Socio-economic status and psycho- social determinants analyzed using Pearson juvenile delinquency correlation analysis for this part. The study findings are as shown in:

Table 10

Table 4. 8 Correlation Matrix

		Juvenile delinquency	Peer influence	Family dynamics	Socio economic status
Juvenile delinquency	Pearson Correlation	--			
	N	255			
Peer influence	Pearson Correlation	.019	--		
	Sig. (2-tailed)	.764			
	N	255	255		
Family dynamics	Pearson Correlation	.048	.100	--	
	Sig. (2-tailed)	.449	.111		

	N	255	255	255	
Socio economic status	Pearson Correlation	-.002	.120	-.036	--
	Sig. (2-tailed)	.973	.056	.569	
	N	255	255	255	255

Source: Researcher (2025)

The correlation analysis was conducted to examine the relationships between juvenile delinquency and three psycho-social determinants: peer influence, family dynamics, and socio-economic status, using Pearson's correlation coefficient at the 0.05 significance level. As shown in Table 10, the analysis revealed very weak correlations between juvenile delinquency and the three determinants. The correlation between juvenile delinquency and peer influence was 0.019, with a p-value of 0.764, which is well above the 0.05 significance threshold, indicating no significant relationship between these two variables. Similarly, the correlation between juvenile delinquency and family dynamics was weak (0.048), with a p-value of 0.449, suggesting that family dynamics do not have a statistically significant impact on juvenile delinquency. The correlation between juvenile delinquency and socio-economic status was almost nonexistent (-0.002), with a p-value of 0.973, reinforcing the lack of any significant connection between socio-economic status and juvenile delinquency in this sample.

The correlation between peer influence and family dynamics was weak (0.100), with a p-value of 0.111, just above the 0.05 threshold for statistical significance, suggesting no meaningful relationship. Furthermore, a weak positive correlation (0.120) between peer influence and socio-economic status was observed, with a p-value of 0.056, indicating a very weak relationship that might become significant with a larger sample size or different methodological approach. Lastly, the correlation between family dynamics and socio-economic status was extremely weak (-0.036), with a p-value of 0.569, again showing no significant relationship.

4.5.2 Multiple Linear Regression Analysis

The purpose of this study is to investigate how influence of psycho social determinants on juvenile delinquency among public secondary school students in embakasi east sub county Nairobi kenya Multiple regression models applied to analysis importance of peer influence, Family dynamics,

Socio economic status and juvenile delinquency among public secondary school students in embakasi east sub county Nairobi kenya.

The following is regression model

$$Y = B + B_1X_1 + B_2X_2 + B_3X_3 + e$$

Where

Y = juvenile delinquency among public secondary school

B₀ = constant

X₁ = Peer Influence

X₂ = Family dynamics

X₃ = Socio economic status

e = Error term

B₁, B₂ and B₃ of coefficients

Table 4. 9 Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.315 ^a	.099	-.012	.848

a. Predictors: (Constant), peer influence, family dynamics and socio economic status

Source: Researcher (2025)

The R value of 0.315 suggests a weak positive relationship between the psycho-social factors (peer influence, family dynamics, and socio-economic status) and juvenile delinquency. This indicates that these factors together explain a small amount of the variation in juvenile delinquency.

Specifically, the R^2 value of 0.099 means that only 9.9% of the variation in juvenile delinquency can be explained by the three predictors. The negative Adjusted R^2 value suggests that the model is not a good fit for the data. In fact, the model performs worse than simply predicting juvenile delinquency based on its average value. This means that the combination of peer influence, family dynamics, and socio-economic status does not provide a strong or accurate explanation for juvenile delinquency in this sample.

The standard error of the estimate (0.848) shows that the model's predictions have a relatively large margin of error. This indicates that there is significant variability in the data that the model does not explain. Overall, while the psycho-social factors have some weak connection to juvenile delinquency, they do not significantly account for the variation in juvenile delinquency among the students in this study.

Table 4. 10 Anova

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.914	28	.640	.890	.629 ^b
	Residual	162.415	226	.719		
	Total	180.329	254			

a. Dependent Variable: Juvenile delinquency

b. Predictors: (Constant), peer influence, family dynamics and socio economic status

Source: Researcher (2025)

The ANOVA table presents an analysis of variance for the regression model with juvenile delinquency as the dependent variable and peer influence, family dynamics, and socio-economic status as independent variables. The F-statistic of 0.890 and the p-value of 0.629 suggest that the overall regression model is not statistically significant. This indicates that, collectively, the independent variables do not significantly affect or explain juvenile delinquency. In simpler terms,

the combination of peer influence, family dynamics, and socio-economic status does not contribute meaningfully to variations in juvenile delinquency among the students in this study.

Furthermore, the sum of squares for the regression model (17.914) is much smaller than that of the residual (162.415), which represents unexplained variance. The residual sum of squares shows that a large portion of the variation in juvenile delinquency remains unexplained by the model. The mean square value for residuals (0.719) is also considerably higher than for the regression (0.640), reinforcing the idea that the model does not adequately capture the factors influencing juvenile delinquency. These findings suggest that other variables or a different model may be necessary to better understand juvenile delinquency in this context.

Table 4. 11 Regression coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.635	1.374		1.918	.056
2. Peer Influence	0.156	0.998	0.136	1.835	0.056
3 Family dynamics	0.341	0.927	0.304	3.775	0.000
4 Socio Economic Status	0.208	0.934	0.159	2.314	0.022

a. Dependent Variable: JD1

Source: Researcher (2025)

The regression analysis results presented in Table 13 show the relationship between juvenile delinquency (JD1) and the three independent variables: peer influence, family dynamics, and socio-economic status. The constant of 2.635 represents the baseline level of juvenile delinquency when all independent variables are zero, implying that, without any influence from peer groups,

family, or socio-economic factors, juvenile delinquency is at 2.635. For peer influence, every unit increase in peer influence results in a 0.156 unit increase in juvenile delinquency. The standardized coefficient (Beta) of 0.136 indicates a weak positive relationship between peer influence and juvenile delinquency. The t-value of 1.835 and the p-value of 0.056 suggest that peer influence is not statistically significant at the 5% level, although it is borderline significant. This indicates a weak, but potentially meaningful, relationship between peer influence and juvenile delinquency.

For family dynamics, every unit increase in family dynamics results in a 0.341 unit increase in juvenile delinquency. The standardized coefficient (Beta) of 0.304 suggests that family dynamics have a moderate positive influence on juvenile delinquency. The t-value of 3.775 and the p-value of 0.000 indicate a statistically significant positive relationship. This makes family dynamics the strongest predictor of juvenile delinquency among the three variables. The findings highlight the importance of addressing family dynamics in efforts to reduce juvenile delinquency. For socio-economic status, every unit increase in socio-economic status results in a 0.208 unit increase in juvenile delinquency. The standardized coefficient (Beta) of 0.159 indicates a weaker influence compared to family dynamics. The t-value of 2.314 and the p-value of 0.022 indicate that socio-economic status has a statistically significant positive effect on juvenile delinquency. This suggests that students from lower socio-economic backgrounds are more likely to engage in delinquent behavior, and addressing socio-economic inequalities may be an important strategy for reducing juvenile delinquency.

The multiple linear regression equation derived from this analysis is as follows:

$$Y = 2.635 + 0.156X_1 + 0.341X_2 + 0.208X_3 + e$$

Where?

Y = Juvenile Delinquency

Constant = 2.635

X₁ = Peer Influence (0.156)

X₂ = Family Dynamics (0.341)

X₃ = Socio-Economic Status (0.208)

e = Error term

4.6 Interview Data Analysis (Thematic Analysis)

The thematic analysis of data collected from interviews with teachers and school administrators revealed that peer influence, family dynamics, and socio-economic status are critical psycho-social determinants of juvenile delinquency among students in Embakasi East Sub-County. These findings strongly align with the Ecological Systems Theory, which posits that a child's behavior is influenced by multiple levels of their environment, particularly the microsystem, which includes peers and family. Teachers and administrators observed that students who associate with delinquent peers often adopt similar behaviors, such as absenteeism or substance use illustrating the powerful role of peer relationships within the immediate environment. Likewise, family dynamics, especially those involving single-parent households, domestic violence, or neglect were reported to significantly contribute to deviant behavior, reaffirming the theory's assertion that disruptions in the home environment can impair a child's development. In addition, the influence of socio-economic status emerged as a consistent theme, with many respondents highlighting how poverty, financial instability, and lack of educational resources increase students' vulnerability to delinquency. This reflects Strain Theory, which argues that individuals who experience economic hardship and blocked opportunities may turn to deviant behavior as an alternative means to cope with or achieve societal goals. By interpreting these themes through both ecological and strain perspectives, the findings demonstrate that juvenile delinquency is not merely an individual issue but the result of broader environmental and structural pressures acting upon young people.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter provides summary of key findings from the study on influence of psycho-social determinants on juvenile delinquency among public secondary school students in Embakasi East Sub county, Nairobi, Kenya. The chapter also draws conclusions based on results, discusses the implications of these findings, and provides recommendations for policy, practice, and future research. The study aimed to examine the relationship between peer influence, family dynamics, and socio-economic status and their impact on juvenile delinquency. Based on the analysis of the collected data, the study has provided valuable insights into the role these psycho-social factors play in shaping juvenile behavior.

5.1 Summary of Findings

In this section, briefly summarize both the quantitative and qualitative findings of the study, but without diving deep into the interpretation. This is just an overview of the results from both methods.

5.1.1 Quantitative findings

5.1.1.1 Influence of peer pressure

The findings on peer pressure reveal a strong consensus among respondents that peer influence significantly contributes to juvenile delinquency. Most respondents agreed that adolescents are likely to imitate the behavior of their peers, especially in social contexts where deviant behavior is normalized. This supports the assertion that peer groups play a major role in shaping behavior during adolescence. The influence of peers was particularly emphasized in relation to students lacking parental supervision or guidance, as such students are more prone to seeking validation in peer groups even those engaged in delinquency. This strong influence of peer groups on adolescents' behavior is well explained by theoretical frameworks. Strain Theory, for instance, posits that when youth are unable to achieve social acceptance through legitimate means, they may resort to delinquent acts to gain recognition or status among peers. Similarly, Ecological Systems Theory situates peer groups within the adolescent's microsystem, meaning they directly shape individual behavior. Thus, when an adolescent's closest social circle engages in delinquency, the individual is more likely to conform to such behaviors as a way of coping or belonging.

5.1.1.2 Influence of family dynamics

The results regarding family dynamics showed high agreement, with mean scores for all related statements ranging between 4.44 and 4.64. This indicates that family-related factors such as parental presence, support, involvement in education, and communication play a crucial role in either mitigating or contributing to juvenile delinquency. The statement "Students who experience neglect or lack of support from their parents are more likely to exhibit delinquent behaviors" received the highest mean score of 4.64, highlighting that parental neglect is viewed as a major risk factor. This aligns with strain theory, which posits that a lack of familial support may lead adolescents to seek alternative coping mechanisms, including associating with delinquent peers.

Similarly, the statement "Parental presence greatly decreases the chances of juvenile delinquency" with a mean of 4.60 reinforced the belief that the consistent involvement of parents provides guidance, emotional stability, and supervision that deters delinquent acts. The statement "Parental involvement in a child's education significantly reduces the likelihood of juvenile delinquency" with a mean of 4.44 also received strong support, emphasizing that active participation in academic activities promotes better behavioral outcomes. This aligns with research linking academic engagement with reduced antisocial behavior. Statements about family communication and bonding also indicated strong agreement, with mean scores of 4.62 and 4.45 respectively. Open communication and quality bonding help build emotional security and trust, discouraging adolescents from seeking risky alternatives. The influence of father figures was also emphasized, with the statement "Presence of a father figure in the household positively influences the behavior of adolescents and reduces delinquency" scoring a mean of 4.50. Respondents believe that a balanced and supportive family structure is vital in nurturing positive behavior.

Further insights were provided by statements on family conflict and substance abuse, with mean scores of 4.54 and 4.53 respectively. Respondents associated these with increased delinquency risk, suggesting that adolescents exposed to such environments are more likely to internalize negative behaviors as coping mechanisms.

The statement "Dysfunctional families led to involvement in illegal acts by their children" recorded a mean score of 4.46 but had a much higher standard deviation of 2.559. This suggests differing experiences or definitions of "dysfunction" among respondents, although the general trend confirms a perceived link between family breakdown and youth delinquency. These patterns are

reinforced by theoretical understanding. According to Ecological Systems Theory, the family is a key component of the adolescent's microsystem directly shaping emotional, social, and cognitive development. Supportive and communicative families promote resilience, while dysfunctional ones introduce strain. In line with this, Strain Theory suggests that when emotional or social support from family is absent, youth may feel alienated or pressured, leading them to seek validation through deviant behavior. The absence of a parental figure or presence of substance abuse can therefore intensify psychological strain and predispose adolescents to delinquency.

5.1.1.3 Influence of socio-economic status

Socio-economic status was also found to significantly influence juvenile delinquency. The mean scores for related statements ranged from 4.46 to 4.79, indicating strong agreement among respondents. The statement "Students who experience economic hardship are more likely to exhibit signs of delinquency" recorded a mean of 4.75, highlighting that poverty-related stressors such as lack of resources, food insecurity, or poor housing conditions can lead to delinquent acts.

Peer pressure in low-income areas was emphasized through the statement "One of the main factors contributing to delinquent behavior is peer pressure among students from disadvantaged socio-economic backgrounds" which received a mean of 4.74. This suggests that social environment amplifies susceptibility to negative behaviors, particularly in contexts where resources and positive role models are limited. The statement "The probability of delinquency among students is strongly correlated with the socio-economic condition of a household" scored 4.69, supporting the notion that household poverty undermines parental supervision and limits youth opportunity, thereby increasing the risk of deviant behavior.

The view that lower-income families face greater challenges in preventing delinquency was reinforced by the statement "Compared to families that have more income, those with fewer resources are more likely to indulge in delinquency" which scored a mean of 4.57. Economic strain can lead to increased stress, less parental supervision, and fewer positive alternatives for youth. Community-level interventions were also discussed. The statement "Community involvement programs can effectively reduce juvenile delinquency among students from low socio-economic backgrounds" received the highest mean score of 4.79, but also the highest standard deviation of 3.224. This indicates that while most respondents believe in the potential of such programs, perceptions vary widely, possibly due to differing experiences or exposure to these programs.

The importance of mentorship was highlighted through the statement "Students with access to mentorship and guidance aren't delinquent regardless of their socio-economic status," which scored a mean of 4.46. Respondents recognized that emotional support and positive role models play a protective role across all socio-economic backgrounds. Parental attitudes toward education and discipline also emerged as critical, with the statement "Parents' attitudes towards education and discipline impact the likelihood of their children engaging in delinquent behavior" scoring a mean of 4.55. The data suggests that parents who value education and instill discipline in their children are more likely to prevent delinquent tendencies.

Standard deviations for most statements were relatively low, ranging between 0.465 and 0.864, reflecting a strong consensus. However, the larger standard deviation on community programs highlights diverse opinions about the effectiveness or implementation of these interventions. This is supported by existing theoretical perspectives. Strain Theory contends that adolescents from low-income households face blocked opportunities and unmet needs, which may push them toward deviant alternatives. The economic hardship and limited resources described by respondents reflect the kind of structural strain that Merton argued leads to deviance. Additionally, Ecological Systems Theory highlights how socio-economic challenges in the exosystem such as parental employment status, access to services, and neighborhood conditions indirectly shape youth behavior. This explains why mentorship and community involvement can serve as powerful buffers against socio-economic pressures.

5.1.1.4 Influence of juvenile delinquency among public secondary schools.

When asked about the specific influence of various psycho-social determinants on juvenile delinquency, respondents generally expressed high levels of agreement. The statement "Does peer pressure contribute to juvenile delinquency?" received a mean score of 4.27 and a standard deviation of 0.843. This indicates that most respondents believe peer pressure significantly contributes to delinquent behavior, as adolescents often mimic the actions of their peers in pursuit of acceptance and social belonging.

The statement "Does family dynamic play a role in the development of delinquent behavior among adolescents in public secondary schools?" received a mean of 4.29 and a standard deviation of 0.755. This result emphasizes that family structure, support, and communication are widely recognized as influential in adolescent behavioral outcomes. The statement "Do socio-economic

factors influence the juvenile delinquency rate in public secondary schools?" was 4.28 with a standard deviation of 0.650. This suggests strong agreement that conditions such as poverty, limited resources, and parental unemployment significantly affect delinquency rates in school settings.

The role of school policies and discipline was also considered. The statement "Do school policies and disciplinary actions impact the juvenile delinquency rate?" received a mean score of 4.20 and a standard deviation of 0.794. Although this factor was considered important, it was perceived as slightly less impactful compared to family dynamics and peer pressure. The statement "Is there a relationship between academic performance and involvement in delinquent behavior?" received the lowest mean score of 4.05 and the highest standard deviation of 1.015. While there was general agreement that academic struggles are linked to delinquency, responses varied more widely, suggesting that academic performance may be both a cause and a consequence of delinquent behavior, depending on individual circumstances.

5.1.2 Qualitative findings

The analysis of the interview data collected from 15 teachers and 5 school administrators provided insightful perspectives on the psycho-social determinants of juvenile delinquency among public secondary school students in Embakasi East Sub-County, Nairobi. Thematic analysis revealed key factors such as peer influence, family dynamics, and socio-economic status as significant contributors to juvenile delinquency. These themes align with the quantitative findings from the regression analysis and provide deeper context for understanding the complex nature of delinquency in this setting. Additionally, the findings echo the theoretical underpinnings of this study Ecological Systems Theory, which emphasizes the influence of nested environmental systems (e.g., family, peers, school), and Strain Theory, which posits that pressure from social structures can lead individuals toward deviance when legitimate means to success are blocked.

5.1.2.1 Peer Influence as a Key Factor in Delinquency

One of the most consistent themes identified in the interviews was the significant role of peer influence in shaping students' behaviors. Both teachers and administrators highlighted that students who associate with delinquent peers are more likely to adopt similar behaviors. This finding corroborates the weak positive relationship identified in the regression analysis between peer influence and juvenile delinquency. The qualitative data reveals that peer groups, through their

dynamics, can either foster positive behaviors or encourage risky actions such as substance abuse and truancy. As one teacher noted, "Peer influence is the strongest factor; students tend to mimic what their friends are doing, especially when it comes to risky behaviors."

These findings align with Ecological Systems Theory, which places peer groups within the adolescent's microsystem, directly shaping behavior through day-to-day interactions. When these peer systems promote deviance, the individual is more likely to conform to delinquent norms. Additionally, Strain Theory helps explain how adolescents who lack support or direction from their families or schools may turn to peer groups to gain approval and identity, especially when they experience failure or disconnection from societal expectations. This theme emphasizes the need for interventions aimed at reshaping peer group dynamics and fostering positive peer relationships in schools.

5.1.2.2 Family Dynamics and Juvenile Delinquency

Another critical theme emerging from the interviews was the impact of family dynamics on juvenile delinquency. The interviewees pointed out that students from broken families or those facing parental neglect were more susceptible to delinquent behavior. This supports the findings of the regression analysis, where family dynamics emerged as a significant predictor of juvenile delinquency. Teachers and administrators described how the absence of emotional support, coupled with family conflict or neglect, exacerbates behavioral issues among students. One teacher shared, "Students from broken homes or those dealing with neglect often show behavioral problems and are more likely to engage in delinquent behavior."

This theme closely aligns with Ecological Systems Theory, where the family represents a central microsystem that directly influences a child's emotional and behavioral development. If this system is unstable or unsupportive, the adolescent is more likely to experience developmental challenges. From the lens of Strain Theory, dysfunctional family settings can act as a source of pressure or strain, driving adolescents to seek alternative, often deviant, coping mechanisms. This suggests that interventions aimed at strengthening family relationships and parental involvement may be crucial in mitigating juvenile delinquency.

5.1.2.3 Socio-Economic Status as a Contributing Factor

Socio-economic status was also identified as a key determinant of juvenile delinquency. Interviewees emphasized the challenges faced by students from low socio-economic backgrounds,

including limited access to educational resources and financial instability. These challenges can lead to emotional stress and academic struggles, which in turn increase the likelihood of delinquent behavior. One administrator explained, "Many students from poor families struggle academically and emotionally, which can lead to delinquent behavior." This aligns with the findings from the regression analysis, which showed that socio-economic status has a statistically significant positive effect on juvenile delinquency.

From a theoretical perspective, Strain Theory is particularly relevant here, as it suggests that individuals from disadvantaged backgrounds may turn to deviance when legitimate avenues for success (such as quality education and stable income) are inaccessible. Adolescents facing economic strain may resort to delinquent acts either as a means of coping or survival. Furthermore, Ecological Systems Theory explains how economic deprivation within the exosystem—such as parental unemployment or lack of community services can indirectly affect youth development. The qualitative data thus reinforces the need for social safety nets and school-based support systems for students from economically strained households.

5.2 Conclusion

This study set out to examine the influence of psycho-social determinants specifically peer influence, family dynamics, and socio-economic status on juvenile delinquency among public secondary school students in Embakasi East Sub-County, Nairobi, Kenya. Guided by Ecological Systems Theory and Strain Theory, the research sought to explore how adolescents' immediate environments and the structural pressures they face contribute to delinquent behavior. The study focused on five key variables: family dynamics, peer pressure, socio-economic conditions, school policies, and academic performance.

The findings revealed that peer influence, family dynamics, and socio-economic status are the most prominent contributors to juvenile delinquency in the study area. Peer pressure emerged as a particularly powerful force, with students commonly adopting the behaviors and values of their peer groups. The desire to belong and gain social acceptance, especially within deviant peer circles, was frequently cited as a motivator for delinquency. This supports both the microsystem level of Ecological Systems Theory, where peer groups directly influence behavior, and Strain Theory's premise that individuals under pressure may conform to alternative norms to gain social identity and status. The data confirmed that peer influence often outweighs parental authority in critical

decision-making moments, emphasizing the need for school- and community-based peer mentorship and positive group interventions.

Family dynamics also played a significant role in shaping behavior. The presence of involved, supportive parents, especially fathers was linked to lower levels of delinquency, while family instability, neglect, or substance abuse were associated with higher rates. These findings align with the family microsystem outlined in Ecological Systems Theory, as well as the idea in Strain Theory that family dysfunction can act as a source of emotional strain, pushing adolescents toward delinquency. Therefore, strengthening family structures, encouraging open communication, and increasing parental engagement particularly in education and discipline are essential strategies in mitigating youth delinquency.

Socio-economic status was another critical factor. Students from low-income households reported challenges such as lack of access to basic needs, school materials, and emotional support, which contributed to stress and withdrawal from school norms. These conditions not only reflect exosystemic and macrosystemic stressors in Ecological Systems Theory but also represent structural strains as described by Strain Theory. As such, the study emphasizes the importance of policies and programs that reduce economic inequalities and provide targeted support including scholarships, feeding programs, and psychosocial services to economically vulnerable students.

Although school policies and academic performance were also acknowledged, their influence was found to be more peripheral compared to the three dominant psycho-social factors. While schools play a regulatory and disciplinary role, the findings suggest that without supportive peer, family, and socio-economic environments, school-based measures alone are insufficient in curbing delinquent behavior.

Reducing juvenile delinquency requires a multifaceted and systemic approach that addresses the interrelated nature of peer influence, family conditions, and socio-economic stressors. The findings of this study largely support the assumptions of Ecological Systems Theory by demonstrating how microsystem and exosystem environments such as peer groups, family structures, and socio-economic conditions shape adolescent behavior. Similarly, the results affirm Strain Theory by highlighting how structural stressors, including poverty and family breakdown, can lead to deviant responses among youth. These insights underscore the need for coordinated interventions that

strengthen social support systems and address the root causes of delinquency in Embakasi East Sub-County and similar urban contexts.

However, several limitations should be acknowledged when interpreting the findings. The study was limited to one sub-county, which may constrain the generalizability of the results to broader or more rural contexts. Additionally, the sample size, though adequate for exploratory analysis, may not fully reflect the diversity of experiences among the population. The reliance on self-reported data also introduces the risk of response bias, as participants may have altered their responses due to memory lapses or social desirability. These limitations highlight the need for further research involving broader geographical coverage, larger sample sizes, and the use of mixed data sources to strengthen the validity and applicability of the findings.

5.3 Recommendations

Based on the findings of this study, several actionable measures can be adopted to address juvenile delinquency among public secondary school students in Embakasi East Sub-County, Nairobi. The recommendations are guided by the theoretical frameworks underpinning the study namely, Ecological Systems Theory and Strain Theory and emphasize the role of immediate social environments and structural stressors in influencing adolescent behavior.

One of the key approaches should be the promotion of positive peer relationships within schools and communities. Creating supportive peer environments can counteract the influence of delinquent peer groups, which were found to be a major contributor to juvenile misconduct. Mentorship programs involving senior students, community leaders, or professionals serving as role models can provide adolescents with alternative behavioral pathways. These interactions can reshape the adolescent's microsystem, aligning with Bronfenbrenner's theory by strengthening immediate social influences that encourage prosocial conduct.

Furthermore, strengthening family structures is essential in curbing juvenile delinquency. The study revealed that weak family dynamics characterized by neglect, absence of a father figure, and limited parental involvement heighten the risk of deviant behavior among adolescents. Addressing this requires collaborative efforts between schools, social workers, and local authorities to offer counseling services, parenting education, and family-based interventions. These measures promote

emotional security and communication within households, resonating with both the microsystem in Ecological Systems Theory and Strain Theory's emphasis on familial breakdown as a source of pressure. Socio-economic disadvantage also emerged as a central risk factor. Students from low-income households face not only material deprivation but also psychosocial stressors that limit their engagement in school and increase their vulnerability to risky behavior. In response, interventions such as scholarships, school feeding programs, vocational training, and life-skills education are recommended. These can buffer the structural pressures associated with poverty, addressing both the exosystem and the strain outlined in the theoretical frameworks.

Additionally, integrating mental health support into the school system is vital. Adolescents experiencing emotional or psychological distress are more likely to act out through delinquent behavior if left unsupported. The availability of trained school counselors, psychologists, and wellness programs can help students manage stress, trauma, and peer-related anxiety, thereby creating a culture of care and emotional regulation within schools. A community-based response is equally important. Awareness campaigns and educational forums for parents, teachers, and students can build a shared understanding of the psychosocial triggers of delinquency. When communities are sensitized to the risks posed by poor peer influence, fragile family dynamics, and economic hardship, they become better equipped to support at-risk youth through early interventions and collective responsibility. This approach reinforces the mesosystem in Ecological Theory by enhancing coordination between families, schools, and community institutions.

Moreover, there is a need for further research to explore additional determinants of juvenile delinquency. While this study focused on peer pressure, family dynamics, and socio-economic status, other potentially influential variables such as school climate, social media use, neighborhood safety, and peer victimization were not explored and warrant future investigation. Expanding the scope of research would provide a more holistic understanding of adolescent behavior. Creating school environments that are structured, inclusive, and nurturing is also essential. Institutional cultures rooted in clear expectations, consistent discipline, and positive reinforcement fosters a sense of belonging and accountability among learners. Participation in extracurricular activities such as arts, sports, and leadership programs can also provide healthy alternatives to delinquency and help students feel meaningfully engaged.

However, it is important to note the limitations of this study when considering the application of these recommendations. The research was conducted in a single sub-county, Embakasi East, which may limit the generalizability of the findings to other settings. The sample size, while sufficient for qualitative and descriptive analysis, may not capture the full range of adolescent experiences. Additionally, reliance on self-reported data introduces the possibility of response bias, which could affect the accuracy of the reported behaviors and perceptions. These limitations suggest that while the recommendations offer a useful foundation for policy and intervention, they should be applied with consideration of local context and complemented by broader, more representative studies in future. Multi-site and longitudinal research efforts are encouraged to validate and refine these strategies across diverse environments.

5.4 Suggestions for Further Study

Future research could build on the findings of this study by exploring additional psycho-social factors that contribute to juvenile delinquency, thereby offering a more comprehensive understanding of the diverse social and environmental influences on adolescent behavior. However, it is important to prioritize these areas based on urgency, feasibility, and potential policy relevance to ensure practical impact.

One of the most urgent and feasible areas of inquiry is the overall school climate, particularly the nature of teacher-student relationships, classroom management practices, and the prevalence of bullying. These institutional factors play a central role in shaping student behavior and are often within the control of school administrations. Investigating how such conditions influence delinquency can reveal practical points of intervention, such as teacher training, peer support systems, and the development of inclusive school cultures.

Closely related to school environments is the influence of substance use within the family and peer context. Exposure to alcohol, drugs, or other substances especially during adolescence can significantly elevate the risk of deviant behavior. This area, though less frequently studied, is of high priority because it directly affects the adolescent's microsystem and exosystem, as explained by Ecological Systems Theory. Future studies in this domain can inform community- and school-

level interventions that address substance abuse holistically, involving both caregivers and educators.

Equally pressing is the need to understand how social media and online interactions shape adolescent behavior. With the rapid rise of cyber bullying, digital peer pressure, and online identity struggles, adolescents increasingly face psychosocial stressors in virtual environments. Exploring how these factors reinforce or mitigate delinquent tendencies will equip educators, parents, and policymakers with critical insights to strengthen digital safety, promote healthy online habits, and integrate mental wellness into youth programs. Another important area of research involves examining gender and age differences in relation to juvenile delinquency. Boys and girls may experience peer influence, family dynamics, and socio-economic stressors differently, and these differences often evolve with age. Future studies should therefore investigate how these variables interact across developmental stages, helping stakeholders design gender-responsive and age-appropriate prevention and intervention strategies.

In addition, empirical research evaluating the effectiveness of school-based interventions such as peer mentorship, guidance and counseling services, and extracurricular activities would be highly beneficial. These programs are already being implemented in many schools, yet their actual impact on reducing delinquent behavior and improving emotional well-being remains under-researched. A mixed-methods approach could offer both quantitative evidence and qualitative insights into what works best for different groups of students. Another valuable but often overlooked area for future inquiry is the relationship between academic performance and delinquency. Understanding how poor academic outcomes may contribute to deviant behavior and conversely, how involvement in delinquency negatively impacts learning can guide the development of integrated academic and behavioral support systems. This cyclical relationship warrants closer analysis to break the chain between academic failure and behavioral problems.

Although broader in scope, examining the role of extended community networks such as faith-based organizations, local leaders, and grassroots groups in shaping adolescent behavior holds long-term value. These entities often serve as critical agents of socialization and support, particularly in underserved urban settings. Future studies should explore how such community structures either contribute to or help mitigate juvenile delinquency, providing a macro-level understanding that complements school- and family-focused interventions. Taken together, these

prioritized areas for future research offer a strategic roadmap for deepening our understanding of the complex psychosocial and environmental drivers of juvenile delinquency. Such research will contribute significantly to the design of holistic, evidence-based, and context-sensitive interventions that promote positive youth development and reduce delinquent behavior among adolescents in Kenya and beyond.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION.

Dear Respondent,

RE: RESEARCH DATA COLLECTION

I am presently a Postgraduate Student of Mount Kenya University pursuing a master's degree in security studies and criminology. I am presently collecting data in regard to my project on "Influence of Psycho-social determinants on Juvenile delinquency among Secondary Schools

students in Embakasi East Sub- County, Nairobi, Kenya.” I would love to thank you for being part of my research project. Your response will to a large extent contribute to our research and help us glean a deeper comprehension of this subject it will only be used for the course of this research and no other place. Kindly respond to the following questions to the best of your knowledge and experience.. Your honest response will be highly appreciated. Kindly remember your feedback will remain unidentified and confidential. Thank You in Advance.

Yours Truly,

RACHAEL MUMBUA KOLLI.



APPENDIX II: INFORMED CONSENT FORM FOR PARENTAL/GUARDIAN CONSENT

Title of Study:

Influence of Psycho-Social Determinants on Juvenile Delinquency Among Public Secondary School Students in Embakasi East Sub-County, Nairobi, Kenya

Researcher:

Rachael Mumbua

Email: kollirecho@gmail.com

Introduction:

You are being asked to give consent for your child to participate in a research study. The purpose of this form is to provide you with the information needed to make an informed decision about whether to allow your child to participate in this study.

Purpose of the Study:

The purpose of this study is to investigate the influence of psycho-social factors (such as family dynamics, socio-economic status, and peer pressure) on juvenile delinquency among public secondary school students in Embakasi East Sub-County, Nairobi. The findings will contribute to better understanding of factors contributing to delinquency and can help develop strategies to mitigate such behaviors in the future.

Procedures:

If you agree to allow your child to participate in this study, your child will be asked to complete a structured questionnaire that will take approximately 15-20 minutes. Additionally, some students may be invited to participate in follow-up interviews with teachers or school administrators to provide further insight into their responses.

The questionnaire includes questions on family dynamics, peer influence, socio-economic conditions, and behavior. Participation is voluntary, and your child can skip any question they do not wish to answer.

Confidentiality:

All information collected from your child will be kept confidential. No personal identifiers (such as names or contact details) will be used in the reporting of the findings. The data collected will be used only for research purposes and will be stored securely for the duration of the study.

Voluntary Participation and Right to Withdraw:

Participation in this study is completely voluntary. Your child is free to decline participation, and they may withdraw from the study at any time without any negative consequences.

Potential Risks:

There are no significant risks associated with participating in this study. However, if any questions or topics make your child feel uncomfortable, they have the right to skip those questions or stop participating entirely.

Benefits:

There are no direct benefits to your child for participating in this study. However, the information gathered may contribute to the development of effective interventions aimed at reducing juvenile delinquency in the future.

Contact Information:

If you have any questions about this study or require further information, you may contact the Researcher, Rachael Mumbua, at kollirecho@gmail.com

Statement of Consent:

By signing this consent form, you are agreeing to allow your child to participate in this study. You acknowledge that you have been fully informed about the nature and purpose of the study, the procedures involved, and your child's right to withdraw at any time without penalty.

Parent/Guardian Consent:

I, the undersigned, have read and understood the information provided above. I voluntarily consent to allow my child, [Child's Name], to participate in this study.

Parent/Guardian Name: _____

Signature of Parent/Guardian: _____

Date: _____

Participant Assent (For Children Aged 12-17):

I, the undersigned, voluntarily agree to participate in this study and understand that I can withdraw at any time without penalty.

Participant Name (Student): _____

Signature of Participant: _____

Date: _____



APPENDIX III: QUESTIONNAIRE

In this segment of the research is bent on seeking perspective from the participants. The Questions asked will be recorded during the interview. This will enable the ability of understanding deeper on the key issues as well gain clears any form of uncertainty by encouraging further questioning for deeper comprehension.

Instructions:

Please indicate the extent to which you agree or disagree with each statement by circling the appropriate response. Your responses will help us understand the impact of family structure, family status, and drug use on juvenile delinquency. Thank you for your participation

A. Personal Information:

1.1 Age: _____

1.2 Gender: _____

1.3 Level of Education (form: 1,2,3,4) : _____

In this questionnaire, you will encounter statements related to various aspects of juvenile behavior, family dynamics, school environments, and community influences. For each statement, please indicate your level of agreement by selecting one of the following options:

1. Strongly Disagree: You completely disagree with the statement.
2. Disagree: You generally disagree with the statement.
3. Neutral: You neither agree nor disagree; you may feel indifferent or unsure.
4. Agree: You generally agree with the statement.
5. Strongly Agree: You completely agree with the statement.

Please consider each statement carefully and choose the option that best reflects your views. Your honest responses will help us understand the factors contributing to juvenile delinquency and inform potential interventions.

Section 1: Peer Influence

STATEMENT	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
If my friends take part in delinquent activities, I am more prone to do the same.					

Negative influence significantly influences adolescents to participate in delinquent acts					
The desire to fit in with friends increases the chances of participating in bad conduct					
Students who associate with delinquent peers are more likely to adopt similar behaviors.					
Positive peer relationships can help prevent involvement in delinquent activities.					
Students often feel compelled to commit delinquent acts to maintain their social status among peers.					
The influence of friends is stronger than parental influence on students' decisions regarding delinquency.					
Participating in group activities with peers reduces the risk of individual delinquent behavior.					
Adolescents who experience rejection from their peer group are more prone to bad conduct					
Peer group dynamics play a crucial role in influencing adolescents conduct					

Section 2: Family Dynamics

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
dysfunctional families led to involvement of illegal acts by their children					
Parental involvement in a child's education significantly reduces the likelihood of juvenile delinquency.					
Frequent conflicts and arguments at home contribute to an increased risk of delinquency among students.					
Positive communication prevents juvenile delinquency.					
Students who experience neglect or lack of support from their parents are more likely to exhibit delinquent behaviors.					
Presence of a father figure in the household positively influences the behavior of adolescents and reduces delinquency					
Families that engage in regular family activities and bonding experiences are not prone to delinquency					
Students who feel emotionally supported by their families are not prone to delinquency					
Substance abuse among family members increases the probability of adolescent's delinquency.					
Parental presence greatly decreases the chances of juvenile delinquency.					

Section 3: Socio-Economic Status

STATEMENT	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Compared to families that have more incomes, those with fewer resources are more likely to indulge in delinquency					
The probability of delinquency among students is strongly correlated with the socioeconomic condition of a household.					
One of the main factors contributing to delinquent behavior is peer pressure, among students from disadvantaged socio-economic backgrounds.					
Students who experience economic hardship are more likely to exhibit signs of delinquency.					
Community involvement programs can effectively reduce juvenile delinquency among students from low socio-economic backgrounds					
Parents' attitudes towards education and discipline impact the likelihood of their children engaging in delinquent behavior.					
Students with access to mentorship and guidance aren't delinquent					

regardless of their socio-economic status.					
The socioeconomic background of a family has a close connection with academic performance of students, which influences delinquent behavior.					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX IV: INTERVIEW SCHEDULE FOR THE TEACHERS AND ADMINISTRATORS

1. How do you think peer relationships among students contribute to or mitigate delinquent behaviors in your school? Can you provide specific examples or incidents that illustrate this influence?
2. In your observation, what role do socio-economic backgrounds play in shaping peer interactions and their impact on delinquency among students? How do you think these factors interact within the school environment?
- 3 In your experience, how do family structures (e.g., single-parent households, extended families) influence student behavior and contribute to the likelihood of juvenile delinquency? Can you provide specific examples?
4. What support systems does your school have in place for students who may come from challenging family backgrounds, and how effective do you find these systems in addressing issues related to juvenile delinquency?
5. How do you think financial challenges within families affect family dynamics, and how do these dynamics contribute to delinquent behavior among students?

APPENDIX V: WORK PLAN

Activity	Timeline	Duration
Proposal Writing	October 2024	2 weeks
Proposal presentation	January 2025	-
Ethics Approval and Permissions	February 2025	3 weeks
Pilot Study	March 2025	1 week
Data Collection (Field Work)	March- April 2025	1 week
Data Entry and Cleaning	April 2025	1 week
Data Analysis	April 2025	2 weeks
Report Writing	April - May 2025	2 weeks
Review and Final Drafting	May 2025	1 week
Submission and Examinations	May 2025	1 week

APPENDIX VI: WORK BUDGET


Item/Activity	Unit Cost (Kshs)	Quantity	Total Cost (Kshs)
Proposal Writing Printing and Binding Internet Research	10 per page	100 pages	1,000

	4,000 per month	2 months	8,000
2. Ethics Approval and Permissions			
NACOSTI Research Permit	3,000	1	3,000
Transport for Permission Application	1,000 per trip	1 trips	1,000
3. Pilot Study			
Questionnaire Printing	20 per page	50 pages	1,000
Transport			
Stationery (Pens, Files, etc.)	1,000 per day	3 days	3,000
	1,000 per set	1 set	1,000
4Data Collection (Field Work)			
Research Assistants	1,500 per day	20 days	30,000
Questionnaire Printing			
Transport for Researcher			
Refreshments for Participants	20 per page	360 pages	7,200
Researcher Daily Allowance	1,500 per day	20 days	30,000
	300 per day		

		10 days	3,000
	2,000 per day	20 days	40,000
5.Data Analysis	3,000 per day	10days	30,000
6. Report Writing			
Printing and Binding (Final Report)	30 per page	200 pages	6,000
Publication	20,000	1	20,000
7 Miscellaneous Costs	30,000	1	30,000

TOTAL			214,200
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APPENDIX VII:ERC


Mount Kenya University

REF: MKU/ISERC/4901 Date: 04 April 2025
TO: KOLLI RACHAEL MUMBUA
REG: MASSC/2022/34418

Dear Sir/Madam,

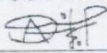
RE: INFLUENCE OF PSYCHO-SOCIAL DETERMINANTS ON JUVENILE DELINQUENCY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN EMBAKASI EAST SUBCOUNTY NAIROBI, KENYA.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3623**. The approval period is **04/04/2025 - 03/04/2026**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal or approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
P. O. Box 342 - 01000 THIKA
04 APR 2025
RECEIVED
DIRECTOR
Graduate Studies

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, Baringo Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke Web: www.mku.ac.ke

APPENDIX VIII: INTRODUCTION LETTER



DIRECTORATE OF GRADUATE STUDIES

MASSC/2022/34418

4th April, 2025

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

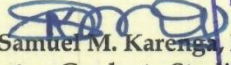
RE: KOLLI RACHAEL MUMBUA - REGISTRATION NO. MASSC/2022/34418

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Security Studies and Criminology** in the **Institute of Security Studies, Justice and Ethics** in the **School of Social Sciences**.

The title of the research is **"Influence of Psycho-social Determinants on Juvenile Delinquency Among Public Secondary School Students in Embakasi East Sub -County Nairobi, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2025 and June, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000

APPENDIX IX: NACOSTI


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **370915** Date of Issue: **14/April/2025**

RESEARCH LICENSE



This is to Certify that Miss.. Rachael Mumbua Kolli of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INFLUENCE OF PSYCHO-SOCIAL DETERMINANTS ON JUVENILE DELINQUENCY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN EMBAKASI EAST SUBCOUNTY NAIROBI, KENYA. for the period ending : 14/April/2026.

License No: **NACOSTI/P/25/418211**

370915
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

PSYCHOSOCIAL
DETERMINANTS AND THEIR
INFLUENCE ON JUVENILE
DELINQUENCY AMONG PUBLIC
SECONDARY SCHOOL
STUDENTS IN EMBAKASI EAST
SUBCOUNTY NAIROBI, KENYA

by RACHAEL MUMBUA

Submission date: 30-Jun-2025 04:38PM (UTC+0300)

Submission ID: 2702175404

File name: RACHAEL_MUMBUA-_PROJECT.docx (1.89M)

Word count: 21207

Character count: 130606

PSYCHOSOCIAL DETERMINANTS AND THEIR INFLUENCE ON JUVENILE DELINQUENCY AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN EMBAKASI EAST SUBCOUNTY NAIROBI, KENYA

ORIGINALITY REPORT



MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

5%

★ erepository.uonbi.ac.ke

Internet Source

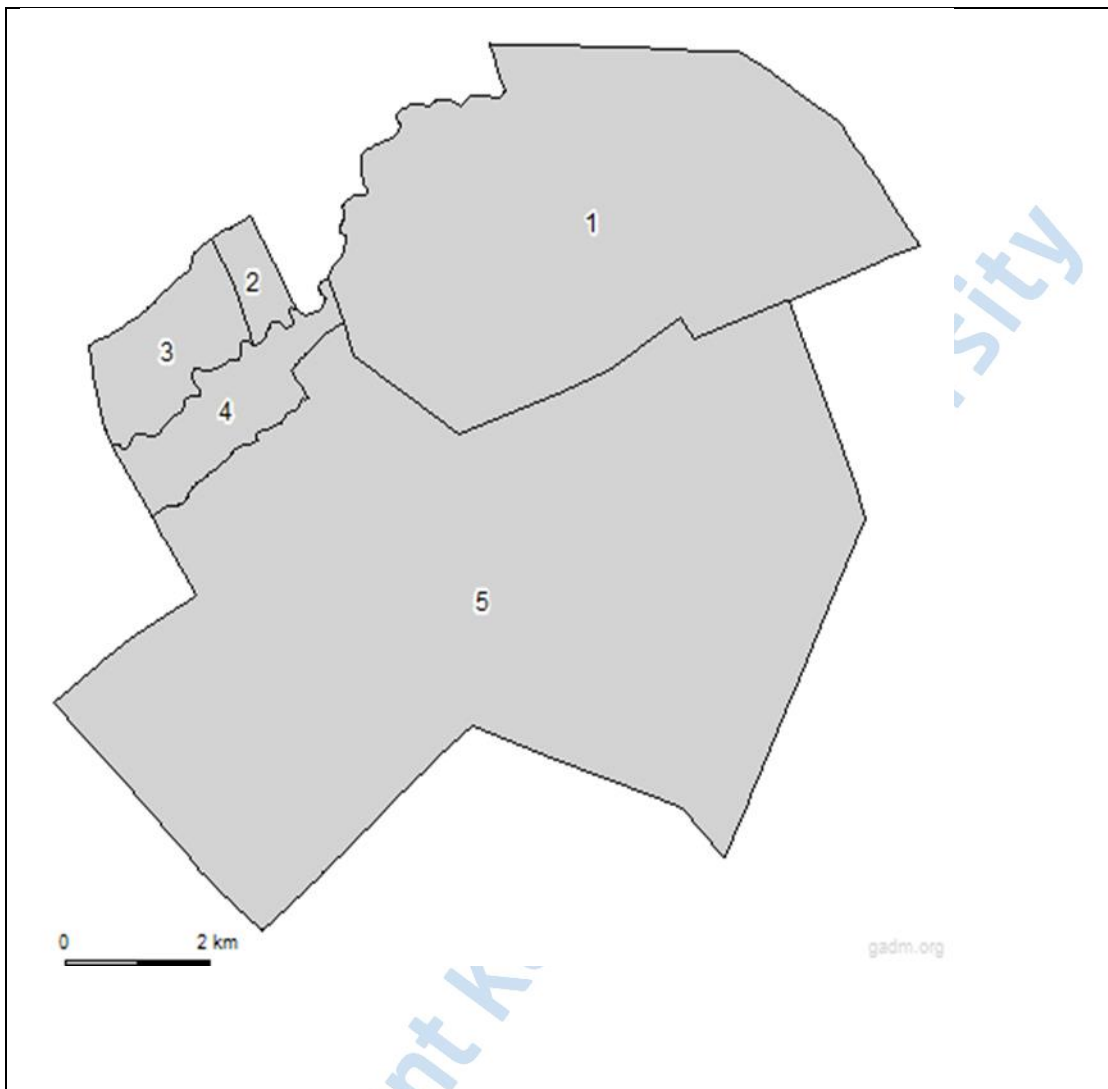
Exclude quotes On

Exclude matches Off

Exclude bibliography Off

APPENDIX XI: MAP OF EMBAKASI EAST SUB-COUNTY

Embakasi East Sub-county Map



Map ID: Name

- 1 Mihango
- 2 Lower Savannah
- 3 Upper Savannah
- 4 Utawala 5.Embakasi