

**CONTRIBUTION OF SCHOOL TO DEVIANT BEHAVIORS AMONG STUDENTS IN
SECONDARY SCHOOLS: A CASE OF TRANS-NZOIA WEST SUB-COUNTY,
KENYA**

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ABSTRACT

Deviant behaviors among secondary school going populations, the world over, are of concern to educators, counselors and psychologists. This is because of the potential of deviant behaviors at the adolescent stage to undermine the achievement of both personal and national goals. Your social environment including your family, friends, school, and neighborhood influence your behavior. This study assessed the contribution of social institution (school) to deviant behaviors among secondary school students. The study was anchored on the Social-control Theory by Travis (1960) and Attachment Theory by Bowlby and Ainsworth (1991). Descriptive survey design was used because the deputy head teachers' guidance and counseling teachers' and students' attitudes were sought. The target population was 6529 respondents. The sample size was 661 respondents. Simple Random Sampling was used to select the schools and the students. Stratified Sampling was used to select the zones then Purposive Sampling was used to select deputy principals and guidance and counseling teachers. The researcher used questionnaires and behavior assessment tool as the instruments to collect qualitative and quantitative data necessary for this study. The study was carried out in Trans-Nzoia West Sub-County. Reliability was established by test-retest method in a pilot study done in the neighboring sub-county. Validity was established by giving the instruments to the experts in research field. Content validity was adopted for this study. Descriptive techniques of data analysis such as frequencies, percentages, means and standard deviations were used. To establish the relationship, Spearman's rank was employed while t-test was used to test for significance. The data was subjected to Statistical Package for Social Sciences version 17 for further analysis. The study revealed the following: that the frequency of deviance in schools is low in the study area, secondly the school contributes to deviant behaviors among students by having aggressive peers, peer pressure, lack of a culture of learning and overloaded curriculum. The study recommended that the Ministry of Education should ensure that each school has a counseling room and all guidance and counseling teachers should be exposed to workshops and seminars to enable them be effective in their work.

Keywords: behavior, deviant, counselors.

Background to the Study

Deviant behaviors among secondary school going populations the world over, are of concern to educators, counselors and psychologists. This is because deviant behaviors at the adolescent

stage have the potential to undermine the achievement of both personal and national goals. The danger to achievement of goals stems, largely from the varying control responses that are often elicited with regard to deviant behaviors (Karega, 2012).

Deviance describes actions or behaviors that violate social norms, including formally enacted rules as well as informal violations of social norms. The departure of certain types of behavior from the norms of a particular society at a particular time and violation of certain types of group norms where behavior is in a disapproved direction and of sufficient degree to exceed the tolerance limit of the community (Macious & Gerber, 2010).

Several studies have been done all over the world with findings showing the prevalence of occurrence of various kinds of problem behaviors. Mrug, Loosier and Windle (2008) found high level of violence exposure occurring in schools. Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt (2001) found the prevalence of bullying among United States of America youth to be substantial. Reimer and Smink (2008) of America have found out that school absenteeism within the public schools has reached a crisis point, and it has been linked to school dropout. In Malaysia, Yahaya and Sidek (2005) observed that there were different perceptions about the prevalence of bullying among secondary school students where teachers reported bullying overall rate to be low while students reported it to be moderate.

Social institutions have been shown in various studies to be contributing to the occurrence of deviant behaviors. The school as one of the social institutions is shown by the following researches to be a contributing factor to deviance among students. Cooperkline (2009) found out that disruptive behavior in the classroom can lead to truancy which is regarded as one of the deviant behaviors thus he recommends that the school system should work with disruptive children early before the disruption reaches a level that causes truancy. Duane, Karen, and Powers (2009) found out that exposure to aggressive classrooms may add to the risk of early aggressive behavior problems among secondary school students.

In South Africa, Nita (2005) found bullying behavior to be at a lesser or greater extent a problem at most schools while Weeks (2012) is of the view that irregular school attendance, substance and alcohol abuse, vandalism violence and criminality are the common deviant behavior among

secondary school students. In Tanzania, Morris (2008) found bullying behavior to be a significant problem in secondary schools in Dare Es Salaam region while Ndibalema (2013) found physical bullying to be perceived to be the dominant element of bullying.

In Kenya the extent of problem behaviors has been shown by number of studies; Oriya (2005), Mkula (2005) and Ndetei, Ongecha, Khasakala, Syanda, Mutiso, Othieno (2007) all found bullying to be indeed prevalent in public secondary schools. Mutisya (2003) and Oriya (2005) both found fighting among students to be frequently reported in secondary schools. Wachira (2002) found that there was an increase in physical violence among secondary school students. While a report by NACADA (2007) observed that drugs and substance abuse both licit and illicit are forming a sub-culture in Kenya among the students.

There are so many deviant behaviors that researchers have identified in their studies of secondary schools. In Kenya, Ziro (2002) found that refusal to put on uniform while going out of school, teasing fellow students, striking disobedience to prefects, refusal to take legitimate punishments from teachers and refusal to do cleaning duties. Mutisya (2003) and Ngunzi (2004) found that different schools within the same district reported the same nature of students' indiscipline which were; theft, lateness, absenteeism, truancy, unattended duties and wrong dressing. Njoroge (2005) found out that the reported incidences of deviance were; lateness, irresponsible sexual behaviors, general indiscipline, stealing, noisemaking, truancy, negative attitude and arrogance, bullying, use of drugs and alcohol as well as sneaking out of school. A more recent study by Kyalo (2010) found that boy/girl relationship, poor response to bells, theft, faking of sickness, fighting, noisemaking and destruction of school property, refusal to complete assignments as well as riots and demonstrations to be the most cited indiscipline problems. In the most recent study by Mbuthia (2013) common deviant behaviors amongst the youths are; alcohol and drug abuse, premarital sex and prostitution, gang fighting and rape.

On school as an institution affecting behavior, Ngesu, Gunga, Wachira, Muriithi, Kili, and Odhiambo (2013) are of the view that both intra school factors are related to incidences of bullying in schools. Intra-school factors are represented by the schools' challenges experienced in attempt to enforce rules and regulations that are laid down by stakeholders.

Although studies have been conducted on how the school contributes to deviant behaviors among students nationally, regionally and globally. Related studies like Karega (2012) and Mbuthia (2013) have been done in Nairobi, Kiambu, Murang'a, Nyeri and Nyahururu Counties while none has been done in Trans- Nzoia County and specifically in Trans-Nzoia West Sub-County. Therefore this study sought to fill this gap by examining how the school contributes to deviant behaviors among students in secondary schools in Trans-Nzoia West Sub-County, Kenya.

Theoretical Framework

This study was firmly anchored on Social Control Theory by Travis (1960) and Attachment Theory by Bowlby and Ainsworth(1991). Social control Theory was coined by Hirschi Travis in 1960.He built his theory upon existing concepts of social control. The theory asserts that ties to the family, school, religion, community and other aspects of society serve to diminish one's propensity for deviant behavior. It takes an opposite approach questioning why people refrain from offending(Akers and Sellars, 2004). As a result, criminality is seen as a possibility of all individuals within society, avoided only by those who seek to maintain familial or social bonds. Travis Theory bases on attachment to those who are both in and outside the family, including friends, teachers and co-workers; commitment to activities in which an individual has invested time and energy, involvement in activities that serve to both further bond an individual to others and leave limited time to become involved in deviant activities and finally, belief in wider social values. The four aspects of social control are thought to interact to insulate an individual from criminal involvement (Siegel and McCormick, 2006).

Attachment Theory was developed by Bowlby and Ainsworth (1991). Bowlby held the idea that in their first years of life, infants develop an attachment style which plays a role in their survival and also influences personality development. According to the Attachment Theory, the early attachment relationships largely influence the way children begin to see themselves in relation to others. These attachment relationships influence how children expect others to behave.

Bowlby (1973) proposed that attachment style continues to influence behavior, emotion and personality throughout the life of an individual. Therefore, an individual at secondary school level who is not securely attached to their parents or parental figure is more likely to struggle

with emotion regulation as has been outlined in the Attachment theory. Hooper (2007), states that by time the person reaches adolescence, early patterns or interaction with attachment figures become organized into generalized interactional styles that are driven by the persons internal working model. Failure to form secure attachment early in life can have a negative impact on behavior in later childhood throughout life. Children diagnosed with Oppositional Defiant Disorder (ODD), Conduct Disorder (CD) or Post Traumatic Stress Disorder (PTSD) frequently display attachment problems, possibly due to early abuse, neglect or trauma.

Mikulincer, Shaver and Pereg (2008) state that interactions with significant other who are available in times of need, sensitive to one's attachment needs and responsive to ones bids for proximity facilitate the optimal functioning of the system and promote the formation of a sense of attachment security. They also state that when significant others are unavailable or unresponsive to ones needs, proximity seeking fails to relieve distress, and a sense of attachment security is not attained. As a result, negative representations of self and others are formed and strategies to affect regulation other than proximity seeking are developed. Therefore, a secondary school student who perceives their parents and significant others around to be uncaring, unsupportive and not accommodative would probably exhibit ineffective coping strategies with regard to behavioral and emotional challenges.

The implication of these theories to the current study is that it supports the assumption of the study that other than genes, the environment where a child finds himself /herself has a role to play in determining his/her behavior. The two theories agree that low weak bond to society positively predict a variety of deviant and criminal behaviors.

LITERATURE REVIEW

The Prevalence of Students' Deviant Behaviors

Globally, the extent of deviant behaviors has been studied by various researchers. A study by Clarke (2002) in America reports that student indiscipline is a serious problem facing the education system. He further asserts that about 45% of the teachers in America leaving the profession annually cite student behavior as one of the reasons for doing so. Mrug, et al. (2008) examined the relationship between violence exposure in three different contexts and outcomes in

early adolescents. The respondents were asked to report whether they witnessed violence in different contexts. The findings of the study showed that adolescents reported high levels of violence exposure occurring in the school and the lowest at home. In the school setting, 78.2% of adolescents reported witnessing threats of violence and 23.3% being a victim of threats or violence. In North America, Nansel et al.(2001) studied bullying behaviors among US youth and found that 29.9% of the sample reported moderate or frequent involvement in bullying, as a bully 13%, as one being bullied 10.6% or both 6.3%. They sampled 15,586 students across the United States of America. The authors of the study concluded that prevalence of bullying among US youth was substantial and given the concurrent behavioral and emotions difficulties, the issue of bullying merited serious attention both for future research and preventive attention. Still in America, Siziya (2008) conducted a study on variables associated with physical fighting among 13,857 high school students. This study was based on secondary analysis of the United States Youth Risk Behavior Survey (YRBS) conducted in 2005. The sampling frame included all private and public schools, stratified by region and urban city based on the US census bureau data. Frequencies and proportions were obtained for the outcome and explanatory variables. Logistic regression analysis was used to estimate the level of association between explanatory variables and outcome. The findings revealed that, of the 13,857 respondents, 13.5% reported physical fighting on school property in the last 12 months to the survey. Males were likely to have been in a physical fight than females. Respondents aged 17 years or older were less likely to have been in a physical fight than those who were 14 years or younger.

In Malaysia, Yahaya and Sidek (2005) studied teachers' and students' perceptions towards bullying in 8 secondary schools in Bath Panat District in Malaysia. Besides that, the study attempted to identify students' perception about safety issues in secondary schools. In this study 80 teachers and 480 students were randomly selected. All information was gathered through Peer Relations Questionnaire (PRQ) and The Nature and Prevalence of Bullying in Schools Questionnaire. Results showed that there was a different perception about the prevalence of bullying among secondary school students and teachers. Students reported that the overall rate of bullying prevalence were at moderate levels whereas, teachers reported the bullying prevalence overall rate were at low level. There was no significant difference on the prevalence of bullying between male and female students.

In Africa the extent of deviant behaviors was studied and reported as in the following studies: In South Africa, Nita (2005) studied the aspects of bullying in schools situated in the Free State province. Using the Delaware Bullying Questionnaire it was established that bullying was to a lesser or greater extent a problem in most schools. Only 16.2% of the respondents indicated that bullying was not a problem in their respective schools. Although the majority of respondents were very rarely, if ever victims of and/or aggressors in bullying situations, many of them witnessed incidents of verbal bullying in particular. It was also evident that victims of bullying rather confided in their friends than adults when they had been victimized. This was attributed to the fact that 37.97% of the respondents indicated that fellow learners helped them during bullying situations and on the other hand, only 19.73% were helped by their teachers. Townsend, Flisher, Chibovu, Lombard & King (2008) studied the relationship between bullying behaviors and high school dropouts in Cape Town, South Africa. Their findings showed that among both high school learners and dropouts, 52% of the boys and 36% of the girls had been involved in bullying behaviors. The findings also revealed that girls who were bullies and victims bullying were at a greater risk of dropping out of school.

A study conducted in Dar es Salaam region by Morris (2008) in his paper entitled bullying among secondary schools students found that bullying behavior is a significant problem among secondary school student and that children are being bullied by both their peers and teachers. Godwin (2006) reported a bullying incidence of a form four male secondary school student aged 20 years. The student sustained severe injuries and fainted due to the punishment he received from his teacher. When the teacher discovered that the boy had fainted, he locked him in his office and called other students to take him to hospital for treatment. When the boy was interviewed he said he was accused of misbehaving during a school function. In another reported incident, a teacher in Iringa region was charged under section 25 of the Prevention of Corruption Act No. 11 of 2007 for demanding sexual favors from a complainant a form one girl by then. He had requested sexual intercourse as a condition for favoring her in English and Divinity examination results and other preferential treatment. He was convicted and sentenced to pay a fine of Tsh. 500 000/= or serve a term of imprisonment for one year (TAWJA, 2011).

In a most recent study in Tanzania, Ndibalema (2013) studied perceptions about bullying in secondary schools in Dodoma Municipality. The main purpose of the study was to explore

perceptions of teachers and students about bullying behavior among secondary schools in Tanzania. Purposive non probability sampling was used to select disciplinary teachers and students who participated in the interview. The research instruments used were interview schedule, questionnaire and observation schedule. She found out that physical bullying was perceived to be the dominant element of bullying, boys were highly preferred to be bullies than girls and that watching violent films was the dominant factor for bullying and poor academic performance was mostly preferred impact of bullying.

In Kenya, studies on deviant behavior and on indiscipline have cited bullying as one of the key deviant behaviors being manifested in secondary schools. Ziro (2002) studied causes of students' unrest in Kilifi District and found that bullying of other colleagues was one of the most common indiscipline problems reported in secondary schools in the area. Oriya (2005) found that bullying of new students was widely reported in schools.

It is clear from the studies cited above that bullying is a major problem in secondary schools. Bullying also presents serious long term effects such as increased chances of dropping out of school, low social competence and other serious behavioral and emotional difficulties and therefore warrants serious preventive attention from academic, parents and other practitioners like psychologists and counselors (Karega, 2012). Kartal (2009), agrees with Karega (2012) by asserting that incidences of bullying have always come to occur from time to time and they have negative impacts especially on students' academic, emotional and social development during the school period and some involve a gradual increase of violence that leads to some fatalities.

The findings of studies conducted locally show that physical violence towards fellow students is a commonly reported problem in secondary schools. Wachira (2002) studied the factors leading to the increase in undesirable social behavior among students in selected schools in Nairobi and found that there was an increase in physical violence among secondary school students. Mutisya (2003) and Oriya (2005) both found fighting to be frequently reported in secondary schools.

Indiscipline and deviance, where students simply go against school rules and regulations have been studied locally. Study findings show that indiscipline is a major behavior problem in schools, with different schools reporting the same nature of students' indiscipline. Mutisya (2003) studied the problems of indiscipline affecting selected secondary schools in Central

Division of Kitui District. The study found that different schools within the district reported the same nature of students' indiscipline. Theft, lateness, absenteeism, truancy, unattended duties and wrong dressing were all cited as common problems in schools within the region.

In secondary schools, discipline problems include all forms of disrespect, unruly behavior, use of bad/vulgar language, rudeness, laziness, insolence, smoking, drinking alcohol, robbery, stealing school property, gambling and bullying (Nyaga, 2004). In Kenya maladjusted students exhibit numerous indiscipline symptoms like aggression, shyness, suspicion, tattling, bullying, cruelty, cheating, truancy, tardiness, stealing, profanity, boisterousness and all sorts of disorderliness (Nyaga, 2004).

A more recent study by Kyalo (2010) showed that the more commonly occurring behavior problems in schools are; boy/girl relationships, poor response to bells, theft, faking sickness, fighting, noise making, and destruction of property, refusal to complete assignments as well as riots and demonstrations were the most frequently cited indiscipline problems. Mutisya (2003) and Ngunzi (2004) found that lateness; absenteeism, truancy, unattended duties and wrong dressing and smoking were the commonly reported behavior problems.

The most recent study by Mbuthia (2013) on the perceived factors influencing deviant behavior among the youth in Njathaini community, Nairobi, Kenya reported the most common forms of deviant behaviors as alcohol and drug abuse, premarital sex, and prostitution, gang fighting and rape. This study targeted 395 youth aged between 15-35 years and used purposive sampling to ensure gender balance and also was carried out in a slum located in Nairobi.

School and Students' Deviant Behaviors

The significance of school attachment and adolescent delinquency was stressed by Herrenkohl et al. (2003) in their study on the effects of both protective and risk factors on adolescent violence. Longitudinal data were obtained from the Seattle Social Development Project, which collected teacher-completed assessments of the sample (N=808) at various intervals during childhood. When youth were assessed at the age of 18, the authors found that those who had been assessed as exhibiting less violent behavior during childhood were more likely to have stronger connections with parents, more likely to be religious, and more likely to have formed an attachment to school during mid-adolescence. The authors found that adolescents who had been

assessed by teachers as aggressive during childhood (and thus, for whom violence had been predicted) were less likely to indeed be violent at age 18 if they had experienced the interaction of various social protective factors such as family involvement, religiosity, and peer interactions. The authors conclude that, as previous research has found, adolescent attachment to school appears to serve a protective function against later adolescent violence.

A study by Duane et al. (2009) on the impact of classroom aggression on the development of aggressive behavior problems in children followed a longitudinal sample of 4,907 children and examined demographic factors associated with exposure to high aggression classrooms, including school context factors (school size, student poverty level, rural versus urban location) and children ethnicity (African American, European American). The findings showed that the impact of student poverty and school size on student behavior is more distal than the impact of the classroom context and that these more general school demographics have less influence on child behavioral adjustment than the more proximal socialization influences exerted by teachers and peers in the classroom context. Exposure to aggressive classrooms may add to the risk of early aggressive behavior problems, suggesting that the prognosis for resilient recovery from early behavior problems may be particularly poor for at risk children entering schools with a high likelihood of chronic exposure to poorly managed classrooms with concentration of aggressive peers. This second finding supports the finding by Kiiru (2004) that peer pressure influences the youth to abuse drugs/substances under the false impression that some drugs stimulated appetite for food, increase strength and give wisdom as well as encourage to face life.

Still on the influence of school on behavior a study by Weeks (2012) of South Africa on how a culture of learning impact on behavior, the purpose was to determine if a link existed between behavior problems and a lack of culture of learning. The behavior problems that were identified were; irregular school attendance, substance and alcohol abuse, vandalism, violence and criminality. The findings were all the respondents agreed that the establishment of a culture of learning in the classroom and in the school does impact on behavior, a culture of learning offers a student who might be experiencing unmet emotional needs within his or her relationship an opportunity to change from being a “nobody” to a “somebody” as emotional needs are being met within the relationships that emerge in a learning community. The second finding was that a

culture of learning holds the potential to address both the behavior problems and academic performances of students.

A topic that has received considerable research attention is the strong association between adolescents' attitudes and behaviors and those of their peers. Two possible explanations for this association have emerged. One possible explanation for adolescents' tendency to belong to homogeneous peer groups is that they select individuals who are already similar to themselves. The other is that, when an individual particular people, he or she tends to adopt the behaviors or traits they have. Researchers who have explored this question have largely concluded that in most cases both effects are important (Dishion and Owen, 2002).

In Kenya a study by Maithya (2009) on drug abuse in secondary schools in Kenya in Machakos County found that contributing factors to drug abuse among majority of students were acceptance by peers and ignorance to the dangers of drug abuse as main reasons. The target population consisted of form three and four students, deputy head teachers, school counselors and parents. Drug abuse is one of the deviant behaviors that studies have found to be common in schools. This study focused on drug abuse only but the current study will look at deviant behaviors in general.

A study by Kiiru (2004) agrees with the one done by Maithya (2009) by arguing that peer pressure in school is a strong influencing factor among the youth to use substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as encourage them to face life. Ngesu et al. (2013) showed that both intra-school and extra school factors are related to the incidences of bullying in schools. It also revealed that intra school factors are represented by the schools' challenges experienced in attempt to enforce rules and regulations that are laid down by stakeholders.

METHODOLOGY

The study was conducted in Trans-Nzoia West Sub-County. Trans-Nzoia West sub-county, Trans-Nzoia East Sub-County and Kwanza Sub-County, are located in Trans-Nzoia County in Kenya. The study site is large with heterogeneity in the target populations' characteristics. These include variation in the nature of secondary schools and therefore the collected data was more

reliable and hence representative. Trans-Nzoia West Sub-County is also one of the sub-counties in Kenya and thus stands an equal chance of being chosen. Also, this sub-county has a large population density, and high poverty level that favor deviant behaviors amongst the adolescents.

The population study was drawn from all 74 schools that had form threes in Trans-Nzoia West Sub-County in the year 2018. The target population of the study was 6529(74deputy head teachers or74guidance and counseling teachers and6381formthreestudents). Deputy Head teachers, teachers and students served as the main respondents of the study. Trans-Nzoia West Sub-County is subdivided into 4 educational zones namely; Central, Kiminini, Saboti and Waitaluk.

Simple random sampling (SRS) was used to select individual schools from each zone using lottery method. This ensured that each zone had an equal and independent chance of being included in the sample. This technique of sampling enabled the researcher to select a sample without bias from the target population. This probability sampling design enabled the researcher to generalize and make prediction to the entire population, which were all secondary schools. Purposive sampling was used to select deputy principals since they are directly involved in disciplining the students as guiding and counselors are involved in correcting deviancy through counseling.

The sample size was therefore 661 respondents from 74secondary schools. Simple random technique was used to select 23 secondary schools in the sub-county. The researcher used 638 form three students who were randomly sampled from the 23 schools, 23 teachers (deputy principals, guidance and counseling teachers). This is 10.12% of the target population and as Mugenda and Mugenda (2003) say that for descriptive studies 10% of the accessible population is enough. Stratified sampling ensured that each education zone with heterogeneous characteristics such as geographical setting was proportionately represented. This is in line with Wade (2011) who says that stratified sampling increases the likelihood that key groups end up being included in the sample while still maintaining much of the random element.

After collection of both qualitative and quantitative data using PBS and questionnaires, data analysis was done. The raw data was categorized through coding and tabulation. Editing was done to improve the quality of the data coding. Data was summarized and presented using

percentages, means and standard deviation (SD). Subsequent analysis involved assessing the relationship between social institution-school and deviant behaviors among students using spearman's rank. To test significance of the relationship, t-test was used. A Statistical Package for Social Sciences (SPSS version 17) was employed.

FINDINGS

The finding of the PBS showed that problem behaviors do exist among students in secondary schools. The students' rating is supported by a study by Karega (2012) who equally found the frequency of occurrence of problem behaviors amongst students to be low. This could be attributed to the fact that in the self-evaluation report questionnaire each student wanted to cover up and portray good. In addition, this reveals that during counseling process, it is not easy to get the truth out of those students as they would always try to coil around especially when the counselor is not patient and tactful enough to address the issue which calls for administrators of schools to allow majorly teachers who have passion for counseling to occupy those dockets in schools and also to reduce their workloads to enable them have enough time to ponder over and know the best ways to handle students' issues.

SCHOOL AND DEVIANT BEHAVIORS OF STUDENTS

Table 1: School and Deviant Behaviors among Students (Students' Views)

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean (SD)
The school affects the behavior of students	218(42.6)	98(19.1)	60(11.8)	71(14)	64(12.5)	2.4(1.5)
Peer pressure influences students to abuse drugs and alcohol	316(60.4)	139(26.6)	34(6.5)	23(4.3)	11(2.2)	1.6(0.9)

Aggressive peers contribute to aggressive behavior in the school	241(46)	154(29.5)	83(15.8)	19(3.6)	26(5)	1.9(1.1)
A culture of learning reduces problem behaviors in school	248(47.5)	139(26.6)	68(12.9)	49(9.4)	19(3.6)	2.0(1.1)
Overloaded curriculum contributes to deviant behaviors in school	113(21.6)	87(16.5)	102(19.4)	107(23)	102(19.4)	3.0(1.4)

Key: SA -Strongly Agree, U- undecided, D-Disagree and SD -Strongly Disagree.

***Source: Field Data (2018)**

Majority of the students reported to agree that the school affects the behavior of students 316(61.7%), peer pressure influences students to abuse drugs and alcohol 455(87%), aggressive peers contribute to aggressive behavior in the school 395(75.5%) and that a culture of learning reduces problem behaviors in school 388(74.1%) and 199(38.1%) that overloaded curriculum contributes to deviant behaviors in school as shown in Table 1

CONTRIBUTION OF SCHOOL TO DEVIANT BEHAVIORS OF STUDENTS (TEACHERS' PERSPECTIVE)

***Table 2: Contribution of School to Deviant Behaviors Among Students**

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean (SD)
The school affects the behavior of students	15(65.2)	5(21.7)	0(0)	2(8.7)	1(4.3)	1.7(1.2)
Peer pressure influences students to abuse drugs and alcohol	11(47.8)	11(47.8)	0	0	1(4.3)	1.7(0.9)

Aggressive peers contribute to aggressive behavior in the school	8(34.8)	12(52.2)	3(13)	0	0	1.8(0.7)
A culture of learning reduces problem behaviors in school	13(56.5)	6(26.1)	3(13)	1(4.3)	0	1.7(0.9)
Overloaded curriculum contributes to deviant behaviors in school	7(30.4)	9(39.1)	1(4.3)	4(17.4)	2(8.7)	2.4(1.3)

Key: SA -Strongly Agree, U- undecided, D-Disagree and SD -Strongly Disagree.

***Source: Field Data (2018)**

Majority of the teachers agreed that the school affects the behavior of students 20(86.9%), peer pressure influences students to abuse drugs and alcohol 22(95.6%), Aggressive peers contribute to aggressive behavior in the school 20(87%), a culture of learning reduces problem behaviors in school 18(82.6%) while 16(69.5%) that Overloaded curriculum contributes to deviant behaviors in school as in Table 2.

RELATIONSHIP BETWEEN SCHOOL AND DEVIANT BEHAVIOR

***Table 3: Relationship between School and Deviant Behavior**

Characteristic	Deviant behavior		t-value	p-value
	Low (SD)	Moderate(SD)		
School	10.7(2.9)	11.6(2.3)	1.306	0.194

***Source: Field Data (2018)**

As indicated in Table 3, there was no significant relationship between school and deviant behavior based on responses from students ($p > 0.05$). This is because all T-value was greater than its bond. Therefore the null hypothesis that there is a significant relationship between social institution-school and deviant behavior was rejected and an alternative hypothesis that there is no significant relationship between social institution-school and deviant behaviors among secondary school students was accepted.

***Table 4: Correlation between School and Student's Behavior**

	School
Deviant behavior	r =-0.489 p=0.018

***Source: Field Data (2018)**

Based on the teachers responses, there was a significant negative correlation between school, and students behavior ($p= 0.018$ and $r=-0.489$) as in Table 4. This means that the school negatively impacts on students' behavior.

Teachers rated students in their schools to be having moderate frequency on deviant behavior. Teachers rating could have been influenced by the rampant reports of deviancy in schools and also by the fact that some misbehaviors are made known to majorly deputy principals and guidance teachers who are directly involved in handling them in schools.

WHAT SHOULD BE DONE TO ALLEVIATE DEVIANT BEHAVIORS AMONG STUDENTS?

Some of the views at school level included: Strengthen guidance and counseling office by allowing teachers to get in-service training on counseling to enable them learn and share new ways of handling deviants in school, have counseling office for confidentiality purposes, appoint only members of staff who have passion for counseling and support them since counseling is more than a calling than it is a profession and to reduce the workload of counseling teachers to enable them do effective counseling given that counseling is very involving. Strengthen guidance and counseling office by allowing teachers to get in-service training on counseling to enable them learn and share new ways of handling deviants in school. At family level, parents to work upon reducing conflicts or resolving their issues away from children, parents to be friends with their children and work towards knowing them well, parents to be good role models for their children given that children love them and will in most cases aspire to be like them, parents to resolve to other ways of resolving conflicts than just being highly punitive e. g taking them to children and adolescent counselors. At community level, chief meetings to emphasize good behavior and specify penalty for specific misbehavior, norms to be set by majority of members

so that they are collectively owned-Peace to be emphasized, economic status of slum neighborhoods to be stepped up e. g by encouraging various groups formation who can later on assess finances from banks to start up income generating projects, MoE should provide training in guidance and counseling or employ a school counselor for each school and

CONCLUSION AND RECOMMENDATIONS

The study established that deviant behaviors exist in schools. Therefore it can be concluded that if peer pressure in school is addressed, aggressive peers are identified and counseled, culture of learning is established in every school and overloaded curriculum is reviewed then the school's negative influence on behavior of students will have been addressed. According to teachers social institution (school) contribute greatly to deviant behaviors.

In conclusion, school as a social institution contributes to deviance amongst students. Therefore, it should play role by getting seriously involved in addressing problem behaviors that occur rampantly in schools and in so doing the future students' behavior will have been secured.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

- Strengthen guidance and counseling office by allowing teachers to get in-service training on counseling to enable them learn and share new ways of handling deviants in school
- Have counseling office for confidentiality purposes
- Appoint only members of staff who have passion for counseling and support them since counseling is more than a calling than it is a profession
- Reduce the workload of counseling teachers to enable them do effective counseling given that counseling is very involving
- The MoE should provide training in guidance and counseling or employ a school counselor for each school and should make it mandatory that all schools have a counseling room

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