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Family Factors Influencing The Development Of Juvenile Delinquency Among Pupils In Kabete Rehabilitation School In Nairobi County, Kenya

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ABSTRACT

This paper uses data collected for an MA Thesis on the family factors influencing the development of juvenile delinquency among pupils in Kabete Rehabilitation School in Nairobi County, Kenya. This study has been necessitated by continued concern among policymakers, practitioners, citizens, and researchers about the rising cases of juvenile delinquency in Nairobi County. Although there had been speculations that family factors sit at the core of the trigger factors, there has never been a detailed and systematic inquiry and analysis of this problem. The study was guided by several specific objectives; the first objective examined the range of family factors that influenced the development of juvenile delinquency among pupils in Kabete Rehabilitation School in Nairobi County, Kenya while the second objective examined how family types influenced the development of juvenile delinquency among pupils in Kabete Rehabilitation School in Nairobi County, Kenya. Last but not least, the study assessed the multiplier effects of juvenile delinquency among pupils in Kabete Rehabilitation School in Nairobi County, Kenya. The study adopted a qualitative case study research design and purposive sampling technique. A sample size of 60 respondents who comprised of 30 parents, 24 pupils, 4 teachers and 2 administrators was adopted. The collected data was analyzed thematically and presented in verbatim quotes. The study revealed a relationship between family factors, family types and development of delinquency among juveniles. Family attachment and family conflict are risk factors for delinquency. Further, this study established that not all children follow the same road to delinquency; different life-experience combinations will produce different delinquent activity. For instance, positive parenting behaviours in the early years and later in adolescence tend to serve as

barriers mitigating juvenile activity and encouraging teenagers who are already involved in criminal conduct to refrain from more crime. In matters policy, this study recommends interventions with the help of other social institutions such as religion and others that have a direct bearing on children growth and development like the government children departments to deeply engage in altering parenting practices aiming to promote better socialization of the child and also reduce engagement in negative outcomes such as delinquency. The government may consider starting up free family counseling clinics and rehabilitation centers to address or counter any social and behavioural defects that result from inadequate parenting such as delinquency.

Key words: Development of Juvenile Delinquency, Family Factors, Multiplier effects.

INTRODUCTION

According to Knoll and Sickmund [2012], juvenile delinquency has become a matter of global concern. This view is increasingly being exacerbated by daily public discourse and news accounts of crimes committed by juveniles' that fuel the belief that young people are increasingly becoming uncontrollable [Shoemaker, 2017]. A juvenile is an individual below the expected age of ordinary criminal prosecution which in most cases is 18 years [Burfeind & Bartusch, 2015]. Whereas there have been perceptions that parents of young people are often to be blamed for the delinquent behaviour of their children, the choices juveniles make cannot be adequately understood without considering the social context within which they live and act (family) [Hirschi, 2017].

According to Rwengo [2017], several factors have led to the spiral of juvenile delinquency across the globe. Some of these factors include unstable families, stress in familial situations, effects of irresponsible media, urban culture, economic stress, abusive homes among others. Statistical data indicate that more juveniles' males than females are caught up in crime [Ndugwa, Kabiru, Cleland, Beguy, Egondi, Zulu & Jessor, 2004]. It may be that more juveniles are being processed through the criminal justice system rather than actually committing more types of crimes but all the same they have experienced increased interaction with the system therefore creating more problems for schools, parents and communities [Shoemaker, 2017]. Wright and Wright [1994] argue that families are one of the strongest socializing forces in life since they teach children to control bad behaviour, to delay gratification and to respect the rights of others. Conversely, families can potentially teach children aggressive, antisocial and violent behaviour (Shoemaker, 2017). Accordingly, Melgosa [2002] contends that alcoholic parents, or parents with criminal behaviour and parents with discipline systems that are strict, too lax or inconsistent, broken homes or those with problematic relationships may tend to replicate delinquent behaviour in children. Wright and Wright [1994], indicate that the family environment influences an adolescent interpersonal style, which in turn influences peer group selection.

Statistics have it that there is an increase in cases of juvenile arrest across the globe. According to Loeber, Farrington and Petechuk [2003], for instance, the number of children brought before the courts in the US between 1990 and 2000 increased by a third. With increased arrests of juveniles worldwide, the trend globally has been to stem the tide of increased juvenile crime by holding parents responsible for the actions of their children and developing education models designed to

counter deviant juvenile behaviour. Once arrested, juveniles who commit violent crimes are more likely to re-offend. As it has been established through this study, this pattern is a cause for concern because these children are likely to grow and became adult offenders.

Like elsewhere in the world, in Kenya, the family remains one of the most important social dimensions of understanding juvenile delinquency. In many homes and schools, parents and teachers have to deal with undisciplined children [Mboya, Hezborn, & Manson, 2017]. According to the Kenya National Bureau of Statistics [2015], in 2014, a total of 109,629 people were sentenced to prison which was a 41.6 % increase between 2010 and 2014. Prison inmates aged 26 years and below constituted about half of the total prison population. The number of inmates below 18 years was recorded at 2570 in 2013 and 3455 in 2014 (1.1 % of the total prison population in 2013 and 1.4 % in 2014). Following these statistics, juvenile delinquency has been believed to have multiplier effect on Kenya schools prompting the minister of education to form a taskforce in July 2016 to examine the causes as well as remedies to mass indiscipline and unrests among secondary school students. According to the ministry of education, in 2016 more than 120 high schools throughout the country were set ablaze amid a government crackdown on cheating in national exams. Property worth millions of shillings was destroyed by these fires which were caused by students. Teen suicide has been witnessed in Kenya. Teen pregnancy has skyrocketed. Casual drug use among teens has jumped nearly fifty percent over the last four years alone [Aloka, & Bojuwoye, 2014].

According to Oywa [2004], there is congestion in confinement facilities such as juvenile remand homes and rehabilitation institutions showing that the number of delinquent cases is also quite high. In light of the aforementioned, it is crystal-clear that juvenile delinquency is a major concern in Kenya. The fact that juvenile delinquency is increasing day in day out in Kenya confirms that there are some factors influencing the same. In fact, it is influenced by multiple factors which may be interrelated or acting individually to influence the same. Even though it is evident that there are some studies that have been done to investigate the issue of juvenile delinquency in Kenya, there is little that has been done to determine family factors influencing the development of juvenile delinquency among pupils in rehabilitation centres or schools such as Kabete Rehabilitation School hence the need for more studies.

According to the Children's Act [2001], the Kenyan government shall establish rehabilitation schools to provide accommodation and care for children. This Act also advocates for the provision of parental responsibility, custody, fostering, maintenance, adoption, guardianship as well as care and protection. It is through this Act, that the government of Kenya continues to establish more rehabilitation facilities to support the juvenile delinquents. Statistics have it that rehabilitation schools for juvenile delinquents, therefore, have so far played both welfare and rehabilitative roles in Kenya. Arguably, children who violate the law are also in need of care and protection just like other children of their age [Nduati, 2017]. On the other hand, those who commit murder are charged in High Court. Thereafter, these children are committed to rehabilitation schools by courts for a minimum period of six months and a maximum period of 3 years according to section 53 of the Children Act [2001]. The Act also makes provision for the administration of children institutions and gives effect to the principles of the Convention of the Rights of the Child and the African Charter on the Rights and Welfare of the Child and other related purposes.

PROBLEM ANALYSIS

Juvenile delinquency is today a global problem and statistics indicate that it is on the increase other than on a downward trend. Although adolescence is a challenging developmental period for young people throughout the world, the difficulties faced by young people are often exacerbated or managed at the family level. The government of Kenya has done a lot by way of regulations that include the enactment of the children's Act that provides for provision of parental responsibility, custody, fostering, maintenance, adoption, guardianship as well as care and protection of children. Through this Act, therefore, the government of Kenya continues to establish more rehabilitation facilities to support juvenile delinquents.

Arguably this casts aspersions on the seemingly influences of the failing family unit which is considered to be the organised unit responsible for growth and development of juveniles. Many documented studies in this area tend to focus on the general underlying factors responsible for juvenile delinquency. In the many factors cited, are the family related factors albeit not explicitly expounded. This research intended to go a notch higher by seeking to expound on how families that ought to be the epicentre in prosocial socialization of juveniles may be failing leading to increased incidences of juvenile delinquency. There is very little that has been done through research and there is no documented study in this area more so in Nairobi County, Kenya. This study assumed that the continued rise of juvenile delinquency in society is as a result of family related factors.

METHODOLOGY

Research Design

The study utilized a descriptive cross-sectional qualitative design that adopted an ex-post facto research design. According to Mugenda and Mugenda [2003] this design attempts to discover causes after changes have taken place without controlling or manipulating variables that caused them. According to Kothari [2010], a descriptive survey can be best used in a study involving describing, recording, analyzing and reporting. The design can be used to examine, retrospectively, the effects of a naturally occurring phenomenon on a subsequent outcome with a view of establishing a causal or correlational link between them. The causes that were expected in this study namely family factors had already exerted their effect on the other variable (juvenile delinquency) hence the reason why the children of the parents under study are undergoing rehabilitation for involvement in delinquency.

To obtain more information, parents and administrators in the facility were also included in the study. In particular, each pupil was assumed to have a guardian or a parent. Therefore, 30% of the pupils were selected to participate in the study through focus group discussion. In addition, 30 parents of pupils who had spent a period of six months or more at the institution were selected to give more information to the study. Moreover, 4 teachers were selected based on their period of service. Teachers who had worked in the institution for a period of six months or more were selected for the study. More so, 2 administrators that had worked in the institution for at least 6 months were included. The total sample size was 60 respondents comprising 24 pupils, 30 parents, 4 teachers and 2 administrators.

The study used primary data, collected through focus group discussions and interview guides. Focus group discussions were used to collect data from pupils. Questionnaires allowed the parents and teachers to express their opinion freely and also gave them anonymity in expressing themselves.

Focus group discussions were preferred for pupils to get a clear understanding and follow up on their answers. Focused group discussions allowed free flow of ideas and discussion in a relaxed environment and present issues in their original form when people are discussing issues with others who might be of acquaintance. It also allowed an in-depth point of views and yielded much information in a relatively short time.

RESULTS AND DISCUSSIONS

A total of 57 respondents participated in this study from a total sample of 60 respondents representing 95% response rate. According to Mugenda and Mugenda [2003], this was sufficient for doing the analysis. Table 1 below shows the response rate. In this study, respondents were allowed to give more than one response, hence, the total number of responses may be more than the sample size.

Table I: Response rate

	Frequency	**Percent**
Responded	57	95
No response	3	5
Total	**60**	**100**

Demographic Information of Respondents

A total of twenty-four juveniles participated in this study through focus group discussions. Three FGDs were conducted each containing eight participants. All of the participants were males as the school only rehabilitates boys. They were aged between the ages of 10 years and 17 years. In addition, there were 27 parents of children in the school that participated in the study. Among these, 16 were females and 11 were males yielding 59.3% and 40.7% respectively. All the four teachers as well as the two administrators that participated in the study were males.

Table II: Nature of crimes the juveniles were involved in

	Frequency	**Percent**
Theft	11	45.8
Defilement / Attempted defilement	3	12.5
Assault	4	16.7
Malicious damage	8	33.3
Drug abuse	15	62.5
Murder/Attempted murder	1	4.2

Further, the study sought to establish the nature of crimes that juveniles had committed. The crimes were the reasons they were taken to juvenile school for rehabilitation and change of bad morals. The responses were not limited to just one crime therefore the respondents were at liberty to give as many answers as they could. In this regard then, the most common crime was drug abuse as reported by 62.5% of the juvenile participants. This was closely followed by theft (45.8%) and malicious damage (33.3%). Other crimes included assault, defilement or attempted defilement as well as murder or attempted murder.

PRESENTATION OF RESULTS AND FINDINGS

This section presents the findings guided by the study objectives. The first objective sought to establish the nature of family actors that influence the development of delinquency in juveniles. The second objective examined influence of family type on the development of juvenile delinquency while the third objective sought to establish the implications of juvenile delinquency.

Nature of Family Factors that have Influence on the Development of Juvenile Delinquency

The first objective of the study sought to establish the nature of family actors that influence the development of delinquency in juveniles. These factors include parental supervision and monitoring, parental disciplining, parental disciplining and parental reinforcement. The respondents were asked if parental supervision and monitoring of children in the family had any effect on their development of delinquency. The findings show that most of the children in the rehabilitation school (73%) developed delinquent behaviour due to the laxity in supervision of their activities by their parents. They reported that their parents were not concerned on how they were interacting with other people and this gave them a loop hole to learn other deviant and delinquent behaviour. Most of them felt out of touch with their parents since they were free to do anything they felt like. Basically, early events in an individual life may be linked to their subsequent behaviour.

According to the respondents' families act as one of the most important socializing agents in an individual life as they help teach children how to regulate negative behaviour (61%), postpone gratification (56%) and value other people's rights (53%). Moreover, family commitments may provide a major stabilizing power in adult lives. Given these possibilities, however, family life can lead directly to the development of criminal and delinquent tendencies.

The study further established that not all children follow the same road to delinquency; different life-experience combinations will produce different delinquent activity. For instance, positive parenting behaviours in the early years and later in adolescence tend to be serving as barriers mitigating juvenile activity and encouraging teenagers who are already involved in criminal conduct to refrain from more crime. On the other hand, families may also teach offensive, antisocial, and violent attitudes to children.

Information from one of the school administrators revealed that parents played a key role in the development of delinquent behaviour among children. He stated;

> *"Children who are rejected by their parents, grow up in high-conflict homes and are inadequately supervised are at greatest risk to become delinquents. The presence of more than one of these negative family traits further increases the risk of offence".*

Besides, the respondents were asked whether they thought there was a relationship between parental supervision and development of juvenile delinquency. Most of the respondents (84%) concurred that there was a link between these two matters. The major aspects of parental supervision were said to be parental involvement in children's well-being (72%), parental absence in the lives of children (69%), and disruption in relation to delinquency (65%). Findings from this study showed that the best predictors of crime are a lack of parental control and a lack of participation of parents in the activities of their children. One of the teachers informed;

> *"Parents are not concerned with what their children do. They leave them to interact with other children in the neighbourhood without knowing what behaviour they exhibit. For instance, when parents are going for work and leave children in the house, the children get freedom to mix with bad influence without the knowledge of parents and this develops to delinquency".*

Parents - children relationships include close monitoring of children, teaching children about the risks of their future environment, and taking direct action in the neighbourhood. Majority of the parents (73%) reported that parental control and parental oversight mediates the risk factors that are attributed to delinquency. This means that parents play a bigger role in the development of behaviour among young people. Parents further indicated that family instability and inadequate parental oversight have an effect on juvenile habits. One of the parents said:

> *"More often, we, parents fail to monitor what our children do with their friends. In this, we are giving them license to engage in bad behaviour and if we put love for the children first, we are not able to discipline them. We mind so much about our successes in life and focus on our jobs leaving the welfare of the kids to the house help and other children".*

Another parent disclosed;

> *"When parents have their own differences, children are much affected. Everybody wants to see the family being happy and whenever the parents quarrel children are emotionally affected and sometimes they become depressed. These continuous fights make the children feel not cared for and feel distant to their parents. In quest for comfort, the children mix with bad influence and engage in bad behavior leading to delinquency".*

As the teachers informed, parenting styles also determine the children behaviour. Parents as well as the teachers expressed the need to strike a balance between all aspects of parenting including supervision, monitoring, disciplining and creating a strong parent- child bond. This is important to discourage a sense of dictatorship towards the children thereby creating a drift and ultimately leading to children seeking approval, love and compassion from other unknown quarters hence exposing them to delinquency. However some parents expressed fear for their own safety in high crime neighbourhoods that led mothers to monitor their children intensively and restrict children indoors. This is the reason why parents have been raising their levels of supervision and involvement with their children. One of the administrators reported;

> *"Some parents use authoritarian style where they force things to children. They do not listen to the needs of children and believe that only their word should be followed. This pushes children to be rebellious. Parents need to make children their friends and listen to their opinion. This way, they will cultivate their relationship with the children and they will be able to relate well".*

In addition, the study sought to establish the relationship between parental disciplining of children and development of delinquent behaviours. The findings reveal that indeed there was a relationship between parental disciplining and development of delinquent behaviour among children as reported by 97% of the respondents. Besides disciplining, children learn and depend on mothers and fathers (parents), as well as other caregivers acting as parents, to protect and care for them and to follow a process that promotes their overall well-being. Most parents are typically filled with

anticipation of the evolving personalities of their children; many also lack information about how best to provide for them. One parent stated;

> *"Becoming a parent is a happy experience, but in some situations, the lives of parents are full of challenges and confusion regarding their ability to ensure the physical, mental, or economic well-being of the children".*

Further, this study established that adult, social and community factors as well as children experiences greatly influence the normal child development as well as the development of delinquent behaviour. The manner in which parents correct their children matters a lot in their response to the wrong activities they are engaged in. Hostile or aggressive parental practices are seen as indicators of antisocial development and risk factors for behavioural problems. In essence, parenting practices such as manipulation and harshness are correlated with oppositional and violent actions of adolescents and self-regulatory disorders. It is therefore fair to expect parental warmth and harshness to be positively and negatively linked to positive personality growth during adolescence.

The study further established that parental warmth, that is, a state of being enthusiastic and friendly towards children was important and had a relationship with a juvenile behaviour. Children behaviour, including antisocial and delinquent behaviour, stems from a dynamic interplay of human, biological and genetic factors and environmental factors, starting with fetal development and continuing throughout life. Most of the parents detach themselves from their children and this affects children development. It is at this point when children start feeling neglected, unloved, and their relationship with parents deteriorates. As reported by one of the parents who participated in this study;

> *"The core parenting element is the parents' influence on the infant, including warmth and hostility. Parental warmth in this case represents general characteristics of being compassionate, affective and sensitive to the needs of the infant".*

According to the study, parental warmth/responsiveness, therefore, promotes good behaviour of children because it gives them feelings of safety, control and confidence in their environment. This implies that parental warmth positively influences a number of positive development factors, including teenage school success and increased school engagement, stable attachment and good behaviour. It was further reported that warm and attentive parenting is important in shaping children behaviour and is related to less issues of internalization (e.g. depression, anxiety, and withdrawal) and externalization (e.g. aggression, behavioural problems, and hyperactivity) in children as well as more supportive peer relationships. As another parent said;

> *"A child may begin to express certain deviant characteristics like excessive aggression and lifting of items from neighbours as a result of a feeling of rejection and condemnation".*

The study established that in the earliest stages of child growth, sensitive, and welcoming maternity styles can minimize childhood aggression, frustration, and rage. In this case, younger children are less likely to be violent and more likely to be sociable to peers if they have parents (mothers and fathers) who are both verbally and nonverbally warm.

In regards to the effect of parental reinforcement (to make an act, a feeling or an idea stronger) of good behaviour in children, the study found that the manner in which parents communicate with their children, and particularly their parenting styles, may increase or decrease their offspring's probability of later antisocial and delinquent behaviour. During discussion with parents, it was reported that parents who nag or use idle threats are likely to create oppressive mechanisms that may predispose children to misbehaviour. Even though "punishment" inherently sounds negative, it is not necessarily a negative thing because it is simply the discouragement of behaviour; it can be as compassionate as sitting down with a child and explaining why they should no longer engage in bad behaviour.

This was also evident during focus group discussions with children where it came out that if a child is not afraid of being punished, they then continue to engage in bad behaviour while they are away from the parents. Another child indicated that;

> *"When a child has developed delinquent behaviour, he/she will pretend or act normally when you look, because they don't like punishment, but they might also enjoy the action themselves in secret".*

Constructive reinforcement such as punishing a child who engages in bad behaviour does not necessarily undermine a child's confidence or feeling of being loved, but it may simply inhibit or put an end to the bad behaviour.

The Influence of Family Type on the Development of Delinquency in Juveniles

In the second objective, the study sought to establish the influence of family type on the development of juvenile delinquency. Aspects enumerated in this section include the type of family, family size as well as history of criminal or delinquent behaviour. In regards to the family type, the study focused majorly on whether the parents were married, single parent, separated/divorced or were just guardians (not biological parents). The findings revealed that almost half of the parents who participated in this study were married (48%). Another 35% were single parents either from separation or due to death of the partner whereas 9% were never married while 8% were step parents. The study further sought to establish the influence of these types of family structure on the development of delinquency in juveniles. However, majority of juveniles did not live with their parents and this has been an important factor in the development of delinquency. Children in various family structures experience different forms of monitoring, supervision, involvement and attachment from their parents.

From key informant interviews, it was established that single parent homes are more likely to predispose children to delinquency than intact homes. For instance, single motherhood has been accused of perpetuating developmental problems for a child since this family type has been associated with certain social and emotional problems which have been seen to have significant negative impacts on child welfare and development. Social bonds with the family help promote informal social control that can reduce the likelihood of criminal behaviour. It was argued that in the absence of the father, the child's needs may not be met adequately hence causing physical and emotional dangers to the child and this may create a gap which the mother may not successfully close especially with reference to child discipline. Besides, it was also reported that most of the fathers who have separated with their spouses do not pay child support in single-parent homes. One of the school administrators stated that;

> *"Children from single parent families often suffer numerous forms of instability and stress that might be unfavourable to their welfare".*

Single parenthood is not the only cause of delinquency in children. Children with both parents have been found to develop delinquent behaviour. Intact families have higher rates of parental control, monitoring, engagement, and attachment relative to other forms of family. However, in instances where the parents are in conflicts, constant misunderstanding, financial distress, the children may feel a lack connection to their parents and their needs not being met. Moreover, issues that result from children separation from parents may affect their personality, psyche, and ultimately their behaviour and norms. The attitudes and behaviours of children with delinquent behaviour in the community are largely associated with the characteristics of the family environment and the unfavourable conditions of their lives outside the family. Maternal conduct can affect crime and delinquency, and adult criminality through these results. If a mother does not pay close attention to her child, the child may turn to delinquency. However, parental contact with the family tends to have a more direct effect on the probability of adult criminal behaviour.

Moreover, in families where children are left under the care of step mothers or step fathers, there is the absence of emotional attachment with their biological parents and this may lead to children developing alternative defence mechanisms and thereby delinquency. This was evident from the discussions with children where it was revealed that;

> *"A step mother tends to favour her own children and neglects you. You are left to feel lonely and neglected with no one to confide in and share emotions with. This leads many children to look for company of other peers who in most cases introduce them to delinquent behaviour. Even if you are provided with basic needs, parental love and connection is so important in shaping a child's behaviour".*

On the other hand, the parent's gender can also be a significant factor in predicting delinquency, especially maternal relationships with children. Fathers are seen to be stricter than mothers. Even though, a child raised by a single mother may lack fatherly connection, children raised by single fathers are more likely to be predisposed to delinquency since fathers are the primary bread winners and will have less time to care for the children.

The study showed that adolescents from intact families were less likely to participate in juvenile delinquency compared to those from cohabitating families. From discussion with the teachers it was established that couples who cohabit raise a number of social issues including victimization, domestic violence, decreased levels of happiness and commitment, and higher levels of marital disagreement. As one teacher stated;

> *"Cohabitation highly predisposes juveniles to delinquency and has a negative impact on juveniles' more so when transitioning into, and out of, cohabiting relationships. It therefore increases the risk of delinquency for children living in such families."*

Parents and teachers indicated that divorce in the family was a robust predictor of adolescent delinquency simply because of the psychological, behavioural and financial interruptions that may affect a child leading to disillusionment, isolation and financial constraints leading to children seeking comfort in drug use, association with delinquent peers, and high levels of frustrations.

Another possibility was that marital conflict, which typically precedes and accompanies divorce, may greatly influence juveniles towards delinquency. As one of the pupils stated;

> *"As a child from a divorce background, you are uncertain and divided. Within this division, as a supposed fruit of love, you no longer exist. The scars are always alive and permanent. It is very sad; you never know what will happen next."*

In regard to the family size, the size of the family in which children grow up and the social climate in which they live may have a huge effect on their well-being as reported by most of the respondents. Most juveniles under this study had families with 5 -7 members. This may indicate that most delinquent juveniles are living in crowded households and their needs may not be sufficiently met. In general, children living in non-traditional households (living with single parents, step parents, grandparents and other guardians) are at higher risk of a wide variety of negative outcomes, including involvement in delinquency compared to intact families. Juveniles who lived with large families compared to those from small families have committed mischief, mayhem and theft more because of the inconsistencies and the present deficiencies including financial needs of large families. The larger the family size, the less the needs of all the children are met and this in turn increases the likelihood of children becoming delinquent.

Most of the children in the school (84%) reported that there was history of delinquent behaviour in their families. In some, their elder siblings were involved in delinquent behaviour and this led to their development in this unbecoming behaviour too. Yet, others learnt these behaviours from their close relatives while just a few learnt it from people in the community who were not their relations. Since family processes and parental practices during childhood and adolescence have an effect on whether or not an individual will subsequently become delinquent or criminal, it would seem to follow that adult family life might also be associated with a reduced likelihood of criminal behaviour in children. For instance, it is believed that children of parents who are engaged in criminality will have a higher chance of following the footsteps of their parents.

Most of the parents reported that they are involved with their children's school activities especially helping them with homework, attending school activities including meetings. Generally, parental motivation and support for in-house learning programs combined with parental participation in schooling is essential to the education of children. Parents are their children's first and continuing educators. As reported by the parents and school administrators who participated in this study, parental engagement in educational activities consists of collaborations between families, schools and communities, raising parental awareness of the advantages of investing in the education of their children and giving them the skills to do so.
As reported by one of the administrators,

> *"Parental participation has a positive effect on multiple student achievement including: better grades and test scores, enrolment in higher-level programs and advanced classes, lower dropout rates as well as higher transitional rates".*

There was a general feeling by the teachers that in order to build successful relationships between parents and children, families and schools should support and promote learning for children even in the home environment so as to facilitate better learning performance and improve their children self-worth. Moreover, it was established that parent's or guardian's level of education influences their participation and influence on their children's schooling activities. The study also established

that the juveniles with parents with low education levels felt lower support in regard to schooling activities than those with parents with higher levels of education.

All the parents that participated in this study reported that they try as much as possible to be role models of their children. They show good examples to their children hoping that the children will look up to them in life. One of the parents further indicated that;

> *"We as parents serve as role models not only through direct experiences with our children but also through the standards we set in their attitude and conduct within the family and outside world".*

When children are growing, they need guidance every complicated variety of problems. For instance, families share some of the decisions with the children as examples of their own lives. It was also reported that they (the parents) also convey values by exhibiting moral and ethical attitudes that can offset the negative influences children can receive from their peers or media. Another parent said that;

> *"It is through voicing their concerns, sharing their experiences and having a positive outlook, that parents contribute to the personal growth and development of their children".*

In other words, the burden of becoming a role model usually inspire parents to develop themselves in that parents who seek to overcome their work frustration, may find that they serve as a positive example of change to their children.

Implications of Juvenile Delinquency

The third and final objective sought to establish the implications of juvenile delinquency by examining its effect on the victims, the juvenile delinquent and his family, the community, the society, and the juvenile delinquent future. Juvenile delinquency does not only affect the victim, it also affects the juvenile delinquent and his/her future, his/her family, the community and society in general. The pupils lamented on the dangers of being incarcerated and being placed in juvenile rehabilitation schools whereby they felt a loss of their freedom as they used to while at home. They also commented that while placement in these rehabilitation centres maybe appropriate for reforming and rehabilitating them, it also puts them in association with other delinquents who may be influential or even more dangerous thereby reinforcing their delinquent behaviour or even learning more of crime and delinquent behaviour. Even when after the juveniles complete their stay in the rehabilitation school, there may be a danger of recidivism or even full development of criminal behaviour as the juvenile becomes an adult. This means that there is danger of being arrested, tried and incarcerated as a grown up and later being a repeat offender. As one pupil stated;

> *"I don't like it here; I wish I was at home. Things and my future would have been much better if I was not here."*

The parents commented that every parent wants the best out of their children and the trauma, shame and upheaval of having a juvenile delinquent child can be a disturbance to the parents and other relatives. Facing rejection from neighbours and friends and even fighting the image of failure of parenting can affect the family and lead to low esteem and regrets of having the delinquent child. Deep down parents realize that their child turned out this way due to their failed parenting, a guilt that can be difficult to carry. As one parent stated;

> *"I love my child; I never imagined he would turn out this way. I have gone through a lot because of his behaviour. I wish I would have done more to safeguard him."*

Parents and teachers were also concerned with the juvenile delinquency especially in dilapidated communities where they as a result they lead to fear and insecurity for example snatching of mobile phones in the slum areas. The correlation of juvenile delinquency with other community evils like mushrooming of gangs translates to more crimes and therefore more fear in the community. Administrators and teachers postulated that the burden of juvenile delinquency on government is continuously on the rise. They claimed that it costs millions of shillings a year to arrest, prosecute, incarcerate, and/or rehabilitate juvenile offenders. This amount of money spent in the juvenile justice sector would have been invested in other critical areas and lessen the burden on the Kenyan government. One administrator lamented;

> *"Our current budget cannot even meet all the needs of these children, sometimes we have to improvise and device ways of filling the financial gaps. And the number keeps on rising. Leave alone other costs related to teaching and rehabilitating them."*

Most teachers reported that there was a correlation between juvenile delinquency and performance in school. This is because delinquents spend less time studying and they spend more time in the criminal justice system. Their engagement in delinquency may also deter their concentration in their studies. Poor performance therefore leads to poor grades and ultimately low grade courses at the tertiary level ultimately leading to poor/low earning jobs. Teachers pointed that poor interpersonal relations is also an implication of juvenile delinquency. Delinquents do not relate well with their family as they grow up because of their behaviour. Because of this, they further isolate themselves and sink deep in crime, depression, drug use or other maladjusted behaviour. An administrator pointed out;

> *"Juvenile delinquency has multifaceted and interlinked implications that have an inward and outward look. They all point to the negative".*

To this end, most parents and teachers postulated that once juvenile delinquents are ensnarled in the justice system, they continue a bleak life that is characterized by dropping out of school, dearth of employment skills, and a lack of other prosocial skills essential to living a crime-free life. A high recidivism rate is a major manifestation of this phenomenon. Not only does this population of chronic offenders suffer from a ruined, crime-ridden life, but they also take a heavy toll on victims and taxpayers, and burden the society with a significant financial and human cost. In addition, other behavioural problems like irresponsible sexual behaviours, gang involvement and drug abuse are likely to accompany juvenile offending.

CONCLUSIONS AND RECOMMENDATIONS

Family attachment and family conflict are risk factors for delinquency. This study's findings assert the need to improve on childrearing practices in order to make them more effective in shaping the children's morals and behaviour. This is because laxity in practices such as parental supervision and monitoring and parental discipline among others has majorly contributed to development of delinquency among juveniles. Since parents play the role of role models to their children, they (the children) reproduce or copy their parents' behaviour, through observation and self-reproducing of the behaviour. Constant conflicts impact negatively on the emotions and feelings of the children leaving them depressed and not able to perform on their duties including school activities. In fact,

not all children follow the same road to delinquency. In this case, different life-experience combinations will produce different delinquent activity where positive parenting behaviours in the early years and later in adolescence tend to be serving as barriers mitigating juvenile activity and encouraging teenagers who are already involved in criminal conduct to refrain from more crime.

Last but not least the study established that children in families that are characterized by insecurity and parental conflict are likely to suffer more negative consequences than those from stable homes. To this end, ineffective childrearing may contribute to adolescents having low self-control and being more attracted to delinquency than juveniles with greater self- control. In matters policy, this study's findings are crucial for interventions with the help of other social institutions such as religion and others that have a direct bearing on children growth and development like government children departments to deeply engage in altering parenting practices and effectiveness aimed at promoting better socialization of the child and also reduce engagement in negative outcomes such as delinquency. Additionally, the government may consider starting up free family and rehabilitation centers and counseling clinics to address the social and emotional gaps that result from inadequate parenting in order to counter behavioural defects such as delinquency.

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