COMMUNITY LEADERSHIP ROLE IN PREDICTING DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN GATANGA SUB-COUNTY, MURANGA COUNTY

Njoroge Esther Wambui[1], Dr. Susan Macharia[2]
School of Education, Mount Kenya University
P. O. Box, 342-01000, Thika, Kenya.

Corresponding Author's Details: P.O Box 6541-01000, Thika,
Email:madamgachomba@yahoo.com, Phone No.: +254722502019.

Abstract
There have been increased cases of deviance that have been reported in Kenyan secondary school. These cases are represented in forms of strikes, bullying, drug abuse, absenteeism. Gatanga Education Office (2012) reported that students in some schools in the area report very minimal case of deviance while students in other schools have always involved in deviant behaviour. This study, thus, sought to ascertain reason this is the case by investigating the connection between community leadership and deviant behaviour in secondary school students in Gatanga region. This researcher in this study used the survey research design so as to target students in form two and three in selected schools in Gatanga region. The researcher used stratified random sampling so as to sample 20 schools; every stratum representing mixed day schools, girls' and boys' boarding. Twenty learners from every school were sampled at random in order participate in the research process while community leaders in the area were purposively selected to take part in the study. Data gathered from the field was assigned codes and keyed into the computer in order to undertake data analysis through application of Statistical Package for Social Sciences (SPSS). Descriptive statistics including percentages, frequency counts, means, and standard deviation were used in order to analyse the data collected in the study. The study ascertained that community leadership was predictor of deviance behaviours in students. The conclusion of the research study was that appropriate community leadership support led to elimination in deviance behaviours in students. The study suggests that: School should strongly reinforce positive behaviour, improve guidance and counselling facility in the community and also inspire role models in the community to visit the school and have a discussion with the students, and ensure that they hold consistent discussions with students and teachers to discourse on student development in academic performance.
Keywords: Community Leadership, Deviant Behaviour

1.0 INTRODUCTION

Recently, there has been a devastating concern about the occurrence and the emergence of new nature of deviance in various schools in different parts of the world (Abdullahi, 2006). Almost everywhere in the world, the problem of school deviance is a common phenomenon. According to Bryant (2011), in recent years, there is an intensifying responsiveness of the need to put strategies in place so as to deal with more intense issues of weapons carrying, organised crime and youth gangs in schools in the UK. There is a disparity between the nature of school violence in 1950s and 2000s. Unlike in 1950, school violence today involves the use of weapons, mainly guns. It has also been revealed that students appear to hold bitterness much longer (Wearmouth, Glynn & Berryman 2005). Some students hold bitterness until the closing day of school to get their revenge for a confrontation that took place weeks or months earlier (Thio, 2010).

In Kenya, there have been reported increased cases of student deviance. There are some researchers who have viewed the issue of student defiance in order to find out the real cause of this key problem. Abdullahi (2006) investigate the kind of community the African adolescence live in the current world. He found out that the African society has not fully accepted the contribution of youths in various activities, especially in leadership positions. In African Society, the youth are only supposed to be present but not to be heard. This has created a structure of social structure, whereby younger learners, and particularly those in form one, are forever on the receiving end (Bryant, 2011). This has almost been recognized as normal for learners in secondary school to be bullied. Bulling in most Kenyan secondary school is directed to form one student when the first join school. In the past, the focal concern has been about maltreatment and soft forms of violence. Currently, the situation has become really bad. A good example of modern deviant behaviour in Kenyan secondary schools is the cases that involved boys from St. Kizito secondary school attacked and raped female students.

A tragedy that happened in Nyeri high school is another good example of increasing cases of deviance behaviours in student. On May 13, 1999, Nyeri high school male students locked some school prefects inside their cubicles when they were sound asleep, and killed four of them by setting their cubicles on fire. Apart from these two cases, St. Kizito and Nyeri High School, there was still another case of Kyanguli secondary School. In Kyanguli, 67 boys were scorched to death on 26th March 2001 by their colleagues, who had already been sent away from school owing to their deviant behaviours and as a result were carrying out a revenge mission against the school. This depressing picture portrayed by those secondary school show that abnormal behaviour by learners is on the increase in Kenya schools. Thus, it is important to carry out studies to ascertain the predictors and cost of such behaviour.

Concern by people in the community about brutality and different kinds of bad behaviours in schools has been evident in the Government reports, social and print media, several reports and studies that clearly underscore the frequency of the problem (Wearmouth, Glynn & Berryman 2005). Learners in secondary schools, where intense forms of deviance take place cannot concentrate on meeting meticulous academic principles and guidelines or even stay in school, if the problem of student aggression is nod adequately dealt with. There is need for teachers and students to change their focus. They need to concentrate on both safety and education standards in equal measure. It is a bad idea to concentrate only on teaching and learning.

In an effort to clarify the conception of learners' deviance, Abdullahi (2006) point out that in general, there are various groups of learners in a school. According to Abdullahi (2006), about 80% of the learners hardly ever break the rules or defy principles. About 14% of student in school break the rules on regular basis by declining to recognize classroom restrictions and principles. If not

evidently informed of consequences and expectations of those kinds of behaviours, these learners can interrupt learning in school. About 5% of the students are persistent rule breakers and are commonly uncontrollable most of the time (Abdullahi, 2006). They may carry out different acts of aggression in school and also in the society (Eshiwani, 1993). There have been several studies on deviance behaviours in Kenyan schools, for example Wachira, 2001; Abdullahi, 2006. These two researchers have reported conflicting findings on the proportion of learners who are constant rule breakers. According to Wachira (2001), about 20% of secondary schools students in Nyandarua region of Kenya are involved in deviance. Abdullahi (2006) on the other hand reported that the rate of prevalence of deviance behaviour in student is 61.1% in Embu district.

There are various complex factors leading to the emergence of deviant behaviour. For instance, study by Mwiria (1995) and Wachira (2001) have shown that the most important factors contributing to the emergence of deviant behaviour are failure of community leaders to institute policies that will instil discipline in children, lack of parental responsibility, lack of family contribution in matters related to children development in school, and children exposure to aggression in the mass and social media. It has also been revealed that particular modes of parenting are associated with emergence of deviance behaviour in school children (Duffin & Taylor, 2008). Other factors causing deviant behaviour includes lack of interest of learners in decision making process, use of overloaded curriculum in school, setting insensitive rules and regulations (Wearmouth, Glynn & Berryman 2005). The researcher's interest was finding out the connection that exists between roles of community in predicting deviant behaviour among students.

1.1 Statement of the Problem

The problem that the study aims to address is that, regardless of the increasing cases of unusual behaviour in secondary school students in Gatanga region of Murang'a County, there has been no determination in dealing with the problem. The study suggests that the manner in which the school student behaves is a product of the community environment as depicted through community leadership technique and interaction of students and other members of the society, and household environment in relation to guidance and support from parents. This research will aim to ascertain how community-related factors contribute to student deviance behaviours in school. The study will also determine the impacts of deviance in relation to school attendance, academic performance, and retention, depression and loss of study time. Today, there are different emerging cases of violence in school that have been witnessed in some Kenyan secondary schools. Some schools in Gatanga have had different problems resulting from student deviance behaviours (Gatanga District Education Report, 2011). Some students in this region recurrently portray deviance behaviour; others are extremely disciplined and have the capacity to focus in education. Researchers have nevertheless not settled on what influences deviance behaviours among students. While earlier studies in Kenya, for example Kombo (1998), Gachigua (2005), and Abdullahi (2006) have come up with different factors leading to the emergence of deviance, they are not decisive on how exactly the factors foretell students' deviance behaviour, and the impacts of such deviance. Therefore, the researcher in this study will determine how community leadership style and community factors foretell deviant behaviour in students in Gatanga district.

1.2 Purpose of the Study

The main focus of this study was to ascertain the predictors and impacts of deviant behaviours among learners in secondary schools in Gatanga region; with an objective of suggesting measures that would be valuable in eliminating cases of deviance behaviours in secondary schools.

1.3 Objectives of the Study

The aim of this study was to find out the role of community in predicting deviant behaviour among students from secondary schools in Gatanga district.

1.4 Hypothesis testing for community leadership versus deviant behaviour

Ho1: There is no major relationship between community influence and deviant behaviour among secondary school students.

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1.5 Significance of the Study

The results in this study are important to the government, school administration, parents, school counsellors, and other stakeholders, particularly in education sector. Due to the rising cases of student deviance behaviour in secondary schools in Kenya, it is important to ensure that there is available data on the predictors and impacts of learners' deviance behaviour that can be used by the government when making key policies. Such data is important in ensuring that the Ministry of Education is able to create guidelines that are important in addressing the problem. The study sought to observe community-related factors that forecast deviant behaviour in students. This research is important to teacher-counsellors, community leaders and school administrators since the can used the data collected in devising suitable measures to deal with deviance. Results from this study are important in counselling since teacher-counsellors may use available data on predictors that leads to deviant behaviour in students. This will play a critical role in creating suitable counselling strategies that will help in dealing with the problem of deviant behaviour in schools. Additionally, the results in the study of deviance behaviours in school may be used by parents and members of the society in coming up with measures that can be employed to prevent deviant behaviour and ensure that their children refrain from any acts of deviance.

2.0 LITERATURE REVIEW

2.1 Relationship between Community Influence and Deviant Behaviour

The society influences the schools' environment either negatively or positively. The social norms and values are usually replicated in the school by the learners. According to Republic of Kenya (2001), the report of the presidential commission on learners' unrest and unruliness in Kenya Secondary Schools supports this observation by stating that ethical values are sum total of all kinds of conduct which are usually accepted by the persons in the society as a law of life which when followed results into a pleasant and happy life for different individuals and community as a whole. When quite the opposite these values are eroded, undesirable significances manifest themselves in different sectors of communal interaction. The present-day way of life of most youth shows decline of ethical values of the community, and this is one of the causative factors for conflict and deviance in most educational institutions.

Some of the things which influence schools adversely include the drugs and substance abuse for example bhang and alcohol. Deviance behaviours may present themselves in other forms such as intolerable verbal expression of discontent, rudeness, destruction of property, boycotts, bullying fellow students, assaults and offensive behaviour. Students' unrests, thus, are characterized by destructive and violence activities when learners have been motivated to anger by conflicting circumstances in their schools (Wearmouth, Glynn & Berryman 2005). According to Republic of Kenya (2001), cases of students' indiscipline and conflict in secondary schools among students are

not new, they are on the upturn and their nature is fluctuating. Cases of students' conflict have been witnessed for long and recently the concern has been the varying nature and increase of the number of secondary schools experiencing learners' unrest.

Henry (2009) ascertains numerous causes of deviance behaviour in secondary schools learners. He maintains that covetousness is one of them. It has led some students, particularly those who come from high socio-economic backgrounds depending too much on teachers. Caligiuri and Nicoletti (2006) maintain that this ultimately this dependence may lead to deviant behaviour. Some deviant behaviour that some student engage in, for example, sneaking out of the school and sexual promiscuity in adolescents have on occasion been outlined to the want by these learners to get money. This research thus, sought to ascertain the community aspects and factors that foretell deviant behaviour in secondary school students.

2.2 Influence of the Community on Juvenile Delinquency

Community variations may give details on why some kinds of family life have dissimilar effects in terms of criminal behaviour in different communities (Perry, 2010). Generally, reliable responsive parental assistance appears to protect children from criminal behaviour across neighbourhoods, with the exclusion of the most deprived and disrupted (Wearmouth, Glynn & Berryman 2005). Poor socialization behaviours, however, appear to be more convincing in disrupted neighborhoods.

Neighbourhoods affect children's behaviour by offering the values that direct them to understand how to behave. The theory of differential association maintains that people obtain their behavioural orientations through learning to describe experiences through the sight of their acquaintances. This theory and the associated Construct Theory of Motivation (Sanches, Gouveia-Pereira, & Carugati, 2011) put a premium on the notion that peer groups can influence the behaviour of youngsters.

Communities in which scandalous activities are common have a tendency to institute criminal behaviour as tolerable. Acceptance for hooligans' activities differs by community (Perry, 2010). In neighbourhoods where gangs are appreciated, gang membership may produce loyalties that increase the probability of brutality. Friendships among criminals appear to involve closer ties in addition to greater mutual authority than do companionships among non-delinquents (Thio, 2010). Through ties of acquaintance, societies have multiplying effects.

Where a family lives influences the nature of chances that will be obtainable to its associates. In some societies, public transportation allows easy travel for people who do not have automobiles. Prospect for employment and pursuit extend outside the local boundaries (Hackett & Hackett, 1993). In other societies, corner congregations open likelihood for criminal activities. Inefficiency in communally acceptable opportunities leads to emergence of frustration and hunt for alternative means of realizing success (Thio, 2010). Community-based data show high connections among crime, joblessness, household disruption, infant deaths, housing density, and poverty.

2.3 Relationship between Exposure to Community Violence and Deviant Behaviour

Naturally, community aggression is the recognized stressor and is employed to forecast maladaptive outcomes (Sanches, Gouveia-Pereira, & Carugati, 2011). Chronic exposure to neighbourhood violence is understood to have a harmful impact on different aspects of children's behaviour development (Perry, 2010). Children growing up in metropolitan environments with elevated levels of poverty, congestion, and violence show a extensive range of maladaptive effects, including internalizing indications such as anxiety, depression, post-traumatic stress, academic failure, and school disconnection (Wearmouth, Glynn & Berryman 2005). Children with higher levels of

contact to community aggression, through incidence and severity, report considerably more suffering than those with lesser exposure (Duffin & Taylor, 2008).

Communally, the facts suggest that children's exposure to neighbourhood aggression increases the probability of developing internalizing indicators (for example, Abdullahi (2006); Perry, B. (2010); and Bryant (2011), even though there have been no studies showing the considerable positive relationship (Thio, 2010). Literature review normally conclude that when the information is from the similar source, there is an affirmative linear connection between anxiety indicators and children's exposure to aggression (Bryant, 2011) such that the higher the exposure, the more challenging the outcome (Perry, 2010).

Poor urban children are at-risk for a variety of co-occurring disturbing and behavioural signs and disruptive behaviour problems (Sanches, Gouveia-Pereira, & Carugati, 2011) and hostility are fundamental features (Bryant, 2011). The community aggression exposure of Hispanic male and African American children in America has been associated with increased violent behaviour (Perry, 2010). Being the victim and witnessing violence in the neighbourhood serves as a risk aspect for future violence (Wearmouth, Glynn & Berryman 2005). Complicating the directionality of the connection is research that has revealed that exposure to neighbourhood violence may worsen externalizing behaviour characteristics (Perry, 2010).

Bryant (2011) examined aggression exposure in a society-based longitudinal research and ascertained that aggression exposure was connected with internalizing symptoms and externalizing behaviour across ethnic and gender groups. Co-occurrence of psychiatric disorders may represent collective fundamental pathogenesis (Thio, 2010). Perry (2010) maintained that it may not be an incongruity that children's exposure to aggression is connected with externalizing (hostility) and internalizing (apprehension and emotional) behaviour exertion; both can be true. Even if there are contradictory outcomes (for example, Wearmouth, Glynn & Berryman 2005), the literature maintains that children with co-morbid nervousness and hostility may be at higher risk for destruction than children who have either apprehensive symptoms or hostile behaviours (Wearmouth, Glynn & Berryman 2005). Childhood concern may be a significant risk factor for hostility given that apprehensive children perceive unclear situations in more hostile and aggressive ways compared with non-anxious children (Sanches, Gouveia-Pereira, & Carugati, 2011). This result is also in agreement with social information dispensation theory Thio (2010), which maintain that a chain of biases in the meting out of social information in unclear situations can trigger destructive behaviour.

3.0 RESEARCH METHODOLOGY

In This study, the researcher chose to use survey research design so as to find out the predictors and effects of deviant behaviours in students from secondary school in Gatanga district. According to Creswell and Clark (2007) survey studies are proposed to collect pitiless and accurate data relating to the current state of apparent facts and whenever possible to draw miscellaneous wide-ranging conclusions from the facts discovered. Creswell and Clark (2007) maintain that surveys are non-tentative since they deal with the connections among non-influenced variables. Owing to the fact that the conditions or actions have already taken place, the researcher only selects the right variable for the assessment of their associations (Lokesh, 1984). The choice of this study design for the investigation was based on the veracity that the researcher did not manipulate variables (Bryant, 2011). The dependent variable of the study was deviance in secondary school learners, which was considered by observing indiscipline cases among learners in school. In this research study, the independent variable was the forecaster of deviance, which included community leadership style.

The research focused on students in secondary school, targeting form two and three students. The research also considered the community leaders, head teachers and school principals in the 31 selected schools in Gatanga region. The researcher in this study employed stratified random method of sampling in order to sample 20 secondary schools from Gatanga region to play a part in the research. The secondary schools were stratified relative to type of school–girls' boarding, mixed day, mixed boarding and boys' boarding. The researcher subsequently used random sample so as to balance the sample of secondary schools from every stratum. With the intention of obtaining 20 students, the researchers at random sampled ten students from form two and form three. Form one classes were ignored since students in form one have not stayed in school for a period of more than one years; they lacked required information on the condition of student deviance behaviours in their schools.

3.1 Data Collection and Analysis Methods

The researcher in this study used questionnaire and interview schedule as the research instruments for collecting required data. The researcher employed structured questionnaire in data collection from learners since as Lokesh (1984) shown, it offers extensive advantages in the administration: it is suitable in collecting information in large numbers of individuals in sync and offers the investigation with a simple addition of data. The questionnaires aimed at collecting data from learners was distributed to learners in order to gather data on the types of deviant behaviour observed in student in their schools, the impact of deviant behaviour and the methods used by instructors and teachers, school counsellors and administrators in regulating and controlling incidences of deviance. The interview schedule was chosen by the researcher in order to perform face-to-face interviews with the community and school leaders on the predictors and impacts of deviant behaviours in students. The interviews also helped in collecting information on the strategies employed by school leaders in regulating and controlling deviant behaviour.

Data collected in this study was properly coded and keyed into the computer so as to be analysed through the application of Statistical Package for Social Sciences (SPSS). The researcher in this study used descriptive statistics in conjunction with percentages and frequency counts to analyze the data collected from the field. When coming up with the results identified to a diversity of audience, simple descriptive statistics, including percentages, have a important advantage over more compound statistics, given that they are the most comprehensively employed and understood (Kiess & Bloomquist, 1985). In order to examine whether there is major connection between predictors and impact of deviant behaviour in students, Pearson's product Moment correlation was employed.

4.0 RESEARCH FINDINGS
4.1 Role of Community in Predicting Deviant Behaviour among Students

Society impacts the schools' environment either positively or negatively. The societal norms and values are normally reflected in the school by the students. The report of the presidential committee on students' unrest and indiscipline in Kenya Secondary Schools (Republic of Kenya, 2001) supports this view by stating that moral values are sum total of all modes of conduct which are commonly accepted by the society as a rule of life which when followed leads to a harmonious and happy life for the person and the public as a whole. When on the contrary these values are eroded, negative consequences manifest themselves in the various sectors of societal interaction. Table 4.1 illustrates mean and standard deviations obtained by the principals on role of community in forecasting deviant behaviour among secondary school learners.

Table 4.1: Community factors influencing students to engage into deviant behaviours

Statement	SA		A		D		SD		Mean	Std Dev.
	f	%	f	%	f	%	f	%		
students observe young people having fun outside school and want to be like them	6	30.0	13	65.0	1	5.0	0	0.0	3.25	0.550
Many people around the school engage in drug abuse so students copy them	3	15.0	10	50.0	6	30.0	1	5.0	2.75	0.786
There are many shops which sell cigarettes and they do not mind selling to students	5	25.0	7	35.0	6	30.0	2	10.0	2.75	0.967
There are men around school who are willing to give students money in exchange of a few favours	4	20.0	7	35.0	8	40.0	1	5.0	2.70	0.865
No one cares when they see students in school uniform outside school	2	10.0	9	45.0	9	45.0	0	0.0	2.65	0.671
It is easy to get someone from outside the school to pose as parents when students get into trouble and are sent home	3	15.0	6	30.0	8	40.0	3	15.0	2.45	0.945
There are very many bars near our school so students are tempted to sneak and go there to drink	2	10.0	5	25.0	9	45.0	4	20.0	2.25	0.910
The people around school always hide students from teachers and principal every time they sneak out of school	0	0.0	5	25.0	13	65.0	2	10.0	2.15	0.587
Students see people around the school engaging in riots so they also start some in school	1	5.0	4	20.0	11	55.0	4	20.0	2.10	0.788
Our school is right in the town centre and students can easily get a lift to wherever I want to go	2	10.0	3	15.0	7	35.0	8	40.0	1.95	0.999

As shown in the table, the mean scores obtained by principals on community factors ranged from 3.25 to 1.95. The highest ranked factors were; students observe young people having fun outside school and want to be like them, many people around the school engage in drug abuse so students copy them and there are many shops which sell cigarettes and they do not mind selling to students. On the other hand, the lowest ranked factors were; our school is right in the town centre and students can easily get a lift to wherever they want to go, students see people around the school engaging in riots so they also start some in school and the people around school always hide students from teachers and principal every time they sneak out of school. This shows community members negatively influenced students to engage into deviance behaviours.

Presented in Table 4.2 are means and standard deviations obtained by the respondents on community factors.

Table 4.2: Community factors influencing students to engage into deviant behaviours

Statement	SA		A		D		SD		Mean	Std Dev.
	f	%	f	%	f	%	f	%		
There are many shops which sell cigarettes and they do not mind selling to students	76	19.0	72	18.0	67	16.8	185	46.3	2.10	1.182
It is easy to get someone from outside the school to pose as your parent when you get into trouble and are sent home	53	13.3	71	17.8	97	24.3	179	44.8	2.00	1.076
No one cares when they see you in school uniform outside school	37	9.3	62	15.5	121	30.3	180	45.0	1.89	0.983
I observe young people having fun outside school and want to be like them	30	7.5	63	15.8	120	30.0	187	46.8	1.84	0.950
There are men around school who are willing to give us money in exchange of a few favours	23	5.8	45	11.3	87	21.8	245	61.3	1.62	0.899
We see people around us engaging in riots so we also start some in school	19	4.8	40	10.0	102	25.5	239	59.8	1.60	0.853
The people around school always hide us from teachers and principal every time we sneak out of school	15	3.8	30	7.5	88	22.0	267	66.8	1.48	0.791
Many people around the school engage in drug abuse so I want to feel how they feel	22	5.5	24	6.0	74	18.5	280	70.0	1.47	0.837
Our school is right in the town centre and I can easily get a lift to wherever I want to go	17	4.3	20	5.0	97	24.3	266	66.5	1.47	0.778
There are very many bars near our school so I am tempted to sneak and go there to drink	21	5.3	12	3.0	72	18.0	295	73.8	1.40	0.785

As indicated in Table 4.2, the mean scores obtained by the students on community factors ranged from 2.10 to 1.40. Students obtained scores below 2.5 in all items, denoting that majority of them were in disagreement with the statements. The highest ranked factor was there are many shops which sell cigarettes and they do not mind selling to students (mean =2.10 and standard dev.=1.182)

while the lowest ranked factor was there are very many bars near our school so I am tempted to sneak and go there to drink
(Mean=1.40, standard dev. =0.785). This shows that most students were of the views that community members were not influencing them to engage into deviance behaviours.
Figure 4.1 illustrates overall scores obtained by respondents on community role towards students' engagement in deviant behaviours.
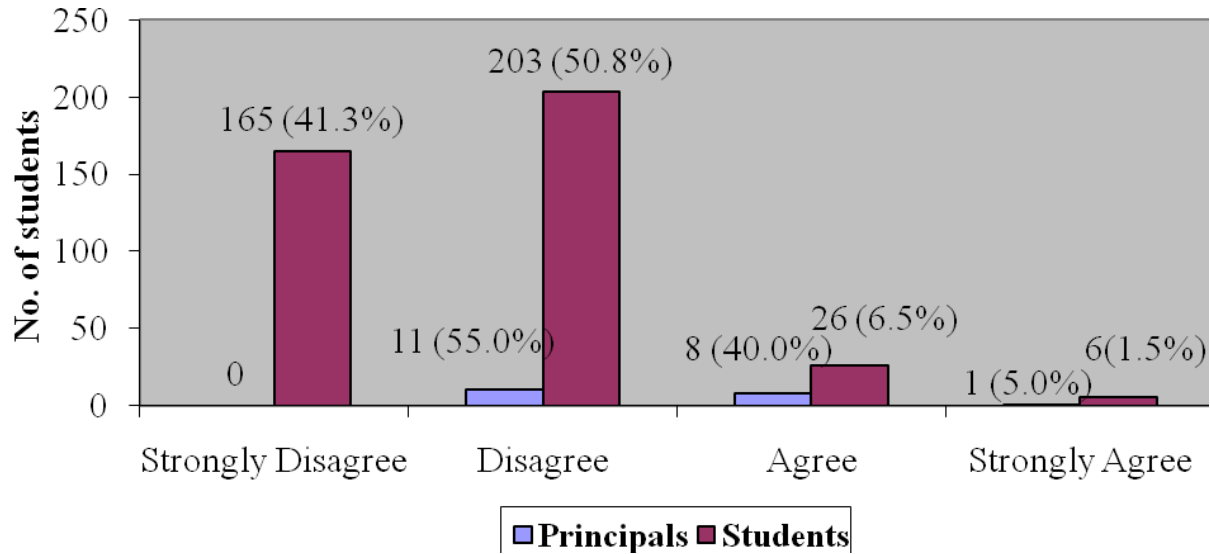

Figure 4.1: Community role and students engagement in deviant behaviours
Figure 4.1 shows that 55.0% of the principals and 50.8% of the students disagreed with aspects on community roles towards student engagement in deviant behaviours. However, 40.0% of the principals and 6.5% of the students agreed with aspects related to deviance behaviours.

Table 4.3: Community and deviant behaviour

Respondents		Pearson's product moment correlation	Overall scores on deviance
Principals	Overall community support	Pearson Correlation	0.096
		Sig. (2-tailed)	0.687
Students	Overall community support	Pearson Correlation	0.000
		Sig. (2-tailed)	0.997

Correlation not significant at *p*<0.05 level
Table 4.3 shows that there was no significant relationship between community support and deviance behaviour among students, at *p*<0.05. Principals' responses revealed that there was a weak positive correlation while students' responses illustrated that community support and deviant behaviour had no relationship (no correlation).

5.0 DISCUSSION

In relation to the research objective, majority of the community leaders agreed that community factors negatively influenced learners to participate into deviance behaviours. The main aspects were; some learners have support from some respected people in the society to engage in violent activities, some community chiefs incite youths to engage in criminal activities and applaud them on when they do it successfully. This makes deviance behaviour creates a sense of belonging in students. In addition, correlation analysis outcomes shown that there was a frail positive correlation between the two associates. This means that improvement in community leadership, lower deviance behaviours in students and vice versa

The study found out that community factors negatively influenced students to engage into deviance behaviours. The major factor which influenced most of the student was imitation where students observe young people having fun outside school and want to be like them while others engage into drugs because people around the school were abusing them.

6.0 CONCLUSION

Based on the research findings as outline and discussed above, the research concludes that community factors were predictors of student deviance behaviours in secondary school. The study results help the researcher conclude that good community leadership led to decrease in deviance behaviours in secondary school students. Results from the study also indicates that learners' responses and community leaders' responses were at variance in most aspects where most of the learners differed with most key aspects while community leaders agreed. Nevertheless, the researcher finally, concluded that student deviance behaviour lead to deprived academic performance in students. In relation to the findings of this research, it is clear that it is the responsibility of all community leaders to work in partnership so as to maintain high discipline in children.

7.0 RECOMMENDATIONS

The community leaders should strongly reinforce positive behaviour in the community by encouraging all people to adopt good behaviour. If the community leaders play their part in ensuring that criminal activities are dealt with, there will be a population that do not accept violence or any other forms of criminal activities. This will in turns encourage children in the community to adopt good behaviours. This will play a key role in dealing with deviant behaviours.

Parents should work together with teachers in order to ensure that negative behaviours are dealt with. Since parents are always close to their children, they are able to observe any changes in children behaviours. Working together with teachers, it will easy to deal with deviant behaviours in students.

There is need for school administrators to encourage community leaders to report any students that have been observed engaging in bad behaviours. Additionally, the school administration should work with community leaders in order to institute guidance and counselling facility at the society level so as to reduce the issue of aggression and other criminal behaviours in the community. This will help in creating a community that have well-behaved people that will act as the role model to student in secondary schools.

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