

**PREVALENCE OF ANTI-SOCIAL BEHAVIORS AND ASSOCIATED FACTORS AMONG
SECONDARY SCHOOL STUDENTS IN CENTRAL KENYA****Michael Keri Omwenga***

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ABSTRACT

There have been incidents of aggressive inclinations and antisocial behavior by secondary school students, and the influence of both family and school-based issues has been blamed. Among light of this, the primary goal of the study was to ascertain how family and school-based factors affected antisocial behavior among Kenyan secondary school students. The aim of the study was to find out the prevalence of antisocial behavior among students in secondary school. The social learning and social control theories were incorporated into the study. In terms of methodology, the study used a descriptive survey research design and focused on secondary school students. 70 secondary schools in Central Kenya were the study's target population. Questionnaires were utilized to get quantitative data from a sample of 200 respondents from 15 schools, and a key informant interview guide was used to gather qualitative data. The study's quantitative data was analyzed using the SPSS version 20 program, and the qualitative data which came from open-ended questions was categorized into different thematic categories and presented narratively alongside the quantitative data. According to an analysis of the data gathered, peer pressure, media impact, broken households, a lack of school counselors, and poor parental care are all important predictors of antisocial behavior in secondary school students. The study found that anti-social behavior is influenced by family-related factors such as inadequate parental discipline, conflict between parents and children, and parental attitudes that support problem behavior. Data analysis revealed that school and family have different roles in behavior regulation and that school-based factors that impact anti-social behavior include the school year, school climate, peer pressure, and insufficient teacher direction. School administration should urge parents and guardians to keep an eye on their children's behavior and provide guidance and counseling, parents should control the home environment to promote children's overall development, which includes establishing rules and providing guidance and counseling, and that school administrators create a monitoring system that tracks behavioral changes in their students. School administration should urge parents and guardians to keep an eye on their children's behavior and provide guidance and counseling.

KEYWORDS: Aggressive inclinations, antisocial behavior, school-based issues, parental discipline, peer pressure, guidance and counseling.

INTRODUCTION

Criminologists and others who study deviant behavior have tried to explain why some people behave in particular ways at particular periods throughout the history of juvenile justice. Over the past century, as criminology has advanced and research quality has increased, the quantity of studies on aberrant conduct has increased significantly. If a behavior is unusual, deviates from the norm, or does not fit societal norms, it is deemed abnormal or anti-social (Omwenga & Kayusi, 2024).^[23] A code of conduct that differs from the accepted society code of conduct is referred to as anti-social behavior. According to Wachikwu and Ibegbunam (2012)^[35], anti-social behavior is defined as crimes done by minors under the age of eighteen that typically

involve a breach of accepted social norms and values. Additionally, Wachikwu and Ibegbunam (2012)^[35] defined anti-social behavior as a persistent transgression of socially mandated patterns of behavior, typically involving defiance of sturdily, hostility, vandalism, rule violations, and social norm violations. Similarly, Hanrahan (2017)^[7] described anti-social behavior as a disruptive act that involves deliberate aggressiveness and animosity against others, whether overt or covert. It describes a general disregard for the social norms and standards that permit peaceful coexistence among members of a society (Alice, Omwenga & Lambert, 2024).^[2]

Nyaga (2015)^[17] asserts that antisocial behavior is a significant problem in Kenyan secondary schools. It is connected to delinquent behaviors like bullying, drug misuse, and truancy. Negative interactions with peers, parents, and instructors are linked to these behaviors. According to Skinner, who was quoted by Siegel et al. (2017)^[30], a behavior will persist if it is rewarded and will stop or be extinguished if it is not. The taught behavioral responses are internalized as a pattern of conduct emerges over time. The quantity, frequency, and likelihood of reinforcement all directly affect how strong criminal conduct is. According to Maleté (2007)^[11], boys are more likely than girls to be aggressive, use drugs and alcohol, carry and use deadly weapons, and engage in other antisocial and aggressive behaviors. These behaviors are also strongly linked to low parental supervision and bad parent-child relationships. Similarly, Aboh et al. (2014)^[11] suggested that a broken household greatly influenced maladaptive behavior among students, while Jurado et al. (2017)^[8] found that anti-social behaviors were more common in males than in girls. According to Aboh et al. (2014)^[11], who referenced Unachukwu (1995)^[34], certain instructors' clothing choices tend to devalue their rank and personality in front of their students.

Research done by Slattery and Meyers (2014)^[31], exposure to community violence is a powerful, direct predictor, and the relationship between community violence and antisocial conduct in adolescents is moderated by parental supervision. Nonetheless, the present study assumes that secondary school students, but not teenagers, engage in antisocial behavior (Omwenga & Mwangi, 2024).^[24] Although there is ample evidence that poor parenting is associated with future anti-social behavior in youth, Bacchini, Concetta Miranda, and Affuso (2016)^[12] contend that as children enter adolescence and are given greater autonomy, parental monitoring in particular becomes a critical predictor of anti-social behavior, and Sammon (2014)^[28], increased hostility and desensitization to violent acts are signs that exposure to community violence is a substantial risk factor for anti-social behavior. The association between this risk factor and antisocial conduct in adolescents is well-supported by research (Spano, Vazsonyi, & Bolland 2009).^[32] However, in order to improve data collecting and analysis, the current study aims to integrate mixed research methodologies, whereas earlier investigations focused on a descriptive approach.

In a study of secondary school students in Australia, Chan et al. (2016)^[4] contended that, after controlling for a number of risk factors, drug use is strongly linked to unprotected sex for girls but not for boys. The present study focuses on secondary school students regardless of their age range, whereas the previous study was limited to kids under the age of sixteen. While the current study aims to examine the impact of school and family-based factors on anti-social behavior among secondary school

students, Rovis, Jonkman, and Basic (2016)^[27] concentrated on anti-social behavior and examined a multilevel analysis of school bonding and family relations among students.

According to Umar, Shaib, Aituisi, Yakubu, and Bada (2010)^[33], romantic connections are said to have the most influence and could psychologically impede a successful learning process. While the current study aims to utilize a descriptive survey research strategy to determine whether the results will be consistent, Umar et al. (2010)^[33] relied on a descriptive technique. In a similar vein, Maleté (2007)^[11] asserts that self-reported aggressive tendencies and anti-social behaviors are significantly more common among Botswana's secondary school students. Boys are more likely than girls to be aggressive, use drugs and alcohol, and carry and use dangerous weapons, while high scores on anti-social and aggressive behaviors were significantly linked to low parental monitoring and poor parent-child relations (Keari et al., 2024).^[9] The current study was undertaken in Kenya, whereas the previous study was conducted in Botswana. This suggests that the study aims to determine if the results will be consistent or inconsistent.

Studies have been conducted on the concept of anti-social behavior (Odgers et al., 2015; Nwankwo et al., 2015)^[18,16], the factors that lead to anti-social behavior in secondary school students (Jurado et al., 2017)^[18], and the psychosocial factors that influence anti-social behavior (Wachikwu and Ibegbunam, 2012).^[35] Maleté (2007)^[11] also concentrated on antisocial behavior and aggression among secondary school students. Therefore, the impact of family and school-based factors on anti-social behaviors among secondary school students were the conceptual gap that this study addressed from the previously mentioned studies in Central Kenya (Omwenga & Kayusi, 2024).^[23] While the empirical literature in Africa tends to concentrate on the general location of anti-social behaviors among secondary school students (Nwankwo et al., 2010; Gotsang, Mashalla, & Selolilwe, 2017)^[16,6], empirical studies in Kenya have examined the causes of drug and substance abuse among school-age children (Chege, Mungai, & Oresi, 2017; Omote, Thinguri, & Moenga, 2015; Nyaga, 2015).^[5,22,17] The empirical research on secondary school students' antisocial behavior has yielded conflicting results. As a result, this made it necessary to investigate how family and school-based factors affect antisocial behavior among Central Kenyan secondary school students.

Purpose of the Study

To determine the prevalence of anti-social behavior in secondary school children in Central Kenya.

Justification of the Study

The number of secondary school students engaging in antisocial behavior has been rising; in fact, the ministry of education's efforts to curb the number of reported

incidents has not been successful. Since student behavior is a major predictor of success, research on anti-social behavior is essential as it will improve knowledge of the causes and solutions of different anti-social behaviors. Additionally, the current study aims to define the influence of school and family-based determinants, whereas the existing body of literature concentrates on general anti-social behaviors (Odgers et al., 2015; Nwankwo et al., 2015).^[19,16]

Therefore, the purpose of this study was to contribute to the body of knowledge by showing how family and school-based factors affect children's antisocial conduct. The results also have significant ramifications for initiatives aimed at preventing violence against children and teenagers. Future study directions and the creation of intervention programs were suggested. Criminologists and other professionals who are interested in studying deviant conduct should pay attention to the study's findings since they offer valuable information regarding advice and counseling.

Scope and Limitations of the Study

Only secondary school teachers and students in Central Kenya were included in this study. Due to its limitations, the study only contained information that was requested from secondary school students and teachers. The study only collected information on family and school-related factors that were thought to have an impact on antisocial conduct. According to the study, several respondents were reluctant to divulge personal information. Assured them that the information they shared would be kept completely private. This study relied on access to high school students and teachers, to whom access was occasionally restricted or refused. The study was able to identify the population more quickly, precisely, and readily by focusing on teachers and pupils. Studying letters from county education officers were given to

school heads in cases where access was refused. Respondents who were hesitant were informed that they would be free to answer the questionnaires and that the data they submitted would be handled with the utmost confidentiality. Additionally, the study included explanations for respondents who had trouble comprehending surveys.

METHODOLOGY

Site of the Study

The study was carried out in central region of Kenya. The global nature of the field of study which suggests that secondary school children come from a variety of backgrounds which led to its selection. Furthermore, the study was able to gather information from a variety of respondents because the central region of Kenya has both day and boarding schools. This gave study a wide understanding of antisocial conduct among secondary school students.

Research Design

The study used a descriptive survey research approach in order to achieve its main goal. According to Orodho (2015)^[25], a descriptive survey research design enables the collection of data related to the study's goals. The study was able to gather information from a large number of respondents by using a survey approach, which improved generalizations.

Target Population

A population, according to Ogula (2018)^[20], is a collection of people or things that have similar or common traits. All secondary school students in the central region of Kenya whose antisocial behavior was to be examined made up the study's target population. 70 secondary schools in the area were the study's target population (MoE, 2024; Central Counties Integrated Development Plan 2018/2023) as shown in *table 1*.

Table 1: Target Population.

Type of School	No. of Schools	Percent
Day	22	31.43
Boarding	11	15.71
Mixed	37	52.86
Total	70	100.0

Sample Size

According to Kothari (2012)^[10], sampling is the process of gathering information on a particular group or population by looking at a specific percentage of the population. The sampling procedure either provides an equal chance for every member of the population to be

sampled (probability sampling) or does not (none probability sampling). Mugenda and Mugenda (2003)^[14] state that a sample size of 30% of the target population is sufficient. As a result, 15 schools, or around 30% of the target demographic, made up the study's sample population.

Table 2: Sample Size of Schools.

Type of School	No. of Schools Sampled	Percent
Day	5	31.43
Boarding	2	15.71
Mixed	8	52.86
Total	15	100.0

The study stratified the sample and chose a representative sample of male and female students from the 15 schools, as shown in *table 2* above. Because the

respondents had the data required for the study, the sample size of 200 respondents, as shown in *table 3* below, was judged sufficient.

Table 3: Sample Size of students.

Type of School	Target Population		%	Sampled Population		Total	%
	Male	Female		Male	Female		
Day	110	100	34	41	29	70	35
Boarding	50	55	17	29	19	48	24
Mixed	170	135	49	45	37	82	41
Total	330	290	100	115	85	200	100

Sampling Procedure

Stratified random sampling was used in the investigation. Stratified sampling involves grouping individuals of a population into different strata, with the idea that members of the same stratum should share similar characteristics. Stratified random sampling, according to Sekaran (2017)^[29], is a sampling approach in which a study separates a given population into groups or parts known as strata, and the members of the strata must share certain characteristics.

In order to create the different strata, the study divided schools into boarding, mixed, and day schools. By using this sample technique, the study separated the 520 respondents into subgroups or strata, giving each respondent an equal chance of being chosen. This showed that there was no bias present during the sampling process. In order to ensure that every member of the population had an equal chance of being chosen for the sample, the study used simple random sampling to gather data from the sampled schools through a random procedure, such as a random number generator.

Data Collection

Collection of Qualitative Data

Since key informants had important information, interviews were performed to gather qualitative data from them. Information was gathered from key informants and school officials at the sampled schools using an interview guide. In-person interviews were used for this.

Collection of Quantitative Data

A questionnaire was used to obtain quantitative data for the study since it is simpler to administer to a large sample size. Because questionnaires may reach a large number of respondents quickly and because the study gives research participants more time to complete and react to the specified themes, it used them to collect primary data. Furthermore, because respondents are not asked to reveal their identities until specifically requested, questionnaires ensure the respondents' confidentiality. According to Owens (2014)^[26], questionnaires should be the main instrument used in research since, in contrast to interview guides, they do not result in the acquisition of biased data or information.

Pre-test

To determine the validity and reliability assessments of the questionnaire, a pre-test study was conducted. Ten respondents from five secondary schools were given the questionnaire as part of the pre-test study. Pre-testing was done to make sure the data collection instruments were appropriate and accurate. The previous data analysis did not include the pre-test study's results. To determine the validity and reliability evaluations of the questionnaire, a pilot test was carried out. In comparison to the actual sample size, the study used a smaller sample of 12 questionnaires for the pilot test. Thus, by evaluating the questionnaire's validity, the time required to complete it, and the ways in which various responder groups comprehended its questions, pilot testing served as a guide for data collecting. Pilot testing for this project involved in-person interviews. Because it allowed the study to evaluate the respondents' behavior and willingness to answer all questions, in-person interviews were recommended.

Ethical considerations

Heads of the institutions where the study was carried out, as well as the counties' research department. Additionally, the respondents were informed that participation was entirely voluntary and that they could choose to engage, decline, or withdraw at any time while the data was being collected. Furthermore, respondents were guaranteed anonymity, confidentiality, and informed consent at no point during the data gathering process, and the study did not pressure them into providing information.

Data Analysis

The study employed SPSS version 20 for data analysis. The study was able to run descriptive statistics, such as frequencies, tables, and percentages, thanks to the application. Descriptive statistics, such as frequency, percentages, standard deviation, and mean, were used in the study. Tables, charts, and graphs were used throughout the study to display the data. In accordance with the study's goals, the qualitative information obtained from open-ended questions was categorized into a number of thematic categories and presented narratively with the quantitative data. In order to support quantitative data, the study included qualitative data.

RESULTS

Response Rate

There were 200 responders in the study's sample. As shown in table 4 below, 174 respondents completed and returned questionnaires, representing an 87% response rate. In contrast, 26 respondents made up the 13% non-response group. According to Nachmias & Nachmis (2004)^[15], a response rate of 50% or more is considered

satisfactory and serves as a solid foundation for data analysis. Morris (2016)^[13] backs up the claim that responses with a response rate of more than 60% are required for a social study in order to draw valid research conclusions. Therefore, the study concluded that the 87% response rate attained was suitable because it was higher than 50% and would yield enough data for analysis and the formulation of satisfactory study results.

Table 4: Response Rate.

Category	Frequency	Percentage
Response	174	87
Non-Response	26	13
Total	200	100.0

Social and Demographic Characteristics of the Respondents

In order to determine how each respondent's demographic characteristics affected anti-social conduct among Central Kenyan secondary school students, the study gathered a variety of demographic data. The demographic data gathered for the study comprised the respondents' gender, educational class and type of school. This section's data was gathered using quantitative techniques, particularly a questionnaire. The heads of the schools where the data was gathered gave

their agreement before the questionnaire could be given to respondents.

Gender of the Respondents

As shown in table 5 below, the study aimed to determine the respondents' gender distribution. According to the data analysis, 103 (59.2%) of the respondents were male, and 71 (40.8%) of the respondents were female. Because males and females exhibit considerably different levels of anti-social conduct, the study gathered data on gender (Bergen et al., 2004).^[3]

Table 5: Gender of the Respondents.

Gender	Frequency	Percentage
Male	103	59.2
Female	71	40.8
Total	174	100

Class Level of the Respondents

The study made the decision to gather information on the students' class level since it influences their ability to make decisions and their academic objectives. According

to Table 6, 76 (43.7%) of the students in the data collection were at form level, although the bulk of the respondents, 98 (56.3%), were form three students.

Table 6: Respondents' Class Level.

Class	Frequency	Percentage
Form three	98	56.3
Form four	76	43.7
Total	174	100.0

Type of School and Distribution of Respondents

Since day and boarding schools are direct indicators of academic success and, consequently, determinants of student behavior, the study gathered data on the type of school. In actuality, boarding school kids are under the direct supervision of their teachers, whereas day school pupils are seen by both parents and teachers. The

purpose of the study was to determine the respondents' educational background, as shown in table 7. The majority of respondents (39.7%) attended mixed secondary schools, just over a third (36.2%) attended day schools, and 24.1% attended boarding schools, according to the analysis of the data.

Table 7: Type of School.

Type of School	Frequency	Percentage
Day	63	36.2
Boarding	42	24.1
Mixed	69	39.7
Total	174	100.0

Predictors of Anti-social Behaviour

The purpose of the study was to look into factors that affected antisocial conduct among Central Kenyan secondary school pupils. The respondents were asked

about issues such as broken households, peer pressure, media influence, lack of parental attention, and the absence of counselors in schools. *Table 8* below provides a tabulation of the data analysis.

Table 8: Predictors of Anti-social Behaviour among Respondents.

Response	Frequency	Percentage
Absence of parental supervision	43	24.7
Absence of school counselors	35	20.1
Broken house	33	19
Influence of the media	27	15.5
Influence from peers	36	20.7
Total	174	100.0

The majority of respondents (24.7%) agreed that the primary cause of antisocial conduct is an absence of parental supervision, as shown in *table 8*. However, nearly a quarter (20.1%) of the respondents believed that one of the main predictors of anti-social conduct was the absence of counselors in schools. Some of the students in the survey, 19% broken homes, whereas 15.5% backed media influence and 20.7% were on peer pressure. This result is in line with Ojo's (2015)^[21] findings that students' antisocial behavior was frequently caused by a broken household, media influence, and a lack of parental care.

Prevalent Types of Anti-social Behaviour

The goal of the study was to find out what kinds of antisocial conduct were most common in Central Kenyan schools. In addition to having the option to respond, respondents were given a list of antisocial behaviors from which they could choose the most suitable; this information was not included in the questionnaire. *Table 9* below presents the results under this subsection.

Table 9: Types of Anti-social Behaviour and Distribution of Respondents.

Response	Frequency	Percentage
Stealing	69	39.7
Rudeness	78	44.8
Malpractice in examination	27	15.5
Total	174	100.0

Table 9 shows that the majority of respondents (44.8%) said that the most common and noticeable anti-social behavior among secondary students in the study area was rudeness, while 39.7% thought that theft was a fundamental anti-social activity. Additionally, 15.5% of respondents believed that the most serious anti-social behavior that led to other vices, like school burning, was exam malpractice.

Reported Aggressive Tendencies

Respondents to the study were asked about some of their self-reported antisocial behavior. Alcohol and drug misuse, carrying and utilizing dangerous weapons, and participating in fights and scuffles were among the options offered to the respondents. *Table 10* below presents the results from this subsection.

Table 10: The distribution of respondents and the types of aggressive behaviors.

Response	Frequency	Percentage
Drug abuse	69	39.7
Alcohol consumption	47	27
Participation in scuffles and fights	58	33.3
Total	174	100.0

The majority of respondents (39.7%) stated that drug abuse was the most common aggressive behavior in their individual schools, as can be seen in *table 10* above. However, (27%) of the respondents said that alcohol consumption was an aggressive behavior in their school, and 33.3% said that scuffling and fights was the most violent and anti-social behavior in their individual schools within the study area. Therefore, it is possible to draw the conclusion that violent behaviors in secondary

schools include fighting, drug usage, and alcohol consumption.

A study by Malete (2007)^[11] found that self-reported aggressive tendencies and anti-social behaviors, like drug and alcohol misuse, were significantly more common among secondary school students. This finding is consistent with that study. The results of this study, however, contradict those of Malete (2007)^[11] about the

use of dangerous weapons because none of the participants reported carrying or using a weapon.

Reasons for Aggressive Tendencies

The goal of the study was to determine the causes of antisocial conduct in secondary schools within the

chosen research area. Low parental supervision, strained parent-child relationships, insufficient teacher assistance, and unsuitable role models were among the options presented to the respondents. *Table 11* below provides an analysis of the data gathered under this subsection.

Table 11: Distribution of Respondents according to Reasons for Aggressive Tendencies.

Reasons for Aggressive Behaviour	Frequency	Percentage
Strained parent-child relationships	43	24.7
Poor parent-child relations	59	33.9
Insufficient teacher assistance	23	13.2
Inappropriate role models	49	28.2
Total	174	100.0

The majority of respondents (33.9%) said that Poor parent-child relations was the primary cause of aggressive and antisocial conduct in secondary school children, as seen in *table 11 above*. Nearly (28.2%) of the respondents claimed that inappropriate role models were the primary cause of aggressive tendencies in secondary schools, while nearly (24.7%) of the respondents saw Strained parent-child relationships as the driving force behind aggressive behavior and (13.2%) said that teachers did not provide enough support.

Prevalent Causes of Anti-social behavior

In the sampled schools, the study aimed to identify common reasons of antisocial conduct. The structured question asked respondents to select the most relevant answer from a list of common reasons why people act in an antisocial manner. The factors that contributed to antisocial conduct included peer pressure, parental socioeconomic, home environment, gender, and place of residence. The data gathered under this subsection is analyzed and shown in *table 12 below*.

Table 12: Prevalent Causes of Anti-social behavior in Schools.

Causes of anti-social behaviour	Frequency	Percentage
Peer pressure	71	40.7
Parental socioeconomic	21	12
Home environment	57	32.7
Gender	25	14.6
Total	174	100.0

According to the data analysis presented in *table 12* above, the majority of respondents (40.7%) believed that peer pressure promoted antisocial behavior in secondary school students, while 12% thought that parental socioeconomic status could predict antisocial behavior. However, 14.6% of respondents identified gender, with boys believed to exhibit more anti-social behaviors than girls, and 32.7% of respondents said that the home environment contributed to anti-social behavior because of the perceived absence of or inadequate parental monitoring.

DISCUSSION

An analysis of data on the incidence of antisocial behavior among Central Kenyan secondary school students revealed that some of the key predictors of antisocial behavior were broken homes, peer pressure, media influence, a lack of school counselors, and insufficient parental care. Additionally, the study found that some of the most common anti-social acts were examination malpractice, rudeness, and theft. According to the majority of respondents, the most common aggressive behavior in their respective schools was getting involved in fights and scuffles. The main causes of aggressive behavior were cited as inadequate parental

supervision, strained parent-child relationships, and unsuitable role models.

According to an analysis of the data gathered, peer pressure, parental socioeconomic level, home environment, gender, and residential location were the main factors of antisocial conduct. The results of antisocial behavior included poverty, unemployment, and instability in life. Furthermore, the study found that boys were more likely than girls to engage in aggressive and antisocial behaviors, and that anti-social behaviors were influenced by sociodemographic factors as age, family size, and child labor.

According to the study, the family and school environments were the main causes of the high incidence of violent tendencies and antisocial behaviors among secondary school pupils. The study comes to the conclusion that anti-social behavior is influenced by a number of home and school-based factors, including the sociodemographic characteristics of the students. The study found that anti-social behavior is influenced by family-based factors. Accordingly, the study comes to the conclusion that family-related factors, like family conflict and a history of problem behavior, have an impact on secondary school students' antisocial behavior.

iii. The study finds that anti-social behavior is triggered by school-based variables such as peer pressure, school atmosphere, and insufficient supervision and counseling.

The study found that the attitudes and values that are taught in schools differ greatly from those that are taught at home. Thus, the study comes to the conclusion that students' behavior is greatly influenced by their families, which serve as the fundamental socialization unit.

Recommendations

a) Analysis of the study's results showed that antisocial behavior was common among secondary school pupils due to a shortage of school counselors, peer and media pressure, and insufficient parental supervision. As a result, this study suggests that school administrators provide guidance and counseling to students and encourage parents/guardians to keep an eye on their behavior.

b) According to the study, anti-social behavior is influenced and/or contributed to by family factors, such as parental conflict and attitudes that support problem behavior. In light of this, the study advises parents to establish rules and provide advice and counseling in order to govern the home environment in a way that promotes children's overall development.

c) The study's conclusions show that a variety of school-related factors, including social pressure, a lack of teacher direction, and the academic year, affect problem behavior among secondary school pupils. Since this method would allow teachers to identify when there is a shift in behavior, the study advises school administrators to create a monitoring system that tracks behavioral changes in their children. Monitoring pupils' intellectual progress is one method of achieving this goal.

d) It was clear that values taught at the classroom level and those instilled in the family could differ. For example, adolescents may conceal aggressive behavior at school but disclose it at home. In light of this, the study suggests that parents be aware of their responsibilities for behavior monitoring, including the use of rewards and punishments, and that schools employ morally grounded teachers and staff members who can serve as role models for students, as behavior is imitated through observational learning.

e) The study concentrated on two factors; family and school-based factors that affect the prevalence of antisocial behavior. It suggests more research involving other variables that were not included in the current study to determine their impact on the prevalence of antisocial behavior among secondary school students. Additionally, the study was carried out in Kisii County's Nyaribari Masaba Constituency, suggesting that further research in other Kenyan counties and constituencies is necessary to see whether the findings will be consistent or inconsistent.

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