INFLUENCE OF SOCIAL ECONOMIC FACTORS ON DEVIANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN MURANG'A EAST SUB COUNTY, MURANG'A COUNTY, KENYA

Martha Nkatha Njoka

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Criminology and Security Studies of Murang'a University of Technology

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DECLARATION

Student Declaration

I hereby declare that this Thesis is my original work and to the best of my knowledge has not been presented for a degree award in this or any other university. I understand what plagiarism is and I am aware of the University's policy in this regard. I understand that any false claim in respect of this work shall result in disciplinary action in accordance with the University Anti-Plagiarism Policy.

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Martha Nkatha Njoka Date

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Supervisors' Approval

The undersigned certify that they have read and hereby recommended for acceptance of Murang'a University of Technology a thesis entitled **"Influence of Social Economic Factors on Deviant Behaviour among Secondary School Students in Murang'a East Sub County, Murang'a County, Kenya".**



_____ _____

Dr. Evans Oruta, PhD Date

Department of Criminology and Social Work

Masinde Muliro University of Science and Technology

Prof. Samson Wokabi Mwangi (PhD) (Posthumous)

Department of Peace, Security and Social Studies

Egerton University.

DEDICATION

I dedicate this work to my son, Praise Berachah. The world is your stage, dare to dream and work towards realizing those dreams. Build resilience, quitting is not an option.

ACKNOWLEDGEMENT

Honour and glory to God for giving me grace, wisdom, motivation and the capacity to complete this work.

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ABSTRACT

There has been a global increase of deviant behaviour in learning institutions most of which has resulted to destruction of property, loss of life, loss of learning time and decline in academic performance. Despite implementation of policies and recommendations from the Ministry of Education, students still engage in deviant behaviour. Previous studies have not focused much on Social Economic Status as a contributor of deviant behaviour and most specifically why students from high SES may be predisposed to engage in aberrant behaviour. The goal of the study was to investigate the influence of socio-economic factors on deviant behaviours among secondary school students in Murang'a East Sub County, Murang'a County, Kenya. The objectives of the study were: to investigate the influence of family socio-economic status on deviant behaviour, to examine the extent of social media access on the deviant behaviour, and to analyze how social environment stimulates deviant behaviour among secondary school students. This research utilized a cross-sectional survey design and employed a mixed method approach. The target population was 390 students and key informants comprising of 15 Principals and 15 Guidance and Counselling Coordinators. The sample was acquired from 33 secondary schools in Murang'a East Sub County and was obtained using proportional stratified sampling as well as Simple Random Sampling. The study utilized a semi- structured questionnaire and an interview guide to collect data. The quantitative data was analyzed descriptively using SPSS version 25 and was presented in tables, charts, and bar graphs. Qualitative data was analyzed thematically. Family socioeconomic status was found to be positively correlated to deviant behaviour. Access to social media was positively associated to deviant behaviour with students acquiring aberrant behaviour through imitation and observation. A significant positive relationship between social environment and deviant behaviour was established. The study discovered practical strategies that can help curb deviant behaviour in secondary schools. This study recommended building a healthy environment for the students in the family and community with the aim of promoting positive behaviour.

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ACRONYMS AND ABBREVIATIONS

MOE – Ministry of Education

SDG – Sustainable Development Goals

SES- Socioeconomic Status

NDLEA- National Drug Law Enforcement Agency

NACADA- National Authority for the Campaign against Alcohol and Drug Abuse

COVID -19 - Corona Virus 2019

SPSS – Statistical Package for Social Sciences

DEFINITION OF TERMS

Delinquent behaviour: any behaviour that conflicts with societal norms. This is also called aberrant behaviour. Also referred to as antisocial behaviour and aberrant behaviour.

Discipline: coaching students' excellent demeanors, including how to reverence school authorities, adhere to school rules and regulations, and behave in accordance with established norms.

Environment: the neighborhood setting, the school experiences and even the peer influences around a student

Family environment: factors in the family, such as parenting styles and the structure of the family.

Social media: platforms of social interactions, such as Facebook, WhatsApp, Instagram, Telegram, and X (formerly known as Twitter).

Socioeconomic factors: socioeconomic conditions and circumstances that shape a person's personality, attitudes, and way of living.

Socioeconomic status (SES): comprehensive financial and sociological assessment of a person's work experience, economic access to resources, and social standing in relation to others.

Peer group: Refers to students who are in the same age bracket and have common interest in the way they behave.

Truancy: Refers to students missing lessons during regular school hours.

Bullying: Refers to an act of intimidation or domineering over the weaker people to make them uncomfortable

Drug and Substance abuse: Refers to use of any substance that when absorbed into the body it alters the normal functioning of a human.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The home environment in which a child is raised can have either a positive or negative impact on their development. Socioeconomic factors such as family income, social status, and child-rearing practices play a significant role in shaping children's behaviour. According to Accorlor, (2021) a lack of parent-child bonding and a disruptive home environment can result in misbehaviour in schools. (Butler, 2019) define socioeconomic status (SES) as a measure of a person's financial and social resources and their standing in society. The economic and social circumstances under which a person is raised can have a profound impact on their personalities, values, and lifestyles.

Children from low-income families may face obstacles to obtaining quality education, which can hinder their academic progress. Conversely, children from high-income families are more likely to receive top-notch education from preschool to college. Oguntayo et al., (2024) found that socioeconomic factors contribute significantly to deviant behaviour in Nigerian secondary schools. The parenting style adopted by a family is strongly influenced by their socioeconomic status. Different parenting styles can create a family environment that shapes a child's behaviour.

According to Sarsour et al., (2019) and Meng et al., (2024) socioeconomic factors in the family can affect parenting practices, such as emotional and verbal sensitivity and the provision of positive reinforcement for desired behaviour. Parents influence their children's behaviour through their attitudes, support, and modelling. Parenting practices at home can have a significant impact on a child's emotional, physical, and mental health, as the family is a major socializing agent.

According to Dzever, (2015), the home environment is considered the most critical factor in determining socioeconomic status (SES) behavioural outcomes. Children's exposure to their home environment has a significant impact on their behaviour. Furthermore, the home environment is contingent upon the family's SES. Aute et al., (2020) corroborated these findings by demonstrating a substantial negative correlation

between family SES and criminal behaviour among Homa Bay County secondary school students. However, this study did not investigate the influence of the social environment on students' behaviour, which was the focus of the present research.

In addition to the home environment, children interact with individuals in their community and at school, which comprise their social environment, (Rumjaun and Narod, 2020). Children's exposure to their social environment significantly influences their behaviour. The environment in which children grow up plays a critical role in the behavioural reinforcement disparities between low- and high-SES children. The neighborhood environment contributes to a person's environmental exposure, which can include the community's culture, school experiences, and peer influences. Children from communities that engage in home and cultural activities learn valuable life skills that promote positive behaviour. Conversely, a violent or unsafe neighborhood may encourage children to engage in deviant behaviours.

Exposure to social media may provide children with learning opportunities, but it can also expose them to negative behaviours if not monitored. With the widespread availability of social media on mobile phones and computers, children are at risk of encountering immoral content and engaging in deviant behaviour. According to Carlson, (2020) and Goode and Ben-Yehuda, (2012) mass media, including social media, may contribute to moral panic. Mogbana and Edward, (2022) also suggested that exposure to unwholesome mass media may have a negative impact on children's character development.

Deviant behaviour refers to any behaviour that violates social norms or laws. It can manifest in various forms, including unlawful offences, disruptive behaviour, and immoral behaviour. Examples of deviant behaviour in secondary schools include truancy, arson, bullying, riots, school unrest, exam malpractice, strikes, fighting among students, stealing, physical abuse of teachers, and drug and substance abuse. Mogbana and Edward, (2022) defined deviant behaviour as any behaviour that contravenes the established norms and guidelines of a particular organization or group. Such behaviour may lead to students engaging in criminal activities and committing other heinous acts.

It is imperative that learners maintain positive behaviour, as this is a crucial factor in their academic success. Schools serve as institutions in which students acquire the skills necessary for various occupations. In line with Kenya's Vision 2030 strategy and Sustainable Development Goals (SDGs), the student community is expected to play a significant role in society. As Agi, (2016) eloquently put it, education is the process of guiding an individual from the darkness of ignorance to the light of knowledge and comprehension. This suggests that an educated person can contribute to the transformation of society towards positive growth and development. In the context of schools, the rules and regulations that students are expected to adhere to define norms. Deviant behaviour in secondary schools remains a global concern, particularly in developing countries such as Kenya (Fatoki and Kobiowu, 2020). According to Oparaduru, (2017), numerous cases of exam misconduct, truancy, harassment, exploitation, sexual offences, indecent dressing, undesirable behaviours, and deception have been reported in our schools. Oparaduru, (2017),considered these negative attitudes as deviations from the normal functioning of students' behaviours. Angel, (2016) opined that schools have become havens for a variety of crimes and urged parents, government officials, and school administrators to take action to eradicate deviant behaviours from our schools. It is essential to ensure that children learn in an environment that is safe and conducive to high-quality instruction.

Internationally, deviant behaviour has become a growing concern, with instances of antisocial activities reported in learning institutions worldwide. As Bang et al., (2020) highlighted, adolescents in America are increasingly engaging in such activities, which is a major cause of concern. Similarly, Karatela et al., (2022) found a high prevalence of aberrant behaviour among pupils in Britain, with some students even bringing dangerous weapons to school. In addition, Şengönül, (2022) noted that there has been a rise in physical assaults on teachers and instances of students being bullied by their peers, which negatively impacts victims' ability to focus on their studies.

In many developed and developing countries, these behaviours have been identified as a significant issue affecting adolescents and the execution of educational policies. According to Chigudu, (2020) such behaviours influence peer associations, teachers, and parents, creating challenges for the implementation of effective educational policies. The study further emphasizes that policymakers face a significant challenge

due to the disruption caused by students' involvement in antisocial behaviour in American educational institutions.

In Africa, deviant behaviour has manifested in various forms, (Ugwuoke and Duruji, 2015) note. Youths in Nigeria are frequently involved in armed robbery, cultism, kidnapping, and drug use, which result in disruptions to learning in schools and poor academic performance. Teenagers are particularly prone to engaging in illegal activities, such as drug use and distribution, academic dishonesty, intoxication, and counterfeiting (Şengönül, 2022). While researchers and concerned citizens have identified various factors, such as poverty, peer pressure, family instability, and drug use, that contribute to juvenile delinquency in Nigeria and Owerri Municipality(Ugwuoke and Duruji, 2015) the current study aims to explore possible solutions to this problem.

The issue of deviant behaviour has become a significant concern in secondary schools in Kenya. In recent years, incidents such as strikes, unrest, substance abuse, bullying, and truancy have been linked to schools. The growing wave of unrest in Kenyan secondary schools is indicative of a serious threat posed by juvenile delinquency or children engaging in illegal activities. The unprecedented number of arsons, walkouts, sit-ins, and breakdowns (63, 23, 8, and 14 cases, respectively) that occurred in public secondary schools in July 2018 is cause for concern. According to the Ministry of Education (2019), this unrest had a psychological impact on staff and students, causing property damage and loss of instructional time. A 2016 NACADA survey found that 23.4% of secondary school students had consumed alcohol at least once, indicating a gap in substance abuse control in schools. Additionally, 72.8% of the students admitted to accessing alcohol without their teachers' awareness, suggesting that schools have not made sufficient efforts to identify the use of these substances. Drug abuse has been linked to peer pressure and media exposure, which increases the risk of bullying and absenteeism among students(Nyaga, 2015).

Deviant behaviour within secondary schools presents a significant challenge to the education system and, if left unaddressed, can have severe consequences, as evidenced by the tragedy that occurred at Endarasha Secondary School in Nyeri County, where two students lost their lives during a strike (Nation, Saturday, 17th, 2010). Youth are vital resources for a nation's development, making situations like these particularly

distressing (Daily Nation, Saturday, 17th, 2010). Between 2020 and 2021, the Ministry of Education recorded a high number of school strikes across the country, including rioting at Buruburu High School, where 59 students were injured, and the closure of St. Peters Abwao Secondary in Migori, Sigalame Boys High School in Busia, Kanjuri High in Nyeri, St. Ignatius Mukumu Boys Secondary in Kakamega, and Keveye Girls High in Vihiga. Additionally, 12 schools in Murang'a County went on strike within a week, resulting in property damage and suspension of learning, as reported by the Murang'a County Commissioner (Standard Sunday, October 31, 2021).

According to the 2017 National Crime Research Centre report, student unrest and violence are influenced by psychological and behavioural factors such as family, school, and the larger social environment. Addressing this threat is essential for ensuring the success of students' academic performance in secondary schools.

Academic literature on deviant behaviour has focused on the underlying causes of this aberrant conduct. A comparable investigation by Bonjar, (2017) examined the relationship between socioeconomic class and student delinquency and found a negative and statistically significant correlation between these variables. The present study aimed to delve deeper into this issue, exploring why students from high social and economic backgrounds also engage in deviant behaviour. The study's findings on this variable enabled the researcher to propose practical strategies for mitigating deviant behaviour in secondary schools.

In a study conducted by Wairimu, (2013), she examined the factors that influenced youth in the Njathaini community in Nairobi County and found that socioeconomic factors played a role in deviance. Her study utilized a descriptive design to investigate the factors that led to deviance among the youth. Given that no similar research has been conducted in this geographical area, the present study focuses on secondary school students in Murang'a East Sub County, Murang'a County, Kenya. Consequently, this study adds to the understanding of deviant behaviour among high school students and contributes to the existing body of knowledge in this field.

Despite numerous studies conducted in the field of deviant behaviour, there has been limited success in curbing this issue in secondary schools. Previous research has

attempted to link low socioeconomic status to deviant behaviour. However, it has been observed that students from high socioeconomic backgrounds also engage in criminal behaviour(Kepper et al., 2019). Therefore, the current study aims to further explore this phenomenon and propose practical strategies to address it.

1.2 Statement of the Problem

According to Oguntayo et al., (2024) and Aute et al., (2020), secondary school students in Kenya continue to engage in deviant behaviour on school premises. In addition, teachers have reported an increase in student indiscipline. The prevalence of student engagement in diverse forms of deviant behaviour is on the rise, as evidenced by MOE statistics from 2016 to 2018, which indicate that out of 8,900 public and 1,800 private secondary schools, 107 schools experienced unrest in 2018, while 483 schools were affected in 2017, and only 123 occurrences were reported in 2016 (MOE, 2018).

Despite the government's efforts to create a secure learning environment, secondary schools have become increasingly unsafe (Angel, 2016). To address this issue, the Kenyan Ministry of Education has mandated that all schools provide extracurricular activities and guidance and counselling offices and has suggested that schools install CCTV cameras throughout their buildings to monitor student behaviour (Ministry of Education Report 2019).

By allowing deviant behaviour to persist in secondary schools, institutions that are supposed to foster positive values are compromised. The consequences of such behaviour include student riots, which expose colleagues and teachers to danger and may result in the loss of life. This can negatively impact the quality of the education provided, as learning time is lost and teachers' morale is reduced. Continued unrest can also lead to property damage, which can increase the financial burden on parents who are struggling to pay their children's school fees.

According to Wairimu, (2013), a link was established between deviant behaviour and poverty, which is reflected in low socioeconomic status. Furthermore, the Murang'a county commissioner indicated that students from affluent families were among the ring leaders of organizing strikes (County news November 2, 2021). This statement sparked the researcher's curiosity, as no previous studies have examined why students

from high socioeconomic backgrounds engage in deviant behaviour or proposed strategies for addressing this issue. This study aimed to investigate the influence of family socioeconomic status, social media, and social environment on students' behaviour. By gaining a better understanding of these factors, the researcher was able to suggest effective mitigation strategies for deviant behaviour and thus address the knowledge gap that exists in the literature.

1.3 Objectives of the Study

1.3.1 General Objective

The primary objective of this study is to examine the influence of socioeconomic factors on the occurrence of deviant behaviour among secondary school students in Murang'a East Sub County of Murang'a County.

1.3.2 Specific Objectives

i. To establish the influence of family socioeconomic status on deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County.
ii. To evaluate access to social media affects deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County.
iii. To examine the social environment stimulates deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County.
iv. To propose strategies for mitigating deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County.

1.4 Research Questions

The following research questions guided this study:

i. What is the influence of family socioeconomic status on deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County?
ii. How does access to social media promote deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County?
iii. How does the social environment stimulate deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County?

iv. What strategies can be employed to mitigate deviant behaviour among secondary school students in Murang'a East Sub County, Murang'a County?

1.5 Justification of the Study

The basis on which the study was justified stems from the increased incidences of deviant behaviour such as arson, strikes and exam malpractice in Kenya. However, in 2020, a total of 300 schools engaged in various forms of deviant behaviour (K'odero, 2022). The findings of this study will be useful in informing the development of policies aimed at promoting positive behaviour in schools as well as in educating teachers and counsellors on how to address deviant behaviour.

The study provided valuable insights for parents, helping them to understand the impact their behaviour can have on their children and to make informed decisions about parenting styles.

The outcomes of this study will ultimately benefit society as a whole by reducing the prevalence of deviant behaviour in schools.

1.6 Scope of the Study

This study was undertaken in Murang'a East Sub County, situated within the boundaries of Murang'a County in Kenya. The objective of this study was to explore the impact of socioeconomic factors on deviant behaviour, with a particular focus on the socioeconomic status of the family, access to social media, and social environment. Subsequently, this study proposes recommendations for mitigating delinquent behaviour among secondary school students.

This study was delimited to strikes, arson, bullying, exam malpractice, sexual immorality, violence, truancy, and drug and substance use.

This study delimited itself to Facebook, WhatsApp, Instagram, YouTube, Telegram, Snapchat, and X (formerly known as Twitter) as there are many social media platforms.

1.7 Limitations of the Study

In this study, students were asked to provide details about their socioeconomic factors. Some provided accurate responses, while others were unaware of these factors and how they impacted their behaviour. The researcher encouraged the respondents to be truthful as much as they know and assured them of upholding the information with integrity. Respondents for this study were students, the principals of the selected secondary schools, and guidance and counselling coordinators. This posed a challenge in the generalization of the findings to the entire population in all the secondary schools in Kenya. In order to mitigate this challenge, the researcher enhanced sampling frame and incorporated a significant number of sampling unit to ensure representation.

There could be factors that influenced deviant behaviour that the researcher could not control. These include the rational choice to engage in deviant behaviour and the decision to keep engaging in these deviant behaviours. This study did not include intervening variables because the researcher wanted to conduct an in-depth study of the influence social economic factors on deviant behaviour.

1.8 Theoretical Framework

The behavioural theory is a criminological psychological theory that holds that learning events shape behaviour. Behavioural theory is based on the idea that people alter their behaviour in response to the reactions of others(Rumjaun and Narod, 2020a). In a perfect world, rewards and punishments fuel behaviour while discouraging it. According to behaviourists, crimes are learned reactions to life's circumstances. The most relevant to criminology is social learning theory, a subset of behaviour theory. (Bandura, 1978) is the most famous social learning researcher. According to Bandura, people are not born with the ability to behave violently. In contrast, he proposed that violence and aggression are learned through a behaviour modelling process (Rumjaun and Narod, 2020b). The shortcoming for social learning theory is the diffusion chain of observational learning. The individual model to others who learn behaviour thus selective reinforcement of behaviour.

According to Albert Bandura, environmental experiences are another source of behavioural problems. According to him, residents of high-crime areas are more likely

to act aggressively than residents of low-crime areas (Nyaga, 2015). According to Ladavac, (2016), there are no norms, laws, or customs in high-crime areas.

Bandura opines that another cause of behavioural problems is the mass media. The media's ultimate contribution to crime is difficult to define. Experts claim that children should not watch violent movies, video games, or television programs. Finally, social learning theories lead us to believe that much of our society's violence is the fault of the media. They contend that young people who engage in violent video games and later hurt someone at school did so while under the influence of those games. It is significant to note that violence is frequently accepted and even celebrated in the aforementioned media sources (such as video games).

The researcher benefited from behavioural theory in explaining the three objectives of this study. Linking this theory with my research, students learn deviant acts from one another via continuous reciprocal interaction through observation, imitation, modelling, and the attitudes of other individuals.

1.9 Conceptual Framework

A conceptual framework is a graphical representation of the variables in the research with clear lines of expected relationships. It identifies the study's different variables, including independent variables and the dependent variable. It also identifies the different parameters used to measure the variables under investigation. Family socioeconomic status, social media, social environment, and mitigating tactics are among the independent variables. The dependent variable, on the other hand, is deviant behaviour. The relationship between variables is as shown in Figure 1.

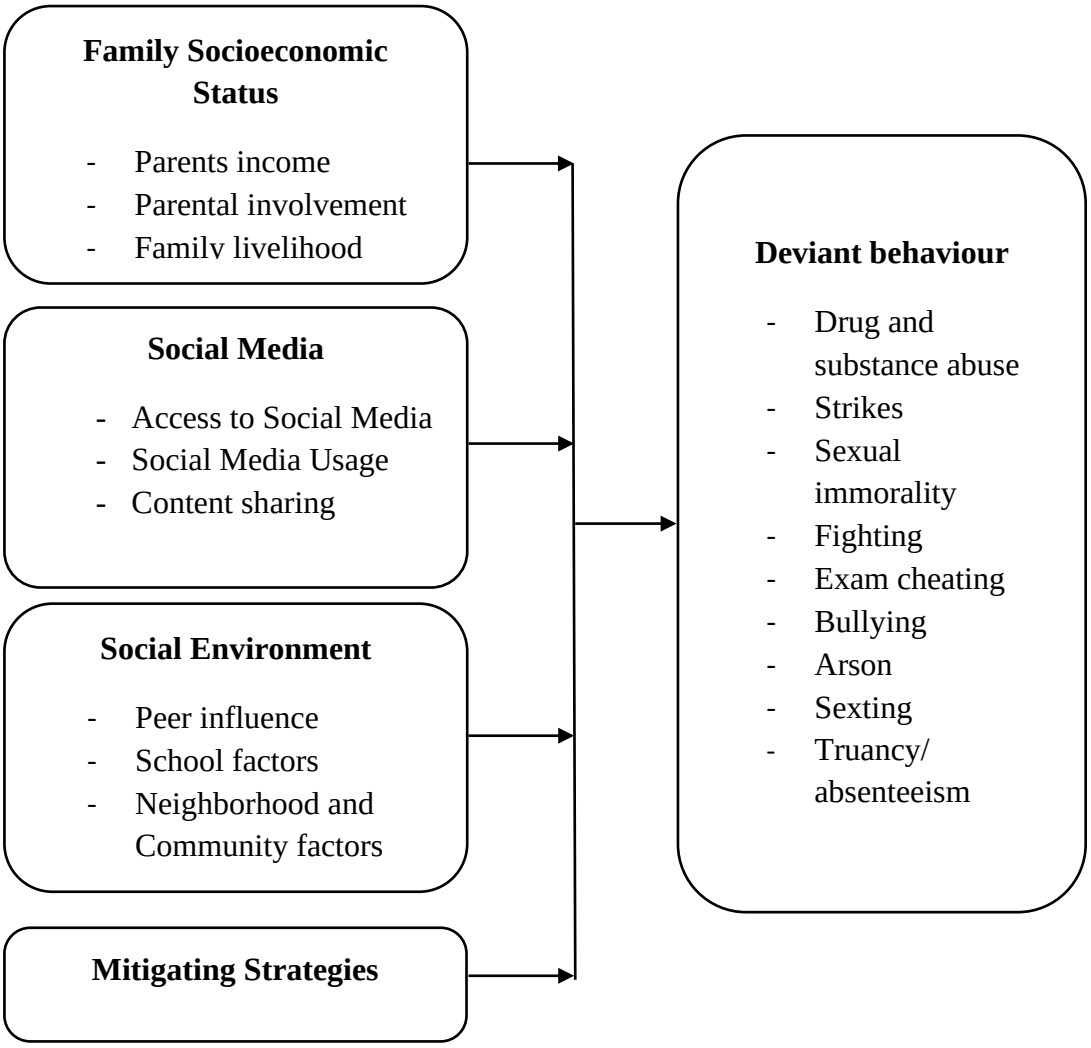


Figure 1. 1: Conceptual Framework diagram

1.10 Contribution of the Thesis

1. The research identified the factors that predispose students from high socioeconomic status (SES) to engage in deviant behaviour as well as proposing the ways of mitigating those identified factors.
2. Conducting social clinics would be important to address the issues emanating from the social environment that predispose students to deviant behaviour.
3. Creation and Mobilization of awareness campaigns on students self-regulation of the social media use would promote positive use and harness the benefits of social media in education.
4. A paper containing the results of the study has been published.

1.11 Structure of the Thesis

The content of this research is divided into five chapters as highlighted below:

1. Chapter one is the introduction. It discusses the background of the research, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the limitation of the study, the scope of the study, the theoretical framework, the conceptual framework and the contribution of the thesis.
2. Chapter two presents literature review. The chapter discuses empirical literature on socioeconomic factors and deviant behaviour.
3. Chapter three is the research methodology. The chapter discusses the research design, the location of the study, target population, sampling procedures and sample size, data collection, data analysis and presentation, and ethical considerations.
4. Chapter Four presents the results of the research findings and discussion. This chapter focusses on data analysis, presentation, interpretation and discussion.
5. Chapter five covers the conclusion made by the study findings, the recommendations for policy and practice and recommendation for future works.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

A review of scholarly literature pertinent to the study is covered in this chapter. The review includes reports on the socioeconomic status of families, the influence of social media, and the social environment.

2.2 Overview on Deviant Behaviour among Students

Numerous investigations have been made to identify the factors that led to the significant departure from social norms in students' attitudes and behaviours. Deviance is defined as a socially unacceptable behaviour. This definition includes both legal and illegal transgressions, such as disobeying customs and mores (Ladavac, 2016). A review of the literature has revealed that because teenage involvement in crime is on the rise, academicians are quite concerned about this population. Numerous studies have been conducted to clarify the causes of deviant behaviour(Banda and Mweemba, 2016). These studies are not exhaustive, as they recommend further studies on other causes of deviance.

Deviant behaviour takes different forms from country to country. As the world changes, what is totally prohibited today might not be anomalous tomorrow. Idris, (2016) noted that both classroom teachers and school administrators have documented numerous instances of cultism, sexual abuse, sabotage, intimidation, and coercion. According to Mogbana and Edward, (2022), the lack of discipline among youths is contributing to a rise in the rate of moral decadence. Such learner disobedience has resulted in juvenile delinquency. Student absenteeism, substance abuse, riots, smoking, fighting, showing up late for class, insulting others, and a resistance to change are just a few of the deviant behaviours listed by Agboola and Salawu, (2011) as occurring in a school environment. They believed that because these behaviours undermine the goal of education, they have a detrimental impact on the teaching and learning process. Fatoki and Kobiowu, (2020) identified the types of deviance typically observed in secondary schools in Cameroon, and this criticism of the literature endorses that these types are not distinct from those typically observed in

other nations, except for the absence of acts of violence like the use of guns among secondary school students in the nation.

The factors that contribute to deviant behaviour include one's social surroundings, physical development, and upbringing circumstances. Some researchers have looked at how teenagers' indulgence in deviant behaviour relates to their biological development (Anderson, 2024). Adolescents form opinions about their social significance and value based on how they perceive their bodies in relation to the norm, their physical superiority or disadvantage (Hanimoglu, 2018). A child's response to physical weakness can be passive or active, with a desire to make up for shortcomings or a readiness to eradicate them through physical activity. They assert that the main factors contributing to deviant and delinquent behaviour in teenagers include a lack of supervision, wandering, a lack of parental attention, a threat of retaliation, dreaminess, a desire to evade parental or carer custody, bullying by peers, and a lack of motivation to challenge the status quo.

Fareo and Ballah, (2018) investigated students' indiscipline in Cameroonian secondary institutions and discovered that factors related to the student, the parent, and the school are all bases of students' deviant behaviour. According to a quantitative study by (Espelage et al., 2014) on students in the Middle East, harassment, domestic violence, and drug abuse have an impact on students' behaviours in the educational system. (Ruwan et al., 2016) discovered the following characteristics of young people who have caused school-related violent deaths to be predictors of deviant behaviour: Tantrums and uncontrollable fits of rage have occurred in the past, usually using derogatory language, cursing, abusive language, and threatening violence when enraged. Additionally, they brought weapons to school, which resulted in serious behavioural issues both at school and in the community. These studies are comparable to this one and will aid the researcher in comprehending the phenomenon of deviant behaviour in schools.

2.3 Nature of Deviant Behaviour among Secondary School Students

The research done by Nkhata and Mwale, (2016) entitled *"An Investigation of the Contributing Factors to Adolescent Deviant Behaviours in Rural Community Day Secondary Schools,"* demonstrates that many secondary school students are in the teenage stage, a time between childhood and adulthood. According to the study, at this

stage, they begin to go through cognitive and emotional changes that cause them to start making decisions that could affect their lives. They employed both qualitative and quantitative methods in their descriptive survey methodology. Nevertheless, this study did not take into account that the environment in which an adolescent grows up can greatly influence their behaviour. Therefore, this current study will take cognizance of this effect so as to understand the reasons why students engage in deviant behaviour. Moreover, this current study will seek to understand why students in the same environment and faced with the same circumstances would behave inversely. That is, some will engage in deviant behaviour, whereas others will not.

Danso, (2019) decried the high levels of lawlessness and obliviousness in Ghanaian educational institutions. He observed that reports of youths acting irresponsibly in primary and secondary institutions were published every day. He bemoaned drug abuse, rape, armed robbery, abortion, and even murder in educational establishments. According to his findings, meaningful teaching and learning aimed at achieving school objectives are impossible to achieve if teachers and students are not disciplined. The researcher believed that deviant behaviour in schools has negative consequences. These acts have a negative effect on student learning and educational experience, (Torrente^1 and Vazsonyi, 2012), because they interfere with the efficient execution of daily school activities and undermine the purpose of education. Although earlier studies found that deviance in schools is harmful to learning, they did not attempt to solve the problem. This research has gone beyond describing the danger that has taken root in schools to propose strategies to help reduce and/or eliminate the threat in this current study.

Nabiswa et al., (2016) conducted a study titled "Analysis of student deviant behaviour most prevalent in schools of Bungoma County in Kenya and discovered that deviant behaviour in secondary level schools continued to be a major source of concern across the board, with developing nations like Kenya experiencing a particularly alarming pattern. The study also demonstrated that a number of factors combine to cause deviant behaviour in secondary schools. It is comparable to the present study in that it assisted the researcher in understanding the prevalence of deviant behaviour in secondary schools. This understanding helped the researcher define the research problem in the current study so as to avoid redundancy. This study helped the researcher identify the

best research methodology to apply in the current study. This study is different from the current study as it was conducted in Bungoma County, Kenya, while the current research was conducted in Murang'a County, Kenya. These two counties are in different regions of the country: Bungoma is in the west, while Murang'a is in the central region.

Furthermore, Nakera and Wesang'ula, (2010) conducted a study "To establishing the nature of offences that were prevalent in Kenya" and found that violence was not a new occurrence in the contemporary educational system. Rioting, sexual aggression, fighting, and bullying are all manifestations of it. Another goal of their research was to determine teachers' perspectives on psychological factors that contribute to violent behaviour in Kenya's western region's public secondary schools. The descriptive survey research design was used, and the result indicated that sexual violence, inciting riots, bullying, and fighting are the most common types of violence in schools. This study helped the researcher understand the contribution of teachers to understanding how the students behave and why they conduct themselves the way they do. Thus, this study inspired the researcher to include teachers as one of the target respondents. That helped the researcher in this current study cover objectives three and four conclusively.

2.4 Family Socioeconomic Status and Deviant Behaviour

Household income, parental employment, and societal values all affect a family's social and economic status. Lower socioeconomic status parents do not have enough money to support their child's school necessities. Children from high-income families with good jobs and status are likely to receive a high-quality private education from kindergarten to university. Because of this chance, learners from higher socioeconomic backgrounds are less delinquent than those from lower socioeconomic backgrounds (Akinlotan et al., 2012).

The socioeconomic standing of the family has a significant influence on the child's development of juvenile delinquency. The family's socioeconomic standing is divided into three categories: lower, middle, and higher classes. The majority of reports of delinquent actions come from lower-income families. Poverty in the home may contribute to children's delinquent behaviour. People who are not properly fed suffer from hunger and starvation and may be tempted to steal money, material possessions,

or even food to satiate their physical hunger. This is confirmed by Kepper et al., (2019) who stated that most delinquent children in Nigeria steal to satisfy their needs. Kaluma, (2023) went on to say that poverty causes frustration, a lack of social recognition, security, and freedom both at home and outside, and that individuals engage in sonic delinquent acts to relieve pent-up tensions.

On the one hand, family can be a positive component in the appropriate socialization of the child, but it can also be a negative factor that leads to delinquent behaviour among its youngest members. When it comes to children's healthy development and socialization, the family's financial position is extremely important. Poverty, poor housing conditions, unemployment, a low level of education among family members, and family dysfunction are all linked with delinquency and crime in certain groups of people in society. Single-parent families, domestic abuse, and divorce are all examples of family dysfunction. Bonjar, (2017) believes the family's economic and social position is one of the most difficult problems that causes a wide variety of disorders. Numerous variables that influenced societal economic disruptions also determined the family's integrity. One of them is work and the unemployment of family members. Difficult economic circumstances also have an impact on the general social atmosphere, with increasing poverty and unemployment, shrinking solidarity, and the destruction of social cohesion and the normative system.

Young people from low-income families are more likely to abuse drugs than those from high-income families, Josephine et al., (2019). Young people from low-income families face significant stress on account of their parents' incapacity to meet their basic needs. They turn to drugs to avoid reality. Research by Qayyum et al., (2013), which shows that young women frequently trade in their bodies to escape poverty at home, as well as by (Onyango et al., 2015), which recognized poverty as a motivator for young people aged twelve to fourteen to sell their bodies for financial freedom, support that school of thought. This is consistent with the findings of Wairimu, (2013), who discovered that young people from low-income families are more likely to seek comfort and escape from their circumstances through drug use.

Iseberetonma and Elem, (2021) indicated in a study about juvenile supervision in Nigeria that there is no significant connection between broken homes and juvenile delinquency. Peter and Nwadukwe, (2022) results from a study of the impact of

families on juvenile delinquency contradict this assertion. Kimani discovered a link between dysfunctional families and adolescent delinquency. This disparity may be due to a difference in research emphasis and methodologies used in the study. Children from unstable families are more likely to act out than those from stable families, Ugwuoke and Duruji, (2015).

Goode, (2022) performed a study that found a link between poverty and deviance. Goode also conducted research on the link between delinquency and social class. They were able to support the idea that there is a connection between low social status and the rate of delinquency in their results. They also found out that preferential treatment is given to juvenile delinquents based on the social class background of the family the delinquents belong to. It's no surprise, according to (Sivaraman et al., 2019), that juvenile delinquents from high-income households are rarely convicted. However, it is typically the delinquents from low-income families who are convicted and sent to the approved school. Upper-class children are also engaged in delinquent behaviour, but their parents' do everything they can to cover up their children's delinquent behaviour in order to save face and maintain the family's integrity. Furthermore, studies have shown that individuals with high status and material security are often motivated to keep their positions.

Ugwuoke and Duruji, (2015) finds in his study to establish the connection between family background and Nigerian adolescent attitudes towards normal norms that as the family's socioeconomic standing rises, so do the reactions to moral norms. This, of course, implies a lack of moral compass on the part of the students. He also noticed that wealthy families despise being lax in disciplining their children. According to Mogbana and Edward, (2022), upper-class children are involved in delinquent acts because most well-to-do parents have a laissez-faire attitude towards their children; the money is there, the child is free to do whatever he or she wants, and a child without parental control or guidance ends up being delinquent.

These prior studies agree with the strain theory, which holds that individuals who are disadvantaged in meeting society's legitimate goals in legitimate ways may react differently to this pressure. Conformity, rebellion, ritualists, innovation, and ritualists are examples of societal adaptations. This current research recognizes that a child's family socioeconomic status influences various parts of their life, such as the type of

school they attend, the environment they are exposed to, and even the provision of their basic needs. This current study aims to extend Goode and Ben-Yehuda, (2012) research into why students from affluent backgrounds choose to participate in deviant behaviour.

2.5 Access to Social Media and Deviant Behaviour

The media is a reflection of society. The media has a huge impact on adolescent behaviour. The glamour of the business, as well as the celebrity of the actors, has blindfolded the youth from critical thinking. In particular, the media is a useful resource for news, recreation, education, styling, and market dynamics. It is also a means of communication on a local, national, and worldwide scale. During the COVID-19 pandemic, institutions used the media to educate students at home. Instagram, Facebook, X (Formally known as Twitter), LinkedIn, Pinterest, Snapchat, Reddit, Tumblr, WhatsApp, TikTok, and Facebook Messenger are examples of social media networks.

According to Busari, (2019)the main contributing factors to youth deviant behaviour in America are social media, the implications of family life, prevalent substance abuse, the ease of access to weapons, and a dearth of strong juvenile punishment. Too much and unmonitored TV viewing may result in unending exposure to violence and unending explicit content among young people who go on to imitate it.

Muia, (2016), investigated social media and its relationship to deviant conduct. The primary emphasis of this research was on secondary school students in the county of Nairobi. The research did find a 90% prevalence of social media use among student adolescents, primarily among students in Form 1, and a 98% prevalence among students in Form 3. The inquiry identified WhatsApp as the most widely adopted and used social media tool. It was discovered that the sexual activities of school students were greatly influenced by their use of social media.

Youths' use of social media was most strongly associated with both cyberbullying and forceful behaviour, according to Chen et al., (2017) meta-analysis of factors predicting cyberbullying perpetration and victimization among youths in China. According to a study by Udris, (2014) on cyberbullying among Japanese high school students, the

tendency of students to heavily rely on social media sites may have played a significant role in cyberbullying.

According to Wakoli and Bundotich, (2020) a strong connection exists between media exposure and aberrant behaviour because teenagers will practice what the media portrays. Constant exposure to violent stories may increase aggression, which may ultimately lead to violence and crime (Mwaura, 2014). Furthermore, commercialization has caused the media to sensationalize stories, and these exaggerated stories have a powerful impact on the minds of the general public. This influence may motivate people to emulate the protagonist in such stories, regardless of his or her actions (violent or non-violent) in the sensationalized story.

Kiragu, (2015) asserted in a recent study on the negative effects of social media on our communities that young teenagers' increased access to smart devices has increased their ability to access sexual content from the internet and share it with their peers through widely accessible social network channels. The majority of studies' findings indicate that children from wealthy families frequently communicate with other children online and plan parties without their parents' knowledge.

According to a study by Solnet, (2013) on "generation Y" and their use of social media in the US, teens that use social media excessively are more likely to engage in risky sexual behaviour in the long run. Another study on the influence of social media sites and fighting among high school girls by Larkin and Dwyer, (2016), found that the circulation of fighting videos online influences young girls' desire to participate in physical fighting with other teenagers. According to Martinez-Prather and Vandiver, (2014), the use of social media has increased interaction among adolescents. This has had a significant impact on their participation in "sexting," which encourages unethical sexual behaviours. Some local and international studies have looked into the different causes of modelling and deviant Behaviour. Rumjaun and Narod, (2020) discovered that children who had seen violent models exhibited significantly more aggressive speech and action than children who had seen benign models. Furthermore, their hostile behaviour mirrored that of the violent adults. The study indicated that imitating models could lead to deviant behaviour such as aggression.

These previous studies are similar to the current study, though they were conducted in a different geographical area and setting. The findings of this current study were instrumental in helping the researcher propose a mechanism for reducing deviant behaviour in secondary schools.

2.6 Social environment and Deviant Behaviours

The first scholars to address the issue of how the environment affects behaviour were Durkheim, Thomson, Vygotsky, and Eisenstein, among others (Goode and Ben-Yehuda, 2012). Deviant conduct is linked to upbringing, physical growth differences, and one's social environment. According to research, behaviours are an expression of the setting in which an individual grows up (Gicharu, 2020). The study discovered that a person's personality, psychological makeup, and social environment all have an impact on their behavioural adaptations. Thus, deviance is an expression of an individual's physical and psychological surroundings.

The people a person surrounds them with, the nature of the natural setting they are in, and the circumstances in their surroundings all contribute to their environment. The child and his surroundings are constantly interacting. The individual influences changes in the environment, and the environment influences the child's behaviour to a large degree. The term environment refers to elements of the field in which an individual functions, specifically the totality of a child's upbringing, which comprises the supply of his physical, psychological, and social requirements (Karatela et al., 2022). According to Agbo and Iwundu, (2016), criminals are more likely to be found in heavily populated areas, manufacturing areas, and highly industrialized areas. Bullock, (2014) backs up this claim by associating deviance with people who reside in impoverished inner-city areas. The majority of criminal behaviour is believed to be learned through exposure to criminal patterns that are common, acceptable, and rewarded in one's physical and social environment, according to Sutherland's differential association theory.

Deviance is more likely to rise after societies undergo changes that weaken the ties that bind the community together. The absence of traditional or strong community social ties that discourage crime and delinquency will lead to an increase in delinquent behaviours, according to the social disorganization theory (Alshammari, 2017). These social connections can be found in communities. A teenager has relationships with

their parents as well as their neighborhood. Children need three things from their neighborhood: supervision, the ability to identify inappropriate behaviour, and consequences for that behaviour.

A student's surroundings can affect them, especially if their parents don't provide much guidance. The school is a significant and vital environment where a child develops during those formative years (Kimani et al., 2013). Home is a socialization tool. This is where principles and morals are passed down. Parents' poor moral behaviour can lead to broken homes, which adversely influence students' behaviour. Children can only learn meaningfully in an environment that is safe and conducive to quality instruction (Akomolafe and Adesua, 2016).

When a child grows up in a violent household, he or she develops characteristics that predispose him or her to deviant behaviour or abuse(Shaqiri, 2020). The basic problem confronting most Nairobi youth is a breakdown in the spread of social qualities and standards, which should take place through the family and neighborhood networks (Ndehi, 2023). He continues by saying that the city's frequently poor physical condition, a lack of social support, and inadequate or improperly appropriated financial and entertainment opportunities all serve to exacerbate this.

According to Sharry, (2022), the institution environment has a momentous impact on the development of teenagers because it shapes their perception of opportunity and self-worth. It is a place where they can learn about having positive values, attitudes, and skills that will be useful in their future economic and social lives. Furthermore, involvement with the school and its system, as well as providing a secure schooling environment, will reduce their participation in crimes and delinquencies(Nguyen et al., 2020). A poor neighbourhood with a high incidence of criminal activity and a dearth of recreational opportunities is a predictor of criminal behaviour among young people, claim Corral-Verdugo et al., (2021). The existence of leisure and recreational facilities, as well as a pleasant neighbourhood, contribute significantly to the well-being of young people.

The choice between deviant and socially acceptable ways to accomplish predetermined goals can be seen as the root of aberrant behaviour (Nabiswa et al., 2016). For instance, one might engage in criminal activity or use unacceptable

strategies like bullying others in order to achieve success or wealth (as they see it) (O'Dwyer, 2021). Others may engage in open disobedience, protest, reject generally accepted societal values, including moral and legal laws, and band together to form criminal, terrorist, or other extremist organizations. As a result, rather than attempting to fit in, they choose to oppose the society in which they reside (Graham, 1988; Hall and Hayden, 2007; White, 2016).

According to Muandu, (2015), deviant behaviour is viewed as abnormal or socially harmful in Kenya when it occurs and is in conflict with social norms. Socioeconomic factors were found to be of predictive value for the deviant behaviour of the youths in the study area. Social behaviour takes many different forms. Environmental factors have an impact on them, but they also have an impact on the continuity and effectiveness of the most fundamental ecological systems. The dynamics of some forms are more "responsible" for social or economic demographic conditions. The environment influences human behaviour indirectly through a complex system of sociocultural mediating factors (values, norms, etc.). Both the internal hierarchy of needs and interests as well as the external environment have an impact on it (Karatela et al., 2022).

Children's behaviour is also influenced by societal issues that show up as problems in the family, community, or school. It is well known that children can experience abuse or violence at home, school, and in the community(Ndehi, 2023). Ill-treatment can also take the form of emotional abuse, which is just as harmful to a child's physical and mental health as other forms of violence (Shaqiri, 2020). Mistreatment is not always confined to the physical realm. Parents who are ignorant of the damaging effects of maltreatment worsen the situation for their kids (Bogdanova et al., 2022). The reaction of a child or teenager will depend on their age, background, and personality. However, it is important to remember that children who have experienced abuse are more likely to treat their own children cruelly, much like they experienced themselves (Hayden, 2016). According to Ekwok, (2020), society's inadequate cultural and spiritual development is what initially causes moral and ethical problems. Apathy towards adolescent deviant behaviour consequently emerges, along with disregard for family, school, and society at large. Socioeconomic factors are one of the urgent problems that predispose students to antisocial behaviour. As society

develops and becomes more complex, for instance, so do the societal factors that influence students' antisocial behaviour (Agi, 2016). It is impossible to overstate the increase in deviant behaviour in today's culture.

2.7 Mitigating Strategies for Deviant Behaviour

Reducing the occurrences of deviant behaviour demands that prevention strategies be embedded in the organizational work processes (Nabiswa and Misigo, 2017). These prevention strategies are those which generally mitigate the likelihood of engaging in deviant behaviour. Lee-St. John et al., (2018) states that parents should monitor risk factors exhibited by their children as it can have negative impact on their children thus predisposing them to juvenile delinquency. The study further outlined that parents need to have the awareness of responsibility for the results of the child's development, form and strengthen their child's self - esteems well as being sensitive to information so as to promote positive behaviour(Bogdanova et al., 2022).

Bartosh et al., (2020) in a study suggested that prevention mechanism be classified as the educational strategies, psychological factors and social factors. This study inspired the current students on the mechanisms that can be employed in institutions of learning. Greco et al., (2022) in the study recommended that students engage in sporting activities as a prevention mechanism as it promotes the students well-being as well as keeping them engaged to avoid being lured to deviance. Limone & Toto, (2022) outlined that student – teacher relationships greatly impacted students to avoid antisocial behaviours.

The review of previous study provoked the researcher to study and later propose strategies that can be implemented in secondary schools to help mitigate this menace.

2.8 Chapter Summary

The study has reviewed literature on the influence of socioeconomic factors on deviant behaviour among students globally, regionally and locally. The literature focused on deviant behaviour among students and established that the most prevalent are drug and substance abuse, truancy, exam malpractice, sexual immorality, strikes/ riots, fighting, arson and bullying. The socioeconomic factors were also established and they included parental income, parental involvement, peer pressure, school rules and regulations, dysfunctional families, harsh community environment as well as the

media. According to the studies reviewed, no study systematically singles out the influence of socioeconomic factors on deviant behaviour among secondary school students. Also, several studies have focused on the influence of low socioeconomic factors thus linking poverty to deviance but little focus on why students from high socioeconomic status engage in deviance. Therefore, this study was meant to systematically analyze the demographic, economic, household and neighbourhood characteristics, school environment and social media influence on deviant behaviour among secondary school students in Murang'a East sub county where no study has been done despite the rampant prevalence of deviant behaviour in secondary schools.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures and methods that were used to conduct this study. The chapter covers research design, study area, target population, sampling procedures, data collection tools, data analysis, and ethical considerations.

3.2 Research Design

Research design refers to the framework that is used to structure the entire study and to show how all the different parts of the methodology, from sampling to data analysis, work together to address the central research question(Wamae, 2023). A cross-sectional survey design was used in this study. A cross-sectional survey is a type of research design that involves the collection of data at a single point in time (Ebert et al., 2018). The aim of a cross-sectional study is to assess the occurrence of a phenomenon and related factors. It therefore provided a snapshot of the current state of issues from which inferences could be drawn (Ebert et al., 2018).

Further, a mixed-methods study combines quantitative and qualitative methods into a single study to provide a more complete picture of a problem. The researcher used this research strategy because it helped get rich information that was impossible to get using either quantitative or qualitative methodologies alone, thereby enhancing the method's efficacy (Almeida, 2018).Cresswell, (2013) describe a mixed-methods approach as one in which a researcher collects, analyses, and integrates both quantitative and qualitative data in a single study. This interpretation was used in the context of this study. Ponterotto et al., (2013), emphasize the importance of mixed-methods research in gaining a thorough and accurate interpretation of the phenomenon under investigation.

Despite the undeniable and significant benefits of the mixed-methods approach, some disadvantages to their use in scientific studies have been identified. According to Almeida, (2018), the robustness and credibility of a mixed-methods study must be ensured throughout the process. The most common validity issues that mixed methods encounter are representation, legitimation, and integration (Long, 2017). Numerous

authors, draw attention to the lengthy and expensive processes involved in data collection, analysis, and interpretation.

3.3 Study Area

This research was conducted in Murang'a East Sub County in Murang'a County. Murang'a County is one of the counties established by the Kenya Constitution of 2010. Murang'a County is divided into nine (9) sub counties, namely: Gatanga, Kigumo, Kandara,Mathioya, Kangema, Murang'a South, Ithanga/Kakuzi, Kahuro, and Murang'a East (source: Murang'a County Office 2023). Murang'a East Subcounty is situated between coordinates 00 34' South and 107' South, as well as longitudes 360 East and 37027' East. It has a total area of 2558.8 km^2. The county has a population of 1,056,640 people, with a density of 419 people per km^2, according to the 2019 Kenya Population and Housing Survey. Murang'a East Subcounty is housed in Kiharu Constituency where Murang'a town is located. This subcounty has both urban and rural settlements that are densely populated therefore demonstrating both high and low economic status. The Sub County comprises of 33 secondary schools ranging from public to private secondary schools. Thus, Murang'a East Sub-County has 6 Boarding schools and 27 Day schools. There has not been a study that has been carried out in Murang'a East Sub County to depict the influence of social economic factors and deviant behaviour among students hence the choice of Murang'a East Sub County.

3.4 Target Population

The target population of the study is the whole group of people, events, or interesting things that the researcher wishes to investigate(Mchopa, 2021). The target population should portray the population to which the researcher intends to generalize the results of the study (Mchopa, 2021). The primary target population for this study was secondary school students. The study's primary informants helped the researcher comprehend the nature of deviant behaviour in the various schools they attend. Murang'a East Sub County comprises 33 secondary schools with a total enrollment of 9484 students (Murang'a County Office 2023). The researcher included key informants, like principals and coordinators of guidance and counselling. The distribution of the target population is shown in Table 3.1.

Table 3.1 Distribution of the target population

SUB COUNTY	CATEGORY	NO. OF SCHOOLS	NO. OF STUDENTS
MURANG'A EAST	Boys	2	2614
	Girls	3	2075
	Mixed Boarding	1	109
	Mixed Day	27	4686
TOTALS		**33**	**9484**

(Source; Murang'a County Office, 2023)

3.5 Sampling Frame

A sampling frame refers to a list from which units are drawn for the sample (Kothari, 2004). Murang'a East Sub County comprises 33 secondary schools with a total enrollment of 9484 students (Murang'a County Office). Among them, 2 are boys boarding, 3 are girls boarding, 1 is mixed board, and 27 are mixed day secondary schools according to the Murang'a County Office (See Appendix 3).

3.6 Sample and Sampling Technique

The method of selecting and examining a relatively small sample of people, things, or events in order to gain knowledge about the entire population from which it is drawn is described as sampling by (Mchopa, 2021). A sample that satisfies the criteria for effectiveness, representativeness, dependability, and adaptability is ideal (Dubey and Kothari, 2022).

To obtain the sample for the quantitative stage, the study utilized stratified proportional sampling. In the first phase, the researcher purposively formed four strata from the 33 secondary schools in Murang'a East Sub County. The strata were: boys' Boarding schools, girls' Boarding schools, mixed boarding schools, and mixed day schools as shown in Table 3.2. This ensured that the researcher included all categories of schools to facilitate students from high SES and low SES to be included in the study.

Table 3.2 Strata

STATUM	Coded as	Number of Schools	Number of Students
Boys boarding	n_1	2	2614
Girls Boarding	n_2	3	2075
Mixed Boarding	n_3	1	109
Mixed Day	n_4	27	4686
Total	**N**	**33**	**9484**

In the second phase, the study utilized the Yamane (1967) formula to calculate the sample size of students, which had a total population of 9,484. The sample size was determined as follows:

$$n = \frac{N}{1 + N \times (e)^2}$$

Where n = the sample size

N= the population size

e= the acceptable sampling error

95% confidence level and p= 0.5 are assumed

A sample size of 390 students was thus calculated.

In the third phase, the researcher determined the proportional allocation under which the sizes of the sample from the different strata were kept proportional to the size of the strata. The number of students to include in the sample from each strata was selected using the formula i is $n.P_i$ (Kothari, 2004). Where i represent the number of elements selected in the stratum, P represent the population of elements in a stratum and n represent the total sample size.

That is, N= 9484, n = 390

$n_1 = 390 \times (2614 \div 9484) = 107$

$n_2 = 390 \times (2075 \div 9484) = 85$

$n_3 = 390 \times (109 \div 9484) = 5$

$n4 = 390 \times (4686 \div 9484) = 193$

Therefore, the sample size selected from each stratum is as shown in Table 3.3.

Table 3.3 Sample Size

STATUM	**Number of Schools**	**Number of Students**	**Selected Sample size**
Boys boarding (n_1)	2	2614	107
Girls Boarding (n_2)	3	2075	85
Mixed Boarding (n_3)	1	109	5
Mixed Day (n_4)	27	4686	193
Total (N)	**33**	**9484**	**390**

To select the respondents in each stratum simple random sampling was used. The class teachers provided class attendance register that helped the researcher to identify the students to participate in the study.

During the qualitative phase, the researcher used purposive sampling to select, 15 principals and 15 Guidance and Counselling teachers from each of the selected secondary schools who acted as key informants. The distribution of the respondents that participated in the study are shown in Table 3.4.

Table 3.4 Distribution of the respondents

STATUM	Number of Schools	Selected Sample size	Key Informants	
			Principals	G &C
Boys boarding (n_1)	2	107	2	2
Girls Boarding (n_2)	3	85	3	3
Mixed Boarding (n_3)	1	5	1	1
Mixed Day (n_4)	27	193	9	9
Total (N)	**33**	**390**	**15**	**15**

3.7 Data Collection Instruments

According to Queirós et al., (2017), structured, semi-structured, focus groups, and field observation are the most widely used qualitative research methods. Comparatively, quantitative research aims to evaluate and quantify the behaviour of individuals within a given group or population. The process of gathering the data was organized, and after that, the data was statistically processed. Mixed-methods research has emerged as a new strategy in which a researcher seeks to leverage the strengths of both qualitative and quantitative methodologies. As a result, it is expected to employ a methodology that not only addresses complex issues but also considers the preferences of multidisciplinary researchers (Tobi and Kampen, 2018).

As a result, in this study, questionnaires and interviews were used to collect the respondents' opinions. In order to quickly, efficiently, and affordably gather a lot of data from a large sample, questionnaires were chosen (Rowley, 2014). Data collection can be completed fairly quickly because the researcher is not required to be present when the questionnaires are filled out or finished.

There were both open-ended and closed-ended questions on the questionnaires. They were pre-coded so that the answers of the respondents could be placed in the provided set of codes for each of the questions. They also elicited answers on the Likert scale. Data was also gathered through interviews with school principals as well as guidance

and counselling teachers. They are inexpensive to implement, and they assisted the researcher in determining the respondent's honesty.

3.8 Data Collection Procedure

The researcher obtained a letter authorizing the conduct of a field study from the directorate of postgraduate studies at Murang'a University of Technology. The letter briefly described the researcher and the planned study. Additionally, permission to conduct the research was obtained from NACOSTI. In addition to creating a work schedule, the researcher tested the instruments in schools that were not part of the study. With the aid of these steps, the researcher was able to complete the study and arrange the steps in the desired order (Kothari, 2004). The principals of the chosen institutions were given the permit. In order to build confidence with the respondents, it was used to brief them. The researcher was in charge of delivering the survey and interview schedules. The strategy was feasible and thus aided in achieving a 100% response rate. This approach simplified data collection and enabled the researcher to support accuracy in data collection because it involved a personal appeal. The respondents were asked to complete the questionnaires by writing their answers in the designated areas after being given them. On a scale of 1 to 5, with 1 denoting strongly disagree and 5 denoting strongly agree, the information regarding the variables was rated using a Likert scale.

3.9 Pilot Study

The instruments for gathering data were tested to identify any ambiguities and fix them. The researcher distributed structured questionnaires to students and interview guides to teachers from non-sample schools. The research instruments were piloted in four schools: girls boarding, boys boarding, Mixed boarding and mixed day to cater for every category. The piloting took place in the neighbouring sub- county since the students in the target population were to be involved in the study, had comparable characteristics. From each school, ten (10) students were selected using simple random sampling. This was done by selecting the 5^{th} student in the class register provided by the class teachers. Therefore, the pilot study involved 40 students. The principals and guidance and counselling coordinators in the piloted schools were interviewed. Piloting aided to determine whether the instruments were suitable and provided a

general idea of the study's time requirements. The questions which were ambiguous and others which were not clear were modified appropriately.

3.9.1 Validity

When the investigation's instruments measure what they are intended to measure, they are considered valid. When a test yields the desired results, it is considered credible. Content validity was used to ensure that the questions accurately mirror the research objectives. The investigation's tools are considered valid when they consistently produce the measurement during each subsequent try (Stupnisky et al., 2019).

3.9.2 Reliability

To determine whether the tools were reliable, the research made use of the test-retest methodology. 40 randomly chosen secondary school students from various disciplines took part in the pre-testing. The learners chosen for the pretest did not take part in the research itself. The degree to which the test items will elicit similar and related answers from the sample in the pilot testing was used to evaluate the consistency of the students chosen for the test items. The degree to which each answer could have gotten nearly identical results on the first and second tests was estimated using the test-retest method. The reliability of the research instruments was tested using the Cronbach alpha. All the research constructs with an alpha score of +0.7 were considered for the study.

3.10 Data Processing and Analysis

The researcher planned to evaluate the data both quantitatively and qualitatively. It was first divided into smaller themes that the variables emphasized, after which it was edited and cleaned to remove any ambiguity. When the data has been cleaned, SPSS version 25 is used to code and evaluate it. After being analyzed using descriptive statistics based on the mean, standard deviations, frequencies, and percentages of the answers, the data was represented in tables, charts, and bar graphs.

3. 11 Ethical Considerations

The rights of the participants in this study were vital, and several measures were put in place to ensure their rights were not infringed (Punch, 2013). The participants in the study were politely requested to respond, and the importance of sharing pertinent information was shared. To prevent plagiarism, the researcher acknowledged all of the

information sources used. The researcher obtained a research permit to conduct the study from the National Commission for Science, Technology, and Innovation (NACOSTI). The authorization by NACOSTI legalized the study under Kenyan law. The researcher sought consent from the respondents before collecting data. Seeking respondents' approval ensures that the participants don't feel coerced. Their morale and confidence were boosted, prompting them to share quality information.

The researcher kept the respondents' names and other significant identity characteristics confidential to encourage greater participation. The researcher must keep the respondents' names confidential through non-disclosure of the information obtained (Jaskułowski et al., 2018). The appropriate language was used in collecting information and data obtained and protected. Finally, the researcher adhered to the research integrity rules by accurately reporting the findings of this study. The data obtained shall be used entirely for academic purposes.

3.12 Chapter Summary

This chapter has detailed the research design and procedures that were followed. It has explained the population, sample, sampling technique, data collection methods and collection procedures. It has also described the research instruments, instruments validity and reliability, data analysis plan and pilot testing. Finally, it has detailed the data analysis and ethical considerations.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This section presents the outcomes of the research, which was conducted with the aim of examining the impact of socioeconomic factors on deviant behaviour among secondary school students. The quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thymically.

4.2 Response Rate

The research achieved a 100% response rate in administering the questionnaires to the participants, which was possible due to the researcher self-administering the questionnaires. A total of 390 questionnaires were distributed to randomly selected secondary school students. From the key informants, 10 principals and 13 guidance and counselling coordinators participated in the interview. According to Cresswell, (2013), a response rate of over 70% is sufficient for generalizing the findings from a sample to the entire population from which the sample was drawn.

4.3 General Information

4.3.1 Gender distribution

In terms of gender distribution, the research found that females were the majority, comprising 52.3% of the total respondents and a total of 204 students. Males made up 47.7% of the participants, for a total of 186 students. These findings are corroborated by Wairimu, (2013)who used a Chi – square test of association to test the association of gender and deviant behaviour noting that different forms of crime were committed by a certain gender. The gender distribution of the respondents is shown in Table 4.1

Table 4.1 Gender distribution

	Frequency	**Percent (%)**
Female	204	52.3
Male	186	47.7
Total	**390**	**100.0**

4.3.2 Age Distribution of students

The data presented in table 4.2 indicates that the age group with the highest representation among the respondents was 15 years old, comprising 32.6% of the total. The age group with the least representation was 18 years old, accounting for 6.4% of the respondents. It is significant to note that none of the students were younger than 14 years old, which is within the acceptable age range for secondary school education as set forth by the Kenyan Ministry of Education (2014). However, there were a few students who were over the age of 17. The reason provided for this was that some rural schools attract students who have dropped out of school for various reasons and are therefore unable to complete their education within the specified timeframe. The distribution is shown in Table 4.2.

Table 4.2 Age distribution

Age	Frequency	Percent (%)
14	31	7.9
15	127	32.6
16	109	27.9
17	98	25.1
18	25	6.4
Total	**390**	**100.0**

Gove, (2018), Noted that age is by far the most powerful predictor of the cessation of deviant behaviour that involve substantial risk or physically demanding behaviour. (Chen and King, 2018) indicated in a study that gender is a strong predictor of interpersonal aggression and that it significantly influences deviant behaviour. Abas et al., (2023) Found females to be more predisposed to organizational deviance than male.

4.3.3 Level of education

The study revealed that a significant number of participants were drawn from Form Three, while Form One had the least representation. This disparity can be attributed to the fact that Form One students had not been in the school long enough since the research was carried out during their second term in school. Similarly, the low

participation rate in Form Four was attributed to the fact that these students were candidates and were, therefore, engaged in remedial classes and terminal examinations. The level of education of the respondents is shown in Table 4.3.

Table 4.3 Level of education

	Frequency	**Percent (%)**
Form 1	70	17.9
Form 2	117	30.0
Form 3	12	32.3
Form 4	77	19.7
Total	**390**	**100.0**

4.3.4 Type of School

The results of the study revealed that most participants were enrolled in Day schools. This can be attributed to the fact that most schools in the study area are mixed Day secondary schools, as indicated in the sampling frame. The distribution of the respondents in terms of the type of school is shown on Table 4.4.

Table 4.4 Type of school

	Frequency	**Percent (%)**
Day School	299	76.7
Boarding	91	23.3
Total	**390**	**100.0**

4.3.5 Prevalent Form of Deviant Behaviour

To evaluate the level of student engagement in unacceptable behaviour, the participants were requested to indicate the type of unacceptable behaviour they have observed in their academic institutions. The findings are presented in the Figure 4.1.

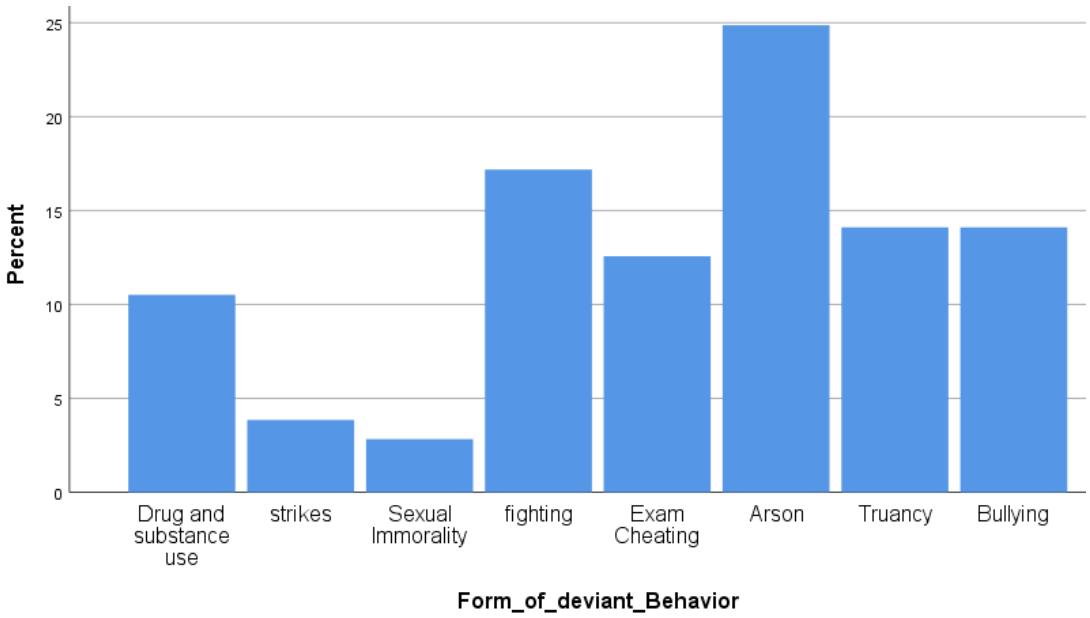


Figure 4.1: Forms of deviant behaviour

The research indicates that arson was the most frequent form of deviant behaviour, accounting for 24.9% of cases, followed by physical altercations, which accounted for 17.2%. Conversely, sexual immorality was the least common form of deviant behaviour, representing only 2.8% of the cases.

The high incidence of arson in educational institutions can be attributed to students resorting to such actions to skip school. Typically, arson occurs during exam periods, which may be due to students feeling overwhelmed or unprepared for the exams. Additionally, students experiencing homesickness may also contribute to the instances of arson, as most incidents occur during long-term periods rather than short ones. These students are often in their adolescent stages and may exhibit irritability and aggressive behaviour, which could explain the prevalence of physical altercations in schools. Furthermore, their tendency to experiment with drugs and substances may contribute to their involvement in deviant behaviour. Verbal abuse, such as bullying, is also on the rise among students, with body shaming being a common form of abuse due to the physical changes that occur during puberty. The incidence of sexual immorality was found to be relatively low, and it was primarily observed in boarding schools within the study area, although such schools were rare in the area.

The most common forms of deviant behaviour were found to be arson, fighting, exam cheating, truancy, bullying and drug and substance abuse. These findings are in agreement with a study conducted by Simanu, (2015)that reported that deviant behaviour in schools includes gang activity, fights, bullying, smoking, abuse of drugs, promiscuity, stealing, disruptive behaviour, abseentism, drunkenness, and other offences against the school rules and regulations. These findings are consistent with Larkin and Dwyer, (2016) who showed that there is an increase in manifestation of physical violence among secondary school students. According to Oguntayo et al., (2020), deviant behaviours in the school system are not basically an outcome of drug abuse but there exist other factors that pose threat to students' survival in schools and the society at large, especially the socio-economic factors ranging from age, gender, and student's exposure to destructive acts.

4.3.6 Fear of Consequences

The findings of the study revealed that a substantial majority of the respondents, amounting to 82.3%, expressed apprehension about the repercussions of violating school regulations, which could potentially lead to engaging in unacceptable behaviour. Conversely, only 17.7% of the respondents did not share the same concern. This suggests that the students are cognizant of the potential costs associated with engaging in unacceptable behaviour. This was intended to assess the students' capacity to make informed decisions regarding their conduct. The results are as shown in Table 4.5.

Table 4.5 Fear of consequences

	Frequency	**Percent (%)**
Yes	321	82.3
No	69	17.7
Total	**390**	**100.0**

When the potential costs of engaging in unethical behaviour outweigh the benefits, the fear of the consequences can serve as a deterrent to engaging in such behaviour. This concept of deterrence is particularly applicable in the context of schools, where students may be discouraged from engaging in deviant behaviour due to the potential

punishment they may face. It is important for schools to publish their rules and the possible consequences to achieve general deterrence. Research by Guedes et al., (2023) suggests that individuals who report higher levels of fear may avoid risky situations and the potential for deviant experiences, thus reducing their exposure to such contexts. Furthermore, recent studies by Berg and Schreck, (2022) have highlighted the relationship between the fear of expected negative events and the adoption of protective behaviours. By recognizing the possibility of punishment, individuals may take steps to manage their risk and avoid engaging in deviant behaviour.

4.4 Family Socioeconomic Status

The first objective of the study was to investigate the influence of socioeconomic status within families on the occurrence of deviant behaviour among secondary school students in Murang'a East Sub County. Participants were required to provide information about their own family's socioeconomic status and indicate whether it had any bearing on their involvement in such behaviour.

4.4.1 Parental income

The respondents were requested to provide information on their parents' or guardians' occupations, and the findings were presented in the following manner as shown in Table 4.6.

Table 4.6 Parental occupation

Occupation	Father		Mother	
	N	Percent (%)	N	Percent (%)
Salaried employment	132	33.8	89	22.8
Self employed	185	47.4	173	44.4
Casual worker	58	14.9	57	14.6
Unemployed	15	3.8	71	18.2
Total	390	100	390	100

The responses indicated that 3.8% of the participants had their father and 18.2% had their mother respectively unemployed. This means that such parents struggled to make

ends meet. Most of the parents were self-employed meaning their source of income was business and farming. This information was critical as it informed the ability of the family to meet the needs of the students. The results further indicated that 33.8% of the respondents had their fathers on salaried employment and 22.8% of their mothers on salaried employment. This implies that those, whose parents have a continuous flow of income can comfortably provide for their students, can give them pocket money and can afford to acquire items that the students may need.

Further, interviews were conducted with principals of schools regarding parental income. A principal, who was interviewed stated:

'...some students drop out of school because of school fees… their parents cannot afford it because they do not have a source of income and a few who have it is not stable… if we send such students home for fees it's like we give them a license to loiter in towns, take drugs because of the peers that might influence them and in a worst-case scenario join gangs…' (Principal 001/7, 2023)

This implies that students relied on their parents to meet both basic needs and educational needs.

These findings are in line a study done by Rachel et al., (2022) which found that children depend on their environment, especially their parents, to provide for their needs, encouragement, and support.

The students were asked whether they have ever been sent home for school fees. This was intended to measure the level at which the parents were able to meet and sustain the students' needs while at school. The results are as shown in Table 4.7.

Table 4.7 Sent home for school fees.

	Frequency	**Percent (%)**
Yes	287	73.6
No	103	26.4
Total	**390**	**100.0**

The research findings indicated that 73.6% of the students were sent home due to non-payment of school fees, while 26.4% were not. The results demonstrated that 73.6% of the students had their fees paid on time, suggesting that their parents were able to fulfill their responsibilities. The study also aimed to determine whether the parents' income was a factor in their behaviour. The respondents provided varied responses, with the majority suggesting that they act in a particular manner due to their parents' inability to provide them with basic needs. This aligns with the strain theory of criminality, which posits that people resort to illegitimate means to fulfill their needs when they are unable to do so legitimately. To gauge the impact of poverty on their decision to engage in deviant behaviour, the respondents were asked if they had ever engaged in or considered engaging in any deviant behaviour due to financial constraints. The findings are presented in the Table 4.8.

Table 4.8 Effect of Parental income

	Frequency	**Percent (%)**
Yes	123	31.5
No	267	68.5
Total	**390**	**100.0**

According to a survey conducted among students, 68.5% reported that financial constraints prevented them from engaging in deviant behaviour, while 31.5% indicated that they had engaged in such behaviour. This suggests that financial constraints and unmet material needs can serve as triggers for engaging in deviant behaviour due to strain. When asked about the influence of family socioeconomic status on deviance, a guidance and counseling coordinator shared the following perspective.

'... The students have been taught to not covet other people's property. If they don't have it, we tell them to work hard in school so that they can afford it in future. Only a few of the students will be found stealing due to lack of fees…girls in urban areas sometimes are even more vulnerable to sponsors although the temptation to engage

in deviant behaviour especially for boys is high compared to the girls.,' (Teacher 005/06, 2023)

This concur with the findings of Saladino et al., (2020) who found out that adolescents who live in a low-SES context are more likely to be involved in risky conduct, such as becoming substance users.

4.4.2 Parental Involvement

The study sought to determine the reasons behind the engagement of students from affluent backgrounds in deviant behaviour. The researcher presumed that the level of parental involvement in the household played a significant role in building a cultural environment that children learn from. The findings of the study revealed as outlined in Table 4.9:

Table 4.9 Students from rich families and deviance

Factor	Frequency	Percent (%)
seeking parental/teachers' attention	80	20.5
access to resources	143	36.7
academic pressure	32	8.2
parental expectations	35	9.0
peer pressure	100	25.6
Total	390	100.0

The findings in table 4.9 indicate that 36.7% of the participants mentioned access to resources as a factor, while 25.6% cited peer pressure, and 20.5% referred to seeking parental or teacher's attention. Additionally, 9.0% mentioned parental expectations, and 8.2% referred to academic pressure. When teachers were asked to provide their perspective, they emphasized the importance of access to resources. Some respondents noted that parents often provide their children with excessive pocket money and attempt to compensate for their absence in parenting. One principal expressed the following viewpoint.

'... Students from the rich families form the most of the students who engage in drugs and substance abuse. They have money that they don't know how to spend it since all their basic needs are catered for by the parents... sometimes they even get experimental and use drugs to a point that they can be at home and their parents don't even notice that their children use drugs...' (Principal 002/01, 2023)

Guidance and counselling coordinator said the following:

'... a student confided in me that he intentionally engaged in planning for a strike in school so that he can be sent home, and the parent can later incur the cost of destruction of school property because they are busy working and never giving him the attention, he needs... they are busy looking for money and so I will spend it...' (Teacher 007/09, 2023)

The research findings indicate that students from higher socioeconomic backgrounds exhibit deviant behaviour with distinct motivations. This aligns with the study conducted by (Saladino et al., 2021), which discovered a correlation between higher socioeconomic status and increased Deviance Propensity. The authors also emphasized the need for further investigation in this area. The present study found that some parents are not attentive to their children's behaviour, particularly in the school environment. As parental knowledge of a child's behaviour is often considered a crucial resource for preventing deviant behaviour Criss et al., (2015), the lack of knowledge about their child's behaviour may exacerbate misbehaviour at school. Parental involvement is typically characterized by two levels: physical and emotional. The study revealed that affluent parents sometimes have limited emotional involvement with their children, which may result in their children engaging in deviant behaviour without their awareness. In other cases, children might engage in misbehaviour to attract their parents' attention to their emotional needs.

The reasons why students from lower socioeconomic backgrounds engage in deviant behaviour were also explored in the study. The results are presented on Table 4.10.

Table 4.10 Students from humble families and deviance

Factor	Frequency	Percent (%)
Coping with stress	49	12.6
Peer influence	100	25.6
Limited parental involvement	76	19.5
Socioeconomic Challenges	165	42.3
Total	**390**	**100.0**

The respondents' response indicated that 42.3 percent of the respondents believed that socioeconomic challenges were responsible for students from humble backgrounds engaging in deviant behaviour, while 25.6 percent attributed it to peer influence. Additionally, 19.5 percent attributed it to limited parental involvement and 12.6 percent attributed it to a mechanism for coping with stress. A guidance and Counselling coordinator stated the following:

'... some students from humble background find themselves engaging in deviant behaviour such as absenteeism and so we try to understand them... some tell as that they went to look for casual work so that they can get money... though peer pressure also plays a part in deviance because these students want to belong to a certain squad either in school or at home' (Teacher 008/12, 2023).

The study obtained data on the impact of familial origins on deviant behaviour from its participants. The findings corroborate with Hoeben and Thomas, (2019) research, which suggests that adolescents who have peers promoting antisocial conduct are more inclined to partake in delinquent activities than those with associates who do not exhibit such behaviour.

The study examined the influence of family background on deviance. The findings are presented on Table 4.11.

Table 4.11 Family background and deviance

	Frequency	Percent (%)
very large extent	120	30.8
large extent	209	53.6
small extent	61	15.6
Total	390	100.0

The findings revealed that a significant portion of respondents, amounting to 53.6%, believed that family background plays a substantial role in shaping their involvement in deviant behaviour. Moreover, 30.8% of the respondents indicated that the influence of family background on their behaviour is substantial, while 25.6% indicated that the influence is relatively minor.

A principal had the following to say:

'…family background has a key role to play on the student's behaviour. Family background will influence the type of values a student is instilled as well as the parenting styles adopted while raising the students and even the schools their children will attend… it determines the environment a student will interact with…' (Principal 010/12, 2023).

The family setting exerts a significant impact on the conduct and well-being of individuals within that family, as per the socio-ecological framework Wernert, (2017). This aligns with the behaviourism theory, which posits that learning takes place within social circles, and the family unit is one such environment where people can acquire deviant behaviour, just like any other behaviour.

Furthermore, 87.7% of the respondents reported that their upbringing by their parents helped them maintain discipline in school, while 12.3% held the opposite view. These findings indicate that a student's family background is crucial to the environment they are exposed to, which in turn influences their behaviour. Parents act as both role

models and disciplinarians for their children. Their behaviour shapes their children's behaviour, beliefs, and attitudes, both in the present and in the future. Parents can function as either positive or negative role models for their children. C. I. Carlson et al., (2019) asserts that if a parent exhibits negative behaviour, the child is more likely to follow their parent's negative attitude. They are also more likely to extend this attitude to the wider society. This demonstrates that students learn behaviour through modeling.

These findings align with those of Dufur et al., (2015), who discovered that numerous factors connected to delinquency derived from social bonding and social learning theory can be identified as forms of social capital that reflect the time parents spend monitoring, communicating, teaching, and bonding with their children. Parental bonding, attachment, support, monitoring, and discipline have been shown to reduce incidents of deviant behaviour, while the absence of these factors has been linked to increased incidents of such behaviour (Rachel et al., 2022).

4.4.3 Family Livelihood

The researcher posited that family livelihood would significantly impact the type of neighborhood in which students reside due to their economic status. The results revealed that 60% of the students live in suburban neighborhoods, 30% in urban neighborhoods, and 10% in rural neighborhoods. The Table 4.12 illustrates this distribution.

Table 4.12 Family neighbourhood and deviance

	Frequency	**Percent (%)**
Urban Area	181	46.4
Rural Area	209	53.6
Total	390	100.0

The data indicates that 53.6% of the student population resides in rural areas, while 46.4% live in urban areas. The study involved asking participants to express their

views on the impact of family socioeconomic status on deviant behaviour, utilizing the provided Likert scale. The findings are summarized in the Table 4.13.

Table 4.13 Family Socioeconomic Status and Deviant behaviour

Statements on Family socioeconomic status and deviant behaviour	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	Σ	Decision
Students engage in deviant behaviour because their parents are busy to monitor their behaviour	130 (33.3)	125 (32.1)	18 (4.6)	47 (12.1)	70 (17.9)	3.5077	1.49676	High perception
Lack of parental guidance promotes deviant behaviour in their children	168 (43.1)	102 (26.2)	17 (4.4)	41 (10.5)	62 (15.9)	3.7000	1.45962	High perception
Students engage in deviant behaviour to meet their needs if their parents cannot afford	118 (30.3)	114 (29.2)	12 (3.1)	94 (24.1)	52 (13.3)	3.3897	1.49713	High perception
Students engage in crime if their parents are not involved in their studies or have given them so much freedom	145 (37.2)	129 (33.1)	20 (5.1)	42 (10.8)	54 (13.8)	3.6897	1.41735	High perception
Students refrain from deviant behaviour because their parents taught them to be obedient	59 (15.1)	52 (13.3)	67 (17.2)	112 (28.7)	100 (25.6)	2.6359	1.38695	Low perception

Note: N= 390, SA=strongly agree, A= Agree, N= Neutral, D=Disagree, SD=Strongly Disagree, Decision = Weighted average=3.3846

The findings of the study suggest that most of the respondents engage in deviant behaviour due to lack of parental supervision. Furthermore, the teachers' responses indicate that parents are not effectively modeling good behaviour for their children. According to the participants, students may engage in deviant behaviour as a means of fulfilling their needs when their parents are unable to do so. This is seen to avoid placing additional burdens on their parents. Additionally, most of the respondents stated that students may turn to crime if their parents are not involved in their studies or have granted them too much freedom. Conversely, most of the respondents had a negative view of students refraining from deviant behaviour because their parents have taught them to be obedient.

This research demonstrated that both parental occupation and parental income level significantly impact the behaviour of their offspring. The backgrounds and environments in which students are raised play a crucial role in shaping their behaviour. According to the study, students from wealthy families tend to engage in deviant behaviour due to the availability of resources and peer pressure, while those from low-income families engage in such behaviour as a result of socioeconomic challenges and peer influence. It is worth noting that peer influence is a common factor in both categories. This finding is consistent with the behavioural theory, which emphasizes the role of peer influence in deviant behaviour. Additionally, the study revealed that parental involvement in their children's lives is influenced by the family's economic status, which in turn affects the level of interaction between parents and children. Specifically, students whose behaviour is not monitored or whose parents fail to model good behaviour are more likely to engage in deviant behaviour.

4.5 Social media and Deviant Behaviour

The second objective of this research was to investigate the influence of social media access on deviant behaviour among secondary school students. Specifically, the study aimed to determine the impact of social media usage on students' behaviour and to explore the role of content sharing in facilitating deviant behaviour. Given that behaviour is often learned through imitation and observation, the study sought to establish how exposure to social media content influenced students to engage in such behaviour.

4.5.1 Access to social media

The respondents were asked whether they got access to the social media using either a smartphone or a computer. The results were as indicated in the Table 4.14.

Table 4.14 Access to social media

	Frequency	**Percent (%)**
Yes	271	69.5
No	119	30.5
Total	**390**	**100.0**

The study's findings revealed that 69.5% of the participants had access to social media, while 30.5% did not. This demonstrates the widespread use of social media among users. The findings suggest that students primarily access social media through smartphones or computers. This is consistent with the fact that the Internet has become widely available, increasing the likelihood of individuals having access to social media (Gedik and Cosar, 2020). According to Hitcham et al., (2023), young people, including students, frequently use smartphones to access their preferred social media sites, which have become an integral part of their daily lives. Many secondary schools' students report feeling the need to check and update their social media profiles every two to three hours, even at the expense of other activities such as education and career pursuits.

The study participants were also asked if they owned any social media accounts, and the results were as displayed in Table 4.15

Table 4.15 Ownership of social media account

	Frequency	**Percent (%)**
Yes	168	43.1
No	222	56.9
Total	**390**	**100.0**

The data suggests that 43.1% of the respondents indicated that they possess a social media account, while 56.9% reported not having such an account. This suggests that a significant proportion of secondary school students have created social media accounts and can access them at their discretion. Research conducted by Kiplagat and Ombiro, (2016) uncovered that student frequently accessed social media platforms, with YouTube, Facebook, Twitter, WhatsApp, Instagram, and being the most frequently visited sites. Additionally, the study revealed that students, particularly those attending day schools, spent more than two hours on these sites on their own.

In addition, the study asked the respondents if their use of social media influenced their decision to engage in deviant behaviour. The results were as shown in Table 4.16:

Table 4.16 Social media and deviance

	Frequency	**Percent (%)**
Yes	260	66.7
No	130	33.3
Total	**390**	**100.0**

The result shows that 66.7% of the respondents indicated that social media influences them to engage in deviance while 33.3% had a contrary opinion. This shows that the content that the students consume while on social media stimulates them to engage in deviant behaviour. The amount of content they consumed shaped their decision making. This study revealed that social media accelerated indiscipline among secondary school students. This concurs with a study done by Wu et al., (2016) Social media platforms have immediacy characteristics, frequency and usability have influenced people's behaviour, attitudes, and perceptions about certain things consumption trends, among others.

The respondents were asked whether they imitated celebrities they saw or followed on the social media. The results were as shown in the Table 4.17:

Table 4.17 Imitating celebrities

	Frequency	**Percent (%)**
Yes	250	64.1
No	140	35.9
Total	**390**	**100.0**

The findings revealed that a considerable percentage of respondents, amounting to 64.1%, reported that their engagement in social media influenced their tendency to emulate celebrities, whereas 35.9% indicated that they had never imitated a celebrity. It can be deduced that the students not only copied the behaviours of celebrities but also believed in the messages they conveyed during their content creation. With the rise of social media, it has become the most prevalent platform for people to form and interact with peers, groups, and associations (Yang and Lee, 2020). These associations result in the acquisition of behaviour, whether deviant or conforming, based on the information shared or obtained, and the imitation of traits from these platforms (Dsane, 2022). Through imitation, both positive and negative behaviours are acquired and adopted by society. Thus, given that social media use has both positive and negative effects, depending on how it is utilized, it is plausible that secondary school students who access various social media sites might acquire both positive and negative behaviours.

The Guidance and Counselling Coordinator's response regarding access to social media indicated that students primarily access social media from home, and occasionally at school using the available computers. The school counselors also lamented that their students were prone to emulating the lifestyles of celebrities, including grooming and language. Furthermore, they were exposed to advertisements that glamorized drugs and related substances, as well as nude photos and violent video games and movies. A school principal shared a similar sentiment.

'…some students own phones or they use their parent's phones. Many of them especially have accounts where they ask their colleagues to follow them there. Some students sneak phones in school which is highly prohibited… they are so much exposed

to information which is not regulated and sometimes detrimental to their behaviour… the conversation among students is inclined to whatever is trending… it requires discipline to choose to follow descent celebrities who promote positive behaviour' (Principal 005/10, 2023)

4.5.2 Social Media Usage

This study aimed to investigate the prevalence and impact of various social media platforms among secondary school students. The data, as presented in the table below, highlights the popularity of these sites and its effect on the students' behaviour. The findings are presented on Table 4.18.

Table 4.18 Other students' social media usage

Usage of social media by other students	Instagram		Facebook		Twitter		WhatsApp	
	N	%	N	%	N	%	N	%
Daily usage	100	25.6	146	37.4	57	14.6	258	66.2
Once weekly	67	17.2	145	37.2	109	27.9	71	18.2
Rarely	116	29.7	78	20.0	147	37.7	57	14.6
Not Used at all	65	16.7	21	5.4	66	16.9	4	1.0
Not aware of it	42	10.8	0	0	11	2.8	0	0

The results of the study showed that WhatsApp was the most frequently used social media platform, with 66.2% of respondents using it daily. This was followed by Facebook, which was used by 37.4% of respondents daily. These findings indicate that WhatsApp and Facebook are widely popular among students, making them ideal platforms for consuming content.

According to Moshi, (2019), WhatsApp was found to be the preferred social media platform among students, followed by Facebook. This is consistent with the results of the current study. Secondary school students worldwide are the largest demographic of social media users, spending a significant amount of their time online accessing various platforms. Students often engage in multitasking by visiting multiple sites to

access large volumes of content (Dadzie and Fiawotoafor, 2020). Muia, (2016) also reported a high prevalence of social media use among students, with many preferring to use WhatsApp and Instagram.

Furthermore, the study aimed to gather information about the frequency with which individual students interact with social media sites. The results of the study on personal social media usage are as shown in Table 4.19.

Table 4.19 Personal Social media usage

Usage of social media by other students	**Instagram**		**Facebook**		**Twitter**		**WhatsApp**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Very Often	56	14.4	104	56.7	37	9.5	260	66.7
Often	74	19.0	128	17.8	91	23.3	94	24.1
Rarely	105	26.9	113	19.0	134	34.4	26	6.7
Not Used at all	155	39.7	45	6.5	128	32.8	10	2.6

The results indicate that a significant portion of the respondents frequently utilized social media platforms, including WhatsApp (66.7%), Facebook (56.7%), Instagram (14.4%), and Twitter (9.5%). This indicates that the students are actively engaging with social media. Moreover, the results suggest that the students are using multiple social media sites, as opposed to relying on a single platform. This is consistent with previous research that has found that secondary school students commonly use platforms such as Facebook, Twitter, WhatsApp, Skype, Google Messenger, Wattpad, LinkedIn, Myspace, Pinterest, Viber, Facebook Messenger, Telegram, YouTube, Snapchat, Instagram, and Tik-Tok (Auxier and Anderson, 2021). These platforms offer a range of functionalities, including messaging, sharing of photos, videos, and voice notes, as well as access to movies. However, it is important to note that the content available on these sites is often unfiltered, which exposes users to both appropriate and inappropriate material. Furthermore, the lack of regulation on social media sites could potentially influence students to engage in deviant behaviour.

4.5.3 Content Sharing

The objective of this study was to investigate the impact of content shared on social media platforms on deviant behaviour. The findings of the study are presented in Table 4.20.

Table 4.20 Content Sharing

ITEM	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	σ	Decision
The people students chat with on social media forces them to break school rules	129 (33.1)	142 (36.4)	19 (4.9)	73 (18.7)	27 (6.9)	2.3000	1.29056	Low perception
Lack of monitoring of social media platforms has led to sharing of content that promotes deviant behaviour	55 (14.1)	45 (11.5)	23 (5.9)	199 (51.0)	68 (17.4)	3.4615	1.29556	High perception
Some students choose to engage in deviant behaviour because it is the popular opinion on the social media	78 (20.0)	122 (31.3)	21 (5.4)	75 (19.2)	94 (24.1)	2.9615	1.50784	Low perception
While using the social media, it shapes the way I think and influences the bases of making decisions	84 (21.5)	85 (21.8)	7 (1.8)	114 (29.2)	100 (25.6)	3.1564	1.54242	High perception
Overindulgence on social media promotes the involvement in deviant behaviour such as strikes, drug and substance use, truancy, exam cheating, arson	91 (23.3)	60 (15.4)	21 (5.4)	88 (22.6)	130 (33.3)	3.2718	1.60589	High perception
Availability of sexual content in social media platforms has increased sexual practices among students	46 (11.8)	74 (19.0)	14 (3.6)	85 (21.8)	171 (43.8)	3.6692	1.48023	High perception

Note: N= 390, SA=strongly agree, A= Agree, N= Neutral, D=Disagree, SD=Strongly Disagree, Decision = Weighted average=3.1367

Most respondents expressed a high perception that the absence of monitoring of social media platforms has resulted in the dissemination of content that promotes aberrant behaviour among students. Additionally, they assert that social media influences the way they think and the basis of their decision-making. These findings align with Ruan and Kaye, (2016), who observed that social media sites have exacerbated the abuse of prescription drugs among youth. The authors also noted that the increasing promotion of alcohol and drug-related content on social media sites has fueled excitement for their consumption. Furthermore, they believed that overindulgence in social media encourages engagement in deviant behaviour such as strikes, drug and substance use, truancy, exam cheating, and arson. These findings correspond with Powell et al., (2018), who highlighted that social media has facilitated the sharing of information on criminal behaviour among middle school students. Lastly, they posited that the availability of sexual content on social media platforms has increased sexual practices among secondary school students. This is consistent with Powell et al., (2018) observation that the prevalence of nudity and pornographic material has risen in schools due to the availability of social media channels that young adults are exposed to.

4.6 Social Environment and Deviant Behaviour

The third objective of this study was to investigate the impact of social environment on the prevalence of deviant behaviour among secondary school students. The researcher aimed to explore the correlation between the social surroundings of the students and their engagement in such behaviour.

4.6.1 Peer influence

The investigator aimed to determine if peer pressure played a role in prompting students to participate in unacceptable behaviour. This hypothesis was grounded in the belief that individuals learn behaviour from the individuals with whom they associate. The participants were inquired as to whether their school or home acquaintances affected their choice to engage in such behaviour. The results revealed are displayed in Table 4.21:

Table 4.21 Upholding good behaviour

	Frequency	Percent (%)
Yes	280	71.8
No	110	28.2
Total	**390**	**100.0**

According to the results of the survey, 71.8% of the participants reported that their associations had a positive influence on their behaviour, while 28.2% stated that their associations encouraged them to engage in negative behaviour. This indicates that the people we associate with can have a significant impact on our behaviour, either in a positive or negative manner. Our behaviour can be reinforced by good associations, while negative behaviour can be reinforced by bad associations.

These findings align with the research of X. Chen and Cheung, (2020) which found that adolescents who associate with delinquent friends tend to adopt delinquent forms of coping with stress because their peers can serve as delinquent role models that instill delinquent values. The influence of peers on delinquent behaviour and criminal activities among adolescents cannot be overlooked, as noted by Kim and Fletcher, (2018), who also mentioned the socialization effect and the likelihood of having delinquent friends leading one astray. Billings and Hoekstra, (2019) also emphasized that peer influence is dependent on the closeness of the relationship, the frequency, duration, and intensity of the interactions.

Billings and Hoekstra, (2019), found out that exposure to crime-prone peers has a significant impact on cognitive and non-cognitive outcomes, including adult crime, and that these effects are primarily driven by exposure to school peers, rather than neighborhood peers.

The participants were asked if they imitated the behaviour of the people they associated with, and the responses are as shown in Table 4.22.

Table 4.22 Imitating behaviour

	Frequency	Percent (%)
Yes	232	59.5
No	158	40.5
Total	**390**	**100.0**

The findings of the study revealed that 59.5% of the participants indicated that they emulated the behaviour of those around them, while 40.5% did not engage in such behaviour. This suggests that social exposure can result in the acquisition of new behaviours through imitation. For instance, if a student frequently interacts with individuals who engage in deviant behaviour, they may adopt such behaviour through imitation. According to Bandura, (2021), individuals observe the behaviour of role models and imitate it in anticipation of receiving similar reinforcement. In the case of a student, their significant others may serve as role models whose deviant behaviour is imitated when it is observed to be reinforced for one's own deviant behaviour.

4.6.2 School factors

The study sought to establish whether there were any school factors that influenced the students to engage in deviant behaviour. The respondents were asked about whether the environment they are exposed to in school influences their behaviour. The results are as displayed in the Table 4.23.

Table 4.23 School environment

	Frequency	Percent (%)
Yes	294	75.4
No	96	24.6
Total	**390**	**100.0**

The results indicate that 75.4% of the participants reported that the school environment encouraged them to exhibit positive behaviour, while 24.6% indicated that it prompted

them to engage in undesirable behaviour. The principal's remarks on this matter suggested that some students, particularly in the second and third terms of study, may engage in deviant behaviour as a result of academic pressure.

> *'… It is like an outburst of the pressure. Especially here because it is a day school, the cases of absenteeism usually go up during second and third terms.*' (Principal 003/01, 2023)

Another guidance and counseling coordinator pointed out that some students exhibit deviant behaviour as a result of exam anxiety.

> *'… students can be cunning sometimes… truancy is common when they fail in exams, other students engage in drug and substance use because they want to feel high with the belief that it will help them in exam preparation.' (Teacher 007/01, 2023)*

According to a study conducted by Nwobodo et al., (2018), students' behavioural issues can be traced to their home and school environments. It is believed that the practices in these environments contribute to the development of conduct problems in children. Deviant and criminal behaviours are thought to result from the physical and psychological environment an individual experiences (Gicharu et al., 2020). Research has shown that excessive demands for high achievement from parents and teachers can lead to deviant behaviour when students are unable to meet these expectations (Nkhata and Mwale, 2016). In addition, a survey was conducted to determine if the school rules and schedule influenced students to engage in deviant behaviour. The findings are shown on Table 4.24.

Table 4.24 School rules and deviance

	Frequency	**Percent (%)**
Yes	250	64.1
No	140	35.9
Total	**390**	**100.0**

According to the findings, 64.1% of the participants expressed a propensity to engage in nonconformist behaviour as a result of academic regulations and routines, while 35.9% expressed disapproval. This suggests that the school environment played a role in shaping students' inclination to exhibit unconventional behaviour. Studies have demonstrated that an individual's conduct is often influenced by the environment in which they mature(Kepper et al., 2019).

A principal said the following;

'... School schedules sometimes can be very tough, and we understand and so we try to support the students psychologically… when they are pressed so much, they react aggressively.' (Principal 003/09)

The text suggests that school regulations and timetables may cause students to feel stressed, which could potentially lead to aggressive actions. This is supported by the research of Pascoe et al., (2020), which found that academic-related stress experienced by secondary and tertiary students has negative effects on their mental and physical health and can result in a range of behavioural problems. These researchers emphasized the importance of providing opportunities for students to develop coping strategies for academic stress during the critical period of their academic pursuit. According to Chuulabantu, (2022), some students may engage in antisocial behaviour due to their inability to handle the academic demands of school.

4.6.3 Neighborhood and community factors

The researcher endeavored to study the effect of neighbourhood and community factors on deviant behaviour. The results are as indicated in the Table 4.25:

Table 4.25 Neighborhood and community factors

ITEM	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	σ	Decision
Fear of my parents makes most student to keep off deviant behaviour	86 (22.1)	102 (26.2)	10 (2.6)	91 (23.3)	101 25.9	3.0487	1.55456	Low Perception
Students participates in deviant behaviour so that they can be noticed or attract attention	69 (17.7)	72 (18.5)	33 (8.5)	133 (34.1)	83 (21.3)	3.2282	1.42750	Low Perception
The people I interact with are good role models	44 (11.3)	51 (13.1)	21 (5.4)	133 (34.1)	141 (36.2)	3.7077	1.36865	High Perception
If home environment is unconducive, a student may choose to engage in deviant behaviour	60 (15.4)	82 (21.0)	10 (2.6)	94 (24.1)	144 (36.9)	3.4615	1.52858	High Perception
A morally decayed society will influence a student to engage in deviant behaviour	71 (18.2)	64 (16.4)	29 (7.4)	104 (26.7)	122 (31.3)	3.3641	1.54031	High Perception

Note: N= 390, SA=strongly agree, A= Agree, N= Neutral, D=Disagree, SD=Strongly Disagree, Decision = Weighted average=3.2359

Based on the research, most students hold the belief that an unconducive home environment can lead to deviant behaviour. This perspective aligns with Agi, (2016) findings, which highlighted those certain behavioural disorders have their roots in the home. Accorlor, (2021) also argued that factors within the home and poor parental relationships can contribute to misbehaviour in school. Moreover, the study suggests that a morally decayed society can influence students to engage in deviant behaviour, a notion supported by Huijsmans et al., (2021). According to the study, individuals with low self-control are more likely to engage in deviant behaviour when exposed to negative social influence. On the other hand, most respondents reported a low fear of their parents' punishment, which suggests that students have free will when making decisions about their behaviour. Additionally, the respondents indicated a low perception of students engaging in deviant behaviour to gain attention or recognition. This finding suggests that the motive for engaging in criminal behaviour was not to attract attention for most students.

4.7 Mitigating Strategies

The fourth objective for this study was to propose strategies for mitigating deviant behaviour. The respondents were asked whether the existing guidance and counselling departments were helpful in curbing the menace. The results are shown in table 4.26.

Table 4.26 Guidance counselling helpful

	Frequency	**Percent (%)**
Yes	350	89.7
No	40	10.3
Total	**390**	**100.0**

The results showed that 89.7% established that guidance and counselling was helpful in behaviour modelling while 10.3% had a contrary opinion. A guidance and counselling coordinator had the following to say:

'... I have walked with so many students who at one point were displaying naughty behaviour but consistent follow up and guidance helped them change behaviour.' (Teacher 010/09, 2023)

The following text suggests that guidance and counseling have a positive impact on behaviour change among students. It is important to note that counselors are in a better position to address maladaptive behaviours in students. This is supported by the findings of Vaughan et al., (2023), which indicate that understanding and addressing the barriers and enablers to implementing stress management programs in schools can eradicate deviance. These findings are consistent with the recommendations of Tuchili, (2019), which suggest that guidance and counseling can reinforce positive behaviour and reduce delinquency.

To combat deviant behaviour among secondary school students, the respondents were asked to suggest ways to address this issue. The results of this inquiry are presented in the Figure 4.2.

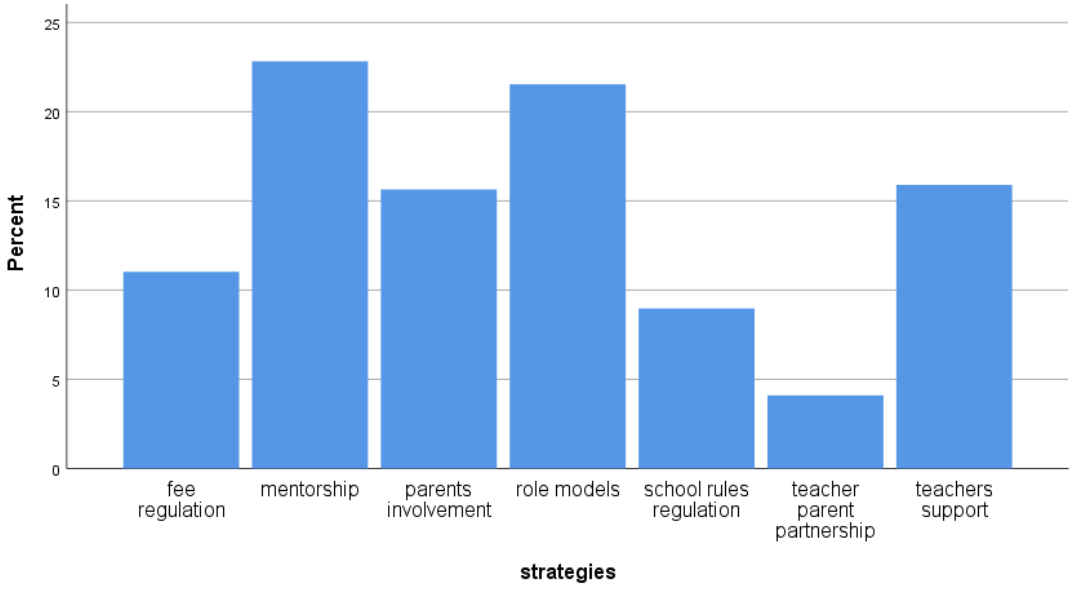


Figure 4.2: Strategies of mitigating deviance

The data indicates that most respondents, at 22.8%, identified mentorship as a mechanism for promoting positive behaviour among students. Additionally, 21.5% suggested role models, 15.9% indicated the importance of teacher support, and 15.6% emphasized the role of parental involvement. Fee regulation was noted as a factor by

11.0% of respondents, while 9.0% highlighted the significance of school rules regulation. Lastly, 4.1% of respondents emphasized the importance of teacher-parent partnerships. The results suggest that these mechanisms can be effective in promoting positive behaviour among students. The principal's remark were as follows:

'…as a school we have made it culture that whenever a student breaks the school rules that warrant suspension, the parent is called to come in school to pick their child. We issue a letter to the student indicating when they should come for the disciplinary. Both the student and the parent are usually present during the disciplinary… parents get shocked when they listen to the story's students give us…this is usually a way of making the parent involved in disciplining their child...thereafter we commit the student for mandatory guidance and counselling sessions.' (Principal 001/01, 2023)

Different strategies may be employed to correct and eradicate deviant behaviour among students, informed by an understanding of the predictors of such behaviour among adolescents (Rusby et al., 2018). Efforts to prevent deviant behaviour and related problems may benefit from a combined approach by stakeholders (Rusby et al., 2018). The findings are consistent with the assertions of Donkoh et al., (2021) and Busari, (2019) that parents should monitor their children's activities to prevent them from engaging in unsafe practices. The results align with the recommendations of Bello, (2022) and Agi, (2016), who suggest that teachers and parents should work together to correct students' behaviour. Bolu-Steve and Esere, (2017) assert that teachers should model good behaviour, and this study supports the findings of Nwobodo et al., (2018) that school authorities should establish monitoring committees to monitor student behaviour and apply appropriate punishment as necessary.

4.8 Chapter Summary

This chapter has presented, interpreted and discussed the findings of the study. This has involved a triangulation of data from quantitative and qualitative tools. The findings have been presents in figures and tables.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the findings

The research conducted was based on the premise that socioeconomic factors play a role in the engagement of students in deviant behaviour in Murang'a East sub-county. Descriptive statistical methods were utilized for the analysis of the collected data. The study examined existing literature about socioeconomic factors that influence deviant behaviour. The theoretical foundation of the study was Albert Bandura's behavioural theory. A conceptual framework was designed to illustrate the relationships between the variables.

5.1.1 Impact of family socioeconomic status on deviant behaviour

The first objective of this research was to examine the impact of socioeconomic status on deviant behaviour. The study demonstrated a substantial positive correlation between socioeconomic status and deviant behaviour, with students from more affluent backgrounds showing greater propensities for deviant behaviour than those from less privileged backgrounds. Access to resources and limited parental involvement predisposed the students from high Social Economic Status (SES) to engage in deviant behaviour. Factors such as parental income, parental involvement, and parental occupation were found to affect the environment and upbringing of the students.

5.1.2 Impact of access to social media on deviant behaviour

The second objective of the study was to investigate the influence of social media access on deviant behaviour. The results indicated a substantial positive relationship between social media access and deviant behaviour among students in Murang'a East Sub- County. The study revealed that students have access to social media both in school and at home, and they consume content from various platforms, with WhatsApp, Facebook, and Instagram being the most popular. The students learned deviant behaviour through imitation and observation from the content they consumed. The study also found that certain advertisements by celebrities, as well as music and movies, significantly influence the development of motives for engaging in deviant behaviour.

5.1.3 Impact of social environment on deviant behaviour

The third objective sought to explore the impact of one's social environment on deviant behaviour. The study demonstrated that there exists a substantial positive correlation between the environment in which a student is exposed and the acquisition of deviant behaviour. The relationships that students form is highly influential in shaping their behaviour, as they provide avenues through which students learn deviant behaviour via imitation, observation, exposure, and reinforcement through rewards.

5.1.4 Mitigating Strategies

The fourth objective of the study was to propose strategies for curbing deviant behaviour among secondary school students. The research found that the cost of engaging in deviant behaviour can be increased and the benefits can be reduced to combat it. The study revealed that mentorship, parental involvement, role models, fee regulation, school rules regulation, teachers-parents partnership, and teacher support are effective strategies for promoting positive behaviour among students.

5.3 Conclusion

Based on the empirical findings, the following conclusions were drawn:

The study demonstrated that social-economic status has a significant and positive impact on deviant behaviour among secondary school students in Murang'a East Sub-County.

In relation to the first objective, a positive correlation was established between family socioeconomic status and deviant behaviour among secondary school students. Therefore, it can be concluded that family socioeconomic status is a significant factor in influencing students to engage in deviant behaviour.

Regarding the second objective, a statistically significant and positive relationship was found between access to social media and deviant behaviour among secondary school students in Murang'a East Sub-County. This suggests that access to social media can stimulate deviant behaviour among students.

For the third objective, a statistically significant and positive relationship was established between social environments and deviant behaviour among secondary

school students. Consequently, it can be concluded that social environments play a role in influencing students to engage in deviant behaviour.

Lastly, the study concluded that mitigating strategies can be effective in reducing or eradicating deviant behaviour among secondary school students. The utilization of customized mitigating strategies can help to combat deviant behaviour.

5.4 Recommendations

5.4.1 Recommendations for Policy and Practice

In light to the findings and conclusions made, the following recommendations are made:

I. Parents and guardians should always monitor the activities of their children with the aim of curbing deviant behaviour. They should provide just enough resources to their children to avoid having excess money at their disposal. The study recommends that the parents or guardians be involved in their children lives as it will help promote positive behaviour. Parents whether affluent or humble should try to provide for their children's affections, basic and educational needs.

II. There should be the creation and mobilization of awareness campaigns on the dangers of addiction of social media among secondary schools' students. Students should be mentored to be self-disciplined and responsible for their actions when not under supervision to voluntarily avoid social platforms that lure their behaviour.

III. Improvement and building a healthy social environment to achieve the necessary tools to raise children and adolescents. The study recommends that school administrators should refurbish guidance and counselling departments to encourage students utilize those services. The counsellors should be professionals and creative to meet the emotional needs of the students who are millennials and gen z. Advocacy for parental involvement in their children education journey should be done by the school administrators.

IV. Appropriate intervention strategies can help curb deviant behaviours among secondary school students. Therefore, the school authority, teachers, parents, and other stakeholders should work together to bring positive changes in the students exhibiting deviant behaviours in the school.

5.4.2 Recommendation for Further Research

The following suggestions are offered for future research as a result of the investigation.

- Future research should do a comparative study on influence of psychosocial factors on deviant behaviours among students. This will unearth underlying factors that can influence deviance.
- A study on how social forums can be incorporated in the school curriculum and set up to rip its benefits, especially in the current dispensation where institutions are shifting to online classes.

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APPENDICES

Appendix 1 Questionnaire

.....

Dear Respondent,

My name is Martha Nkatha a student from Murang'a University of Technology pursuing a Master degree in Criminology and Security Studies. I am conducting research on '*Influence of Social economic Factors on Deviant behaviour among Secondary School Students in Murang'a East Sub County, Murang'a County, Kenya*'. Your participation as a respondent has been randomly selected, and I kindly request your assistance in completing the attached questionnaire. The data collected was used solely for academic purposes, and all information provided was treated with strict confidentiality. To ensure your anonymity, please refrain from writing your name anywhere on the questionnaire.

Thank you for your valuable contribution.

Sincerely,

Martha Nkatha

PART A: Demographics

1. Indicate your gender

   Female [ ]

   Male [ ]

2. What is your age bracket?

   Below 14 Years [ ]

   15 Years [ ]

   16 years [ ]

   17 years [ ]

   18 Years [ ]

   Above 18 Years [ ]

3. What is your level of education?

   Form one [ ]

   Form two [ ]

   Form three [ ]

   Form four [ ]

4. Which type of school are you in?

   Day school [ ]

   Boarding [ ]

5. Please indicate your parent's or guardian's occupation

Type of occupation	Father	Mother
Salaried employment		
Self- employment e.g. farming, business		
Casual worker		
Unemployment		

6. Where does your family live?

   Urban area [ ]

   Rural area [ ]

7. Please tick the form of deviant behaviour that has ever happened within your school. *(You can tick more than one)*

   Drug and substance abuse [ ]

   Strikes [ ]

   Sexual immorality [ ]

   Fighting [ ]

   Exam cheating [ ]

   Bullying [ ]

   Arson [ ]

   Sending nude photos [ ]

   Sexting [ ]

   Truancy/ absenteeism [ ]

8. Do you fear the consequences of breaking school rules?

   Yes [ ]

   No [ ]

PART B: Family Socioeconomic Status

9. Have you ever been sent home for school fees?

   Yes [ ]

   No [ ]

10. Have you ever thought/done anything wrong because you did not have money?

    Yes [ ]

    No [ ]

11. Why do you think students from affluent/rich backgrounds engage in deviant behaviour?

    Seeking Parental or teachers attention [ ]

    Access to resources [ ]

    Academic Pressure [ ]

    Parental expectations [ ]

    Peer influence [ ]

12. Why do you think students from humble background engage in deviant behaviour?

    Coping with Stress [ ]

    Peer influence [ ]

    Limited parental involvement [ ]

    Socioeconomic challenges [ ]

13. To what extent do you think family background influences the deviant behaviour among students in secondary schools?

    To very large extend [ ]

    To large extent [ ]

    To small extent [ ]

    I don't know [ ]

14. Do you think the way you are raised up by your parents helps you to remain disciplined in school?

    Yes [ ]

    No [ ]

15. Please indicate the extent to which you agree with the following statements with regard to family background and deviant behaviour among secondary school students by using a scale of 1-5 where 5= Strongly Agree, 4= Agree, 3=Neither Agree or Disagree, 2=Disagree, 1= Strongly Disagree. Indicate in the column that best describes your opinion on the question asked.

	1	2	3	4	5
Students engage in deviant behaviour because their parents are busy to monitor their behaviour					
Lack of parental guidance promotes deviant behaviour in their children					
Students engage in deviant behaviour to meet their needs if their parents cannot afford					

Students engage in crime if their parents are not involved in their studies or have given them so much freedom					
Students refrain from deviant behaviour because their parents taught them to be obedient					

PART C: Social Media

16. Do you have access to a smartphone or computer either at home or in school?

Yes [ ]

No [ ]

17. Do you have any social media account?

Yes [ ]

No [ ]

18. Do social media promote deviant behaviours in secondary school?

Yes [ ]

No [ ]

19. Which one of the following social media platforms does students in your school use the most while at home? Tick the relevant column

Social media platform	Daily usage	Once weekly	Rarely	Not used at all	Not aware of it
Instagram					
Facebook					
Twitter					
WhatsApp					

20. How often do you personally use the social media platforms?

Social Media Platforms	Very often	Often	Rarely	Not used at all

Instagram				
Facebook				
Twitter				
WhatsApp				

21. Have you ever imitated the behaviour of celebrities?

    Yes [ ]

    No [ ]

    If Yes, was the behaviour good [ ] or bad [ ]

22. While using social media, does it encourage you to obey school rules?

    Yes [ ]

    No [ ]

23. Please indicate the extent to which you agree with the following statements with regard to social media and deviant behaviour among secondary school students by using a scale of 1-5 where 5= Strongly Agree, 4= Agree, 3=Neither Agree or Disagree, 2=Disagree, 1= Strongly Disagree. Indicate in the column that best describes your opinion on the question asked.

	1	2	3	4	5
The people students chats with on social media forces them to break school rules					
Lack of monitoring of social media platforms has led to sharing of content that promotes deviant behaviour					
Some students choose to engage in deviant behaviour because it is the popular opinion on the social media					

While using the social media, it shapes the way I think and influences the bases of making decisions					
Over indulgence on social media promotes the involvement in deviant behaviour such as strikes, drug and substance use, truancy, exam cheating, arson					
Availability of sexual content in social media platforms has increased sexual practices among secondary school students					

PART D: Social Environment

24. Does the environment you live in promote good behaviour?

    Yes [ ]

    No [ ]

25. Does your environment at home encourage you to uphold good behaviour?

    Yes [ ]

    No [ ]

26. Do you find yourself imitating the behaviour of the people around you in the community or school?

    Yes [ ]

    No [ ]

27. Please indicate the extent to which you agree with the following statements with regard to social environment and deviant behaviour among secondary school students by using a scale of 1-5 where 5= Strongly Agree, 4= Agree, 3=Neither Agree or Disagree, 2=Disagree, 1= Strongly Disagree. Indicate in the column that best describes your opinion on the question asked.

	1	2	3	4	5
Fear of my parents makes most student to keep off deviant behaviour					

Students participates in deviant behaviour so that they can be noticed or attract attention					
The people I interact with are good role models					
If home environment is unconducive, a student may choose to engage in deviant behaviour					
A morally decayed society will influence a student to engage in deviant behaviour					

PART E: Mitigating Strategies

28. Do you think guidance and counselling helpful in reducing deviant behaviour among students?

    Yes [ ]

    No [ ]

    Please explain your answer

    ……

    ……

    ……

    ……

    ……

    ……

    ……

    …..

29. Give suggestions that may assist in reducing and/or eradicate deviant behaviour among the students in secondary schools.

    ……

    ……

    ……

    ……

    ……

    ……..

Thank you for your responses and co-operation.

Appendix 2: Teacher's Interview Schedule

This is to examine the social economic factors on its influence on deviant behaviour among students in secondary schools. Please respond to all the questions asked by giving the most applicable information to explain this phenomenon. Your response shall be helpful and greatly appreciated.

1. Name of your school ……..
2. Indicate your school type?
   Boys [ ] Girls [ ] Mixed Boarding [ ]
   Mixed Day [ ]
3. How would you rate the involvement of students in deviant behaviour in the school?
4. What forms of deviant behaviour are exhibited by students in your school?
5. Do you think the family background of the students influences their behaviour?
6. Do you think the social environment that a child interacts with influences their behaviour?
7. Does your school enforce any measures to reduce deviant behaviour? If yes which one?
8. What is the attitude of students towards social media and its influence?
9. Do students utilize the guidance and counselling in the institution?
10. What ways would you suggest can be used to reduce deviant behaviour among secondary school students?

Thank You for Your Response and Cooperation.

Appendix 3: Sampling Frame

MURANC'A																				
PUBLIC SECONDARY SCHOOLS ENROLMENT 2023																				
sr. <O .	SUB COW.TY	:"<A.\1E OF SCJJOOL	l<E.\I ISC ODE	CAT LCO RY **KAn OSA L.** COUl \'TI', EXT RA **COlJ I\"TI "**	DAY0:- <LY/CIRLS DOARDll<C /BOYS BOARDC\'Cl). 1JXID BOARDJ!\'C/ ML'CED DAY A.XO **OOARDli\"C**	t'OI\M I			t'O R.\l 2			FOR.\! J			t'OJ\.\1 4			TOTAL		
						B	C	T	8	C	T	II	C	T	n	C	T	B	G	T
	Murang'	Gaithcn	YBKS	Sub-	Mixed day	*5*	48	10	45	44	89	*5*	45	102	4	33	78	204	170	374

1	n East	secondary		couty		*7*		5				*7*			5					
2	Murang'n East	Gnkurwe Secondarv	B3SA	Sub-eouty	Girls Boarding	0	72	72	0	86	86	0	82	82	0	1\)0	100	0	340	340
3	Murang'a East	Giathiya	DK6Z\	Sub-eouty	Mixed day	7	2	9	12	*5*	17	14	10	24	7	2	9	40	19	59
4	Murang'a Eas	1Gikandu sec	UNT2	Sub-eouty	Mixed day	I	*5*	6	8	*5*	13	9	*5*	14	12	6	18	30	21	51
5	Murang'a Enst	Githanga	7R66	Sub-eouty	Mixed day	16	18	34	22	8	30	13	15	28	19	12	31	70	53	123
6	Murang'a East	ltitu Secondary	XLXR	Sub-couty	Mixed day	32	22	5-1	38	25	63	37	22	59	27	14	41	134	83	217
7	Murang'a East	Kambirwa Secondary	MFCM	Sub-eouty	Mixed day	9	8	.17	10	15	2S	0	0	0	0	0	' 0	19	23	42
8	Murang'a East	Karcmaini sccondar	W2XZ	Sub-eouty	Mixed day	*35*	15	*50*	17	23	40	18	22	40	25	12	37	95	72	167
9	Murang'a East	Kiamuri Secondary	C3YG	Sub-eouty	Mixed day	18	12	30	14	10	24	18	*5*	23	9	10	19	59	37	96
1	Murang'n East	Kinn ochi	ZG7X	Sub-couty	Mixed day	3	30	67	23	30	53	1	21	40	3	2	58	110	108	218

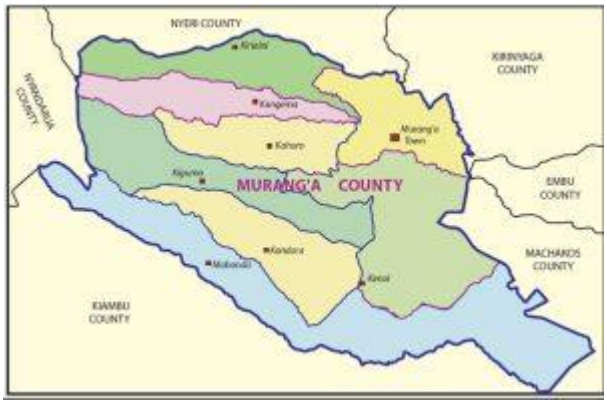
0						7						9			1	7				
11	Murang'a East	Kinwambeu sec school	2M9X	Sub-eouty	Mixed day	3	I	4	I	2	3	*5*	3	**8**	7	2	9	16	8	24
12	Murang'a East	Kigctuini secondat)	VV6Z	Sub-couty	Mixed day	6	5	11	9	7	16	8	11	19	6	3	9	29	26	55
13	Murang'a East	kigongo secondary	J4YN	Sub-eouty	Mixed day	9	7	16	4	2	6	4	6	10	II	4	IS	28	19	47
14	Murang'a East	Kimathi sec	UN9D	Sub-couty	Mixed day	49	43	92	66	40	106	54	48	102	49	S5	104	218	186	404
15	Murang'a East	Mirira Secondary	R7BC	Sub-eouty	Mixed day	45	26	71	42	39	81	37	37	74	60	$0	110	184	152	336
16	Murang'a East	MSHJ	4C4W	National	Mixed Boarding	9	**8**	17	27	9	36	12	10	22	20	14	34	68	41	109
	Murang'	muchunguc	DXPT	Sub-	Mixed day	*5*	*50*	10	57	42	99	4	47	91	4	38	81	197	177	374

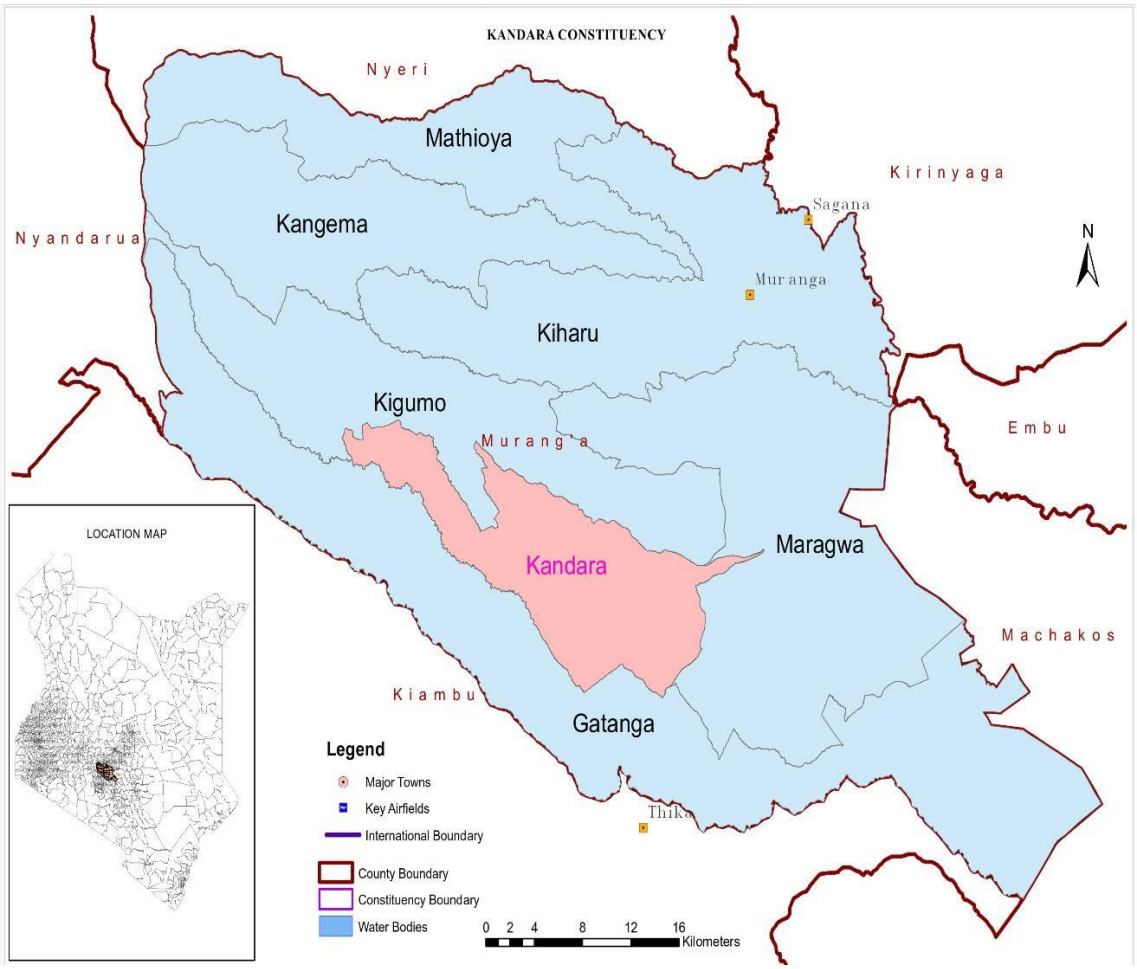
17	a East	ha secondarv		eouty		*3*		3				4			3					
18	Murang'a East	Mukurwe secondarv	JY2D	Sub-eouty	Mixed day	*3 5*	49	84	42	40	82	40	49	86	45	33	78	162	171	333
19	Murang'a East	Mumbi	L85B	Etra-eounty	Girls Boarding	0	300	300	0	282	282	0	305	305	0	271	271	0	1158	1158
20	Murang'a East	Murang'a high scho	D2VN	National	Boys boarding	0	638	638	0	S79	579	0	481	481	0	413	413	0	2111	2111
21	Murang'a East	Mwcru Secondary School	4KFQ	sub-couty	Mixed day	0	2	2	3	2	s	3	9	12	6	6	13	12	19	31
22	Murang'a East	Nyokihai Secondary	TM47	sub-eouty	Mixed day	31	26	57	24	18	42	28	25	53	36	24	60	119	93	212
23	Murang'a East	rurii secondary schc	858U	sub-eouty	Mixed day	15	10	25	9	8	17	12	12	24	10	13	23	46	43	**89**

24	M11rang'a Eas1	SI Augustine Secondarv	YNZG	sub-couty	Mixed day	47	49	96	39	42	81	51	38	89	41	68	109	178	197	375
25	Murang'a East	St Dominic rnug_ck3 Sccond:tr'\'	QC3Q	sub-couty	Mixed day	27	33	60	27	22	49	35	24	59	35	33	68	124	112	236
26	Murang'a East	St Luke Gituri Sec	SWY9	sub-couty	Mixed day	14	16	30	14	II	25	15	9	H	13	10	23	56	46	102
27	Murang'a East	St Paul G,kuu	MSRQ	sub-couty	Mixed day	35	33	68	18	7	25	26	21	47	0	0	0	79	61	140
28	Murang'a East	St Paul's Boys	Y289	sub-couty	Boys boarding	128		128	128		128	110		110	137	0 '	137	503	0	503
29	Murang'a Easl	St. Catherine Gaturi	5E/\U	County	Girls Boarding		140	140		138	138		139	139		160	160	0	577	577

		Girls																		
30	Murang'a Eas1	St. Jose ph Kia n ••c	CXK Y	sub- <:outy	Mixed day	32	15	47	30	25	55	24	12	36	28	33	61	114	85	199
31	Murang'a East	St. Michael's Gathukii ni Sec	8D13 7	sub- couty	Mixed day	14	10	24	7	7	14	II	12	23	II	7	18	43	36	79
32	Murang'a Easi	St.Vincen t Maragi.	EU/\ 4	sub- couty	Mixed day	68	59	127	51	31	82	46	35	81	45	50	95	210	175	385
33	Murang'a Eas1	Vidhu ramji second	2/\4 M	sub- couty	Mixed day	70	60	130	79	57	136	62	63	125	46	46	92	257	226	483
		TOTAL				902	1516	2714	821	1617	2438	755	1578	2330	779	1516	2296	3257	6227	9484
													-							

Appendix 4: Map





Appendix 5: Proposal Approval Letter

MURANG'A UNIVERSITY OF TECHNOLOGY

Office of the Director, Postgraduate Studies

E-mail: bps@mut.ac.ke
Website: www.mut.ac.ke

P.O. Box 75-10200
Murang'a, Kenya

Ref: MUT/ARP/PGS/19/2020 /VOL.1 **Date:** 19th May, 2023

Ms. Martha Nkatha Njoka (HS402/5537/2020)
School of Education, Humanities and Social Sciences,
Murang'a University of Technology,
P.O. Box 75-10,200
Murang'a.

Dear Ms. Njoka,

RE: APPROVAL OF RESEARCH PROPOSAL AND SUPERVISORS.

I am pleased to inform you that the Directorate of Postgraduate Studies on 25th March 2023 considered and approved your Masters research proposal entitled ***"The Influence of Social Economic Factors on Deviant Behaviour among Secondary School Students in Murang'a County"*** and appointed the following as supervisors:

1. Prof. Samson Wokabi Mwangi – Egerton University
2. Dr. Evans M. Oruta – Masinde Muliro University of Science and Technology

You may now proceed with your data collection subject to obtaining research permit from NACOSTI, if required. You should also begin consulting your supervisors and submit through them quarterly progress reports to the Director Postgraduate Studies through your CoD and School Dean. Progress Reports can be accessed in the University Website.

It is the policy and regulations of the University that you observe deadlines. The guidelines on Postgraduate supervision can be accessed in the post graduate Handbook.

Your responsibilities as a student will include, among others;

i. Maintain regular consultation with your supervisor(s), at least once a month
ii. Submit quarterly reports on time, through your supervisors, CoD, Dean and to the Director of Postgraduate Studies;
iii. Ensure quality work all through;

iv. Present your research findings at 2-3 seminars/confereences prior to thesis examination.
v. Publish one article from your research findings in a refereed journal prior to thesis examination.

For any further clarification please contact the undersigned.

Yours Sincerely,

DIRECTORATE OF POSTGRADUATE STUDIES
MURANG'A UNIVERSITY OF TECHNOLOGY
19 MAY 2023
P. O. Box 75 - 10200, MURANG'A
Tel: 0771463515, Email: info@mut.ac.ke

Prof. Geoffrey Muchiri, PhD
Director, Postgraduate Studies
GM/PIM

Copy to:
1. Registrar – Academics and Students Affairs
2. Dean, School of Education, Humanities and Social Sciences

Appendix 6: NACOSTI Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **916022**

Date of Issue: **31/May/2023**

RESEARCH LICENSE



This is to Certify that Ms.. Martha Nkatha Njoka of Murang'a University of Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Muranga on the topic: THE INFLUENCE OF SOCIAL ECONOMIC FACTORS ON DEVIANT BEHAVIOR AMONG SECONDARY SCHOOL STUDENTS IN MURANG'A EAST SUB COUNTY, MURANG'A COUNTY for the period ending : 31/May/2024.

License No: **NACOSTI/P/23/26515**

916022

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
    i. Endanger national security
    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix 7: Publication

The following paper has been published from this thesis.

Martha, N., & Evans, O. (2024). Exploring the Nexus between Family Socioeconomic Status and Deviant Behaviour: A Study of Secondary School Students in Murang'a East Sub-County. *International Journal of Research and Innovation in Social Science*.