EXPLORING THE PERCEPTIONS OF DELINQUENCY AMONG HIGH SCHOOL LEARNERS IN KITWE DISTRICT- ZAMBIA

by

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DEDICATION

I dedicate this dissertation to my beloved husband Anthony Matabula for his understanding and according me space to do my study. My lovely five children, Dr Chisha Matabula, Tundu Emilio, Mbola, Chishimba and my last born Chishala Anthony Matabula for their understanding, space and concern that my high blood is in control and that I finish my studies and start resting.

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ABSTRACT

The purpose of this study was to explore the perceptions of delinquency among high school learners in Kitwe district- Zambia in order to help address the observed increase in delinquency behaviour among high school learners in the country. The researcher was guided by Bronfenbrenner's Ecological Systems Theory, which mainly advances that the child's development is affected by different factors he calls systems. A single case study based on the principles of qualitative research was used in this study with a focus on three selected high schools in Kitwe District involving a total of 15 purposively selected learners. Data were collected by means of individual semi-structured interviews, and field notes, taking into consideration all ethical issues. Data analysis was done using thematic approach. The findings of the research were that delinquency behaviour was primarily influenced by the family structure, the school environment and the social networks of the learners. The study recommended that delinquency could be addressedthrough peer education and sensitization, punishment, rule and laws, calling parents to school, guidance and counselling and creation of a conducive learning environment.

KEYWORDS: Perception; delinquency;high school learners;socio-economic statues;peer pressure; social network; social media; violence; drugs; bullying

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DEBS	District Education Board Secretary
DEC	Drug Enforcement Commission
HIV	Human Immunodeficiency Virus
HSL	High School Learners
IM	Instant Messaging
ISRD	International Society For Research Development
KD	Kitwe District
MOE	Ministry Of Education (Zambia)
MOH	Ministry Of Health
SA	South Africa
SES	Socio Economy Status
SCT	Social Control Theory
SM	Social Media
SN	Social Network
STIS	Sexual Transmitted Infections
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNODC	United Nations Office On Drugs And Crime
USA	United States Of America
WHO	World Health Organization
ZDHS	Zambia Demographic And Health Survey

APPENDICES

CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 Introduction

In this chapter, the researcher provides the orientation to the study. The chapter outlines the background, aims and objectives of the study, the problem statement, research questions, brief discussion of the research methodology, trustworthiness of the study and the ethical procedures that were followed.

The phenomenon on delinquency and delinquent behaviour is common, particularly among high school learners (HSL) worldwide. Institutions of education are investing in expansive curricula, extra-curricular activities as well as school policies aimed at educating HSL in delinquency such as under-age sexual activity, under age alcohol consumption, substance abuse (inclusive of drug and alcohol). Nevertheless, violence and bullying (inclusive of emotional and self-inflicted violence leading to potential suicides), truancy and rule breaking, notable increases have been observed in many countries (Ekpo & Ajake, 2013:83). It is no wonder that delinquency has harnessed significant attention in the academic field of the psychology of education, education and other related fields.

Delinquent behaviour includes thieving, engagement in offences of sexual nature and destroying of property both privately and publicly owned (Gyansah, Soku & Esilfie, 2015:107). It generally suggests non-compliance to the expected code of conduct among HSL whether at home, school or community. In other words, delinquency entails inability to follow the culturally accepted norms of any particular society (Aggarawal, 2013:412).

Alcohol abuse inclusive of frequent alcohol intake by HSL, binge drinking and drinking to intoxication, tobacco abuse are also characteristics describing delinquency (Balogun, Koyanagi, Stickley, Gilmour, & Shibuya, 2014:228, Kelly O'Flaherty, Connor, Homel, Toumbourou, Patton & Williams, 2011:381). It also includes mass: indiscipline, violent strikes rape, neglect to do academic work (Njoroge & Nyabuto, 2014:290) and drug abuse (Ghosh, Gupta, Arya, Rathee & Rawat 2014:1377).

Delinquency can also be described as, risky sexual behaviour leading to teenage pregnancies and increased risk of contracting sexually transmitted infections like Human Immuno-Deficiency Virus (HIV) (Peltzer & Pengpid, 2011:1813).

From this, it is clear that any form of deviant behaviour from social rules and norms that govern adolescent or HSL behaviour can be termed as delinquency or delinquent behaviour, as deception, dishonesty, watching and practicing pornography and violence can occur outside the school setting such as the home and other public places.

Global studies in delinquency in HSL have generally focused on three broad avenues. Firstly, family structures where delinquent behaviours are influenced by the parents' socio-economic status such as education, employment and income, as well as how parents relate with their adolescent children (Ekpo & Ajake, 2013:83). Secondly, they happen as revealed by Ngwobuenui (2015:65) and Onderi and Makori, (2013:67) educational institutions and the attitude of the staff towards work and learners. Thirdly, they are triggered by the social network(s) (SN) of adolescents.

That aside, Kelly et al. (2011:381) also observe that studies into the perception of delinquency have also generally followed these three broad fields as it is nearly impossible to discuss issues pertaining to delinquency without discussing perception either of the HSL or second parties such as peers, family and teachers.

Of the many factors that have been studied as influencing or contributing to increased or decreased delinquency among HSL are the three prominent ones: family structure such as, parenting styles and types, institutions of education and the existing disciplinary procedures (Njoroge & Nyabuto, 2014:289). Thirdly, they are caused by biological and neurological development of HSL as well as social development of society such as the types of social policies particular societies implement, for instance: restrictions on the consumption and sell of alcohol and tobacco, including age restrictions for some public places like bars (Davidson, Grigorenko, Boivin, Rapa & Stein, 2015:S161).

Zambia is located in the Southern Africa. It has been reported that many young people begin sexual relationships during high school resulting in among others unplanned pregnancies UNICEF (2014:40) which put them at risk of experiencing health

challenges like: abortions, mental torture, trauma and the risk of contracting sexually transmitted infections (STIs), particularly HIV and syphilis. Central Statistical Office (CSO), Ministry of Health (MOH) and Intermediate Care Facilities (ICF) International (2014:76).

A study by Muula, Rudatsikira, Babaniyi, Songolo and Siziya (2012:1-4) on Zambian HSL reported that alcohol consumption among HSL was associated with truancy. These findings are similar to studies conducted in other countries such as the United Kingdom (UK), where as reported by Muula et al. (2012:4) excessive alcohol consumption was associated with frequent truancy among HSL aged 14 – 16 years. The consistency of these findings across two different countries indicates that excessive alcohol consumption among HSL is not only an African problem, but also rather a global problem.

Regarding substance abuse, the United Nations Office on Drug and Crime (UNODC) in 2012 reported that the most common substance abused was cannabis at a rate of 5%, followed by heroin and cocaine at 0.4 % and 0.5 % in South Africa. Country-specific data places substance abuse in South Africa (SA) among HSL as a major public health concern with approximately 12.8 % of school-going adolescents abusing cannabis, 11.2 % abusing heroin, with 6.4 % and 6 % abusing cocaine and mandrax respectively (UNODC, 2012).

Risky sexual behaviour has been linked to alcohol and substance abuse (Rashid and Mwale, 2016:27), with a majority of HSL girls reporting having consumed alcohol or abused drugs before sexual encounters (Peltzer and Pengpid, 2011:1813). Sexual debut among HSL as one form of delinquent behaviour can be as early as 15 years in Latin America and the Caribbean – the region with the highest proportion of HSL girls being sexually active. Conversely, Asia has a low rate of sexual debut for boys and girls under 15 years, globally (UNICEF, 2011:21). In Africa, studies show that the mean age for sexual debut is 15 years (girls) and 16 years (boys) with approximately 76% girls and 91% boys being sexually active (UNICEF, 2011:21). It is inevitable then that with

such levels of sexual activity among HSL, the prevalence of teenage pregnancies would be high.

Such statistics on drug and alcohol abuse and sexual activity among HSL is alarming given the transitional nature of adolescence to include changes in physical, emotional and mental cognitive capacities. During this period, adolescents are most likely to explore and experiment not only with drugs and alcohol (Hembram, Pal, Hazra & Dutt, 2015:40; Fernie, Peters, Gullo et al. 2013:1916), but also with sex and sexuality (UNICEF Report Card, 2010:31).

In view of the above, the study sought to explore the perception of delinquency among HSL in Zambia. Delinquent behaviour among HSL has gained much recognition within the school setting as this is where adolescents are trained to become part of the working class with extensive research being done such as Onderi and Makori, 2013:7; and Saxena and colleagues, 2010:13), among many others. Therefore, delinquency and delinquent behaviour within Zambian schools include truancy, lesson boycotts, watching and practicing pornography deception, violence, dishonesty, disobedience, theft, vandalism, rioting, cultism, assault, vulgar language, unpunctuality (Ngwokabuenui, 2015:65).

In Zambia, measures by the government to protect the delicate stage of adolescent development are available through school curriculum and programmes that aim at educating HSL about the dangers and possible life-long detriments of drug and alcohol abuse and sexual promiscuity. Irrespective of these many measures, Zambia has continued to record an increase in delinquent behaviour among HSL relating to drug and alcohol abuse and sexual promiscuity. It is for these reasons that this study was conducted.

1.2 Problem statement

Delinquent behaviour such as engagement of HSL in drug abuse and alcohol consumption as well as risky sexual behaviour is not a new phenomenon to sub-Saharan Africa, (Muula et al. 2012). For example, according to the Ministry of Health (MOH) Adolescent Health Strategic Plan 2011-2015: 7) in Zambia, HSL account for

over a quarter (approximately 27 %) of the country's total population. However, while the importance of this age group has been acknowledged in various national policy documents, the health of this population group has not been given the special attention that it deserves(UNICEF, 2011:21).

Despite efforts by the Zambia government to educate, protect and lessen the effects of delinquent behaviour such as drug and alcohol abuse and sexual promiscuity among HSL through the development of school curriculum to include sexual education, education of drugs and their effects, education on alcohol, addiction and consequent effects, delinquent behaviour around these three vices is prevalent within schools. Studies conducted within the country seem to explore some of the causes of such delinquent behaviour among HSL. Irrespective of these many studies, the perception of delinquency and delinquent behaviour within HSL has largely not been investigated. It is imperative to investigate how HSL perceive delinquency, delinquent behaviour and those who are delinquents within their peer groups as it helps understand the mind-set of HSL towards this issue.

1.3. Research questions

Based on the introduction and the rationale discussed above, the research questions and objectives of the study can be formulated as:

1.3.1 Main research question

What are the perceptions of high school learners in Zambia on delinquency?

1.3.2 Sub questions

- What causes delinquency among HSL in Zambia?
- What challenges do HSL encounter with delinquency in Zambia
- How do schools curb delinquency among HSL in Zambia?
- How are HSL in Zambia with delinquent behaviour supported by teachers?
- How can the findings of this research be used to propose recommendations that can be used to address delinquency among HSL in Zambia?

1.4.   Objectives of the study

The objectives of this study are to:

- Explore and describe the perceptions HSL have on delinquency.
- Investigate causes of delinquency among HSL in Zambia.
- Elicit challenges that HSL encounter with delinquency in Zambia.
- Find ways in which high schools curb delinquency among HSL in Zambia.
- Establish ways in which teachers support HSL with delinquent behaviour in Zambia?
- Use the findings of this research be used to propose recommendations that can be used to address delinquency among HSL in Zambia.

1.5. Purpose and aim of the study

The study is aimed at providing research-based evidence on the perceptions of delinquency among HSL in Zambia. The researcher is of the view that learners themselves are capable of providing valuable information on issues that affect them. West-Burnham (2010:19) observes that learners' voice through, for instance, their opinions on things that affect learning and teaching, and their learning encounters is potentially cardinal in addressing school challenges.

Additionally, the study aimed at making recommendations to policy makers that could positively improve how delinquency behaviours among HSLs could be handled. This is because educators are advised to continuously gain understanding and institute particular clearly agreed upon principles on school improvement that include student engagement in and outside the classroom (Taylor & Parsons,2011:5).

1.6. Significance of the study

HSLs were given the opportunity to share their views about delinquency. Thus, their views could contribute to knowledge about delinquency; enhance classroom practice as well as schools-wide preventative and support programmes in dealing with delinquent

behaviour in Zambian schools. The findings of this study could influence district and education policy review on how to address delinquency in Zambian High Schools.

1.7. Theoretical framework

The study is underpinned by Urie Bronfenbrenner's (1994) ecological systems theory, which as described by Shaffer and Kipp (2014:53) advances that to understand human development, one must consider the entire ecological systems in which growth occurs. The study used ecological systems of theory employed to understand individual, community and structural determinants of behaviour. Bronfenbrenner's (1994) emphasised that the developing person is embedded in a series of environmental systems that interact with one another and with the persons to influence development (Shaffer & Kipp, 2014:53). In the context of this study, Bronfenbrenner's theory will provide more guidance on human behaviour that is capable of richly informing the study as shall be seen in Chapter two, where it will be fully discussed.

1.8. Clarification of key concepts

The following concept will be explained as they are important in this study

1.8.1. Perceptions

According to William James, perception is the consciousness of particular things presented to sense. Perception involves two processes– a sensation through stimulus of a sense organ and an interpretation of the sensations (Aggarwal, 2013:279). Mangal (2013:83) asserts that perception organises stimulation; it interprets and give them meaning. In this study, perceptions will be used to explore the views of high school learners on delinquency

1.8.2. Delinquency

Delinquency is used for a rebellion and expression of aggression which is aimed at destroying down or fighting to change the environment according to one's wishes

(Kundu & Tutoo 201:442). Aggarawal (2013:412) observed that characteristics of delinquency include deviation from the accepted standards of the culture of a society or laws of the land. In this study, the concept will be used to refer to behaviour that includes alcohol and drug abuse among the under age and sexual activity (promiscuity, sexual practices) among HSL.

1.8.3. Adolescents

According to Chouhary (2014:17), adolescence is derived from the Latin verb *adolescere* literally meaning *to grow to maturity* .It is a period of life between childhood and adulthood, a transitional period that involves biological, cognitive and socio-emotional changes. Adolescence is also seen as the transitional period between childhood and adulthood during which young people mature physically and sexually (Zastrow & Kirst-Ashman 2013:297). For Crone and Dahl (2012:3), adolescence is the phase between childhood and adulthood. It is a natural time of learning and adjustment, particularly in the setting of long-term goals and personal aspirations. As observed by scholars like, Sanchez and colleagues (2013:489), Rashid and Mwale, (2016:127) and Fernie et al. (2013:1917), adolescence period is largely characterised by emotional, social and physical transformations that exposes young people to emotional and health vulnerabilities, therefore increasing their chances of risk-taking behaviour and impulsive decision-making. In this study, the concept was used to include HSL between the ages of 12 and 18 years.

1.8.4. High school learners

A high school is a school for children between 11 and 18 years old (collinsdictionary.com). In Zambia, high schools are also known as secondary schools. This is the second phase of schooling from primary learning. They run from grades 8 to 12 with learners aged between 13 and 18 years, junior secondary 8 to 9 and senior secondary from 10 to 12.

1.9. Research methodology

This section will briefly discuss the research methods and process that was used to conduct this study and a full discussion will be presented in chapter three. The research used a qualitative single case study of perceptions of HSL regarding delinquency.

A qualitative approach is concerned with subjective assessment of attitude, opinions, and behaviours (Kothari, 2012:5). Qualitative research is an approach for exploring and understanding the meaning of individual or groups ascribed to a social or human problem (Christen & Johnson, 2014:4). This research employs a qualitative approach to generate a detailed, in-depth knowledge and understanding of the factors influencing delinquent behaviour in HSL.

The study was based on the constructivism or interpretivism research paradigm which according to Creswell (2014:26) depends on the participants' views to understand their world. Qualitative research approach which is concerned with subjective assessment of attitude, opinions and behaviours (Kothari 2012:5), was used to establish the HSL's perceptions of delinquency. Particularly, a case study was employed because it "focuses on the in-depth, holistic and in-context study of one or more cases", (Punch, 2012:289) thereby allowing the researcher to spend more time in the high school setup to learn about the issue of delinquency behaviours in Zambia. This means that the researcher focused on a single case study of HSL to explore delinquency behaviours.

 Purposive non-probability sampling was used to select the 15 participants for the study because they were capable of providing appropriate information required in the research. Quinlan (2011:213) explains that purposive or judgmental sampling is an approach where the researcher picks on particular individuals to participate in the research because they are assumed capable of providing the required data for the study.

Data were collected using semi-structured interviews and field notes. Thematic data analysis which involves identification of emerging themes from the collected information (Bryman,2012:578) was used.

Additionally, trustworthiness of the study was based on the model of Lincoln and Guba (1985) which included credibility, transferability, dependability and confirmability (Nowell, Norris, White & Moules, 2017:2).

Ethical measured included appropriately seeking permission from all the gatekeepers, providing information to the participants about the research as well as seeking their consent. At the same time, pseudonyms were used to ensure the identities of all the participants and research sites were not made known to the public.

1.10. Delimitations and limits of the study

This study is largely limited to schools within Kitwe District (KD), the second largest urban district after Lusaka District, Zambia's capital city. Kitwe District was selected because of the researcher's proximity to the participants and reduction in transport costs since the researcher is a Kitwe resident.

The researcher was also of the view that the results of the research would provide an emerging picture of HSL delinquency in the large urban centres of the country such as Lusaka, Ndola and Livingstone that can then be compared to the future should such studies be conducted.

1.11. Chapter division

The first chapter focused on the research topic and highlighted the background to study, problem statement and analysis, aims and objectives of the study, research methods (including research design, selection of participants, data collection and analysis).

The second chapter explores existing literature surrounding delinquent behaviour in adolescents and HSL. It also includes contextual framework including literature on the situation regarding HSL delinquent behaviour, focusing on drug abuse, sexual activity and alcohol abuse within the identified influencing factors of family structure, school climate and the SN of adolescents. Furthermore, the chapter addresses the theoretical and conceptual framework. In the third chapter, the researcher discusses the research design, methodology, instruments and procedures for data collection and analysis. The

fourth chapter presents, discusses and draws conclusions from the research findings. In the fifth chapter, the researcher provides a summary of the entire research, conclusions and recommendations for future studies, changes in policies and school systems and limitations of the study.

1.12. Summary

This chapter presented an overview on what this research study sought to explore and how the study will be conducted. The research design, methodology, aims and objectives, sampling issues and outline of the study have been identified. Besides, the researcher also described how ethical considerations observed to ensure reliability and confidentiality were upheld in undertaking the research.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

This chapter presents a review of the academic literature underpinning this study. Particularly, it discusses the theoretical framework, elaborates on the concept of delinquency, classification of delinquency, factors that contribute to delinquency, consequences of delinquency, strategies   and models/interventions for addressing delinquency.

2.2   Theoretical framework

The concept theoretical framework was described in chapter one. As indicated, this study was framed within Bronfenbrenner's ecological systems theory. The theory and the reasons for selecting it will be discussed in full in the next section.

2.2.1. Bronfenbrenner's Ecological Systems Theory as a theoretical Framework

In research, HSL behaviour, over time, has best been understood and explained through theories. A theoretical base is important in finding answers to the problems of delinquency behaviour that characterises HSL in Zambia.

The researcher observes that many theories are relevant to understand delinquency behaviour namely: Bronfenbrenner's Ecological Systems Theory' Social Learning Theory (SLT), Social Control Theory (SCT) and Peer Cluster Theory. However, for the sake of this study, the researcher only focused on Bronfenbrenner's Ecological Systems Theory. The researcher selected this theory because it highlights a variety of factors that affect the behaviour of learners. The researcher was of the view that the many factors attributed to child behaviour could lay a foundation to exploring the perceptions of HSLs on delinquency behaviour.

Landsberg, Kruger and Swart (2011:13) explain that Bronfenbrenner's Ecological Systems Theory posit that the development of children takes place within a series of

environmental systems that interact with one another as well as with the children to influence development (Bronfenbrenner, 1979:12).These include microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The microsystem entails the system, which is closest to the child's everyday life; for example, the parents, teachers, friends and the local community that the child is constantly interacting with (Landsberg et al. 2011). According to Bronfenbrenner (1979:11), the child will normally behave according to the orientation they receive from the people who are closest to them. Mangal (2015:126) asserts that the child's development is influenced by the kind of interactions that the child is exposed to in their process of growth. It would mean that children tend to behave in the same way the people who interact with them behave and at the same time based on the kind of treatment they receive from those who surround them. Kundu and Tutoo (2011:28) confirm this in their argument that the interpersonal associations in the home, school and the community are the most influential among all the environmental factors.

Secondly, Bronfenbrenner (1979:12) asserts that the mesosystem entails the manner in which different individuals in the microsystems surrounding the child interact and are linked to one another. For example, the involvement of the parents in the education of their children would suggest that the parents and the teachers who are among the closest people in the lives of the learners have a positive relationship which potentially influence positive learner outcomes (Centre for Education Statistics and Evaluation, 2014:3).This is because the responsibility for educating learners and attainment of their capacities does not only in the hands of the school professionals alone, but also in collaboration between parents and guardians, the community and other stakeholders (Gary & Witherspoon, 2011:6).

Thirdly, it is the exosystem which as advanced by Bronfenbrenner (1979:15) encompasses the child's wider community such as the extended family and friends, workplaces for the parents, neighbourhood, mass media, services relating to health, education, social welfare including political set ups and policies (Landsberg et al. 2011:14). In this system, the child though not directly linked with those systems he or she is in one-way or another affected by the nature of those systems, (Keith & Spaulding, 2011:11). It suffices to say that the characteristics of the child's wider

community such as the learning environment and friends play a critical role in the behaviour of the child (Sousa and Tomlinson, 2011:30, and Landsberg, Kruger & Swart, 2011:14). This confirms the fact that addressing delinquency behaviour requires taking into consideration as many factors as possible.

The fourth layer in Bronfenbrenner's ecological systems theory, is the macrosystem which includes the "dominant social and economic structures and the attitudes, beliefs, values and ideologies" which make up a specific society and culture (Landsberg et al. 2011:14).Kundu & Tutoo (2011:385) contend that particular patterns of behaviour that is typical of a specific cultural set up are absorbed in the behaviour of a person. Therefore, those who have a particular culture in common show a specific common manner of behaviour. Therefore, depending on the existing culture in the child's society, their behaviour will follow suit. Kuppuswamy (2012:192) notes that the environment gives chances for diverse activities that allow individuals to engage themselves. As such, association with a certain type of people is capable of influencing how one behaves. This entails that society influences personality development because one's personality 'grows out of the social pattern in which one lives since every society has a culture, a set of reserved knowledge, mannerisms, direction of thought and "feelings, attitude, goals and ideas" (Ngaroga,2015:162).

Lastly is the chronosystem, which refers to the manner in which people experience life over a certain period like divorce (Landsberg et al. 2011:15). For instance as observed by Vanassche (2013:13), children are affected by the divorce of their parents in numerous ways, like persistent conflict, disintegration in communication, and a lack of balance in terms of power by the parents, which are a drawback to the functioning of the child and the family. This in turn could negatively affect the learners' academic progression because it is probable that the poor relationship and the conflict surrounding their parents before their divorce disrupts and affects their focus on their academic work. For some learners, the situation could lead to delinquent behaviour. Hence, family stability is one of the key factors to the rate of graduation for high schools and their entire lifetime (Marriage & Religion Research Institute, 2013:12). Vanassche (2013:13) also add that children who come from families where parents are fighting and

abusing alcohol or drugs on daily basis, it is likely that such children will grow to believe fighting and alcohol or drug abuse are normal and part of life.

2.2.2 Application to the study

Bronfenbrenner's theory provides valuable information that could provide insight into the focus of the study and at the same time, it forms a basis for developing the research questions, which guide the research. In particular, the theory relates to key factors concerning delinquency that can be related to HSL since it focuses on human behaviours as influenced by various systems. The discussion below confirms how the theory can be applied to the study under discussion.

Firstly, the revelation made under the microsystem that the child's immediate environment determines the child's behaviour provides evidence that numerous factors contribute to delinquency behaviour. These factors include family structure, institutions of education and the existing disciplinary procedures, are biological and neurological development of HSL as well as social development of society (Njoroge & Nyabuto, 2014:289; Davidson Grigorenko, Boivin, Rapa & Stein, 2015:161). Therefore, Bronfenbrenner's Ecological Systems Theory confirms the need to look at different aspects that contribute to the behaviour of HSL.

Secondly, the mesosystem where Bronfenbrenner (1979:16) asserts that the manner in which different individuals in the child's immediate environment interact and are linked to one another determine the child's development show the extent to which delinquency behaviour among HSL can be addressed by all those linked to the learners. For example, the learners can best follow the existing school rules and laws if there is support from all stakeholders because as noted by Gary & Witherspoon (2011:6), the success of the learners does not only lie in the hands of the school but in everyone who is linked to the learners. This therefore confirms that the existing relationships of all who are linked to the learners can either positively or negatively affect the behaviour of the learners

Thirdly, the assertion by Bronfenbrenner (1979:18) that the nature of the child's wider community plays a significant role in the development of the child is applicable to the study because it confirms the argument that the child's environment potentially affects the child's behaviour (Keith & Spaulding, 2011:11). It suffices to say that the characteristics of the child's wider community such as the learning environment and friends play a critical role in the behaviour of the child (Sousa & Tomlinson, 2011:30; Landsberg et al. 2011:14). This confirms the fact that addressing delinquency behaviour requires taking into consideration as many factors as possible.

Fourthly, the Macrosystem which Bronfenbrenner (1979:19) says includes the key socio-economic characteristics of a given society (Landsberg et al. 2011:14) is applicable in a number of ways. For instance, according to United Nations International Children's Emergency Fund (UNICEF), (2014:51) high poverty levels are capable of depriving families, access to basic needs which in some cases has forced HSLs to engage themselves in risky behaviours like sexual misconduct to enable them to meet basic needs. Certain cultural practices like those that emphasise on marriage preparation when the girls reach puberty instead of how to take care of themselves (Snelson, 2012:5) can also contribute to delinquency behaviours such as teenage pregnancies, in high schools. It is therefore undisputable that particular socio-economic systems HSLs are exposed to, can influence their behaviour positively or negatively.

Finally, the chronosystem refers to the manner in which people experience life over a certain period like divorce (Landsberg et al. 2011:15). It is also applicable to the study because it shows the extent to which particular learners' experiences in their lives could influence their behaviour. For example as observed by Vanassche (2013:13), children who come from families where parents are fighting and abusing alcohol or drugs on a daily basis will grow to believe that fighting and alcohol or drug abuse are normal and part of life.

The discussion above provides more evidence that Bronfenbrenner's Ecological Systems theory is applicable to the study because several issues linked to delinquency have been highlighted. Therefore, the researcher is of the view that the theory also

leads to exploring of some literature that helps gain insight of delinquency which in turns provides answers to the research objectives.

2.3   Elaborating the concept of delinquency

Delinquency can be understood as risky sexual behaviour leading to teenage pregnancies, increased risk of contracting sexually transmitted infections such as Human Immuno-Deficiency Virus (Peltzer and Pengpid, 2011:1813). This entails that failure to comply with the expected code of conduct can have negative repercussions on one's life and in turn on the community as a whole.

Delinquency in psychological terms can be described as the inability to follow the culturally accepted norms of any particular society, especially by the youth (Aggarawal, 2013:412). In this context, delinquency can be linked to non-compliance of the expected code of conduct among HSL whether at home, school or community.

Furthermore, delinquency can be understood as any kind of disruptive behaviour among HSL which is capable of negatively affecting the process of teaching and learning such as vandalism, violence fighting, rudeness and challenging those in authority (Kruger and Van Schalkwyk, 2010:114). Therefore, delinquency can manifest itself in a number of ways and as such, high schools need to be on the alert to ensure that any form of disruptive behaviour is addressed.

Delinquent behaviour encompasses thieving, engagement in offences of sexual nature and destroying of property both privately and publicly owned (Gyansah, Soku & Esilfie, 2015:107). Kruger & Van Schalkwyk, 2010:114).

Alcohol abuse inclusive of frequent alcohol intake by HSL, binge drinking and drinking to intoxication, tobacco abuse are also characteristics describing delinquency (Balogun Koyanagi, Stickley, Gilmour, & Shibuya, 2014:228; Kelly O'FlahertyConnor, Homel, Toumbourou, Patton & Williams, 2011:381).It also includes mass indiscipline, violent strikes rape, neglect to do academic work (Njoroge & Nyabuto, 2014:290) and drug abuse (Ghosh et al. 2014:1377).

Therefore, delinquency and delinquent behaviour within schools, though extensive includes, but not limited to, truancy, lesson boycotts, watching and practising pornography deception, violence, dishonesty, disobedience [to school rules, school governing systems and school leadership], theft, vandalism, rioting, cultism, assault, vulgar language, and unpunctuality (Ngwokabuenui , 2015:65).

2.4 Classification of delinquency

Since time immemorial, there has been a lot written about delinquency behaviour and its general characteristics. For example as reported by Maheshwari (2016), Hirsh (1937), Eaton and Polk (1961) and Ferdinand (1964) highlighted definitions and classification of delinquency, which seem to have a lot of common elements such as; violence, sexual offences, disobedience, substance abuse and truancy.

As old as the above authors may be, their classification of delinquency are very close to what the recent philosophers have written about delinquency behaviour. Table 2.1 gives a summary on classification of delinquency from different authors in the recent years. The table is followed by a discussion of the major common classification of delinquency behaviour drawn from the authors in the table.

Table 2:1 Summary of the classification of delinquency by selected authors

Scholar	Use of the concept	Classification of the concept
Aggarwal (2013:412)	Types	Acquisitive tendency, forgery, aggressive tendencies, sex delinquency and tendency to escape
Chauhan (2014:497),	Types of delinquent behaviour	Aggressiveness, truancy, no regards for authority, intolerant
Landsberg (2011:492)	Forms of deliquency	Aggressiveness Stubborn disobedience and refusal to accept discipline Depression Anxiety Talking out of turn and hampering others

		Lying
		Stealing
		Truancy,fighting,use of addictive substances,rape,arson and vandalism
Pretorius(2011:291)	Categories of juvenile delinquents	Cruel, Violent ,revengeful, quarrelsome, Destructive, challenges authority.

With reference to the table above, the researcher concludes that delinquency can generally be classified into: acquisitive tendency, forgery, aggressive tendency, sexual offences, lack of respect for authority, and truancy. Below is a detailed discussion of the major classes of delinquency behaviour drawn from different authors.

2.4.1 Acquisitive tendency

Acquisitive tendency suggests the excessive desire by young people to acquire items out of satisfying emotional drive thereby resulting mostly into stealing, initially from family and eventually if the habit is not detected and addressed, victims it is spread to the wider community (ibid). As observed by Pretorius (2011:291), acquisitive tendency often emerges from environments that are deprived socio-economically and victims engage in criminal activities that are of theft in nature in a group or gang.

2.4.2 Forgery

Forgery as one of the classifications of delinquency is an act of falsehood where an individual acquires things that do not belong to them by pretending to be the original owner such as forging the signature of the guardians for the purposes drawing their money from the bank (Chauhan, 2014:497). This behaviour points to the fact that a child may have the basic needs but they have a craving for luxuries thereby desperately finding possible means to fulfil their desires.

2.4.3 Aggressive tendencies

Aggressive tendencies include all delinquency types that are violent-related such as destruction of school property, bullying and mocking, torturing and committing suicide (Aggarwal 2013:412). Furthermore, Chauhan (2014:497) notes that aggressive tendencies are common among most adolescents and they usually occur as a result of displeasure about something in one's environment. This suggests that aggressive tendencies are a means of one relieving oneself from the situation that turns to be undesirable.

2.4.4 Sex delinquency

Sex delinquency includes sex-related offences such as prostitution, abduction and rape, masturbation and drawings as well as writings that are obscene (Chauhan, 2014:497; Aggarwal (2013:412). Sex delinquency can sometimes lead to teenage pregnancies and diseases like sexually transmitted infections, which do not support concentration in school (Kruger and Van Schalkwyk, 2010:116). Additionally, as posited by Rashid and Mwale (2016:27), sex delinquency is often linked to alcohol and substance abuse. Peltzer and Pengpid (2011:1813) affirm that there is a plethora of research suggesting that several girls in high school engaged in sex delinquency are reported to have consumed alcohol or abused drugs before the act.

2.4.5 Tendency to escape

Chauhan (2014:497) explains that children involved in delinquency behaviour are likely to run away from home or even school because they may not be able to cope with the existing rules and regulations governing a particular environment. This may be linked to truancy and lesson boycott which according to Ngwokabuenui, (2015:65) are among the issues, which relate to delinquency behaviour. The researcher argues that this suggests that children with a tendency to escape may take pleasure in roaming around the streets in the company of other children who may also have escaped from home or school.

2.4.6. Conclusion on the classification of delinquency

The researcher observes that Irrespective of the different categories of delinquency highlighted in the preceding section, typically victims display extraordinary and disruptive characteristics to the general community and above all, they are incapable of concentrating on their education(Landsberg 2011:26), Kruger and Van Schalkwyk 2010:116, Njoroge and Nyabuto, 2014:290, Ghosh et. al 2014:1377). For example, a learner who is defiant of the existing code of conduct in a particular community, he or she is likely to threaten the members' welfare.

Secondly, a learner who engages in sexual offences is most likely incapable being committed to schoolwork and one risk discontinuing one's education especially in the case of a girl child who falls pregnant.

Therefore school managers and parents or guardians need to be aware of the different various categories of delinquency behaviour so that they could help address them before they can get out of hand thereby compromising the welfare of respective communities as well as the victims.

2.5 Factors that contribute to delinquency

Many factors have been attributed to delinquency behaviour among HSL. However, the family structure, the existing school climate and the peer groups and social network are the most prominent ones (Njoroge and Nyabuto 2014:289; Davidson et al., 2015:S161). The section below provides details of the mentioned factors above.

2.5.1. Family structure

 Children are described as being both the wealth and pride of any nation because they account for the potential human resources needed for the continuity of society and the nation at large (Ali &colleagues, 2014:255). Conventionally, children are the product of two parents and form a collective part of the family structure which fundamentally shapes and determines the child's social growth including perceptions of various life

situations and behavioural patterns (Child Welfare Information Gateway, 2013:2). Therefore, parents and guardians have a great responsibility to nurture their children in a manner that guarantees adherence to the expected code of conduct for a given community

Additionally, Halpenny Nixon, and Watson (2010:1) observe that the family structure influences what children learn about discipline, self-control, adhering to and respecting authority and rules, economic spending, social interactions, morals, principles and values among other things. Therefore, it is evident that what the child learns during the early stages of growth and development remains with the child through to adulthood, inclusive of the adolescence stage (Aggarawal, 2014:467). This means that one's behaviour is a reflection of a particular family structure and it will for a long time be symbolic of the nature or characteristics of one's family background.

Furthermore, Marriage & Religion Research Institute (MRRI) (2013:12) asserts that, in today's modern society, there have been several cases of family instabilities that have resulted in several cases of divorce which is one of the major attributes of delinquency behaviour. Given that the family influences child behaviour, it is possible to attribute delinquency behaviour to the current status of many families. For example, Haamoonga (2017:128) reports that a study conducted on the performance of learners in public secondary school in Zambia confirmed that family challenges such as divorce, lack of parenting skills and non-availability of parents were the major causes of delinquency behaviours.

Vanassche (2013:13) adds that there is vast information to suggest that children are affected by the divorce of their parents in several ways The latter include continuous conflict, communication breakdown, and a lack of balance in terms of power by the parents, which are a hindrance to the functioning of both the child and the family. Ultimately, this negatively affects the behaviour and academic performance of most learners because it is likely that the poor relationship and the conflict surrounding their parents before their divorce disrupts and affects their concentration on their academic work.

This is also affirmed by Keith and Spaulding (2011:11) in their argument that learners' poor background which may include lack of security, high levels of relocation and limited parental support, prevents them from consistently reporting to school and participating actively, being keen on learning and being motivated to aspire for higher needs.

Regardless of the existing family structure a HSL is part of, its format plays an important role in shaping and influencing the behavioural patterns of HSL as adolescents because they are still in their growth and development mentally and emotionally (Chauhan, 2014:364). It follows therefore, that one cannot underestimate the amount of influence the family structure can have on the child's behaviour since it is the most immediate source of socialisation.

Another issue relating to the family structure and HSL is the parenting style which has also been explored in relation to influencing delinquent behaviours in HSL. Hence, Ghosh and colleagues (2014:1376) concur with the assertion that a lack of discipline and morals within the family structure contribute greatly to HSL substance abuse as well as risky sexual behaviours.

Halpenny et al. (2010:1) add that parenting strategies and discipline procedures to which children are exposed within their family set-ups account for what becomes of the children, since children usually would master norms and expectations of society thereby highly controlling their conduct. Evidently, parents play a critical role in the kind of behaviours that learners adopt (Thigpen, Freedberg and Frey, 2014:2).

On the other hand, delinquency behaviour among HSL can be linked to the behaviour of parents. Yuksek and Solakoglu (2016:723-747) argue that delinquency is a learned, imitated and adopted behavioural pattern that the HSL picks up from watching parents engage in such behaviour, therefore forming a perception that such behaviour is normal even at their age. It is likely that learners whose parents tend to be if their own parents also consume alcohol, and have a wider influence on HSL behaviour including illicit drug use (Sheier and Hansen, 2014:27)

In relation to the discussion above, Ekpo and Ajake (2013:83-88) reports that a study: 'The Relation between Family SES and HSL Delinquency' conducted in Calabar south, Cross River State, Nigeria revealed that the parents' level of education and income

contributed to delinquency. This is because, for example, students whose parents are not able to meet their financial need to look "elsewhere" to have their needs met, leading to stealing or other criminal behaviour.

2.5.2. The school climate

The school climate is another element that relates to delinquency behaviour among HSL the school set up and management can influence the learners' conduct either positively or negatively. Sousa and Tomlinson (2011:30) observe that the environments are hidden but influence all the activities in a class because they determine the outcomes and affect students' readiness for the challenging task of learning. If for example, learners are subjected to the school environment that does not pay much attention learners' adherence to school rules and regulations, there is a possibility that bad behaviour would go unnoticed and in turn may affect the learners' ability to concentrate on their work. According to Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013:3), the school climate has a profound impact on the students' mental and physical health and it includes for example, safety for all members, the governing rules and norms, the existing relationships as well as the teaching and learning that occurs at a particular school. Therefore, the school environment should be free from any form of destruction that could negatively impact on the welfare of all the learners. In other words, the school climate ought to guard against any form of behaviour that is likely to compromise the teaching and learning process.

Additionally, Sznitman (2012:147) asserts that the school climate can be defined or measured in various ways but limits it to social relationships between: student-student and student-school staff. If a particular school climate for example takes no notice of things like bullying and fighting and lack of respect for authority among learners, such a school may be a breeding ground for delinquency behaviour. This means that there could be high chances of poor social relationships that could disrupt the normal operations of the school.

Thomas (2014:46) notes that learning requires a conducive environment designed for the students' benefit through creation of an atmosphere for efficient learning as well as abundance in educative opportunities.

The school climate in relation to delinquency behaviour can be associated to the second aspect of Maslow's (1943) 'Theory of Human Motivation' safety needs which "include the need for security, protection from danger, physical security, avoidance of pain, stability, dependency, freedom from pain and fear, anxiety, and need for structure, order, law and limits, strength in the protector and so on" (Shergill ,2010:29). Lack of safety is likely to create anxiety and uncertainty among people (Milheim, 2012:161).

This is echoed in Thapa et.al (2013:7) who state that how rules and norms are enforced in schools contributes to how safe or unsafe students and teachers feel. Another factor that contributes to safety is the location and size of the school. Schools that are large tend to have areas that are usually unsupervised which students tend to use as 'spots' for engaging in delinquent behaviour such as alcohol consumption, smoking and drug use (Thapa et al. 2013:12; Bonell et al. 2012:188). From this, it can be inferred that safety is only felt when certain factors such as enforcing existing rules and norms, support systems for students to not engage in delinquent behaviour, particularly bullying other students and support systems for teachers are met.

On the other hand, delinquency behaviour can be influenced by existing relationships within the school environment. Bryan and associates (2012:474) contend that school bonding entails students' attachment, commitment, involvement and participation in school as well as their relationship with fellow students, and school staff in general. This suggests that the existing school bonding can either positively or negatively affect the behaviour of HSL. According to Demanet and Van Houtte (2012: 866), teacher belief and attitude towards students are associated with student delinquency, student self-perception and student performance. Beauchamp, Klassen, Parsons, Durksen, and Taylor (2014:61) acknowledge that teacher belief has a bearing on teacher motivation which influences students' outcomes.

It is evident that the school climate plays a significant role in student experience of academic life. It is argued that the school climate also plays a significant aspect in the social network of the student, particularly peer-peer relationships.

2.5.3. Peers and social networks

As the internet [including Social Media sites and Instant Messaging programmes] becomes increasingly integrated into the socialisation contexts of youth, salient developmental tasks such as identity and sexual development are projected, literally and metaphorically, onto computer screens (Manango, Taylor & Greenfield, 2012:2). This implies that HL as adolescents are no longer learning about social development from their parents or other adults, but rather from their peer network, which is predominantly located on SM sites. Thus, such interactions could have a potential of influencing delinquency.

Ngaroga (2015:161) also observes that peer influence on personality development is equally important. A study by Meldrum and Clark (2013:1) investigates the time spent by HSL on the internet, on SM sites and IM applications interacting with "friends" in an unsupervised setting. Meldrum and Clark (2013:1) posit that with the increasing prevalence of virtual forms of socializing with peers by today's youth, an important issue to consider is the extent to which this form of unstructured socialising may generate opportunities and inducements for delinquency and substance use .In addition, this form of unstructured socializing may shape and influence HSL perceptions of delinquent behaviour, sex, drugs and alcohol. Meldrum and Clark (2013:6) further emphasise that there is a good reason to suspect that virtual time spent socialising with peers could be related to delinquent behaviour and substance use in particular. Just as unstructured socialising with peers on a street corner or in a park might create situational inducements for delinquency, so too may time spent socialising with peers on the phone, via text-messaging, or on social-networking websites. This should be particularly true because individuals can communicate with others discreetly and without the knowledge of [parents] (Meldrum and Clark, 2013:6). A recent study by Underwood and colleagues (2012, cited in Meldrum and Clark, 2013:6) analysed the content of HSL text-messages. The study found several examples where study participants openly

discussed deviant behaviour in text-messages with friends, including things like drug-related behaviour.

In conclusion, the literature reviewed allows inference to be made with respect to HSL behaviour. HSL behaviour can be attributed to what they (HSL) learn at home, at school (from teachers and fellow students) as well as what they (HSL) learn from society such as communities, churches, the media (TV, radio, internet and newspapers).

2.6   Consequences of delinquency

Delinquency could result in consequences capable of negatively affecting both the victims and the community in a number of ways such as contracting diseases, unplanned teenage pregnancy, mental disorder, and increased poverty levels (UNICEF, 2014:13; Aggarwal, 2014:449). Below are the details for some of the possible consequences of delinquency.

2.6.1 Contracting diseases

Delinquency behaviour has the potential to expose victims to contracting diseases such as Human Immunodeficiency Virus (HIV) as in the case of risky sexual behaviours), which is one of the common sexually transmitted diseases that has claimed many lives (UNICEF, 2014:34). Landsberg et al. (2011:474) also argue that victims of HIV experience different types of health problems like chronic tiredness, diarrhoea, tuberculosis and skin diseases. Semenza (2017:4) explains that sexually transmitted diseases among youths are closely related to delinquency behaviour because abuse of drugs and alcohol for example distabilize one's mental health thereby engaging in unprotected sex. National Institute of Justice (NIJ) and Office of Juvenile Justice and Delinquency Prevention (OJJDP) (2014:4) also comment that many drug abusers risk suffering from skin and chest complications because of their potential to engage in unprotected sex and use of sterilized syringes.

2.6.2 Unplanned adolescent pregnancy

UNICEF (2014:40) reports that unplanned adolescent pregnancy accounts for one of the big health issues linked to increased death rate of both the mother and the child in Zambia. This is to confirm that adolescents may be too young to take up the childbearing exercise thereby risking their lives as well as the lives of the unborn children. Central Statistical Office (CSO), Ministry of Health (MOH) and Intermediate Care Facilities (ICF) International (2014:76) lament that teenage pregnancy and motherhood is very challenging in Zambia in that it is capable of presenting critical health challenges for both the mother and the child and at the same time reducing the women's chances for education and employment. For example, as reported by MESVTEE, 2014:44), despite the re-entry policy to allow school girls who get pregnant to return to school, statistics reveal that the period 2013 and 2014 less than50% returned to school. This entails that most of them were unable to go back to school hence being denied of the benefits of education as a birth right and a common good.

2.6.3 Disruption in social harmony

Delinquency has potential to disrupt social harmony because when it involves abuse of drugs or alcohol and violence, society is rendered unsafe and not conducive for habitation (Aggarwal,2014:449).For example as noted by UNICEF (2014:44) schools with reports of drug abuse or alcohol have caused a lot of fear within and outside school because they tend to be violent. In some cases the delinquent learners go to an extent where they threaten authority and teachers thereby making schools unsafe (Kruger &Van Schalkwyk, 2010:116).

2.6.4 Increased poverty levels

Delinquency also potentially increases poverty levels in many communities because in some cases, it does not allow the victims to pay attention to education, which is a key factor to eradicating poverty (UNICEF, 2014:52). It is unlikely that those who engage in delinquent behaviour would have the capacity to perform well in their education because they have no ability to concentrate (Aggarwal, 2014:450). Explains that high school learners who engage in delinquency behaviour hardly concentrate on their

school and quite often they are incapable of performing to the expected levels. The situation can be worse in the case of girls who fall pregnant when they are not ready to be mothers.

2.7 Strategies for addressing delinquency

Just like any other discipline related issue in school, delinquency can be addressed using different models or interventions. Some of the possible interventional measures to address delinquency were highlighted by Sidhu (2013:203) and Kochhar (2014:337). These measures include peer education and sensitisation, punishment, rule and laws, calling parents to school, guidance and counselling and creation of a conducive learning environment.

2.7.1. Peer education and empowerment

Landsberg et al. (2011:14) posits that friends and education are among the major factors that influence behaviour of learners. Therefore, learners whose conduct meets the expectations of the school can inspire and motivate the victims of delinquency to conduct themselves in a manner that is acceptable.

Furthermore, Sidhu (2013:204) observes that moral education programmes are capable of deepening the belief of the learners on important virtues of life like respect for authority and fellow learners thereby avoiding all sorts of vices. On the other hand, Figlio and Ludwig (2012:405) recommend that teenage sexual behaviour could also be reduced by either including 'character education' as part of the curriculum without reference to specific religious ideologies.

2.7.2 Punishment

Kochhar (2014:340) advises that bad behaviour should not be ignored but dealt with through some form of punishment such as "reproof, sarcasm, detention, suspension and expulsion". Punishment serves as a deterrent to any behaviour that may not be acceptable in any particular community. While acknowledging the significant role punishment plays in addressing delinquency, Thomas (2010:160) argues that

punishment needs not be so strict and punitive because it is likely to result in resentment and in turn not addressing the intended goal.

2.7.3 Rules and laws

Rules and laws provide clear guidelines on what individuals in a given institution or communities are expected to do and not to do (Sidhu, 2013:202). Furthermore, these rules and laws serve as a source of reference in controlling any behaviour that may not be in line with the accepted code of conduct for any given institution. Therefore, it is possible that through these rules, delinquency could be addressed because the given rules and laws give direction regarding those behaviours that may not be part of a particular culture.

However, while the researcher appreciates that rules and laws are capable of addressing delinquency, she is of the view that learners should be involved in their formulation in order to create a sense of ownership and positive attitude towards them. Therefore, the researcher agrees with West-Burnham (2010:19) that learners' voice on issues that affect their learning experiences is of great importance is reducing mischief.

2.7.4 Calling parents to school

Parents play a critical role in building and moulding the child's personality and the general behaviour (Pretorius, 2011:90), as such calling them to school in the event that their children are engaged in delinquency behaviour could help in addressing the matter. Sidhu(2013:204) accentuates that parents look forward to having disciplined and well behaved children. Therefore, if the school involves them on matters of delinquency, they would assist in dealing with the matter.

2.7.5 Guidance and counselling

 Guidance and counselling as discussed by Aggarwal (2013:463) in the school context is a programme that is designed to deal with the needs of the learners and discipline related challenges, especially that corporal punishment has in the recent past been phased out (Thungu, Wandera, Gachie & Alumande, 2012: 268).

As an interventional measure, guidance and counselling attempt to help victims see the reality of their behaviour so that they could change for the best. Hansen and Hansen (2016:256) assert that the information about estimated current and future risk may use useful for motivating the adoption and implementation of effective prevention approaches by parents and care providers.

2.7.6 Creating a conducive learning School environment

Sousa and Tomlinson (2011:30) confirm that the existing learning environment potentially affects the way learners behave, therefore, the need to give it the attention it deserves. In respect of the above, Ekpo and Ajake (2013:87) also recommends that counselling psychologist should be deployed to secondary schools for early identification of personal social issue among students. This is because early engagement in delinquent behaviours especially among male students, is one of the most powerful predictors of engagement in future delinquent-type behaviours as it allows early interventions that address the high levels of involvement in delinquent-type behaviours among adolescents (Carney et al. 2013:453).Furthermore, Carney and colleagues (2013:454) recommend that researchers should consider adapting or developing and testing prevention and interventions for high-risk HSL that address multiple problem behaviours as these interventions may offer an efficient and effective means to prevent the escalation of inter-related problem behaviours, especially in developing countries where resources are limited.

2.8 Preventative models for youth at risk of engaging in delinquent behaviour

Delinquency behaviour can negatively affect the teaching and learning process, hence teachers have an important role to control pupils' behaviour through discipline to ensure all learners follow the expected code of conduct Kruger and Van Schalkwyk 2010:114). Furthermore National Institute of Justice (NIJ) and Office of Juvenile Justice and Delinquency Prevention (OJJDP) (2014:1) affirms that numerous risk factors associated with delinquency and crime have been identified and as such, many various

prevention and intervention programmes to reduce them in good time have been developed at different levels such as: family, school, peers and community. Below are some of the models that have proved to be effective in preventing delinquency behaviour among youths.

2.8.1 Classroom and behaviour management programmes

Classroom and behaviour management programmes include clearly defined techniques that are designed in schools to manage classrooms and behaviour that do not promote conducive teaching and   learning (Pierangelo and Giulian (2016). Teachers in schools make reference to a set of programmes that are believes to be helpful in controlling any behaviour in the classroom that has potential to disturb the normal teaching and ;learning process. Great schools partnership (2014:1) add that classroom and behaviour management programmes refer to for example, the behaviour, environment, expectations,materials,activities that teachers employ among learners so that they could remain " organized, orderly, focused, attentive, on task, and academically productive during a class". In other words, they relate to the broad and diverse competences and approaches which teachers would normally use to curb against unacceptable classroom behaviour. They could include: use of facial expressions, verbal disapproval, withdrawal of opportunities, provision of excess work isolation and detention(Kruger and Schalkwyk,2010:117).

2.8.2. Social competence promotion curriculum

Ma (2012:1) explains that social competences refer to "interpersonal relationships, self and group identities, and development of citizenship" and as such social competence promotion curriculum could be described as the type encompass skills that facilitate positive interpersonal relationships individual and collective identity as well as citizenship development.

Social competence promotion curriculum would go a long way in preventing delinquency behaviour because as observed kurian and Prakasha (2016:1) learners will be able to effectively relate with others and at the same time deal with the complications, tension including what is expected of them in the current way of life. For example through social competences learners could develop the ability to easily resist peer pressure to engage in delinquency behaviour and at the same time advise others on the need to lead responsible life.

Additionally a curriculum that promotes social competence would include a combination of subjects and activities that encourage good behaviour that allow individual to efficiently manage daily live demands and problems; for example sports, music, art, numeracy, literacy ,mathematical and vocational and Psychosocial life skills (Zambia Curriculum Framework, 2013:37). Therefore, Social competence promotion curriculum facilities individual growth in the many areas of life and in turn one is likely not succumb to risk behaviour that may not cost an individual but the family and the community at large.

2.8.3 Conflict resolution and violence curriculums

Delinquency behaviour as noted by scholars like Gyansah, Soku & Esilfie, 2015:107). Kruger &Van Schalkwyk, 2010:114) is characterised by among others, conflict and violence. Therefore conflict resolution and violence curriculum could be interpreted as an attempt to help learners amicably resolve their differences and not engaging in violence. According to Chauveron (2012:1) conflict resolution and violence curriculum embrace information and activities that equip learners to peacefully resolve conflict, as well as avoiding violence.

Conflict resolution and violence curriculums potentially instill important values such as respect and honour, discipline and tolerance (Zambia National Curriculum Framework: 2013:x) in achieving positive human relationships. This confirms that every attempt to design curriculum must also focus on human relationships rather than just imparting knowledge especially for examination purposes.

2.8.4 Bullying prevention programmes

Bullying according to Al-Ali and Shattnawi (2018:48) is one of the common problems in schools globally and it has been defined in many different ways, however, common to all definitions is that it recurs for a period of time, it is aimed at causing harm and the perpetrator has authority over the victim. In other words, it refers to an aggressive behaviour by someone with power or authority on an individual who is vulnerable and defenceless for the purposes of causing harm.

Having been identified as one of the common challenges in school, scholars have proposed some of the prevention programmes such as creating a policy system a plan of action, providing support to the victims and parents, dealing with the perpetrators, upholding discipline in schools(Brewer,2017:41 and Landsberg et al. (2011:504). The programmes focus on possible ways to stop the behaviour so that no one is subjected to an unconducive learning environment.

Kochhar (2014:351) also advises that curbing cases of indiscipline like bullying calls for undertaking two key steps: firstly getting rid of all education related inadequacies that promote it and secondly, creating enough "consultative and administrative machinery to prevent the occurrence of such incidents".

2.8.5 Afterschool recreation programmes

National Afterschool Association (NAA) (2014:3) explain that after school recreation programmes are the post school organised activities for learners associated with positive youth outcomes and are often based on the idea of 'SAFE' as proposed by Joseph Durlak and Roger Weissburg in 2010. They can be described as opportunities for keeping learners engaged in acquisition of schools which neither the school nor the community can provide, and as such they vary depending on one's environment.

According to Durlak and Weissburg (2014:194) a 'SAFE' programme is characterised by four key features namely: sequential training approach, action oriented learning to acquire new skills, time based with a focus on developing skills and explicit definition of

the targeted skills. Hence the programmes play a critical role in supporting good behaviour among the youths and they lay a foundation for among others the required skills to respond to the factors that influence negative behaviour. For example learners who participate in after school recreation programmes are subjected to controlled interactions rather than being exposed to peers who may have bad influence.

2.8.6 Mentoring programmes

Mentoring as a delinquency prevention model is a formally or informally organised prosocial relationship between a youth at risk of engaging in delinquency behaviour and an adult or older peer for the purposes of decreasing and protection from risk factors OJJDP (2019:1). The victims are provided with an opportunity to closely interact with people who are associated with good behaviour to help them transform their lives. Like other delinquency prevention models, it should target particular individuals and behaviour.

Miller,Barnes,Miller ,Clark,Jones,Quiros and Peterson (2012:2) add that, a worthwhile mentoring programme on delinquency behaviour   drives away victims from being truants, mischief and the possibility of being detached from school, work and leading a life that is   satisfactory and productive. Therefore, mentoring programmes   should attempt to provide meaningful interactions that can motivates the victims to abandon behaviours that do not add value to their lives.

On the other hand, mentoring in the modern times are planned programmes usually offered by adult volunteers identified for example; by the school or organization to supplement the relationship between the youths and the parents in order to minimize the likely effect of bad outcomes, (Congressional Research Service 2019:4). It follows therefore that mentors are carefully selected to ensure, they are capable of providing mentorship that can yield positive results either on a particular or just general behaviour.

2.8.7 School organization programmes

School organization programmes are a collections of programmes in schools that focus on addressing delinquency behaviour NIJ and OJJDP (2014:3). The programmes are specifically designed to deal with the existing delinquency challenges in a number of ways, like peer education and sensitisation, calling parents to school as well as guidance and counselling (Sidhu ,2013:203 and Kochhar, 2014:337). Peer education could take the form of clubs where learners encourage one another on the need to avoid bad behaviour as well as bringing on board sometimes experts in the area of drug and alcohol abuse and other delinquency behaviour to speak to the learners on the repercussions of unacceptable behaviour.

On the other hand ,Landsberg et al. (2011:497) advises that addressing delinquency behaviour at school level requires a 'whole-school approach' where every member of the school participates in dealing with the problem. This means school based programmes must endeavour to embrace all the members of the school in one way or another to ensure everyone develops a sense of ownership of the programmes and support them at all cost.

2.8.8 Comprehensive community interventions

Comprehensive community interventions generally refer to the specific actions undertaken in a particular community to deal with some identified human problems for the purposes bringing about positive change (Jason, Glantsman, O'Brien, and Ramian, Kaitlyn, (2019:205). These interventions have potential to address the identified problems because the community themselves are aware and directly affected by those problems, as such, they are likely to actively participate in dealing with the matter.

NIJ and OJJDP (2014:4) add that Comprehensive community interventions are those strategies that communities come up with to address the observed delinquency behaviours within their communities, like bringing together a group of experts in the different areas of misbehaviour to come up with tangible solutions to tackle them. In the

case of Zambia, they could include mobilization of the Drug Enforcement committee, the psycho-social counsellors, the police and teachers meeting youths from time to time to sensitize them on the risks of engaging in delinquency behaviour.

The researcher is of the view that such interventions would also provide an opportunity to the youths to voice out on some of the factors that compel them to succumb to the risk behaviours. This confirms the argument by West-Burnham (2010:19) that learners' voice on matters affecting their learning experiences is very importance in preventing mischief

2.9 Summary of the chapter

In chapter two, the researcher provided a review of the academic literature related to the study. Firstly, it discussed the theoretical framework underpinning the study: Bronfenbrenner's Ecological Systems Theory which advances that the child's development occurs within a series of environmental systems that interact with one another as well as with the children to influence development. These systems include: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The researcher observed that the theory was applicable to the study because it reveals the many factors at play in the issues relating to delinquency behaviour.

Secondly the chapter focused on the concept of delinquency as generally any form of behaviour among learners that is unacceptable and has potential to compromise the welfare of the community including the victims themselves.

Thirdly, the chapter discussed classification of delinquency as advanced by some selected authors. The researcher observed that although different authors outlined different classes of delinquency, they all seemed to agree that the major classes included: acquisitive tendency, forgery, aggressive tendency, sexual offences, lack of respect for authority, and truancy.

In the fourth section the chapter highlighted that there were many factors behind delinquency behaviour and generally they could be grouped into: family factors, school, those that relate to peers and social interactions.

Fifthly, the chapter explored the aspect of consequences associated with delinquency behaviour such as contracting disease, inability to complete school, lack of harmony at family and community levels. The chapter concluded that whatever the form of delinquency the impact was detrimental to the individual socially, economically, intellectually and morally.

In the sixth section, the chapter discussed possible strategies worth considering in addressing delinquency behaviour such as peer education and sensitization, rules and laws, calling parents, guidance and counselling and punishment. The section also highlighted the fact that the success of these strategies was depended on the nature of the learners and the environment.

Lastly, the chapter provided a number of preventive models for youths at risk of engaging in delinquency behaviour. These include mentoring, after school recreation, comprehensive community based interventions, prevention against bullying programmes, social competence based curriculum as well as conflict resolution and violence prevention

In a nutshell, the chapter provided a lot of literature that allows clear understanding of delinquency behaviour and possible avenues for addressing it. In the next chapter, the researcher discusses the research methodology to allow fulfilment of the research aims and objectives.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Chapter three presents the research methodology employed in this study. It also outlines the research paradigm, role of the researcher, research approaches, research design, population and sampling method, contextual description of the stud, data collection methods, data analysis and finally measures of trustworthiness and ethical consideration.

3.2 Research paradigm

For the purpose of this study, a qualitative research design which is underpinned by the constructivism or interpretivism world-view paradigm was used. The two terms Interpretivism and Constructivism are used synonymously since there is no remarkable distinction between the two paradigms since they are both founded on the principle of multiple realities under the wider blanket of qualitative research Bhatta (2018:73). Constructivism as observed by Creswell (2014:26) relies on the views of the participants' to gain insight of the reality surrounding their situation. This paradigm advances that one's worldview stems from the mind since it can only be experienced at a personal level as a result of how one perceives issues as influenced by assumptions, precepts and principles (Walliman, 2011:21). That is to say, constructivism paradigm seeks to base its study on the actual experiences, values and views of the target group because they are capable of bringing to light what the researcher seeks to understand.

In this respect, constructivism enabled the researcher to collect information from the HSL on delinquency as a social issue through interviews where the participants were able to share their views and experiences on the matter.

3.3 The role of the researcher

Undertaking any kind of study demands adherence to particular patterns of behaviour recommended either by respective universities or research in general. Lichtman, (2014:43) asserts that the researchers play a critical role in the research process because of their involvement in the data collection, and analysis as well as writing the research report. Therefore, the researcher carries out different kinds of duties that lead to successfully meeting the aims of the study. Furthermore, Berg and Lune (2012:47) posit that the process of gathering information requires that the researcher employs suitable protocols or procedures which according to Creswell (2012:210) include getting permission at different levels. It also involves explaining clearly to the participants what the study is all about so that they could give informed consent (O' Leary (2012:41) and protection of the participants and sites through using pseudonyms names (Chong and Yeo 2015:263). Therefore the researcher appropriately sought permission from all the gate keepers, applied for ethical clearance, requested consent from participants, collected and analysed data and gave feedback to participants as well as writing a report.

3.4 Research approach

In view of the raised issues in the preceding paragraphs a qualitative research approach as selected because it facilitates examination of subjects that are researched in an environment and in turn transformation and understanding of the phenomenon being examined through interpretation of field notes, pictures, discussions as well as other representation of similar nature that is natural (Mitchell, Namey and Guest, 2013:3).

Furthermore, the researcher was of the view that the qualitative research approach was suitable for this study because it uses data collection approaches that include narratives, descriptions to understand what goes on in a particular set up and how what is being studied is perceived by the participants via for example face-to face interviews, observations and recording of interactions, (Mills, 2011:4).

Additionally a qualitative research approach was considered appropriate in this study because of its, concern for subjective assessment of attitude, opinions and behaviours (Kothari 2012:5). Therefore, through this approach the researcher would be able to collect how the HSL in the context of Kitwe district perceive delinquency behaviours in order to address the existing problems on the matter

On the other hand, since qualitative research is an approach for exploring and understanding the meaning of individual or groups ascribed to a social or human problem (Christen & Johnson 2014:4) using it in this study would allowed the researcher to gain insight of the delinquency behaviours as a human problem which needs to be addressed. In particular, the qualitative research design enabled the researcher to generate a detailed, in-depth knowledge and understanding of the factors influencing delinquent behaviour among HSL.

3.5 Research design

In this section, the researcher discusses the case study as the particular design that was used to explore the perceptions of delinquency among HSLs in the selected schools.

A case study as observed by Yazan,(2015:1) is one of the research strategies that has been used across several disciplines, as such it has been defined in number of ways and it has a variety of approaches in dealing with it. For example Starman (2013:30) observes that a case study, having been used across many disciplines, has been described as either qualitative or quantitative in nature depending on the worldview or paradigm of the researcher.

However, despite the variations in the disciplines that have used case studies in research, predominantly: Sharan Merriam 1988, Robert K.Yin 1989 and Robert E.Stake 1994 have been the three most popular scholars to provide clear guidelines on dealing with case studies as influenced by their individual philosophical orientation: realist-post positivist, pragmatic –constructivist and relativist-constructivist/interpretivist, respectively (Harrison, Birks,Franklin, and & Mills,2017:10).

From the realists- post positivist point of view as posited by Yin, a case study is "a form of empirical enquiry" that is explored in context, studied within its "real world setting" which concentrates on objectivity in the methodological procedures (Yin, 2014:16).The role of the researcher in post positivism is to apply science in a means to understand what characterises reality bearing in mind there cannot be perfection in all measurement hence the need for using a variety of methods to compensate for any weaknesses that any one approach may have (Harrison et al. 2017:11).

On the other hand, Merriam in her pragmatic –constructivist worldview, advances that reality is constructed intersubjectively through meanings and understandings developed socially and experientially , thereby being both qualitative and quantitative in nature((Harrison, et al. 2017:11).

Thirdly, constructivist/interpretivist worldview as posited by Stake (1994) considers a case study not as a methodological selection, but instead a selection of what is to be studied – through any kind of methods one selects to investigate choose *the case*. (Starman 2013:32). Therefore, Stake uses the phrase case study as an attempt to deeply explore a particular matter or a case.

The discussion above brings to light the fact that a case study can be quite complicated and confusing if one does not clearly explain the point of view one chooses to consider when using it. Nevertheless, a case study according to Bhatta (2018:72) primarily focuses on "the in-depth study of complex issues" and largely fits best in qualitative research.

Additionally, a case study is a comprehensive, integrated and in –context research strategy involving one or more people, organisations, events or a particular subject matter by using different sources of data,(Punch ,2012:144). In other words, a case study aims at deeply studying either one single issue, event, organisation, individual person or more than that , for the purposes of intensely gaining insight of a particular matter.

Furthermore, Creswell (2013:97) posits that the case study method of research "explores a real-life, contemporary bounded system (a case) or multiple bounded

systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information... and reports a case description and case themes". Case studies carefully examine a target case or cases by collecting information that helps to explain something about the selected case or cases.

For the sake of this study, the researcher employed a single case study where 'delinquency' as a single case was investigated in depth (Msabila and Nalaila, 2013:30 *)*. Particularly, the researcher sought to comprehensively explore the concept of delinquency, classification of delinquency, factors that contribute to delinquency, consequences of delinquency, strategies   and models/interventions for addressing delinquency, using focus group interviews and field notes.

A case study is considered appropriate for this study because it provides detailed information about the actual experiences of the selected High school learners on delinquency behaviours.

3.6 Population and sampling method

As explained in the introduction and background of the study, (1.1) the researcher was concerned about the high number of delinquency behaviours among HSL in Zambia, Kitwe district in particular. She therefore selected three schools referred to as school 'A', 'B' and 'C' in this study which are among the schools in Kitwe district with a prevalence of delinquent behaviours. Berg and Lune (2012:47) advise that qualitative researches should selection of sites and participants that are accessible and available for the target population.

Given that the researcher was interested in exploring the perceptions of delinquency among HSL in Zambia, the researcher had to select specific sites with HSL, in this case three high schools in order to gain access to the potential participants for the research. The schools were drawn from among those that were listed for having recorded a number of delinquency behaviours over the years because they were capable of providing the information the researcher was looking for. The schools were representative of the high and low density areas as well as of single sex and a

combination of both male and female to provide a variety of experiences for different situations.

Furthermore, through purposive non-random sampling, the researcher only selected a total of fifteen participants: seven females and eight males, as shown in table 3.1. The selection was based on the advice by Punch; (2012:187) that it is practically impossible to study each and every person or thing, thus one has to choose a specific site or set of individuals where the needed data would be gathered. The selected number was influenced by the suggestion put up by O'Leary (2012:114) that sample sizes in qualitative researches are meant to provide rich and comprehensive information for the study; hence a range of ten to 40 participants would be large enough to achieve the set goal.

Table 3.1 Overview of participants

Participant	School	Gender	Age	Grade	Number of years in a grade
1	A	Male	18	12	5
2	A	Male	17	12	5
3	A	Male	16	10	3
4	A	Male	17	11	4
5	A	Male	15	9	2
6	B	Female	17	11	4
7	B	Female	17	12	5
8	B	Female	13	9	2
9	B	Female	15	10	3

10	B	Female	15	10	3
11	C	Male	17	12	5
12	C	Male	18	12	5
13	C	Female	13	8	1
14	C	Male	14	9	2
15	C	Female	15	9	2

3.7. Contextual description of the study

The following section will describe the schools that participated in the study.

Table 3.4.1 show the general characteristics of the three schools that were used in data collection. The researcher selected schools that had females and males alone as well as one with both gender and from both low and high-density areas to widen opportunities for gaining insight of delinquency behaviour in different environments. Evidently also was the fact that the schools were highly populated, which is indicative of the fact that the researcher was able to choose from among many cases to understand

3.7.2 School A

School A is a boy's secondary school with a total number of 1766 pupils and 75 teachers. It is characterised by a number of modern structures the researcher's impression at the time of conducting the research was generally good as observed from the well kept, and clean environment. Being in a low-density area the school was generally quiet which gave the research that the learning environment was conducive for learning. The researcher also observed that the learners were in school and glued to their respective afternoon classroom duties such as prep, clubs, preventive maintenance and sports supervised by the teachers on duty.

3.7.3 School B

School B is equally located in a low density area with buildings that appeared to be modern and neat .The researcher got a good impression of the school because of the well kept and clean environment with a lot of attractive flowers. It has a total of 1667 pupils and 78 teachers. As in the case of school A, pupils were in school at the time of the research doing various activities like prep for examination classes (9 and 12) while the rest were either attending to their clubs of preventive maintenance portions.

3.7.4 School C

School C is the largest of them all with a total of 2114 pupils and 95 teachers. Unlike schools A and B, school C in located in a high density area with a bit of noise coming from the surrounding community. The researcher observed that there were a number of old structures and just few modern ones. The environment was not very attractive as it looked dry due to erratic water supply in the area as observed from the dry taps. Generally, the school appeared crowded and largely pupils were outside with little evidence of organised activities.

3.8 Data Collection Methods

The research employed two methods to collect data: Individual semi-structured interviews, and field notes considering that they are among the suggested methods in qualitative research design.

Teijlingen, (2014:5) contends that qualitative data collection approaches focus on questions that relate to 'why' with the view to exploring purpose, situation as well as what it means. Ritchie, Nicholls and Ormiston (2013:24) add that qualitative researchers explore and comprehend the world's social issues using the individual participants' viewpoints.

3.8.1 semi- structured Individual interviews

As mentioned in the preceding section interview form part of the data collection methods in qualitative research because they involve presentations of oral verbal stimuli and reply in terms of oral and verbal responses (Mukulu & Deepa 2011:62) which allowed the researcher to gather individual point of views from the selected HSL on delinquency behaviours.

O'Leary, (2012:194) explains that interviews are systems of collecting data where a researcher seeks open-ended responses to several questions that relate to the subject matter that he or she asks. Despite taking up a lot of time and being subjective, semi-structured interviews enable the researcher to contact the target individuals directly and where need be clarification can be sought as soon as possible, (Shergill, 2010:59). This entails that semi-structured have an advantage because one would be dealing with the concerned individuals in the matter and at the same time there is room for clarification where necessary.

Furthermore Interviews give chance to the researcher to probe on the statements that participants make on the subject matter, thereby encouraging the participants to expand on their responses **(**Aurini, Heather and Howell 2016:97**).** Through interviews, the researcher can easily seek clarification on the statements that participants make regarding the subject at hand thus making clear anything that may be hanging**.** As such, interviews are capable of assisting the participants to tell their story (flick 2018:240**).**

Hays (2012:238) also contend that semi-structured interviews are advantageous because they allow one to describe personally different meanings in one's own words and the interviewer would be able to probe for more details and ensure that one interprets questions the way they are intended. This means that interviews are likey not to leave issues that are not clearly elaborated.

 That aside, employing semi-structured interviews was appropriate in achieving the aims of the study because according to Sloan and Bowe (2014:12), interviewing the chosen participants for the research avails the researcher with data that can be transcribed and analysed. Therefore, the researcher was able to probe and clarify issues which were not clear. Plus the interviews gave participants a voice to share their perceptions and

experiences about delinquency. This entails that in this study, the researcher was able to gather as much information as possible from the participants though interacting individually with them.

Furthermore, the use of semi-structured interviews in this study was appropriate in view of the observation made by Cohen, Manion & Morrison (2011:409) that semi-structured interviews stress the role of the human encounter in knowledge production. The interviews audio recorded with the consent of participants and they lasted 45-60 minutes

The interview consisted of seven questions (Appendix B) as shown below:

- How do you experience delinquency here at your school?
- What do you understand here as delinquency?
- What are the forms of behaviour would describe as delinquency amongst adolescents in your school?
- In your opinion what causes high school learners to engage in delinquent behaviour?
- How does delinquency affect you?
- How are learners displaying delinquency behaviour supported in your school?
- How can delinquency among high school learners be curbed?

3.8.3 Field notes

Field notes are first-hand experiences in a setting provided they key data in participation observation, (Taylor, Bodgan and Devault, (2015:93). Field notes were used to comprehend audio recorded interviews. Field notes allow the researcher to maintain and comment upon impressions, environmental contexts, behavioural and non-verbal cues that may not be adeptly captured through the audio recording; they are typically handwritten in a small note book at the same time the interview takes place (Sutton and Austin 2015:226-231).

Field notes formed part of the method that were used in collecting data for the research. According to Sutton and Austin (2015:226) field notes are a series writing that the

researcher compiles while in the field regarding for example: impressions, environmental contexts, behavioural and non-verbal cues that may not be adeptly captured through the audio recording.

Field notes in qualitative research bring out the researcher's observations and experiences during the research process (Taylor, Bodgan and Devault 2015:93) which help describe the reality surrounding a particular research sites and participants.

On the other hand, field notes according to Bryman (2012:447) may be an account of the researcher's daily activities and encounters while in the process of collection information in the field. This could include what the researcher may find interesting in relation to the study, details regarding the research site, participants as well as the researcher's own reflections of events and participants.

Neuman (2014:456) explains that there are different forms of field notes but the major ones include: direct observation which is the exact record of what was heard or seen, inference or the conclusion the researcher arrives at on account of available facts and reasoning. Then there are   analytical field notes which represent the researcher's opinion on what is observed and lastly is the personal journal which provides information on personal life and events.

 The field notes allowed the researcher to keep a clear record of what the research came across or encountered in line with exploring the perceptions of HSL regarding delinquency behaviours. At the same time the researcher used the field notes as backups of what was being recorded in the event that the recorder broke down. Also add that you used them to note what was happening in the field.

3.9 Data Analysis

Data analysis is the process of organizing, accounting and explaining the data collected (Cohen, Marion and Morrison 2013:537). It involves making reference to the collected data in its raw data form in relation to the research questions for the purposes establishing emerging themes for the study. This is known as thematic analysis which Flick (2014:422) defines as a method o identifying, analysing and reporting pattern (

themes) within data. The researcher puts ideas that have similar themes together to help understand the research

Bryman (2012:578) also adds that thematic analysis refers to identification of emerging themes from the collected information where the researcher spend quality time to make meaning out of whatever information in jotted down or recorded. Henry (2015:25), conforms that data analysis in qualitative research takes a lot of time and focuses on a detailed analysis of meaning and themes. The researcher goes through each and every piece of information collected to link it to the focus of the study and draw any possible meaning that helps respond to the research questions..

For the purposes of this study, the data analysis process involved eight steps proposed by Tesch (1990) in Creswell (2014:198):

1. The researcher read through the transcribed data carefully to make to gain insight of what was collected and some ideas were noted.

2. The researcher selected one of the 15 cases (participant 5) as it was interesting to think about the information from the selected case. Researcher continued to jot down her own thoughts.

3. Themes were made and clustered according to similarity.

4. The researcher tried preliminary organisation of data using codes, which were written next to appropriate segments of the transcriptions.

5. The researcher found the most descriptive wording for themes and turned them into categories. Codes were marked to show relationships on the categories.

6. The researcher made a final decision on the abbreviation for each category and alphabetised the codes.

7. The data material belonging for each category was assembled and a preliminary analysis was performed.

8. Finally, the researcher re-coded the existing data.

3.10 Measures to Enhance Trustworthiness

Establishing trustworthiness is a major factor in accurately reflecting the integrity of the research project (Glesne & Peshkin, 1992, cited in Kolb, 2012:83). Introduced by Lincoln & Guba (1985), trustworthiness refers to the general problem that research needs to be seen as meriting the readers confidence. Lincoln and Guba (1985) refined the concept of trustworthiness by introducing the criteria of credibility, transferability, dependability and confirmability to parallel the conventional quantitative assessment criteria of validity and reliability (Nowell, Norris, White & Moules 2017:2).

Trustworthiness facilitates discussion of criteria for judging the overall quality of a research study, and the degree to which other scholars- scholars, lay people, policy actors can build on that study s analysis (Yanow & Schwartz-shea 2015:132). The trustworthiness of a research can be increased by maintaining high credibility and objectivity. This research established trustworthiness through an extensive review and through the participant's authentic recordings, transcriptions and reporting. The collection of data through the different data collection tools allowed for trustworthiness of the study. The following concepts guided the study by exploring on the trustworthiness of the qualitative data.

3.10.1 Credibility

Credibility as one of the measures for enhancing trustworthiness in qualitative research can be compared to the concept of validity in quantitative research and as submitted by Elmusharaf, (2013:30) credibility refers to the research's ability to absolutely respond to the research question. Meaning, the study has traceable or clearly followed research procedures that lead to answering the research question

On the other hand, Anney, (2014:276) advances that credibility builds trust in the presented research findings by following the commended approaches to credibility like spending a lot of time on engagement with participants, patiently making observations at the research sites , employing more than one method, using verbatim extracts, debriefing colleagues, and critiquing by other people. The researcher takes time to collect and record the required information for the study by among other things diversifying data collection and seeking approval from others.

Credibility of findings also entails ensuring that the research is carried out according to the principles of good practice and submitting research findings to the members of the social world to obtain confirmation that investigations have been correctly understood (Bryman, 2016:384).

In respect of this study, the researcher ensured credibility by spending quality time in the three selected schools to engage with the participants and building positive relationships with them.

Also the researcher took field notes and made observations on the learning environment, infrastructure and the general state of affairs in respective schools.

Furthermore, the researcher constantly kept in touch with the supervisor and other students to seek approval of the study.

3.10.2 Dependability

Dependability is to establish the merit of research in terms of this criterion of trustworthiness; researchers should adopt an auditing approach (Bryman 2016:384)**.** one way that a research study may demonstrate dependability is for its process to be audited (Nowell et al. 2017:30).Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from informants of the study (Cohen et al. 2011). Dependability is established using an audit trail. Audit trail involves an examination of the inquiry process and product to validate the data, whereby the researcher accounts for all the research decisions and activities to how data were collected, recorded and analyzed (Anney 2014:278).

Dependability in this study was achieved by a process where data was collected and reported truthfully, each process was supervised by the supervisor, correction based on feedback was done, feedback was provided to all participants before the study was finalized.

3.10.3 Confirmability

Lincoln & Guba (1985) defined confirmability as the degree to which the findings of the research study could be confirmed by other researchers. Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from data (Korstjen & Moser 2017:121). The strategy needed to ensure dependability and confirmability is known as an audit trail (Korstjens & Moser 2017 :122). Data was triangulated as triangulation assures the completeness of the findings

3.10.4 Transferability

The concept of transferability in qualitative research suggests how much the research results may be used in a different context (Sikolia, Biros, Mason & Weiser, 2013:2). That is to say, the research has clearly defined processes that can allow one use the same in another context.

According Frambach, Van der Vleuten & Durning (2013:410), transferability in qualitative research entails distinctly outlining the research, the sampling strategy, and literature from different settings so that it is possible to apply the same in another set up

In view of the above, transferability was applied in this study by the background to the study, problem statement, aims, objectives, research questions, research methodology and clarification of key terms. This means the research could be taken to another context and there is a likelihood of getting almost similar results.

That aside, as advised by Jason (2018:117), the researcher ensured transferability by using selected quotations from the interviews during the data analysis process to support emerging themes.

3.11. Ethical Considerations

Research is guided by a number of principles that must be followed in the process of investigation. O'Leary (2012:40) posits that all researchers are morally obliged to see to it that individuals' and cultural groups' decency and well-being in the research process are preserved; by being careful, fair and honest in the way participants are treated.

Scales (2012:3) asserts that ethical consideration when conducting research may entail preserving what the participants are entitled to such as their security and wellbeing in relation to the research like informed consent, how the researcher relates with the participants, confidentiality as well as keeping to ethics in terms of time and approach. For example as observed by Koshy (2011:81), research involving children necessitates obtaining informed consent from both the children and parents.

Walliman (2011:42) further submits that ethical issues in research are linked to two things: personal values of the researcher such as honesty, openness, truthfulness; and secondly the manner in which the researcher treats the participants before, during and after the research.

In respect of this study, the researcher firstly sought ethical clearance to undertake the research as per the university requirement (Unisa, 2014:4), whose approval is attached (Appendix A).

Secondly, the researcher further requested for authority to undertake the research at the following levels: province, district, and the participating schools (Appendices D & E). Thirdly the selected participants were personally approached and given all the details about the research (Appendix F),after which those who were willing to participate filled in the consent slip (Appendix H) as evidence of their agreement to be part of the research.
Fourthly the researcher sought permission from the parents of the learners since they were either 18 years or below and hence being considered to be children, (Appendices G and H).

Additionally, confidentiality in this research was maintained by assuring the participants that the researcher would not associate their names with the data anywhere in the report.Thus the researcher protected the identity of the participants and research sites by using pseudonyms during the recordings of the interview's discussions, safely locking up the collected data and storing all the electronic data on a computer protected with a password.

Finally, the researcher carefully referenced all the literature that was used in the research report.

3.12 Conclusion

Chapter three discussed the research design and methodology employed. The study worked within interpretivism research paradigm that seeks to understand the participating HSLs perceptions and understanding of delinquency and related behaviour such as drug and alcohol abuse and illicit risky sexual behaviour. From the selected schools within KD, varieties of research tools were employed to gather data. Semi-structured interviews and field notes were used to collect qualitative data collection tools were employed to explore ideas and values for subjectivity needed for analyzing insights in developing of themes and thematic an conclusion, this chapter summarized procedures for data processing and interpretation.

CHAPTER FOUR: RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1   Introduction

In the previous chapter, the researcher discussed the research design that was use to explore the perception of delinquency among HSLs in Zambia. The chapter stressed the fact that a single case study based on the principles of qualitative research was the most appropriate approach that could help fulfill the purpose of the study. Therefore, the chapter focused on delinquency as a case for exploration in three selected high schools of Kitwe district among 15 purposively selected participants. The researcher used focus group and semi-structured interviews as well as field notes to gather the necessary information to inform the study.

Chapter four presents the findings of the research, analysis and discussion for the purposes of responding to the research questions.

of the findings from analysis of the interviews and discuss the literature that elaborates on the findings. I also discuss conclusion that can be drawn from the findings. Flick (2014:5) guides that qualitative data analysis aims at describing a phenomenon in some or greater detail, identify conditions on which such difference are based and develop a theory of the phenomenon under study from the analysis of empirical material.

4.2   Presentation of data analysis and literature

Data were collected from 15 participants using open-ended interview questions so that participants can best voice their experiences and perceptions. Data were also audio recorded which were later transcribed the information into word for analysis (Creswell, 2012:218). Interviews in qualitative research provide information which you cannot directly observe from participants and they permit participants to describe detailed personal information (Creswell, 2012:218). Hence, participants were able to describe their experiences and perception of delinquency behaviour among high school learners

to support the finding s of the findings for this study. The following figure shows abbreviations used to identify participants and their location to ensure anonymity.

Table 4.1: Key for interpreting findings from the interviews

Abbreviations in the study

P: participants

P1-12: individual interviews

A: single sex school (Males)

B: single sex school (Females)

XC: co-education school (Male and Female)

The transcribed interviews from the participants were then grouped according to themes based on the literature review findings. The literature review established that the common causes of delinquent behaviour in HSL were the following:

- the home environment (upbringing, time spent with parents/ guardians, socio-economic status of household);

- school environment (type of school, attitude of teachers); and,

- Social environment of students (friends of the student, peers, effect of technology on students, effect of society, including media, celebrities, etc., on students).

Data were further analysed according to the participants both male and female, regarding their understanding of delinquency as well as engagement in delinquent behaviour. The following figure represents themes and sub-themes which emerged from the interviews.

Table 4:2: Identified themes and sub-themes

Themes	Sub-themes
1.Adolescents' Description of delinquency	• Alcohol abuse, substance abuse • Bullying and violent behavioural tendencies
2.Adolescents' Views on the causes of delinquency	• Home upbringing • Socio-economic statues • Attitudes of teachers • peer pressure • Social Networks • Individuals' ignorance and mind-set • Influence of the society
3.Challenges experienced by adolescents on delinquency	• academic disruption • violence and bullying • strained relationship with teachers
4. Strategies used by schools to curb delinquency behaviour	• Peer education and sensitization • Suspension and punishments • Rules and laws • Calling parents to school • Guidance and counselling • Forming social clubs • Drug enforcement commission

4.3   Theme 1 Adolescents' description of delinquency

The aim of the first research question was to establish how HSL in Zambia perceive delinquency. As shown in Table 4.2, four main themes emerged: description of delinquency, major characteristics of the nature and types of delinquency as well as problems created by delinquency

4.3.1 Sub-theme 1 alcohol abuse, substance abuse

The common types of delinquent behaviour indicated by participants in the sampled schools are: alcohol abuse, substance abuse (mainly drugs like nicotine, cocaine, marijuana), bullying and violent behaviour (both towards non-delinquent students and teaching staff), lack of respect for teachers; and watching pornography. The following verbatim transcriptions illustrate that:

> *"……..alcohol and also abusing medicines especially Benylin mixing with alcohol…also the use of nicotine, cocaine, cannabis…"* – Participant 14 (male, 14 years, Grade 9)

> *"…abusing cigarettes and they also abuse alcohol….you can say marijuana and some tobacco known as insunko (vernacular)….. [also] Benylin though it's medicine it is abused…watching pornography…"* – Participant 7 (female, 17 years, Grade 12)

> *"…taking drugs, drinking beer, and insulting and staying out of class…[students] take cocaine, dagga [marijuana], spirits in sachets packets, cigarettes, Artanes, Benylin…"* – Participant 9 (male, 14 years, Grade 9)

> *"…the drinking of alcohol and smoking of cigarettes…and jumping the wall fence…and disrespecting prefects and teachers..."* – Participant 8 (female, 13 years, Grade 8)

4.3.2 Sub-theme 2 Bullying and violent behavioural tendencies

> *"…bullying…extortion of money from [students in lower grades)….mockery….gambling…bad language….[incorrect] dress-code [that is not allowed at school]…"* – Participant 6 (male, 17 years, Grade 12)

> *"…[bad] language…[incorrect] dress code, fighting, quarrelling also having relationships with big men…"* – Participant 11 (female, 17 years, Grade 11)

> *"…[back-chatting/talking] to [teachers/ prefects], bullying other people, trying to mock them making funny of them and using vulgar language and just disrespecting someone…"* – Participant 12 (female, 17 years, Grade 12)

> *"…fights, [sexual immorality/ illicit sexual relationships] some girls were pregnant…rebellion…"* – Participant 13 (female, 13 years, Grade 9)

"…dodging classes… not respecting teachers…" – Participant 15 (female, 15 years,

The interpretation of the data presented above gives rise to the need to establish the types of delinquent behaviour common in the sampled schools. Common types of delinquent behaviour observed by literature include the following: under-age drinking (alcohol abuse); substance abuse (mostly drug-related abuse); premature sexual intercourse; as well as violence and bullying (Gyansah et al., 2015:107, Aggarawal, 2013:412, Ekpo & Ajake, 2013:83). These are similar to the findings of the research

Furthermore, the researcher revealed that substance abuse, bullying and violent behaviour as well as illicit sexual behaviour as being prominent types of delinquency common among adolescents in the selected schools. These findings relate to what literature says about the prominent types of delinquency among adolescents (Hansen &Hansen, 2016:244; Carney, et al., 2013:447)

However, it is worth noting that this study found that adolescents are now abusing prescription medicines mainly Benylin and Artanes (Trihexyphenidylor benzhexol artane which put them at a risk of being resistant to certain drugs when they need them to cure particular diseases.

> *"…you find students insulting…some [students] have bad language…also fighting, even stealing school property… watching pornography in class and outside. They sneak in phones and watch pornography. Phones are not allowed in school…pupils like fighting each…especially in groups…groups fight to know which group is the most powerful…"* – Participant 1 (male, 18 years, Grade 12).

> *"…illicit sex, sexual intercourse, abusing drugs…also lack of respect for [teachers], even bullying …watching pornography…"* – Participant 3 (male, 16 years, Grade 10).

> *"…taking drugs, drinking beer, and insulting and staying out of class…[students] take **c**ocaine, dagga [marijuana], spirits in sachets packets, cigarettes, Artanes, Benylin…"* – Participant 9 (male, 14 years, Grade 9).

It can be inferred that HSL tend to abuse prescription medicine like Benylin and Artane because they contain some alcohol content and they are sold without any restrictions.

4.4 Theme 2 Adolescents' views on the causes of delinquency

The aim of the second research question was to establish the perceptions of the high school learners on the factors that influence delinquency in Zambia. The research established that the major factors influencing delinquency in Zambia include home, school and social environment.

4.4.1 Home upbringing

In order to establish the perception of the delinquency and what causes it, participants were asked an open-ended question: In your opinion what causes HSL to engage in delinquent behaviour? This gave rise to different responses pertaining to how family environment, school environment and the social network (the peers) of students influences or contributes to delinquency.

Of the 15 participants, nine participants attributed the family environment to be the cause of delinquent behaviour. Of these nine participants, four were female and the rest (5) were male students. Regarding family structure and delinquency, the majority of participants (eight)attributed upbringing to be a substantial cause of students engaging in delinquent behaviour.

For the purpose of this study, upbringing by either biological parents or guardians includes the following:

- discipline (how an adolescent is raised, the morals, principles and values instilled in adolescent by parents, as well as parent control on adolescent);

- how much time parents spend with adolescents (whether parents show affection/ attention/ want of adolescents, relationship between parents and adolescent);

- parent attitude and behaviour (how the parent behaves as people, how the parent behaves towards the adolescent, whether parents provide a sense of belonging for the adolescent); and

- religious status of family (whether family is religious, denomination of parents).

The responses presented below from the different participants provided a mixture of what upbringing encompasses in this study.

"You find that [an adolescent at] home mistreated then they resort to join groups where they are influenced [by the] behaviours [of that group]. [And] When they belong to a group, they feel wanted so they like run away from home, always going [home] late…Hmm it's bad especially when parents don't have time for you. The parents are too busy and too strict. You can't even sit and eat with them…" – Participant 1 (male, 18 years, Grade 12)

Another participant responded as follows:

"...among the causes I can say parents neglecting their children. Parents don't have time to talk about these things [delinquency] with their children… another thing is they don't groom [discipline, train] their children – like going to church. You find that maybe even the house is just disorganised. The father goes to Catholic Church, the mother to United [Church of Zambia] now the [adolescent doesn't know which denomination to belong to] they will be confused, [and] they won't have consistency in what to believe, [or knowledge of] what is wrong, what is right. At the end of the day they will just stop going to church…" – Participant 4 (male, 17 years, Grade 11).

Another response was, from the same participant (Participant 4),

"…another factor could be the way children are treated by parents or guardians, some [of them] are ill-treated in a way that they resort to substance abuse [as a] way of finding comfort….they form gangs or group of [substance abuse] users [where] they feel like they are welcome there rather than being with their families…" – Participant 4 (male, 17 years, Grade 11)

Another response was as follows:

"…lack of parental control because charity begins at home…. parents have not molded [their children] well at home because there are certain parents [that] don't even care if the child is taking beer…" – Participant 5 (male, 15 years, Grade 9)

The female participants responded as follows:

"…the way [adolescents] are treated by their parents and guardians. Some of them are not treated that good; so, they try to do something that will make them feel [good] ….or they will try to do the same thing that their parents or guardians are doing to them to their fellow learners. Some parents' behaviour is also not too good. [Parents] are drinking too much, have not time for the children and don't provide sufficiently for the children…" – Participant 11 (female, 17 years, Grade 11)

"…I think it starts from where we come from – home. Because if you don't have principals or you are not well educated or you are not well trained at home it's

really hard for teachers to come and control you here at school…" – Participant 12 (female, 17 years, Grade 12)

"…I would say emotional [as well as] physical [reasons].We come from different places, so you might be treated badly at home, you find comfort in your friends which will make you do bad things or behave in a negative manner or if you are being raised by other people who are not your parents, they may treat you badly and you may just try to find comfort in drugs…" – Participant 15 (female, 15 years, Grade 10)

The above responses indicate that HSL behaviour is highly influenced by the upbringing including the relationship between HSL and their parents or guardians.

From the above response, it is evident that the type of relationship between parents or guardians and HSL gives rise to positive or negative learning, hearing and imitating, which in turn influences perception and attitudes towards delinquent behaviour (such as premature sexual intercourse, drug and alcohol abuse). According to Participant 11, negative treatment of HSL by their parents or guardians influences the HSL's propensity to engage in activities that promote a sense of worth as well as promote a culture of imitation, (Halpenny et al. 2010 and Keith and Spaulding 2011:11). This can also be confirmed with the study by Yusek and Solakoglu's (2016:723-747) which suggests that the behaviour of parents like drinking, smoking or using drugs is most likely to contribute to HSL experimenting with drugs, sex and alcohol.

On the other hand, participants also raised the issue of satisfaction of relationship between parents or guardians and HSL was indirectly raised through one participant's response (see below),

It is worth noting that at the adolescent age children have not developed adequate coping mechanisms to assist them in dealing with parents or guardians that mistreat them, compared to adults. This is why conflict resolution and violence curriculum is suggested among the Preventative models for youths at risk of engaging in delinquent behaviour (Chauveron 2012:1 and Zambia National Curriculum Framework, 2013: x).Providing adolescents with the capacity to deal with conflict could enable them use

appropriate measures to deal with their emotions rather than resorting to delinquency behaviour.

It is also argued here that the attitude parents have in imparting morals or principles is largely dependent on their relationship with the HSL. Therefore, a weak or negative relationship with HSL leads to lax discipline and little to no morals or principles imparted to the HSL. This argument is reinforced by the following responses from Participants,

"…it's bad especially when parents don't have time for you. The parents are too busy and too strict. You can't even sit and eat with them…" – Participant 1 (male, 18 years, Grade 12)

And,

"...among the causes I can say parents neglecting their children. Parents don't have time to talk about these things [delinquency] with their children… another thing is they don't groom [discipline, train] their children…" – Participant 4 (male, 17 years, Grade 11)

As well as,

"……lack of parental control because charity begins at home…. parents have not moulded [their children] well at home because there are certain parents [that] don't even care if the child is taking beer…" – Participant 5 (male, 15 years, Grade 9).

And finally,

"…I think it starts from where we come from – home. Because if you don't have principals or you are not well educated or you are not well trained at home, it's really hard for teachers to come and control you here at school…" – Participant 12 (female, 17 years, Grade 12)

The above responses speak to the attitude of parents towards HSL, that is, the relationship between HSL and parents. This in turn influences the type of discipline regime adopted by parents (Halpenny et al. 2010:1). As argued in this study, a very strict discipline regime and too lax discipline regime results in delinquent behaviour. Therefore, a balanced discipline regime is required to allow HSL to be comfortable with being discipline and not to feel unloved, unwanted or unworthy of their parents love, affection and time.

4.4.2 Socio-economic statues

 The next most significant attribute of family structure contributing to delinquent behaviour identified by the participants was poverty (or the socio-economic status of the household), with four participants making reference to it in addition to other attributes;

> *"…poverty is lacking basic needs… most of the time people lack basic needs and they are not happy about it… students coming from poor homes or those not well to do families tend to give up on life and think that they are not going to go anywhere in school. They just come to school for the sake of coming… so, they just abuse drugs and all that actually just to cope with their friends."* – Participant 5 (male, 15 years, Grade 9)

> *"…poverty leads to delinquency. When someone is poor – financially strained – they resort to substance abuse as a way of releasing stress…they will be frustrated, mentally tortured everyday…so as a way to forget the person is always drunk as a means to forget about the poor life that person is living"* – Participant 4 (male, 17 years, Grade 11).

> *"…there are some people who come from poor families and some who come from rich families. So, like those who come from rich families will [be] smoking, drinking beer and [doing] drugs, and those who come from poor family will follow those who are from rich families so that they also have money. So, they will be doing the things that those rich [kids] do…"* – Participant 9 (male, 14 years, Grade 9)

> *"The first one is the background, where they are from…"* – Participant 11 (female, 17 years, Grade 11)

The responses show that students attribute the socio-economic status of the family as a plausible influence on students who display delinquent behaviour. The data presented here also seems to support existing literature that suggests that the socio-economic status of families has an impact on the behaviour of learners (UNESCO, 2014:195; UNICEF, 2014:51). Furthermore, research suggests that HSL from family structures with poor socio-economic status like poor families or parents with low income are more likely to engage in substance abuse and delinquency, compared to HSL from affluent or middle income/class families, (Landsberg et al. 2011:474).

It can be inferred from the responses above that poverty or the state of poverty of the parents of a learner leaves them in a state of helplessness and a state of lost hope.

4.4.3 Attitudes of teachers

Of the total participants, only three attributed the school environment, in addition to other causes, as a contributing factor to HSL delinquent behaviour. It is interesting to note that all three participants were females. For the purpose of this study, school environment will include:

- the physical layout of the school; and,
- The teaching staff (attitude and behaviour towards themselves, students as well as parents).

The following verbatim provide evidence on how the school environment can contribute to delinquent behaviour:

> *"Some of the teachers just show negative attitude towards us, so even us the students try to do the same thing at the end of the day having that behaviour negative attitude towards people..."* (Participant 11, female, 17 years, Grade 11)

> *"There are some teachers who have got short tempers. They do not know how to talk to us …whatever comes through their mind they just spit it out not thinking through what they say to pupils. They have really bad attitude towards pupils…"* (Participant 12, 17 years, Grade 12)

> *"…there are times when it's just noisy you don't want to learn… you could be doing something else apart from that. And at times when we are having test like during this time…..you find it very difficult to concentrate on lessons and we are supposed to be preparing for tests, so we are not very comfortable with that. And then at times, it's very hot, to study so we find difficulties in studying…"* (Participant 14, 15 years, Grade 10)

From the above responses, it is clear that the school environment plays a factor in influencing HSL delinquency. Sousa and Tomlinson (2011:30) state that schools hold a central place in the development agenda set forth for children and adolescents in many nations throughout the world. Therefore, the school environment and the academic staff can either enhance or hinder the development of HSL. The physical structure of the

school does not seem to affect or cause delinquent behaviour. What seems to cause delinquent behaviour is the teacher-HSL relationship. Research has shown that in schools where students perceive a better structured school, fair discipline practices, and more positive student-teacher relationships, the "probability and frequency of subsequent behavioural problems" is lower Thapa et al. 2013:3). It is worth noting here that though the frequency of delinquency was not tested, the responses pertaining to teacher-student relationships provided a picture of how that affects delinquency.

It is evident that teacher attitude contributes to delinquency in schools also contributes to negative perception of self and abilities by HSL. Reasons behind teacher attitudes towards students were not explored in this study. However, it can be inferred from personal experience and observation of the education system in Zambia where teachers are under-paid but expected to produce excellent results in a poor working environment with little to no material or financial support to invest in adequate and sufficient education materials, teaching aids as well as psychological assistance (Haamoonga 2017:138). Therefore, such a working environment would promote a culture of frustration among the teaching staff that would in turn be taken out on the students, (Demanet & Van Houtte (2012: 866).

4.4.4 Peer Pressure

Out of the 15 participants, ten (10) indicated that peer pressure is a leading cause of delinquent behaviour among HSL. This shows that the social networks and the peers that HSL spend time in have an influence in the way the HSL thinks as well as behaves. Of the ten participants, seven were male participants and three (3) were female participants. Below are some of the ten responses:

> *"…and those who come from poor family will follow those who are from rich families so that they also have money. So, they will be doing the things that those rich [kids] do..."* – Participant 9 (male, 14 years, Grade 9)

> *"…if [a student] is under the influence of drugs....[the student] will also try to bring that here in school. Now if I come into contact with such a [student, I] will*

also try to act in the same manner. Whereby if I come into contact with such a [student], my behaviour is also going to change and [I'm] also going to behave in the same manner..." – Participant 6 (male, 17 years, Grade 12)

"…mostly its peer pressure, the person that one is found with, will put pressure on them to behave in a similar way…" – (Participant 8: female, 13 years, Grade 9)

It is interesting to note that a significant number of student participants eluded peer pressure to being an influencer to delinquent behaviour. This is similar to what Ngaroga (2015:161) says about the role of peer pressure on the behaviour of learners. This indicates that the participants were familiar with what peer pressure was.

4.4.5 Social networks

This study defined social networks (SN) as "the group of similar or like-minded peers and other adolescents that influence the growth and development of an adolescent during adolescence". Studies have shown that peer pressure plays a significant role in the development of adolescents as well as the propensity towards delinquency by HSL. Scholars such as Ngaroga (2015:161)reveals that associating with delinquent peers is related to an HSL engaging in delinquent behaviour. It is no wonder that the majority of participants (ten in total from 15) indicated that the most leading cause of delinquent behaviour was peer pressure.

Responses from participants include the following below:

"…if one is found with a friend who smokes, that friend will influence him or her one day to have a taste of how it feels when you smoke…so usually social networks are big issues …" – Participant (male, 17 years, Grade 12)

"…if I keep interacting with someone who has bad habits it is likely that my behaviour is also going to change and [I'm] also going to behave in the same manner..." **– (**Participant 6 male, 17 years, Grade 12)

"…And when pupils start [being found] in groups of people who abuse drugs and doing all those kinds of stuff related in those area, it really makes the same delinquency or negative behaviours or attitudes…" – Participant 12 (female,17 years, Grade 12)

Regardless the reasons why an HSL will be influenced by their peers, it is unfortunate if any HSL follows delinquent behaviour as a means of being accepted, or as form of feeling like they belong or being popular with other HSL. Crone & Dahl (2012:3), advises that social competence promotion curriculum are important in preventing youths from falling prey to peer pressure by evaluating the value of engaging in any kind of behaviour. Miller et al. (2012:2) also add that, mentoring programme on delinquency behaviour drives away victims from being truants, mischief and the possibility of being detached from school, work and leading a life that is satisfactory and productive

The above response indicates that as students transition from primary to high school, there is a knowledge gap between behaviour in primary school and behaviour in high school. As a student progresses through primary school, they end up being the eldest in the pool of primary school students. This is, however, changed once they enter high school, when they now become the youngest in the pool of high school. It is argued here that the transition between the end of primary school where a student is the eldest in a pool of younger students, and the beginning of high school when a student is now the youngest in a new pool of older students affects how a student responds to peer pressure, delinquency and how the student behaves. It is suggested that students struggle with this transition, with little to no help from parents, older siblings or teachers. The following verbatim response attests to this:

"…oh I can't say it has been a good experience because I was tortured mentally… even ... my behaviour when I came here before when I was in primary yes … I found this place to be peculiar yes ... strange … because [at] my previous school I was not experiencing such. It's some kind of new world …yes so fitting [into] this new system was quite challenging, so as time went on, I wanted to succumb to this kind of behaviour…." – Participant 3 (male, 16 years, Grade10)

From the above response, it can be argued that the mind-set an HSL adopts plays an important role during their time in high school as well as how they transition from primary school to secondary school. Therefore, mentoring and School organization programmes can assist in addressing delinquency behaviour (Congressional Research Service 2019:4 and NIJ and OJJDP, 2014:3). These programmes have great potential to positively influence the mind-set of the adolescents against negative peer pressure.

4.4.6 Individuals' Ignorance and mind-set

Despite the majority of participants responding to the causes of delinquent behaviour among HSL being related to the home environment, the school environment as well as the social network of the students, some students also attributed ignorance, the student mind-set as well as society (government) as factors that cause delinquent behaviour in HSL.

Below is a response pertaining to ignorance among HSL as being one of the many causes of delinquent behaviour:

> *"…then [I] would also love to talk about ignorance. [Students] just tend to [engage in] delinquency because they don't know…"* – Participant 5 (male, 15 years, Grade 9)

Regarding mind-set, a female participant had this to say,

> *"…at times, it's just our mind set…[sometimes] we don't want to learn not because we hate lessons but the situation and circumstance would not be conducive for us to learn…"* – Participant 14 (female, 15 years, Grade 10)

Like mentioned earlier mentoring, school organisation and afterschool recreation programmes, Comprehensive community interventions for example (Congressional Research Service 2019:4 and NIJ and OJJDP, 2014:3, Jason et al. 2019:205)

4.4.7 Influence of the Society

Regarding the role of government in contributing to delinquent behaviour, a male participant had this to say,

> *"…another factor would be weak laws enforced by the government…"* – Participant 4 (male, 17 years, Grade 11).

Regarding the role of society in contributing to delinquent behaviour, a male participant had this to say,

> *"…also, another factor would be us in society… when we see [students being delinquent – outside/ or in school] we don't do anything about it, we just watch them. With society, when we see something wrong happening, we don't report because it's not every time that the government will be there to investigate or to ensure that everything is done accordingly. It takes us citizens to go to the government to say no, at this house there is someone who sells marijuana then the government will act and prevent [it]…"* – Participant 4 (male, 17 years, Grade 11)

The points raised by the participants are interesting as they lead back to the three factors that contribute to delinquent behaviour. For example, the role of the society can be attributed to the upbringing of HSL where neighbours and friends of parents can also "parent" the HSL into good behaviour. (Njoroge & Nyabuto, 2014:289

4.5 Theme3: challenges experienced by adolescents on delinquency

Academic disruption delinquent behaviour is without consequences to the delinquent student, other students as well as the teaching staff. The common response provided by the participants regarding the impact of delinquent behaviour was academic disruption. See below for more responses:

4.5.1 Academic disruption

"…it disturbs my academic life…and it will disturb me emotionally and academically… academically they [delinquent students] will disturb me as in they will be taking the attention of the teacher and I won't be given that attention because the teacher will try hard to work on those [students] and they wouldn't have to pay attention to me…" – Participant 15 (female, 15 years, Grade 10)

"…affects relationships between friends…now I don't have friends because I don't want to do what they do….it [delinquency] affects the entire class because somebody [who is] drunk will just come in class without the teacher knowing, he or she [will] start passing silly comments. So, in the end the teacher will end up being upset, maybe [even] leave the class…" – Participant 7 (male, 18 years, Grade 12)

"…[at] school [there are] a lot of people with different [types of] behaviour, so you may be in a situation where you are not doing what they are doing…it's like you are different from them so they don't perceive you to be part of them. So, they may do anything to you if they maybe if they tell to do something, you refuse…maybe they may beat you up so we are scared of them we are in fear…" – Participant 5 (male, 15 years, Grade 9)

It is interesting to note that another common aspect of delinquent behaviour is social exclusion. This can be two ways: either the student being delinquent loses friends and gains delinquent friends or a non-delinquent student loses their delinquent friend. (Aggarwal, 2014: 449). Some participants confirmed exclusion from friends owing to their delinquent behaviour, thereby being victims of social isolation.

Apart from disrupted academic life, delinquent students tend to take the teacher's attention, leaving the other non-delinquent students without attention from the teachers. The verbatim below illustrate the above assertion:

"Some pupils are always a source of disturbance…instead of concentrating on their work they want to chat and attract everyone's attention ….sometimes when we are learning some pupils will show bad attitude…not writing…not participating and when the teacher asks them they show no respect to the teacher. At the end of the day, the teacher and student start an argument and end up fighting….that really disturbs us [and] we lose respect for our teachers..." – (Participant 12: female, 17 years, Grade 12)

" We are sometimes affected by the bad comments some pupils pass… if you try to tell the teachers, those pupils would beat you up and at the same time threaten the teachers, hence creating an unconducive environment …delinquent students also tend to drop out of school because the drugs they take affect their health– (Participant 10: female, 15 years, Grade 9).

The issues above relate to the observation by scholars like Kruger &Van Schalkwyk,(2010:116) that delinquency behaviour sometimes threatens the safety of schools and prevents a conducive learning environment. Therefore, such behaviour could be addressed through for example, peer education and sensitization or guidance and counselling to help the delinquency behaviour victims transform.

4.5 2   Violence and bullying

 The last three responses (Participants 12, 10 and 8) in the previous section give rise to an interesting point where non-delinquent students live in fear of those who are delinquent owing to the violence and bullying they might face if they inform the teaching staff about delinquent behaviour they witness. For example, some teachers, especially female ones are afraid of delinquent students and as such, they have their classes often disturbed because there is very little the teachers can do. It is evident that schools need to put in place interventional measures like classroom behaviour and bullying prevention programmes and social competence promotion curriculum ((Pierangelo & Giulian ,2016), Al-Ali and Shattnawi ,2018:48 and Ma 2012:1).

4.5.3 Strained relationship with teachers

The responses from the participants also indicate the strained relationship between the teaching staff and delinquent students, with some participants responding to having lost respect for teachers who engage in verbal arguments with delinquent students as opposed to finding a solution to the behaviour. For example:

"…it's hard, because the teacher is afraid to come to our class so like right now, our class teacher has refused our class. She says she doesn't like our class so she doesn't come. She's not even concerned about us because of the bad students…" – Participant 8 (female, 13 years, Grade 8)

In addition, participants also highlighted how some of the teachers are also afraid of the delinquent students, in particular female teachers in the face of male delinquent students. It is interesting to note that teachers being afraid of delinquent students can be indicative of the extent to which delinquent students get violent within school premises. It is also indicative of the weakened discipline system of the school as well as the home from where the delinquent student comes from. That is why school rules, punishment and engaging learners is important in addressing delinquency behaviour (Sidhu, 2013:202,Kochhar, 2014:340 and West-Burnham (2010:19).

. It is argued here that violence against other students and towards teachers implies a delinquent HSL deliberately disregards the current existing rules and systems in place. Moreover, he or she has little to no regard for other people around them and has little to no regard of the concept of respect to whom it is due, how to show respect as well as has little to no self-respect. From literature reviewed in this study, there is a correlation between adolescent behaviour and family structure (Asampong et al, 2013:41).

4.6 Theme 4: strategies used by schools to curb delinquency

4.6.1Peer education and empowerment

Most of the participants believed that peer education and empowerment programmes could be used to curb delinquency behaviours in schools. One of the participants alluded that youth lack knowledge. Through peer education and empowerment, adolescents could be made aware of the consequence of alcohol and drugs the leading cause of delinquency behaviour Landsberg et al. (2011:14 and Sidhu (2013:204). The following were the response from the participants on the curbing of delinquency among high school learners:

> *"…..it can be stopped… if we try to educate people …"*

> *"aah also it can be curbed by … retreating the supply of drugs to only those registered companies"* Participant 3 (16 years, male, Grade 10)

"…another way it can be just coming up with sensitization programmes …Participant 4 (male,17 years ,Grade 11)

"And at times it also calls upon more sensitization because currently we are seeing that indeed as youths, we lack knowledge on various things."Participants 6 (Male, 17 years, Grade 12)

4.6.2 Suspension and punishments

One participate noted that suspensions and punishments are a solution to delinquent behaviours in schools as this sends a strong warning to the would be offenders and somewhat create peace in high schools.

"….. suspend them that s when you even make things worse. They will just go out there will abusing drugs like no man's business……. chasing them again is not the solution…."Participant 4(male, 17years,Grade 11)

Kochhar (2014:340) confirms that punishment in form of "reproof, sarcasm, detention, suspension and expulsion" potentially creates sanity in institutions of learning.Therefore, it is worth using it

4.6.3 Rules and laws

Four of the participants emphasised on the stiffening of rules and laws by the school administration and government to help curb delinquency.

"……of benylin ... in only those ... medical institutes must supply them, supply them… I also see that aah in shops …yes ... the tutembas (in our local language). So, putting that measure will also help on reducing the … handful on us adolescents on reaching them yes, because if they is no supplier no one can get them."Participant 3 (16 years, male, Grade 10)

Rules and laws provide clear guidelines on what individuals in a given institution or communities are expected to do and not to do (Sidhu, 2013:202). These can put

potential victims of delinquency behaviour in the right place as they would be reminded on the need to adhere to the social norms set in school.

4.6.4 Calling parents to school

One participant felt it was important for the teachers and parents work together.

> *"School administration and teachers really try. They summon parents if they fail, so that they work together with the parents. also, teachers try to be role models as students will be depending on what the teachers are doing".* Participant 1(male, 18 years, Grade 12)

Some participants were of the view that schools and parents need to sit down together and discuss issues pertaining to delinquency (Pretorius, 2011:90. While this might be helpful, such an initiative does not proceed far if parents are not interested in participating, or if parents refuse advice on their children or friends' children. This in turn indicates that government can have the most stringent laws governing against the sale of drugs and alcohol, but the problem would still persist because of the family environment and how weak and lax or strong and balanced the discipline system is at that level.

4.6.5 Guidance and counselling

Most of the participants showed that learner they are aware of the guidance teachers office and its function.

> *"…..we have the career guidance office. The guidance and the administration comes in, calls the same pupil oftenly try to find out why she is behaving in the certain manner or in a bad way".* Participant 12 (female, Grade 12)

> *"High school learners should seek guidance and counselling so that they don't go on the wrong road, then they should just go on right way. And me, as Christian I think that church is needed be strong in prayers and don't let any small, small things bother you. That you get upset you start fighting with someone, that I'll leave home, no I'll leave home no don't do this yes that's what I think.* Participant 10 (female, years, Grade 9)

Guidance and counselling as discussed by Aggarwal (2013:463) in the school context is a programme that is designed to deal with the needs of the learners and discipline related challenges, especially that corporal punishment has in the recent past been phased out (Thungu, et al. 2012: 268).

4.6.6 Forming social cubs

Forming of clubs was also supported as another way to support learners with delinquent behaviour so as to keep them busy and be at school for longer so that they are kept off such vices from the home environment.

> *"And they come up with lots of clubs in school, so that pupils are kept busy, if they don't to prepare at least they have something to do. They is drama club, they is JETS, they is swiza mathematics club, science club, social sciences club. those clubs at lest you do one or two things during the school rather than spending much of your time doing bad activities out there"* Participant 12 (female17 years Grade 12)

> *"aah various clubs are put in place like ah anti aids club…even visitors educate us about theirs dream career…they usually use old so all that puts our mental capacity and encourages us…its some kind of …acts as an anchor to ...yes to what we want to do ... so it really helps us… yes".*Participant 3 (16years male Grade 10)

Figlio and Ludwig (2012:405) recommend that teenage sexual behaviour could also be reduced by either including 'character education' as part of the curriculum without reference to specific religious ideologies. Hence clubs can really provide education of moral behaviour.

4.6.7 Drug enforcement commission (DEC)

Schools are also reported that personal from the drug enforcement to give talks to the learners on dangers of alcohol and drugs.

"Sometimes they invite drug enforcement people …yes to talk to us…aah the pictures, the stories. aah they show us are very educative about the use of drugs … yes". Participant 3 (16years male Grade 10)

Another response

"…in school for example…. Here we have got DEC club (drug enforcement commission. So, the club is there to emphasize the disadvantages of abusing drugs specifically cannabis and weed". Participant 5 (male, 15 years, Grade 9)

The involvement of DEC relates to the important role Comprehensive community interventions play in addressing risk factors like drug abuse (Jason et al. 2019:205 and NIJ and OJJDP , 2014:4).

4.7 Reflections from field notes

In this section, the researcher reflects on the field notes with a focus on peer education and sensitisation, suspension and punishment, rules and laws, calling parents to school, guidance and counselling, forming of social clubs, and drug enforcement commission.

4.7.1 Peer education and sensitisation

 The researcher noted that the research sites had little evidence on peer education and sensitization to curb against recurrence of delinquency behaviours among HSL. Yet according to Landsberg et al. (2011:14), friends and education are among the major factors that influence behaviour of learners. The observed gap entails that HSL do have opportunities to interact with their peers or exposure to education on delinquency to enable them to learn about its concept to avoid getting involved in such vices.

4.7.2 Suspension and punishment

The researcher noted that the researcher sites had recorded numerous numbers of suspensions and punishment related to delinquency. Nevertheless, the number of victims kept increasing. The researcher was of the view that suspension and punishment alone were not enough to curb against delinquency unless coupled with for example, research on underlying factors. For instance, as observed by UNESCO

(2012:102), low literacy highly affects individuals and households' levels economically and socially hindering adults from for instance closely monitoring the behaviour of children. This means that while suspension and punishment may be part of school policy to deal with delinquency behaviour, it is important that schools explore other factors related to delinquency.

4.7.3 Rules and laws

Rules and laws were evidently available in all the research sites just like suspension and punishment. These were often distributed to all new entrants at the point of enrolment. This confirms that learners are exposed to existing rules and laws in school. Even so the researcher argues that repeated occurrences of delinquency behaviour despite the existing rules and laws is indicative of non-involvement of learners in the formulation of rules and laws, thereby leading to learners' resentment. Therefore, involving learners in the formulation of rules and laws can assist in creating a sense of ownership and positive attitude towards the set rules and laws. This can be confirmed by the argument by West-Burnham (2010:19) that learners' voice on issues that affect their learning experiences is of great importance is reducing mischief.

4.7.4 Calling parents to school

The researcher noted that there was evidence of parents being called to school for delinquency related issues, but in a number of instances the school reported non-response from the parents. This confirms the reported cases of lack of parental involvement in the education of the learners in public schools, which in turn affects their performance (Haamoonga, 2017:128)

4.7.5 Guidance and counselling

As enshrined in the Ministry of General Education school structure, all schools are mandated to have a section of guidance and counselling. Therefore, the researcher noted that this section was in existence, but seemingly, this has not helped much to reduce occurrences of delinquency among HSL. This could be attributed to lack of

support from parents and partly to lack of learners' voice in decisions that affect their wellbeing (West-Burnham 2010:19; Haamoonga, 2017:128).

4.7.6 School environment

The researcher noted that most schools were characterised by challenges of sanitation, crowded classrooms which negatively affected the behaviour of learners. Sousa and Tomlinson (2011:30) confirm that the existing learning environment potentially affects the way learners behave; therefore the need to give it the attention it deserves.

4.8 Summary of the chapter

This chapter presented the findings of the study conducted at three schools in Kitwe, Zambia. They included two single-sex schools and one mixed-sex school. All three schools were high schools. In total, 15 interviews were conducted with students randomly selected from grades 8 through to 12. The responses pertaining to delinquency, its understanding, causes, impacts and how to reduce it were presented as the findings of the study. The data were then interpreted. From the interpretation of the interview responses, it could be deduced that most students have some understanding of what the term delinquency means.

All students experience delinquency in some way either through direct bullying, abuse or violence by delinquent students or indirectly by observing delinquent students.

The majority of students alluded to upbringing (family environment) and peer pressure as the causes of delinquency in students. This is in support with existing literature which states that the family environment has a strong influence on the behaviour of adolescents at school, in addition to peer pressure. Some students also alluded to the financial status of parents as being a reason why they engage in delinquent behaviour like under-age drinking and drug abuse. Of the most common types of delinquent behaviour, under-age alcohol consumption and drug abuse were most reported by the majority of participants. It was interesting to note that under the category of drug abuse,

the abuse of prescription drugs like Benylin and Artanes was also a common form of drug abuse by delinquent students.

Regarding support for delinquent students, schools have various social clubs in place to help educate the student population about drugs, alcohol, sex and sexually transmitted diseases. Schools also partner with the DEC to speak more about drugs and drug abuse to students. It was argued that social clubs do not specifically target delinquent students.

Regarding punishment, it was argued that the existing discipline standard systems followed in schools has weakened as the system does not offer more to help students understand the consequences of their actions, nor does the existing system offer students the need to understand the relevance of reform or even encourage reform.

4.9 Concluding remarks

This study sought to establish the students' perceptions and attitudes towards delinquency. It made use of semi-structured interviews to collect the perceptions and attitudes of 15 students from three different schools. Students between grade 8 and grade 12 were randomly selected to take part in the interview. Their responses to the interview questions provided the data required to make inferences regarding the entire research.

As expected, the data collected from the interviews correlated with what is in existing literature, with few deviances or little to no report in literature. Though the findings of the study did not present anything new or unique, it contributed to the existing pool of literature and empirical research in the field of adolescent delinquency. The findings highlight the reality that adolescent delinquency is not a problem of the developed countries but a global problem.

CHAPTER 5

RECOMMENDATIONS, IMPLICATIONS, LIMITATIONS, AND UNIQUE CONTRIBUTIONS OF THE STUDY

5.1 Introduction

In chapter five, the researcher makes recommendations for dealing with delinquency among high school learners. The recommendations are informed by the findings.To start with, the chapter discusses conclusions that could be derived from interviews, field notes and documentary analysis. This is followed by the discussion on the implications of the findings to the Ministry of General Education in terms of policy formulation on school rules and laws, collaboration between stakeholders and schools, curriculum content. Lastly, the chapter focuses on recommendations in respect of the identified themes.

5.2 Conclusion that could be derived from interviews

5.2.1 Theme1: Adolescents' Description of delinquency

In this research, it has been revealed that adolescents described delinquency as alcohol and substance abuse, bullying and violent behaviour tendencies. The participants emphasised that the mentioned forms of abuse have been quite common in schools and communities and that they were a great threat to social harmony and the health of the victims as well as the community in general. It can therefore be concluded that delinquency among high school learners has not been given the attention it deserves through for example, sensitizing the victims on its dangers both at individual and community level. At the same time, it can be concluded that not much research has been undertaken to establish the main causes of delinquency and ways in which it can be curbed.

5.2.2 Theme 2: Adolescents' Views on the causes of delinquency

The study established that the adolescents were of the view that causes of delinquency included: home upbringing, socio-economic status, the attitude of the teachers, peer pressure, social networks, individuals' ignorance and mind-set and lastly, the influence of the society. The participants stressed that the highlighted causes have been ignored in most cases and instead there has been concentration on punishment and suspension of the victims, thereby not addressing the problem. The conclusion that can be derived from the outlined causes of delinquency is that issues of discipline have been left too much in the hands of the schools instead of the parents and community actively getting involved. It can also be concluded that there has not been enough guidance and counselling for both victims and the community on issues of delinquency.

5.2.3 Theme 3: Challenges experienced by adolescents on delinquency

The revelations of the research on the challenges experienced by adolescents on delinquency include academic disruption, violence and bullying and strained relationship with teachers. The participants stressed that the outlined challenges usually instilled too much fear and insecurity in the community generally and most of all disadvantaged them in terms of access to education. It can be concluded that challenges such as delinquency that affect adolescents in a number of ways have not been taken care of. Therefore, there is a need to pay attention on delinquency issues to avoid compromising the welfare of the victims especially access to education which is a basic human right.

5.2.4 Theme 4: Strategies used by schools to curb Delinquency Behaviour

The research found out that in an attempt to address delinquency behaviour, schools used the following strategies: peer education and sensitisation, suspension and punishments, rules and laws, calling parents to school, guidance and counselling, forming social clubs, drug enforcement commission. It can be concluded that while the mentioned strategies may be worth using in addressing delinquency, there is a need to undertake research on their effectiveness so that possible improvements can be made.

It can also be concluded that schools may have ignored the important role learners can play in arriving at ways to address delinquency.

5.3 Conclusions that can be derived from field notes

It was revealed from the field notes that there was presence of peer education and sensitisation, suspension and punishment, rules and laws, calling parents to school, guidance and counselling, forming of social clubs, drug enforcement commission. The existence of these strategies is indicative of attempts made to address delinquency. Nevertheless, as was observed in the preceding section, it can be concluded that schools need to undertake research to establish the suitability of the mentioned strategies. At the same time, routine evaluation and involvement of the learners in the formulation of strategies aimed at curbing delinquency would be helpful. This is because learners are key stakeholders in issues that affect them and as such, they must be given the opportunity to participate in what affects them.

5.4 Recommendations

5.4.1 Recommendations on the adolescents' Description of delinquency

Based on the research findings that alcohol and substance abuse, bullying and violent behaviour tendencies were the major forms of delinquency among high school learners, the researcher makes the following recommendations.

- Strengthen policy to ensure that alcohol and other related substances are not sold to children. For example arrest those who sell alcohol to under age children or withdraw the trading license of the shop owners.
- Increase and improve the practice of counselling and guidance on learners regarding bullying and violent behaviour tendencies.
- Formulate policies aimed at sensitising parents and the community on the need to guard against learners engaging in delinquency behaviours.
- Train teachers, parents and the community on early identification of delinquency behaviour.

5.4.2 Recommendations on Adolescents' views on the causes of delinquency

With reference to the identified causes of home upbringing, socio-economic status, the attitude of the teachers, peer pressure, social networks, individuals' ignorance and mind-set and the influence of the society, the researcher makes the following recommendations:

- Develop ideal parenting training programmes in communities where parents of those children involved in delinquency behaviours could be advised to go for counselling on parenting.

- Strengthen entrepreneurship skills at community level to create opportunities for economic growth among parents facing challenges economically.

- Develop policies for strengthening professionalism among teachers to guard against negative attitudes towards learners.

- Formation of peer groups and clubs aimed at encouraging pupils to speak to their fellow pupils against delinquency behaviour.

- Organise motivational talks in schools from time to time to encourage good behaviour.

- Arrange tours to prisons and hospitals where there are victims of delinquency behaviour to provide real life examples of the consequences of delinquency.

5.4.3 Recommendations on challenges experienced by adolescents on delinquency

The study established that the challenges experienced by adolescents on delinquency include: academic disruption, violence and bullying and strained relationship with teachers. Therefore, the researcher recommends as follows:

- Strengthen collaboration between schools and stakeholders to curb against delinquency behaviour.

- Ensure early identification of delinquency tendencies to ensure the problem is addressed in good time.

- Encourage learners to stay out of delinquency behaviour and report to the school any suspicious behaviour as soon as observed.

5.4.4 Recommendations on Strategies used by schools to curb Delinquency Behaviour

In respect of the finding that the school used the following strategies: peer education and sensitisation, suspension and punishments, rules and laws, calling parents to school, guidance and counselling, forming social clubs, drug enforcement commission, to curb delinquency behaviour, the researcher recommends as follows:

- Schools should actively engage the learners in the formulation of strategies for curbing delinquency behaviour.
- Routine evaluation of the existing strategies for curbing delinquency behaviour must be held to assess their feasibility as well as their effectiveness.
- Formulate a policy that compels parents to be actively involved in the education of their children to ensure that those who do not respond when they are called by the school are put to task.
- Formulate programmes on ideal parenting to provide skills on possible ways to bring up children.
- Promote drama clubs in schools with a focus on issues facing society like delinquency behaviour.

5.5 Implications of the findings

There are several implications of the research findings that can be linked to the many areas of educations like: policy formulation on: school rules and laws, collaboration between stakeholders and schools, curriculum content and teacher training.

5.5.1 Implications for policy formulation on school rules and laws

The implications of the research findings in terms of school rules and laws include:
There have not been routine updates on the existing school rules and laws to ensure the intended goal of controlling behaviour is achieved. In other words, it implies that the existing rules and laws do not meet the current purpose in respect of the nature of the current learners.

On the other hand, the formulation process of the existing rules and laws omitted the learners themselves and as such, the learners tend to be resentful towards rules and laws that exist in schools. Furthermore, the findings could also imply that the parents do not reinforce the school rules and laws to ensure the children do not attempt to follow them only when they are in school but everywhere else as their part of life.

5.5.2 Implications for policy on collaboration between stakeholders and schools

The research findings have implications on collaboration between stakeholders and the school because schools cannot address the issues of discipline without the involvement of all stakeholders. While the school has established for example rules and laws that deal with the offenders and sending a warning to the would be offenders, it is unlikely that the problem would be resolved without the active involvement of guardians and the general communities surrounding the victims. Therefore, there is a need to ensure that all stakeholders work together to address the problem of delinquency behaviour rather than leaving it to the schools alone.

5.5.3 Implications for policy formulation on curriculum content

The research findings also imply that there is need to revise the existing curriculum content to ensure it responds to the problems currently facing schools and communities. For example, rather than topics being taught for the purposes of covering the syllabus to prepare for examination, the curriculum should emphasise on the reality facing the learners with a focus on action-oriented pedagogies to provide learners with skills and knowledge to deal with problems in their communities.

Additionally, the research findings entail that extra curricula activities like drama and anti-drugs clubs must be given the attention they deserve to help in communicating with the learners about issues that affect their lives. On the other hand, it also implies that the curriculum design must as much as possible focus on the needs of the Zambian child and community so that it encompasses issues that relate to the lives of the learners.

5.5.4 Implications on teacher training

The findings of the research also imply that teacher training must include as many issues as possible on the reality of the Zambian learners so that they are adequately prepared to deal with the different characteristics of the learners in the schools they will be assigned to work.

Additionally, the findings call for in-service training on current issues facing schools and communities like delinquency behaviour in order to equip the teachers with the required skills and knowledge for addressing that issue. Research based evidence can also be included in teacher training on ways to handle delinquency behaviour coupled with routine evaluation on the existing strategies for addressing delinquency.

5.6 Trustworthiness of the study

The researcher ensured there was trustworthiness in the study by following all the ethical procedures like seeking ethical clearance from the university, getting permission from all gatekeepers, participants' informed consent and withholding the real identities of the participants and the research sites.

The researcher also used different data collection methods and engaged with the supervisor throughout the process of the study and reported the findings truthfully.

5.7 Limitations of the study

The study was characterised by some limitations which included:
- The researcher faced challenges in accessing some of the selected participants because they were in examination classes and they were not readily available to participate as required. However, the researcher rescheduled the appointment where possible, and also requested for recommendations for alternative participants from either the initial participants or the school administration.
- The researcher concentrated on only three schools owing to economic challenges.

- The research struggled to access the target documents owing to poor recording keeping in some schools, thereby using limited sources.

5.8 Unique contributions of this research

The research has contributed to different areas of education as follows:

Firstly, the fact that alcohol and substance abuse have been one of the key forms of delinquency entails that there is been lack of control measures of these substances on the under age. Therefore, the research findings communicate that little is being done to ensure that the under-age children do not easily get away with consumption of the said substances.

Secondly, the study brings to light the fact that the types of upbringing and the attitude of the teachers have a bearing on the behaviour of the learners. Therefore, these areas need attention so that they do not contribute to learners' bad behaviour.

Thirdly, the research has contributed to body of knowledge to some of the factors that may negatively affect the performance of learners. This is because poor performance is often linked to teachers and the school environment; yet delinquent behaviour could negatively affect the victims and their peers.

Fourthly, the study has contributed towards the need to use strategies like learner involvement in the formulation of rules and laws for addressing delinquency. This also entails that the study has brought out the need for research in order to discover what is workable in a particular situation.

Lastly, the research has contributed towards the need to pay attention on training teachers in areas that affect the learners and their communities.

5.9 Recommendations for further study

The following recommendations for further study are made in respect of this research:

- There is need to investigate the kind of training provided to teacher to the guidance and counselling of learners and parents to confirm if it meets the current social challenges facing learners.

- An extensive study on the problems parents and guardians face in dealing with delinquency related issues.

- A study on the effectiveness of suspension and expulsion on curbing delinquency behaviour.

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APPENDICES

Appendix A: Ethical clearance

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/05/16

Dear Mrs Matabula

Decision: Ethics Approval from
2018/05/16 to 2021/05/16

Ref: 2018/05/16/49957392/37/MC
Name: Mrs CMM Matabula
Student: 49957392

Researcher:	Name: Mrs CMM Matabula E-mail address: 49957392@mylife.unisa.ac.za Telephone: +260 955846745
Supervisor:	Name: Prof N Naidu E-mail address: naidun@unisa.ac.za Telephone: +27 12 429 4000
Co-supervisor:	Name: Dr M Mavuso E-mail address: Mavusmf@unisa.ac.za Telephone: +27 12 429 6835

Title of research:

Perceptions of delinquency amongst High School Learners in Zambia

Qualification: M Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/05/16 to 2021/05/16.

The **medium risk** application was reviewed by the Ethics Review Committee on 2018/05/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

to Main Content

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EXPLORING THE PERCEPTIONS OF DELINQUENCY AMONG HIGH SCHOOL
LEARNERS IN ZAMBIA
by
Matabula Catherine Musola Mubina
Submitted in fulfilment of the requirement for the degree

MASTER OF EDUCATION

Appendix –C: Request for permission to conduct a study from the DEBS

8 lilongwe street

Nkana east,

Kitwe, zambia.

Date: 27/05/2018

Dear Mr/ Mrs_____

I, Matabula Catherine M, am conducting a Master of Education (M. Ed.) research degree at the University of South Africa under supervision of Dr M.F Mavuso email: mavusmf@unisa.ac.za in the Department of psychology of Education. We are inviting you to participate in a study entitled: Exploring the perception of delinquency among high school learners in Zambia. The aim of the study is to gain insight into the current peer pressure among high schools in Zambia.

The study will entail selection of 3 schools in the Kitwe District and a sample of 15 learners from three schools will be invited to participate in the study. Data will be collected through individual interviews and field notes will be reflected in a journal. Interviews will last for 45 minutes to 1 hour and will be conducted outside teaching and learning time

The benefits of this study include recommendations that can be used by schools to address delinquent on high schools learners and to equip high school learners with more information and knowledge of how to guard against delinquent behaviour.

The study does not intend to pose any harm to the learners. However, the researcher is aware that most participants, if not all are vulnerable children under the age of 18. Therefore, confidentiality and anonymity will be upheld to protect the identity of the participants by using numbers and coding instead of their real names during interviews, data analysis and interpretations. Participation will be voluntary and learners may withdraw from the study without any penalty.

There will be no reimbursement or any incentives for participation in the research.

Feedback will be given to all participants

Yours sincerely

Matabula Mukobe Catherine

MED STUDENT

Appendix –D : Request for permission from the principals to conduct a study from Schools A/B/C

Date: _____

The Principal_____

High School A/B/C

Dear Mr/Mrs_____

I, Mrs Matabula Catherine, am doing research under supervision of Dr M.F Mavuso in the College of Education towards a Master of Education (M.Ed.) degree at the University of South Africa. We are inviting you to participate in the abovementioned study. The aim of the study is to gain insight into the perceptions of delinquency amongst high school.

Your school has been selected out of the three participating schools in this study. The study will employ a sample of 15 learners who will be interviewed individually and their responses will form part of the data.

The benefits of this study for the learners include helping them acquire knowledge about delinquency. To become aware of their feelings, opinions, thoughts and the way these may affect their reactions and behaviour towards themselves and others. After data analysis and interpretation, the findings will be used to develop intervention strategies that will assist learners to deal with peer pressure.

Potential risks are likely to exist because the participants will be vulnerable learners under the age of 18 years. Therefore, confidentiality and anonymity will be upheld to protect the identity of the participants by using numbers and coding instead of their real names during interviews, data analysis and interpretations. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will be given to each learner, while the proposed recommendations will be given to the principal.

Yours sincerely

Matabula Catherine

MED STUDENT

Appendix-E: Request for permission to conduct a study from participants.

UNISA | college of education

Date: ___

TITLE: A PERCEPTION OF DELINQUENCY AMONG HIGH SCHOOL LEARNERS IN ZAMBIA..

DEAR PROSPECTIVE PARTICIPANT

My name is Matabula Catherine. I am conducting research under the supervision of Dr M.F. Mavuso, in the College of Education towards a Master of Education (M.Ed.) degree at the University of South Africa. The title of the study is Perception of Delinquency among High School learners in Zambia. We are inviting you to participate in study.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could assist you in understanding your views on delinquency among high school learners. The study will also give you ways on how to handle delinquency.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are important to this study and your contribution to this study is valued. The study is about your views on delinquency. Therefore, your participation in this study, sharing your opinions, feelings and knowledge, will assist us to answer the research questions about delinquency and enable us to come with ways in which it can be curbed in high schools.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study.

The study involves interviews that will last for 45 minutes to 60 minutes. I will ask questions where you will respond in the best way you can. You will also be allowed to ask questions for clarity. I will come and give you feedback about the findings of this research.

- o   How do you experience delinquency here at school?

- What do you understand as delinquency?

- In your opinion what causes high school learners to engage in delinquent behaviour?

- How does delinquency affect you?

- How can delinquency among high school learners be curbed?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form if you are older than 18 years or assent form if you are younger than 18 years. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The opportunity given to you to participate and contribute to academic research. As a participant, you are given a platform to discuss issues that affect you as a high school learner as you will share and express your feelings and opinions about delinquency among high school learners. The findings of this research will be used to propose recommendations that can be used to curb delinquency in high schools.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no negative consequences or harm intended for you if you participate in this study. There might be a little bit of inconvenience when it comes to participation time, but if we manage the allocated time correctly, the inconvenience can be minimised.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (this measure refers to confidentiality) OR Your name will not be recorded anywhere and no one will be able to connect you to the answers you give (this measure refers to anonymity). Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings (this measure refers to confidentiality).

The information you shall give in individual interviews is referred to as anonymous data which will be used for this study as a research report for my degree. It will also be used for journal articles and conference proceeding at university. However, if this study is submitted for publication individual participant's privacy will be protected, that means, you will not be identifiable in such a report. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be shredded by the researcher. A research report will be compiled for academic purposes; electronic information, if any, will be stored on a password protected computer and after data analysis electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.
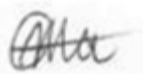
HAS THE STUDY RECEIVED ETHICS APPROVAL

The researcher has applied for a written approval from the Research Ethics Review Committee of the (identify the relevant ERC), Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

I will an appointment with you to discuss the findings.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

_____   _____

Mrs Matabula Catherine

(Type your name CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the _____ (insert specific data collection method).

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)   _____

_____   _____

Participant Signature   Date

Researcher's Name & Surname (please print)

Researcher's signature --------------------------------   Date----------------------

Appendix- F: Request for parental consent

UNISA | college of education

Dear Parent

Your child is invited to participate in a research study

TITLE: A PERCEPTION OF DELINQUENCY AMONG HIGH SCHOOL LEARNERS IN ZAMBIA.

I am undertaking this study as part of my Master of Education (M.Ed.) degree at the University of South Africa. The purpose of the study is to explore, establish and describe the experiences of high school learners on delinquency. The possible benefits of the study are that learners will become aware of their feelings and thoughts about delinquency and the way it may affect their reactions and behaviour towards themselves and others. I am asking permission to include your child in this study because he/she is at a stage where delinquency affects them in different ways. Involvement in the study will increase your child's knowledge about delinquency amongst high school learners. I have invited other children to participate in the study.

If you allow your child to participate, I shall request him/her to take part in an interview. Your child will be asked to take part in a 45minutes to 1hour individual interview session after the normal school hours on the school premises.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will not be disclosed. His/her responses will not be linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are improved knowledge of issues around delinquency amongst high school learners and how to recognise and manage issues on delinquency. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty. The study will take place outside regular classroom activities immediately after school with the prior approval of the school and your child's teacher or principal.

In addition to your permission, your child should agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for one year after the study. Thereafter, records will be erased.

Potential risks may exist since the study is conducted on young adolescent children who might be sensitive to disclose information about them since they are vulnerable children under the age of 18.

If you have questions about this study please ask me or my study supervisor, Dr M. Mavuso email: mavusmf@unisa.ac.za College of Education (012 429 4000), University of South Africa. My contact number is Catherine Matabula +260 966 846 745 Kitwe, Zambia.

Permission for the study will be sought from the Ethics Committee of the College of Education, UNISA and the Department of Education (The Area Manager and the Principal)

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

_____   _____

Parent/guardian's name (print)   Parent/guardian's signature: Date:

Mrs/Mr _____   _____

Researchers name (print)   Researcher's signature   Date:

Appendix G: Research schedule (question) individual interviews

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1. HOW DO YOU EXPERIENCE DELINQUENCY HERE AT YOUR SCHOOL?

2. WHAT DO YOU UNDERSTAND HERE AS DELINQUENCY?

3. WHAT ARE THE FORMS OF BEHAVIOUR WOULD DESCRIBE AS DELINQUENCY AMONG ADOLESCENTS IN YOUR SCHOOL?

4. IN YOUR OPINION, WHAT CAUSES HIGH SCHOOL LEARNERS TO ENGAGE IN DELINQUENT BEHAVIOUR?

5. HOW DOES DELINQUENCY AFFECT YOU?

6. HOW ARE LEARNERS DISPLAYING DELINQUENCY BEHAVIOUR SUPPORTED IN YOUR SCHOOL?

7. HOW CAN DELINQUENCY AMONG HIGH SCHOOL LEARNERS BE CURBED?

Appendix –H: Example of interview extracts.

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Transcribed Sample Interviews

A3.1. Sample Interview One – Male Participants

Participant 5: Grade 9, 15 year old male

Date conducted: 12th November 2018

Design: Semi Structured Interview

Topic: **Perception of Delinquency Behaviour**

The interview was conducted in the office of the Guidance Teacher at a mixed sex high school. The Guidance Teacher gave us permission to use the office while attending to attending to other matters within the school. The interview was done face-to-face and audio recorded for 45 minutes. A total of seven (7) questions were asked in the interview. These formed the main interview questions. Follow-up/ probe questions were asked to gather more information.

Interviewer: Good afternoon, my name is Catherine Matabula. I am conducting research with the College of Education towards a Master of Education degree at the University of South Africa. The purpose/aim of this study is to gain insight into the perception of delinquency behaviour amongst high school learners. The overall purpose of this interview is purely for research and make recommendations that can be used by schools to address delinquency behaviour and equip high school learners with more information and knowledge of how to guard against delinquency. You are invited to this study because your contribution is valued. As you are a high school learner, I would like to hear your opinion about delinquency behaviour. Your participation in this study, your opinions, feelings and knowledge will enable me to come up with ways to curb delinquency. The interview should take about 45 minutes. The information will be referred to as anonymous data which will be used for this study to write a research report for my degree.

Individual participation will be protected, meaning you will not be identified in such a report. Before I begin the interview, I would like to confirm that you read and signed the consent form which your parents have also signed, and that you understand that your participation in this study is entirely voluntary that you are free to take a break or stop the interview. If I ask any question which you don't want to answer please feel free not answer.

Participant 5: ok

Interviewer: anything you want to ask before we start the interview?

Participant 5:its ok.

Interviewer: How do you experience delinquency here at your school?

Participant 5:The way we experience delinquency here at our school is actually is …is aah happens in various ways for example the first is under peer pressure, us teenagers, us juveniles we undergo that cause delinquency because of peer pressure, trying to do what our friends are doing. Trying to cope up with … bad behaviour, even if they do bad things even if they abuse drugs we also start abusing.

Interviewer: WHAT DO UNDERSTAND AS DELINQUENCY?

Participant 5:Aah delinquency… delinquency is changing of moral and behaviours.

Interviewer: WHAT FORMS OF BEHAVIOUR WOULD YOU DESCRIBE AS DELINQUENCY AMONG ADOLESCENTS IN YOUR SCHOOL?

Participant 5:forms of delinquency are drug abuse especially alcohol, violence. Students come with alcohol from home while others purchase them from here in school compass. There are situations whereby even in class they may be selling those things in class whilst the teacher does not know anything about it. Violence happens in school especially in groups because individually it cannot work out because these people are found in groups. Because even me am not found alone am found with friends so that what happens.

Interviewer: anything else?………..

Participant 5: *For us pupils it's easy to see because they don't fear us, m they may even show you that we have got drugs because they know you may do nothing about it. But they hide those things from teachers so for us pupils I think we see a lot they carry.*

Interviewer: IN YOUR OPINION WHAT CAUSES HIGH SCHOOL LEARNERS TO ENGAGE IN DELINQUENT BEHAVIOUR?

Participant 5: *Lack of parental control because charity begins at home, so your parents have not molded you well at home because they are certain parents…they don't even care if the child is taking beer. So that way he or she will even be going to feel proud say aah my parents it me so maybe it's normal …. So, they influence their friends at school. So, lack of parental control is one of the causes. Then I would also love to talk about ignorance. People just…. tend to undergo delinquency because they don't know … for example you engage yourself in drugs, if you are arrested you may go to kamfinsa prison and spend a lot of years. And also poverty… in short term, poverty they say is lacking basic needs … so most of the time people lack basic needs and they are not happy about it. They just live miserable lives, so … like school going pupil because of those who are coming from poor homes in school, those not well to do families most of them they have just given up on life to say… they don't if they are going to pass, they are not going to go anywhere in school. They just come to school for the sake of coming and for them coming it's like their parents are struggling for them to come…they know yet there we are going to do nothing, yet we are going to school. So, they just try to use their lives the way they can because they know that even if we get educated, we are going to fail. So they just abuse drugs and all that actually just to cope with their friends.*

Interviewer: HOW DOES DELINQUENCY AFFECT YOU?

Participant 5:how does it…….?

Interviewer: how does delinquency affect you?

Participant 5:affect? Myself…? As in learning environment?

Interviewer: yes ..

Participant 5: *yes... ok for that one, I think it affects ... affects me for example a part because we are school and have got a lot of people with different behaviour, so, you may be in a situation where you are not doing what they are doing. So, it's like you are different from them so they don't perceive you to do be part of them. So, they may do anything to you if they maybe if they tell to do something, you refuse, because they are drug abusers, they are alcoholics they are possessed with beer. So, they may try to tell you to do something you refuse because you are not part of them. Maybe they may beat you up so we are scared of them we fear.*

Interviewer: HOW ARE LEARNERS DISPALYING DELINQUENCT BEHAVIOUR SUPPORTED IN YOUR SCHOOL?

Participant 5: *Ok, in school for example…. Here we have got DEC club (drug enforcement commission. So, the club is there to emphasize the disadvantages of abusing drugs specifically cannabis and weed. So, for those….those who are knowledgeable enough they think about it. So, some change some do not change.*

Interviewer: ok anything you would love to tell me?

Participant 5: *apart from the clubs, … supported in school? Aah ... oh so far so good that what I have observed myself.*

Interviewer: HOW CAN DELINQUENCY AMONGS HIGH SCHOOL LEARNERS BE CURBED?

Participant 5: *among high school learners? Delinquency can be stopped aah… it's like first of all school, the school is the second home, sure! Most of the time us school going pupils we spend a lot of time at school than we spend at home.So, since we spend a lot of time at school, they should make sure that the time we are going to this place we shouldn't go with…. With manners which we came from home. For example at home I came as a good boy then I go back as a bad boy. So, they should make sure that in schools, whilst in school we only do educative things and make sure that we spend at least a longer period in school because aah the society is aah… very tempting out there, they are not educated. So, for example they have introduced prep ... prep time, normal learning periods end around at this school, around 13:40 hrs… so you try to assume if everyone is going home at 13:40, meaning the school will be empty and no one will be here everyone will be in society, doing all sorts of things. So at least they have increased from 13: 40 to*

somewhere 16 hrs. At least you are going home to spend that time doing something ... studying, by the time you are going to reach home you are already tired not going to have time to go see your friends and everything so that way may improve in our personality.

Interviewer: you mentioned that the society is very tempting. What is out there in the society that is so tempting?

Participant 5: in the society you find a lot of … behaviours aah bad behaviour which…. *another thing … ok … they also … rephrase the question?*

Interviewer: how can delinquency be curbed?

Participant 5::ok … another way is the use of sensitization programs, like at school for example last time. Last time we normally have visitors who come like career talk and all that so that they tend to tell … tell us life changing stories so at least we are getting educated. We know more. Yah. So, sensitization and prepare time.

Interviewer: anything to add?

Participant 5:delinquency … ok what I would love to …that one is …I think … coz work hand in hand teachers and parents, aah maybe bring up a program something like that or maybe the time parents come for open day… to make thoroughly…. Be told that your child should be doing this and that. You shouldn't be letting your child like aimlessly moving around because the more you go out the more you pick bad behaviour. So, I think that's an idea.

Interviewer: you mentioned bad device in the community… what devices are these?

Participant 5:like talk of bars, normally those places are rated 18 persons but nowadays you find there is no age limit. So, meaning even if the person is 12 years as long as you have money can go in there. So, you are spoiling your life. And another thing is even planting of these foreign drugs into the society it's like aah … the law enforcing authority don't … are not aware … like it happens. So, it's like they have even started business is there, so all those adolescents who have dropped out of school, even men who don't work actually they do a business in society. So, you going to find that … aah you are not … then more you are found in there … with the same people they say if aah… birds of the same feathers flock together. So, if you are found with them

definitely you are going to be doing what they do so now at least if you are … are spending a longer time not with them and only a small period of time with them chances of you doing what they do are going to be low.

Interviewer: you have mentioned the planting of foreign drugs on the street, what type of drugs are these?

Participant 5: aah, cocaine, heroin, artanes, … aa they are a lot. Though … aah the say these artanes are medicines for … the mad …or mentally disturbed people yes

Interviewer: anything you would like to say about delinquency?

Participant 5: delinquency in high school learners?… another thing I would like to add on is ..actually just… ok … you know at times controlling a pupil it's not the teachers' job only. Actually, it should be the firm foundation should be laid by parents. That is when that pupil is going to be ok … because they are situations where by even where you come from yourself they don't normally … even when you do something wrong … your parents just look at you or if come to school, even if the head teacher of the school, the highest person , the highest person in authority in school. You are going to refuse because your parents who gave birth to you, you refuse when they tell you to do something … so I would love parents at home at least try to ….. Teach their pupils good morals, their children good morals … sorry. So, that even as the come to school, they are … you are going to find that it will be very difficult for them to be abusing drugs and … an example is boarding schools. In boarding schools, you find that pupils rarely doing that because in boarding schools it's from school to home, home to school just like that. They don't pass in places for example moving from school going there. That's why you find that in boarding schools' performance is good than in day schools because in boarding schools they usually have meetings for parents maybe … yes, have seen like … trust schools, they call up parents they talk to them about they children and all that … that's also an idea.

Interviewer: you mentioned parents meeting in boarding schools, what about in day schools' parents are not met?

Participant 5: they normal do … but if they do is only for result purposes. Maybe you wrote an exam, just come get your results. But they don't sit down and talk on pupils … talk about pupils'

behaviour in school. They will just say ok your child is a noise maker for example getting his results and it's going to end. Their parents are going to say aah… you are a noise maker ok. I was told like this blah blah blah. without scolding the child or maybe doing … or causing some prevention or some measures which will enable the child to change … just do like but if you just make it a routine to say …to say all must parents it's a must, must come… when they come they sit down together with the … head they even invite other people … at least so that they share knowledge.So, that even as the parents go back home, they are going to sit their children, down tell them about these things.

Interviewer: you talked so much about parents, what is happening with the parents?

Participant 5:yaa… because the problem is … even then some parents, it's like we can say … even them same they undergo delinquency as if they say … because delinquency is changing of behaviour like is aid. If you are doing something wrong, so in short let's say abusing drugs, alcohol … they is no way a child can change if the mother or father is doing the same thing. So, you see … it's like they are failing to control the children. So, if your father drinks if I start drinking he will say why you are drinking, am going to say dad you also drink … so it will be its going to be difficult for him to control me. but if we are to have situations whereby maybe a parent. At least, even though they are drinking because for them maybe it's normal … even though they are drinking at least do it from other places where the children are not seeing what they do so that … even if they say ok … you are abusing alcohol, you will do things to you … the child is not going to know nothing about it because he or she doesn't see you.

Interviewer: thank you for talking to me.

Participant 5:you are welcome madam.