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Original Article

Influence Of Student'-Peer Interactions on Academic Delinquency Amongst Undergraduate Students in Public Universities in Kiambu and Nairobi Counties- Kenya

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*Peer Interaction,
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Many public universities in the world including Kenya have been experiencing diverse social challenges that include academic delinquencies and moral deterioration. Hence, the purpose of this study was guided by the study objective which sought to analyse the influence of Student-Peer interactions on academic delinquency amongst undergraduate students in public universities in Kiambu and Nairobi Counties, Kenya. It adopted mixed-method research which enabled the researcher to use quantitative and qualitative methods. The target population for this study comprised 2 counsellors, 2 registrars, 2 exam coordinators, 12 Heads of Department, and 120,000 undergraduate students from Kenyatta University and Jomo Kenyatta University of Agriculture and Technology, public universities in Kiambu and Nairobi Counties. The schools were stratified sampled; 12 heads of departments were then randomly selected. The undergraduate students were also randomly selected, 192 (384/2) from each university. Further purposive sampling was used to select academic staff. Structured questionnaires were used to collect data from students, whereas interview guides were used to collect data from academic staff. Piloting was conducted among 40 undergraduate students of mixed gender from the University of Nairobi to establish the validity, reliability, credibility, and dependability of research instruments. Reliability was determined using Cranach's alpha method. Credibility was established through the triangulation of data from multiple instruments, whereas dependability was established through repeated trials. Analysis of data began by identifying common themes from the participants' descriptions of their experiences guided by research objectives. Frequency counts and percentages of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that are under investigation. Qualitative data was analysed thematically guided by research objectives and presented in narrative form, whereas the quantitative data were analysed using descriptive statistics with the aid of Statistical Packages for Social

science version 23. It was found that the students' peer interactions influence academic delinquency amongst undergraduate students in public universities in Kiambu and Nairobi Counties-Kenya. Student-peer interaction influences students greatly on academic delinquency. Peers copy bad behaviours from each other including exam fraud. The study recommends the need to encourage the students to be themselves and not be influenced.

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INTRODUCTION

To establish and maintain world-class universities for tertiary education, there is a need for such institutions to stay true to their mission of providing quality education and training, promoting scholarship, innovation, and creativity, and inculcating moral values. However, the majority of higher learning institutions have fallen for the common pitfalls, leading to diversion from their core mission, resistance to change, and recruiting incompetent staff (Salmi, 2012; Roszak, 2017). In this case, academic delinquency is one of the major results of failed or distracted missions, resistance to change, and incompetent staff. This is due to the failure of universities to develop and enforce rules that are in tandem with evolving culture and social interactions and lack of professionalism among staff, hence leading to delinquency issues such as drug abuse and sale, violent behaviours, and

academic malpractices among university students across world universities (Roszkak, 2017).

Social interaction refers to forms of relations that students experience within and outside public universities. According to the report published by Weldon (2016) in the Australian Education Research Centre this could be students' interaction with the family, neighbours, teachers, friends, or peers. Similarly, Kombo (2006) explains that social interaction is a network between and among people in addition to patterns of acting and reacting toward one another. Thus, social interaction is a network of connections between and among people.

In this study, academic delinquency refers to examination cheating, copy-pasting assignments, buying grades, and offering sex for better marks. Schwartz et al. (2016) in a study conducted in New Zealand involving public university students and academic staff posited that recurrent incidents of uncaring, harmful, and often violent actions have

caused many to wonder about a decline of morality in society. The concern over exam cheating and increase in violence among youth, and the general decline in ethical behaviour have forced people to question the undesirable actions of youth and to try to find ways to discourage negative actions and encourage ethical, positive acceptable actions from youth.

Social interaction as a means of individual developing behaviour has been known to influence academic delinquency among undergraduate students in public universities. In Kiambu and Nairobi counties, recurrent incidents of academic dishonesty amongst undergraduates in public universities have caused parents, teachers, lecturers, and employers to question the quality of some of the qualifications from some courses offered in higher education. Issues of questionable degrees and half-baked students who are inadequately prepared to fit in the social-economic world are on the rise. Academic dishonesty undermines the learning and credibility of higher institutions. The rise of examination misconduct at Kenya Certificate of Primary Education [KCPE] and Kenya Certificate of Secondary Education [KCSE] in recent years has made scholars question the quality of admission at universities. This is because universities have not been sure whether they have been admitting qualified students (Gicharu, 2016). Nevertheless, the study intends to analyse social interactions that have encouraged an increase in academic misconduct neither at the Primary nor Secondary level but in public universities in Kiambu and Nairobi Counties, Kenya.

Further, according to the 2017 Kenya Police Report, Kiambu County leads in crimes related to youth delinquencies. Out of 76,986 cases reported to police country-wide in the year 2016, 6006(7.8%) were from Kiambu County alone. Most of the delinquent crimes according to reports related to theft, murder, drug abuse, and prostitution (Hope Sr 2019). The reported crimes seem to be similar to academic malpractices being experienced in the

surrounding public universities (Hope Sr, 2019). This raises the question of whether there is a likelihood that the community may influence students' behaviour.

Academic delinquency is a complex challenge that has hit institutions of higher learning in Kenya. A plethora of studies and reports as noted in the background to the study have confirmed that various aspects of academic delinquency are on the rise in various public universities in the world including Kenya. These include sex for grades, sneaking unacceptable materials into examination rooms, and plagiarism of assignments, among other delinquent practices in higher institutions that have greatly affected the quality of university education in Kenya. Many studies have tried to explain how social interactions affect academic delinquencies among learners but by doing so they either strongly focused on academic performance or delinquent behaviours among the learners such as risky sexual behaviours and drugs and substance abuse. This differs from the current study which seeks to analyse how student-peer has led to an escalation of ethical deterioration amongst undergraduate students in public universities in Kiambu and Nairobi Counties, Kenya.

LITERATURE REVIEW

Peer group influence is one phenomenon that has been widely studied all over the world. Studies indicate that peer group interactions shape an individual's character, behaviours, and attitudes towards certain acts within an academic environment. In the USA, McCabe et al. (2012) studied cheating behaviour at U.S.A College. They targeted students and lecturers. A survey was utilised to amass quantitative data from the learners. The study reported that witnessing their peers cheat motivated them also to cheat in exams. Such findings were echoed by Santoro and Cahaya (2018) who explained that plagiarism by accounting lecturers was influenced by inadequate time for research, among other factors. Unfortunately, these

findings are mentioned only in passing and there is little explanation of additional student-peer interactions influencing cheating (Siswandari & Muchsini, 2020). The study also focused entirely on cheating as an academic delinquency and ignored other aspects of academic delinquency such as buying exams and plagiarism among the learners and how peer-student interactions influence these academic vices.

In America, Krueger (2014) studied academic misconduct among nursing students. The study was quantitative and sampled 336 nurses. The study identified; socio-demographic and situational conditions that affected these nurses to participate in academic misconduct, their opinion on various forms of academic dishonesty and incidences of academic misconduct in which they witnessed and participated. The results revealed relationships among peer behaviour, personal values and beliefs, and the prevalence of academic dishonesty. The present study seeks to construct these outcomes by carrying out a study on student-peer interactions and how they influence various academic delinquencies amongst all undergraduate student populations and not just among nursing students, as observed in the study above. This is to enable the findings to be generalised to the entire undergraduate student population.

Hingowei et al. (2016) surveyed what adds to college students' deceitfulness. They used questionnaires to collect quantitative data from 2,503 college students. The findings signposted that involvement with peers who not only cheated but aided in cheating was significantly associated with academic cheating. This was also elaborated in a study by Burton et al. (2011), who explained that peer influence motivated learners to cheat in examinations. However, the current study sought to assess the influence of peer students interaction on academic delinquencies including but not limited to sex for grades and copy-pasting assignments.

In Ethiopia, Anteneh and Asres (2014) investigated double dealings on studies and their prognosticators among apprentice students at Hawassa University College of medicine and health science. Their findings showed that about 22% of the respondents considered cheating to be a perfectly acceptable mode of behaviour, while 24.4% apparent cheating to be very common among classmates. This was supported by Negeri's (2015) findings which indicated that peer pressure led to increased academic cheating, as explained by student experiences among grade 10 students in Addis Ababa City Administration. Nevertheless, the current study sought to show how peer interactions influenced academic delinquencies. The study also verified various forms of peer-student interactions and how these contribute to academic delinquencies among undergraduate students.

A peer group is a social association of people who share similar interests, pastimes, and ages. Teenagers spend longer time with their peers than adults do because they find it more comfortable to communicate with them. Peer pressure, according to Vaquera and Kao (2008), can have both good and bad impacts. Peer pressure, as per Steinberg and Monahan (2007), is the influence of peers that influence others' attitudes and behaviour. Adolescents are mostly affected by peer pressure. At that level, people are more susceptible to having their thought patterns shaped and are more likely to engage in delinquent activity. The individual believes that if they do not follow their peers' lead or interests, they risk becoming isolated. Their desire to be a member of a peer group, which might be engaging in harmful activities, is motivated by a fear of stigma (Brown, 2004).

According to Low et al. (2012), delinquency is a word used in law to denote criminal conduct. It is a form of crime that young people perpetrate. Delinquency, according to Baumeister et al. (2000), is a result of antisocial behaviour, which is defined as behaviour that harms social interactions and is socially and culturally inappropriate. Along with the

young offender, parents, peers, and educators are all accountable. A person who commits a crime before the age of 18 is considered a juvenile delinquent, according to Siegal and Welsh (2011). Another name for it is when someone participates in unethical, criminal, or otherwise inappropriate behaviour. Smoking or using foul language is often the beginning of juvenile offences.

In their 2014 study, Nisar et al. looked at how family, peers, and the economy affect adolescent delinquency. Because of peer pressure, adolescents adapt to various beliefs, behaviours, and attitudes. Peers affect a person's behaviour. Since people spend the majority of their time with their peers, adverse peer pressure can hurt character development. Zafar (2012) identified the causes of adolescent juvenile delinquency. Poverty, family issues, harmful peer pressure, drugs, unemployment, etc., can all be contributing factors. The absence of behaviour control in adolescents is a primary contributor to adolescent delinquency. Teens with behavioural disorders are unable to manage their criminal or delinquent actions.

Delinquency was examined by Childs and Sullivan (2013) concerning emotional and behavioural issues. These issues may ultimately result in delinquent behaviour. To stop delinquency, these concerns should be addressed. It is better if they are discovered and treated as soon as possible. Adolescents who engage in criminal behaviour early go on to commit grave offences. Peers significantly affect this sociopathy. Peer pressure is a factor that motivates people to act in certain ways, according to Jagers et al. (2013). Delinquent behaviour is heavily influenced by elements such as family unity or bonding as well as one's self-worth.

The theory of crime developed by Hirschi and Gottfredson (1993) contends that people have either little or no self-control (Carrell et al., 2011). They believe that a lack of self-control might start to manifest in young children when parents ignore them or fail to discipline them for bad behaviour.

This could take the shape of professorial misbehaviour or academic dishonesty such as lying, cheating, sabotage, or deceit. According to Shailja, Tiwari, Dubey and Verma (2022) interacting with delinquent peers increases the likelihood that a teen may turn to crime. A child views his friends as his family. Teenagers spend a lot of time with antisocial friends, according to Ngale (2009), who underlines that this causes them to participate in antisocial behaviour themselves. According to Payne and Cornwell's (2007) research, peer pressure influences adolescents to engage in illegal behaviour. In their study of the detrimental impact of peer relationships on the development of problem behaviour in teenagers, Gifford-Smith et al. (2005) concluded that unregulated relationships with unconventional peers cause adolescents to engage in delinquent behaviours such as drug abuse, deceit, and academic malpractices.

In Kenya, a study among engineering students by Namango and Starovoytova (2016) also found that cheating is common in Kenyan schools. They designed a confidential self-report questionnaire to a mass fact from a sample of 100 respondents. The rate of response was 95%. They used a descriptive survey design and documentary analysis. The results showed dishonesty is a common practice in the school. Further, it was established during the undertaking that students who make a habit of engaging in examination dishonesty tend to develop positive perceptions and attitudes toward the habit. As a result, their learning is likely to be affected by their continued practice. Consequently, there is an increased risk of learners who leave school without real knowledge but as practising engineers who are ill-prepared to deal with real-life challenges. The findings echoed those of Musau (2016), which found that peer pressure and increased levels of competition increased cheating tendencies among medical students. The study sought to build on these results and further expounded on the existing peer students' interactions and how these interactions influence academic delinquencies among

undergraduate students from all faculties in public universities in Kiambu and Nairobi Counties, Kenya.

METHODOLOGY

The study adopted both quantitative and qualitative approaches. In a mixed-technique research design, the findings are more dependable as they provide a thorough explanation of the research problem being investigated as compared to other standalone studies (Kothari, 2005). Mixing quantitative and qualitative methods also gives the investigator a better comprehension of the research issue under exploration. To gather quantitative and qualitative data, the researcher adopted both open-ended and close-ended questions.

A concurrent triangulation research strategy was employed to analyse the influence of student peers on academic delinquency among undergraduate students in public universities in Kiambu County, Kenya. This approach is a one-phase strategy utilised for gathering diverse but corresponding quantitative and qualitative statistics on one theme. These are conducted at the same time, and each is given equal importance (Creswell, 2009).

The researcher conducted the research in Kiambu and Nairobi Counties, Kenya, and targeted Kenyatta University and Jomo Kenyatta University of Agriculture and Technology, public universities in Kiambu and Nairobi Counties. The target population is summarised in *Table 1*.

Table 1: Target Population

Categories	Kenyatta University	Jomo Kenyatta University of Agriculture and Technology	Total Population
Undergraduate Students	70,000	50,000	120,000
Counsellors	1	1	2
Registrars	1	1	2
Exam-Coordination	1	1	2
Total	70,003	50,003	120,006

A student population of 120,000 was sampled using the sample size determination formula for the infinite population to determine the required sample size. This is mainly because the sample size under investigation is large, and this formula is the most appropriate in determining the most appropriate sample whose results were generalisable to the entire study population. Further, Godden (2004) argues that any population above 10000 respondents can conveniently be sampled using this formula to arrive at a manageable size. This formula was therefore used to define the sample size for the study as follows:

$$n = \frac{Z^2 \times P(1 - P)}{E^2}$$

Where: n = Sample Size for infinite population, Confidence level at 95% (Standard value 1.96), P = Population proportion assumed to be 0.5 (50%) E, E = Margin of Error at 5% (0.05), NB: q = 1-p

The sample size is equal to the;

$$n = \frac{1.96 \times 1.96(0.5)(0.5)}{0.05 \times 0.05} = 384$$

Thus, a total of 384 undergraduate students across the two universities.

Table 2: Sampling Grid

Categories	Target Population	Sample size Determination	Sampling Method	Sample size
Undergraduate Students	120,000	Godden Formula	Stratified and multistage sampling (32 from each of the 12 schools)	384
Counsellors	2		Purposive	2
Registrars	2		Purposive	2
Exam-Coordinators	2		Purposive	2
Total	120,006			414

Source: Researcher (2021)

This study utilised interview guides and structured questionnaires to gather information on social interactions influencing academic delinquency at Kenyatta University and Jomo Kenyatta University of Agriculture and Technology public universities. Interview Guides were used to gather qualitative data which were used to corroborate and support. Quantitative data was gathered by structured questionnaires.

The process of analysing the data started by identifying common themes from the qualitative and quantitative data as guided by the study objectives which sought to determine the influence of student-peer interactions on engagement in academic delinquency. As the study involved the concurrent triangulation design, the data were collected at the same time but in separate instruments. The data were analysed using

qualitative and quantitative analysis before triangulating it to gain an overall interpretation. Then the researcher related the qualitative findings to the quantitative ones. To allow the researcher to feed the quantitative data into the SPSS 23 spreadsheet for analysis and generation of results, codes were allocated to each of the close-ended questions. With SPSS version 23, quantitative data was analysed to create descriptive statistics in the form of frequencies, percentages, means, and standard deviations.

RESULTS AND DISCUSSION

The study sought to analyse the different opinions of the respondents regarding the influence of student-peer interactions on engagement in academic delinquency from universities X and Y. The findings are herein presented in *Tables 3 and 4*.

Table 3: Respondents' view on the influence of student-peer interactions on engagement in academic delinquency X

Statement	SA		A		N		D		SD		Mean	Std. Dev.
	F	%	F	%	F	%	F	%	f	%		
Interacting with peers during parties influences my engagement in academic delinquency	204	53.65	104	27.35	8	2.10	35	9.20	29	7.62	3.1	1.4
Relating to my peers during music festivals influences engagement in academic delinquency	201	52.86	110	28.9	4	1.05	39	10.25	26	6.83	3.2	1.0
Interacting with peers during class influences engagement in academic delinquency	200	52.6	105	27.61	8	2.10	27	7.10	40	10.5	3.0	1.3
Interacting with peers during revisions influences my engagement in academic delinquency	210	55.23	107	28.14	5	1.31	29	7.62	29	7.62	3.3	1.0

Table 4: Respondent opinion on the influence of students' peer interactions on academic delinquency from university Y

Statement	SA		A		N		D		SD		Mean	Std. Dev.
	F	%	f	%	f	%	f	%	f	%		
Interacting with peers during parties	111	29.21	136	35.79	66	17.37	41	10.79	26	6.84	3.3	1.0
Relating with peers during sports	19	5	120	35.58	20	5.26	121	31.84	0	0.0	3.0	1.5
Relating to my peers during music festivals	64	16.84	202	53.16	16	4.21	78	20.53	0	0.0	2.4	1.1
Interacting with peers during class	111	29.21	199	52.37	18	4.74	52	13.68	0	0.0	4.1	1.5
Interacting with peers during revisions	51	13.42	203	53.42	63	16.58	50	13.16	13	3.42	2.8	0.7

The findings from table 3 for university X show that the majority of the respondents agreed 81 % (53.65% strongly agreed and 27.35% agreed) that interacting with peers during parties influences their engagement in academic delinquency. These findings were also supported by an interviewee b who said that;

Interacting with peers during parties can lead to copying other friends' bad behaviours which could lead to drug abuse [A female lecturer from university X April 2022].

Further, the study found that the majority of the respondents agreed (81.76%), 52.86% strongly agreed, and 28.9% agreed) that relating to their peers during music festivals influences engagement in academic delinquency. The interviewee x was sported saying that;

Music festival provides an opportunity for learners to learn from each other in terms of promoting their talents and learning new skills like life skills, among other. Though some time learners may learn bad behaviour or habit from each other for example skipping class to engage in drug abuse which may force them to carry Mwakenya during the exam to get better grades so that their parents may feel that their son or daughters are working hard [A male lecturer from university X April 2022].

The findings portray that peer interaction can determine a certain behaviour in students. The findings collaborate with those of Krueger (2014) found that academic misconduct among nursing students was related to peer behaviours, their personal values and the prevalence of exam cheating among those they interact with.

The study also from university X revealed that the majority of the respondents agreed 80.21% (52.6% strongly agreed, and 27.61% agreed) that interacting with peers during class influences engagement in academic delinquency. One of the interviewees c said that;

Cheating is enhanced because most learners talk about it while they are in school leading to reduces concentration in class thus making one copy what is done by others. The findings portray that peer interaction can encourage the habit of exam cheating [A 4th male student from university X April 2022].

The findings agree with those of Burton et al. (2011) who found that there is an increased tendency for students to partake in exam cheating due to pressure from their peers.

More so, the study from university x established that the vast majority of the respondents agreed, 83.37 % (55.23% strongly agreed and 28.14% agreed) that interacting with peers during revisions influences engagement in academic delinquency.

This was supported by interviewee x who stated that;

Through the process of interacting with peers, their communication improves automatically and also helps them in academic revision since students learn more in the group [A male staff from university X April 2022].

On the other hand, the findings from university Y showed that 65% (29.21 strongly agreed, 35.79 agreed) respondents agreed that most influence students' peer interactions happen during interaction with peers at parties. One of the interviewees, named K from university Y said that students' interaction in parties such kind of interaction reduces focus on the academics of the student [A 4th male student from university Y April 2022].

However, according to Lashbrook (2000), there are instances also where peers can influence each other to work harder in school promoting improved academic performance. More so, several respondents disagreed (31.84%) with a frequency of 121 respondents most agreed 40.58% (5% strongly agreed, 35.58 agreed) that most academic deliquescence happens during sports when peers

interact. An interviewee Y from the same university supported this by saying that;

Sometimes if they get to discuss performance, they lower the self-confidence of somebody who performs lowly and he/she feels the need to do something to enhance their performance. Some even turn to cheat in their exams [A 4th female student from university Y April 2022].

Also, staff from university Y exclaimed that;

Peers help each other cheat in exams by consulting with their friends, coping, or exchanging pieces of paper while doing an exam [A 4th male student from university Y April 2022].

Hingowei et al. (2016) also found that deceitfulness is common among college students due to their involvement with peers who engaged in exam cheating.

These findings relate to that of Anteneh and Asres (2014) who investigated double dealings in studies. Their findings showed that about 22% of the respondents considered cheating to be a perfectly acceptable mode of behaviour, while 24.4% apparent cheating to be very common among classmates.

From the findings in university Y, a great number of respondents agreed with 70% (29.21 strongly agreed, 52.37 agreed) that most influences student's peer interactions happen during music festivals. An interviewee c from university Y supported this by reasoning that;

The students will forget about academics and be more interested in extracurricular activities which will mostly be motivated by peer influence [A 2nd female student from university Y April 2022].

Also, 80 % (29.21 strongly agreed, 52.37 agreed) of the respondents agreed that peer influence during class time influences the academic delinquency of

the student. The interviewee z from university Y said that;

Peer interaction sometimes can only lead to poor grades and results, the student will progress in academics due to the interaction or it can make the student lose concentration in class and when the exams approach, the student cheats because the peer is cheating too since it is self-motivated [A female lecturer from university Y April 2022].

This finding relates to Namango Starovoytova (2016) who found that peer influence leads students to cheat in their exams because their colleagues engage in exam malpractice. The study also shows that most respondents agreed with 67% (13.42 strongly agreed, 53.4 agreed) that peer influence happens during interaction with peers during revisions. The interviewee m reasoned that;

Peer interaction enhances the concentration and memories of all students to all the things he/she learned during class hours; the negative impact is that students tend to speak about their performances hence challenging the other which in turn leads to cheating and dishonesty [A fourth-year male from university Y April 2022].

The findings from both university X and Y revealed that Interacting with peers during parties, relating with peers during music festivals, interacting with peers during class, and interacting with peers during revisions influences students to engage in academic delinquency as this was supported by respondents from both universities X and Y where more than 65% supported those statement.

The findings from university X also revealed that the majority of the respondents agreed 81% that interacting with peers during parties influences student engagement in academic delinquency. These findings were also supported by interviewee b who said that interacting with peers during parties can lead to copying other friends' bad behaviours

which could lead to drug abuse. Further, the study found that the majority of the respondents, 81.76% agreed that relating to their peers during music festivals influences engagement in academic delinquency.

The interviewee x sported saying that:

Music festival provides an opportunity for learners to learn from each other in terms of promoting their talents and learning new skills like life skills, among others. However, sometimes, learners may learn bad behaviour or habit from each other for example, skipping class to engage in drug abuse which may force them to carry Mwakenya during the exam to get better grades so that their parents may feel that their sons or daughters are working hard.

The findings portray that peer interaction can determine a certain behaviour in students. The findings collaborate with those of Krueger (2014) establishing that academic misconduct was common in American schools and this was attributed to the relationships among peers influenced by their beliefs, personal values and the prevalence of academic dishonesties.

The study also from university Y revealed that the majority of the respondents agreed 80.21% agreed that interacting with peers during class influences engagement in academic delinquency. One of the interviewees c said:

Cheating is enhanced because most learners talk about it while they are in school leading to reduce concentration in class thus making one copy what is done by the others.

The findings portray that peer interaction can encourage the habit of exam cheating. The findings agree with those of Burton et al. (2011) whose study also found that peer pressure plays a major role in motivating student cheating in examinations.

More so, the study from university X established that the vast majority of the respondents agreed 83.37% that interacting with peers during revisions influences student engagement in academic delinquency. This was supported by interviewee x who stated:

Through the process of interacting with peers their communication improves automatically and also helps them in academic revision since students learn more in groups.

On the other hand, the findings from university Y showed that 65% of the respondents agreed that most influence of students' peer interactions happens during interactions with peers at parties. One of the interviewees, named Y from the university Y said that such kind of interaction reduces focus on the academics of the student. However, according to Lashbrook (2000), students are sometimes motivated by their peers to strive for improved performance.

Also, staff from university Y exclaimed that *peers help each other cheat in exams by coping or exchanging pieces of paper when doing an exam*. Hingowei, Perry, Rishi, Byron, and Brandon (2016) carried out a survey on what adds to college students' deceitfulness in which the findings point out that involvement with peers who not only cheated but aided in cheating is significantly associated with academic cheating.

These findings relate to that of Anteneh and Asres (2014) who investigated double dealings in studies. Their findings showed that about 22% of the respondents considered cheating to be a perfectly acceptable mode of behaviour, while 24.4% apparent cheating to be very common among classmates.

From the findings in university Y, a great number of respondents agreed with 70% agreeing that most influences of students' peer interactions happen during music festivals. Interviewee c from university Y supported this by reasoning that the

students will forget about academics and be more invested in extracurricular activities which mostly will be motivated by peer influence. Also, 80% agreed that peer influence during class time influences the academic delinquency of the student. The interviewee Z from university Y said that peer interaction sometimes:

This can only lead to poor grades and results, the student will progress in academics due to the interaction or it can make the student lose concentration in class and when the exams approach, the student cheats because the peer is cheating too since it is self-motivated.

This finding relates to Namango Starovoytova (2016) established that students cheat because their colleagues cheat in examinations. The study also shows that most respondents agreed with (67% agreed) that influence on academic delinquency happens during interacting with peers during revisions. The interviewee m reasoned that:

Peer interaction enhances concentration and memorising all things learnt during class hours; the negative impact is that students tend to speak about their performances hence challenging the other which in turn leads to cheating and dishonesty.

The findings agree with that of Musau (2016), which found that academic dishonesty in universities was influenced by peer pressure and the level of competition among learners.

CONCLUSION AND RECOMMENDATIONS

The study concluded that most undergraduate interactions do occur during class which could influence them to engage in academic delinquency, such as copy-pasting assignments from each other. Peer groups can also act as a positive role model; for example, if one is involved with a group of people that are ambitious and working hard to attain high academic goals, one might feel pressured to follow suit to avoid feeling excluded from the group or

even get tempted to cheat if one scores low grades to improve his/her performance. Also, individual, group, and class interactions influence students' interactions with academic delinquency greatly. Peer interaction can determine a certain behaviour in students and peer interaction can encourage the habit of exam cheating. Also, as per studies from university X and Y, it was concluded that interacting with peers during parties, relating with their peers during music festivals, interacting with peers during class, and interacting with peers during revisions influence engagement in academic delinquency as this was supported by respondents from both universities where more than 65% supported those statement.

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